BEREA COLLEGE
BSN NURSING PROGRAM

2018
PRECEPTOR
ORIENTATION
GUIDE
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GUIDELINES FOR PRECEPTORS

Legal Requirement for Practicum

201 KAR 20:320. Standards for curriculum of prelicensure nursing programs.

RELATES TO: KRS 314.011(5), 314.021, 314.041(1)(a), 314.111(1), 314.131(1), (2)
STATUTORY AUTHORITY: KRS 314.041(1)(a), 314.051(1)(a), 314.111(1), 314.131(1), (2) NECESSITY,
FUNCTION, AND CONFORMITY: KRS 314.041(1)(a) and 314.051(1)(a) require that an applicant for licensure as
a registered or licensed practical nurse complete the basic nursing curriculum in an approved school of nursing. KRS
314.111(1) requires that schools of nursing regardless of delivery models shall meet minimum standards and be
approved by the Board of Nursing. KRS 314.131(1) and (2) authorizes the board to promulgate administrative
regulations necessary to approve programs of nursing. This administrative regulation establishes the curriculum
requirements for prelicensure registered nurse and practical nursing programs.

Section 2 of 201 KAR 20:320 states the following:

(9) Integrated practicum.
(a) The curriculum shall include an integrated practicum. The
integrated practicum shall consist of a minimum of 120 clock hours
of concentrated clinical experience of direct patient care in a health
care facility or health care organization.
(b) The integrated practicum shall be completed within a period not
to exceed seven (7) consecutive weeks while the governing
institution is in session during the last semester or quarter of a
nursing program.

Philosophy

The Berea College BSN Nursing faculty believe that the use of other nursing and health
care providers to assist students with clinical practice experiences constitutes a pedagogically
sound teaching methodology when accountability for appropriate management is exercised by
nursing program faculty. This management consists of appropriate control, direction, delegation,
supervision, and evaluation. The use of preceptors enhances the clinical component of the
nursing curriculum by providing a blend of role modeling and mentoring with practicing nurses
who have a current clinical perspective. The precepted experience also affords the student with
the opportunity to learn autonomous and accountable nursing behavior.

Management

A collaborative effort between the faculty, preceptor, and student exists; however, the
ultimate responsibility and accountability for nursing education rests with the faculty. The
faculty member is responsible for the application, integration, and enhancement of the theoretical
constructs of the curriculum as related to student clinical experience. The preceptor is
responsible for acquainting the student with the clinical setting and helps provide and supervise
appropriate learning experiences consistent with the student's learning outcomes. The preceptor
role encompasses the combination of the roles of mentor, supervisor, and evaluator. In addition
to the concept of being a teacher, the preceptor should have: the skills of the mentor in guiding,
assisting, and facilitating the student; the skills of the supervisor to ensure that relevant experience is provided to enable learning outcomes to be achieved and to facilitate the students competence in the practice of nursing; and the skills of evaluator who can assess the student's level of attainment in relation to the stated learning outcomes. The student is responsible for identifying and achieving the learning outcomes and for facilitating communication between themselves, the preceptor, and the faculty member. Precepted experiences must meet all the following requirements regarding preceptors, faculty, Berea College’s BSN Nursing Program, and students:

**Preceptor Requirements**

1. Must have a current unrestricted nursing license as a registered nurse in the Commonwealth of Kentucky.
2. Will fill out a preceptor verification form (attached) to provide information for the nursing program.
3. Shall be knowledgeable and experienced in the nursing practice in which he/she is precepting.
4. Shall be approved jointly by the faculty of the BSN Nursing Program and the nursing administration/education department of the clinical agency.
5. Shall be assigned to precept students from not more than one nursing program at a time during the days of the experience.
6. Shall agree to serve in the preceptor role and will receive orientation materials at the beginning of the clinical experiences.
7. Shall be physically present in the unit/agency and available at all times for the student when performing in a nursing capacity with clients.
8. Shall participate in the evaluation of the clinical experience (A copy of the midterm and final evaluation forms are attached.)

**BSN Nursing Program Requirements**

1. Shall have established written signed contracts with the clinical agencies utilized.
2. Shall provide liability insurance for the students.
3. Compile annually the evaluations of the precepted clinical experiences in conjunction with the clinical agency and maintain a written record of the findings.

**Nursing Faculty Requirements**

1. Shall facilitate orientation for preceptors regarding their preceptor role and responsibilities within the planned clinical experiences. The faculty member responsible for the course will ensure that all preceptors are provided a copy of these orientation materials.
2. Shall be responsible for no more than 10 students for any one clinical rotation.
3. Shall remain ultimately responsible for the precepted experience.
4. Shall be available by telephone or appoint a designee to respond to needs or concerns of students and the agency in a timely manner.
5. Shall communicate on a regular basis with students and agency preceptors regarding student progress and needs.
6. Shall assume ultimate responsibility for the student's grade.
7. Shall secure agreement from all involved parties acknowledging roles and responsibilities.
8. Shall continuously facilitate learning in the clinical environment and assess for suitability of the site.
9. Shall facilitate midterm and final clinical evaluations of the precepted experiences.

**Student Requirements**

1. Shall perform a self-assessment to identify individual learning needs and shall develop a written list of expected learning outcomes to be approved by the faculty and provided to the preceptor to guide learning experiences.
2. Shall provide the faculty member supervising the experiences a copy of the schedule of clinical experiences as arranged between the student and the preceptor.
3. Shall submit required documentation to demonstrate successful completion of the clinical outcomes.
4. Shall work collaboratively and cooperatively with faculty member, preceptor, and clients in initiating and implementing nursing care.
5. Shall participate in regular conferences with faculty, although the frequency may vary per the needs of the student and the judgment of the faculty advisor in collaboration and with input from the preceptor.
6. Shall participate in evaluation of the clinical experience (a copy of the form is attached).
PRECEPTOR VERIFICATION FORM

Student Name: ____________________________________________

Term: __________________________

We are required by the Kentucky Board of Nursing (KBN) to have information about the preceptors who help educate new nursing students. We are also required as an educational institution educating new nurses to do license verification for all preceptors.

Please complete the information below and return this form to the faculty member coordinating the student synthesis placements:

Dr. Lisa Turner:
Fax: 859.972-0738
E-mail: Lisa_Turner@berea.edu
Cell phone: 859.489-5592
Office phone: 859.985-3625

Thank you for taking the time to help us with our compliance with the KBN.

Preceptor Full Name: ________________________________

Preferred Contact Telephone #: ________________________

Facility and Unit: ______________________________________

KBN License #: ________________________________

Have you had the opportunity to precept students in the past ___ yes ___ no

What is your main area of practice? _______________________

Do you hold any professional certifications in your area? ___ yes ___ no

If yes, please list: ________________________________________________

How long have you worked in this area? ___________________

What is the highest level of nursing education completed?

____ Diploma _____ ADN _____ BSN _____ MSN _____ other (specify) __________

Signature: ____________________________________________

Date: ________________________________
SYLLABUS NUR 450
BEREA COLLEGE
BSN Nursing Program
Spring 2018

COURSE NUMBER: NUR 450
COURSE TITLE: Synthesis in Nursing Practice
PLACEMENT: Spring Term, Senior Year

FACULTY:
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CATALOG DESCRIPTION:
This capstone course focuses on the delivery of nursing care to a variety of clients with multiple, complex health problems. Students are expected to synthesize content from previous courses. In congruence with the American Association of Colleges of Nursing's (AACN's) Essentials of Baccalaureate Education for Professional Nursing Practice (2008), students will have the opportunity to expand the following abilities: a) identify patterns, connections, and relationships in health and disease, b) make decisions about nursing care based on a thorough assessment, analysis, and exploration of potential consequences, c) use therapeutic communication, d) develop skills needed to design, implement, and evaluate therapeutic nursing interventions and e) demonstrate their ability to function as a member of an interdisciplinary team to deliver health promotion, maintenance and restoration. This course will provide students the opportunity to focus on issues related to the transition from the student role to an entry level registered nurse as well as to prepare them to successfully pass the NCLEX-RN® examination. A clinical
component will provide the opportunity for the student to master areas of recognized need. Four hours of class each week and 240 hours of clinical practicum are required. Appropriate standardized exams are required. NOTE: Taken Spring Term of senior year.

Course Fee: $213.

2.0 Course Credits
Prerequisites: NUR 350 and 448 with C or better

EXPECTED STUDENT LEARNING OUTCOMES

1. Appraise critical thinking when providing nursing care that incorporates ethnic and cultural considerations derived from a liberal arts education.
2. Develop patient-centered plans of care that ensure coordination, integration and continuity of care.
3. Embody professional accountability for one's self and nursing practice including civility, continuous professional engagement and lifelong learning as well as adherence to the ANA Code of Ethics and ANA Scope and Standards for Practice.
4. Practice effectively as a baccalaureate graduate within an ever-changing complex healthcare system.
5. Develop competence in using electronic resources and healthcare technology to communicate, mitigate error, and support clinical decision making.
6. Function effectively as an interprofessional team member fostering open communication, mutual respect, and shared decision making.
7. Minimize risk of harm to patients and providers through system effectiveness and individual performance.
8. Discuss the graduate nurse's role in basic quality and safety investigations within an ever-changing complex health system:
9. Evaluate the use of evidence based practice in planning, implementing and evaluating nursing care.
10. Design comprehensive health promotion and disease prevention education for clients.

EVALUATION METHODS

<table>
<thead>
<tr>
<th>Testing Measures* – 80%</th>
<th>Grade Percent</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>HESI RN-Exit Exam (highest of V1, V2, or V3 conversion score X 3)</td>
<td>30%</td>
<td>300 pts</td>
</tr>
<tr>
<td>Kaplan Readiness Exam (highest of V1 or V2 percentage)</td>
<td>20%</td>
<td>200 pts</td>
</tr>
<tr>
<td>NCSBN Review Posttest (highest percentage)</td>
<td>30%</td>
<td>300 pts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-testing Measures – 20%</th>
<th>Grade Percent</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>HESI V1 &amp; V2 Remediation</td>
<td>2%</td>
<td>20 pts</td>
</tr>
<tr>
<td>Caring Connections</td>
<td>2%</td>
<td>20 pts</td>
</tr>
<tr>
<td>Reflective Writing Exercises</td>
<td>6%</td>
<td>30 pts</td>
</tr>
<tr>
<td>Clinical Case Study Oral Capstone Presentation</td>
<td>10%</td>
<td>100 pts</td>
</tr>
<tr>
<td>Clinical Performance (Clinical Evaluation Tool)</td>
<td>Pass</td>
<td>Pass</td>
</tr>
</tbody>
</table>
*To pass this course, students must achieve two of the three following benchmarks:

1. HESI RN Exit exam with a Score \( \geq 900 \)
2. Kaplan post-review exam with a score \( \geq 65\% \)
3. NCSBN NCLEX Preparedness post-test with a score \( \geq 75\% \)

The final theory grade will be awarded based upon the nursing program grading scale after the student meets a \textit{minimum of two of the three benchmarks}. The grading scale adopted by the Nursing Program will be used in this course. The final course grade will be rounded to the nearest whole number (76.5\% = 77\%; 76.4\% = 76\%). A student must achieve a course grade of 77\% to pass this course as well as a passing clinical performance evaluation.

\textbf{Students not meeting any of the three benchmarks will receive a course failure.} Students meeting one of the three benchmarks, will be given an incomplete for the course (regardless of points earned), and will be required to achieve a “Green Light” on the Virtual-ATI® NCLEX Review program within 12 weeks of NUR 450 completion. Virtual-ATI® NCLEX Review program is a 12 week, personalized, online partnership that prepares students for NCLEX-RN® success. Students will be allowed to fully participate in graduation and the nursing pinning ceremony activities with their peers. Failure to achieve the “Green Light” after the 12 week Virtual-ATI® NCLEX Review program will result in NUR 450 course failure.

<table>
<thead>
<tr>
<th>Nursing Program Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A    = 92 - 100</td>
</tr>
<tr>
<td>B    = 83 - 91</td>
</tr>
<tr>
<td>C    = 77 - 82</td>
</tr>
<tr>
<td>D    = 70 - 76</td>
</tr>
<tr>
<td>F    = &lt; 70</td>
</tr>
</tbody>
</table>

\textbf{Medication Calculation Clinical Competency}

Medication calculation exams are administered during NUR 342, NUR 350, NUR 353, NUR 355, NUR 447, NUR 448 and NUR 450. Students are required to pass a ten (10) question medical math test with 100\% proficiency. Students who do not pass the medical math test on their first attempt, will be required to retake the missed concepts (new version of the test questions). Students may not pass medications in the clinical setting until they have successfully achieved the 100\% proficiency standard. The student has up to one week to complete required remediation and retest. Students who do not achieve 100\% after \textbf{three attempts}, will receive clinical failure, which results in course failure.

\textbf{Clinical Skills Competency}
Clinical skills competency evaluations occur at the beginning of NUR 450. Students are required to pass a randomly selected nursing skill with 100% proficiency. Students who do not pass the skill competency check off on their first attempt, will be required to remediate and reattempt the skill. Students may not begin their clinical rotation until they have successfully passed the competency evaluation with the 100% proficiency standard. The student has up to one week to complete required remediation and demonstrate proficiency in the skill. Students who do not achieve 100% after three attempts, will receive clinical failure, which results in course failure.

Classroom Testing Environment Policy
To preserve the integrity of the testing environment and maintain consistent practices among faculty, the following rules for proctoring exams be followed. Additional rules may be added at the faculty’s discretion.

1. All purses, backpacks, electronic devices (phones, computers, headphones), food, drinks, pencils, pens must be placed in the front of the room or on a side table up against the wall.
2. Students may not use their own headphones, watches, calculators, pens, pencils, or scratch paper. These will be provided by the proctor.
3. Students must remove jackets/sweaters with pockets, hoodies, and hats.
4. Students must remain in the room while they are testing with the exception of select standardized exams that permit a break. Once a student is finished, he/she must remain quietly in the room and may not access personal items.
5. Desk must be free of food, food wrappers, and drinks, including water bottles.
6. Proctor(s) will be walking around the room.

If the proctor sees evidence of academic dishonesty, he/she will terminate the exam for the affected student.

HESI RN Exit Testing (30%)
HESI RN Exit V1, V2, and V3 will be administered during the semester to assess students’ NCLEX readiness. The better of the HESI RN Exit V1, V2 or V3 test scores will count as 30% of the course grade. Students must achieve a minimum HESI Score of 900 on either the V1, V2, or V3 exam to meet this benchmark. Regardless of HESI Score obtained on each version, all students are required to take all three versions of the HESI Exit exam. The highest Conversion Score of V1, V2 or V3 will be used to calculate the course grade.

<table>
<thead>
<tr>
<th>Exam</th>
<th>Test Dates (subject to change)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HESI RN Exit V1</td>
<td>Wed. Jan 17, 2018, 8am-12pm</td>
</tr>
<tr>
<td>HESI RN Exit V2</td>
<td>Wed. Feb 21, 2018, 8am-12pm</td>
</tr>
<tr>
<td>HESI RN Exit V3</td>
<td>Wed. Apr 25, 2018, 8am-12pm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HESI Score Earned</th>
<th>Performance Level</th>
<th>Points allocated out of 300 possible points</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥ 900</td>
<td>Met benchmark</td>
<td>Based on highest conversion score x 3</td>
</tr>
</tbody>
</table>
KAPLAN NCLEX-RN® Readiness Examination (20%)
All students will participate in a live four-day Kaplan NCLEX-RN® review course. Prior to the Kaplan NCLEX-RN® Review, each student must complete an online diagnostic exam. Upon completion of the review course, a post-review exam will be administered. This post-review exam will count as 20% of the course grade. Students must achieve a minimum score of 65% to successfully pass this requirement. Students will have an opportunity to take a second version of the post-test. The better of the two post tests will be used to calculate the grade for this exam.

<table>
<thead>
<tr>
<th>Kaplan Scoring Interval</th>
<th>Performance Level</th>
<th>Points allocated out of 200 possible points</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥ 65%</td>
<td>Met benchmark</td>
<td>89-100% = 200</td>
</tr>
<tr>
<td></td>
<td></td>
<td>77-88% = 182</td>
</tr>
<tr>
<td></td>
<td></td>
<td>65-76% = 164</td>
</tr>
<tr>
<td>&lt; 65%</td>
<td>Unmet benchmark</td>
<td>52-64% = 152</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&lt;52% = 138</td>
</tr>
</tbody>
</table>

NCSBN NCLEX-RN® Review Course (30%)
Students will be provided access to the NCSBN learning extension’s, online self-paced NCLEX-RN® 8-week review course. Students must satisfactorily pass the post-test with 75% or higher to successfully pass this requirement. This will count for 30% of the course grade.

<table>
<thead>
<tr>
<th>NSCBN Post test</th>
<th>Performance Level</th>
<th>Points allocated out of 300 possible points</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥ 75%</td>
<td>Met benchmark</td>
<td>92-100% = 300</td>
</tr>
<tr>
<td></td>
<td></td>
<td>83-91% = 273</td>
</tr>
<tr>
<td></td>
<td></td>
<td>77-82% = 246</td>
</tr>
<tr>
<td>&lt; 75%</td>
<td>Unmet benchmark</td>
<td>70-76% = 228</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&lt;70% = 207</td>
</tr>
</tbody>
</table>

HESI RN Exit V1 & V2 Remediation (4%)
Three versions of the HESI RN Exit exams will be administered throughout the semester. Students are required to remediate V1 and V2, using the individualized HESI remediation plan. Remediation will be graded as complete or incomplete. Failure to submit to Moodle on the due date results in zero points.
### Exam Remediation Due Date Course Grade %

<table>
<thead>
<tr>
<th>Exam</th>
<th>Remediation Due Date</th>
<th>Course Grade %</th>
</tr>
</thead>
<tbody>
<tr>
<td>HESI RN Exit V1</td>
<td>Wed Feb 14, 2018, 5pm</td>
<td>1%</td>
</tr>
<tr>
<td>HESI RN Exit V2</td>
<td>Wed. Mar 28, 2018, 5pm</td>
<td>1%</td>
</tr>
</tbody>
</table>

With consultation with their Caring Connections mentor, students must remediate identified weak content areas from the HESI-RN Exit exam. Students must complete a minimum of 100 remediation activities.

Use the Remediation Template to document the following:
- Screen shot of your review materials, based on your results with the category opened that reveals the number of items in each sub specialty.
- Screen shot that reveals that items have been viewed or not viewed.
- Written/typed 2-3 main points from each item reviewed.

Submit remediation via the assignment portal on the course Moodle page.

**Details of the assignment are included in Appendix A.**

**Caring Connections (2%)**

Students are paired with a faculty/staff member during the fall semester who will continue to serve as a mentor during the spring term. Beginning week 2 of the spring term, students will meet with their mentor a minimum of one (1) hour per week throughout the course (excluding spring break and the week of the Kaplan review) at dates and times mutually agreed upon by the student and faculty member, for a minimum of 13 hours. **This is a mandatory requirement of this course.** Students are also encouraged to meet with other faculty to enhance their understanding of content. Students will submit validation weekly meeting with signed form from their faculty partner by the last day of classes for the spring term. **See Appendix B for validation form.**

The grade for Caring Connections is worth 2% of the total course grade and will be awarded as follows:

<table>
<thead>
<tr>
<th>Hours met with Faculty Partner</th>
<th>Grade (Percent)</th>
<th>Grade (Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥ 13</td>
<td>100</td>
<td>20</td>
</tr>
<tr>
<td>12</td>
<td>92</td>
<td>18.5</td>
</tr>
<tr>
<td>11</td>
<td>85</td>
<td>17</td>
</tr>
<tr>
<td>10</td>
<td>77</td>
<td>15.5</td>
</tr>
<tr>
<td>9</td>
<td>69</td>
<td>13.75</td>
</tr>
<tr>
<td>8</td>
<td>62</td>
<td>12.5</td>
</tr>
<tr>
<td>7</td>
<td>54</td>
<td>10.75</td>
</tr>
<tr>
<td>6</td>
<td>46</td>
<td>9.25</td>
</tr>
<tr>
<td>5</td>
<td>38</td>
<td>7.5</td>
</tr>
<tr>
<td>4</td>
<td>31</td>
<td>6.25</td>
</tr>
</tbody>
</table>
Reflective Writing Exercises (6%)
There will be three reflective writing exercises required. The reflective writing exercises will be based and evaluated on Baker’s Four-Step Model of Reflection. Up to 20 points will be assigned for each reflective writing. Details of the assignment are included in Appendix C.

Case Study Presentations (10%)
Each student will present a comprehensive complex care case study of a patient encountered during the rotation. Student will develop the case, discuss all aspects of the case including, but not limited, to: medical diagnoses, abnormal labs, pathophysiology, medications and treatments, any ethical issues, psychological issues, familial issues, patient and family teaching issues, etc. The presentation must incorporate evidence-based practice, including at least two nursing research articles published within the past five years. The presentation will incorporate a minimum of five (5) related NCLEX-style questions to facilitate audience involvement. The student is expected to present this case study to the class in an interesting and engaging manner and be prepared to answer any questions that may come up. This project is designed to assist the student in further developing his/her skills of critical thinking and clinical reasoning. This assignment will also assist the student in developing stronger oral and creative presentation skills. Professional dress attire is expected when presenting.

Students must develop a presentation draft proposal which includes a detailed description of the presentation topic and three (3) student learning objectives. This draft proposal is to be developed in consultation with a member of the faculty once the student identifies the case he/she wants to present. Prior to the presentations, students must submit electronic copies of the presentation, a reference list and the EBP research articles related to the presentation. Students will be allowed 15 -20 minutes to present followed by a 5-10 minute Q&A period.

The Case Study Oral Presentation Grading Rubric is attached as Appendix D.

Clinical Performance
It is understood that the successful student in this course:

- Is self-directed and highly motivated
- Takes an active role in the learning process
- Displays attitudes which reflect a spirit of cooperation, flexibility and respect for all persons
- Demonstrates responsibility and accountability in all professional encounters
- Maintains a professional attitude with all persons always
All 1:1 clinical experiences for this course are preceptor supervised. The Clinical Coordinator will be available by cell or land phone and will make at least bi-weekly planned observations during the semester. A total of 240 hours of clinical experience is required for this course.

Students are not allowed to contact the hospitals or the nurse managers to obtain their preceptor. The clinical coordinator will work directly with the clinical agencies to set up the preceptor assignments. Students will be notified of their clinical site, preceptor’s name, and contact information will be provided.

Once faculty have assigned the student a preceptor; the student is expected to set up an initial meeting with their preceptor. This meeting can be made prior to their first clinical day or achieved at the beginning of the first clinical day. During this initial meeting, the course syllabi, preceptor handbook and evaluation tools will be shared with the preceptor. Please see Appendix E for the Clinical Evaluation Tool. Each student is responsible for sharing their specific individualized learning outcomes to be achieved in the clinical setting. These outcomes must be reviewed and approved by the faculty prior to this meeting. A copy of the outcomes is to be shared with the clinical coordinator and with the student’s preceptor on the first day of clinical.

The clinical coordinator will complete evaluation conferences with both the student and the preceptor at midterm and during the last scheduled week of the student’s clinical experience. To pass this course, students must receive a satisfactory clinical performance evaluation, as documented on the course clinical evaluation tool. Students are expected to complete and submit to the clinical coordinator the Clinical Agency/Preceptor Evaluation Form by the last day of the semester. This form is available in Appendix F.

Once clinical hours have begun the student MUST complete the last 120 hours in seven consecutive weeks at the end of the term (this is a KBN requirement). This time period runs from 03/01/18 – 04/26/18. Since this equates to ten (10) twelve-hour shifts, you can accomplish this by scheduling a minimum of 1-2 shifts per week. It is acceptable to work any of the preceptor’s work schedule (i.e., evenings, nights, and weekends), as long as these shifts do not conflict with your classes or labor schedule. Do not schedule shifts for Monday or Tuesday nights as they will interfere with the scheduled NUR 449 & NUR 450 classes. All clinical hours must be completed on or prior to the last day of scheduled classes (April 26, 2018). See Appendix G for the Log to track clinical hours.

Students are expected to follow the clinical safety policy articulated in the Nursing Student Handbook as well as agency policies at their assigned clinical site. It is expected that all students deliver nursing care in a safe and professional manner. Unsafe conduct in the clinical area is defined as psychological and/or physical behaviors on the part of the student that threatens the life and/or well-being of the client. The preceptor has the right and responsibility to interrupt student practice that is deemed unsafe and may remove the student from the setting if necessary.
In the event of clinical errors, the student will assess the patient, document in the medical records appropriately and complete all the required agency forms. In precepted experiences, the student has the responsibility of notifying the clinical coordinator immediately. It is the student’s responsibility to schedule an appointment with the clinical coordinator and program chair as soon as possible following the clinical experience in which the error occurred. If the student does not notify the clinical coordinator of the error, this will be considered an effort to conceal the error. Any efforts to conceal a clinical error will be grounds for immediate failure of the course.

Students are expected to be on time for precepted experiences. Reports of being tardy from your preceptor will result in a clinical unsatisfactory for that day. Students are not only representing themselves as potential employees, but as representing this college and the nursing program. The course faculty will take the preceptor’s word that the student was late, so it is in the student’s best interest to assess the preceptor’s expectations and then exceed them. For instance, if the preceptor normally arrives 15 minutes early to prepare for his or her shift, the student will also want to be 15 minutes early. Being a “No call/no show” will result in immediate course failure. This is unacceptable in the workforce and will not be tolerated in this capstone course.

In addition, respect for all individuals is expected in all encounters. Students must demonstrate respect and dignity with all clients, agency staff, colleagues and faculty. Disrespecting others will result in clinical failure of NUR 450 which results in course failure.

Each student must submit an electronic copy of the work schedule they establish with their preceptor to Lori McKeel (Administrative Assistant) and to the clinical coordinator so faculty and staff may arrange transportation, know when each student is in clinical, and plan schedules to visit the sites. Realizing that schedules are subject to change, students are expected to submit any updates to their work schedule weekly to the clinical coordinator and Lori McKeel preceptor to reschedule any missed days. Students are also encouraged to share their work schedule with classmates at the same clinical location so that rides/cars may be shared if possible. The program would like to use as few cars as possible.

Students are responsible for notifying by phone their clinical coordinator, Motor Pool and their preceptor at the facility if they are unable to fulfill your clinical responsibilities on any given day i.e. significant illness, inclement weather, motor pool closing. Any charges incurred for failure to follow these mechanisms to release the vehicle will be the responsibility of the student.

Due to various clinical times and locations, sack lunches may be needed. Please prepare your meals at Food Service the night before clinical.

TEACHING-LEARNING STRATEGIES
Case study presentations
Reflective writing exercises
Clinical practicum
Assigned readings
Class discussions/activities
HESI RN Exit testing & remediation
NCSBN NCLEX-RN® Preparedness Course
Kaplan live NCLEX review course

ATTENDANCE POLICY

Class attendance and active participation is mandatory. Exceptions to this will be up to the discretion of the course faculty depending on the circumstances.

It is mandatory that students complete the required 240 clinical hours. If the 240 clinical hours are not completed by the last day of classes, this is grounds for failure of the clinical part of the class (which results in course failure).

Students have the following responsibilities:

- You are responsible to bring your laptop computer to class only on days we are scheduled to use it.
- Phone use not permitted in class.
- Check e-mail at least once daily for assignments and announcements. Respond to faculty and staff emails within one business day.

TEXTBOOK AND SUPPORT MATERIALS

Required:

DISABILITY STATEMENT

Berea College will provide reasonable accommodations for all students with disabilities to make all learning experiences accessible. If you experience physical or academic barriers based on a documented disability, please see Lisa Ladanyi (Disability &
Accessibility Services, 111 Lincoln Hall, 859-985-3327, lisa.ladanyi@berea.edu to discuss your options. Students must provide their instructor(s) with an official accommodation letter when requesting accommodations. Accommodations will not be implemented retroactively. Please meet with your instructor(s) in a confidential environment to discuss your accommodations.
GUIDELINES FOR CLINICAL GRADING:

All clinical performance criteria must be satisfactorily met in order to receive a satisfactory grade at mid-term and at the end of the clinical experience.

**Satisfactory (S)** - Demonstrates all of the following behaviors:
Competent in performance at the level of a senior nursing student. Shows appropriate level of independence while providing client care. Demonstrates satisfactory progress in meeting Clinical Performance Criteria as evidenced by performance and written work. By the end of the course satisfactorily meets all Clinical Performance Criteria and Student Learning Outcomes. Is prepared for clinical experiences, follows instructions, and performs safely at all times.

**Unsatisfactory (U)** - Demonstrates one or more of the following behaviors:
Unable to show competence at the level of a senior nursing student. Fails to demonstrate satisfactory performance meeting one or more Clinical Performance Criteria as evidenced by performance and/or written work. Lacks appropriate level of independence while providing client care. Is ill-prepared, fails to follow instructions and/or perform safely.

Note: Endangering client safety (physical or psychological) by not performing at the level of a reasonably prudent student may constitute grounds for dismissal from the Nursing Program at any point in the semester.

By the end of the course students must satisfactorily meet all of the following Student Learning Outcomes.
1. Appraise critical thinking when providing nursing care that incorporates ethnic and cultural considerations derived from a liberal arts education.

**PERFORMANCE CRITERIA:** The student will:

<table>
<thead>
<tr>
<th></th>
<th>Mid-Term Date</th>
<th>Final Date</th>
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<tbody>
<tr>
<td>1. Provide care with sensitivity and respect for the diversity of human experience.</td>
<td>S U</td>
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<tr>
<td>2. Willingly support care for individuals and groups whose values differ from own.</td>
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<tr>
<td>3. Elicit patient values, preferences, and expressed needs as part of daily interaction, admission interview and discharge planning.</td>
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Comments:

2. Develop patient-centered plans of care that ensure coordination, integration and continuity of care.

**PERFORMANCE CRITERIA:** The student will:

<table>
<thead>
<tr>
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<th>Mid-Term Date</th>
<th>Final Date</th>
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</thead>
<tbody>
<tr>
<td>1. Demonstrate comprehensive understanding of the assessment and management of pain and suffering.</td>
<td>S U</td>
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<tr>
<td>2. Provide comprehensive patient-centered care for an individual or group of individuals, including end-of-life care.</td>
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<tr>
<td>3. Organize workload to manage time effectively (NCLEX Blueprint: Management of care)</td>
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<tr>
<td>4. Implement effective and timely interventions in response to a patient’s changing status.</td>
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<tr>
<td>5. Evaluate plan of care and makes changes based on outcomes.</td>
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<td>S U</td>
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<tr>
<td>6. Develop discharge plans based on evaluation of patient needs.</td>
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Comments:

3. Embody professional accountability for one’s self and nursing practice including civility, continuous professional engagement and lifelong learning as well as adherence to the ANA Code of Ethics and ANA Scope and Standards for Practice.
### PERFORMANCE CRITERIA
The student will:

<table>
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<tr>
<th></th>
<th>Mid-Term Date</th>
<th>Final Date</th>
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<tbody>
<tr>
<td><strong>1.</strong> Function competently within legal scope of practice.</td>
<td>S</td>
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<tr>
<td><strong>2.</strong> Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients, families, and caregivers.</td>
<td>S</td>
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<tr>
<td><strong>3.</strong> Practice in a manner consistent with a code of ethics for registered nurses. <em>(NCLEX Blueprint: Management of care)</em></td>
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<tr>
<td><strong>4.</strong> Maintain client confidentiality and privacy. <em>(NCLEX Blueprint: Management of care)</em></td>
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**Comments:**

4. Practice effectively as a baccalaureate graduate within an ever-changing complex healthcare system.

### PERFORMANCE CRITERIA
The student will:

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<th>Mid-Term Date</th>
<th>Final Date</th>
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<tbody>
<tr>
<td><strong>1.</strong> Apply leadership concepts, skills, and decision making in the provision of high quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery. <em>(AACN Baccalaureate Essentials, 2008, Essential II)</em></td>
<td>S</td>
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</tr>
<tr>
<td><strong>2.</strong> Demonstrate leadership and communication skills to effectively implement patient safety and quality improvement initiatives within the context of the interprofesssional team. <em>(AACN Baccalaureate Essentials, 2008, Essential II)</em></td>
<td>S</td>
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</tr>
<tr>
<td><strong>3.</strong> Demonstrate a basic understanding of clinical site’s organizational structure, mission, vision, philosophy, and values. <em>(AACN Baccalaureate Essentials, 2008, Essential II)</em></td>
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**Comments:**

5. Develop competence in using electronic resources and healthcare technology to communicate, mitigate error, and support clinical decision making.

### PERFORMANCE CRITERIA
The student will:

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<tr>
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<th>Mid-Term Date</th>
<th>Final Date</th>
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<tbody>
<tr>
<td><strong>1.</strong> Demonstrate effective use of technology and standardized practices that support patient safety.</td>
<td>S</td>
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</tbody>
</table>
2. Respond appropriately to clinical decision-making supports and alerts. | S U | S U |
---|---|---|
4. Uphold ethical standards related to data security, regulatory requirements, confidentiality, and patient’s right to privacy. | S U | S U |

Comments:

6. Function effectively as an interprofessional team member fostering open communication, mutual respect, and shared decision making.

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<tr>
<th>PERFORMANCE CRITERIA</th>
<th>Mid-Term Date</th>
<th>Final Date</th>
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<tbody>
<tr>
<td>The student will:</td>
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<tr>
<td>1. Follow communication practices that minimize risks associated with handoffs among providers and across transitions in care.</td>
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<tr>
<td>2. Participate in building consensus, resolving conflict, and maintaining civility in health care workplaces.</td>
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<tr>
<td>3. Adjust role as a team leader or member based on the situation.</td>
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<td>S U</td>
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<tr>
<td>4. Describe scopes of practice and roles of health care team members.</td>
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Comments:

7. Minimize risk of harm to patients and providers through system effectiveness and individual performance.

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<tr>
<th>PERFORMANCE CRITERIA:</th>
<th>Mid-Term Date</th>
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<tbody>
<tr>
<td>The student will:</td>
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</tr>
<tr>
<td>1. Demonstrate effective use of strategies to reduce risk of harm to self or others. (QSEN: Safety)</td>
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<tr>
<td>2. Identify factors within a patient care setting and healthcare organization that create a culture of safety (such as, open communication strategies and organizational error reporting systems) (QSEN: Safety)</td>
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</table>
3. Appropriately communicate observations or concerns related to hazards and errors. (QSEN: Safety)  

4. Use national patient safety resources for professional development and attention to safety in care settings. (QSEN: Safety)

Comments:

8. Discuss the graduate nurse’s role in basic quality and safety investigations within an ever-changing complex healthcare system.

**PERFORMANCE CRITERIA:**  
The student will:

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1. Use tools (such as flow charts, cause-effect diagrams) to make processes of care explicit.  

2. Seek information about quality improvement projects in the care setting.

Comments:

9. Evaluate the use of evidence based practice in planning, implementing and evaluating nursing care.

**PERFORMANCE CRITERIA**  
The student will:

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</table>

1. Implement evidence based nursing interventions for managing the acute and chronic patient care and promoting health.  

2. Use evidence based practices to guide health teaching, health counseling, screening, referral and follow-up.  

3. Participate in the process of retrieval, appraisal, and synthesis of evidence in collaboration with other members of the health care team to improve patient outcomes.

Comments:
10. Design comprehensive health promotion and disease prevention education for clients.

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<tr>
<th>PERFORMANCE CRITERIA</th>
<th>Mid-Term Date</th>
<th>Final Date</th>
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<tbody>
<tr>
<td>The student will:</td>
<td></td>
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<tr>
<td>1. Implement appropriate patient teaching that reflects developmental stage, age,</td>
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<tr>
<td>culture, spirituality, patient preferences, and health literacy to foster patient</td>
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<tr>
<td>engagement in their care.</td>
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<tr>
<td>2. Incorporate comprehensive teaching to improve health outcomes related to health</td>
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<tr>
<td>promotion and disease prevention.</td>
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<tr>
<td>3. Collaborate with others to develop an intervention plan that considers</td>
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<tr>
<td>determinants of health, available resources, and the range of activities that</td>
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<td>contribute to health and the prevention of illness, injury, disability, and</td>
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<td>premature death.</td>
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</table>

Comments:

11. Personal clinical learning goals (minimum 5 goals):

<table>
<thead>
<tr>
<th>Personal Clinical Learning Goals</th>
<th>Mid-Term Date</th>
<th>Final Date</th>
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<tbody>
<tr>
<td>1.</td>
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<td>4.</td>
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<td>5.</td>
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</table>
MID-TERM CLINICAL GRADE/EVALUATION:

SUMMARY/COMMENTS: The student has/has not made satisfactory progress in meeting clinical performance criteria and course objectives. If the student is not making satisfactory progress, specify the student learning outcome and criteria not being met. See attached Unsatisfactory Clinical Evaluation Form (if applicable)

Preceptor comments:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Preceptor Signature ___________________________ Date ______________

Student’s comments:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Student Signature ____________________________ Date ______________

Faculty comments:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Faculty Signature _____________________________ Date ______________

. 25
**FINAL CLINICAL GRADE/EVALUATION** (after 240 clinical hours)

**SUMMARY/COMMENTS:**

See attached Unsatisfactory Clinical Evaluation Form (if applicable)

**Preceptor comments:**
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

Preceptor Signature ___________________________  Date ________________

**Student’s comments:**
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

Student Signature ___________________________  Date ________________

**Faculty comments:**
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

Faculty Signature ___________________________  Date ________________
**CLINICAL AGENCY/PRECEPTOR EVALUATION FORM**  
(Completed by the student)

Name of Clinical Agency/Unit ____________________________________________________

Name of Preceptor __________________________________________

Rotation Dates: From ____________________ To _______________________

**Circle the Appropriate Rating:**

<table>
<thead>
<tr>
<th>Strongly Agree = 5</th>
<th>Agree = 4</th>
<th>Undecided = 3</th>
<th>Disagree = 2</th>
<th>Strongly Disagree = 1</th>
</tr>
</thead>
</table>

1. Teamwork was demonstrated by the staff with clients and co-workers.  
   | 5 | 4 | 3 | 2 | 1 |

2. Learning opportunities were available to help me meet clinical expected outcomes.  
   | 5 | 4 | 3 | 2 | 1 |

3. Census was adequate to meet clinical expected outcomes.  
   | 5 | 4 | 3 | 2 | 1 |

4. Variety of clients to meet clinical expected outcomes.  
   | 5 | 4 | 3 | 2 | 1 |

5. Resources (print and/or electronic) were readily available to assist me with my learning needs.  
   | 5 | 4 | 3 | 2 | 1 |

6. Staff displayed professional and caring behaviors.  
   | 5 | 4 | 3 | 2 | 1 |

7. Opportunities were available to collaborate with different types of health care providers.  
   | 5 | 4 | 3 | 2 | 1 |

8. Staff members were open to questions and assisted me with client problems as needed.  
   | 5 | 4 | 3 | 2 | 1 |

9. I had the necessary supplies to provide optimal client care.  
   | 5 | 4 | 3 | 2 | 1 |

10. Equipment was in good working order. No safety concerns were identified.  
    | 5 | 4 | 3 | 2 | 1 |

11. I was allowed to work with patient care technologies and now have a greater understanding of informatics.  
    | 5 | 4 | 3 | 2 | 1 |

12. I would recommend this clinical agency & unit for future clinical rotations  
    | 5 | 4 | 3 | 2 | 1 |

13. I would recommend utilizing this preceptor for future clinical experiences.  
    | 5 | 4 | 3 | 2 | 1 |
14. List those things that were impressive about the care clients received on the assigned unit.

________________________________

________________________________

________________________________

15. List those things that were concerning (if any) about the care clients received on the assigned unit.

________________________________

________________________________

________________________________

16. List measures that could improve the quality of the clinical rotation.

________________________________

________________________________

________________________________

________________________________

________________________________

*Please return to your Faculty Instructor when completed*