



GRADUATE NURSING PROGRAM PRECEPTOR MANUAL

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WELCOME LETTER

Dear Clinical Preceptor:

Welcome and thank you for supporting the advanced nursing practice programs at The College of New Jersey. Rich clinical experiences are essential for students to gain skill and competency, apply knowledge in actual patient care situations, engage in interdisciplinary care delivery, and transition to an advanced nursing role. The College of New Jersey Department of Nursing recognizes your significant contribution as partners in this effort and we hope that the experience proves to be rewarding.

In appreciation for your willingness to serve as a preceptor for the nurse practitioner and/or clinical nurse leader students at TCNJ we would like to make the following available to you.

1. TCNJ will provide a certificate of hours each semester.
2. Title for your resume/CV of "Clinical Preceptor Faculty" at TCNJ for the time you are precepting.
3. Access to library privileges, the aquatic center and some discounts on campus activities.

To access facilities and discounted fees, it is necessary for you to come to campus and obtain an ID card. If you desire to obtain a TCNJ ID card, please contact the nursing office at 609-771-2591. Once you receive your authorization, you will also have to go to the Student Accounts Department located in Green Hall 119, which is open Monday from 8:30am-5:00pm and Tuesday to Friday, 8:30am to 4:30pm.

As part of our accreditation process, our Clinical Site Coordinator will be asking you to complete the form in **Appendix A** yearly. Thank you in advance for attention to this matter.

Again, thank you for using your expertise to precept a TCNJ graduate student. We realize the time commitment this entails and hope that you will be able to share in our campus life. If, at any time, you would like to talk with us about our graduate program or offer any suggestions for improving the relationship between you and TCNJ, feel free to call either of us at the numbers listed below. Please note concerns about individual students should be addressed to the course faculty or to me.

Thank you,

Sharon K Byrne

Sharon Byrne, DrNP, APN, NP-C, AOCNP, CNE
Chair, Department of Nursing
Associate Professor of Nursing
[609-771-3480](tel:609-771-3480)/byrnes@tcnj.edu

GRADUATE PROGRAM FACULTY AND STAFF CONTACT INFORMATION

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OVERVIEW OF PROGRAMS

Master of Science in Nursing

The Master of Science in Nursing prepares advanced practice nurses to care for individuals and families. The curriculum builds on the nursing and scientific knowledge base of the baccalaureate prepared nurse and focuses on advanced clinical decision-making and critical thinking skills. Graduates are prepared to accurately and critically assess the health and illness experiences of individuals/across the lifespan and families, to develop health interventions, and to evaluate healthcare outcomes. Detailed descriptions of our programs can be found at: <https://graduate.tcnj.edu/resources/graduate-bulletin/>.

Master of Science in Nursing (MSN) Nurse Practitioner Program

There are currently four options: Family Nurse Practitioner, Adult-Gerontology Primary Care Nurse Practitioner, Neonatal Nurse Practitioner.

Post-Master's Nurse Practitioner Certificate Programs

There are two types of post-master's nurse practitioner programs. The first is designed for registered nurses, with a master's degree in nursing to become family or adult/gerontology primary care nurse practitioners. Students may take up to 6 years of part time study to complete either option. The second is a post-MSN program designed for nurse practitioners who have achieved certification in a specialty and who want to expand their scope of practice to include the entire family. Programs of study are available for Adult, Pediatrics, and Women's Health Nurse Practitioners. This program may be completed in 3-5 semesters of part time study.

Clinical Nurse Leader Program

The CNL MSN track prepares nurses with a BSN to engage in a leadership role across the care continuum. CNL students are prepared to evaluate care microsystems and implement evidence-based care changes utilizing quality improvement strategies. Graduates are prepared to take the CNL certification exam.

School Nurse MSN

The MSN in school nursing prepares students to be leaders in the school nurse environment. Students take courses that satisfy the NJ state requirements for certification as a school nurse within the degree. Students may complete the certification and then return to the MSN portion, or they may complete the certification and master's core courses simultaneously. Specific documents related to the school nurse MSN or the post BSN school nurse certificates are located in Appendix B.

PROGRAM COMPLETION OBJECTIVES

1. Synthesize theoretical knowledge from nursing, organizational, social, and biological sciences and apply to advanced practice nursing in the areas of health promotion, illness prevention and management, and maintenance of function across the health-illness continuum with individuals and families.

2. Critique and analyze research knowledge and utilize scientific evidence as a basis for advanced nursing practice.
3. Analyze individual, societal, political, and health care system forces that affect the health of individuals and families in the community, and the roles of advanced practice nurses in providing quality, cost-effective, and ethical care.
4. Utilize holistic health assessment, critical thinking, and clinical decision-making skills to develop and monitor comprehensive, client-based, culturally competent, and holistic plans of care.
5. Gain competency in transitioning to the advanced practice roles of health care provider, collaborator, consultant, advocate, teacher, and professional nursing leader.

THE COLLEGE OF NEW JERSEY MISSION STATEMENT

The College of New Jersey, founded in 1855 as the New Jersey State Normal School, is primarily an undergraduate and residential college with targeted graduate programs. TCNJ's exceptional students, teacher-scholars, staff, alumni, and board members constitute a diverse community of learners, dedicated to free inquiry and open exchange, to excellence in teaching, creativity, scholarship, and citizenship, and to the transformative power of education in a highly competitive institution. The College prepares students to excel in their chosen fields and to create, preserve and transmit knowledge, arts, and wisdom. Proud of its public service mandate to educate leaders of New Jersey and the nation, the College will be a national exemplar in the education of those who seek to sustain and advance the communities in which they live.

DEPARTMENT OF NURSING MISSION STATEMENT

The mission of the Department of Nursing is congruent with that of The College of New Jersey in promoting excellence, valuing diversity and providing a service to society in a community of learners. The Department of Nursing serves the people of New Jersey and the nation by preparing professional nurses at the baccalaureate level and advanced practice nurses at the master's level, with all graduates prepared to be successful ethical and visionary leaders in a multicultural, highly technological, and increasingly global world.

Philosophy

The philosophy of the Department of Nursing at The College of New Jersey reflects the beliefs of the faculty, provides the foundation and a direction for its programs and thereby contributes to excellence in professional nursing.

We, the faculty, espouse a philosophy that is humanistic in nature and emphasizes the uniqueness, dignity, and worth of each person. The faculty believes that each person has a dynamic, creative drive with the potential toward higher levels of self-actualization. Nursing is viewed as a human science of persons and health experiences that are mediated by professional, personal, scientific, aesthetic and ethical human-to-human care transactions.

GUIDELINES CONCERNING BEHAVIOR IN CLINICAL SETTINGS

Clinical Site Attire

Students are considered representatives of The College of New Jersey Department of Nursing whenever involved in off-campus study. They are required to wear hair neatly off the collar, minimal jewelry, minimal perfume, and short fingernails (without dark nail polish). A white lab

coat worn over street clothes is required unless otherwise stated by clinical agency or preceptor. Trousers should not be denim jeans or jean-type. Closed, low-heeled shoes are required. T-shirts are not appropriate. An ID badge with the student's name and which identifies them as a Student Nurse Practitioner or Graduate Nursing Student is required.

Definitions of Safe, Satisfactory or Acceptable Performance: The student will demonstrate patterns of professional behavior which follow the legal and ethical codes of nursing; promote the actual or potential wellbeing of clients, health care worker, and self; demonstrate accountability in preparation, documentation, and continuity of care; and show respect for the human rights of individuals. Students, who are not meeting the academic requirements of the theoretical component of the course at any time during the semester, may not be considered safe and may, at the discretion of the instructor, automatically be excluded from clinical experience.

More detailed information related to standards for student clinical performance is in **Appendix C** (Standards for Student Clinical Practice).

ACADEMIC INTEGRITY

All students enrolled in any of the graduate nursing programs must adhere to academic integrity policies of The College of New Jersey. Upon enrollment in The College of New Jersey, all students are required to read the academic integrity statements, and sign that they understand the policies. Academic integrity applies to the clinical setting as well. The TCNJ policy can be found at: <http://policies.tcnj.edu/policies/digest.php?docId=9394>. If you have any concerns about a student's performance, please contact the course faculty (signer of your clinical agreement letter).

THE ROLE OF THE PRECEPTOR IN THE EDUCATION OF GRADUATE NURSING STUDENTS

Teaching, guiding, and mentoring nurses as they develop the knowledge and skills to become advanced practice nurse colleagues takes knowledge, skill, patience and dedication. As an experienced nursing or medical professional, you already possess these attributes. By agreeing to serve as a preceptor, you have indicated that you are willing to share your skills, time, practice site, and patients with an eager learner.

The following pages are provided to help you in your role as clinical preceptor for our students. They include information on how to provide a supportive environment for student clinical learning and some tips on how to challenge your student to develop more advanced critical thinking skills.

Student Outcomes

The overall *MSN Program Completion Objectives* are below. In addition to the overall program objectives, there are learning objectives for each course. You will receive a copy of the course objectives prior to your student's first clinical day. Overall, during their clinical practicum experiences, we expect students to focus on obtaining advanced patient assessment and management skills. Students in our graduate programs are expected to evaluate and utilize the best, current, clinical evidence as a basis for their clinical decision-making. Therefore, students must learn to articulate the scientific basis for clinical decisions. Please do not hesitate to ask students to verbalize the "WHY" of what they are doing!

MSN End of Program Objectives/Expected Outcomes

1. Synthesize theoretical knowledge from nursing, organizational, social, and biological sciences and apply to advanced nursing practice in the areas of health promotion, illness prevention and management, and maintenance of function across the health-illness continuum with individuals and families.
2. Critique and analyze research knowledge and utilize scientific evidence as a basis for advanced nursing practice.
3. Analyze individual, societal, political, and health care system forces that affect the health of individuals and families in the community, and advanced nursing practice roles in providing quality, cost-effective, and ethical care.
4. Utilize holistic health assessment, critical thinking, and clinical decision-making skills to develop and monitor comprehensive, client-based, culturally competent, and holistic plans of care.
5. Gain competency in transitioning to the advanced practice roles of health care provider, collaborator, consultant, advocate, teacher, and professional nursing leader.

Faculty Site Visits

The faculty at The College of New Jersey, Department of Nursing believes strongly in providing support for our clinical preceptors and our students. Because clinical competence is so important to our role as nurses practicing in advanced role, we believe that multiple skilled evaluators should evaluate each student clinically. As part of our program of student support and evaluation, each student is assigned to a clinical faculty advisor, as well as to a primary preceptor, every semester. Clinical faculty advisors are expected to make a minimum of 2 visits to each student at his or her clinical sites every semester. More visits are made if the student needs additional support or if the faculty member is unable to evaluate the student completely during initially scheduled visits, or if you, the preceptor request additional visits. These visits are prearranged with the student and clinical preceptor. During these visits the faculty member will focus on evaluating the student's clinical performance. Please try to set aside a few minutes to discuss the student's clinical performance with the faculty member during these visits. Alternatively, if your site is exceptionally busy on the day of the visit, you can arrange a follow-up phone consultation with the faculty member. If you have questions about the student's performance, or about our program, please do not hesitate to discuss these matters with the faculty at any time

In addition to evaluating the student's interactions with patients, preceptors and other staff at the clinical site, clinical faculty advisors evaluate students' documentation and provide written feedback about the accuracy, comprehensiveness and organization of their notes. Students are asked to provide their clinical faculty advisor with copies of their documentation of patient encounters. If the clinical site utilizes checklists, or EMR charting for all patient care interactions, the student is required to record selected encounters in SOAP format. This assists the faculty in evaluating student clinical decision-making as well as documentation. Out of respect for patient confidentiality and to comply with HIPPA privacy standards, students are required to remove all patient identifiers before removing any copies of chart notes from the clinical site. If you have questions or concerns about our patient privacy policies, please do not hesitate to contact the course faculty member.

Clinical faculty members also provide feedback on clinical sites to the Lead Faculty, Program Coordinator, and course faculty. In order to do this, they may ask you some questions during the site visit about such things as the practice's philosophy, patient case load and case mix.

Preceptor Evaluation of Student Performance

For most courses, you will be asked to evaluate your student twice during the semester: at midterm and at the end of the semester using our electronic clinical tracking system Typhon. You will receive email information regarding Typhon as well as log-in instructions. You will also receive timely email reminders of the due dates for all clinical evaluations. Please note that all evaluations are completed electronically in the Typhon Group, LLC System and course faculty will have access to view and complete their student evaluations online (specific instructions for use of the system will be sent separately to you preferred email address). If you do not wish to complete this evaluation online, a paper copy can be provided by the student. This document can also be found in **Appendix E**.

NOTE: Students in our Clinical Nurse Leader or School Nurse Certificate program have a similar but slightly different evaluation tool and we will share that tool with you.

Please do not hesitate to call the clinical or course faculty, or the program coordinator, if you need assistance in evaluating your student.

Students are also asked to evaluate their own clinical performance using a similar evaluation form as well as log all clinical hours and patient encounters in Typhon. Students will ask you to verify their hours either electronically, or via paper logs. It is beneficial to the student if you review their hours and review their self-evaluation and your evaluation with them prior to submitting your evaluation online. This provides the basis for a helpful discussion of the student's perception of their clinical abilities as compared to your own. Please do not hesitate to contact course or clinical faculty members at any time during the semester if you have a concern about student performance or student evaluation.

CHARACTERISTICS OF EFFECTIVE CLINICAL TEACHERS*

Effective Clinical Teachers/Mentors/Preceptors:

1. Create an environment that is conducive to learning that requires:
 - Knowledge of the practice area
 - Clinical competence
 - Knowledge of how to teach
 - A desire to teach
2. Are supportive of learners; such support requires:
 - Knowledge of the learners
 - Knowledge of the practice area
 - Mutual respect
3. Possess teaching skills that maximize student learning; this requires an ability:
 - Diagnose student needs
 - Learn about students as individuals, including their needs, personalities, and capabilities
4. Foster independence so that students learn how to learn
5. Encourage exploration and questions without penalty
6. Accept differences among students

7. Relate how clinical experiences facilitate the development of clinical competence
8. Possess effective communication and questioning skills
9. Serve as a role model
10. Enjoy nursing and teaching
11. Are friendly, approachable, understanding, enthusiastic and confident about teaching
12. Are knowledgeable about the subject matter and are able to convey that knowledge to students in their practice areas
13. Exhibit fairness in evaluation
14. Provide frequent feedback

*Billings, D. & Halstead, J. (2015). Teaching in nursing: A guide for faculty 5th Edition. Philadelphia, Pa: W.B. Saunders Company.

STRATEGIES FOR ENHANCING CRITICAL THINKING

The following are techniques you may want to suggest to your student as a way of helping them to learn how to think critically about clinical problems.

- Anticipate the questions others might ask
- Ask “Why” questions
- Ask “What else” questions
- Ask “What if” questions
- Paraphrase in your own words
- Compare and contrast
- Organize and reorganize information
- Look for flaws in your thinking
- Ask someone else to look for flaws in your thinking
- Develop “good habits of inquiry”
- Revisit information
- Replace the phrases “I don’t know” or “I’m not sure” with “I need to find out”
- Turn errors into learning opportunities
- Share your mistakes – they are valuable

ADDITIONAL RESOURCES

- Student Case Presentations
- SNAPPS: <http://www.practicaldoc.ca/teaching/practical-prof/teaching-nuts-bolts/snapps/#>
- Adult-Gero APRN Preceptor Toolkit_

<https://www.gapna.org/sites/default/files/download/NewsItems/PreceptorToolkit.pdf>

INSTRUCTIONS FOR PRECEPTORS IN EVALUATING STUDENTS

1. Read the grading key at the top of the “Clinical Performance Evaluation of Students” instrument carefully.
2. Evaluate student based on your assessment of multiple (not a single) interactions between the student and patients (and family members if applicable).
3. It is preferable to evaluate the student based on your observation of his/her interactions with more than one patient/family.
4. Assessments should be based on student’s performance *independent of* coaching, input or guidance from faculty members or preceptors. In other words, evaluate their level of performance **without** your guidance/assistance.
5. Grades of “above average” should be reserved for those students whose performance truly meets the criteria set forth in the grading key.
6. If a student is performing in an “unsatisfactory” manner in one or more behaviors or objectives, please contact the course faculty as soon as possible so we can offer assistance to you and to the student. Likewise, if the student’s performance is in the “poor” range, faculty can assist you and the student to remediate performance deficiencies that the student may have.
7. Please contact course faculty right away if you notice performance deficiencies. Do not wait until late in the semester to notify faculty of student performance problems.

APPENDIX A: POST BSN/GRADUATE NURSING FACULTY PROFILE

All Faculty Complete this Form

Attach CV of lead faculty for the program/track CVs or resumés for other faculty available on request.

Name: _____ Credentials: _____
State License/Approval/Recognition # RN: _____ APRN: _____

Certification (List certification body and exp. date)

Copy of current national certification and state license/approval/recognition available on file:
____ Yes ____ No

Academic Program Completed: ____ Graduation Date: ____ Track/Major: _____

Faculty Appointment: % of FTE in Grad track: ____ % of Time in School of Nursing: ____

Clinical Teaching Responsibilities: (Include past academic year and current responsibilities)
Clinical Course # Students Clinical Sites Dates

Didactic Teaching Responsibilities: (Include past academic year and current responsibilities)
Didactic Course # Students Dates

List Other Faculty Responsibilities: (e.g. other teaching, committee work, thesis/dissertation supervision, research, etc.)

Practice Experience: (List last 5 years with current practice first)

Are you practicing now? ____ Yes ____ No

If yes, describe the following: Setting, Patient Population and Practice

Approximate current # of hours per week/month: ____ Approximate # hours last year per week/month: _____

APPENDIX B: TCNJ SCHOOL NURSE PRECEPTOR WELCOME LETTER



Welcome!

We are pleased that you have agreed to be a clinical preceptor for one of our School Nurse students. You are vital to the success of our program. Students need the “real life” experience that only a clinical practice with an expert clinician can offer. The clinical site provides opportunities where the student can acquire knowledge, advance skills, and observe the modeling of professional behaviors. Without your willingness to participate, it would be impossible to replicate the experiences the student needs to be successful. The following material provides general information about the College of New Jersey as well as specifics regarding the School Nurse Program. Preceptor Guidelines and the course syllabus with expectations of students are attached.

Additional materials included are forms used to evaluate the student's clinical experience. The role and responsibilities of the faculty and preceptor regarding evaluation of the student is explained. Site visits by faculty are outlined as well as the procedure for preceptors who have a student who is having difficulty in the clinical setting.

As you may be aware, the Board of Nursing has recently adopted new regulations requiring continuing education for all nurses in the state of New Jersey. In accordance with N.J.A.C. 134:37-5.3 Continuing Education, *a registered professional nurse may obtain continuing education hours for acting as a preceptor for at least 100 hours as part of an organized preceptorship program: 10 hours for the period during which the registered professional nurse acts as a preceptor.*

Please feel free to contact the faculty of the course if you have questions, concerns, or recommendations. The College of Nursing values your services as a preceptor and welcomes your recommendations for making the preceptor role more effective and satisfying. We hope that you find the materials contained here helpful in your role as a preceptor.

Preceptor Guidelines

Preceptor Qualifications

The undergraduate preceptor is a currently licensed RN in New Jersey and is employed as an RN in the school district in which the preceptor experience is to occur. Minimum educational preparation is baccalaureate degree. The preceptor is expected to have a minimum of two years of clinical experience and has demonstrated competencies related to the area of assigned clinical teaching responsibilities.

Roles and Responsibilities

The preceptor will be assigned to no more than one student for any preceptor experience. Faculty must be available in person or by telecommunication for consultation with the preceptor and/or the student. The preceptor will have a written description of preceptor responsibilities for the College of Nursing. Preceptors will function according to guidelines/criteria developed by the course faculty as long as they are consistent with the guidelines set forth in this policy. The

preceptor will be physically present in the agency and available to the student at all times during the prescribed clinical assignment.

Preceptor Evaluation

Preceptor evaluation will be completed by the students. The course faculty member will review all preceptor evaluations and determine satisfactory and unsatisfactory experiences, make decisions regarding reappointment status, and provide appropriate feedback to preceptors.

Faculty Responsibilities:

Orient both the student and the preceptor to the clinical experience.

- Provide the preceptor an orientation to the philosophy, curriculum, course, and clinical objectives of the nursing program.
- Discuss student expectations, student guidelines for performance of procedures, and methods of evaluation.
- Assume overall responsibility for teaching and evaluation of the student.
- Assure student compliance with standards on immunization, CPR, and current liability insurance coverage.
- Work cooperatively with the preceptor and the agency to determine student learning needs and appropriate assignments.
- Meet with the clinical preceptor and the student in order to monitor and evaluate the learning experience.
- Monitor student progress.
- Be readily available, e.g., telephone, pager or e-mail for consultation when students are in the clinical area.
- Receive feedback from the preceptor regarding student performance.

Preceptor Responsibilities:

- Function as a role model in the clinical setting.
- Orient the student(s) to the clinical agency.
- Guide, facilitate, supervise, and monitor the student in achieving the clinical objectives.
- Collaborate with faculty to review the progress of the student towards meeting clinical learning objectives.
- Provide feedback to the student regarding clinical performance.
- Contact the faculty if assistance is needed or if any problem with student performance occurs.
- Give feedback to the nursing program regarding clinical experience for student and suggestions for program development.

Student Responsibilities:

- Maintain open communications with the preceptor and faculty.
- Maintain accountability for his or her learning activities.
- Prepare for each clinical experience as needed.
- Be accountable for his/her nursing actions while in the clinical setting.
- Arrange for preceptor's supervision when needed.
- Contact faculty e.g. telephone, pager or e-mail if faculty assistance is necessary.
- Respect the confidential nature of all information obtained during clinical experience.

The goals of the program are to:

- Apply principles of school health nursing to the coordination of health care for students from preschool through grade twelve.
- Develop and provide leadership to advance school nursing practice.
- Advance the standards of school nursing practice in order to improve the quality of care for students in schools.
- Advance school nursing knowledge through professional development and research.

Upon completion of the program the student shall demonstrate the following competencies:

Communicator Role:

- Establish channels of communication with students, faculty/staff, families, community agencies and other health care providers
- Employ effective expressive and receptive verbal skills
- Utilize formal counseling techniques for student, faculty, and family

Leadership Role:

- Assist in development of a comprehensive school health program (strategic planning for school health program).
- Provide in-service programs for faculty/staff to update on the most current Centers for Disease Control (CDC) policy and to update faculty on common health problems to enable more accurate referrals.
- Serve, as an advocate for the health needs of school age youth.

Management Role:

- Coordinate and manage health services within the school.
- Conduct school health needs assessment to identify current health problems, identify the need for new programs and evaluate ongoing health programs.
- Establish and implement guidelines in prevention and control of communicable diseases
- Identify and utilize community health resources.
- Understand the process of budgeting for nursing and health services.
- Develop policies and procedures for health services.

Care Provider Role:

- Develop follow-up strategies necessary for referrals.
- Identify, assess, and interpret the health status of students and students with special health needs
- Collaborate with the interdisciplinary team
- Utilize clinical reasoning to meet the health needs of the student with chronic illness/disability
- Provide health counseling (student, faculty/staff, family).
- Identify and correct unsafe health and environmental conditions (both physical and emotional environment).

Client Educator:

- Participate in assessment of health education and health instructional needs for the school community.
- Assist in formal health instruction, health promotion and prevention, by teaching components in the classroom based on learning theory and student's developmental level.
- Serve as a resource to faculty regarding health education and health education materials.

- Provide faculty and staff in-service education as to the nature and educational relevance of the special health needs of chronically ill/disabled student.
- Educate classmates of a student with special health needs as to the nature of the condition
- Educate faculty/staff regarding their own health and self-care.



Preceptor Evaluation of the Student

Directions: Using the following rating system, please rate the student at the completion of the practicum in the areas listed below by placing an “X” in the grid for the course objectives and program outcomes.

The student demonstrates:

- 4 A high level of knowledge, language and skill for independent completion of the practicum in collaboration with the preceptor.
- 3 Knowledge, language, and skill to complete the practicum with minimal direction from the preceptor.
- 2 Basic understanding of the knowledge, language and skill required for the practicum. Requires frequent direction by the preceptor.
- 1 Minimal knowledge, language and skill related to the practicum. Requires continuous oversight and direction from the preceptor.

Course Objectives	1	2	3	4
1. Assessed a population for health-related needs.				
2. Applied population-focused care principles in a clinical/school setting.				
3. Participated in collaborative problem-solving approach to providing care.				
4. Achieved desired outcomes.				
5. Achieved individualized objectives.				

Program Outcomes	Fully Achieved	Partially Achieved	Minimally Achieved	Not Achieved	Not Applicable
1. Think critically synthesizing theory and research.					
2. Communicate effectively.					
3. Implement the nursing practice roles of provider of care, care manager/coordinator & member of the nursing profession.					
4. Provide culturally sensitive nursing care.					
5. Apply relevant knowledge regarding, social, public health, political, ethical, economic & historical issues.					
6. Make decisions & take action using personal and professional values.					

*Note: Please qualify any responses that were not fully achieved.

Student's signature _____ Date _____
 Preceptor's signature _____ Date _____



School Nursing Program Evaluation Form

Student: _____ Dates: From _____ To: _____

School: _____ District: _____

Address: _____

Kindly place an appropriate number next to each statement.

(5) Excellent (4) Very Good (3) Good/Satisfactory

(2) Improving (1) Below average – Please attach narrative.

A. Professional Responsibilities

1. () Demonstrates knowledge of school nursing and health education.
2. () Establishes effective communication with staff, the family and community.
3. () Demonstrates competencies in performing short term health assessments.
4. () Uses sound professional judgment and upholds the professional and ethical standards of nursing.
5. () Is reliable, prompt, cooperative and courteous.

B. Student Conduct

6. () Applies the principles of the developmental, educational and nursing process.
7. () Recognizes and respects individual worth and differences.
8. () Identifies health problems and makes valid referrals for remediation or adaptation with the approval of the cooperating nurse.
9. () Uses health counseling and teaching to encourage student responsibility for their health needs.
10. () Does periodic follow-up on identified health problems and referrals.

C. Presentation Skills

11. () Plans, organizes and implements screening procedures effectively.
12. () Is flexible and resourceful in carrying out the health program.
13. () Keeps accurate medical records, files reports promptly, analyzes and evaluates findings.
14. () Manages health office efficiently.
15. () Acquires current health information and is familiar with community resources.

D. Professional Growth

16. () Accepts and uses constructive criticism for improvement.
17. () Demonstrates increasing competencies and knowledge.
18. () Takes initiative and uses creativity.
19. () Keeps informed about current professional research, literature and organizations.
20. () Keeps abreast of current issues, especially as they relate to health.

In my professional opinion, the student has:

- Represented The College of New Jersey well by demonstrating integrity and competency in his/her work performance.
- Made reasonable progress in completing the Activity Checklist.
- Demonstrated a positive attitude toward the practicum experience.
- Made a sincere attempt to handle any issue as it arose.
- Adequately performed activities reflecting the National Association of School Nurses Standards of professional School Nursing Practice and entry level competencies for school nurses.

Comments:

Cooperating School Nurse Signature Date

Student Signature Date



School Nurse Internship: Preceptor and School Information

Name of Student _____

Name of Certified School Nurse Preceptor _____

Today's Date _____

School Name and Address	School Type	Approximate Number of Students
<p><i>Please write in:</i></p> <p>Name:</p> <p>Address:</p> <p>City:</p> <p>State:</p> <p>Telephone:</p>	<p><i>Please circle:</i></p> <p>Nursery</p> <p>Elementary</p> <p>Middle School</p> <p>High School</p> <p>College/University</p> <p>Other please specify:</p>	<p><i>Please write in:</i></p> <p>_____</p>



ACTIVITIES CHECKLIST FORM
Department of Nursing Field Experience

The following is a list of suggested activities in which the student should participate. The specific activities selected will vary from school to school. This list is not meant to be exhaustive. It is intended that there be room for individual needs and differences with a good deal of flexibility. This list is to be completed by the student nurse and signed by the cooperating school nurse. Kindly check off as the activity is completed.

- Review student health records, emergency forms, procedure and protocol manuals.
- Identify student health needs, i.e. counseling, follow-up illnesses, injuries, etc.
- Perform health assessments, first aid, emergency response.
- Plan and assist in physical examinations.
- Visit an elementary, junior/ middle and high school.
- Observe another certified school nurse.
- Observe and participate in a child study team meeting.
- Observe and participate in an Intervention and Referral Team Meeting.
- Do a health history on one student.
- Write an Individualized Healthcare Plan
- Write an Emergency Healthcare Plan
- Observe/participate in sanitary inspection of the physical environment.
- Observe/participate in safety inspection of the building, laboratories, shops, grounds, cafeteria and gyms
- Check inventory and order supplies.
- Do a bulletin board
- Attend faculty, P.T.A. and Board of Education meetings.
- Operate the health office without assistance.
- Observe and participate in school employee health programs.
- Attend professional teacher and nurses local and county meetings.
- Organize and plan daily and weekly health service activities.
- Keep records and enter information on student health cards.
- Review professional literature, journals, etc.
- Do health counseling of students and faculty.
- Follow-up on screening referrals.
- Interface with other professionals within the district.
- Teach individually as need arises.
- Conduct faculty in-service, using power point, covering Standard Precautions, Anaphylaxis, Heimlich Maneuver, Asthma, First Aid Procedures, etc.

Screening Checklist - Kindly indicate date of observation or performance.

Observed Performed

_____	_____	Vision Screening
_____	_____	Auditory Screening
_____	_____	Scoliosis Screening
_____	_____	Mantoux Testing
_____	_____	Assist with Physical Examinations
_____	_____	Heights and Weights
_____	_____	Pediculosis screening
_____	_____	Immunization Audit

Since the field experience is 150 hours in duration, it is understood that student nurses will be unable to perform all the above activities

REQUIRED ASSIGNMENT-ACTIVITY NOTEBOOK

The student is required to keep a notebook that will contain cumulative information about the community, school and related topics. It should be well organized and kept up-to-date, brought to the campus seminars and made available for review by the college supervisor during each visit. The notebook should reflect the sum and substance of the field experience. The following contents must be included:

Community and School Organization

- Overview of the community (socio-economic structure, population, private and public schools, school population)
- Organizational and administrative structure of the school faculty and other personnel, volunteers, etc.
- School philosophy and goals
- School programs (special education, work/study, student/faculty resources, etc.)
- Student personnel services/child study teams (organization, function and responsibilities)
- School Health Program and community resources
- Student's impression of the community and school (identify strengths and weaknesses)

Daily Log

Student will make an entry in a log on a daily basis. The entry should consist of a description of the day's activities, including health screenings, counseling, teaching, administrative responsibility, meetings attended, health assessments, etc. While making entries into the log, the student should ask these questions:

- What did I learn?
- What could I have done better?
- Could the activity have been done in a different way?
- What might have been more effective?
- How has this changed my outlook?
- How did I impact a child/parent colleague today?

APPENDIX C: STANDARDS FOR STUDENT CLINICAL PRACTICE

Please notify the course faculty or the program coordinator immediately if you have concerns about a student's behavior or clinical performance. To best provide a timely plan of action to assist the student in being successful, early intervention is essential.

Guidelines Concerning Behavior in Clinical Settings

A student whose behavior is unsafe or whose pattern of behavior is unsatisfactory may be subject, at the discretion of the instructor, to being removed from direct contact with clients.

Definitions of Safe, Satisfactory or Acceptable Performance:

The student will demonstrate patterns of professional behavior which follow the legal and ethical codes of nursing; promote the actual or potential well-being of clients, health care worker, and self; demonstrate accountability in preparation, documentation, and continuity of care; and show respect for the human rights of individuals. Students who are not meeting the academic requirements of the theoretical component of the course at any time during the semester, may not be considered safe and may, at the discretion of the instructor, automatically be excluded from clinical experience.

Indicators Used as Guidelines for Evaluating Practice Are:

Regulatory: The student practices within the boundaries of The College of New Jersey, Department of Nursing, the guidelines and objectives of the Department of Nursing, and follows the rules and regulations of the health care agency. Examples of unsafe, unsatisfactory or unacceptable performance include but are not limited to the following:

1. Failure to notify the agency and/or clinical instructor of clinical absence as outlined in the course descriptions.
2. Presenting for clinical practicum under the influence of drugs and/or alcohol.
3. Failure to make up clinical absences if deemed necessary by the clinical instructor.
4. Habitual tardiness or absenteeism to clinical assignments.

Ethical: The student practices according to the American Nurses' Association Code of Ethics, Standards of Practice, and the Nurse Practice Act governing practice in the state where the clinical learning experience occurs. Examples of unsafe, unsatisfactory or unacceptable performance include but are not limited to the following:

1. Refuses assignment based on client's race, life style, culture, religious preferences, diagnosis, or condition of client.
2. Inappropriate behavior in any assigned activity related to clinical practice such as:
 - a. Not reporting known errors in practice;
 - b. Falsifying documents, signatures, or assignments
 - c. Ignoring unethical behavior(s) of other health care persons which affects clients' welfare.

Promotion of Well-being: The promotion of well-being of clients, other health care workers and self: The student's practice strives to meet the needs of the human system considering the biological, psychological, sociological, and cultural perspectives. Examples of unsafe, unsatisfactory, or unacceptable performance include but are not limited to the following: failure to recognize and seek treatment for mental, physical, or emotional behavior(s) which may affect the well-being of others.

1. Failure to follow through on suggested referrals or interventions to correct deficit areas which may result in harm to others.
2. Omission of appropriate care, such as, but not limited to, medication errors.
3. Abuse of clients, such as, but not limited to: physical, mental or emotional abuse failing to recognize, or correct or contributing to hazardous conditions or circumstances.
4. Interpersonal relationships with agency staff, co-workers, peers, faculty resulting in miscommunications, disruptions of clients care and/or functioning.

Accountability: The student's practice demonstrates the expected level of responsibility in the preparation, implementation, documentation and promotion of continuity in the care of clients. Examples of improper accountability include but are not limited to the following:

1. Failure to provide concise, inclusive, written and verbal communication.
2. Failure to accurately record comprehensive client behaviors. .
3. Failure to report to instructor questionable nursing practice(s) which affect client welfare.
4. Attempting activities without adequate orientation or theoretical preparation or appropriate assistance.
5. Dishonesty.

Human Rights: The student's conduct shows respect for the individual client. Examples of unsafe, or unacceptable performance include but are not limited to the following:

1. Failure to maintain confidentiality of interactions.
2. Failure to maintain confidentiality of records.
3. Dishonesty in relationships.
4. Utilization of stereotypical judgments which are detrimental to patient care.
5. Failure to recognize and promote every patient's rights.

A student whose behavior is unsafe or whose pattern of behavior is unsatisfactory may be subject, at the discretion of the instructor, to being removed from direct contact with clients.

Clinical Attire and Appearance

Standards for clinical appearance are based on the need for students to be professional, clearly identified as a student and to have grooming and attire that limit safety risks for injury to the student or the client. With that in mind, students must adhere to the following:

Students will wear a lab coat with the TCNJ seal and a name tag. These items normally come from Flynn and O'Hara. For a lab coat (\$31.00) go to www.flynnohara.com/school/nj124. For a name pin (approx. \$10 including shipping) please go to tcnj.badges.com. Your name badge should state your name. For example, Dorothy Jones, RN, NP student.

Students should appear neat and well-groomed with minimal jewelry. In general, students should dress in business casual attire. Trousers or slacks may be worn but denim jeans or jean type slacks are not permitted. Closed toe, low-heeled comfortable shoes are required. Sneakers are not acceptable unless the clinical agency holds that as current standard of dress. Casual T-shirts are not appropriate. Hair should be above the collar or pulled back. Men should keep facial hair to less than 1 inch. No tattoos should be visible. For client comfort and safety, refrain from wearing perfume/cologne or other strongly scented products. Good hand hygiene should be followed to limit spread of infection. Handwashing is expected before and after contact with each client, and when handling patient care equipment and diagnostic specimens. Fingernails must be kept short (not extending beyond the ends of your fingers), smooth and clean. Clear or light-colored fingernail polish may be worn. No artificial fingernails or tips may be worn.

APPENDIX D: GENERAL TYPHON LOG IN INSTRUCTIONS FOR PRECEPTORS

There are two functions available to you as a preceptor in Typhon.

1. You may verify a student's clinical hours;
2. You may complete the evaluation of the student in Typhon (midterm and final).
 - You may also complete this in paper format. Your student will provide you with paper copies upon your request.
3. Instructions for use of the Typhon Group, LLC system will be sent to your preferred email address.

NOTE: If you need a new log in, please contact the course faculty member.

**APPENDIX E: TCNJ DEPARTMENT OF NURSING SAMPLE CLINICAL PERFORMANCE
EVALUATION OF STUDENTS**

Clinical Performance Evaluation of Students

(NURS 634, NURS 635, NURS 636, NURS 637, NURS 638, NURS 690)

Midterm Final

Student Name _____ Date of visit _____

Course #/Name _____ Clinical Site _____

Evaluation Key

- Above Average: Consistently demonstrates above average level of performance for students at this level. (Requires minimal direct supervision/instructor guidance. Includes all elements of the behavior with correct techniques/skills).
- Satisfactory: Consistently demonstrates average/expected level of performance of behavior for students at this level. (Requires intermittent direct supervision/instructor guidance. All elements of behavior included but needs improvement in technique/skills).
- Poor: Consistently performs at below average level of performance for student at this level in this behavior (Attempted behavior but omitted \geq 1 essential element(s)). Consistently requires direct supervision/instructor guidance).
- Unsatisfactory: Performance of behavior is not satisfactory for student at this level. (Does not attempt behavior or unable to perform behavior at most basic level. Needs constant direct supervision/instructor guidance).
- N/O=No opportunity to observe this behavior.

	Behavioral Objective	Unsatisfactory	Poor	Satisfactory	Above Average	N/O
I.	CLINICAL DECISION-MAKING					
1	Elicits relevant history (episodic, follow-up or comprehensive)					
2	Performs appropriate/relevant physical examination (age-appropriate, comprehensive, or focused)					
3	Discusses/performs appropriate diagnostic work-up					
4	Develops list of appropriate differential diagnoses					
5	Develops and implements a therapeutic management plan consistent with identified needs of patient and family					
6	Demonstrates awareness of cost-effectiveness of diagnostic work-up and management options					
7	Evaluates health promotion/self-care activities of patient/family and assists patient/family in developing appropriate health maintenance/health promotion plan					
8	Demonstrates understanding of physiologic basis of health and illness					
9	Discusses/applies scientific principles of pharmacologic therapy by choosing safe and effective agents and dosages					

II.	ROLE/PROFESSIONAL DEVELOPMENT					
10	Manages time appropriately - Conducts patient visits and other on-site activities in a timely manner					
	Behavioral Objective	Unsatisfactory	Poor	Satisfactory	Above Average	N/O
11	Professional presentation is in accordance with Department of Nursing and professional standards for appearance and conduct					
12	Prepares appropriately for clinical experiences					
13	Behavior towards patients and staff is ethical and professional					
14	Seeks consultation and guidance with clinical decision-making from appropriate individuals/sources					
15	Accepts feedback graciously and utilizes such feedback towards professional growth and development					
16	Identifies own learning needs and seeks/negotiates clinical experiences to meet those needs					
III.	COMMUNICATION					
17.	Demonstrates appropriate teaching/counseling skills re: patient/family identified health problems and risks					
18	Documents data in organized and comprehensive manner					
19	Presents/summarizes case in systematic manner					
20	Communicates effectively with patients, other professionals and staff					

Comments:

Student

Date

Faculty

Date

Note: Final clinical grade is either Pass or Fail. If student performance, as evaluated by *either* faculty or preceptor, is below satisfactory on ≥ 2 of the behavioral objectives, or if the student performance level is unsatisfactory on ≥ 1 behavioral objective, the student automatically receives a failing grade for clinical performance.

In order that course faculty may assist students who are having difficulty in clinical practicums, preceptors and clinical faculty should notify course faculty immediately when they evaluate a student as less than satisfactory on ≥ 1 behavioral objectives.

APPENDIX F: REFERENCES AND SUGGESTED READINGS

- American Association of Colleges of Nursing. (2010, March). *Adult-gerontology primary care nurse practitioner competencies*. Retrieved from <http://www.aacn.nche.edu/geriatric-nursing/adultgeroprimcareNPcomp.pdf>
- American Association of Colleges of Nursing. 2011. *Essentials of master's education for advanced practice nursing*. Washington D.C. AACN. Retrieved from <http://www.aacn.nche.edu/education-resources/MastersEssentials11.pdf>
- Barker, E. R. & Pittman, O. (2010) Becoming a super preceptor: A practical guide to preceptorship in today's clinical climate. *Journal of American Academy of Nurse Practitioners*, 22, 144-149.
- Billings, D. & Halstead, J. (1998). *Teaching in nursing: A guide for faculty*. Philadelphia, Pa: W.B. Saunders Company.
- Gerontological Advanced Practice Nurses Association. (GAPNA). *Adult/Gero APRN preceptor toolkit*. Retrieved from <https://www.gapna.org/download/NewsItems/PreceptorToolkit.pdf>
- National Organization of Nurse Practitioner Faculties (NONPF). (2012). *Nurse practitioner core competencies*. Retrieved from <http://c.ymcdn.com/sites/www.nonpf.org/resource/resmgr/competencies/npcorecompetenciesfinal2012.pdf>
- National Organization of Nurse Practitioner Faculties (NONPF). (2013). *Population-focused nurse practitioner competencies. Family/across the lifespan, neonatal, pediatric acute care, pediatric primary care, psychiatric-mental health, and women's health/gender-related*. Retrieved from <http://c.ymcdn.com/sites/www.nonpf.org/resource/resmgr/competencies/populationfocusnpcomps2013.pdf>
- National Organization of Nurse Practitioner Faculties (NONPF) National Task Force on Quality Nurse Practitioner Education. 2012. *Criteria for evaluation of nurse practitioner programs*. Washington, D.C. Retrieved from <http://www.aacn.nche.edu/education-resources/evalcriteria2012.pdf>