

Miami Dade College
Benjamín León School of Nursing
RN to BSN Program



Clinical Preceptor Manual

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Welcome

Message from the Department Chair

Dear Preceptor,

Before the semester begins, a faculty member will contact you to discuss course requirements and provide emails and phone numbers for faculty providing oversight for the student(s). Other documents discussed and provided include but are not limited to a copy of the syllabus, a student schedule, a preceptor agreement form for your signature and our files, and a clinical/preceptor form. In this handbook, you will find copies of all the necessary documents.

We appreciate your dedication and contribution to making this a meaningful learning experience. If you have any questions, please feel free to contact the student's clinical professor. The clinical professor will be making agency/site visits or calls throughout the semester. The student and Preceptor will have contact information about contacting the clinical professor. In addition to providing you with the Preceptor Manual handbook, the student will provide you with a copy of the clinical contract and a schedule of clinical days.

Thank you, your most valuable contributions,



Guillermo R. Valdes Dr.NP, MSN-HCS, PGC-NEd.,Med. Surg. RN-BC, CMSRN

SIGMA Theta Tau Virginia Henderson Fellow

RN to BSN Program Department Chair

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Benjamín León School of Nursing RN to BSN Program

Mission

The mission of Miami Dade College Benjamin León School of Nursing (BLSON) is to change lives through accessible, high-quality, evidence-based education. The BLSON embraces its responsibility to serve as a diverse, civic, and healthcare leader for the advancement of our community.

Vision

The Benjamin Leon School of Nursing aspires to be nationally recognized as a leader in nursing education, innovation and strives to improve health outcomes in our diverse community.

Program Values

The Vision of Miami Dade College Benjamin León School of Nursing is to be a school of excellence, renowned for its Values:

- An environment that enhances students learning and professional development empowered thought innovation, state of the art technologies, teaching excellence and support programs that equip each learner with knowledge, skills, and values to succeed. The Benjamín León School of Nursing assists students to develop life-long strategies that promote professional nursing responsibilities and global citizenship.
- A culture of inquiry and evidence that is characterized by the commitment of faculty, staff and students to accountability for learning excellence through scientific inquiry based on the nursing process, evidence-based practice, technology, interdisciplinary experience and community partnerships.
- An exceptional work environment that makes MDC's Benjamín León School of Nursing the "employer of choice" for an exemplary, diverse nursing faculty workforce, who benefits from extensive faculty development and educational opportunities, who engage in a true shared governance model, and who utilize state of the art technology while teaching, contributing to an exceptional quality learning environment.
- Quality community partnerships with healthcare agencies in Miami Dade County to meet the community needs by educating culturally competent nurses who can provide high-quality healthcare and education to a multicultural society.
- A commitment to cultural initiatives that allow students to develop an appreciation for the diversity of the individual in our global society, resulting in the delivery of holistic, culturally sensitive nursing care.
- Sustainability practices that distinguish Miami Dade Benjamín León School of Nursing as leading innovator in educating our students as contributors to a healthy environment, and an understanding of the impact of our changing environment on the health of each individual.
- Resource development and operational efficiencies that ensure effective support for the Benjamín León School of Nursing's long-term efforts to provide an innovative and exemplary learning environment through the use of technology, research, and ongoing process evaluation.

- Global awareness of health care issues that impact the curriculum and provide an international perspective on health.

Program Outcomes

Upon completion of the RN-BSN degree, graduates will be expected to demonstrate the following:

1. Integration of theoretical and scientific knowledge from nursing and related disciplines to provide quality, culturally competent healthcare to multi-cultural clients and communities in our global environment.
2. Application of appropriate evidence-based findings to change and improve nursing practice.
3. Analysis of theories and concepts from nursing and related disciplines in professional nursing practice.
4. Analysis of ethical, legal, and socio-economic issues to develop unique nursing strategies to
 - a. improve the healthcare delivery in a dynamic global community.
5. Utilization of professionalism, communication, interdisciplinary collaboration, and creative leadership and management to enhance healthcare for diverse populations.
6. Integration of professional nursing knowledge, abilities and skills in the provision of complex and unique nursing care to a variety of diverse populations.
7. A commitment to life-long learning to enhance critical thinking and professional values and behaviors in professional nursing care.

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Selection of Clinical Facilities and Clinical Preceptors

The RN to BSN. Program of study includes several clinical experiences that are designed to meet the RN to BSN student individual professional goals. Under the guidance of faculty, the RN to BSN selects an agency or clinical site that will fulfill the course competencies. The BLSON RN to BSN program defines a preceptor as a qualified individual who works one-to-one with a student in a clinical or community area to promote the students' course competencies.

The qualification of the preceptors includes the following established criteria:

- Hold an active, clear license as a Registered Nurse (RN) in the state of Florida.
- Hold a Bachelor of Science in Nursing Degree
- Have a minimum of 1 year of experience and is clinically competent in practice.
- Are willing to serve as preceptors.
- Possess effective communication and interpersonal skills,
- Enjoys working with nursing students.
- The clinical Preceptor may not be a family member or close friend.

The qualifications of Clinical facilities include the following:

- Allow students to develop their learning objectives in collaboration with Preceptor and faculty feedback.
- Allow students to assume leadership roles in the clinical area
- Provide opportunities to expand the interprofessional partnership.

RN to BSN Program Requirements for Clinical facilities and Preceptors

- Have an established written signed contract with the clinical agencies.
- Compile the evaluations of the precepted clinical experiences annually in conjunction with the clinical agency and maintain a written record of the findings.

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RN-BSN Program

Roles and Responsibilities

A. Clinical Faculty

- Assist the student in identifying learning experiences for the Practicum that reflects student and course competencies/objectives.
- Verify an agreement is in place for the site and relevant student type; if not, request one
- Orienting the Preceptor to the overall course purposes and objectives of the RN to BSN education program;

- Student progress will be monitored by supervising faculty member through periodic conferences, discussions, and/or clinical logs.
- Evaluate the student's progress and clinical performance.
- Ensure that the student schedules time for their teaching projects.
- Ensure the student has time to share their learning experiences with faculty.
- Serving as a resource person for the student and Preceptor; and.
- Providing appropriate orientation materials, forms, and evaluation tools to the Preceptor
- Determine the final grade to be received by the student, based on clinical performance, preceptor input and the clinical evaluation tool.

B. RN to BSN Student

- Complete all facility requirements prior to entrance into the clinical area "Complio" (e.g., immunizations, CPR certification, screening tests, etc.).
- The student will provide the clinical facility at their initial meeting with documents validating their enrollment authority.
- The representative will document on the Information form, the student's acceptance at the site for their practicum experience.
- The student may choose preceptors that are, at a minimum, BSN prepared and functioning in a leadership capacity in their institution.
- Some examples of these roles may include Nurse Administrators, Nurse Educators, Infection Control Practitioners, or Advanced Nurse Practitioners working within hospitals, schools of nursing, clinics, or other approved settings.
- The student will present their time log to their Preceptor at the end of each shift and document hours attended.
- By the second clinical day, the student shall provide the Preceptor with a list of his or her goals and objectives for the Practicum.
- During the Practicum course, the student shall participate in clinical conferences and presentations using PowerPoint, written assignment, and/or poster and various modes to enhance staff communication in a teaching-learning environment.
- The student will generate a portfolio by the Practicum conclusion, comprised of all validated elements during the Practicum for grading purposes.
- The student may enhance success within the Practicum by participating in ongoing discussions with the Preceptor and/or clinical faculty member.
- The student agrees to adhere to the policies and procedures as outlined by the Miami Dade College Student Handbook. Any questions should be directed to the clinical faculty.
- The setting will be based on clinical facility discussions.

C. Preceptor

- Completes and submits the Preceptor Profile regarding qualifications needed to be a preceptor. Must be on file in the student files before students can begin Practicum.
- Preceptors will guide, facilitate, mentor, and assist students' learning. They will model and encourage professional leadership behaviors.
- Assist the student in becoming familiar with the physical layout of the agency and unit.
- Introduce the student to other personnel in the agency and explain the roles of the other personnel.
- Familiarize yourself with the course competencies/objectives, the student's personal learning objectives, and help the student identify ways to achieve them.
- Provide oral and written feedback to the student and professor regularly regarding progress toward course competencies/objectives and personal objectives.
- Identifying areas where the student may need additional assistance from faculty.
- Providing periodic feedback about the student's clinical performance; and.

- Discussing questions and problems with faculty that may arise with the student during the preceptor experience.
-

Preceptor Orientation

For Faculty

Faculty must clarify with the Preceptor:

- An overview of the roles and responsibilities of preceptors, faculty and students within the course.
- Specific preceptor responsibilities.
- Methods of clinical evaluation of students by faculty and preceptors.
- Goals and objectives for the clinical experience; and
- Process of resolution of potential/actual problems

For Preceptor

- Read this preceptor handbook.
- Complete the Preceptor Biographical data in this orientation manual.
- Provide a copy of your Curriculum Vitae or Resume.
- If you do not have a Curriculum Vitae or Resume, provide a copy of your RN license.
- Complete an agreement/contract to guide the student for a specific period during the semester.
- Provide the student with an adequate orientation to the clinical setting, health care team and key aspects of nursing care delivery in the environment.

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Preceptor Biographical Data Form (Appendix 1)

Date:	
Name of Student Precepted (if applicable):	
Preceptor Name:	
Preceptor Phone Number:	
Preceptor Email:	
Current Employer (Organization or Hospital name, and department unit):	
Employer address and phone number:	
Preceptor's Manager/Director phone number:	
Current role or position (Job title):	
RN license number (license checked at Florida Department of Health website*):	
Total number of years of experience in Nursing	
Current National Certifications (ACLS, BLS, Medical Surgical etc.) List expiration date:	

* <https://mqa-internet.doh.state.fl.us/MQASearchServices/HealthCareProviders>

Education: (Include post-secondary through highest degree held)			
Degree	Year Awarded	Institution	Location

Work experience (Please include all related experience):
--

Years of Experience as:	Staff Nurse	Charge Nurse	Team Leader	Nurse Manager	Other (Specify)	
Years of Experience in Nursing Specialty:	Med-Surg	Critical Care	L&D	Pediatrics	Psychiatric	Community Health

In the space below, briefly describe your professional experiences, other credentials, preceptor training, or any activity that contributes to your area of expertise.

Course/Departmental Policies

Communication: Official communication will be done using your Miami Dade College email account. Students must check their email **daily** to check for important notices and information sent. Students may also communicate with the professor using email or cell phone numbers as supplied by the professor.

Dress Code and OSHA Regulations:

Uniforms are not required for this course. Students will wear professional attire with a white Miami Dade College lab coat and an official Miami Dade College name tag and agency name tag if required.

Dress Code and OSHA Regulations Continued:

1. For student safety, students **must not** wear sandals, fabric shoes or shoes with open toes or open backs.
2. No student may wear tennis shoes or sneakers.
3. No jeans or dungarees.
4. Women may either wear dress slacks, skirts, or dresses.
5. Whatever the choice, hose stockings, knee-highs, or socks must be worn.
6. Men must wear dress slacks and a shirt with a collar, either a sport shirt or dress shirt.
7. Scrubs are allowed; see agencies policies for color, etc. plus lab coats.
8. Jewelry may be worn with discretion. Avoid hoops or dangling earrings.
9. All eating or drinking is permitted only in facility designated areas.

Infectious Diseases:

The course work in nursing will require exposure to body fluids. Because of this added risk to the student, special procedures will be used to support these client care activities. The student is ultimately responsible for applying the principles of Standard/Universal Blood and Body Fluid Precautions in any contact with clients/patients. All body fluids should be considered contaminated.

Electronic devices: All electronic communication devices must be in vibration, silence or off mode while in class or clinical practicum experiences. Phone calls are to be taken outside the classroom or

Clinical/client areas. **Recording devices are to be used in accordance with the agency's policies.** Recording a client via any means without their written permission is not to be done for any reason.

Attendance Policy: Attendance is essential for completion of the course objectives. Notice must be given for clinical absences according to the course policies. Excessive lateness or absences can be reflected in a lower course grade and may result in failure. Students who miss any scheduled activities are responsible for acquiring the missed information from another student. There is no "make up" mechanism for clinical absences.

Community Site Participation: Upon arrival to your assigned community center, students will introduce themselves to the nurse in charge and discuss the activities for the day.

Supervised participation is encouraged. Please, read all relevant facility policies prior to initiating any new nursing skill. Client safety is our utmost priority. Please give the Preceptor his/her packet, the course syllabus, and any other relevant information/materials.

Confidentiality: Students will adhere to the confidentiality laws that protect patients' identities (Health Information Portability and Accountability Act: HIPAA).

Evaluation

For continuous quality improvement related to clinical learning, end-of-semester evaluations are based on a 360-degree model as follows:

Preceptor evaluation of the student:

- Feedback and guidance about student performance are integral to the learning process. In addition to the day-to-day anecdotal verbal feedback provided to students, preceptors provide formal written evaluation feedback at the mid and final points of the clinical/practicum experience (Appendix VI)

Clinical faculty:

- Review and confirm informal and formal feedback provided by preceptors using the tools and processes that are specific to the course.
- In addition to the day-to-day anecdotal verbal feedback provided to students, clinical/practicum faculty provide formal written evaluation feedback of the clinical experience (Clinical Evaluation tool).

Student evaluation of the Preceptor:

- Each student completes a preceptor evaluation at the end of the clinical experience using the online preceptor evaluation tool (Appendix III).
- The clinical faculty examine the preceptor evaluation information. The information is foster ongoing preceptor/faculty development and program improvement.

Student evaluation of the clinical/practicum faculty:

- Each student provides a teaching effectiveness evaluation of the clinical/practicum faculty using the college course evaluation system.

Student evaluation of the site:

- Each student completes a clinical site evaluation at the end of the clinical experience using the online clinical site evaluation tool. The information is used to foster ongoing program improvement (Appendix II)

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STUDENT EVALUATION OF CLINICAL AGENCY (Appendix II)

___NUR4636L: Community Health Nursing Practicum Or ___NUR4945C: Advanced Concepts

Preceptor: _____ Semester/Year _____

Student: _____ Facility/Unit _____

This form is to be used to evaluate the clinical agency's appropriateness and effectiveness for student learning. Check the appropriate column and provide comments and/or examples.

	Always	Usually	Seldom	Never
1. The nursing and Supporting staff were open and helpful.	_____	_____	_____	_____
2. The environment of the clinical setting was conducive to learning.	_____	_____	_____	_____
3. The clinical setting provides for the application of course and individual objectives.	_____	_____	_____	_____
4. The agency practices the principles of safe and quality patient care.	_____	_____	_____	_____
5. Evidence-based nursing practices are reflected in agency policies and procedures.	_____	_____	_____	_____
6. The nursing staff welcomed the opportunity to work with students.	_____	_____	_____	_____

Other Comments:

Suggestion for Improvement:

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STUDENT EVALUATION OF PRECEPTOR PERFORMANCE (Appendix III)

___NUR4636L: Community Health Nursing Practicum Or ___NUR4945C: Advanced Concepts

Preceptor: _____ Semester/Year _____

Student: _____ Facility/Unit _____

This form is to be used for performance evaluation of the Preceptor as he/she works with Nursing Students. Please indicate with a checkmark how you experienced or perceived your clinical Preceptor.

Preceptor Actions:	Always	Usually	Seldom	Never	N/A
2. Considers student's background and level of competence.	_____	_____	_____	_____	_____
2. Encourages the student to assume responsibility and accountability throughout the clinical experience.	_____	_____	_____	_____	_____
3. Discussed agency expectations related to student's role.	_____	_____	_____	_____	_____
4. Serves as an effective role model for professional nursing behaviors.	_____	_____	_____	_____	_____
5. Provides experiences to address student's learning needs.	_____	_____	_____	_____	_____
6. Applied effective teaching skills/techniques.	_____	_____	_____	_____	_____
7. Provided timely, sensitive, respectful feedback; in a quiet, private place.	_____	_____	_____	_____	_____
8. Encouraged, inspired, and motivated the student.	_____	_____	_____	_____	_____

Other Comments:

S

Suggestion for Improvement:

Miami Dade College
Benjamín León School of Nursing
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NUR 4945C Advanced Concepts Practicum
Course Documents

This course is a capstone of prior learning, including evidenced-based interventions, theoretical concepts, and critical thinking skills with an emphasis on the application to professional nursing practice. The focus of this Practicum is based upon multicultural populations that are experiencing physical, psychological, social, or spiritual imbalances. The student, with the assistance of the Preceptor, will facilitate the highest quality of healthcare to diverse cultures in various settings.

Course Objectives:

Competency 1: Upon successful completion of this course, students will be able to operationalize ethical and legal principles when providing multi-culturally based healthcare at local, state, national levels by:

- a. Demonstrating culturally competent care in practice.
- b. Applying ethical decision-making in practice.
- c. Utilizing strategies to improve multicultural patient care outcomes.
- d. Applying legal aspects of nursing care in the practice setting.
- e. Comparing leadership health models at various primary care health facilities.
- f. Exhibiting cultural humility in caring for diverse populations.
- g. Developing plans of care for specified populations based on a global perspective.
- h. Examining ethical, legal and political issues as they relate to health care.

Competency 2: Upon completion of this course, students will be able to evaluate current forces and trends influencing trans-disciplinary nursing by:

- a. Utilizing advanced assessment techniques to determine strategies that promote, maintain, and restore health.
- b. Examining the progression of nursing as a profession in a global community.
- c. Implementing and evaluating nursing strategies to promote, maintain and restore health.
- d. Comparing and contrasting various types of healthcare delivery systems.

- e. Demonstrating knowledge of policies and finances that impact local and global healthcare delivery systems.
- f. Providing safe and effective nursing care to individuals, families and local agencies.
- g. Adhering to critical elements regarding asepsis communication, safety, professional behaviors, and standard precautions.
- h. Utilizing critical thinking and evidence-based practices when providing and managing care of patients and families.
- i. Collaborating with agencies or seeking assistance from Preceptor and/or faculty to develop and implement strategies to resolve an identified need.

Competency 3: Upon successful completion of this course, students will be able to incorporate the awareness of emerging nursing specialties, which reflect the growth, research, and evolution of professional nursing by:

- a. Expanding beyond acute care practice settings into community.
- b. Selecting practice sites that foster growth.
- c. Implementing their personal philosophy of nursing into their practice.
- d. Applying concepts of selected nursing theorists into their practice.
- e. Applying evidence-based practice strategies and other research findings in the work setting.
- f. Critiquing various methods of research (Qualitative, Quantitative, and Mixed).
- g. Identifying researchable problems in various health care settings for accomplishing improved outcomes.
- h. Utilizing research findings to develop scholarly paper and presentation.
- i. Designing a practicum project that incorporates evidence-based practice.

Competency 4: Upon successful completion of this course, students will be able to value cultural diversity, spiritual, and religious beliefs of diverse populations by:

- a. Using nursing theoretical concepts which demonstrate acceptance and caring.
- b. Providing nursing care that recognizes the individual as a holistic being.
- c. Complying with policies and guidelines of MDC, Benjamín León School of Nursing (BLSON), and affiliating agencies.
- d. Treating others with respect while maintaining dignity, privacy, confidentiality, and portraying a positive attitude to patients, families, and /or communities.
- e. Adhering to legal, ethical, and professional boundaries.
- f. Arriving on time and departing as agreed upon with the Preceptor and faculty.
- g. Accepting responsibility for individualized work, learning, and applying safe principles in promoting health of clients.
- h. Displaying cultural competence in all encounters with diverse populations and communities.
- i. Attending and participating in all seminar activities and generating reflective journals.

Competency 5: Upon successful completion of this course, students will be able to recognize the need for the nurse to be politically and professionally involved, and an advocate for the healthcare consumer by:

- a. Demonstrating culturally sensitive and timely verbal and non-verbal therapeutic communication techniques.
- b. Engaging in political and professional activities that enhance the image of nursing.
- c. Collaborating with other healthcare professionals to achieve optimal healthcare outcomes.
- d. Using nursing expertise, political and professional activism to advocate for the healthcare consumer.
- e. Keeping abreast of current trends and practices in healthcare through the use of technology.
- f. Enriching the discipline of nursing by contributing to the body of knowledge through authentic nursing practice and commitment to life-long learning.
- g. Maintaining professional appearance by wearing the BLSON lab coat, appropriate attire, and MDC ID during the clinical experience and as indicated.
- h. Maintaining reflective journals as a means of communication for both seminars and clinical setting throughout the semester. Please see page 30 of the NUR 4945C Handbook.
- i. Utilizing appropriate channels of communication within respective clinical agencies.
- j. Writing, speaking, and exchanging information in a clear, concise, and appropriate manner.
- k. Accessing healthcare information to educate patients and families from various relevant sources.
- l. Maintaining current attendance log/sign-sheets.
- m. Communicating with the healthcare team members in an effective manner to enhance patient outcomes.

Competency 6: Upon successful completion of the course, students will be able to enhance evidence-based critical thinking abilities while providing professional nursing care by:

- a. Utilizing APA 7th edition format, evidence-based process in the reflective journaling, seminar overview, scholarly paper, e- poster and/or PowerPoint presentations.
- b. Utilizing critical thinking abilities with documentation and communicational situations during the clinical experience.
- c. Maintaining a positive and helpful demeanor during the clinical experience.

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RN-BSN Program
NUR 4945C Advanced Concepts Practicum - Agreement/Contract (Appendix IV)
Preceptor/Student/Faculty Information

Preceptor's Information:

Name: _____ Date: _____

Title: _____

Degrees, Credentials: _____

Employer: _____

Employer Address: _____

Phone Number: _____ Email Address: _____

Cell Number: _____

I agree to serve
as _____preceptor

(Student's Name Printed)

Student's Cell # _____ Home# _____ Email: _____

Dates: From _____ to _____

Total number of hours = 96

Clinical Faculty Information:

Clinical Faculty: _____ Faculty's Phone #: _____

Facility Approves Student: Yes No Date Approved: _____

Facility Representative Signature: _____ Phone #: _____

Preceptor's Signature: _____ Date: _____

Student's Signature: _____ Date: _____

Faculty's Signature: _____ Date: _____

Miami Dade College
Benjamín León School of Nursing
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Preceptor's Teaching Rubric (Appendix V)

Student's Name: _____ Date _____

Project Teaching Title _____

CRITERIA	Satisfactory (S)	Unsatisfactory (U)	Comments
TITLE OF TEACHING PROJECT			
INTRODUCTION			
PURPOSE OF PRESENTATION			
GOAL STATEMENT			
BEHAVIORAL OBJECTIVES (List at least three)			
PRESENTATION: Relevance / Clarity / Factual / Conclusion			
APPROPRIATE USE OF TEACHING AIDS (Handouts, pamphlets, PowerPoints)			
4-6 EVIDENCE-BASED PEER REVIEW JOURNAL ARTICLES			
HANDOUTS			
TIME MANAGEMENT 15-20 MINUTES			

PRECEPTOR'S NAME: _____ Signature: _

Miami Dade College
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Preceptor Feedback Form (Appendix VI)

Student: _____ Clinical Faculty: _____

Evaluation of Core Components	Midterm		Final		Comments
	Meeting Expectations	Unsatisfactory Performance	Meets Expectations	Unsatisfactory Performance	
Arrives to clinical on time					

Attends clinical experience as discussed					
Adheres to professional attire					
Exhibits professionalism in all clinical areas					
Personal goals and objectives submitted on time within the first 2 weeks of the course					
Assists in facilitation the delivery of health care to patients of diverse cultures in the clinical area					
Shows initiative and enthusiasm in clinical area					
Adheres to facility policies and protocols					
Evaluation of Core Components	Midterm		Final		Comments
	Meeting Expectations	Unsatisfactory Performance	Meets Expectations	Unsatisfactory Performance	
Achieves personal goals and objectives					

Presents a teaching project					
Demonstrates eagerness to learn in the clinical area					
Applies appropriate theoretical knowledge to client's care as indicated					
Participates in multidisciplinary rounds at the facility as applicable					

Additional Comments:

Midterm: _____

Preceptor Signature: _____ Date: _____

Final: _____

Preceptor's Name _____ Preceptor's Signature: _____

Date: _____

Miami Dade College
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RN-BSN PROGRAM

NUR 4945C Advanced Concepts Practicum

STUDENT SIGN IN SHEET (Appendix VII)

TOTAL HOURS REQUIRED: 96 HOURS

Student Name: _____

Clinical Agency: _____

DATE ATTENDED	TIME/TOTAL HOURS	AUTHORIZED SIGNATURE	COMMENTS

Miami Dade College
Benjamín León School of Nursing
RN-BSN Program
NUR 4636L Community Nursing
Course Documents
Miami Dade College

This course focuses on the clinical application of Community Health Nursing theory. Students will utilize the nursing process in the delivery of healthcare within the community environment. Students will assess the individual, family, and/or community. Students will develop a plan of care based on community assessment needs. Students will provide care to the individual, family and/or community within a multicultural environment.

Course Objectives: Upon completion of the course, the student will be able to:

1. Apply historical and theoretical concepts to community health nursing practice by:
 - a. Identifying nurse established community health models in a global society.
 - b. Relating public health concepts to the practice and delivery of healthcare in the community.
 - c. Transferring the theoretical role of the professional nurse to the community setting.
2. Focus on the relationships between theory, evidence-based practice, and education as they relate to community health nursing in a global community by:
 - a. Examining epidemiological concepts as they relate to global health.
 - b. Justifying the nurse's role as an educator, counselor, advocate and change agent in the community.
 - c. Applying evidence based principles relating to community health nursing.
- 3: Transfer theoretical concepts of ethnicity and culture in the provision of nursing care in the community setting by:
 - a. Assessing cultural differences by utilizing existing tools.

- b. Documenting assessment findings.
 - c. Utilizing assessment findings while providing culturally competent care.
 - d. Evaluating the plan of care for effectiveness in a selected population.
4. Transfer concepts of community assessment, planning, education while promoting health and cultivating empowerment by:
- a. Negotiating with community leaders to empower selected underserved groups in the community.
 - b. Educating the consumer on using available community resources.
 - c. Assisting the consumer to navigate through the health care system.
5. Evaluate effectiveness, accessibility and quality of personal and population based health care services by:
- a. Locating existing health promotion programs within a selected community.
 - b. Comparing disease processes and conditions occurring in underserved populations as specified by Healthy People 2020 indicators.
 - c. Examining the effectiveness of existing programs in meeting the Healthy People 2020 initiatives.

EVALUATION METHODS:

Clinical evaluation by self, Preceptor and faculty. Clinical conference participation, written assignments, clinical projects, poster presentations. Course Competencies: Upon completion of the course, the student will be able to:

- 1. Apply historical and theoretical concepts to community health nursing practice by:
 - a. Identifying nurse established community health models in a population specific global society.
 - b. Relating public health concepts to the practice and delivery of healthcare in the community.
 - c. Transferring the theoretical role of the professional nurse to the community setting.
- 2. Focus on the relationships between theory, evidence-based practice, and education as they relate to community health nursing in a global community by:
 - a. Examining epidemiological concepts as they relate to global health.
 - b. Justifying the nurse's role as an educator, counselor, health advocate and change agent in the community.
 - c. Applying evidence-based principles relating to community health nursing.

3: Transfer theoretical concepts of ethnicity and culture in the provision of nursing care in the community setting by:

- a. Assessing cultural differences by utilizing existing tools.
- b. Documenting assessment findings.
- c. Utilizing assessment findings while providing culturally competent care.
- d. Evaluating the plan of care for effectiveness in a selected population.

4. Transfer concepts of community assessment, planning, education while promoting health and cultivating empowerment by:

- a. Negotiating with community leaders to empower selected underserved groups in the community.
- b. Educating the consumer on using available community resources.
- c. Assisting the consumer to navigate through the health care system.

5. Evaluate effectiveness, accessibility and quality of personal and population based health care services by:

- a. Locating existing health promotion programs within a selected community.
- b. Comparing disease processes and conditions occurring in underserved populations as specified by Healthy People 2020 indicators.
- c. Examining the effectiveness of existing programs in meeting the Healthy People 2020 initiatives.

Miami Dade College
Benjamín León School of Nursing
RN-BSN Program
NUR 4636L Community Health Nursing Practicum - Agreement/Contract (Appendix VIII)
Preceptor/Student/Faculty Information

Preceptor's Name: _____ Title: _____

Degrees, Credentials: _____

Employer: _____

Employer Address: _____

Phone Number: _____ Email Address: _____

I agree to serve as _____preceptor.

(Student's Name Printed)

Student's Cell # _____ Email Address _____

Dates: Beginning Date: _____ End Date: _____

Hours: Total =144 hours

Clinical Professor: _____ Professor's Phone #: _____

Clinical Professor's Email Address: _____

Preceptor's Signature: _____ Date: _____

Student's Signature: _____ Date: _____

Professor's Signature: _____ Date: _____

Miami Dade College
Benjamín León School of Nursing
RN-BSN Program

NUR 4636L Community Health Nursing Practicum
Preceptor Evaluation Form of Student's Teaching Projects (Appendix IX)

Please, make 2 copies of this form/ RUBRIC for "A" or "B" Teaching Project (Circle which applies)

Student's Name: _____

Title of Teaching Project: _____

CONTENT	PRESENT(P) OR ABSENT (A)	COMMENTS
TITLE OF TEACHING PROJECT		
RATIONALE/EVIDENCE FOR SELECTING THE TOPIC		
GOAL STATEMENT		
3 BEHAVIORAL OBJECTIVES		
INTRODUCTION		
EVIDENCE BASED CONTENT		
SUMMARY		
RELEVANT EVIDENCE BASED PEER REVIEWED NURSING/APPROPRIATE REFERENCES		
EVALUATION METHOD USED		
TEACHING STRATEGIES		
TECHNOLOGICAL AIDES USED/ & TYPE		
TIME MANAGEMENT-15-20 MINUTES		
PASS / FAIL	PRECEPTOR'S SIGNATURE: _____	
	Date: _____	

Miami Dade College
Benjamín León School of Nursing
RN-BSN Program
NUR 4636L Community Health Nursing Practicum
Preceptor Feedback Form (Appendix X)

Student: _____

Clinical Preceptor: _____

Clinical Faculty/Professor: _____

Components	Meets Expectations		Areas requiring improvement
	Midterm	Final	
Course Requirements			
Develops personal learning objectives.			
Participates in assigned practicum activities.			
Writes daily journals.			
Presents a teaching project.			
Reports to clinical on time & appropriately dressed.			
Dates late.			
Dates absent.			
Theory Application			
Identifies model used at the community health site.			
Relates public health concepts to clinical practice.			
Identifies the role of the BSN nurse in the community health setting.			

Evidence-based practice			
Applies evidence-based practice to the clinical site.			
Components	Meets Expectations		Areas Requiring Improvements
	Midterm	Final	
Evaluates the effectiveness of clinical practice & makes suggested modifications based on evidence.			
Ethnicity & Culture			
Uses concepts of ethnicity and culture when providing care.			
Provides culturally competent care.			
Promotes client's dignity & privacy.			
Teaching-Learning			
Educates consumers on available community resources.			
Assists consumers to navigate through the healthcare system.			
Teaches clients about a high priority need topic in their assigned agency.			
Evaluates the site's ability in meeting the " <i>Healthy People 2024 initiatives.</i> "			
Collaboration			
Participates in multidisciplinary rounds as available in the agency.			
Negotiates with community leaders to empower selected underserved groups.			

Preceptor's Name _____

(Please Print)

Preceptor Signature _____

Mid-term Evaluation Date: _____ Final Evaluation Date : _____

