

Saint Joseph's College
Department of Nursing
NU 420 – Nursing Clinical Internship

January 2009,

Dear Preceptor,

We are privileged to have you be part of our NU 420 Senior Nursing Internship course at Saint Joseph's College. Our faculty members believe that this practicum is a crucial link for our students as they transition to the professional registered nurse role. The course provides a 150-hour intensive, clinical experience in an area where a student has a strong interest to practice. You will have the opportunity to work one-on-one with a senior student to help her/him integrate nursing roles for the provision of safe, effective care.

Preceptors are chosen based on their willingness to perform the role as well as their proven expertise in a given clinical area. Teaching/coaching, role modeling, providing feedback, and helping to evaluate students are skills that contribute to positive outcomes. In addition, your role as preceptor may bring additional personal benefits to you such as professional career advancement or the recognition of being an expert. Since we recognize the time, energy, and commitment that you give by acting as a preceptor, an additional opportunity that we offer is continuing education contact hours.

We have designed a self-directed learning opportunity entitled *Precepting in a Senior Nursing Clinical Practicum*. Two valued preceptors, Carrie Amazeen and Richard Ervin participated in a pilot study to secure CEs. This continuing nursing education activity was approved by ANA-Maine, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation. Ten (10) contact hours have been awarded for its completion. CEs are awarded upon completion of the practicum and program evaluation.

The opportunity encompasses three main content areas: 1) introduction to the senior nursing internship course; 2) teaching strategies for the adult learner with consideration for generational traits; and 3) enhancing the preceptor role through effective teaching/coaching, feedback, and co-evaluation. The learning materials are available on our College's Web site at <http://www.sjcme.edu/academics/nursing.htm> by clicking the link on the left for Preceptor Continuing Education.

Whether you chose to complete this educational opportunity or not, a faculty member will contact you by phone, e-mail, or meet with you in order to introduce her/himself as well as answer any questions you may have. Over the semester, you will continue to receive support from the faculty member. We will always be available to you to assist in any aspect that you may request. Please always feel free to call or page us.

Sincerely,

Gail Marchigiano, CCRN, MSN

Saint Joseph's College
Department of Nursing
NU 420 –C *Nursing Internship*

Basic Information

Our syllabus, *NU 420 – Nursing Internship Clinical*, contains information describing the course, its purpose, policies, student requirements, nursing internship role agreement, and our two clinical evaluation forms. One evaluation tool includes the students' clinical course outcomes. We ask that you help the student and the faculty member contribute to this formal evaluation of the student. The second evaluation tool is to be completed by you at the end of the internship. We request your input on the student's progress in performing the nursing role and your recommendations for his/her future progress.

The student is asked to contact you before the internship begins to devise a work schedule and to introduce him/herself to you. At this time unique, personal goals for this practicum should also be shared. For example, a student entering an ICU may have a special goal to deliver care to an artificially ventilated patient. A student entering a maternal child setting may have a goal to gain expertise in a newborn assessment.

Students are expected to complete a 150-hour practicum working on your schedule while maintaining a log of the hours completed. You may assign another preceptor to work with the student in order to cover vacations, illness, or scheduling conflicts, but we request that the majority of the hours are completed with you.

Faculty Commitment

A faculty member will always be available to you for consultation and is available by cell phone or pager whenever the student is working. Please always feel free to contact the faculty member. This is particularly important early in the practicum, if you detect a problem, a potential problem, or identify a deficiency. Likewise, students will be completing clinical journals that should help to measure the student's critical thinking ability and his/her ability to perform the nursing role. A faculty member will read and evaluate these journals and on occasion, an actual or potential student learning deficit may be identified. Should this occur, the faculty member will apprise you of any concerns.

What Can the Student Do?

This is always the number one question asked by preceptors. The student will bring to you a clinical skills list identifying those skills for which he/she is prepared. The student is responsible for performing only skills for which he/she is prepared. Students must complete skills by always following your institution's policy and procedures. This necessitates that he/she accesses and reviews the institutional materials beforehand. All

skills that the student performs should first be performed under your direct supervision until you are comfortable with the student's ability. Any invasive procedure should always be done under your direct supervision. Students must operate under the same policies and procedures as other nurses in your institution. In other words, they must always follow the Nurse Practice Act and Nursing Rules set forth by state statutes and the state board of nursing (BON) as well as institutional policies.

Students **MAY NOT**

***** Take medical orders. However, students may perform the communication with the prescribing professional, but the RN must observe and initiate the order.

***** Delegate to other staff. This activity may be discussed and practiced with the preceptor retaining the responsibility

***** Perform any activity that requires a license. For example, blood product administration requires that two licensed nurses confirm the patient's identity and sign the transfusion administration form. A student, therefore, can not perform this role but may be involved with observing the process.

***** Perform institutional procedures that require QI /Point of care testing unless they receive this training. For example, students should not perform bedside blood glucose testing unless they have received the institutional training. For some skills, institutions may require the completion of a specific orientation measures. For example, some agencies may require a math test before a student can give medications or require that the student attend an orientation or certification necessary to do IV insertion or venipuncture

***** Perform any skill not permitted by the BON or a specific institution. For example, some institutions do not allow IV insertion or venipuncture to be performed by a student under any circumstances.

Students **MAY**

***** Administer medications by any route for which they are prepared including medications administered by IV bolus in appropriate settings, with appropriate supervision.

The agency staff education representative and nursing faculty member should always be contacted when questions arise concerning Dos and Don'ts for procedures that a student can or can not perform.

Part 1: The NU 420 Clinical Nursing Internship Course
Saint Joseph's College of Maine

Readings

SJC NU 420 Syllabus *Nursing Internship*

Fitzgerald, D. & McAllen, P. (2007) *Precepting a Student?
Here are the Job Descriptions*

Part 2: Teaching strategies for the adult learner with
consideration for generational traits

Readings

Nesbitt, S. (2006) *Adult Learning Concepts*

Stewart, D. (2006) *Generational Mentoring*

Part 3: Enhancing the preceptor role through effective
teaching/ coaching, feedback, and co-evaluation

Readings

Kertis, M. (2007) *The One-Minute Preceptor*

Nelson, J. et al. (2004) *Coaching for Competence*

Murphy, B. (2008) *Positive Precepting: Preparation Can
Reduce the Stress*

Smith, L. (2007) *Documenting Your Preceptor Role*