



MARICOPANURSING ■

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NUR283 Clinical Preceptorship

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CLINICAL IMMERSION WITH PRECEPTOR EXPERIENCE:

Guidelines for the MaricopaNursing Clinical Immersion Packet are based on the Arizona State Board of Nursing Advisory Opinion: Preceptorship for Students in Pre-Licensure Programs (5/2018)

The goal of a clinical immersion is to allow a student to integrate the knowledge and skills learned in a registered nursing program with the actual experience of functioning as a registered nurse. The clinical immersion is a teaching/learning method designed to expose the student to the “real world” of nursing with the guidance and supervision of a preceptor and/or experienced faculty member.

The clinical immersion will assist students to:

- a) build confidence,
- b) increase level of independent functioning,
- c) increase sense of accountability, and
- d) refine nursing skills.

The clinical immersion provides students with concentrated experience in the clinical setting or alternative experience. Immersion experiences are often in specialty areas. Students are required to have adequate didactic and prior clinical experience in these specialty areas prior to the immersion experience. The nursing faculty are actively involved in monitoring and evaluating individual student progress during the experience. The nursing student works with a preceptor or faculty member, gradually assuming more responsibility for client care.

GUIDELINES FOR CLINICAL IMMERSION WITH PRECEPTOR EXPERIENCES:

MaricopaNursing agrees to:

1. Be responsible for planning with the preceptor and agency administration experiences that will facilitate meeting the learning needs of the students.
2. Require that students are current on health care requirements including all immunizations, fingerprint clearance card, and CPR card.
3. Require that students write their personal learning objectives for the immersion experience.
4. Provide an orientation to the immersion including, but not limited to:
 - Curricular outline of the program.
 - Role of the preceptor and/or faculty.
 - Performance expectations of the student.
 - Evaluation responsibilities and standards for the student, course, and preceptor and/or faculty.
 - Avenues of communication between the program, faculty, preceptor, facility, and student.
 - Student assignments related to the experience.
 - Expected initial level of knowledge, skills, and abilities of the student.

The Agency agrees:

1. Permit students the opportunity for a learning experience within the confines of the practice setting and the student's level of preparation.
2. Permit students to develop their own learning objectives for the immersion in collaboration with preceptor and faculty within the parameters of the agency.
3. Permit students to collaboratively apply the skills of assessing, diagnosing, planning, implementing and evaluating.
4. Collaborate with the faculty in selecting the student's preceptor within the guidelines of the Arizona State Board of Nursing Advisory Opinion: Preceptorship for basic students in professional nursing programs. Selection of preceptors must meet the following criteria:

A preceptor will:

- Hold a current RN license to practice nursing in Arizona or a multi-state compact license that is active and in good standing.
- Possess clinical expertise appropriate to accomplish the goals of the immersion and has at least one year of work experience at or above the level of licensure of the student's program.

- Hold an academic degree at the level or higher than the student's program whenever possible.

The Preceptee (Student) agrees to:

1. Follow the policies as outlined in the Maricopa Nursing Student Handbook.
2. Communicate work schedule and any changes in schedule to faculty member as soon as known.
3. Demonstrate consistent progress toward and attainment of the student learning outcomes.
4. Follow the preceptor if reassigned to another unit. Notify faculty immediately when such a change is made.
5. In the event of illness or absence from any clinical, arrange to make-up those hours with preceptor. Notify faculty in advance of change in assignment.

Preceptor Responsibilities:

1. Participate in orientation to the preceptorship.
2. Participate in faculty/preceptor conferences and communicate with faculty to clarify roles and the nature of the learning experience.
3. Provide an orientation for the student to the practice area and expectations of nursing care standards
4. Provide the student with ongoing constructive feedback that relates performance standards to student performance.
5. Precept no more than one person per shift. Other students may work with the preceptor when a faculty member is in the facility supervising their activities.
6. Participate with the faculty and student in the evaluation of the student's clinical competence.
7. Provide opportunities for the student to pursue individual learning objectives within the parameters of the agency and in accord with the nursing role assumed by the preceptor.
8. Allow the student freedom to independently and/or collaboratively apply the skills of assessing, diagnosing, planning, implementing, and evaluating own nursing practice.
9. Provide opportunities for the student to assume a leadership role within the confines of the practice setting.
10. Serve as a resource person, consultant, and supervisor for the student's clinical nursing experience.
11. Assume responsibility for making the student assignments with careful attention given to the scope of the student's knowledge and skills.
12. Provide direct supervision of the student.
13. Adhere to the student limitations for procedures as specified in the Clinical Procedure Guidelines.
14. Contact the nursing faculty, along with the preceptee, for changes in work schedule, or if any error, unusual occurrence or incident occurs.

-Review the [preceptor training](#)

-Review the [FERPA training](#)

-Complete the preceptor data sheet below

-The preceptor must provide student feedback via email or text to the clinical instructor at least once per rotation

-The preceptor must electronically sign the skills session in the student's Tracprac account

-Complete the bottom portion of the goals sheet below and return signed copy to the student to provide to the instructor

-Fill out the evaluation of the capstone experience and return sheet to the student to provide to the instructor

Faculty Responsibilities:

1. Verify that the student in the immersion has demonstrated competencies for the level of progression.
2. Verify student understanding of the clinical immersion experience including: responsibilities, evaluation criteria, learning goals, assignments, and the nature of the immersion.
3. Select preceptors according to established criteria collaboratively with clinical agency personnel.
 - a. Verify RN license is active and in good standing.
 - b. Verify preceptor has at least one year of work experience as an RN.
4. Retain final responsibility for approving student learning outcomes.

5. Meet with students and preceptors before and throughout the immersion experience to clarify roles, learning goals, and the evaluation of student learning and progress.
6. Adhere to faculty-to-student ratios of 1 faculty member for every 10 students during the times students are involved in the care of patients, [A.A.C. R4-19-204(C)].
7. Maintain accountability for student education and evaluation.
8. Collaborate with the preceptor to evaluate student clinical competence.
9. Provide feedback to the preceptor on the effectiveness of the learning experience.
10. Provide the preceptor with an opportunity to evaluate relevant portions of the immersion experience.

CLINICAL PROCEDURE GUIDELINES

The following section includes information on psychomotor skills and other activities for which the student will need supervision as well as some clinical behaviors in which the student may not participate:

Direct R.N. Supervision is Required for: (RN must be physically present with the student)

1. Venipuncture, IV therapy, blood draws, and working with central lines
2. IV medications and IV push drugs
3. Insulin and anti-coagulants as well as drug calculations
4. All blood or blood product transfusions (monitoring only; may not initiate blood transfusion)
5. Transfer of patient to or from any critical areas such as OR, ER, PACU, ICU, etc.
6. Signing out narcotics
7. Any procedure the student has done infrequently or for which the student requests supervision
8. Monitoring patients on mechanical ventilation and requiring suctioning
9. Any skill which requires RN interpretation or monitoring (fetal monitor, cardiac, ICP monitor, hemodynamic monitoring, i.e. CVP, Arterial Lines, PA catheters, and vaginal exams)

Students May Not Perform the Following Procedures:

1. Removal of pulmonary artery catheters
2. Removal of epidural catheters and/or administration of medications through epidural catheters.
3. Removal of any central line
4. Infusion of antineoplastic agents
5. Defibrillation/cardioversion
6. Placement of fetal scalp electrode or uterine pressure catheter
7. Signing consents on any document as a witness
8. Transcribe orders
9. Take verbal or phone orders from health care provider.
10. Verify medication or waste or participate as one of two licensed professionals required to witness such activities.
11. Extubation of clients
12. Removal of femoral sheaths
13. Any procedures requiring specialized knowledge and training or any procedures specified by the agency as inappropriate for students.

*****STUDENTS SHOULD PROVIDE THE PRECEPTOR WITH A MINIMUM OF 6 GOALS PER SHIFT; THESE ARE LOCATED IN THE TRACPRAC JOURNAL**

Name: _____

Student Goals Worksheet: (Days 1 and 2)

List your goals for this experience prior to your first day. Goals will be for your 1st and 2nd days. Share it with your preceptor and faculty for discussion and help with attaining goals!

My goals for the immersion experience:	Strategies I will use to achieve my goals:
1. Patient centered care	1. Engage in patient-centered care by conducting thorough assessments, establishing rapport through therapeutic communication, participating in interdisciplinary rounds, and seeking feedback for continuous improvement.
2. Team Collaboration	2. Being active by joining roundings, keeping communication open and respectful, and helping out as needed to create a positive work environment.
3. Efficient Time Management	3. Manage workload by organizing tasks based on patient needs, assigning non-clinical duties to team members, following standard protocols, and adjusting plans as patient conditions and workloads change.
4. Stress Management	4. Manage stress during nursing shifts by practicing mindfulness, taking breaks, seeking support from peers, and developing positive coping strategies.

Specific examples of how I achieved my goal(s) and resources I used to achieve them:

1. Patient centered care - I actively listened to patients during assessments, utilized hospital-provided educational materials to inform patients about their conditions, and recommended online resources and support groups for further information and peer support.
2. Time management - I used hospital-provided prioritization grids to categorize tasks, referenced clinical guidelines to prioritize patient care activities, and consulted with preceptors and experienced nurses to learn prioritization strategies.
3. Stress management - I sought emotional support from peers and preceptors during tough times, practiced positive self-talk and reframing to manage negative thoughts, and took regular breaks for activities like walking or listening to music to alleviate stress.

What problems/concerns did you encounter while working on your goal attainment?

1. Encountered challenges included time constraints, limiting patient interactions amid other clinical duties; communication barriers stemming from language and or culture.
2. The challenges in time management include managing an overwhelming workload, which leads to difficulty in prioritizing tasks effectively and feelings of stress and burnout. Additionally, unforeseen events such as emergencies or changes in patient conditions can disrupt planned schedules and task prioritization.
3. Emotional Impact of Patient Care, Dealing with emotionally challenging situations, such as patient suffering or loss, leading to increased stress levels.

Preceptorship Skills Completed	Date	Date	Preceptorship Skills Completed	Date	Date
Shift Report			Collaboration with HCT members:		
Identifies Priority Needs			Physician		
Conveys Appropriate Info			Therapy Services		
Evaluation of Plan of Care			Social Services/Case Mgmt		
Admission			Prioritizing Changing Status		
Creation of Initial Plan of Care			Worksheet Organization		
Education			Discharge Planning		
Patient and/or Family			Medication/Chart Review		

Issues to discuss with Instructor:

Preceptor Signature: _____ Date: _____

Name: _____

Student Goals Worksheet: (Days 3 and 4)

List your goals for this experience prior to your third day. Goals will be for your 3rd and 4nd days. Share it with your preceptor and faculty for discussion and help with attaining goals!

My goals for the immersion experience:	Strategies I will use to achieve my goals:
1. Patient Advocacy	1. Actively listen to patient concerns and advocate for their needs within the healthcare team.
2. Critical Thinking	2. Shadow experienced nurses and preceptors on the unit to observe their clinical reasoning processes, ask questions, and seek guidance on critical thinking strategies applied in real-life patient care situations.
3. Patient Safety	3. Practice medication safety, including the rights of medication administration (right patient, right medication, right dose, right route, right time, right documentation), and utilize medication reconciliation processes to prevent errors and adverse drug events.
4. End-of-Life Care	4. Provide a comforting and empathetic presence to patients and their families, offering emotional support and validation of their feelings and concerns throughout the end-of-life process.

Specific examples of how I achieved my goal(s) and resources I used to achieve them:
1. I was present when the patient care team facilitated family meetings to discuss prognosis, treatment options, and goals of care, using communication techniques.. Additionally, I asked about communication guides and scripts provided by palliative care teams to assist in difficult conversations with patients and families.
2 My preceptor and I advocated for vulnerable patient populations, including those with limited English proficiency or disabilities, to ensure equitable access to healthcare services. Collaborating with interpreters, social workers, and community organizations, we addressed barriers to care and promoted culturally sensitive and inclusive healthcare practices.
3. I shadowed experienced nurses and preceptors, observing their clinical reasoning processes and seeking guidance on critical thinking strategies. Additionally, observed collaboration with healthcare professionals to discuss patient care plans, shared perspectives, and collectively problem-solved. I also referenced evidence-based practice guidelines and research literature from databases like PubMed or the Cochrane Library to inform clinical decision-making.

What problems/concerns did you encounter while working on your goal attainment?
1. Managing documentation requirements, such as charting patient assessments and interventions accurately and comprehensively, was time-consuming and challenging. Learning about all the additional charting and how often it was done was a little overwhelming.
2. Processing and synthesizing information from various sources, such as research literature or clinical guidelines, sometimes felt overwhelming, leading to difficulty in prioritizing and applying knowledge effectively
3. Moments of self-doubt and uncertainty about my abilities to meet my goals and perform at the expected level were common, particularly when faced with complex clinical scenarios or new learning experiences.

Preceptorship Skills Completed	Date	Date	Preceptorship Skills Completed	Date	Date
Shift Report			Collaboration with HCT members:		
Identifies Priority Needs			Physician		
Conveys Appropriate Info			Therapy Services		

Evaluation of Plan of Care			Social Services/Case Mgmt		
Admission			Prioritizing Changing Status		
Creation of Initial Plan of Care			Worksheet Organization		
Education			Discharge Planning		
Patient and/or Family			Medication/Chart Review		

Issues to discuss with Instructor:

Preceptor Signature: _____ Date: _____

*****THIS SHOULD BE REFERENCED WHEN PROVIDING FEEDBACK TO THE STUDENT AND CLINICAL INSTRUCTOR; THE INSTRUCTOR WILL COMPLETE THE EVAL IN TRACPRAC**

Clinical Immersion with Preceptor: Student/Preceptor Formative Evaluation

Student Name: _____ **Date:** _____

Clinical Agency/Unit: _____ **Preceptor:** _____

This formative evaluation is a collaborative evaluation between student, preceptor and faculty. The student is responsible to review all student learning outcomes and provide evidence that the outcomes have been met. The preceptor and faculty will review the formative evaluation on an ongoing basis. If at any time the student is not performing at a satisfactory level the student, preceptor and faculty will formulate a plan for success using the Maricopa Nursing Learning Contract.

Student Learning Outcome (Satisfactory Performance)

Patient Centered Care:

- Provides priority based care to clients including individual, families and groups.
- Independently and collaboratively applies the nursing process when providing care.

Examples of satisfactory performance (student):

Individualized Care Plans: Develops comprehensive care plans to each patient's unique needs, preferences, and goals, ensuring that care delivery is personalized and responsive to individual circumstances.
Effective Communication: Engaged in therapeutic communication with patients, families, and caregivers to establish rapport, build trust, and involve them in decision-making processes regarding their care.

Preceptor/Faculty comments

Professionalism:

- Applies professional behaviors within scope of practice.
- Maintains legal and ethical standards of practice.
- Exercises critical thinking with an awareness of professional standards.
- Accountable for personal actions.

Examples of satisfactory performance (student):

Critical Thinking and Decision-Making: Applied critical thinking skills to clinical situations, analyzing information, considering ethical implications, and making decisions that align with professional standards and guidelines.

Accountability: Took responsibility for personal actions and decisions, acknowledged mistakes or errors, and took appropriate steps to rectify them or sought assistance as needed.

Professional Communication: Communicated effectively and professionally with patients, families, colleagues, and other members of the healthcare team, demonstrating respect, and empathy in all interactions.

Preceptor/Faculty comments

Leadership:

- Safely and appropriately assigns, directs and supervises ancillary personnel and support staff.
- Leads with the intention of improving patient care.

Examples of satisfactory performance (student):

Advocated for patients' needs, safety, and well-being within the healthcare team, ensuring that patient priorities and preferences are considered in care planning and decision-making processes.

Safely and appropriately delegated tasks to support staff, considering their competencies, scope of practice, and the needs of patients, while providing clear instructions

Engaged patients and families as partners in their care by providing education, information, and support to promote health literacy, self-management skills, and shared decision-making, empowering them to actively participate in their healthcare needs.

Preceptor/Faculty comments

System-based Practice:

- Has an awareness and consideration of the influences of the macrosystems, work unit and patient/family when making patient care decisions.

Examples of satisfactory performance (student):

Demonstrated an understanding of the broader healthcare system, including hospital policies and regulations.

Utilized healthcare resources efficiently and effectively, including technology, equipment, and support services, to provide care.

Demonstrated cultural competence and sensitivity in interactions with patients from diverse backgrounds, recognizing and respecting individual differences in beliefs, values, and preferences, and adapting care approaches accordingly.

Preceptor/Faculty comments

Informatics and Technology:

- Applies information technologies necessary to provide safe care.
- Consistently responds to clinical decision making supports and alerts.

Examples of satisfactory performance (student):

Utilized EHR systems to access patient information, document assessments and interventions, and communicate with members of the healthcare team.

Demonstrated awareness of and adherence to privacy and security standards when using electronic health information, ensuring confidentiality, integrity, and availability of patient data in accordance with HIPAA regulations and institutional policies.

Demonstrated the ability to troubleshoot common technology issues encountered during clinical practice

Preceptor/Faculty comments

Communication:

- Provides relevant educational information to patient and families.
- Uses strategies for communicating that help in resolving conflict.

Examples of satisfactory performance (student):

Effectively communicated relevant educational information to patients and their families regarding their diagnosis, treatment options, medication instructions, and self-care practices, using clear and understandable language.

Demonstrated active listening skills during patient interactions, showing empathy, attentiveness, and respect for patients' concerns and preferences.

Preceptor/Faculty comments

Teamwork and Collaboration:

- Integrates contributions of others within the team.
- Serves as an effective team member when assisting patients and families to achieve health goals.

Examples of satisfactory performance (student):

Engaged in shared decision-making processes with patients and their families, involving them as partners in care planning and treatment decisions.

Seeked feedback from peers, preceptors, or patients regarding teamwork and collaboration skills, and actively engages in self-reflection to identify areas for improvement and set goals for ongoing development in this competency.

Preceptor/Faculty comments

Safety:

- Applies the knowledge learned in class and lab to the clinical setting regarding safety strategies to reduce the risk of harm to self and others.
- Uses policy, procedures and best practices to deliver safe care.
- Individually identifies measures that will reduce risk for injury.
- Recognizes the impact of medical errors.

Examples of satisfactory performance (student):

Utilized institutional policies, procedures, and best practices to guide safe care delivery, including proper hand hygiene protocols, medication administration procedures, and patient identification processes, to minimize the potential for errors and adverse events.

Provided patients and their families with education and information on safety measures and precautions, including proper use of medical equipment, medication administration techniques, and strategies to prevent falls and other accidents

Preceptor/Faculty comments/eval

Additional Comments (preceptor):

Signature

Date

Additional Comments (faculty):

Signature **Date**

Additional Comments (student):

Signature **Date**

*****SHOULD BE GATHERED BY THE AGENCY COORDINATOR**

PRECEPTOR DATA SHEET

Preceptor Name:	Date:
Agency:	Unit:
Contact information:	Unit telephone #
	Email (not required)

Educational background; areas of specialty; certifications

Have you served as a preceptor for a nursing student in the past? Yes No

How did you learn about being assigned a nursing student for preceptorship?

*****GOOGLE FORM EVALUATIONS TO BE EMAILED BY THE TTP COORDINATOR**

PRECEPTOR EVALUATION OF CAPSTONE (PRECEPTOR COMPLETES)

Qualifiers for Evaluation:			
U=Unsatisfactory	S=Satisfactory	NI=Needs Improvement	
The capstone experience is:			
Conducive to the student's learning	Agree		Disagree
Helpful to my own professional growth	Agree		Disagree
Working relationship with the nursing faculty:			
Helpful to the student and me	S	U	NI
Readily available when needed	S	U	NI
Provided adequate number of meeting times with student and me	S	U	NI
Provided adequate support for the student and me	S	U	NI
Preceptorship Information:			
Orientation time spent with nursing faculty	S	U	NI
Preceptor materials provided were adequate	S	U	NI
Do you recommend the preceptor program for the students?	Yes		No
Would you be willing to be a preceptor again?	Yes		No

Comments/Suggestions:

Student Name: _____ Agency/Unit: _____

Preceptor Name: _____ Date: _____

	KEY	Strongly Agree	Agree	No opinion	Disagree	Strongly Disagree
MY PRECEPTOR IS.....						
Knowledgeable						
Able to communicate effectively with me and my coworkers						
Able to provide consistent, constructive feedback						
CLIENT ASSIGNMENT						
Included acuity level appropriate to meet my learning experience						
Assigned to me with consideration for my learning needs						
ASSUMPTION OF RESPONSIBILITY: During the immersion I was....						
Offered assistance and guidance when I needed it						
Given independence appropriately based on my knowledge and experience						
Given increasing responsibility at a rate appropriate for my learning needs						
COMMUNICATION: During the immersion I....						
Had the opportunity to discuss my learning needs/experiences with my preceptor.						
Received consistent and constructive feedback regarding my performance						
OVERALL LEARNING EXPERIENCE						
A variety of learning experiences were available to me, i.e., nursing procedures, specialty classes, meetings						
Consistent support was available from nursing staff						
Felt under-supervised						
Felt over supervised						
The experience will help me in my future professional role						
NURSING CLINICAL FACULTY						
Readily available when needed						
Supportive of my learning experience						

Experiences MOST beneficial for professional growth:

Experiences LEAST beneficial for professional growth:

Rules for the Immersion Experience

- ✓ You must wear your official school uniform and badge. In addition you must wear the agency badge if required. The rules about attire set forth in your student handbook still apply.
- ✓ When you are in a one-to-one preceptorship, you are assigned to a faculty facilitator who will supervise your experience. You may **not** work any hours in your student role that the faculty facilitator does not know about ahead of time. You are required to provide your schedule to your faculty facilitator prior to beginning your experience.
 - If there are changes you **must** inform faculty before the shift is due to start and provide him/her an amended schedule via email.
 - Changes include schedule changes, working with a different preceptor than expected or going to a different floor or unit than expected.
 - Anything that is different than expected must be reported!
 - If you work a shift and the faculty facilitator was not aware of it, the shift will not count toward the total hours of the preceptor experience.
- ✓ This experience is meant to transition you into the role of a working nurse. You will need to arrive a few minutes early to take report and then either give or participate in report to the oncoming shift and be sure that all documentation and required tasks are completed before you leave. This means that you may not finish until 7:30 or later – plan accordingly.
- ✓ You are expected to exhibit professional behaviors at all times. Be sure to be courteous to staff; no eating at the nurses’ station; do not take overly long breaks; be on time – be early; no personal phone calls at the nurses’ station.
- ✓ You are responsible for the completion paperwork: Student Goals Worksheet (2); Preceptor Evaluation; Student/Preceptor Formative Evaluation; Preceptor Evaluation. Be sure that you and your preceptor complete, sign and date all required paperwork. Give everything to your faculty facilitator when completed.
- ✓ You can enter skills in TracPrac for each day you are in clinical. Review with your preceptor.
- ✓ Do not wait for your preceptor or faculty facilitator to give you things to do. Take initiative, ask questions, and make this a wonderful learning experience!!

I understand and will abide by the “Rules for the Immersion Experience”:

Signature

Print name

Date