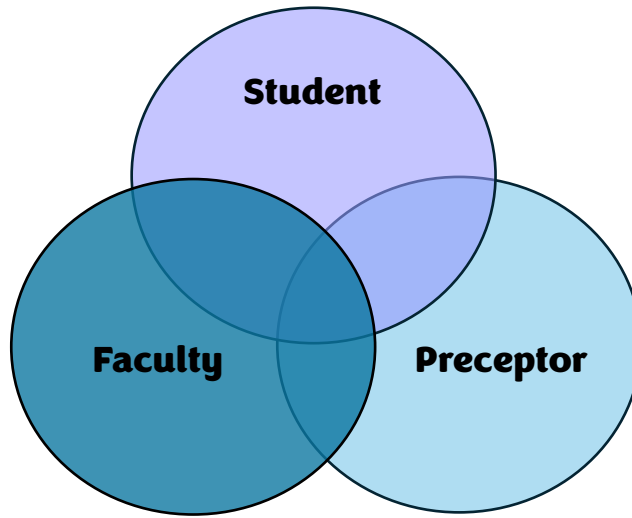




CENTRA
College

Community Preceptorship Orientation Handbook
2024-2025



NUR 126 & 175: Health Care Participant

Community Preceptorship and Orientation Handbook

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NUR 126 & NUR 175 Preceptorship: Overview

NUR 126 & NUR 175 (Health Care Participant) are the community-focused clinical courses in the 2nd semester of the Associate Degree Program and the 3rd semester of the Practical Nursing Program. These courses emphasize the demonstration and performance of patient-centered care, safety, nursing judgment, professional behaviors, informatics, quality improvement, and collaboration in the achievement of optimal outcomes of care.

Preceptors and faculty members will collaborate to provide learning experiences to assist the student in meeting the outcomes of the course. Students are responsible for clear communication of learning needs, self-direction in learning, professional behavior, and safe pre-licensure practice. The student shall be responsible and accountable for the safe performance of those direct client care tasks assigned to the student.

Each student will complete their required clinical hours with a designated preceptor within a community clinical-based nursing area. Each student is responsible for maintaining skills lists of skills performed throughout the curriculum. Each student is required to bring the skills list to each scheduled clinical experience to review with his/her preceptor. During the clinical portion of this course, the student is expected to demonstrate safe and accurate care according to the facility's policies.

Faculty Contact Information

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Centra College: Mission, Vision, & Values

Centra College is committed to providing excellent care to individuals, families, and patients in the community through the development of professional nurses. Graduates will be prepared to engage in best practices through critical thinking, interdisciplinary collaboration, and building community relationships. They will function as effective members of an interdisciplinary team in an increasingly complex and rapidly changing healthcare environment and will be recognized for their quality and service to the profession of nursing.

Our Mission: Educating future caregivers to positively impact the health of communities.

Our Vision: Pursue academic excellence. Inspire scholastic achievement. Impact community wellness

Our Values: Respect & Kindness, Equity & Inclusion, Servant Leadership, Integrity, Teamwork & Collaboration

Program Outcomes

ADN Program	PN Program
<p>The Program Outcomes of the Centra College, Associate Degree Program are to prepare the graduate to:</p> <ol style="list-style-type: none"> 1. Obtain licensure to practice as a Registered Nurse through successful completion of the NCLEX-RN Examination. 2. Model professional practice as a novice nurse across the healthcare continuum. 3. Apply evidence-based to the delivery of coordinated care for the client, family, and community. 	<p>The Program Outcomes of the Centra College, Practical Nursing Program are to prepare the graduate to:</p> <ol style="list-style-type: none"> 1. Obtain licensure to practice as a Licensed Practical Nurse through successful completion of the NCLEX-PN Examination 2. Model professional practice as a novice nurse across the healthcare continuum. 3. Apply evidence-based practice to the delivery of coordinated care for the client, family, and community.

Course Outcomes

NUR 175 (ADN)	NUR 126 (PN)
<p>Upon completion of this course, the student will:</p> <ol style="list-style-type: none"> 1. Assess diverse client/family values, beliefs, and attitudes of the community (PO: 2,3) (SLO: 1, 2, 3, 4) 2. Provide culturally competent care to patients in a community settings. (PO: 2,3) (SLO: 1, 3, 4, 6) 3. Demonstrate use of the nursing process and evidence-based care related to nursing concepts (PO: 2,3) (SLO: 1, 2, 3, 4) 4. Provide community-based care in areas of healthcare disparity. (PO: 3,) (SLO: 1, 2, 3, 4, 5) 5. Utilize epidemiological principles in the evaluation of diverse community settings. (PO: 2, 3) (SLO: 3, 4, 5) 6. Describe the use of informatics in community-based nursing care. (PO: 3) (SLO: 1, 5) 7. Describe the roles of the health care team related to interdisciplinary function. (PO: 2,3) (SLO: 2,4,5,6) 	<p>Upon completion of this course the student will:</p> <ol style="list-style-type: none"> 1. Use therapeutic communication to care for diverse populations across the lifespan. (PO: 2, 3) (SLO: 1, 2, 3, 4) 2. Demonstrate use of the nursing process and evidence-based care related to a variety of concepts. (PO: 2, 3) (SLO: 1, 2, 3, 4) 3. Recognize patient/family values, beliefs, and attitudes and their impact in relation to health care promotion in diverse health care settings. (PO: 2, 3) (SLO: 1, 2, 3, 4) 4. Identify the relationship and impact for positive patient/family health care outcomes in transition across diverse health care settings. (PO: 2, 3) (SLO: 3, 4, 5) 2 5. Employ technology and information management tools to plan and provide safe, effective patient care. (PO: 2, 3) (SLO: 1, 2, 3, 4, 5) 6. 6. Identify the collaborative role of the nurse as part of the interprofessional health care team in diverse health care settings. (PO:1,3) (SLO:2, 6)

Guidance from the Virginia Board of Nursing Concerning Preceptorship

From [18VAC90-27-110. Preceptorships](#)

- A. Clinical preceptors may be used to augment the faculty and enhance the clinical learning experience. Faculty shall be responsible for the designation of a preceptor for each student and shall communicate such assignments with the preceptor. A preceptor may not further delegate the duties of the preceptorship.
- B. Preceptors shall provide to the nursing education program evidence of competence to supervise student clinical experience for quality and safety in each specialty area where they supervise students. The clinical preceptor shall be licensed at or above the level for which the student is preparing.
- C. When giving direct care to patients, students shall be supervised by faculty or preceptors as designated by faculty. In utilizing preceptors to supervise students, the ratio shall not exceed two students to one preceptor at any given time.
- D. Preceptorships shall include:
 - 1. Written objectives, methodology, and evaluation procedures for a specified period of time.
 - 2. An orientation program for faculty, preceptors, and students.
 - 3. A skills checklist detailing the performance of skills for which the student has had faculty-supervised and didactic preparation; and
 - 4. The overall coordination by faculty who assume ultimate responsibility for implementation, periodic monitoring, and evaluation.

Preceptorship Roles & Responsibilities

The preceptor is responsible to:

- Hold a nursing license at or above the level for which the student is preparing.
- Review the **Centra College Preceptor Orientation Handbook**.
- Complete the **Preceptor Profile Form**.
- Orient the student to the unit/facility on the first scheduled day of clinical preceptorship.
- Involve and incorporate the student into the daily routine of the unit/facility providing opportunities for growth in skills and knowledge.
- Facilitate student development of a questioning attitude.
- Retain responsibility for the care of assigned patients.
- Role model safe, evidence-based nursing care using a “think out loud” approach so that students will learn how to problem solve within the clinical context of care.
- The preceptor must not delegate their preceptorship duties, per the Virginia Board of Nursing.
- Be physically present on the unit while the student is administering nursing care and provide direct supervision as needed.
- Gradually increase the student’s responsibilities in skills and patient assignments.
- Assist the student in completing preceptor hours.
- Communicate student progress and/or concerns to faculty via written or verbal updates and the **Preceptorship Evaluation** each shift.
- Validate student clinical hours after each clinical day via the **Preceptorship Hours Validation Form**.

Preceptorship Shift Checklist

At the beginning of the preceptor shift:

- Read the provided **Preceptor Orientation Handbook** from Centra College.
- Complete the **Preceptor Profile Form** at the start of the preceptorship shift.

During the Shift:

- Supervise the student for all direct care per the Student Supervision Policies and Student Supervision Suggestions.
- Call the faculty contact for the student immediately if any questions or concerns arise.

At the end of the Preceptorship shift:

- Complete the **Preceptorship Evaluation Form** with details about the shift.
- Sign off the student's hours on the **Preceptorship Hours Validation Form**.

Student Supervision Policies

- Students will require **direct supervision** under the following circumstances:
 - For **ALL** medication administration.
 - For the administration of **any** narcotics and **any** intravenous flush or access.
 - For any skill the student is performing for the first time.
 - For any situation, the preceptor feels direct supervision is required.
- Students **are not allowed** to do the following **under any circumstances**.
 - Administer anti-neoplastic medications.
 - Administer IV blood or blood products.
 - Perform arterial punctures.
 - Insert or remove any central IV line.
 - Administer experimental or investigative/research drugs.
 - Take verbal or telephone orders.
 - Enter or remove orders from the EMR.
- Students are allowed to do the following **only under the direct supervision** of a preceptor but **never independently**:
 - Change a long-term venous access dressing.
 - Access long-term venous access.
 - Manage hemodynamic monitoring (CVP, CO, PAP, PWP, etc.).
 - Manage an epidural infusion.
 - Manage peritoneal dialysis care.
 - Independently assess suicidal or homicidal risk.
 - Manage a ventilator.
 - Change chest tube drainage system.

Other Student Supervision Guidance

- Encourage critical thinking and problem-solving in the clinical area.
 - Ask the student what he/she needs to perform a procedure rather than *telling* him/her.
 - Ask the student to consider possible worst-case scenarios for each of his/her patients.
 - Encourage students to *question* rationales for all orders and interventions.
 - Question, question, the question rather than tell, tell, tell.
 - Talk about each of your decisions out loud so that the student can learn the decision-making process within the clinical setting.
- Guide growth in nursing skills and knowledge.
 - Assist students with assessments to increase assessment skills.
 - Provide students opportunities for skills that have not been performed.
 - Role model safe evidenced based nursing care.
 - Role model clear, collaborative communication.
 - Encourage the student to gradually increase independent nursing care as the preceptorship progresses.
- Create a supportive learning environment.
 - Encourage student questions.
 - Encourage student use of learning resources.
 - Provide feedback in a noncritical manner to encourage growth.
- Use reflection at the end of the day to solidify learning.
 - Have a brief post-clinical discussion with students to discuss patients and care during the day.
 - Offer feedback on strengths and weaknesses for the day's performance.

Student Role & Responsibilities

The student is responsible to:

- Complete the ***Student Orientation Validation Form*** prior to the start of first preceptorship shift.
- Follow all policies of professionalism for Centra College.
- Provide safe, competent nursing care under the direction of the preceptor.
- **The student shall be responsible and accountable for the safe performance of those direct client care tasks assigned to the student.**
- Communicate clearly with the preceptor and other health team members about changing patient status, clinical problems, or issues.
- Contact faculty in a timely manner for any problems or issues.
- Complete clinical journals and assignments as assigned while obtaining clinical hours.
- Provide the preceptor with the ***Centra College Community Preceptorship Handbook*** and links to appropriate forms.
 - ***Preceptor Profile Form***
 - ***Preceptor Evaluation Form***
 - ***Preceptorship Hours Validation Form***
- Review and be familiar with course syllabus.
- Maintain a copy of the Skills Checklist throughout the clinical preceptorship and present the Skills Checklist for the preceptor to sign-off any new skills performed.
- Complete the evaluation of the preceptorship experience posted in Moodle.

Faculty Role & Responsibilities

The faculty is responsible to:

- Provide orientation information for preceptors and students.
- Coordinate the preceptor experience.
- Be available to preceptors during preceptor hours.
- Respond to and assist with the resolution of any concerns, conflicts, and complaints.
- Complete visits to sites of preceptor experiences.
- Complete final clinical evaluations for students.
- Faculty will review course requirements and outcomes with students.
- Faculty will provide contact information to students and preceptors.
- Faculty will collect the Nursing Preceptor Student Evaluation forms and will review these with the student.
- Faculty will validate the hours accrued on the Preceptorship Hours Validation Form.
- Faculty will meet with students throughout the preceptorship to discuss strengths and areas for improvement.
- Faculty will grade clinical journals and assignments.