WAGNER COLLEGE

EVELYN L. SPIRO SCHOOL OF NURSING

Undergraduate Nursing Preceptor Reference Manual
Fall 2022 Edition
Senior Learning Community
NR490-NR474- NR 472-NR 400
Reflective Tutorial Senior Practicum

Thank you for agreeing to precept our senior nursing students from the Evelyn L. Spiro School of Nursing at Wagner College. The Faculty within the School of Nursing recognizes that this is a time commitment and wants to provide the necessary information and support so that this will be a valuable experience.

The senior capstone course offers our students a wonderful experiential learning opportunity to work alongside a staff nurse in a variety of acute care settings. The student is responsible to coordinate their schedule with yours to complete the required hours over the course of the semester. At first the student becomes acclimated to the unit to which they were assigned. Gradually, under your guidance, the student works towards independence; cultivating the many roles that a nurse assumes.

We value your mentorship. This preceptor handbook provides a good source of information. You may find the outline of the student's responsibilities as well as preceptor information especially helpful. There is a checklist of skills which the students are capable of performing under your supervision. Please take note of the highlighted area on the bottom of this document which lists the tasks that the students are not permitted to perform.

The philosophy of the School of Nursing, the Program Objectives (Student Learning Outcomes), and other pertinent information are included in this manual. In addition, the Senior Learning Community description, model, and associated paperwork are provided. The course outline contains the policies related to the course and student responsibilities.

You will be completing the NR 490 Clinical Evaluation Tool in addition to other required paperwork. Examples of the required paperwork are in this manual. However, it should be noted that your student has all of these documents electronically and will share hard copies with you to date, initial, and/or sign where appropriate.

One of the clinical instructors assigned to this course will visit you and the student during the semester. However, we ask you to keep in mind that we are available to you for any questions or concerns, so please do not hesitate to contact us. Should you find yourself concerned about a student or an issue arises, we ask that you immediately contact either Tinamarie Petrizzo-Hughes at 732-241-1708 or Michelle Romano at 917-670-2831.

With our sincere gratitude,

Undergraduate SLC Faculty Leads:
Tinamarie Petrizzo-Hughes, MS, RN
Associated Clinical Professor
Level II Coordinator
Tinamarie.petrizzo-hughes@wagner.edu

Michelle Romano, Ed.D., RNC-OB, AGNP-BC
Assistant Professor
M.romano@wagner.edu

Site Visit Faculty:
Terianne Darragh, MSN, RN, FNP
Terianne.darragh@wagner.edu

Tinamarie Petrizzo-Huhges, MS, RN
Tinamarie.petrizzo-hughes@wagner.edu

Christine Mavaro, DNP, RN, FNP-BC, AE-C
Christine.mavaro@wagner.edu

Clinical and Preceptor Placement Coordinator:
Lynne Tyson
Lynne.tyson@wagner.edu

Mission of the Nursing Program at the Baccalaureate Level

The undergraduate nursing program at Wagner College is designed to prepare students to become professional nurses who will be able to promote, restore, and maintain the health of individuals and groups within society. This program is based on a core of knowledge, capitalizing on liberal arts and the sciences to foster learning about nursing theory and practice, health, the individual, and the environment. These foundations are the organizing framework for the nursing curriculum. Upon completion of the program, the graduate will be able to assume the responsibility of working as a generalist in a variety of institutional and community health care settings, utilizing the abilities of inquiry and critical analysis for an evidenced based approach to practice. The program provides a thorough base for continued professional growth at the graduate level in order to meet the demands and challenges of the changing health care system.

Philosophy of the School of Nursing

The philosophy of the School of Nursing is to provide an educational program of study for professional nursing. The academic program for undergraduates and graduates complements and is consistent with the mission of Wagner College as stated in the Bulletin. Within the philosophy there are beliefs and practices which define the means to achieve the objectives of the Baccalaureate Program and are expressed in the "community-based" approach to nursing education and practice.

Nursing

Nursing is an art and a science, which provides an essential service to society by assisting and empowering individuals to achieve optimal health. As a caring profession, nursing promotes the health and well-being of society through the leadership of its individual members and its professional organizations. Professional nursing education provides critical thinking skills to assist professional nurses to become independent and collaborative practitioners who make clinical judgments and act with responsibility. The unique function of the professional nurse is to assist individuals and groups to foster health and health seeking behaviors.

Advanced practice registered nurses have acquired the knowledge base and practice experiences to prepare them for specialization, expansion and advancement in practice,

(from ANP policy statement).

Health

Health is a dynamic state of being which is formed by the individual's holistic responses to their environment. The optimum state of health is unique for each individual throughout the lifespan and is affected by the bio-psychological, spiritual, and socio-cultural influences from both one's internal and external environment.

Individual

Human life has inherent value and dignity. Each individual is a unique, holistic being and an integral part of a family, the community, and socio-cultural systems. Human beings are in continual interaction with the environment across the lifespan. Society is a cooperating group of individuals partnered with the community, whose individuality influences the development of organized patterns of relationships, interactions and rules which are responsible for the prevailing social order.

Environment

Cultural values, beliefs, morals and experiences affect human beings adaptation to the environment. Individuals are in continual interaction with the environment across their lifespan. Each individual has an internal environment consisting of all processes inherent to self. This internal environment is in a constant state of flux with the external environment, which encompasses interactions with people, places, objects and processes.

Description of the Nursing Senior Learning Community

The School of Nursing Senior Learning Community has four components: a research course taken in the first semester senior year followed by a community and leadership course along with the capstone/RFT all taken in the second semester senior year.

The Senior Learning Community begins with Nursing Research (NR 400). The students come to the course with an understanding of the research process. The content in this course focuses on the stages of the research process. Students discuss nursing problems that need to be investigated, research the literature, critique quantitative and qualitative nursing studies, and discuss how the findings can be used in nursing practice. Students develop a substantial and sophisticated written research proposal. Students with exceptional work are encouraged to submit their research proposal to the *Wagner College Forum for Undergraduate Research* for consideration.
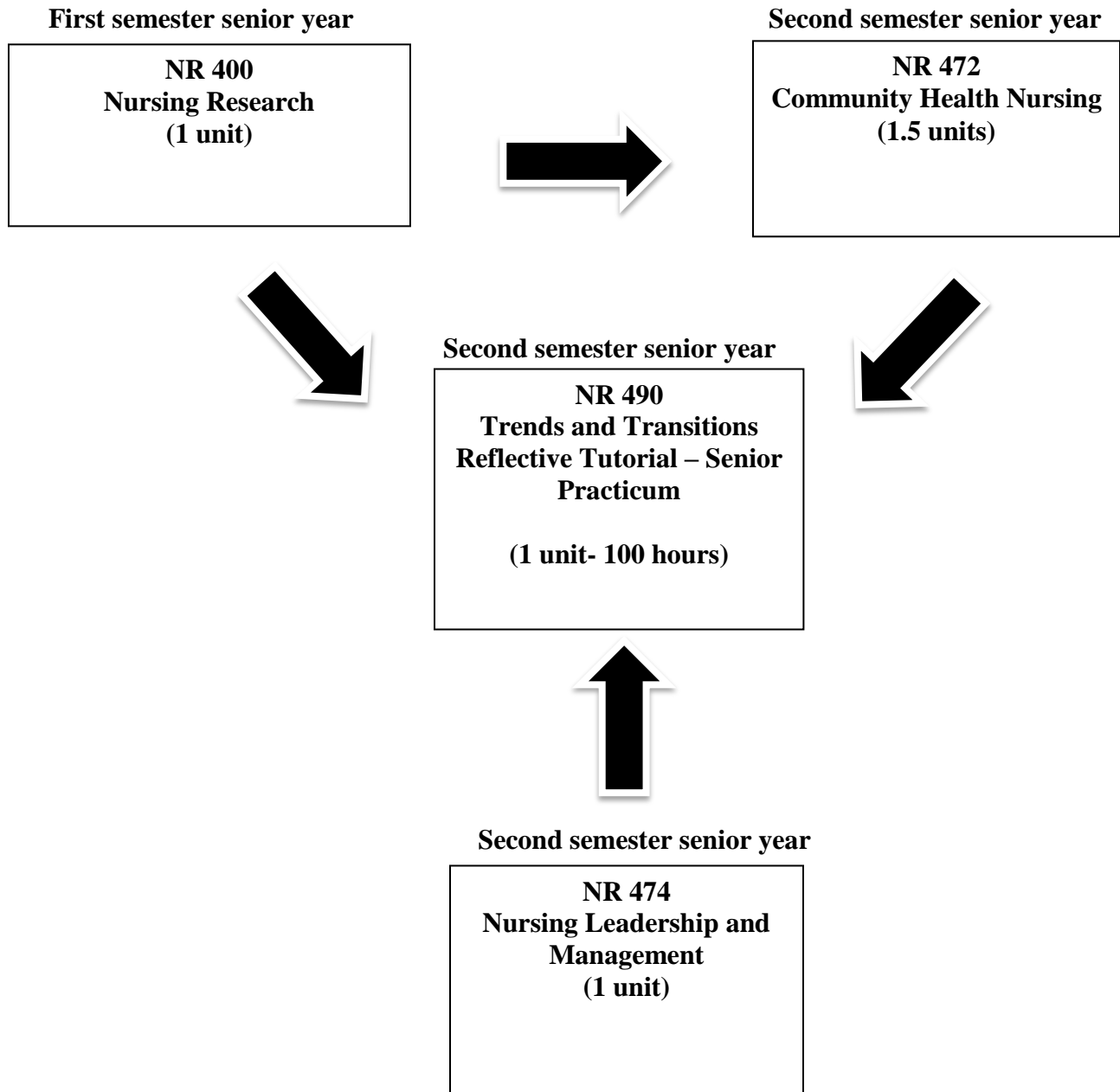
The student's research is continued in Community Health Nursing (NR 472) and culminates in the creation of a poster which the students present professionally in both on campus and off campus events. The on campus event is sponsored by the Nursing Honor Society, Sigma Theta Tau, Epsilon Mu Chapter.

Nursing Leadership and Management (NR 474) introduces the nurse as a leader.
The student comes to this course with the ability to apply the nursing process to restore and maintain wellness to groups and individuals throughout the life cycle in a variety of altered health states. Assessing clients, groups, and communities with a holistic approach, the senior level nursing student can apply the nursing process to integrate and build on previous knowledge and skill. Knowledge of research findings applied to nursing practice will support the student in understanding current trends and challenges in today's health care arena. Components of evidence-based practice are used to support new knowledge learned in this course.

This senior capstone course (NR 490) consists of a clinical practicum, critical care clinical simulation labs and a critical care clinical rotation plus weekly seminars and multiple standardized tests in preparation for the state licensing exam. Clinical experiences are adapted as changes in the health care arena and profession continually evolve. Students apply all previously learned skills and knowledge of the use of the nursing process, leadership abilities, teaching/learning principals and the research process in the clinical setting. Students cultivate the development of their professional role by using leadership abilities to become an active health care team member, a patient advocate and a coordinator of health care. Students develop independence under the direct guidance of a selected baccalaureate-prepared R.N. preceptor from a hospital or community agency. Weekend Simulation lab experiences and critical care hospital rotations provide students with an overview of the nurse's role in the care of the critically ill adult.

Nursing's Senior Learning Community Model

First semester senior year

NR 400
Nursing Research
(1 unit)

Second semester senior year

NR 472
Community Health Nursing
(1.5 units)

Second semester senior year

NR 490
Trends and Transitions
Reflective Tutorial – Senior
Practicum
(1 unit- 100 hours)

Second semester senior year

NR 474
Nursing Leadership and
Management
(1 unit)

**EVELYN L. SPIRO SCHOOL OF NURSING
AT WAGNER COLLEGE**

STUDENTS' RESPONSIBILITY WITH PRECEPTORS

1. Have preceptor complete an information form and submit to your professor as soon as possible. The form will be given to you during orientation.
2. Students are to work only with their selected preceptor and cannot elect to work with other preceptors unless the course professor reviews credentials and gives permission.
3. Hospitals and other clinical agencies have varied practices for agency orientation. Therefore, students must initiate this process on their own under the direction of their preceptor, SON Clinical Placement Coordinator, and professor. Orientation packets are available at either Staff Education or In-service departments. The Personnel Department may be able to provide information regarding policies you need to know.
4. Please exchange contact information including emergency telephone numbers with your preceptor. If either you or your preceptor needs to call in sick - both must be aware of the change in schedule.
5. Previous student evaluations indicate that at least two consecutive days per week at the agency makes for a more beneficial experience. Therefore, plan your schedules accordingly.
6. Unless you become sick during your experience, complete shifts are to be planned and completed.
7. Always introduce yourself to the nurse who provides unit-based leadership and management (titles will vary among facilities) your Nursing Care Coordinator and plan to spend time with this person so that you can discuss your expected goal achievement.
8. You are encouraged to rotate shifts with your preceptor as per his/her assigned schedule. This is one method of learning the role and responsibilities of the professional nurse.
9. Mid-way through your experience, you should initiate a verbal evaluation with your preceptor. Based on the conference, you will know what you must do to achieve your goals for this clinical experience.
10. Preceptors must assess your abilities before you can proceed to function more independently. Eventually you will assume your own caseload under the guidance of your preceptor.
11. If a problem develops, you are expected to use your leadership and managerial skills to work out a solution. If you have attempted to solve your problem without success, contact your professor for guidance immediately.
12. Preceptors are to sign and validate hours of each experience entered in logs.
13. Final evaluations are to be returned to Professor Tinamarie Petrizzo-Hughes and Dr. Romano by November 21, 2022 per the instructions on your syllabus and Moodle.

PRECEPTOR INFORMATION

The nursing student role in the NR 490 practicum is to:

1. Provide patient care and perform clinical skills, including medication administration under the supervision of the preceptor/Registered Professional Nurse, in accordance with policies and procedures of both the School of Nursing and clinical institution, demonstrating progress to a more independent role.
2. Demonstrate increased competency by relating nursing theory to practice.
3. Identify learning experiences and through active participation.
4. Participate in educational opportunities and in-service programs.
5. Demonstrate increased ability to develop, implement and evaluate nursing care plans.
6. Demonstrate increased accountability and responsibility in clinical judgments.
7. Demonstrate appropriate professional behavior.
8. Participate in interdisciplinary activities as they relate to patient care or discharge planning.
9. Identifying areas, procedures that they want experience with and submit it to the preceptor. Use clinical competency format as a source.
10. Prepare a self-evaluation.
11. Share current reading and research findings as discussed in seminars.
12. Document with increasing proficiency.
13. Develop patient care plans and notes for documentation.
14. Carry out a formal teaching plan for a patient.
15. Assist with check of emergency equipment.
16. Learn how to perform narcotic count and/or order narcotics and/or receive narcotics.
17. Participate / observe quality assurance activities.
18. Completion of assigned clinical hours.
19. Obtain a copy of the Philosophy of the institution/floor and analyze it/enter it in the log.
20. The preceptor may call the college, (718) 390-3440, whenever necessary to report/discuss any area pertaining to the responsibilities of this challenging role.

The Evelyn L. Spiro School of Nursing
At Wagner College

NR490:   **Nursing Trends and Transitions**
Reflective Tutorial/Senior Practicum

Faculty: **Tinamarie Petrizzo-Hughes, MS, RN**
Tinamarie.petrizzo-hughes@wagner.edu

Michelle Romano, Ed.D., RNC-OB, AGNP-BC
M.romano@wagner.edu

See office hours on Moodle.
Office hours may be conducted in person or via Zoom and require an appointment.

Placement in Curriculum: **Fall and Spring Semester/Module 4 – 2022**

Prerequisites: **Successful completion of all module I, II, and III courses**

Co-requisites: **NR 474 and NR 472(SLC)**

Units: **1 Unit**

Total Contact Hours: **30 Theory + 100 Clinical= 130**

COURSE DESCRIPTION:
NR 490 Reflective Tutorial—Senior Practicum. *One unit*.
This senior capstone course is to be taken in the last semester prior to graduation. The Nursing process is used to promote, restore, and maintain the health states of individuals, families, and groups. ***** Students develop independence under the direct guidance of a selected agency RN preceptor. Students cultivate the development of their professional role by using leadership abilities to become an active member of the healthcare team, a patient advocate, and a coordinator of healthcare. They reflect upon their experiences in seminar via oral and written communication.

* *Please note*: *Modifications were made to enhance the capstone experience in light of changes in the healthcare industry*

STUDENT LEARNING OUTCOMES:
At the completion of this course the student will be able to:

1. Synthesize knowledge of stressors which affect health of individuals, families, and groups;
2. Utilize knowledge of distinct cultures to intervene for the health promotion, maintenance, and restoration of individuals, families, and groups;
3. Utilize the nursing process with progressive independence to promote, restore, and maintain optimum levels of health for individuals, families, and groups in a concentrated practicum;
4. Make competent nursing decisions with increasing independence;
5. Utilize the teaching/learning process as an integral part of nursing practice;
6. Incorporate research findings into their nursing practice to enhance quality of care;
7. Demonstrate leadership by functioning as a patient advocate, as a collaborator on the health care team, and as a coordinator of health care; and
8. Demonstrate appropriate, responsible, professional behavior as indicated in "Standards   of Professional Behavior for Wagner College Nursing Students."

COURSE OVERVIEW:
This senior capstone course consists of small groups rotated through specialized clinical areas and simulations in addition to 1:1 preceptorship to meet the students' needs. Scheduled seminars meet in person. Multiple standardized tests will be administered in preparation for the state licensing exam. Course materials are posted on Moodle, the college learning management system (LMS). Readings and assignments are listed on this syllabus. Classroom learning is evaluated through quizzes and Assessment Technologies Institute, LLC (ATI) utilizing a remote proctoring platform, Proctorio when necessary as well as in person proctoring to ensure testing integrity. Students apply all previously learned skills and knowledge of the use of the nursing process, leadership abilities, teaching/learning principals and the research process in the clinical setting.

In NR 490, students increase their competence in the use of the nursing process to promote, restore, and maintain health states for individuals, families, and groups. Students are encouraged to strengthen previously developed critical thinking skills as they apply the nursing process to formulate nursing care plans for clients and families with complex and acute care needs. Components of evidence-based practice are used to support the nursing process. National standards will be incorporated, such as Quality and Safety Education for Nurses https://qsen.org/, Institute for Medicine https://www.nchpad.org/, essentials for nursing education https://www.aacnnursing.org/Education-Resources/AACN-Essentials , Resources available from the Nursing curriculum include: https://thepoint.lww.com/gateway and https://atitesting.com/home

Students cultivate the development of their professional role by using leadership abilities to become an active health care team member, a patient advocate and a coordinator of health care. Students develop independence under the direct guidance of a clinical instructor through specialized experiential learning components. For evaluation purposes, the

student-clinical instructor relationship is discussed on an as necessary and weekly basis. At the end of each specialized experience, clinical instructors complete a formal, written evaluation of the student.

TOPICAL OUTLINE:
1. ORIENTATION
   Seminar Planning, Testing Schedule, Course Assignment Information
2. CAREER DEVELOPMENT
   Resume and Cover Letter Writing & Preparing for a Job Interview
3. FOCUSED REVIEWS
   Pharmacology, Medical/Surgical, and Comprehensive
4. INDEPENDENT STUDY
   Review of all ATI proctored assessments and NCLEX preparation
5. PROFESSIONAL DEVELOPMENT
   Preparation and Application Process for NCLEX & Licensure
6. PRIORITIZATION, DELEGATION, AND ASSIGNMENT
   Reflections of Patient Care Management
7. IMAGE OF THE PROFESSIONAL NURSE
8. VALUES, ETHICS AND CULTURE IN THE CLINICAL SETTING
9. RN ATI CAPSTONE CONTENT REVIEW

SEMINAR STRATEGIES:
1. Discussion
2. Student Participation
3. Focused Reviews
4. Questions, Answers, and Rationales
5. Standardized Practice Exams
6. Specialized Clinical experiences
7. High Fidelity Simulation Practice

ATI INDEPENDENT STUDY:
1. ATI Learning Systems
2. ATI Board Vitals
3. ATI Skills Modules
4. ATI Capstone

TECHNOLOGY REQUIREMENTS:
Students must have a laptop (NO iPads, tablets or phones can be used for testing, Windows based preferred). iPads may be used for in class notetaking.

Laptops may be required for in-class testing

Your laptop must have the following:
- Microphone: Any microphone, either internal or external
- Webcam: 320x240 VGA resolution (minimum)

- Must have the ability to download Google Chrome.
  NOTE: it is not recommended that the student use Safari or Firefox since the programs we use may not support these and you will have trouble accessing class assignments, online quizzes, assessments, exams, and student results.
- An external mouse is recommended but not required.
- Internet Speed: .5 - 1.0 Mbps. Test your internet speed using http://www.speedtest.net.

Students can purchase a white dry-erase board and markers for use when scrap paper is not allowed. Sample: https://www.staples.com/Flipside-Dry-Erase-Board-18-x-24/product_975772

EVALUATIVE METHODS:
Evaluation of Performance will be based on:

Medication Calculation Test   Worth **5%** of course grade*****
*First take is calculated into grade. To be cleared to administer medications in clinical a minimum of 90% on the first attempt or must retake until achieving 90%
Remediation of med/dose/calc content will be assigned for those achieving less than 90%
Failure to complete assignments or achieve 90% places a student at risk to fail the course.

Journals 1-3 (See attached rubrics)   Worth **15%** of course grade

COMP ATI 2019 Practice tests A & B with Focused Quiz Worth **5%** of course grade
(MUST complete BOTH practice tests, remediate, AND complete focused quizzes (if applicable) by the due date/time to earn full credit)

Pharm ATI 2019 Practice tests A & B with Focused Quiz Worth **5%** of course grade
(MUST complete BOTH practice tests, remediate, AND complete focused quizzes (if applicable) by the due date/time to earn full credit)

Pharmacology Proctored 2019 Assessment   Worth **15%** of course grade

Focused Med/Surg Quiz   Worth **20%** of course grade
(For those who score below 72%, a self-remediation will be required and to be determined by lead faculty)

RN ATI Capstone Content Review   Worth **15%** of course grade

Comprehensive 2019 Proctored Predictor Assessment Worth **20%** of course grade
_____
Total   **100%**

ATI PROCTORED EXAM LEVEL SCORES AND CORRESPONDING POINTS
Pharmacology
The ATI Proctored Exam will be administered ONE time only. Based on the level achieved, students will earn points (see below).

Students are also required to take the assigned practice tests with focused quiz prior to the proctored exam.

The points are as follows:
If a level 3 is achieved, the student will receive 100% towards your course grade
If a level 2 is achieved, the student will receive 85% towards your course grade
If a level 1 is achieved, the student will receive 80% towards your course grade
If a below level 1 is achieved, the student will receive 75% towards your course grade

Comprehensive Predictor/Departmental Exam
Comprehensive Predictor Passing score is greater than or equal to 72%
Departmental Passing score is greater than or equal to 77%

The points are as follows:
Passing Comprehensive Predictor on first attempt earns full credit (20%) which is equivalent to 100%.
Passing Comprehensive Predictor on second attempt earns 85%.
If do not pass first or second attempt of Comprehensive Predictor, then:
Departmental Pass/Fail (Pass = 77% {regardless of grade scored on departmental exam}).

Must achieve PASS on departmental in order to pass course. Please see UNDERGRAUDATE NURSING HANDBOOK https://wagner.edu/nursing/links/ which explains the process for those unsuccessful on both comprehensive predictors and the departmental exam.

A student who fails ONE or more components of the course (didactic and clinicals) will automatically fail the ENTIRE course.

NOTE: There is no extra credit available in Nursing Courses

CLINICAL (INCLUDING SIM/VSIM)/ LABORATORY EXAMINATIONS AND GRADING:
The clinical component will be graded on a satisfactory (PASS) or unsatisfactory (FAIL) basis. In order to achieve a PASS grade in the clinical/laboratory aspect of this course, the student must:
   a. Report to each clinical experience as assigned, prepared and ready to engage in active learning
   b. Instructor's evaluation of student performance for each experience
   c. Self-analysis on how you are learning and changes you are experiencing
   d. Achieve a passing grade on all assignments
   e. If assigned, complete independent assignments/TBAs, which will be determined and assigned throughout the semester. This could include but not limited to attending a conference, case studies or completing a writing assignment.
   f. Achieve a grade of pass in clinical performance (see clinical evaluation tool).

IMPORTANT NOTE: MEDICATIONS:
STUDENTS MAY NOT ADMINSTER ANY MEDICATIONS TO A PATIENT/CLIENT UNLESS THE INSTRUCTOR/PRECEPTOR IS PHYSICALLY PRESENT AND MONITORING THE STUDENT'S PERFORMANCE CAREFULLY. A STUDENT WHO DOES NOT ADHERE TO THIS POLICY WILL BE GIVEN AN "F" (FAIL) IN THE COURSE.

Students must achieve an average of 77% or greater in the classroom quizzes and exams as detailed above and achieve PASS in the clinical lab component which includes, but is not limited to clinical, skills video assignments, skills proficiencies, care plan in order to PASS the course. A student who fails any component will FAIL the ENTIRE course (didactic and clinicals).

PASS (Satisfactory) refers to the student who with assistance is able to handle and/or manage client situations presenting multiple problems. When clues are obvious, the student is able to adapt the care plan based on broad scientific concepts. The student is able to transfer learning from one experience to a similar one. The student's performance of skills is SAFE, and ADEQUATE to achieve the goals, but varies from the ideal. Overall, the student meets the clinical outcomes in a satisfactory manner.

FAIL (Unsatisfactory) refers to the student who has demonstrated marked difficulty in managing client situations that involve a minimum number of problems. The student remains unaware of the need for adaptation in the plan of care even when obvious clues are present. The student is unable to learn from prior experience and is unable to relate safe nursing care to scientific concepts independently or with assistance. Overall, the student fails to meet the clinical outcomes in this course.

EVALUATIONS:
Students are evaluated both in the clinical setting and in the classroom/online. The faculty member(s) determines the evaluation tools and methods. The standards by which students will be evaluated are shared in the beginning of the semester. The clinical evaluations are completed by each instructor and preceptor throughout the semester. Since the clinical experience is a vital part of the program, an unsatisfactory grade in the clinical component will result in failure for the course regardless of the grade earned in the classroom.

REQUIRED TEXTS AND RESOURCES:
- All ATI Books and online support
- RN ATI Capstone Content Review with online Nurse Educator

STRONLY SUGGESTED TEXTS AND RESOURCES:
- LaCharity, L. A., Kumagai, C. K., & Bartz, B. (2019). *Prioritization, delegation, and assignment: Practice exercises for the NCLEX Examination*. 4th Edition. Elsevier.
- An NCLEX preparation book with questions and rationales with which you are comfortable

ONLINE RESOURCES:
- https://www.ncsbn.org/index.htm
- The State Board of Nursing (BON) where you will be licensed, such as
  - http://www.op.nysed.gov/prof/nurse/
  - https://www.njconsumeraffairs.gov/nur/Pages/default.aspx
- ATI website and smartphone applications
- NCLEX preparation smartphone/tablet applications and sites

COURSE REQUIREMENTS:
1. **ATTENDANCE:** SEE SON HANDBOOK.
   a. **Didactic:** It is important for students to attend all classes. Classes will begin promptly. Classes are held in-person, however, should a need arise for students to be on Zoom, students are to register 10 minutes before the start of class so that they will not be late and the Zoom room will be locked after 5 minutes of the beginning of class. Professors will monitor classroom attendance and lateness whether in person or online. Students that leave the Zoom platform room without informing faculty during classes will be marked as absent. Attendance will be taken at the beginning of class and may be taken throughout the class. Students who are absent from class more than two (2) times/sessions will have their course grade decreased by one letter grade (e.g. A to B)
   Students MUST email course lead faculty AND level coordinator about a didactic absence before the scheduled class time.

   b. **Clinical: On/off campus which includes but not limited to preceptorship/laboratory/SIM/VSIM/Project/and all clinical components of the course**. A clinical absence of (1) time will result in the issuance of a Professional Standards Warning (SEE SECTION ON PROFESSIONAL STANDARDS WARNING). A clinical absence of more than (1) time is considered a violation of the Evelyn L. Spiro School of Nursing Professional Standards and will result in immediate FAILURE (grade of F) in all components of the course. If a student has more than one (1) clinical absence per nursing course in one academic term, they will FAIL the course and must repeat it. Two failed courses will RESULT in a dismissal from the Nursing Program.

   A medical release clearance statement from a healthcare provider (who has no relation to the student) is required following a change in health status, an absence from clinical, missing an exam/quizzes and/or an extended absence, such as, but not limited to an injury, medical illness, surgery, or childbirth. Medical release clearance is needed to indicate the suitability to return to clinical and class. This must be sent to ALL YOUR MODULE LEAD PROFESSORS AND LEVEL COORDINATOR.

The student who becomes aware they have a communicable illness should not attend the scheduled in-person clinical and must notify their lead faculty, clinical instructors, and level coordinator within two (2) hours of the scheduled clinical laboratory. Notification must include the date and time of the message, the date and time of the absence, and the emergency circumstances requiring absence from the clinical experience. A student must submit documented medical clearance by the health care provider (who has no relation to the student) to lead faculty and level coordinator prior to returning to any didactic class or clinical. A makeup for (1) absence, which may be an alternate assignment, will be arranged by the lead faculty on a case by case basis.

NOTE: It is the responsibility of the student to make arrangements to attend the scheduled make-up

If a student becomes ill during clinical, the instructor will determine if the student should be excused. Should a make-up be required, the lead faculty will arrange and communicate to the clinical instructor, level coordinator, and student on a case by case basis.

Failure to fully complete all clinical assignments according to the pre-determined deadlines will result in an F (FAIL) in all components of this course.

c. **1:1 Preceptorship Scheduling:** It is important to note: 8 or 12 hour shifts are optimal and you should set this as your goal. However, 4-6 hour shifts may be considered as a "last resort" due to unforeseen circumstances, BUT advanced permission of the preceptor and course/site visit faculty is required prior to any shift less than 8 hours.
It is the STUDENT'S RESPONSIBILITY to develop their working schedule with their 1:1 preceptor. Once a schedule is set, it MUST be submitted to your site visit   faculty AND it is STRONGLY DISCOURAGED to alter a set schedule. IF there is NO OTHER OPTION but to change a set schedule, you MUST inform your preceptor AND site faculty IMMEDIATELY via email AND text. Students are to complete the total shift with their preceptors. If the preceptor has a rotation schedule, students are encouraged to rotate with their preceptors. Students MAY NOT work with another staff member without PRIOR PERMISSION from the course faculty, site visit faculty, AND unit manager. It is the student's responsibility to obtain permission from the unit manager and course faculty prior to any preceptor/shift changes.

d. **Lateness:** As a component of the Evelyn L. Spiro School of Nursing Professional Standards, punctuality is a professional responsibility. Students cannot interrupt or delay other students and faculty once the didactic class or clinical experience has begun which can cause a loss of valuable learning time.

It also disrupts patient care. Patients and hospital staff expect students to be on time to fulfill their professional responsibilities.

Students are expected to report to clinical **15 minutes before their scheduled time** (i.e. if the clinical starts at 8 AM, a student is expected to be at the facility at 7:45 AM). **Lateness is defined as (1) minute over the scheduled time.** If a student knows they will be late, the student must notify their clinical instructor, lead faculty, and level coordinator as soon as possible. An initial lateness occurrence will result in counseling by the clinical instructor with a Professional Standards Warning. SEE PROFESSIONAL STANDARDS WARNING AND SON HANDBOOK.

e. **MANDATORY ATI NCLEX Review Course: December 7, December 8, AND December 9, 2022**. All students are required to attend each daily FULL day session, typically scheduled 8:45 am – 4 pm. If you do not attend each FULL day, you will receive an incomplete in this course and you will NOT be eligible to attend the Pinning ceremony. If you arrive to the review course late (as defined by the SON lateness policy) AND/OR leave early, you will be required to make up any time missed. Your assignment will be determined by Dean Tooker and the Level Coordinators/Director of Undergraduate Studies/Designee. The Live ATI Review Course is designed to help set you up for success on NCLEX; therefore, it is imperative you attend all three full days.

2. **PROFESSIONAL STANDARDS WARNING:** SEE THE SON HANDBOOK.
Review "Standards of Professional Behavior for Wagner College Nursing Students".

Nursing students who are not upholding the policies and standards stated in the handbook and/or in course syllabi may require extenuating disciplinary action and will be issued a Professional Standards Warning, which includes a detailed account of events, unmet course/clinical objectives, performance improvement plan, and any other pertinent information.

Based on the behavior or situation, a student may be dismissed from the program and instructed to withdraw from the School of Nursing.

3. **RELIGIOUS OBSERVANCE ATTENDANCE POLICY:** SEE SON HANDBOOK.
This policy was developed to reasonably accommodate nursing students' religious beliefs, observances, and practices regarding didactic class and all clinical component attendance, and the scheduling of examinations and coursework requirements. Make-up work and times may be scheduled accordingly. The student will complete and submit the **Religious Observance Accommodation request form with all the dates for the 2 years expected in the Nursing Program by the end of the first week of school of Module I.**
4. **INDEPENDENT STUDY AND ASSIGNMENTS:**

Students are expected to read in their own textbooks the content covered in this course. Students are also expected to view audio-visual material, testing material, and submit homework assignments as designated.

5. **PARTICIPATION:**
Active and consistent participation in class and all clinical components demonstrating preparedness through the scope and caliber of outside required readings and assignments, and credit is reflected in the clinical component grade of PASS (P) or FAIL (F) for this requirement.
Students are expected to constructively participate in class. If Zoom is used, the Zoom chat feature, as well as the use of audio and video, are required and allow for active engagement. Attendance & lateness are factored into this objective. It is the student's responsibility to ensure their electronic devices are compatible with all of the e-learning and testing platforms used in all components of this class. See **TECHNOLOGY REQUIREMENTS.** It is recommended that the student clean all devices of cookies and pop-ups.

6. **EXAMINATIONS:**
Students must take all scheduled quizzes and exams. It is the student's responsibility to notify the faculty member as soon as they are aware that an exam will be missed. No make-up quizzes and exams will be given for student absences EXCEPT in situations of death in the immediate family (parent, sibling, child) or student illness (in which case a provider's illness, from a provider who has no relation to the student). SEE SECTION 1 (B) UNDER CLINICAL **ATTENDANCE**.

Arrangements for a make-up exam must be made by the student no later than one week after the exam date. Faculty has the option of giving an alternate format exam as a make-up. Unexcused missed exams will result in an automatic failure with a score of zero (0) for the missed exam. **SEE EVALUATION METHODS FOR EXAMS.**

Exams are created based on NCLEX style; questions will be multiple choice or in alternative formats. Content discussed in class and all clinical components, as well as all outside required readings and computer assignments, may be tested through examinations. Exams/quizzes will be in-class, on Moodle or ATI with Proctorio. Students are not permitted to have water, food, cell phones, Wi-Fi-enabled watches, hats, or any other personal belongings on their workspace during testing. Faculty will advise when a simple calculator is permitted.

Suspicion of cheating on an exam will automatically be referred to the Academic Honesty Committee (AHC) which could result in an automatic failure of the exam with a score of zero, and possible failure of the course. At the end of the term, all grades will be compiled according to the course calculation methods, and a corresponding letter grade will be given. SEE THE SON HANDBOOK.

7. **REVIEW OF UNIT EXAMS:**
Exam reviews will be done briefly in class. During these reviews, phones must be shut off completely. **There will be no writing, recording, or picture taking.** It is imperative to adhere to these policies to maintain the academic integrity of the Nursing Program. Students who violate this policy will be subject to academic disciplinary actions, up to and including a zero "0" on the exam.

8. **USE OF ELECTRONIC DEVICES/RECORDING/PICTURE TAKING:**
Recording/picture taking of any kind, audio or video, of any lectures (classroom/online) and all clinical components, or meetings is PROHIBITED in the School of Nursing unless approved by the course instructor.
The use of any electronic device is PROHIBITED in the classroom/online, clinical, or meeting areas unless approved by the course instructor. This includes, but is not limited to; cell phones, calculators, laptops, Wi-Fi enabled watches and audio/video recording devices.

If a student audio/video records or takes pictures during a class, clinical, or meeting, they will be assigned an "F" (FAIL) in the class and will be subjected to dismissal from the School of Nursing.

9. **CELL PHONES:**
All cell phone devices must be turned off and stored appropriately during the following, but not limited to class, clinical, meetings, exam times, and reviews. If a device sounds off in any of these, the student will immediately be asked to leave the area.

During exam time and review of exams- cell phones are PROHIBITED. Students who violate this policy will be subject to academic disciplinary actions, up to and including a zero "0" on the exam. Professional courtesy is always expected of nursing students at all times.

10. **EVALUATION:**
Each student is:
   a. Expected to participate in teacher, course, simulation and clinical evaluations.
   b. Required to participate and review with their clinical instructor and preceptor the mid-semester and final clinical performance evaluation.

11. **WRITTEN ASSIGNMENTS:**
Any additional writing assignments in this course must follow writing guidelines:
   a. All papers must be typewritten on 8-1/2 x 11 paper and in the most updated version of American Psychological Association (APA) style.
   b. All papers must utilize scholarly references, such as nursing journals, in addition to the required texts for the course.
   c. Guidelines for article review to be distributed.

d. The Writing Center can help to improve individual essays and papers, and work to improve your overall writing process. SEE https://wagner.mywconline.com/

12. **PHYSICAL EXAM: MANDATORY:** SEE SON HANDBOOK.
It is mandatory that all students utilize EG Healthcare for all nursing school physical documentation and clearance. PLEASE NOTE: Physicals from other providers will not be accepted. Please make sure you sign up for a personal health record (PHR) access with EG Healthcare to obtain copies of your records when necessary. The student will NOT be allowed to attend class or clinical if their physical/clearance is not completed by the deadline date.

13. **CPR CERTIFICATION: MANDATORY:** SEE SON HANDBOOK.
The student must submit a copy of their valid CPR card for AHA CPR for Providers by the assigned due date. We only accept Instructor-Led (Hands-On) Training "BLS for Health Care Providers" through the American Heart Association. This is a 2-year certification. NOTE: This is mandatory and the only acceptable certification. If AHA CPR has expired or is expiring during the semester, it is required that recertification is done BEFORE the semester begins. Proof of certification must be provided per directions.

14. **WITHDRAWAL FROM A NURSING COURSE POLICY:** SEE SON HANDBOOK.
Students who are considering withdrawing from a Nursing course may request **ONE** "W" while matriculated in the Nursing Program. If a student withdraws from a course, they cannot withdraw from the same course a second time. Under no circumstances will withdrawal from a course be considered AFTER the final examination, project, or paper has been taken and/or submitted. If a student fails a course, they cannot withdraw from the same course.

15. **CAMPUS HEALTH AND WELLNESS GUIDELINES:**
Please review the most up to date campus health and wellness guidelines that are on the Wagner College website.

NOTE: Given the current times, this is constantly changing and students are required to stay abreast and are held to the College and our partners' policies

16. **POLICIES AND PROCEDURES FOR DISABILITY SUPPORT SERVICES:**
Wagner College values disability as part of its commitment to diversity and inclusion and has a continuing commitment to providing reasonable accommodations for students with disabilities. Students with disabilities who may need some accommodation in order to fully participate in this class are urged to contact the Disability Services Office (CACE) as soon as possible, to explore what arrangements need to be made to assure access. Please contact, Dina Assante, Associate Dean at dassante@wagner.edu for more information or to schedule an appointment.

17. **MENTAL HEALTH SERVICES:**
Wagner College strives to accommodate the mental health needs of our community. The Center for Health and Wellness is equipped with the necessary staff to accommodate those needs. All services are confidential and free of charge. Appointments are made by calling the office at (718) 390-3158.

18. **ACADEMIC INTEGRITY:**
The Wagner College faculty and student body take seriously the academic integrity of this institution. The Academic Honesty Committee (AHC), comprised of both faculty and student representatives, hears cases of academic dishonesty. If a professor is concerned that a student has acted dishonestly with regard to his or her academic work, the professor can turn the case over to the AHC for investigation.

The Student Government Association (SGA) wrote an approved student honor code in 2007 that reflects the commitment of the student body to academic integrity. You can find a copy of the student honor code and the policies of the AHC at https://wagner.edu/campus-life/resources/
Study Body Honor Code can be found at: https://wagner.edu/academics/wp-content/blogs.dir/22/files/2013/01/Honor_Code.pdf
All students are expected to be aware of and abide by Wagner's guidelines for academic integrity. If you have questions about these guidelines, it is your responsibility to ask.

PLAGIARISM AND/OR CHEATING: Plagiarism occurs when you use someone else's ideas or words (including from internet sites, books or articles) without giving them credit.

19. **DIVERSITY AND INCLUSION:**
The instructors of this course value equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly, the instructors prohibit and will not engage in any discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, or disability. The instructors are committed to providing all students with an excellent course experience within an atmosphere of mutual respect and trust and expect that all students abide by the policies of Wagner College concerning academic integrity, anti-harassment and anti-discrimination as described in the Student Handbook and on the website of the college.

20. **STUDENT CIVILITY AND RESPECT PLEDGE:**
All students are expected to be aware of, sign, submit by the assigned due date, and abide by the SON Civility and Respect Pledge. If you have questions about these guidelines, it is your responsibility to ask.

21. **NR 050/150 REQUIREMENT POLICIES AND CRITERIA:** SEE SON HANDBOOK. NR 050/150 is designed for three types of students: 1) Students who have failed a nursing course; 2) students on a leave of absence; and 3) students who demonstrate weaknesses in a didactic/or clinical component of a course(s) that faculty determine may prohibit successful progress in the program.

"NETIQUETTE":

In the case of the Live Review being held virtually, we suggest the following in order to establish a professional class environment and to decrease distractions; we want to remind everyone of some online Classroom Etiquette:

- Make sure to use your Wagner accounts.
- Make sure your full name shows appropriately. Do not change your name. This is how your professors take attendance so make sure your name is correct.
- Do not enter an online room that you weren't invited to, share the access information for your class with others, or enter under a different name. You may be kicked out and not allowed back in.
- Use an appropriate background if you wish.
- Be on time to class. If registration for class is needed, please make sure to register in advance so you are on time. Communicate with your instructor (via their preferred communication method listed on the syllabus/or in class instructions) if you will be late or if you lose your connection during class.
- Mute your microphone upon entering class and until you are required to talk. When you finish talking, please acknowledge that you are done by saying something like "That's all" or "Thank you" and then mute your microphone again.
- Turn your camera on upon entering class, unless otherwise directed.
- Remember everyone can see what is going on behind you so be aware of household members, pets, etc. This is distracting to all in the class.
- Remind your household members when and where you will be in class and ask them not to disturb you.
- If needed, please arrange for a sitter. Things happen so please communicate with your professor so they can guide you.
- Turn off/silence phones.
- Pay attention! Maintain eye contact with the speaker on the screen.
- Do wear appropriate clothing as clothing is NOT optional! Hats and sunglasses are not allowed in class, so please make sure to brush your hair.
- Use the Zoom functions to communicate as directed by your professor (chat, etc.).
- Be respectful to your classmates and professor/s.
- Assume all video and audio is being recorded, so be careful about what you say or type. The chatbox is a tool to make comments and ask questions without interrupting your professors. Remember there are public and private conversations that are all being recorded in the chat session.

- Use proper grammar, punctuation, and spelling when using the chat box feature. Do not use chat speak/texting language like "brb".
- Do not take screenshots, cell phone pictures, or otherwise record the meeting, your classmates, or your instructor without express permission to do so.
- Do not change your name or change your background during the meeting.
- Do not walk around, get in a car, or drive during the class meeting.
- Do not engage in texting, social media, work from other classes, or other distractions while in class.

CLINICAL FACILITIES:
Community facilities used to complete preceptorship and clinical hours.

WITHIN THE CLINICAL AREA:
a. All facilities are **"SMOKE FREE!"**
b. Complete uniform is mandatory. Please adhere to the guidelines you have been given regarding proper uniform attire. SEE STUDENT HANDBOOK.
c. A watch with a second hand, a stethoscope, bandage scissors, a pen and a small note pad are needed for clinical experience.
d. Students who come into the clinical setting unprepared will be sent home and will receive an F (FAIL) for that experience.
e. Use of mobile devices is PROHIBITED on any of the hospital units. Students may NOT use cell phones; this includes text messaging.
f. Students MUST BRING SON-issued masks & face shields/goggles to all on/off campus clinicals.
g. All written assignments are to be submitted according to guidelines given by your clinical instructor. Deviations from these guidelines will result in a downgrading of the papers. Written assignments will not be accepted if more than one week has passed the due date and/or since the patient/client experience has occurred, and an automatic F (FAIL) will result.

NR 490 Fall 2022 Weekly Topical Outline and Exam Schedule
****SUBJECT TO CHANGE****

DATE	TOPIC
8/29/2022	**Medication-Calculation Quiz** Introduction of syllabus and Discussion of journals Specialized clinical rotations, simulations, and the preceptorship experience
9/5/2022	**No Classes – Labor Day** ☺
9/12/22 via LMS	Career Building, Resume Writing, Cover letter workshop…………………………………………………………………Tara Chiari **Journal # 1 MUST be submitted electronically via Moodle by 8pm** **Comprehensive Predictor 2019 A Practice Test with remediation and focused quiz (if applicable) due by 8pm**
9/19/22	***ATI Capstone Comprehensive Form A (bring laptops for in class testing)…………………………………………………1pm***
9/26/22	Med/Surg Review Reflections of Patient Care Management **Submit a hard copy of your resume at the beginning of class** Pharmacology 2019 A and B Practice Tests with remediation and focused quizzes (if applicable) due by 8pm ***ATI Capstone: Enrollment/Orientation Module***
9/29/22 (Thursday)	***ATI Capstone: Gain access to 1st content module***
10/3/22	Med/Surg Review Reflections of Patient Care Management ***ATI Capstone: Fundamentals***
10/10/22	**No Classes – Fall Break** ☺ ***ATI Capstone: Pharmacology***
10/17/22	Pharmacology Focused Questions/Answers/Rationales Reflections of Patient Care Management **Journal 2 due per the instructions of your site visit faculty** **Preceptor forms as well as SLC Handbook and Preceptor Letter Attestation MUST be submitted electronically via Google Doc (link on Moodle)** ***ATI Capstone: Medical Surgical***
10/24/22	**Pharmacology ATI exam (bring laptops for in class testing)…………………………………………………………………………1pm** ***ATI Capstone: Maternal Newborn***
10/31/22 via LMS	NCLEX Registration Facts/Info ***ATI Capstone: Nursing Care of Children***
11/7/22	**MedSurg Quiz……1pm** **Comprehensive Predictor 2019 B Practice Test with remediation and focused quiz (if applicable) due by 8pm** ***ATI Capstone: Mental Health***
11/14/22	Comp Drill and Kill…Questions, Answers, & Rationales ***ATI Capstone: Leadership/Community Health***
11/21/22	Comp Drill and Kill…Questions, Answers, & Rationales **Journal 3 due per the instructions of your site visit faculty** **PreceptorSHIP forms due - HARD COPIES ONLY AND MUST REVIEW WITH PROFESSORS BEFORE SUBMITTING** ***ATI Capstone Comprehensive Form B (bring laptops for in class testing)***
11/28/22	**Comprehensive Predictor ATI exam………………………………………………………………………………………Time TBA**
12/5/22	<u>REVIEW</u> for Comprehensive Predictor <u>RETAKE</u> exam (<u>ONLY</u> for those required)
12/6/22 (Tuesday)	**Comprehensive Predictor ATI <u>RETAKE</u> exam …………………………………………………………………………Time TBA**
12/7, 12/8, AND 12/9	**MANDATORY ATI "Live" NCLEX Review Course**
12/12/22	**Departmental Exam (<u>ONLY</u> for those required)…………………………………………………………………………Time TBA**
12/15/22	**Presentation of Pins Candlelight Ceremony**

Rubric for Journal #1 (5%)

<u>**Due**</u>: **September 12, 2022**
<u>Directions</u>: Please submit electronically via Moodle

The purpose of this <u>**first journal**</u> entry is to have you reflect on your studies up until this point and create a plan for preparing for the Comprehensive Predictor exam and NCLEX.
Journals must use appropriate grammar, spelling, and sentence structure; points will be deducted if not used correctly.
Please write the journal using the numbers/bullet points below as headings:

1. Access and print a copy of the ATI 'Pulse'
   - Attach along with your journal.

2. Then - answer the following prompts:
   - What do you think?
   - How do you feel?
   - What can you do to achieve your full potential in your Nursing studies?

3. Now - access and analyze ALL reports of your ATI testing (**NO need to print**) and reflect and journal about the following:
   - What are my strengths?
   - What are my weaknesses?
   - Do my clinical strengths and weaknesses vary greatly from my didactic strengths and weaknesses?
   - How has my knowledge grown?
   - Since starting my **nursing** education, if I could do _____ over again, I would do _____.

4. Now be honest ☺ - of all the Focused Reviews – answer the following questions:
   - Have you printed and/or reviewed online?
   - Detail the steps you took to do a focused review.

5. Then - print out the Medical Surgical Focused Review
   - Highlight all your weaknesses (submit a copy).
   - Detail your plan to study/review your weaknesses?
   - Which resources do you plan to utilize?

6. Finally – Describe a detailed plan for how you will prepare for your Comprehensive Predictor Exam and NCLEX

Rubric for Journal #2 (5%)
<u>**Due**</u>: **October 17, 2022**
<u>Directions</u>: Please submit as per the instructions of your assigned site visit faculty.
<u>Please note</u>: You should complete a minimum of two (2) shifts prior to submitting this journal entry

The purpose of this **<u>second journal</u>** entry is to have you reflect on your experiential learning (your preceptorship). Self-reflection helps to guide personal and professional growth.

Journals must use appropriate grammar, spelling, and sentence structure; points will be deducted if not used correctly.

Please write the journal using the bullet points below as headings:
1. Identify two (2) goals you hope to achieve during the early part of your preceptorship

2. Discuss patient cases (HIPPA compliant) that exemplifies the goals and describe your progress toward achieving them

3. Discuss how you feel your relationship with your preceptor is progressing

4. Identify barriers and facilitators to goal achievement

Conclude with a brief self-evaluation of how you see your role progression as a competent novice practitioner and member of the health care team

Rubric for Journal #3 (5%)

<u>**Due:**</u> **November 21, 2022**

<u>Directions</u>: Please submit as per the instructions of your assigned site visit faculty

The purpose of this **<u>third journal</u>** entry is to have you reflect on your Nursing school experiences (academically) to help connect you with your professional future. You are almost there ☺

Journals must use appropriate grammar, spelling, and sentence structure; points will be deducted if not used correctly.

Please write the journal using the bullet points below as headings:

1. Do you feel prepared for all of your upcoming standardized testing?

2. Utilizing specific patient experiences/encounters (HIPPA compliant), were you able to utilize your preceptorship to connect theory to practice? How?

3. Think about your patient interactions, care, teaching, family interactions/teaching and compare how you progressed from Fundamentals (NR 351) to now? Please use specific examples while remaining HIPPA compliant.

4. During your preceptorship – do/did you feel part of the healthcare team and how did that make you feel?

5. Describe your interactions with Nursing leadership (Nurse Manager/Leader, charge RN, Administrator on Duty). What conflicts did you note during your shifts (short staffing, patient/family complaints, issues/discord among staff, etc.)? How were these conflicts resolved?

6. Nurses play many roles – patient advocate, teacher, caregiver – what role do you feel is most important and why?

7. What do you hope to contribute to the profession of Nursing?

Evelyn L. Spiro School of Nursing
NR 490 Preceptor Information

Students must fill out ALL sections completely

Student Name_____ Student ID: _____

Date_____

Home Telephone_____ Work_____

Cell_____

Preceptor's Information:

Preceptor's Name and Title: _____

Unit Manager's Name and Title: _____

Name of Health Care Agency: _____

Name of Unit: _____

Unit Phone Number: _____

Preceptor's preferred contact information:
Phone: _____ **AND**
Email: _____

Unit manager's preferred contact information:
Phone: _____ **AND**
Email: _____

WAGNER COLLEGE

EVELYN L. SPIRO SCHOOL OF NURSING

Preceptor Curriculum Vitae		
Date:		
First Name:	Last Name:	Credentials:
Email	Phone Number:	Fax Number:

Professional Practice			
Dates	**Title**	**Institution**	**Location**
From: To:			
From: To:			
From: To:			
From: To:			

Certification and Licensure		
Date	**Certification/Licensure**	**Agency**

Higher Education			
Dates	**Degree**	**Institution and Affiliation**	**Field and Specialty**
From: To:			
From: To:			
From: To:			

Academic Appointments			
Dates	**Title**	**Status**	**Institution, Location**
From: To:			
From:			

To:			
From:			
To:			

Professional and Scientific Memberships		
Date	**Organization**	**Position**

Academic and Professional Honors		
Date	**Honor**	**Conferring Agency**

Most Recent Publications & Continuing Education	
Date	**Name of Article or CE Course**

How many years have you been in clinical practice? _____

How many years have you precepted students? _____

Note: A copy of a recent resume or curriculum vitae is acceptable in lieu of completing this by hand.

_____
Preceptor's Signature   Date

NR 490 Clinical Hours Worksheet

Student's Name: _____

Name of Facility: _____

DATE	TIME/SHIFT	# OF HOURS	PRECEPTOR NAME	PRECEPTOR SIGNATURE

Total Number of Hours = _____

Preceptor
Print Name: _____ Signature: _____

Student
Print Name: _____ Signature: _____

Total Number of Required Hours – 72 hours

Evelyn L. Spiro School of Nursing at Wagner College
NR490: Clinical Evaluation Tool

Student Evaluation

Student Name_____   Date_____

Agency Used_____

Directions: To be completed at the end of the clinical experience.

The preceptor will rate each facet of clinical performance using the following scale:

       4. Very good

       3. Satisfactory

       2. Needs Improvement*

       1. Unsatisfactory*

*A rating of 1 or 2 requires comment by preceptor

* A rating of 1 or 2 requires comment by the preceptor. It is expected that at the midpoint, or informative evaluation, that these ratings are common. Comments target area for student growth and facilitate student learning. However, at the end of the clinical experience, ratings 1 and 2 mean that student is not meeting the outcomes.
Meeting the outcomes: The student with assistance is able to handle and/or manage client situations presenting multiple problems. When clues are obvious, she/he is able to adapt the care plan based on broad scientific concepts. He/she is able to transfer learning from one experience to a similar one. Her/his performance of skills is **SAFE**, and **ADEQUATE** to achieve the goals, but varies from the ideal.
Therefore, a rating of 1 or 2 at the end of the clinical indicates that the student demonstrates marked difficulty in managing client situations that involve a minimum number of problems. He/she remains unaware of the need for adaptation in the plan of care even when obvious clues are present. She/he is unable to learn from prior experience, and is unable to relate safe nursing care to scientific concepts independently or with assistance. Overall, the student fails to meet the clinical outcomes in this course.

Preceptor_____

The student has completed the following Student Learning Outcomes:

Student Learning Outcome I: synthesize knowledge of stressors which affect health of individuals, families, and groups	Midterm Rating	Date/Comments	Final Rating	Date/Comments
Integrated previously learned knowledge and skills by:				
A. Synthesizing with new learning.				
B. Demonstrating independent learning by identifying and meeting own learning objectives.				
C. Recognizing own specific needs for continued education.				
	Midterm Rating	Date/Comments	Final Rating	Date/Comments
Student Learning Outcomes II: utilize knowledge of distinct cultures to intervene for the health promotion, maintenance, and restoration of individuals, families, and groups; and III: utilize the nursing process with progressive independence to promote, restore, and maintain optimum levels of health for individuals, families, and groups in a concentrated practicum.				
A. Increase the depth and scope of nursing knowledge and skills in defining and implementing the nursing process.				
B. Intervene to promote. Intervene to restore. Intervene to maintain- all levels of health care for patients/clients, families and groups from varied cultures (where appropriate) in a variety of clinical situations				
C. Evaluate the effectiveness of nursing interventions.				

	Midterm Rating	Date/Comments	Final Rating	Date/Comments
Student Learning Outcome IV: Make competent nursing decisions with increasing independence				

	Midterm Rating	Date/Comments	Final Rating	Date/Comments
Student Learning Outcome V: utilize the teaching/learning process as an integral part of nursing practice				
A. Identifying teaching need(s).				
B. Identifying teaching objectives.				
C. Utilized: principles of teaching motivation physical and mental readiness included family identified, previously learned knowledge established rapport and conductive environment appropriate teaching side (when necessary)				
D. Evaluating if teaching outcomes were met.				

	Midterm Rating	Date/Comments	Final Rating	Date/Comments
Student Learning Outcome VI: incorporate research findings into their nursing practice to enhance quality of care				

	Midterm Rating	Date/Comments	Final Rating	Date/Comments
Student Learning Outcome VII demonstrate leadership by				

functioning as a patient advocate, as a collaborator on the health care team, and as a coordinator of health care by:				
A. Recognizing the need for change.				
B. Functioning as a change agent where appropriate.				
C. Collaborating as a member of the health team.				
D. Functioning as a patient/client family and group advocate.				
E. Functioning as a coordinator of health care.				

	Midterm Rating	Date/Comments	Final Rating	Date/Comments
Student Learning Objective VIII: Demonstrates appropriate, responsible, professional behavior as indicated in the "Standards of Professional Behavior for Wagner College Nursing Students".				

SUMMARY:

Comment as to strengths, weaknesses, and recommendations, but please comment on all low rated student learning outcomes.

Midterm Date: _____

Preceptor's Name: _____

Preceptor's Signature: _____

*Student's Signature: _____

Student's Comments:

Final Date: _____

Preceptor's Name: _____

Preceptor's Signature: _____

Circle Grade: Pass   Fail   Incomplete

*Student's Signature: _____

Student's Comments:

* The signing of this form only acknowledges that the student has read the contents.

NR 490 Student Skills Checklist

STUDENT'S NAME: _____

Date	Activity/Skill	Comp Met Y or N?	Preceptor Initial	Date	Activity/Skill	Comp Met Y or N?	Preceptor Initial
	CARES				**PROCEDURES**		
	Patient Identification				Reporting Alarms		
	Hygiene (Complete/Partial) Linens and bed-making				Specimen collection (Urine, Stool, Sputum)		
	Elimination (Bedpan/Urinal/Urethral catheter care)				Drainage Collection (Foley, JP,Hemovac,Suction) wound culture		
	Central line care flush/drsg				Asst Sterile Procedure		
	Oral Care/NPO Suction				Set-up Tube feeding/Safety		
	Positioning/ROM/Transfer activity/Safe pt. handling				Sequential Stockings/TEDS		
	Assessment HD access				Heating/Cooling Blanket		
	Ostomy Care Trach Care /Suction				Enemas SSE/TAP H2O		
	Patient in traction / Skin Integrity Wound care				Fall Prevention/Patient Safety		
	Feeding safety, food/fluid distribution, I&O				Restraint &Alternatives Application/Monitoring		
	Enteral Feeding: NGT/PEG NGT irrigation/suction				Glucose Meter Finger-sticks		
	Postmortem care				Pulse Oximetry Basic EKG		
	INFECTION CONTROL				**DOCUMENTATION**		
	Standard Precautions				Flow sheet		
	Hand-washing				I&O		
	Isolation Techniques				Peritoneal Dialysis		
	Sharps/Waste Disposal Using PPE				Restraint Level I&II Pt. Monitoring Log		
	VITAL SIGNS				Chest Tube Drainage		
	Temperature				Hemovac/JP Drain		
	Pulse				Client Teaching		
	Respiration				**ON-UNIT SKILLS**		
	Blood Pressure Manual				HTT Assessment		
	Height/Weight				Foley insertion		
	MEDICATION				Telemetry Monitor set-up		
	PO				Wound care stage		
	Sublingual				Cont bladder irrigation		
	Subcutaneous				Monitor IV site & infusion		
	IM				Suction set up		
	Transdermal				Oxygen NC/mask/ TC		
	IVPB				Scales: Bed/chair/stand-up		
	OTHER:				**OTHER:**		

NR 490 Students MAY NOT perform (but may only observe) the following:
- **Care and use of arterial lines**
- **Blood-draws**
- **Hanging blood transfusion**
- **IV insertion**
- **Care of patients that require the use of a particulate respirator**

NURSING 490 SITE VISIT FORM

Student Name: _____

Preceptor Name: _____

Clinical Agency: _____

STUDENT LEARNING OBJECTIVE	RATING (1-4)	DATE/COMMENTS
1. The student synthesizes knowledge of stressors which affect health of individuals, families, and groups		
2. The student is utilizing knowledge of distinct cultures to intervene for the health promotion, maintenance, and restoration of individuals, families, and groups		
3 The student is utilizing the nursing process with progressive independence to promote, restore and maintain optimum levels of health for individuals, families, and groups in a concentrated practicum		
4. The student is making competent nursing decisions with increasing independence		
5. The student is utilizing the teaching/learning process as an integral part of nursing process by identifying teaching needs, teaching objectives and evaluation of teaching.		
6. The student is incorporating research findings into practice to enhance quality of care.		
7. The student is demonstrating leadership by functioning as a patient advocate, as a collaborator on the health care team, and as a coordinator of health care		
8. The student is demonstrating appropriate, responsible, professional behavior at all times as indicated in the "Standards of Professional Behavior for Wagner College Nursing Students".		

RATING SCALE:
1 = Unsatisfactory
2 = Needs Improvement
3 = Satisfactory
4 = Very good

*A rating of 1 or 2 requires comment by preceptor

* A rating of 1 or 2 requires comment by the preceptor. It is expected that at the midpoint, or informative evaluation, that these ratings are common. Comments target area for student growth and facilitate student learning. However, at the end of the clinical experience, ratings 1 and 2 mean that student is not meeting the objectives.
Meeting the objectives: The student, with assistance is able to handle and/or manage client situations presenting multiple problems. When clues are obvious, she/he is able to adapt the care plan based on broad scientific concepts. He/she is able to transfer learning from one experience to a similar one. Her/his performance of skills is **SAFE**, and **ADEQUATE** to achieve the goals, but varies from the ideal.

Therefore, a rating of 1 or 2 at the end of the clinical indicates that the student demonstrates marked difficulty in managing client situations that involve a minimum number of problems. He/she remains unaware of the need for adaptation in the plan of care even when obvious clues are present. She/he is unable to learn from prior experience, and is unable to relate safe nursing care to scientific concepts independently or with assistance. Overall, the student fails to meet the clinical objectives in this course.

Name of SON Faculty:

Print: _____ Signature: _____

Date: _____