



**LINDSEY
WILSON
COLLEGE**

Lindsey Wilson College

Program of Nursing

RN BSN Clinical Experience Handbook

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Lindsey Wilson College- College Creed

Preamble: We believe there is a basic plan of civilization and the basic plan is that every human being deserves the opportunity to develop to greatest potential in character, personality and productivity.

1. We believe in the love of God as revealed in Jesus Christ.
2. We believe in the value of each individual and that each deserves active caring and Christian concern.
3. We believe in the love, nurture and support of family life as well as the love, nurture and support of the Lindsey Wilson family.
4. We believe that every human contact is a source of mutual personal enrichment and that we are obligated to make it constructive.
5. We believe that every human being can learn and grow.
6. We believe that each of us should make a positive difference in the lives of others.
7. We believe in the power of church-related higher education as a part of a lifelong learning experience.
8. We believe in unqualified integrity in all aspects of our conduct among ourselves and toward others.
9. We believe the influence of Lindsey Wilson College should extend beyond the campus through our service to society.

LWC Mission Statement

The mission of Lindsey Wilson College is to serve the educational needs of students by providing a living-learning environment within an atmosphere of active caring and Christian concern where every student, every day, learns and grows and feels like a real human being.

Institutional Goals

To strive for the highest degree of educational excellence by providing programs based upon the findings of research and sound professional practice.

To create the best possible environment for the individual growth of students through the intentional and cooperative efforts of the entire College community.

To prepare students for life and a career in a rapidly changing world.

To develop intellect, character and self-esteem through value-centered learning experiences.

Essential Learning General Education Program

Lindsey Wilson College's Essential Learning General Education program provides a foundation for lifelong development of intellectual, social, and spiritual qualities traditionally associated with liberally educated persons and necessary for success in 21st century workplaces. The Essential Learning General Education program is designed to provide opportunities for undergraduate degree-seeking

students to achieve mastery of *essential student learning outcomes* (ESLOs) by completing a rigorous, vertically-integrated curriculum comprised of courses using a variety of high-impact learning practices.

Essential Student Learning Outcomes (ESLOs)

The liberal arts – mathematics and natural sciences, social and behavioral sciences, humanities and fine arts, and oral and written communication – are central to Lindsey Wilson College’s mission of serving students’ education needs, which are expressed in the following *essential student learning outcomes* (ESLOs).

A Lindsey Wilson College graduate will:

1. **Communicate effectively**
 - Written Communication
 - Oral Communication:
2. **Employ effective skills of inquiry and analysis**
 - Numeracy
 - Information Fluency
 - Creative Inquiry
 - Critical Inquiry
3. **Be a culturally aware, engaged citizens of the nation and the world**
 - Knowledge of local and global issues and trends
 - Knowledge of one's own culture and cultural patterns of diverse groups and societies
 - Competence to communicate across cultural boundaries:
 - Knowledge and skills required for ethical reasoning
4. **Apply and integrate knowledge**
 - Application and reflection on context and connections within disciplines:
 - Integration of knowledge across disciplines
 - Application of learning to new situations within and beyond the campus
5. **Have gained depth of knowledge in a discipline**
 - Completion of a major
 - Competence in a major

LWC Program of Nursing Mission Statement

The mission of the pre-licensure BSN program is to provide quality undergraduate nursing education that prepares students for baccalaureate-generalist professional nursing practice.

LWC Program of Nursing Vision

With the intentional and cooperative efforts of the entire College community, and through excellence in teaching, scholarship, practice and service, the Lindsey Wilson College pre-licensure BSN program aspires to:

- Be the regional leader in providing an exceptional nursing education,
- Create the best possible environment for the individual growth of students,
- Graduate students that are prepared for life and professional nursing practice in a complex rapidly changing world and health care environment, and

- Advance health at the local, regional and global arena through scientific evidence and sound professional practice.

LWC Program of Nursing Goals

- 70% of graduating BSN students will complete the program within a five year period.
- 80% of students will indicate satisfaction with the LWC nursing program.
- 90% of the graduating student will achieve a passing score on the National Council Licensure Examination for registered nurses (NCLEX – RN) during the first test. This goal pertain the Pre-licensure track only.
- 90% of graduates desiring employment as a registered nurse will be employed within one year of graduation.
- 80% of alumni completing the Alumni Survey will demonstrate satisfaction with their undergraduate baccalaureate education.
- 80% of the surveys returned by employers will indicate satisfaction with the performance of the LWC BSN program graduates.

LWC BSN Program Philosophy and Guiding Professional Standards

Nursing

Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations (ANA, 2010).

Health

Health is an experience that is often expressed in terms of wellness and illness, and may occur in the presence or absence of disease or injury (ANA, 2010).

Environment

Environment is the surrounding context, milieu, conditions, or atmosphere in which a registered nurse practices (ANA, 2010). The environment is complex and changing, influenced by many factors, which include, but are not limited to genetics and genomics, scientific advances, increased prevalence of chronic disease, an aging population, changing demographics, environmental threats, lifestyles, increased technology, informatics, experiences across the lifespan and preventive care.

Patient

The person, client, family, group, community, or population who is the focus of attention and to whom the registered nurse is providing services as sanctioned by the state regulatory bodies (ANA, 2010).

Patient Centered Care

Culturally competent nursing care that identifies, respects, and addresses values, preferences, and expressed needs of patients. Patient-centered care also involves the coordination of continuous care, listening to, communicating with, and educating patients and caregivers regarding health, wellness, and disease management and prevention. Patient-centered care requires the development of a nurse-patient partnership.

Baccalaureate Generalist Nursing Education

In today's complex healthcare environment, baccalaureate generalist nursing education is the minimum level required for entry into professional nursing practice. Through a liberal education base,

baccalaureate generalist education provides a forum for contemplating physical, psychological, social, cultural, behavioral, ethical, and spiritual problems within and across the disciplines. Baccalaureate generalist education is foundational to graduate nursing education.

Baccalaureate Generalist Professional Nursing Practice

The collective professional activities of nurses characterized by the interrelations of human responses, theory application, nursing actions, and outcomes (ANA, 2010). Nursing practice is supported by nursing knowledge, nursing theory, research and liberal education. Nursing practice provides holistic, Christian caring across the lifespan and provides the human link for the translation of the plan of care between the healthcare system and the patient. Three distinct roles emerge from the nursing discipline:

Provider of Care

As provider of care, the nurse

- practices from a holistic, Christian caring framework;
- provides direct and indirect, multidimensional, quality, cost-effective, safe, evidence-based care to patients (individuals, families, groups, communities, or populations) across changing environments and across the life span
- understands patient values and makes nursing decisions within a professional ethical framework;
- understands and implements advances in science and technology; and,
- serves in partnership with the patient and interprofessional team through advocacy and education to foster health promotion and clinical prevention, and population-based health care.

Designer, Coordinator, and Manager of care

As a designer, coordinator and manager of care, the nurse

- practices within the complex, evolving healthcare system;
- achieves positive healthcare outcomes by practicing with knowledge, judgment, skills, caring, authority, and accountability to delegate tasks and supervise performance of other health care personnel;
- functions autonomously and interdependently as a member of the interprofessional healthcare team;
- remains accountable for professional practice and image.

Member of the Profession

As a member of the profession, the nurse

- functions as a knowledgeable professional by utilizing a well-delineated and broad knowledge-base for practice;
- executes critical reason, clinical judgment, communication and assessment skills;
- demonstrates a developed and appropriate set of values and ethical framework for decision making
- remains knowledgeable and active in policy processes within healthcare delivery and systems of care.
- Commits to lifelong learning and advocacy for the patient and the profession.

Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008)

- Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice
- Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety
- Essential III: Scholarship for Evidence Based Practice
- Essential IV: Information Management and Application of Patient Care Technology
- Essential V: Health Care Policy, Finance and Regulatory Environments
- Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
- Essential VII: Clinical Prevention and Population Health
- Essential VIII: Professionalism and Professional Values
- Essential IX: Baccalaureate Generalist Nursing Practice

LWC BSN Program Student Learning Outcomes

Upon completion of the pre-licensure BSN program, students will:

1. Utilize written, verbal, nonverbal and emerging technologies to communicate effectively;
2. Demonstrate clinical reasoning/judgment, critical thinking, and caring to design and deliver safe, evidence-based, spiritually and culturally appropriate, patient-centered care;
3. Integrate theories and concepts from undergraduate liberal arts education into baccalaureate generalist nursing practice;
4. Understand the nature of human values and ethical responsibility;
5. Demonstrate personal, organizational and systems leadership to improve safe patient care and advance professional nursing practice;
6. Engage in effective interprofessional collaboration to achieve optimal health care outcomes;
7. Utilize information management and technologies to deliver safe, effective patient care;
8. Evaluate professional standards, healthcare policy, finance and regulatory environments with regards to nursing practice, quality care and patient safety;
9. Implement clinical prevention and health promotion interventions to provide patient-centered care across the lifespan and across the healthcare continuum; and Embrace lifelong learning and professional development (provider, manager of care, and member of the profession).

RN BSN Clinical Overview

The PON RN BSN track delineates the clinical practice experiences as demonstrated through a specific number of clinical hours within the curriculum. The RN BSN track has a total of 130 clinical hours within four specific nursing courses (NURN 3024 Health Assessment, NURN 3313 Population Health, NURN 4614 Organizational and Systems Leadership, and NURN PN 00 Internship). The program prescribes a rule that 20% of clinical time is within a clinical facility with a mentor/preceptor. This equates to 26 mentor/preceptor hours within the clinical setting with a mentor/preceptor. The table below outlines the specified clinical hours within each course.

Outline of Clinical and Mentor/Preceptor Hours

Course	Number of Clinical Hours	Number of Mentor/Preceptor Hours
NURN 3024 Health Assessment	10	2
NURN 3313 Population Health	40	8
NURN 4614 Organizational and Systems Leadership	40	8
NURN PN 00 Internship	40	8
TOTAL	130	26

Each student is responsible for completing a Memorandum of Agreement (MOA), which includes a mentor/preceptor contract with a clinical facility. The MOA is available through the Student RN BSN Blackboard Organizational site. The lead course faculty works with students to identify a clinical site and thus approves the clinical location. If a qualified mentor/preceptor is unavailable, the lead course faculty will place the student with an approved mentor/preceptor. The student is given the first two weeks of the course to complete this process. The identified mentor/preceptor agrees to spend a specific number of hours in the clinical setting with the student. The mentor/preceptor provides scheduled feedback on the mentor/preceptor form (see course syllabi) to the student and instructor at specified weeks during the course.

The Table below, defines the clinical practice experiences within the RN BSN Track. Since the admission criteria requires an applicant to be a licensed registered nurse, the planned clinical experiences build upon their current learned knowledge at the associate degree level. The clinical experiences push the student past the current level of knowledge to promote critical thinking/clinical reasoning which provide professional growth in patient outcomes and/or patient safety. Students are evaluated based on their performance using rubrics and a Clinical Evaluation Form (see course syllabi). Additionally, the planned clinical activity is evaluated based on the written submissions.

Clinical Practice Experiences RN BSN Track

Course	Planned Clinical Activity	Evaluation Method
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NURN 3024 Comprehensive Health Assessment	Demonstration Head to Toe Assessment	Demonstration Head to Toe Assessment Rubric
	Written Head to Toe Paper	Written Head to Toe Assessment Evaluation Rubric
NURN 3313 Population Health	Family Assessment with Stressor Strengths Inventory Assessment	Family Assessment Rubric
	Community Care Plan with Windshield Survey	Community Assessment Rubric
	Develop and Implement a Health Promotion Activity	Written Health Promotion Activity Rubric
NURN 4614 Organizational and Systems Leadership	Development and implementation of a System/Organizational Change Project	Written Paper Rubric and Oral Presentation Rubric
NURN PN 00 Internship	Develops and Implements a quality improvement project related to 2 different areas of concerns noted in course journal writings.	Written Quality Improvement Project Rubric

COURSE INFORMATION

NURN 3024 Comprehensive Health Assessment

Prepares students to conduct a comprehensive, patient-centered, spiritually and culturally appropriate, holistic assessment of individuals across the lifespan. Effective communication through written, verbal, nonverbal, and emerging technologies is emphasized. Priority is placed on the collection, processing, and interpretation of subjective and objective client data. The nursing process as the organizing framework for nursing practice and the role of the nurse as provider are explored. Theory hours: Four.

Course Objectives

1. Recognize the role of the professional nurse in conducting holistic, culturally sensitive health assessments.
2. Demonstrate safe, quality patient-centered care while performing health assessments.
3. Communicate effectively through oral, written and technological means while performing health assessments on individual clients.
4. Identify appropriate nursing diagnoses or potential health problems based on physical exam and health assessment data.
5. Apply knowledge of social and cultural factors when identifying the health needs of individuals.
6. Reinforce the application of the nursing process in assessing and diagnosing actual and potential client health problems.
7. Conduct a health history, including environmental exposure and a family history that recognizes genetic risks, to identify current and future health problems.

8. Begin utilizing critical thinking and clinical reasoning to evaluate health history and physical assessment findings.

Clinical Objectives

Upon completion of the clinical experience the student will:

1. Be able to conduct a health assessment interview.
2. Demonstrate understanding of completing a health history.
3. Be able to demonstrate a head to toe return demonstration successfully.

NURN 3313 Population Health

Includes health promotion and primary, secondary, and tertiary prevention as applied to the care of individuals, families, groups, and populations in the community. Community assessment and collaboration with community partners are explored as essential components in community-focused clinical decision-making. Demographic and epidemiologic data are explored to identify populations at risk. Trends and issues in public health, including access to resources and delivery of care, are addressed. Theory hours. Theory Hours: Three

Course Objectives

1. Discuss theories of nursing, public health, social and behavioral sciences to the management and delivery of population-centered nursing care.
2. Discuss the diverse roles and responsibilities of the professional nurse in providing population-centered nursing care in a variety of structured and unstructured settings.
3. Explore information management and technologies to synthesize data from nursing, public health, and other scientific resources in assessing, analyzing, and communicating the epidemiology of disease and health care needs of populations.
4. Discuss the impact of clinical prevention and health promotion strategies on the health of individuals, families, groups, communities and aggregate populations.
5. Describe safe, caring, evidence-based, spiritually and culturally appropriate population-centered nursing care to individuals, families, groups and communities.
6. Analyze the impact of policies, political influences and economic factors on health care delivery at the organizational, local, state and national and global level.
7. Engage in interprofessional collaboration to achieve optimal health care outcomes (health promotion, disease prevention and management) for diverse populations.

Clinical Objectives

Upon completion of the clinical experience the student will:

1. Identify an at risk population to complete a family assessment on.
2. Develop an ecomap for the family assessment.
3. Complete an assessment on an at risk population within a community.
4. Develop a care plan on an at risk population within the community.
5. Identify a local community and conduct a community assessment.
6. Complete a windshield survey.
7. Identify the greatest need from the family assessment or community assessment.
8. Develop a health promotion activity based on the family or community's need.
9. Implement a health promotion activity based on the family or community's need.

NURN 4614 Organizational and Systems Leadership

Applies leadership techniques to address challenges encountered in healthcare organizations. Systems theories are assessed and utilized to manage complex health challenges. Emphasis is on the provision of safety and quality through application of clinical reasoning, critical thinking, and caring.

Theory hours: Four. General Education: Mastery – Communication; Mastery – Inquiry & Analysis; Mastery – Engaged Local & Global Citizenship; Mastery – Application & Integration of Knowledge. Theory hours: Four

Course Objectives

1. Apply theoretical frameworks and evidence to identify current issues affecting nursing and health care planning and delivery
2. Utilize the nursing process, identify strategies to enhance nursing leadership in health care planning and delivery of complex organizational systems..
3. Enhance understanding of professional standards, healthcare policy, finance and regulatory environments by exploring the critical forces influencing health and health related legislation.
4. Demonstrate the roles and responsibilities of the professional nurse in practicing within the economic realities of healthcare while formulating strategies to positively impact those realities.
5. Integrate theories and concepts from undergraduate liberal education to identify the specific knowledge, skills and attitudes of a baccalaureate generalist nurse in the role of leader/manager.
6. Demonstrate clinical reasoning/judgment while exploring strategies to promote evidence based practice and quality improvement in the role of leader/manager.

Clinical Objectives

Upon completion of the clinical experience the student will:

1. Identify a health care system change project that either assists in quality improvement or increases patient care outcomes.
2. Develop a health care system change project that either assists in quality improvement or increases patient care outcomes.
3. Implement a health care system change project that either assists in quality improvement or increases patient care outcomes.

NURN PN 00 Internship

Provides an experiential learning opportunity that allows the student to grow in his/her communication, critical thinking, and confidence as a nursing leader. It is expected that during the internship, the student will begin to take responsibility for quality enhancement opportunities and will experience different populations and issues in the healthcare system. Emphasis is placed on the three distinct roles that emerge from the nursing discipline, including provider of care, manager of care, and member of the profession. Theory hours: Variable 3-12.

Course Objectives

1. Utilize written, verbal, nonverbal and emerging technologies to communicate effectively.
2. Demonstrate clinical reasoning/judgment, critical thinking and caring to design and deliver safe, evidence-based, spiritually and culturally appropriate patient-centered care.
3. Integrate theories and concepts from undergraduate liberal education into baccalaureate-generalist nursing practice.
4. Understand the nature of human values and ethical responsibility.
5. Demonstrate personal, organizational and systems leadership to improve safe patient care and advance professional nursing practice.
6. Engage in effective interprofessional collaboration to achieve optimal health care outcomes.
7. Utilize information management and technologies to deliver safe, effective patient-centered care.
8. Evaluate professional standards, healthcare policy, finance and regulatory environments with regards to nursing practice, quality care and patient safety.
9. Implement clinical prevention and health promotion interventions to provide patient-centered care across the lifespan and across the healthcare continuum.
10. Embrace lifelong learning and professional development (provider, manager of care and member of the profession).

Clinical Objectives

Upon completion of the clinical experience the student will:

1. Identify experiential learning activities that align with each course objective.
2. Review and complete a journal entry on a experiential activity.
3. Collect subjective data on the experiential activity.
4. Collect objective data on the experiential activity.
5. Identify what the standard of practice is for the experiential activity.
6. Evaluate the experiential learning activity.
7. Analyze the observed experiential learning activity.
8. Identify if the experiential learning activity is acceptable or unacceptable.
9. Identify avenues to correct the experiential learning activity.

Policies and Guidelines

Nursing Program Lead Faculty Member Responsibilities

Responsibility to the Mentor/Preceptor:

1. Assure that all necessary contracts are signed and housed within the Lindsey Wilson College Program of Nursing Office. Each mentor/preceptor will sign a Lindsey Wilson College Mentor/Preceptor Contract.
2. Assure that each mentor/preceptor receives an orientation. Orientation will include: LWC overview, LWC Program of Nursing information, course information, and RN BSN clinical experience/expectations/guidelines. Orientation by the nursing faculty is required for first time mentor/preceptors.
3. Provide guidance to the mentor/preceptor.
4. Assist in identifying learning experiences pertinent for each individual student.
5. Provide regular contact with each mentor/preceptor at specific weeks during the course.
6. Be available to both the mentor/preceptor and student for consultation.
7. Provide clinical objectives for both mentor/preceptors and students.
8. Evaluate the student's clinical performance by collaborating with the mentor/preceptor.
9. The lead faculty member will give the mentor/preceptor their contact number.
10. Notify the mentor/preceptor if a decision is made to terminate the contract.

Responsibilities to the Student:

1. Assure that the clinical site is approved and a mentor/preceptor is identified.
2. Assist in identifying clinical experiences pertinent for each individual student and align with clinical objectives.
3. Be available to students for consultation, guidance and assistance. Planned site visit (via videoconferencing, phone calls) will be completed at least once.
4. Provide clinical objectives to students.
5. Evaluate the student's clinical performance by collaborating with the mentor/preceptor.
6. Evaluate planned clinical experiences and assignments.
7. The lead faculty member will give the student their contact number.

Mentor/Preceptor Qualifications

The mentor/preceptor shall:

1. Hold an unencumbered Registered Nurse license.
2. Be BSN prepared at the minimum.
3. Have a minimum of two years clinical experience

Mentor/Preceptor Responsibilities

1. Submit CV to the rnbsn@lindsey.edu
2. Demonstrate a willingness to serve as a mentor/preceptor.
3. Complete the Mentor/Preceptor Contract Form (*See Preceptor Forms*).
4. Be knowledgeable and supportive of the Mission, Vision and Guiding Standards of Practice for Lindsey Wilson College Program of Nursing.
5. Complete orientation provided by the lead faculty member.
6. **Spend the specific number of hours (see Table) with the student in a healthcare setting.**
7. **The mentor/preceptor and student will exchange contact numbers.** If the either should be sick, or schedule changes, the planned clinical activity will be rescheduled.
8. Mentor, guide, and actively engage/challenge the student in the clinical setting
9. Act as a role model for the student.
10. Orient the student to the clinical unit, facility policies and procedures.
11. Coordinate the clinical experiences with the lead faculty.

12. Utilize clinical objectives in the assignment and supervision of student's clinical activities.
13. Review student's personal clinical objectives in order to guide experiential learning experiences.
14. Select learning opportunities, which challenge the student to meet clinical objectives with increasing complexity advancing the student past their current level of knowledge,
15. Provide opportunities for the student which promote critical thinking/clinical reasoning.
16. Challenge the student in different way to apply evidence based practice to improve the clinical practice area.
17. Supervise the RN BSN student as appropriate in the clinical settings.
18. Verify the presence of the student at agreed upon clinical dates and times.
19. Communicate on at specified weeks with the lead faculty member regarding the ability to critically think and apply new knowledge in healthcare settings, identifying strengths and any areas of concern.
20. Provide feedback to the student regarding progress in mastering designated clinical objectives.
21. Complete the mentor/preceptor evaluation of clinical experience and return to the nursing office at rnbnsn@lindsey.edu by the end the stated date in the syllabus (*See Evaluation Forms*).
22. Notify the lead faculty and the student, if possible, at least two weeks in advance if unable to complete the clinical experience.
23. Notify the faculty, as well as participating agencies, of any client-incident requiring a formal report.

Guidelines for the Mentor/Preceptor

1. The student is to complete a specific number of hours with mentor/preceptor based on table below:

Course	Number of Clinical Hours	Number of Preceptor Hours
NURN 3024 Health Assessment	10	2
NURN 3313 Population Health	40	8
NURN 4614 Organizational and Systems Leadership	40	8
NURN PN 00 Internship	40	8
TOTAL	130	26

2. This is **NOT** an observational experience. The student is expected to be actively engaged in the planned clinical practice experiences. The student may use their current workplace, but not during "paid" work time (*See Preceptor Forms*).
3. You are the mentor/preceptor assigned to the student. If you are unable to work with the student on a particular day, please do not ask another nurse to precept the student because that nurse is not under contract with Lindsey Wilson College. Reschedule with the student or call the lead faculty member.
4. If there is a student problem the mentor/preceptor is unable to resolve, contact the lead faculty member. The lead faculty member will provide the mentor/preceptor with their contact number.
5. In the event the student's performance is unsatisfactory or there is a critical incident, the mentor/preceptor will contact the lead faculty member immediately. The lead faculty member and mentor/preceptor will collaborate as to the appropriate plan of action and counseling of the student.

Nursing Student Responsibilities

Student Preparation Guidelines:

Each student is responsible for completing a Memorandum of Agreement (MOA) with a lead course faculty. The MOA is available through the LWC BSN Student Organization site located in Blackboard.

1. Pre-approval of the site is required. Send an e-mail including the site's business name, and address to RNBSN@lindsey.edu
2. After receiving an e-mail reply containing pre-approval, complete the agreement. (Only one student is allowed per agreement.)
3. **By the week two of the related course**, e-mail the full, completed, and signed agreement attached as a PDF scan to RNBSN@lindsey.edu

Note: Ensure that the agreement is signed by both the site and student

***** Failure to follow all of the requirements listed may affect your ability to use a site, your academic schedule, and/or grade.**

4. **The mentor/preceptor and student will exchange contact numbers.** If the either should be sick, or schedule changes, the planned clinical activity will be rescheduled.
5. It is the student's responsibility to ensure scheduling clinical hours and maintain a clinical log.
6. Verify all course paperwork is submitted and approved prior to starting the clinical experience with lead course faculty.
7. Verify all course paperwork is submitted at the completion of the clinical experience with lead course faculty. This includes the mentor evaluation.
8. Develop specific clinical projects with the assistance of the mentor/preceptor and lead course faculty.
9. Orient to the clinical site and clinical compliance as needed.
10. Complete all clinical requirements including projects by the end of the course.
11. Submit all final copies of project/paper, including handouts, educational materials, by the stated syllabi date.

4. Expected Student Clinical Experience Behaviors:

Students participating in the integrated practicum experience shall:

1. Prepare appropriately for the clinical experience.
2. Demonstrate safety in the provision of patient care when applicable.
3. Take responsibility for own professional growth.
4. Demonstrate a positive attitude during activities, which will enhance both patient care and interdisciplinary relations.
5. Be accountable for nursing judgments in order to provide safe patient care.
6. Use problem-solving and decision making skills with the agency.
7. Demonstrate accountability, organizational skills, and critical thinking skills in participating in the implementation of the agency's services to the patient population it serves.
8. Demonstrates knowledge concerning agency functions, policies, and patient populations.
9. Utilized communications skills which were effective in building collaborations among other members of the agency and the patient population in the agency services.
10. Perform clinical activities with the achievement of clinical objectives at a satisfactory level.
11. Demonstrate a high standard of ethical and professional conduct in relationship to patients, families, and agency staff with the organization. (Example: HIPPA)
12. Maintain respect of the mentor/preceptor's non course responsibilities.
13. Perform clinical activities under the supervision of the clinical mentor/preceptor.
14. Inform lead faculty member of any changes in schedule (including last minute call offs).
15. Provide developed personal clinical objectives to assigned mentor/preceptor.
16. Discuss clinical performance with the mentor/preceptor at specific times.
17. Confer with the mentor/preceptor for mutual evaluation of practicum objectives.
18. Using the Program of Nursing clinical evaluation tool, the student will provide a self evaluation of the clinical experience.

Policies and Guidelines for the Student

1. The student will notify the lead faculty member and the mentor/preceptor in the event of any schedule changes. For example, if the mentor/preceptor is sick, the mentor/preceptor will notify the student and the student will call the clinical faculty member. The student is responsible for scheduling any missed days with the mentor/preceptor. **Students' failure to notify the mentor/preceptor and the faculty member that the student will not be in clinical will result in a grade of unsatisfactory in all categories.** Notification should be sent to faculty via preferred mode identified by assigned faculty member (text, cell or office message etc.). Confirmation of receiving the notification of schedule change will be sent by faculty. If a student does not receive confirmation from faculty they should re-notify faculty until confirmation is received.
2. Students should complete orientation to facility (per facility requirements) if applicable.
4. This is **NOT** an observational experience (*See Preceptor Forms*).
6. The clinical faculty member will collaborate with the mentor/preceptor when evaluating the student at specific times.
 10. The student has an designated mentor/preceptor. If the mentor/preceptor is unable to work with the student on a particular day, the student may **NOT** be placed with another nurse (that nurse is not under contract with Lindsey Wilson College). Please reschedule with the mentor/preceptor and notify the lead faculty member.
 11. If the student has a question or concern that the mentor/preceptor is unable to resolve, the student should contact the lead faculty member.
 12. Students must complete all designated evaluation forms and submit through the Blackboard course (*See Evaluation Guidelines and Evaluation Forms*).
 13. At the end of the clinical practice experience, students will meet with lead faculty member to review evaluation.

Evaluation Guidelines

Evaluation of Student Clinical Performance:

1. During the clinical practice experience, the clinical faculty member will collaborate with the assigned mentor/preceptor to receive feedback about the student. (*See Evaluation Forms*).
2. Lead faculty member will collaborate with mentor/preceptor to assist the student in achieving clinical objectives.
3. Lead faculty members will discuss evaluations with the student during the integrated practicum experience.
4. In the event the student's performance is unsatisfactory or there is a critical incident, the mentor/preceptor will contact the lead faculty member immediately. The lead faculty member and mentor/preceptor will collaborate as to the appropriate plan of action and counseling of the student.
5. At the end of the clinical practice experience, the student and lead faculty member will meet to discuss the final evaluation.
6. Students must receive a satisfactory grade on the final clinical evaluation in order to successfully complete the course.

Student Evaluation of Mentor/Preceptor and Clinical Facility Site:

The student will complete an evaluation of the mentor/preceptor and clinical facility site at the end of the clinical practice experience. The evaluation will be sent as a Google Survey at end of the practice experience.

Student Evaluation of the Clinical Practice Experience:

The student will complete an evaluation of the clinical practice experience at the end. The evaluation will be sent as a Google Survey. It should be completed at the **end** of the clinical practice experience.

Mentor/Preceptor Evaluation of Clinical Practice Experience:

The mentor/preceptor should complete an evaluation of the integrated practicum experience at the end of the practicum experience. The evaluation will be sent as a Google Survey. It should be returned at the **end** of the clinical practice experience.

Mentor/Preceptor Forms

Mentor/Preceptor Contract

Please note that this form is valid for a one year appointment. The contract must be re-submitted if any information changes.

To be Completed by Student	
Student Name	
Student Contact Number	
Student Email	
Lead Faculty Member	
Lead Faculty Member Contact Number	
Clinical Faculty Member Email	
Applicable Course (Mark only one): <input type="checkbox"/> NURN 3024 Complex Health Assessment <input type="checkbox"/> NURN 3313 Population Health <input type="checkbox"/> NURN 4413 Art and Science of Leadership <input type="checkbox"/> NURN PN00 Internship	
To be Completed by Mentor/ Preceptor	
Mentor/Preceptor Name and Credentials	
State of RN License	
Unencumbered RN License #	
Certifications if applicable	
Mentor/Preceptor Contact Number	
Mentor/Preceptor Email address	
Facility and Unit	
Please describe your academic preparation by including the school attended, degree received and date of graduation. 	
Please describe your professional experience (list most recent first). Include facility/agency, unit, dates of employment, and type of experience. 	

As a LWC RN BSN Mentor/Preceptor, I agree to the following:

1. Serve as a mentor/preceptor to _____ (insert student name)
2. Submit my CV to rnbsn@lindsey.edu.
3. Complete the Mentor/Preceptor Contract Form (*See Preceptor Forms*).
4. Be knowledgeable and supportive of the Mission, Vision and Guiding Standards of Practice for Lindsey Wilson College Program of Nursing.
5. Complete orientation provided by the lead faculty member.
6. **Spend the specific number of hours (see Table) with the student in a healthcare setting.**
7. **The mentor/preceptor and student will exchange contact numbers.** If the either should be sick, or schedule changes, the planned clinical activity will be rescheduled.
8. Mentor, guide, and actively engage/challenge the student in the clinical setting.
9. Act as a role model for the student
10. Orient the student to the clinical unit, facility policies and procedures.
11. Coordinate the clinical experiences with the lead faculty.
12. Utilize clinical objectives in the assignment and supervision of student's clinical activities.
13. Review student's personal clinical objectives in order to guide experiential learning experiences.
14. Select learning opportunities, which challenge the student to meet clinical objectives with increasing complexity advancing the student past their current level of knowledge,
15. Provide opportunities for the student which promote critical thinking/clinical reasoning.
16. Challenge the student in different way to apply evidence based practice to improve the clinical practice area.
17. Supervise the RN BSN student as appropriate in the clinical settings.
18. Verify the presence of the student at agreed upon clinical dates and times.
19. Communicate on at specified weeks with the lead faculty member regarding the ability to critically think and apply new knowledge in healthcare settings, identifying strengths and any areas of concern.
20. Provide feedback to the student regarding progress in mastering designated clinical objectives.
21. Complete the mentor/preceptor evaluation of clinical experience and return to the nursing office at rnbsn@lindsey.edu by the end the stated date in the syllabus (*See Evaluation Forms*).
22. Notify the lead faculty and the student, if possible, at least two weeks in advance if unable to complete the clinical experience.
23. Notify the faculty, as well as participating agencies, of any client-incident requiring a formal report.

LWC RN BSN Lead Faculty is responsible for coordinating, monitoring, and

evaluating clinical experience. These responsibilities include the following:

1. Assure that all necessary contracts are signed and housed within the Lindsey Wilson College Program of Nursing Office. Each mentor/preceptor a signed a Lindsey Wilson College mentor/preceptor Contract.
2. Assure that each mentor/preceptor receives an orientation. Orientation will include: LWC overview, LWC Program of Nursing information, course information, and RN BSN clinical experience/expectations/guidelines. Orientation by the nursing faculty is required for first time mentor/preceptors.
3. Provide guidance to the mentor/preceptor.
4. Assist in identifying learning experiences pertinent for each individual student.
5. Provide regular contact with each mentor/preceptor at specific weeks during the course.
6. Be available to both the mentor/preceptor and student for consultation.
7. Provide clinical objectives for both mentor/preceptors and students.
8. Evaluate the student's clinical performance by collaborating with the mentor/preceptor.
9. The lead faculty member will give the mentor/preceptor their contact number.
10. Notify the mentor/preceptor if a decision is made to terminate the contract.

I attest to the fact that the proposed student is not related to me, and is not my employee.

I acknowledge that I have reviewed, watched the orientation video, and understand the mentor/mentor/preceptor policy and procedure materials for the RN BSN Clinical Experiences. I agree to abide by the policies and procedures developed for the practicum.

I understand and agree to follow Lindsey Wilson College guidelines for student rights as outlined in the Family Educational Rights and Privacy Act (FERPA) of 1974.

Student Signature and Date

Mentor/Preceptor Signature and Date:

Lead Faculty Member Signature and Date:

Student Forms

Lindsey Wilson College
Program of Nursing - RN BSN Track MOA

INSTRUCTIONS FOR STUDENT: Use this agreement when a course requires your physical presence at a site for a learning experience that does NOT involve invasive patient care or procedures, counseling, or therapy. This agreement may only be used for courses listed in Section I. **In order execute this agreement you must follow this procedure:**

1. Pre-approval of the site is required. Send an e-mail including the site's business name, and address to RNBSN@lindsey.edu
2. After receiving an e-mail reply containing pre-approval, complete the agreement. (Only one student is allowed per agreement.)
3. **By the week two of the related course**, e-mail the full, completed, and signed agreement attached as a PDF scan to RNBSN@lindsey.edu

Note: Ensure that the agreement is signed by both the site and student

***** Failure to follow all of the requirements listed may affect your ability to use a site, your academic schedule, and/or grade.**

I. STUDENT INFORMATION AND FIELD EXPERIENCE

Student Name: _____

First

M.I.

Last

Student ID Number: _____ Phone number: _____

Email: _____

Address: _____

Street

City

State

Zip Code

Academic Program(Include degree/ credential level): _____

DESCRIBE IN DETAIL: (1) The experience required by this course, and (2) the resulting academic work to be completed:

The course syllabus description of the experience required is incorporated into the agreement, and together with the description entered above, constitutes the **"FIELD EXPERIENCE"**. The syllabus description rules in case of discrepancy.

II. SITE AND MENTOR/PRECEPTOR INFORMATION (In the case of multi-location businesses, enter address of the location utilized)

Legal Business Name(Including trade name if different)

"SITE": _____

Address:

Street

City

State

Zip Code

G. CONFIDENTIAL INFORMATION

“Confidential information” means digital or paper documents, files, depictions, and other materials conveying proprietary business information, health records, conversations, billing or financial information, employment information, or other private information of SITE, its clients, patients, employees, officers, affiliates, and agents.

- 1) STUDENT and Lindsey Wilson College may not disclose or use confidential information unless required by law or otherwise permitted in writing by SITE, except as allowed in Subsection G.2. This prohibition includes, but is not limited to disclosures through writings, oral communications, pictures, social media, and the internet.
- 2) STUDENT may use de-identified or aggregate information and knowledge obtained or derived from SITE, and the FIELD EXPERIENCE for academic purposes and Lindsey Wilson College may use such information for academic purposes and assessments of STUDENT.

H. HIPAA

If, due to the FIELD EXPERIENCE at SITE protected health information is encountered, as the term is defined in the Health Insurance Portability and Accountability Act of 1996 (HIPAA)

1. SITE agrees that STUDENT is considered a member of SITE’s workforce as defined in HIPAA 45 C.F.R. Student is not and shall not be construed to be a member of SITES workforce for any other purpose.
2. STUDENT and Lindsey Wilson College agree to maintain confidentiality, as required by law of all protected health information including medical and billing records of SITE’s patients.

I. FERPA

For the purpose of this agreement, and to the extent that SITE encounters files or personally identifiable information of students, Lindsey Wilson College designates SITE as a school official under the Family Educational Rights and Privacy Act (FERPA), and if SITE is an educational institution SITE also designates Lindsey Wilson College as a school official. SITE and Lindsey Wilson College agree to fully comply with FERPA, and shall secure and maintain all files and personally identifiable information of students in confidence and limit access to and use of such files and information to the greatest extent practical, agreeing to return or destroy them when not needed for legitimate purpose.

J. POLICIES AND STUDENT- SIGNED DOCUMENTS

SITE shall explain to STUDENT and provide written copies of any SITE policies to which STUDENT is expected to abide during the FIELD experience. For any document SITE requires STUDENT to sign, SITE shall provide STUDENT with a complete copy containing all signatures.

K. DISMISSAL

SITE may dismiss STUDENT at any time, for any reason, but shall provide prior notice to Lindsey Wilson College whenever circumstance allow, otherwise post-dismissal notice within 24 hours.

L. TERM AND TERMINATION This agreement begins on the effective date and expired after the expiration date, as entered in Section IV, subject to the following:

1. This agreement is void if the effective date entered into Section IV occurs after June 30, 2019.
2. The effective term of this agreement may not be longer than four months. If longer than four months, this agreement automatically expires four months after the effective date, but no later than June 30, 2019.
3. A party may unilaterally terminate this agreement at any time, without reason, by written notice to all parties. Notice to Lindsey Wilson College must be mailed to Nursing Division, 210 Lindsey Wilson St., Columbia, KY 42728, with a copy to RNBSN@lindsey.edu
4. This agreement terminates automatically if SITE dismisses STUDENT.

M. SURVIVAL

The requirements of SECTIONS G,H,I, and J will survive the expiration or termination of this agreement.

N. ENTIRE AGREEMENT

This agreement contains the entire agreement and understanding between the parties as to its subject matter. Any prior oral and written communications regarding this subject matter are hereby superseded.

O. SEVERABILITY, NO AMENDMENTS

This provision of this agreement are severable, and to the extent that any provision is unenforceable or impairs the enforcement of any provision, it is considered deleted. No amendments to this agreement are allowed. Changes may be accomplished only by a new superseding agreement.

P. COUNTERPARTS

This agreement may be executed in counterparts, each of which is deemed a duplicate original, but all of which together constitute one and the same instrument. This agreement may be executed and delivered by facsimile or other electronic signature, and any such signature has the same force and effect as execution as an original.

SIGNATURES:

Lindsey Wilson College
 Program of Nursing
 210 Lindsey Wilson Street
 Columbia KY, 42728
 By: _____
 Print: _____
 Title: _____
 Date: _____
 Chair Division of Nursing
rnbsn@lindsey.edu
 270-384-7352

Agency Name: _____
 Address: _____

 By: _____
 Print: _____
 Title: _____
 Date: _____

Evaluation Forms

Mentor/Preceptor Evaluation of Clinical Practice Experience

Hospital/Facility _____ **Unit** _____

Instructions: The **Mentor/Preceptor** should complete the following evaluation and return to the **nursing office** at the **end** of the integrated practicum experience. Please rate each item below on a 5-point scale. Circle the rating with 5 =very useful and effective, 3=neutral and 1= not useful or effective.

1. The preceptor's packet helped me understand my role, clinical faculty member role and student role.	1 2 3 4 5
2. The clinical objectives and expectations of the integrated practicum experience are clearly outlined.	1 2 3 4 5
3. Interacting with the student helped me to identify clinical experiences to meet his/her learning needs.	1 2 3 4 5
4. On-going communication with the lead instructor increased my ability to identify learning experiences to aid the student's progress.	1 2 3 4 5
5. The clinical expectations are appropriate for preparing the student to function in a beginning registered nurse role.	1 2 3 4 5
6. I had the resources I needed from the LWC Program of Nursing to fulfill my role as mentor/preceptor.	1 2 3 4 5
Would you consider being a mentor/preceptor in the future? Please explain.	
Please write any suggestions for future integrated practicum experiences.	

Thank you for completing this evaluation.

Student Evaluation of Mentor/Preceptor and Clinical Facility Site

Instructions: The **Student** will complete the following evaluation and return to the **nursing office** at the **end** of the clinical practice experience.

Name of Mentor/Preceptor:						
Name of Clinical Facility:						
Clinical Unit:						
Please circle the rating to evaluate your <u>mentor/preceptor/Clinical Facility</u> based on the following criteria: 5= Excellent, 4= Good, 3= Satisfactory, 2= Needs improvement, 1= Unsatisfactory, NA= Unable to evaluate (requires explanation)						
The mentor/preceptor was present for all components of the scheduled mentor/preceptor experience.	1	2	3	4	5	NA
The mentor/preceptor provided me with an orientation to the unit, facility and policies and procedures.	1	2	3	4	5	NA
The mentor/preceptor demonstrated knowledge of facility policy and procedures.	1	2	3	4	5	NA
The mentor/preceptor assigned patient care assignments and skills consistent with my level of preparation.	1	2	3	4	5	NA
The mentor/preceptor provided clear direction/expectations.	1	2	3	4	5	NA
The mentor/preceptor provided constructive feedback regarding my performance.	1	2	3	4	5	NA
The mentor/preceptor demonstrated understanding of the integrated practicum experience, expectations and objectives.	1	2	3	4	5	NA
The mentor/preceptor expressed positive attributes toward the nursing profession.	1	2	3	4	5	NA
The mentor/preceptor shared expected job performance criteria for the nursing profession.	1	2	3	4	5	NA
The mentor/preceptor interacted with me as a valued team member.	1	2	3	4	5	NA
The mentor/preceptor encouraged my active participation in care activities.	1	2	3	4	5	NA
The clinical site was adequate to meet my learning needs.	1	2	3	4	5	NA
The clinical site staff was friendly and welcomed me as a nursing student.	1	2	3	4	5	NA
Please provide any additional comments regarding the mentor/preceptor. Please describe any concerns about the mentor/preceptor. Give any recommendations in the future about use of the mentor/preceptor:						

Please provide any additional comments regarding the Clinical Facility Site and Unit. Please describe any concerns about the Clinical Facility Site and Unit. Give any recommendations in the future about use of the Clinical Facility Site and Unit:

Student Signature and Date:

The results of this evaluation process will be utilized by the course faculty, mentor/preceptor and agency for modifying or improving learning experiences. Student evaluation of the course faculty, mentor/preceptor and providing agency will be provided for review.

Student Evaluation of Clinical Practice Experience

Instructions: The **Student** will complete the following evaluation and return to the **nursing office** at the **end** of the integrated practicum experience. Please rate each item below on a 5-point scale. Circle the rating with 5 =Excellent, 4=Good, 3=Average, 2=Fair, and 1=Poor.

1. The overall integrated practicum experience provided an opportunity to meet my learning needs.	1	2	3	4	5
2. The integrated practicum experience serve as a means to assist me in transitioning into entry level nursing practice.	1	2	3	4	5
3. The integrated practicum experience provided me with an opportunity to professionally collaborate with a multidisciplinary team in advocating for patients.	1	2	3	4	5
4. The integrated practicum experience provided me with an opportunity to safely manage the care of a group of patients.	1	2	3	4	5
5. The integrated practicum experience provided me with an opportunity to recognize and apply legal and ethical principles in practice.	1	2	3	4	5
6. The integrated practicum experience provided me with an opportunity to gain experience in organizing, prioritizing and delegating within the nursing scope of practice.	1	2	3	4	5
Please provide any additional comments regarding the integrated practicum experience.					

Student Signature and Date:

The results of this evaluation process will be utilized by the course faculty, mentor/preceptor and agency for modifying or improving learning experiences. Student evaluation of the course faculty, mentor/preceptor and providing agency will be provided for review.

**RN BSN Clinical Evaluation Form
 NURN 3024 Comprehensive Health Assessment
 TO BE COMPLETED BY STUDENT, PRECEPTOR, AND FACULTY**

Name: _____
 Course: _____ Section: _____ Semester & Year: _____
 Instructor: _____
 Preceptor Name: _____ Email: _____
 Title: _____
 Agency: _____
 Agency Address: _____

1. How well were the program and/or student objectives achieved/not achieved?

Course Objectives		
Course Objectives	Satisfactory	Unsatisfactory
1. Recognize the role of the professional nurse in conducting holistic, culturally sensitive health assessments.		
2. Demonstrate safe, quality patient-centered care while performing health assessments.		
3. Communicate effectively through oral, written and technological means while performing health assessments on individual clients.		
4. Identify appropriate nursing diagnoses or potential health problems based on physical exam and health assessment data.		
5. Apply knowledge of social and cultural factors when identifying the health needs of individuals.		
6. Reinforce the application of the nursing process in assessing and diagnosing		

actual and potential client health problems.		
7. Conduct a health history, including environmental exposure and a family history that recognizes genetic risks, to identify current and future health problems.		
8. Begin utilizing critical thinking and clinical reasoning to evaluate health history and physical assessment findings.		
Clinical Objectives		
Clinical Objectives	Satisfactory	Unsatisfactory
1. Be able to conduct a health assessment interview.		
2. Demonstrate understanding of completing a health history.		
3. Be able to demonstrate a head to toe return demonstration successfully.		

2. Preceptor and Faculty Comments:

Strengths:
Student Areas of Improvement:
Overall Narrative Summary:

3. Recommended Clinical Evaluation(circle one): **Satisfactory**
Unsatisfactory

Additional Comments:

Preceptor Signature _____ **Date:** _____

Student Signature _____ **Date:** _____

Faculty Signature _____ Date: _____

RN BSN Clinical Evaluation Form
NURN 3313 Population Health
TO BE COMPLETED BY STUDENT, PRECEPTOR, AND FACULTY

Name: _____
 Course: _____ Section: _____ Semester & Year: _____
 Instructor: _____
 Preceptor Name: _____ Email: _____
 Title: _____
 Agency: _____
 Agency Address: _____

1. How well were the program and/or student objectives achieved/not achieved?

Course Objectives		
Course Objectives	Satisfactory	Unsatisfactory
1. Discuss theories of nursing, public health, social and behavioral sciences to the management and delivery of population-centered nursing care.		
2. Discuss the diverse roles and responsibilities of the professional nurse in providing population-centered nursing care in a variety of structured and unstructured settings.		
3. Explore information management and technologies to synthesize data from nursing, public health, and other scientific resources in assessing, analyzing, and communicating the epidemiology of disease and health care needs of populations.		

4. Discuss the impact of clinical prevention and health promotion strategies on the health of individuals, families, groups, communities and aggregate populations.		
5. Describe safe, caring, evidence-based, spiritually and culturally appropriate population-centered nursing care to individuals, families, groups and communities.		
6. Analyze the impact of policies, political influences and economic factors on health care delivery at the organizational, local, state and national and global level.		
7. Engage in interprofessional collaboration to achieve optimal health care outcomes (health promotion, disease prevention and management) for diverse populations.		
Clinical Objectives		
Clinical Objectives	Satisfactory	Unsatisfactory
1. Identify an at risk population to complete a family assessment on.		
2. Develop an ecomap for the family assessment.		
3. Complete an assessment on an at		

risk population within a community.		
4. Develop a care plan on an at risk population within the community.		
5. Identify a local community and conduct a community assessment.		
6. Complete a windshield survey.		
7. Identify the greatest need from the family assessment or community assessment.		
8. Develop a health promotion activity based on the family or community's need.		
9. Implement a health promotion activity based on the family or community's need		

2. Preceptor and Faculty Comments:

Strengths:
Student Areas of Improvement:
Overall Narrative Summary:

**3. Recommended Clinical Evaluation(circle one): Satisfactory
Unsatisfactory**

Additional Comments:

Preceptor Signature _____ **Date:** _____

Student Signature _____ **Date:** _____

Faculty Signature _____ **Date:** _____

RN BSN Clinical Evaluation Form
NURN 4614 Organizational and Systems Leadership
TO BE COMPLETED BY STUDENT, PRECEPTOR, AND FACULTY

Name: _____
 Course: _____ Section: _____ Semester & Year: _____
 Instructor: _____
 Preceptor Name: _____ Email: _____
 Title: _____
 Agency: _____
 Agency Address: _____

1. How well were the program and/or student objectives achieved/not achieved?

Course Objectives		
Course Objectives	Satisfactory	Unsatisfactory
1. Apply theoretical frameworks and evidence to identify current issues affecting nursing and health care planning and delivery		
2. Utilize the nursing process, identify strategies to enhance nursing leadership in health care planning and delivery of complex organizational systems.		
3. Enhance understanding of professional standards, healthcare policy, finance and regulatory environments by exploring the critical forces influencing health and health related legislation.		
4. Demonstrate the roles and responsibilities of the professional nurse in practicing within the		

economic realities of healthcare while formulating strategies to positively impact those realities.		
5. Integrate theories and concepts from undergraduate liberal education to identify the specific knowledge, skills and attitudes of a baccalaureate generalist nurse in the role of leader/manager.		
6. Demonstrate clinical reasoning/judgment while exploring strategies to promote evidence based practice and quality improvement in the role of leader/manager.		
Clinical Objectives		
Clinical Objectives	Satisfactory	Unsatisfactory
1. Identify a health care system change project that either assists in quality improvement or increases patient care outcomes.		
2. Develop a health care system change project that either assists in quality improvement or increases patient care outcomes.		
3. Implement a health care system change project that either assists in quality improvement or increases patient care outcomes.		

2. Preceptor and Faculty Comments:

Strengths:
Student Areas of Improvement:
Overall Narrative Summary:

3. Recommended Clinical Evaluation(circle one): Satisfactory
Unsatisfactory

Additional Comments:

Preceptor Signature _____ **Date:** _____

Student Signature _____ **Date:** _____

Faculty Signature _____ **Date:** _____

**RN BSN Clinical Evaluation Form
NURN PN 00 Internship
TO BE COMPLETED BY STUDENT, PRECEPTOR, AND FACULTY**

Name: _____
 Course: _____ Section: _____ Semester & Year: _____
 Instructor: _____
 Preceptor Name: _____ Email: _____
 Title: _____
 Agency: _____
 Agency Address: _____

1. How well were the program and/or student objectives achieved/not achieved?

Course Objectives		
Course Objectives	Satisfactory	Unsatisfactory
1. Utilize written, verbal, nonverbal and emerging technologies to communicate effectively.		
2. Demonstrate clinical reasoning/judgment, critical thinking and caring to design and deliver safe, evidence-based, spiritually and culturally appropriate patient-centered care.		
3. Integrate theories and concepts from undergraduate liberal education into baccalaureate-generalist nursing practice.		
4. Understand the nature of human values and ethical responsibility.		
5. Demonstrate personal, organizational and systems leadership to improve safe patient care and advance		

professional nursing practice.		
6. Engage in effective interprofessional collaboration to achieve optimal health care outcomes.		
7. Utilize information management and technologies to deliver safe, effective patient-centered care.		
8. Evaluate professional standards, healthcare policy, finance and regulatory environments with regards to nursing practice, quality care and patient safety.		
9. Implement clinical prevention and health promotion interventions to provide patient-centered care across the lifespan and across the healthcare continuum.		
10. Embrace lifelong learning and professional development (provider, manager of care and member of the profession).		
Clinical Objectives		
Clinical Objectives	Satisfactory	Unsatisfactory
1. Identify experiential learning activities that align with each course objective.		

2. Review and complete a journal entry on a experiential activity.		
3. Collect subjective data on the experiential activity.		
4. Collect objective data on the experiential activity.		
5. Identify what the standard of practice is for the experiential activity.		
6. Evaluate the experiential learning activity.		
7. Analyze the observed experiential learning activity.		
8. Identify if the experiential learning activity is acceptable or unacceptable.		
9. Identify avenues to correct the experiential learning activity.		

2. Preceptor and Faculty Comments:

Strengths:
Student Areas of Improvement:
Overall Narrative Summary:

**3. Recommended Clinical Evaluation(circle one): Satisfactory
Unsatisfactory**

Additional Comments:

Preceptor Signature _____ **Date:** _____

Student Signature _____ **Date:** _____

Faculty Signature _____ **Date:** _____

Receipt of RN BSN Clinical Experience Handbook

For mentor/preceptors and Students

I have received a copy of the RN BSN Clinical Experience Handbook. I agree to abide by the policies of practicum as outlined in the RN BSN Clinical Experience Handbook.

Printed Name

Signature

Date