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| School of Nursing NSG 4095 Clinical Nursing Internship (1-3 Units) Fall 2023 | |
| Meeting Days / Location: Varies | Faculty: Professor Jennifer Arcega, MSN-Ed, RN MEDSURG-BC Email: jarcega@pointloma.edu Cell: 808.230.5446 Office location: LSCC Office 113 Please see Canvas for student hours |
| Meeting Times: <ul style="list-style-type: none"> ● 2 Virtual Clinical Site Visits with Students, Preceptor, & Clinical Faculty (and as needed) ● Final Clinical Evaluation with Student & Clinical Faculty | |
| Placement Senior Year | |

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

SON Vision Statement

The School of Nursing at Point Loma Nazarene University embraces, as a covenant, the commitment to excellence within a dynamic Christian environment in which each one will engage in the sacred work of nursing. This sacred work involves symbolically removing one’s shoes in service of others.

Take off your sandals for the place you are standing is holy ground. Exodus 3:5 NIV

SON Mission Statement

The School of Nursing at Point Loma Nazarene University exists to support the university Wesleyan mission and to provide an interdisciplinary learning program of excellence. Graduates of the SON are distinctly identified by grace, truth and holiness, serving others after the example of Christ, as they are sent to fulfill their calling as professional nurses.

So He got up from the meal, took off His outer clothing, and wrapped a towel around His waist. After that, He poured water into a basin and began to wash His disciple's feet, drying them with a towel that was wrapped around Him. John 13: 4-5 NIV

Now that I, your Lord and Teacher, have washed your feet, you also should wash one another's feet. I have set you an example that you should do as I have done for you. John 13: 14-15 NIV

Faculty reserves the right to make necessary schedule changes to this syllabus as the semester progresses.

Every attempt will be made to minimize the inconvenience to the student in the event of a change to the syllabus. Students will be notified of changes via Canvas announcement section, with accompanying email notification, in a timely manner.

COURSE DESCRIPTION

NSG 4095 Clinical Nursing Internship (1-3 Units)

Opportunity to gain clinical experience at a designated student nurse level in selected health care agencies, working as an employee under direct supervision of designated preceptor. Twelve to sixteen hours of experience per week. Seminars with faculty member are required. Any combination of the above levels not to exceed a total of nine units. New internships are considered for summer (between junior and senior year). A student in good standing (GPA > 3.00) may apply for summer session only.

Credit/No Credit.

Prerequisite(s): Senior standing in Nursing program. Consent of junior or senior team Nursing faculty. A cumulative GPA of 3.000 is required for enrollment. Application must be made by March 15 for summer and fall registration, and by October 15 for spring registration.

"C" Designation is for California Internships. "E" Designation is for Out of State Internships.

PROGRAM LEARNING OUTCOMES

Upon completion of the program, you will be able to achieve the following outcomes:

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| PLO 1: Inquiring Faithfully Student will demonstrate knowledge, skill and behavior of the evidence-based practice of nursing which integrates growth in reasoning, analysis, decision-making and the application of theory with the goal of advocating for others and/or self. This includes holistic nursing skills and the nursing process. | |
| 1.1 Integrate scientific findings to promote patient outcomes and wellness <i>Essentials Domain 1, 4</i> | 1.2 Apply evidence and clinical judgment in the delivery of care <i>Essentials Domain 1, 5, 8</i> |
| PLO 2: Caring Faithfully The student will embrace a calling to the ministry of compassionate care for all people in response to God's grace, which aims to foster optimal health and bring comfort in suffering and death. | |
| 2.1 Demonstrate Christian servant leadership through holistic compassionate care <i>Essentials Domain 2,6</i> | 2.2 Utilize ethical principles in promoting health of diverse individuals and populations <i>Essentials Domain 3, 9</i> |
| PLO 3: Communicating Faithfully The student will actively engage in the dynamic interactive process that is intrapersonal and interpersonal with the goal of advocating for others and/or self. This includes effective, culturally appropriate communication that conveys information, thoughts, actions and feelings through the use of verbal and nonverbal skills. | |
| 3.1 Incorporate information and communication technologies to facilitate optimal care of patients, nurses, and organizations <i>Essentials Domain 8</i> | 3.2 Participate in interprofessional healthcare teams to influence positive patient outcomes across the lifespan <i>Essentials Domain 6</i> |
| PLO 4: Following Faithfully Defined as claiming the challenge from Florence Nightingale that nursing is a "divine imposed duty of ordinary work." The nursing student will integrate the ordinary work by complying with and adhering to regulatory and professional standards (e.g. ANA Code of Ethics, the California Board of Registered Nursing, Scope of Nursing Practice, SON Handbook). This includes taking responsibility, being accountable for all actions and treating others with respect and dignity. | |
| 4.1 Implement health policies to improve care of diverse patients, communities, and populations <i>Essentials Domain 3, 5</i> | 4.2 Develop as a professional nurse through self-reflection, accountability, and life-long learning processes <i>Essentials Domain 9, 10</i> |
| PLO 5: Leading Faithfully The student will incorporate a foundational relationship with Christ and others and embrace a willingness to serve others in the midst of life circumstances (e.g., illness, injustice, poverty). The student will role-model the need for "Sabbath Rest" as a means of personal renewal, and true care of the self, so that service to others is optimally achieved. The student will incorporate the characteristics of a servant leader including: humility, courage, forgiveness, discernment. | |
| 5.1 Demonstrate systems-thinking to enhance access, quality, and cost effectiveness across the healthcare delivery continuum <i>Essentials Domain 5, 7</i> | 5.2 Apply evidence-based, quality improvement principles to improve patient care delivery <i>Essentials Domain 4, 5</i> |

COURSE LEARNING OUTCOMES

This course is mapped to the:

- Program Learning Outcomes (PLO)
- American Association of Colleges of Nursing Essentials, 2021: Domains, Competencies, Sub-Competencies (AACN)
- Public Health California Code of Regulations: Qualifications and Requirements (PHCCR)

Upon completion of this course, you will be able to:

1. Engage with the individual in establishing a caring relationship while demonstrating advocacy strategies.

PLO 2.1

AACN Essentials 2 (2.1a-c), 3 (3.5a-e)

PHCCR 1491-4 A,D,F, I, J

2. Discern and demonstrate appropriate clinical nursing knowledge, judgement, and skills through evidence-based interventions in the delivery of a comprehensive plan of care to optimize safety & health outcomes.

PLO 1.1, 1.2; 3.1; 4.1; 5.1, 5.2

AACN Essentials 1 (1.1bd, 1.2, 1.3a); 2 (2.3b, 2.3eg, 2.4a, 2.5f); 4 (4.2); 5 (5.1abf); (5.2f)

PHCCR 1491-4: A-L

3. Identify and comply with relevant state laws, national statutes, policies, rules, and regulations that authorize, define, and advance professional nursing practice and demeanor.

PLO 1.1, 1.2; 2.2; 3.1; 4.1; 5.1, 5.2

AACN Essentials 1 (1.1); 9 (9.5 I, 9.4b, 9.6)

PHCCR 1491-4: C, F, G, H & L

4. Understand and comply with ethical factors that create a culture of safety, diversity, equity, and inclusion while delivering compassionate, holistic patient care reflecting Christ's love.

PLO 1.1, 1.2; 2.1; 2.2; 3.1; 4.1; 5.1, 5.2

AACN Essentials 2 (2.1b, 2.8f); 9 (9.6a); 10 (10.1a)

PHCCR 1491-4: A-L

5. Develop and incorporate effective, collaborative communication skills when establishing caring patient-centered relationships, respectful advocacy, and effective interprofessional partnerships in care-oriented teams.

PLO 1.2; 2.1, 2.2; 3.1, 3.2; 4.1, 4.2; 5.1, 5.2

AACN Essentials 2 (2.1a-c, 2.2a-c); 3 (3.2a-c, 3.5a-c); 6 (6.1b,e,f, 6.3, 6.4b)

PHCCR 1491-4: A-L

6. Use information and communication technologies to support documentation of care and communication among providers, patients, and all system levels in accordance with ethical, legal, professional, and regulatory standards, and workplace policies in the delivery of safe care.

PLO 3.1; 3.2; 4.1
AACN Essentials 2 (2.8e); 10 (10.1a)
PHCCR 1491-4: A-L

7. Describe and commit to strategies to develop as a professional nurse & Servant Leader through self-reflection, self-care for personal health and well-being, accountability, and lifelong learning.

PLO 2.1; 4.2; 5.2
AACN Essentials 1 (1.1b, 1.3b); 2 (2.8e); 9 (9.3); 10 (10.1a, 10.2aci, 10.3)
PHCCR 1491-4: C, F, G, H & L

8. Examine teambuilding and collaborative strategies when working with peers and interprofessional teams.

PLO 3.2
AACN Essentials 6.2c, 6.4
PHCCR 1491-4 F

ASSESSMENT AND GRADING

Students will receive a “Credit” or “No Credit” grade for each clinical course. The “Credit” grade is passing or satisfactory; the “No Credit” is not passing.

Completion of the Clinical Performance Evaluation at beginning of the semester and end of the semester. To be completed by student, preceptor and faculty member.

Grade assigned by PLNU faculty based on:

- Evaluation by preceptor
- Ability to meet identified outcomes for the experience during the semester
- Clinical journal of experiences submitted via email on a bi - weekly basis
- Faculty/Preceptor conference

TRIGGER WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In *Nursing Capstone Practicum*, you will encounter various difficult patient situations, some of which you may find triggering. These situations may include discussion or exposure to: death, dying, clinical emergencies, Codes, suicide, self-harm, psychosis, eating disorders, trauma, abuse, violence, ethical clinical dilemmas, and other difficult clinical issues. The experiences of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic

is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class or clinical topics are discussed for the sole purpose of expanding your intellectual engagement in the area of professional nursing and I will support you throughout your learning in this course.

INCOMPLETE AND LATE ASSIGNMENTS

All assignments are to be submitted by the due dates. Late assignments may affect a student's scoring on the Clinical Performance Evaluation. All assignments are to be submitted by the due dates. There will be a 10% reduction of possible points for **each day** an assignment is late and assignments will **not be** accepted for credit four (4) days after the due date. Day 1 starts on the specified due date/time. Assignments will be considered late if posted after the due date and time using Pacific Standard Time. Reminder that all assignments must be completed and submitted to pass this course. However, life happens. If you need an extension, you must contact clinical faculty 48 hours or more **before** the assignment deadline to discuss a rare extension of the due date.

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity

and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

USE OF TECHNOLOGY

In order to be successful in the nursing program, you'll need to meet the minimum technology and system requirements; please refer to the Technology and System Requirements information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that nursing courses utilize online proctored exams which require a computer with a camera (tablets are not compatible) to complete exams online. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

ARTIFICIAL INTELLIGENCE (AI) POLICY

Use of Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) is not permitted, and use of these tools will be treated as plagiarism.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant

generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

SEXUAL MISCONDUCT AND DISCRIMINATION

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance to all clinical experiences is considered essential to optimum academic achievement. All clinical hours must be completed and/or made-up. It is the responsibility of the student to initiate communication regarding arrangements for make-up. Make-up for clinical hours is at the discretion of the faculty. Failure to complete clinical hours will result in a "No Credit" for the clinical practicum and an incomplete for the co-requisite theory course. ***Please call/text your clinical instructor if you are late or absent for any reason prior to the clinical time.***

SON PROFESSIONAL STANDARDS

Students are required to adhere to professional standards while students at PLNU. The nursing department had developed these standards to provide clarification of expected professional behaviors.

1. Presenting yourself professionally in interactions with all persons
2. Behaving with honesty and ethics
3. Respectful communication techniques
4. Being proactive versus reactive
5. Accepting accountability for one's own actions
6. Being prepared and punctual

Additional Guidelines

Social networking sites are a great way to connect with many others. These sites can be used to your disadvantage and all persons are advised to employ professional standards on these sites. A general rule would be if what you have posted does not enhance your professional image then it probably needs to be reviewed.

PLNU STUDENT ATTIRE POLICY

To assist students in presenting and maintaining a professional appearance, the following School of Nursing guidelines have been established. In addition, NSG 495 externship students will adhere to the hospital-specific dress code requirements.

Non-uniform:

- Picture ID must be visible at all times and worn above the waist
- Socks or hose must be worn at all times
- Closed toe and heel, unadorned, supportive shoes without large letters/symbols are to be worn. Sandals or flip flops of any type will not be permitted.

General:

- Clinical agency guidelines must be followed
- Consult each course syllabus for specific guidelines.
- Students are expected to wear clothes that are clean and wrinkle-free.
- All students are expected to wear appropriate and clean underwear. Women are required to wear bras.
- Slacks and shirts/tops are to be loose fitting to allow freedom of movement. Tops should have modest necklines (no cleavage) and be long enough so as not to expose midriff. Shorts or jeans/denim will not be permitted. Pants are to be worn waist level.
- Tattoos, if present, should be covered.
- Acceptable accessory wear includes a watch, plain wedding ring and/or one pair of stud style earrings – one earring per earlobe. Jewelry should be kept to a minimum. Items NOT to be worn in clinical settings include: nose/tongue/eyebrow rings, dangling necklaces and finger rings with stones.
- Perfume/Cologne or Scented Lotions/Creams (e.g. shaving lotions, scented underarm deodorant) are not to be worn.
- Hair should be neatly trimmed. If hair is long, it must be combed away from the face and worn up off the collar.
- Bathing and use of non-scented underarm deodorant should be a regular practice.
- Length of finger nails should not be beyond the finger tip. Finger nails should be kept clean. Pale un-chipped nail polish may be worn. Artificial nails or nail tips will not be permitted.

NOTE: All students will comply with agency's clinical requirements: up to date immunizations, current CPR certifications before starting clinicals. Liability insurance for students is covered by the university policy.

Questions or Concerns: Please contact the Clinical Faculty.

OUTCOME MEASURES

Outcome measures will consist of clinical journals that are developed by students. Contents will represent reflective practice completed to meet course and curriculum outcomes. Evaluation of clinical competence will include student's self-evaluation, faculty oversight and evaluation, as well as direct observations and feedback from the preceptor. Please refer to Appendix A for the California Board of Nursing Practice Act.

CLINICAL COURSE EXPECTATIONS AND OBJECTIVES

Application of nursing skills in client care settings with opportunity to provide nursing care to persons with complex health problems. Emphasis is on critical thinking, clinical decision making, and independent judgment in areas of client nursing care as well as management of nursing services. Includes collaboration with health team members and implementation of organizational skills.

The role of the clinical preceptor is aligned with course expectations. Additionally, the student is to be evaluated on the five BSN Program Values and Outcomes of Inquiring Faithfully, Caring Faithfully, Communicating Faithfully, Following Faithfully and Leading Faithfully. The focus of clinical practicum is the development of the entry level BSN nurse.

In each 4095 Externship, the student will work with preceptors in order to gain experience with a particular type of patient in a health care setting. To complete the requirements of NSG 4095, students must complete a minimum of 120 hours of clinical experience with a bedside RN.

This clinical course has specific outcomes, which the student must meet in order to complete the course successfully. The student will provide the preceptor and faculty with personal objectives in order to individualize the learning experience. Students are expected to be proactive and take responsibility as adult learners.

COURSE EXPECTATIONS FOR DIRECTED CLINICAL STUDIES

COURSE-SPECIFIC POLICIES

- Assignments must be turned in via Canvas or per faculty direction.
- Students are expected to proactively communicate regarding absences and/or tardiness with both the Clinical Faculty and directly with the RN Preceptor.
- Process Procedures if Student is Ill:
 - If a student is ill, contact the RN Preceptor directly (prior to the shift's start) to inform them of the illness and to arrange a make-up clinical shift with the RN Preceptor or approved RN preceptor.
 - Prior to the shift's start, the student is to inform their Clinical Faculty of their illness and plan to make up the clinical hours.
- Process Procedures if Preceptor is Ill:

- If a preceptor is ill, the student will work directly with the unit/ward Shift Charge Nurse to be assigned an approved RN preceptor for that shift. The student will provide the preceptor data sheet and post-test to the approved RN, and be responsible to turn this information in to the mentoring faculty as soon as possible after the shift.
- The student is to inform their Clinical Instructor of the situation and proposed plan for the clinical hours.
- The following is a partial list of expected behaviors that form the basis for awarding a grade of “credit” in the clinical setting. The student will:
 - Accept responsibility for own behavior in the clinical setting
 - Know own limitations and seek assistance as appropriate to the situation
 - Know availability of and use resources that are appropriate to the clinical setting
 - Verify all physician orders with the patient’s chart
 - Know the essential information about medications before they are given. (The purpose for the medication, route, dosage, side effects, nursing interventions, and documentation - the rights of drug administration!)
 - No pagers or cell phone use in the clinical setting for personal business.
 - Turn in a journal each week upon completion of clinical hours as described.
 - Act in a professional manner and dress in a professional manner.

CRITICAL BEHAVIORS WHICH IMMEDIATELY RESULT IN PROBATION OR POSSIBLE FAILURE OF COURSE:

- Falsifying a client record.
- Blatant disregard of client confidentiality.
- Denying responsibility for one’s own deviation from standard practice.
- Actions which place the client in jeopardy.
- Actions which place student or colleague in jeopardy.
- Abusive behavior toward clients.
- Ignoring the need for essential information before intervening.
- Failure to complete timely completion of objectives, self-assessment, mid-semester evaluation, and end of year evaluation.
- Failure to communicate weekly via journal with clinical faculty.
- Failure to contact Clinical Faculty for any potential or actual incident reporting.

STUDENT:

- Consults with 4091/4095 faculty regarding desired clinical placement.
- Registers for course (registration ensures liability insurance coverage).
- Provides mentoring faculty with student email and cell phone number.
- Provides mentoring faculty with preceptor email and phone number.
- Meets with preceptor to arrange clinical dates.
- Provides preceptor with NSG 4095 syllabus AND the preceptor handbook.
- Obtains Preceptor Data Form from preceptor (form in syllabus) and return with the clinical goals.
- Develops desired learning outcomes for clinical unit and discuss these outcomes with your preceptor. **Send a copy of learning outcomes to faculty no later than after the second shift**
- Informs preceptor the skills student may perform independently and which skills ALWAYS

require direct supervision

- **Provides preceptor with appropriate contact phone numbers for student, faculty and School of Nursing.**
- Provides arranged clinical dates and times to faculty. Faculty are "on call" during your clinical experience, in case student needs to notify faculty in cases of emergency or if any problems arise.
- **Reflective journals must be submitted bi-weekly during the clinical experience, for a total of 5.**
- **Fill out student portion of clinical evaluation, give evaluation to preceptor to fill out.**
- Schedule time with preceptor to go over completed evaluation, obtain completed evaluation from preceptor
- Schedule a final evaluation with supervising faculty, turn in student and preceptor evaluations.
- Fulfill all the requirements of course within the stated time

PRECEPTING RN ROLE:

The preceptor is a person who is capable of identifying and selecting appropriate learning experiences for the student to meet desired learning outcomes. The preceptor will accept the responsibility of direct and indirect supervision of student activities in the clinical setting. As an expert, the preceptor serves as a role model, consultant, resource person and teacher. When appropriate, the preceptor will introduce the student to new learning experiences and orient the student to new skills. The preceptor must work closely with the student and collaboratively with the faculty member to facilitate learning experiences for the student.

Role of Preceptor:

- Orient student to patient care unit.
- Coordinate a schedule of hours/dates when student will be in clinical setting.
- Student will provide learning outcomes with preceptor. Preceptor will discuss outcomes with student.
- Consult with alternate preceptor(s) regarding student progress when unable to be with student to assure continuity in learning experience.
- Obtain appropriate School of Nursing contact phone numbers from student.
- *Upon completion of the clinical hours, the preceptor will complete a brief written evaluation of student's performance. A standard form will be provided for this purpose.*

Note: Certain clinical skills performed by students can only be done under direct supervision.

These include:

- Adding ANYTHING to central lines
- Administration of narcotics
- Initiating I.V. therapy, administration of I.V. push medications, calculation of dosages and flow rates

FACULTY ROLE:

- Reviews student's learning outcomes
- Monitors student/preceptor activities through e-mails, meetings, and onsite visits.

- Reviews journals and monitor student’s progress for completion of contract hours.
- Meets with student/preceptor as appropriate to monitor progress
- Completes evaluation and record final grade

REQUIRED LEARNING ACTIVITIES

All the items below are required to pass this course. They include:

- Attendance at Clinical Orientation
- Attendance at Unit Orientation
- Personal Learning Objectives
- Student Assessment & Evaluation Form Reviewed with Preceptor and Faculty
- Clinical Schedule (Proposed, Completed)
- Student Evaluation of Preceptor
- Student Evaluation of Preceptorship & Clinical Site
- Completed reflections

| Due Date | Method of Evaluation | REQUIRED |
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| Due: Within 2 weeks of clinical preceptorship semester start | 2) 4-5 Personal Learning Objectives (Based on Strengths, Weaknesses, Previous Evaluations). Must also be reviewed with Preceptor & approved by Faculty | <p><u>LEARNING ACTIVITY #2: Personal Learning Objectives - Required to Pass. Due: Within 1 week of clinical preceptorship start.</u></p> <p>Personal Learning Objectives (Based on Strengths, Weaknesses, Previous Evaluations) in the format using specific, measureable, actionable, realistic, and timed verbiage. These objectives are to be linked to the NSG 4095 Values and Program Learning Objectives. Reflect upon your past clinical rotations and your identified areas of strength and areas for improvement. Then identify your personal learning objectives (as related to the values of Inquiring Faithfully, Caring Faithfully, Communicating Faithfully, Following Faithfully, and Leading Faithfully and program learning outcomes) for this course.</p> <p>List your objectives using specific, measurable, actionable/achievable, realistic, and timely verbiage.</p> <p>Identify 3-5 of your personal learning objectives. Select personal learning objectives/learning activities that you would like to meet by the completion of the semester in the clinical setting.</p> <p>The objectives must relate to the bedside RN role. Please review with your preceptor and obtain</p> |

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| | | <p>faculty approval. Provide both preceptor and faculty a copy of your personal learning objectives.</p> <p>Example: Personal Learning Objective #1) By the end of the semester, I will be confident in initiating dialogue with members of the healthcare team (specifically physicians), to facilitate positive patient outcomes. My current confidence/comfort level using the SBAR communication format and providing patient report is 3/10, goal is 9/10.</p> |
| Due: Within 2nd week of clinical preceptorship start and ongoing. Faculty to review as needed and minimally mid-semester | 3) Clinical Schedule/Log (Proposed& any changes) | <p><u>LEARNING ACTIVITY #3:</u> <u>Clinical Log (Proposed, Completed) - Required to Pass.</u> <u>Due: Within 1 week of clinical preceptorship start</u></p> <p>Purpose: Proactive and continuous communication of projected and completed 12 hour shifts.</p> <p>The student is responsible for informing the Clinical Faculty of their clinical preceptorship hours at all times.</p> <p>Clinical hours must be projected, tracked, and confirmed by preceptor’s signature on the completion of the shift.</p> <p>Please keep current information on Canvas.</p> |
| Due: Within 2 weeks of clinical preceptorship start | 4) Completed Preceptor Data Sheet - AS NECESSARY for new preceptors only | <p><u>LEARNING ACTIVITY #4:</u> <u>Preceptor Data Sheet - Required to Pass.</u> <u>Due: Within 2 weeks of clinical preceptorship start.</u></p> <p>Please have the RN Preceptor complete the Preceptor Data Sheet and return completed copy to Faculty.</p> |
| Due: Within 2 weeks of clinical preceptorship start | 5) Completed Preceptor Orientation Post-Test AS NECESSARY for new preceptors only | <p><u>LEARNING ACTIVITY #5:</u> <u>Preceptor Post-Test- Required to Pass.</u> <u>Due: Within 2 weeks of clinical preceptorship start.</u></p> <p>Please have the RN Preceptor review the Preceptor Handbook, online Southwestern College Preceptor training, and complete the Post-Test .</p> <p>Preceptor is to complete the Southwestern College “Preceptor Orientation” modules located on the San Diego Nursing Education and Allied Health Consortium website- sdnsec.org/preceptor.asp prior to the first</p> |

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| | | <p>clinical day.</p> <p>Upload the preceptor's post-test onto Canvas for the faculty to grade and provide feedback. If the preceptor has already received preceptor training, please obtain documentation of this and submit via Canvas and to course faculty. This will be submitted to the SON.</p> |
| <p>Due: Due bi-weekly via Canvas to Clinical Faculty</p> | <p>6) Weekly Reflective Assignments/ Journals, as described in NSG 4091/4095 Syllabus</p> | <p><u>LEARNING ACTIVITY #6: JOURNALS</u></p> |
| <p>Due: Last week of preceptorship</p> | <p>7) Self-Evaluation & Preceptor Evaluation & Faculty Evaluation (Achieved minimum meeting of 75% of clinical requirements.) (End of Semester)</p> | <p><u>LEARNING ACTIVITY #7:</u> <u>Clinical Performance Evaluation. Self-Evaluation & Preceptor Evaluation & Faculty Evaluation (Achieved minimum 75% Proficiency) (End of Semester) – Required to Pass.</u></p> <p><u>Initial Assessment.</u> The student will rate themselves first, prior to giving the form to the clinical preceptor, and clinical faculty. They will acknowledge the student's initial self-assessment. Then the student and clinical preceptor will both review the form together to generate discussion and future performance goals. Together they will develop a written, actionable learning plan to improve for any competency rating "2" or less. The clinical faculty will acknowledge the completion of the initial assessment. Initial, midterm, and end of course evaluations will occur on the same form.</p> <p><u>Final Evaluation</u> results in a clinical grade of either Credit or No Credit. Clinical performance is evaluated using the listed core competencies that mirror the Quality & Safety Education for Nurses (2003) competencies. Students must earn a minimum of 75% of the total possible competency points in order to receive a passing grade. A competency rating of "Does Not Meet Expectations" (i.e. rating of 1), upon final course evaluation, may result in clinical failure (grade of NC).</p> |

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| Due: Last week of preceptorship | (9,10,11) Students' Evaluations of Preceptor, Clinical Site, Facility Requirement | <u>LEARNING ACTIVITIES #8, 9, & 10: Students' Evaluations of Preceptor, Clinical Site, Facility Requirement – Required to Pass.</u> |
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WEEKLY JOURNAL REPORTS – Required to pass NSG 4095, 5 Total

REQUIRED LEARNING ACTIVITY: Guided Reflective Assignment

Purpose: Maintain a guided reflective assignment of weekly clinical activities, personal evaluation, and lessons learned in clinical experiences.

Please journal about a significant clinical situation or critical incident that you experience during the clinical shift. The bulleted prompts are there to guide you through each section of your journal paper.

All HIPAA requirements must be upheld; therefore, initials must be used when referring to patients, family members, staff members, faculty, students, etc..

DUE: The Guided Reflective Assignments are due 7 days following the beginning of the clinical shift via NSG 4095 Canvas.

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| Criteria for Guided Reflective Assignments |
| Student Name Journal Number Date of Clinical Experience Preceptor Name DUE Date for Journal: 7 days after the clinical experience |
| Description of the Clinical Context, Clinical Experiences: Describe the following: <u>Clinical Context</u> <ul style="list-style-type: none"> • What clinical day/night is this? • What theme will you address in this journal? <u>Clinical Experiences</u> <ul style="list-style-type: none"> • Provide an overview of your patient assignment • What happened on this clinical shift? • What specific actions took place during the event? (Your actions, others' actions, etc.) • Were there any specific or unique conditions related to the event? |
| Personal Reactions & Evaluation of the Situation: Description of what you were thinking and feeling. Use the following questions to guide your description, as applicable: <ul style="list-style-type: none"> • What were your <u>thoughts</u> during the event? • What were your <u>feelings</u> related to the event? • Were your <u>actions</u> the most appropriate for this particular incident? Why or why not? • What were the positive and negative aspects and <u>outcomes</u> of the incident? • Were there <u>aspects or influences that interfered</u> with doing a better job? What were they? |

Analysis of the Situation:

- What personal clinical objectives did you meet today and how?
- Incorporate/Integrate two text/ATI/journal theory/references into body of written clinical experience. Ensure references are course textbooks and pertinent topical research articles from peer reviewed journals.

Additionally, you may use the following questions to guide deeper analysis, as applicable:

- How can you make sense of what happened?
- At the time of the event, what guided your actions?
- What should you have used to guide your actions?
- How did you use your knowledge in this situation? Did you possess the knowledge and skill level needed for the event?

Conclusion. Identify your lessons learned, how you will incorporate what you have learned today into your nursing practice. Use the following questions to guide your conclusion, as applicable:

- What did you learn as a result of this event?
- Do you need to modify your beliefs, assumptions, and attitudes? If this event were to occur again, how will you act similarly/differently?
- How has this situation influenced your practice?

DUE: The Guided Reflective Assignments are due 7 days following the beginning of the clinical shift via NSG 4095 Canvas.

