

Clinical Planning Reference Guide

Successful practicum and internship experiences involve cooperation from multiple team members and the student. Clinical course faculty, preceptors, clinical site admins and students have clear responsibilities for ensuring a meaningful and enriching experience that contributes to the educational advancement of the student.

In order to ensure that preceptors are qualified to serve in this role with our students, the following criteria must be met at a minimum.

The preceptor must:

- All preceptors undergo a thorough vetting process to ensure they meet established standards of professionalism and clinical competence. As part of this process, they are required to hold an active, unencumbered license in their respective field. If a license reflects any disciplinary actions or restrictions, it is subject to additional review to determine the appropriateness of the preceptor role on a case-by-case basis.
- Hold a master's degree or higher
- Licensed to practice in the state of their employment and precepted experiences
- Be a practitioner certified in her/his field of experience
- Have been practicing at least one year in advanced practice/leadership

The clinical site must:

- Have an active affiliation agreement on file with the university. UC College of Nursing can provide a template that has been approved through University of Cincinnati Office of the General Counsel for this requirement. If you are not sure if an agreement is already on file, please reach out to your clinical site coordinator to confirm
- Allow the student to perform direct patient care under the supervision of their preceptor
- Be able to provide the clinical focus for the student's course at a high enough volume to ensure consistent practice of new skills and knowledge application
- Telehealth clinical experiences must meet the Medicare definition of telehealth, including both audio and video feed via a secured platform. The student must be physically in the presence of faculty during the visit.

When considering if you are able to work with a student the following items should be evaluated:

- Keep in mind space in which you can freely offer feedback and address student questions that will not disturb your colleagues.
- Consider your own clinical strengths and weaknesses and how this might affect your teaching style.
- Consider offering the student supplemental readings or identify common disease processes the student should familiarize him/herself with
- Discuss resources or tools the student should bring to the clinical site (e.g, textbooks or references that are specific to your specialty).
- Explain to colleagues that you are working with a student and request that they consider including your student in possible learning opportunities.
- When questions arise on behalf of the student, encourage him or her to research the answer independently and report back with the findings.

It is also encouraged that the preceptor and student discuss the following before the onset of the clinical experience:

- The student's background and skills (developmental level), and areas the student has identified as needing special attention.
- Review the core competencies for their specific specialty area.
- The student's and preceptor's learning style.
- The need for an orientation period for the student.

Clinical Planning Reference Guide

- Preferred attire (students are required to wear UC picture ID at all times.)
- The best mechanism by which the student communicates with the preceptor if illness or emergency necessitates a missed clinical day.
- The practice guidelines for their specific specialty area.
- The student's clinical schedule and the needs of the site. Include a review of the appropriate didactic requirements and the consequences if this work is not completed in a timely fashion. Discuss how many hours/days per week needed to work with the preceptor to obtain the required clinical hours.
- Any special considerations in dealing with hospital, clinic personnel, or clients.
- Any expectations for attendance at staff meetings, case review, grand rounds or other department functions.
- Off-site conferences do not count towards clinical time.

Preparing to have a student-

Working with a student in a clinical site requires some preparation on the part of the student as well as the preceptor. Ensuring that the student is well prepared for working with your patients will set them up for success. This includes orienting them to the site as well as shaping their educational opportunities while working with you.

Preceptor Prep	Student Prep
☐ Communicate appropriate policies, procedures, expectations of the agency. ☐ Assist the student in obtaining appropriate identification required by the agency. ☐ Prepare the agency/staff for the student's arrival and role in the care of clients. ☐ Be present in the clinical area when students see patients. ☐ Orient student to the advanced nursing practice role. ☐ Review and approve student objectives for the experience. ☐ Provide opportunities to assess patients. ☐ Review student assessments and validate findings. ☐ Cosign any documentation according to the policies of the agency. ☐ Discuss the management of the client. ☐ Guide the student in the performance of any intervention. ☐ Guide the student in identifying ways to evaluate the plan of care. ☐ Assist the student in learning the referral process and the role of the APRN in the health care team. ☐ Guide the student in suggesting additional readings or other learning opportunities. ☐ Confer with the faculty and the student at least twice during the semester about student progress. ☐ Complete a midterm and final evaluation on the student.	☐ Prepare personal learning objectives for the clinical experience that complement the course objectives. · Identify these objectives with measurable outcomes · Gain approval of these objectives from the preceptor and the faculty. ☐ Demonstrate responsible professional behavior. · Follow the dress code, policies, and procedures of the agency. · Be on time for all scheduled clinical experiences. · Call in a timely manner if unable to attend clinical experience. · Avoid personal use of tablets or cell phones in the clinical setting, only accessing apps which may enhance the clinical learning experience. · Maintain confidentiality of patients. ☐ Perform appropriate assessments of clients. · Interpret data obtained from labs, diagnostic tests, and monitoring devices to trend patient condition. · Prepare a differential diagnosis list and present patient case to the preceptor. · Develop a plan of care for the patient. ☐ Recognize emergency situations and make appropriate decisions regarding treatment with preceptor. ☐ Perform new or advanced interventions only under the direction of the preceptor and according to agency policies.

Clinical Planning Reference Guide

☐ Validate student's time logs biweekly. ☐ Notify faculty immediately of any student issues or concerns. ☐ Review and adhere to the Family Educational Rights and Privacy Act (FERPA). ☐ Review documents related to the clinical course (welcome letter, clinical hours requirement, syllabus, course objectives, etc.) and seek clarification from the respective <u>faculty program director</u>. ☐ Discuss with student his or her experience/background to tailor learning opportunities to the student's areas of need.	☐ Provide appropriate health teaching for patients and families specific to disease process or illness. ☐ Ensure that preceptor is informed of patient condition. ☐ Recommend appropriate referrals for specialty services. ☐ Document patient encounters according to agency policy and identify self as a RN, NP student. Have documentation cosigned by preceptor. ☐ Communicate effectively with other members of the health care team.
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