



RN-BSN Bridge Program Nursing Student/Preceptor Clinical Handbook

East Georgia State College

A UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA

Department of Nursing

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THIS HANDBOOK SPECIFICALLY ADDRESSES CLINICAL NEEDS OF THE NURSING PROGRAM AND DOES NOT REPLACE THE EAST GEORGIA STATE COLLEGE STUDENT HANDBOOK

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THIS NURSING STUDENT/ PRECEPTOR CLINICAL HANDBOOK IS SUBJECT TO CHANGES AND UPDATES

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Dear Clinical Preceptor,

Thank you for agreeing to precept our East Georgia State College (EGSC) RN-BSN Bridge Program student. The purpose of this guide is to provide you with a brief overview of the RN-BSN Bridge Program information, clinical experience goals, role responsibilities, and student feedback criteria. Included are the RN-BSN Bridge Program student learning outcomes to assist you in planning learning experiences with the student. The EGSC nursing faculty, student, and preceptor responsibilities are outlined.

If you have questions, concerns or would like more information regarding this experience, please do not hesitate to contact me, EGSC Director of Nursing, at 478-289-2188 or email address lupchurch@ega.edu. Additionally, a nursing faculty member will plan to meet with you and the student prior to the start of the preceptor clinical experience, midway through the semester to discuss progress with clinical experiences and facilitate the successful completion of their clinical rotation. The student will schedule the meeting to accommodate your schedule. Should any questions or concerns arise during the semester, I encourage you to contact me.

We ask that you complete the attached EGSC Preceptor Qualification Form required by the EGSC Department of Nursing and Accreditation Commission for Education in Nursing (ACEN). This form can be scanned and emailed back to me or given to the student. You will also complete a mid-term preceptor feedback section and a final preceptor feedback section of the student's performance. Ideally, the preceptor feedback form will be submitted electronically to the nursing faculty.

Thank you again for participating as a preceptor in this RN-BSN Bridge Program clinical experience. We appreciate that you are mentoring our student and we look forward to meeting with you.

Sincerely,

Linda Upchurch, DNP, ANP-BC
Director, Department of Nursing

LET'S GET ASSOCIATED.

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION INSTITUTION

EAST GEORGIA STATE COLLEGE
RN-BSN BRIDGE PROGRAM

PHILOSOPHY

The Nursing Department at East State College believes that in today's modern world of nursing, education for our adult learners should be centered on patient care, patient education, teamwork and collaboration, evidence-based practice, quality improvement, safety, professionalism and leadership.

Nursing educators at East Georgia State College place an emphasis on nursing that is patient-centered, caring, and culturally sensitive and strive to teach concepts that enable students to utilize nursing judgment substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patients within a family. The nursing faculty believes that the patient's own values should be considered and reflected in the plan of care throughout the lifespan in the RN-BSN Bridge Program.

The nursing department strives to teach students how to work collaboratively and effectively within a team setting. The faculty recognizes the significance of examining the evidence, expert opinion, and clinical expertise as a basis for nursing practice and clinical judgment. The concepts of nursing research are further explored in the RN-BSN Bridge Program.

The nursing faculty recognizes that there are constantly evolving needs to improve the quality and the safety of health care and that it is important to teach nursing students the significance of developing a spirit of inquiry to promote the development and implementation of quality improvement strategies to advance health care services.

The faculty believes that the East Georgia State College Nursing Program contributes to communities by preparing nurses who are qualified to practice nursing in a safe, professional, and legal manner. Faculty believes that the baccalaureate prepared nurse graduate from East Georgia State College will implement nursing care that reflects evidence-based, professional, and ethical practices. By encouraging students to continue their education at East Georgia State College in the RN-BSN Bridge Program the complex healthcare needs of the local, state, and nation will be met by increasing the number of baccalaureate-prepared nurses.

Furthermore, the East Georgia State College RN-BSN Bridge Program strives to teach principles that will prepare the registered professional nurse to integrate information technology resources into the provision of patient care while advocating for patients and families in ways that promote self-determination, integrity, and ongoing growth as human beings. Leadership skills are stressed in preparation for the management of safe, quality patient care for the novice nurse, as well as the baccalaureate-prepared nurse.

The faculty believes that learning is a partnership between the faculty, the student, and the patient. The role of faculty is to guide, direct, facilitate and evaluate learning while encouraging curiosity, creativity, critical and independent thinking to promote learning. Additionally, the nursing faculty's role is to assist the student in clarifying concepts, problem solving, and in developing individual strengths necessary for competent practice. This process

creates a social, cultural, and scientific awareness that manifests itself in responsible, professional practice within our communities.

MISSION STATEMENT

Consistent with the EGSC mission, the EGSC RN-BSN Bridge Program mission is to provide nursing education that is affordable and accessible. In a commitment to excellence, the principle mission of the East Georgia College Nursing Department's RN-BSN Bridge Program is to assist in meeting the healthcare needs of the community. The RN-BSN Bridge Program expands on the Associate degree mission in that the focus extends to prepare the BSN graduate for roles across the continuum including leadership, health promotion, disease prevention, community health, and research.

NURSING PROGRAM CONCEPTUAL FRAMEWORK

The East Georgia State College RN-BSN Bridge Program curriculum is based on the concepts of patient, health, environment, nursing and learning.

Patient

The patient is the recipient of nursing care and can be an individual, family, aggregate, community or society/population. Each patient is a multidimensional being, which includes physical, psychological, sociocultural and spiritual dimensions throughout the lifespan.

Health

Health encompasses physical, psychological, sociocultural and spiritual dimensions of wellness and illness with both subjective and objective components. Wellness and illness is individually defined and dynamic throughout the lifespan.

Environment

The environment consists of dynamic internal and external factors that interact to impact a patient's health. Each patient lives in and interacts with an ever-changing environment. The environment can be altered to positively affect a person's health by changing or removing unhealthy stressors and enhancing or providing health-promoting resources. The patient is influenced by and responsive to their environment and can choose to alter their internal and external environment to impact their health and quality of life.

Nursing

Nursing responds to and interacts with patients and environments to promote quality of life in health, illness and end of life. Nursing, expressed as a professional way of caring, uses both art and science to address all dimensions of the patient by applying evidence-based research and theories. Nursing serves as an intentional catalyst for change to promote health in evolving diverse

environments through education, leadership and social responsibility, as well as direct and indirect clinical interventions.

Learning

The complexity of health care, the rapidly changing environment in which it occurs, and the expanding roles of nurses require that professional nurses engage in life-long learning. Education is a self-directed, yet interactive lifelong process that empowers learners to think critically and grow toward their potential as individuals and contributing members of the profession and society.

The essential components of baccalaureate nursing education include liberal education, professional values, core competencies, core knowledge, evidence-based knowledge and role development. The role of faculty is to guide, direct, facilitate and evaluate learning while encouraging curiosity, creativity, critical and independent thinking to promote learning.

East Georgia State College RN-BSN Bridge Program- End of Program Student Learning Outcomes

At the end of the program, the graduate will be able to:

1. Synthesize previous knowledge and skills acquired in the humanities, natural and behavioral sciences, and nursing courses.
2. Examine nursing values/behaviors that exemplify the caring, professional nurse.
3. Design a plan to promote high quality care and patient safety for the community in which they serve.
4. Assess health care systems and policies that impact community and global healthcare.
5. Demonstrate the roles of leader, designer, manager, and coordinator of nursing care.
6. Integrate evidenced-based practice and research to improve nursing and healthcare.

Student Relationship with Clinical Agencies Statement: If a student has a current or previous employment affiliation with a health care facility used by EGSC for clinical purposes, he/she must inform the appropriate course coordinator. This provides faculty with information for planning a broader learning experience for the student and prevents conflicts for the student, clinical affiliate and college. The student cannot complete a clinical assignment in the same unit in which he or she works.

RN-BSN BRIDGE PROGRAM PRECEPTORSHIP EXPECTATIONS

Thank you for agreeing to be a clinical preceptor for our EGSC RN-BSN Bridge Program student. The purpose of this EGSC Nursing Student/Preceptor Clinical Handbook is to provide an orientation to the clinical preceptor role. Included in the orientation with a nursing faculty will be suggestions for planning the student orientation to the assigned clinical unit, selecting student assignments to increase professional growth, facilitating learning and assessing student learning outcomes for the clinical experience. Even if you have been a clinical preceptor for a student before, it is always advantageous to communicate clearly; therefore, we are providing you these guidelines. After reading this EGSC Nursing Student/Preceptor Clinical Handbook, clinical preceptors are to complete the EGSC Preceptor Qualification Form. These should be returned to your assigned student prior to the start of the clinical experience. The EGSC nursing faculty will communicate with you prior to the start of the student's clinical experience.

Clinical Preceptor Selection

The EGSC RN-BSN Bridge Program student and nursing faculty have identified you as a role model for excellence in Nursing. Based on the guidelines found in the Georgia Board of Nursing (GBON) Preceptor qualification rules and regulations (Rule 410-8-06), the EGSC Department of Nursing requires that the clinical preceptor must have a minimum of one year of paid nursing experience and a Bachelor of Science in Nursing degree. If the clinical preceptor does not have a Bachelor of Science in Nursing degree, the clinical preceptor must have documented exceptional clinical experience in a specialty area in nursing. The clinical facility may also make a recommendation of a nursing staff member who may have completed an in-house clinical preceptor training programs to the EGSC nursing faculty for preceptorship. Please note that the clinical facility may impose additional criteria for nurse clinical preceptors at the facility.

Once the clinical preceptor has been identified and approved by the EGSC nursing faculty, the nursing faculty will communicate with the qualified registered nurse and the first line supervisor within the facility for approval of the selected preceptor. The EGSC nursing faculty assumes responsibility for assuring that the potential clinical location and registered nurse preceptor are a fit for the course objectives during the clinical experience. In order for the student to gain the best clinical experience with the preceptor, the preceptor's workload must support the addition of student preceptorship learning.

Nursing Faculty Role in Preceptorship

The nursing faculty will:

1. Be responsible for the orientation of each student and preceptor to the role expectations of the student, preceptor and nursing faculty.
2. Accept the accountability of acting as the liaison between the nursing department and the clinical facility.
3. Review the EGSC Nursing Student/Preceptor Clinical Handbook with the student and preceptor prior to the start of the clinical experience. The orientation shall include the overall objectives of the clinical experience as well as student's individualized clinical goals.
4. Serve as a resource for the preceptor throughout the clinical preceptorship experience. Based

upon ongoing feedback from the preceptor and/or student, the EGSC nursing faculty may terminate the clinical experience for the student prior to completion of the designated clinical experience hours.

5. Should the student's clinical experience require reassignment, the nursing faculty will seek a comparable clinical experience that satisfies the course objectives and required clinical hours.
6. Obtain feedback from the preceptor and student concerning the clinical experience midway and at the end of the preceptor experience. The feedback will be used to address the nursing program need to make changes and as a counseling tool for the student's self-evaluation of progress in the course.

Student Role in Preceptorship

The student will:

1. Schedule clinical experiences with preceptor and be responsible for adhering to this schedule and informing clinical preceptor and nursing faculty of any tardiness or absences.
2. Share personal outcomes with the clinical preceptor and revise them as needed.
3. Submit to nursing faculty and preceptor three (3) personal outcomes that student will achieve during this clinical experience.
4. Demonstrate flexibility and willingness to learn.
5. Discuss own strengths and weaknesses with clinical preceptor and nursing faculty.
6. Accept responsibility and accountability for own learning within clinical experiences.
7. Assume increasing responsibility for client care in the agency under supervision of clinical preceptor.
8. Seek assistance from clinical preceptor and nursing faculty as needed.
9. Participate in assigned online discussions via learning management system.

Preceptor Role in Preceptorship

To create a successful learning environment and provide the student with quality experiential opportunities, the BSN prepared preceptor should be an experienced clinician with an interest in teaching.

The preceptor will:

1. Supervise the student's daily experience guided by the outcomes of a specific nursing course and the Standards of Practice by ANA for the Baccalaureate Nurse.
2. May opt to keep anecdotal records of experiences.
3. Supervise and teach the student in the practice area.
4. Use nursing faculty for consultation and support as needed or desired.
5. Evaluate the student's practice by directly observing the student.
6. Providing feedback on performance.
7. Completing the required preceptor feedback form for mid-term & final assessments.
8. Communicating with the nursing faculty as needed.
9. Meet with the student and nursing faculty at a selected time during the semester to discuss the student's progress.
10. Complete the Preceptor Qualification Form required by the EGSC Nursing Department.

11. Ensure the student is oriented to the area/unit according to the facility requirements.

CLINICAL EXPERIENCE ATTENDANCE POLICIES

Clinical: Clinical absences of more than 10% of the required contact hours and/or class meetings will result in an unsatisfactory clinical grade and a course grade of 'F'. Tardiness of over fifteen minutes will constitute an absence in the clinical experience. The student is responsible for notifying the clinical unit prior to the start of clinical when an absence is unavoidable. Failure to do so will result in an unsatisfactory grade in clinical. Clinical will be graded on a satisfactory/unsatisfactory basis.

RN-BSN Bridge Nursing Program Clinical Orientation: Students must meet the orientation requirements of the clinical facility prior to being in his/her clinical rotation. Students must consult with the preceptor regarding that orientation. Clinical faculty will follow up to ensure those requirements are met. **A student cannot attend a clinical experience without clearance from the nursing clinical faculty.**

AUDIT POLICY

Students will not be allowed to audit the clinical components of nursing courses.

CLINICAL POLICIES AS STUDENTS

1. Students are required to attend all clinical experiences. If a student is ill and unable to attend a scheduled clinical experience, he/she must notify the assigned clinical unit before the day of the scheduled clinical experience. The nursing faculty member must be notified of the absence from a clinical experience by telephone/email immediately prior to the scheduled experience. It is understandable that illnesses can and do occur during the semester; however, failure to notify your nursing clinical faculty member prior to the missed experience is a serious matter and is unacceptable in nursing. A grade of unsatisfactory for the day will, therefore, be given to students who do not provide appropriate notification of absences.
2. Professional nursing standards require that personal phones are not used during clinical time. Students should refer to the clinical facility's policy regarding the appropriate use of electronic devices such as cell phones in the patient care areas. Students should discuss the use of electronic devices with his/her preceptor prior to use. Students will not be allowed to receive personal telephone calls while in clinical areas. If an emergency should arise and the student needs to be notified, calls will be handled by the nursing faculty who will relay the message to the student. This will necessitate informing family members the name of your nursing faculty as well as the above procedure to be followed for contacting students.
3. Each student will be assigned to a specific unit with your clinical preceptor. He/she will not leave this area except at the request of the clinical faculty, preceptor or nurses on

the unit. Students are expected to seek learning opportunities. It is not acceptable to loiter in the hallways, nursing stations, break rooms or to leave the clinical site to go to lunch. Please remember that we are guests in the clinical site and must conduct ourselves as guests. Noise in the clinical setting should be kept to a minimum.

4. Clinical Dress Code Regulations:

- A. RN-BSN Bridge Program students must wear approved attire as deemed appropriate by their facility/clinical preceptor. The EGSC approved laboratory coat with the EGSC nursing patch and EGSC name tags must be worn at all times during clinical activities.
 - B. Laundering – Laboratory coats are of wash and wear fabrics and should be washed after each wearing.
 - C. Students should maintain professional appearance and personal hygiene when in uniform to be in compliance with clinical facilities rules and regulations:
 - Skin clean--use no perfume, aftershave or scented soaps/body wash; do use deodorant.
 - Nails should be kept short (not visible over fingertips when viewed from palm), smooth, clean and unpolished.
 - Hair should be clean and neatly arranged. Hair that extends below the collar should be pinned up. No swinging ponytails. Hair ornaments should be the same color as hair color.
 - Men without well-established beards and/or mustaches are expected to shave before reporting to the clinical unit. Men with beards and/or mustaches are expected to keep them neatly trimmed.
 - Watches, wedding and/or engagement rings, and small, stud earrings are the only acceptable jewelry to be worn with your uniform. Rings with large or ornate settings should be pinned to the inside of your uniform pocket to avoid loss or damage.
 - White lab coats and name tags must be worn over appropriate attire (i.e., no shorts, jeans or cutoffs) when obtaining clinical assignments.
 - Body piercing jewelry (other than one small stud in each earlobe) or visible tattoos will not be permitted in any clinical setting or any professional function sponsored by the EGSC Department of Nursing.
5. Students are not allowed to eat on any of the units except in designated break rooms.
6. Parking will be at the discretion of each clinical agency, and students will adhere to parking rules accordingly.
7. If substance abuse is suspected, the student will be dismissed from clinical and be required to be tested at the student's expense. Students must obtain drug screening within 24 hours after the request. Failure to complete testing within 24 hours may result in disciplinary action up to and including dismissal from the program.

GRADING POLICIES

Successful completion of nursing courses will depend on a student earning a C or better in theory and a **satisfactory grade in clinical experience**. Students receiving an **unsatisfactory grade in clinical** will receive an "F" in the course regardless of theory grade.

PROFESSIONAL GUIDELINES FOR NURSING STUDENTS

Nursing students are expected to:

1. Maintain confidentiality of patients' records. Students are not to discuss information related to patients at times other than conferences with nursing faculty. Students are not to reveal the presence of patients in any clinical facilities to anyone other than nursing faculty. The nurse also promotes, advocates, and strives to protect the health, safety, and rights of the patient.
 - The nurse's primary commitment is to the patient, whether an individual, family, group or community.
2. Maintain professional appearance and personal hygiene when in uniform.
3. Refrain from performing any technique or procedure for which you, the student, have not been adequately trained. If there are any questions, seek approval first from faculty or clinical instructor.
4. Be in clinical on time, as well as submit all required, written material on time.
 - Please read the East Georgia State College handbook on attendance policy for tardiness or absenteeism. Anyone not present at the start of scheduled online time may not be allowed to test and may need to address a make-up exam with their course faculty. <http://www.ega.edu/policy/04-student-handbook.pdf?82917>
5. Refrain from chewing gum or consuming food or drink in the clinical area (except in designated areas).
6. Notify clinical area or nursing faculty by phone call or email when circumstances prevent attendance or cause tardiness to clinical.
7. Be adequately prepared for clinical assignment.
 - This includes proper clinical attire, with all equipment necessary to perform your clinical or classroom duties as specified or requested from either East Georgia State College or nursing faculty. It is **each student's** responsibility to be prepared.

8. Work cooperatively with nursing faculty, clinical preceptor, hospital staff, and peers.
 - Any behavior that would be considered unprofessional, unethical, or disruptive either for the classroom, clinical settings, patients, or areas of practice will result in disciplinary action as described in East Georgia State College's Code of Conduct policy. <http://www.ega.edu/policy/04-student-code-conduct-disciplinary-process.pdf?82917>
 - Provide timely, truthful, and accurate treatment for all patients.
 - Do not reveal one's own or fellow students', nursing faculty, or office personnel, addresses or telephone number to patients, friends, or family members. If provided, this is for your use only and should be kept confidential.
 - Follow the chain of command when resolving difficulties on campus or in the clinical area. The chain of command begins with the nursing faculty member(s), and progresses through the Director of Nursing, the Dean of Mathematics and Natural Sciences, the Vice President for Academic and Student Affairs, and the President of the College.
9. SMOKING, use of any Tobacco products, and e-cigarettes IS PROHIBITED WHILE IN CLINICALS or on campus.
 - Refrain from smoking in public while in uniform.
 - Students who smell of any offensive odors will be sent home from clinical and an unsatisfactory clinical day assigned.
10. Promote excellence in nursing by encouraging lifelong learning and professional development.
11. Nursing students are expected to practice civility at all times. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs. Address nursing faculty and hospital personnel by the appropriate title – Dr., Mr., Miss, or Mrs. while in the clinical area, address all patients by the appropriate title - Mr., Miss, or Mrs. (exception: pediatric patients).
12. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.
14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorization is obtained from a client regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substances (legal or illegal) in the academic and clinical setting that impair judgment in any manner.
 - Students will be dismissed from the clinical setting and sent for toxicology screening (alcohol/drugs-legal and/or illegal) if there is any question regarding the judgment status of a student or any other issue (such as the odor of alcohol on a student's breath). Testing will be at the expense of the student.

- Students must complete screening within 24 hours following the request.
 - Failure to comply with request within 24 hours for toxicology testing may result in disciplinary action including issuance of a clinical failure and/or dismissal from the nursing program.
16. Strive to achieve and maintain an optimal level of personal health.
 - The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, maintain competence, and continue personal and professional growth.
 17. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.
 18. Refuse to engage in, or condone, discrimination on the basis of race, gender, age, citizenship, religion, national origin, sexual orientation, or disability.
 19. Students should remember that while in uniform they are representing the college, therefore East Georgia State College Nursing Student Laboratory coats are only to be worn to clinical experience and campus, or as requested by your nursing clinical faculty.
 20. East Georgia State College students who are employed by regional hospitals in nursing positions are in no way employed as a part of East Georgia State College. East Georgia State College Department of Nursing disavows any and all responsibility for the actions of nursing students who are functioning in these employment positions. Students will not represent themselves as students while employed. The hiring institution (hospital or health care agency) assumes legal and ethical responsibility for the actions of these employees. Clearly stated job descriptions for these employment positions are the sole responsibility of the employing institution.
 21. Cellular phones, beepers, iPad's, or any other electronic devices are not allowed in the clinical setting or any professional function sponsored by East Georgia State College except at the discretion of the nursing faculty and/or clinical preceptor. Discuss the use of electronic devices with the nursing faculty and/or clinical preceptor prior to beginning a clinical rotation.
 22. RN-BSN Bridge Program students are responsible for submitting necessary clinical paperwork for scheduling of own clinical hours with an approved preceptor. EGSC nursing clinical faculty site visits (random and scheduled) will occur during each clinical experience.

COMMUNICATION

LINES OF COMMUNICATION: During the clinical experience, you must communicate with your assigned EGSC nursing faculty member immediately of any incident that occurred during the clinical experience. If at any point during the clinical experience you have a question of whether or not you should notify your EGSC nursing faculty member of an incident, please contact the nursing faculty member. Please do not select the clinical experience setting as a place to voice your complaints. Throughout the College, the avenues of communication for students to express their concerns, problems or questions begin with the nursing clinical faculty members or the nursing faculty who teach the course. If satisfaction is not obtained, referral to the department chairperson, appropriate dean, and college Vice President for Academic and Student Affairs in that order is appropriate. Further discussion of this matter may be found in the current EGSC student catalog. Any individual student or groups of students enrolled in the EGSC RN-BSN Bridge Program who wish to express their concerns or questions are encouraged to do so. Valid suggestions for change are always welcomed and will be shared with the entire nursing faculty.

FACULTY EMAIL: Written communication to nursing faculty members should be done via email within the course that you are registered for or via the nursing faculty or nursing clinical faculty EGSC email address. Email communications will be your most efficient method of communication with your course faculty member(s) and nursing clinical faculty. If you need to communicate with the Director of Nursing, sending an email to lupchurch@ega.edu will connect you with Dr. Linda Upchurch. If you are on campus, please request assistance from the department administrative assistant to place forms in the faculty Department of Nursing mailboxes. Written communication (including confidential communication) may be given to departmental administrative assistant for appropriate distribution. Students are encouraged to give the nursing faculty 24 hours to respond during the week and 48 hours to respond over a weekend. Please keep in mind that faculty are normally not required to respond to emails or phone calls over EGSC scheduled holidays.

EVALUATION FORMS: At intervals, the nursing program utilizes course/program/clinical evaluation questionnaires to elicit information from students which will help to make improvements in the program. Please use these questionnaires to improve the program through constructive evaluations of the program and its nursing faculty.

DEPARTMENT OF NURSING ADMINISTRATIVE ASSISTANT: The Department of Nursing administrative assistant assist the Director of Nursing and Nursing Faculty with communication concerns of the Nursing Program. In addition, they relay phone messages to faculty and assist faculty with word processing requirements. Under no circumstances should any student in this program impose upon the administrative assistant (1) to provide extra copies of any materials which have been distributed online in the student resources folder; or (2) to duplicate materials related to course or clinical assignments.

CLINICAL PROGRESSION POLICIES

1. To progress through the RN-to-BSN Bridge Nursing Program each student must attain a “C” (75%) or better to pass any nursing course and must also have a **satisfactory clinical performance** in those courses with a clinical component. If the student fails one component of a clinical course (didactic or clinical), the student fails the course. A student not obtaining a passing grade of a “C” (75%) in a course, or who receives an **unsatisfactory grade in clinical performance**, may repeat that course at the next available offering. Students may repeat a failed nursing course (“C” = less than 75%), but may repeat it only once and will be dismissed from the program if there is a second failure.
2. Students are required to maintain at least a 2.00 cumulative grade point average in order to remain in the nursing program.
3. Students must maintain current American Heart Association Cardiopulmonary Resuscitation for the Healthcare Provider Certification throughout enrollment.
4. The Nursing Department reserves the right to discontinue, at any time, the enrollment of a nursing student if, in the judgment of the Dean of the School of Mathematics and Natural Sciences, the Vice President for Academic and Student Affairs, the EGSC Director of Nursing and the nursing faculty, the student ~~demonstrates~~ unsafe or unprofessional behaviors. **Failure to maintain confidentiality of patient information will be grounds for dismissal. Use of electronic devices to record patient information or pictures in the clinical areas will be grounds for dismissal. Posting patient and/or confidential information on social media will be grounds for dismissal.**
5. The faculty, staff, and students in health care programs shall uphold the established Code of Nursing Ethics.

CODE OF NURSING ETHICS

- The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
- The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
- The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
- The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
- The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
- The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, maintaining the integrity of the profession and its practice, and shaping social policy.
- All nursing students shall refrain from posting anything related to their didactic or clinical experience at East Georgia State College on any social networking site (Facebook, etc.). Infractions are serious and could result in dismissal from the nursing program.

APPENDIX A

GEORGIA BOARD OF NURSING RULES AND REGULATIONS CONCERNING REGISTERED NURSE LICENSE

Licensure Rules

<http://rules.sos.ga.gov/gac/410>

Nurse Practice Act

<http://sos.ga.gov/PLB/acrobat/Forms/38%20Reference%20-%20Nurse%20Practice%20Act.pdf>

Continuing Education Competency

http://sos.ga.gov/index.php/licensing/plb/45/continuing_education_requirements

Nursing Code of Ethics

<http://www.nursingworld.org/codeofethics>

APPENDIX B

Cross links Program Student Learning Outcomes and Courses.

Student Learning Outcome	Core Courses	Nursing Courses
Synthesize previous knowledge and skills acquired in the humanities, natural and behavioral sciences, and nursing courses.	BIO L 2511/2512; CHEM 1151/1152; ECON; PSYC 1101, PSYC 2103, SOCI 1101; POLS	NURS 3101; NURS 3102; NURS 3103; NURS 3104; NURS 4115; NURS 4116; NURS 4117
Examine nursing values/behaviors that exemplify the caring, professional nurse.	POLS 1101; SOCI 1101; ECON 2105/2106; POLS 2401; SOCI 2293	NURS 3101; NURS 3102; NURS 3103; NURS 3104; NURS 4115; NURS 4116; NURS 4117
Design a plan to promote high quality care and patient safety for the community in which they serve.	ENG 1101/1102; COMS 1110, MATH 1111; MATH 1121	NURS 3101; NURS 3102; NURS 3103; NURS 3104; NURS 4115; NURS 4116; NURS 4117
Assess health care systems and policies that impact community and global healthcare.	HIST 2111/2112; POLS 2301/2401; BIO L 2511/2512; CHEM 1211/2112; ECON 2105/2106; SOCI 2293; POLS 1101; SOCI 1101;	NURS 3101; NURS 3102; NURS 3103; NURS 3104; NURS 4115; NURS 4116; NURS 4117
Demonstrate the roles of leader, designer, manager, and coordinator of nursing care.	COMS 1010/1110; ECON 2105/2106; BIOL 2511/2512; CHEM 1211/1212; PSYC 1101, PSYC 2103, SOCI 1101; POLS 2101	NURS 3101; NURS 3102; NURS 3103; NURS 3104; NURS 4115; NURS 4116; NURS 4117

Student Learning Outcome	Core Courses	Nursing Courses
Integrate evidenced-based practice and research to improve nursing and healthcare.	BIO L 2111/2112; CHEM 1151/1152; SOCI 2241; POLS 2401; MATH 1121	NURS 3101; NURS 3102; NURS 3103; NURS 3104; NURS 4115; NURS 4116; NURS 4117

30 Semester Credit Hours Upper Level Nursing Coursework

COURSE	COURSE NAME	LECTURE HOURS	LAB HOURS	CREDIT HOURS
NURS 3101	Transition into Professional Nursing	3	0	3
NURS 3102	Health Assessment	3	2	4
NURS 3103	Nursing Research: Introductory Evidence-Based Practice	3	0	3
NURS 3104	Health Promotions in Communities	3	6	5
NURS 4115	Professional Nurse as Leader/Designer/Manager/Coordinator	3	6	5
NURS 4116	Ethics in Nursing	3	0	3
NURS 4117	Current Trends, Issues and Intervention: Implementation of Evidenced-based Practice	4	6	7
TOTALS		22	20	30



APPENDIX C

**EAST GEORGIA STATE COLLEGE
RN-BSN BRIDGE PRECEPTOR QUALIFICATION FORM
(Adapted from the GBON Preceptor Qualification Form)**

PRECEPTOR: _____ (PRINT)
(Please provide appropriate professional initials)

BUSINESS ADDRESS: _____

ZIP _____ COUNTY _____

PHONE: (Home) _____ (Work) _____ (Cell) _____

FAX: _____ EMAIL: _____

SPECIALTY: _____

NAME OF PRACTICE/ORGANIZATION: _____

NUMBER OF YEARS AS AN RN: _____

I have read the enclosed course outcomes and information and agree to provide to the best of my ability for the student's learning experiences. I have discussed the preceptorship requirements with the faculty and student. I agree to complete a preceptor feedback form of the student's progress during the semester.

Preceptor's Signature: _____

I have verified the preceptor's license on-line. Date _____

Ga. RN License Number: _____ Expiration Date: _____

Certification Number: _____ Expiration Date: _____

Certification Agency: _____ Type of Certification: _____

Faculty Signature: _____

Date: _____

APPENDIX D



STUDENT RECEIPT AND ACCEPTANCE OF RESPONSIBILITY

I have read and understand the East Georgia State College RN-BSN Bridge Program Nursing Student/Preceptor Clinical Handbook for 2018-2019. I do hereby agree to abide by the policies and procedures described within the EGSC RN-BSN Bridge Program Nursing Student/Preceptor Clinical Handbook.

Print Name

Student Signature

Date

Please Sign, Scan or Mail this form to:

Attention: EGSC Nursing Department Office
Dr. Linda Upchurch
131 College Circle
Swainsboro, Georgia 30401
lupchurch@ega.edu

APPENDIX E



PRECEPTOR'S RECEIPT AND ACCEPTANCE OF RESPONSIBILITY

I have read and understand the East Georgia State College RN-BSN Bridge Program Nursing Student/Preceptor Clinical Handbook for 2018-2019. I do hereby agree to abide by the policies and procedures described within the EGSC RN-BSN Bridge Program Nursing Student/Preceptor Clinical Handbook.

Print Name

Clinical Preceptor Signature & Title

Date

Please Sign, Scan or Mail this form to:

Attention: EGSC Nursing Department Office
Dr. Linda Upchurch
131 College Circle
Swainsboro, Georgia 30401
lupchurch@ega.edu

APPENDIX F

Preceptor Resources

This following information serves as a guide to facilitate the student/preceptor relationship and includes; examples of the phases of preceptorship, principles of effective communication, steps in problem solving and decision making, and a method of evaluating students' clinical practice. We appreciate that you are mentoring our student and we look forward to working with you.

The Phases of Preceptorship

I: Establishing the Relationship

Establishing trust is one of the most crucial steps in the preceptor-student relationship and provides the foundation upon which the learning experience will develop. The student frequently experiences anxiety in this new learning situation and can benefit from structure provided by the preceptor in the form of carefully scheduled meetings and conferences. The preceptor's availability at the beginning of the student's placement is crucial in planning the student's experience.

II: The Working Phase

The implementation of an educational plan is the main focus of the working phase. Reviewing the student's experience, discussing clients, exploring feeling regarding the experience and identifying the meeting of learning outcomes are all appropriate areas that can be discussed. Feedback from the preceptor on a regular basis assists the student in maximizing his/her strengths and systematically addressing problems that may interfere with the achievement of the professional role.

During this phase, the preceptor serves as role model, resource person, and consultant to the student. By demonstrating his/her own skills as an expert clinician, the preceptor assists the student in role development, application of theory and science, problem solving, and decision making. An effective strategy is to encourage the student to observe and analyze the preceptor's role as she/he works with clients and families and interacts with colleagues and staff members. Mutually sharing observations and discussing strategies for nursing practice enables the student to enrich his/her own understanding of how the role is operationalized and how problems are solved.

By applying the principles of adult education, the student's self-direction and autonomy are fostered. Over time, utilization of the preceptor changes: the preceptor becomes less directive, and the student becomes more independent and self-reliant. A loss may be felt by the student and preceptor as the relationship changes.

Evaluation is an ongoing process to assess how the learner is achieving his/her goals. At least daily verbal feedback is helpful. Formal, written evaluation procedures should occur at midterm and at the end of the experience, using the program evaluation form provided. The clinical faculty liaison is responsible for the final clinical grade, but the input of the preceptor is invaluable.

There are many aspects of being a preceptor to a nursing student. Each student in the RN-BSN Bridge program is an adult learner. Recognizing this as well as some specifics to an adult learner will assist you in being a successful preceptor. Following are several tips on effective communication, problem solving, decision making, evaluate and advice from other preceptors.

Principles of Effective Communication

- An active listener shows interest and acceptance.
- Eye contact is important.
- Be open-minded and avoid prejudging the speaker or the message.
- Tune into words, meanings and feeling conveyed.
- Focus on the central message or the message being sent.
- Note the other person's body language (and your own...).
- Avoid interrupting.
- Listen first, and then respond.
- Respond to what is communicated rather than how the message is sent.
- Ask questions to verify your understanding of the message: 'Do I understand you correctly that...' 'What I hear you saying is...'
- Communication involves both the sending and receiving of a message.
- 'I' messages (I think, I feel) are more effective than 'you' messages; they minimize defensiveness and resistance to further communication. 'Shoulds' and 'Oughts' hinder communication.
- Communication is more effective when it involves talking with and to rather than at the listener.

Steps in Problem Solving

- Define the nature of the problem.
- Identify possible causes of the problem.
- List a number of possible solutions for each cause: identify the evidence for each one.
- Select the best solution.
- Decide on necessary actions and implement them.
- Reassess, evaluate and re-plan as necessary.

Steps in Decision Making

- Determine situations that require some action be taken.
- Analyze possible courses of action and the potential effects (determine pros and cons, gather facts and opinions).
- Select the best course of action from the available alternatives.
- Implement the selected action.
- Monitor the effect of the decision.
- Reevaluate the decision in the light of the effects.

The Socratic methodology is useful in clinical practice evaluation. This method is a way to engage students' in clinical practice and stimulate critical thinking. The Socratic Questions are broken down into five areas: clarification questions, questions to probe assumptions, questions to probe reasons, questions on differing perspectives and questions on consequences. Integrating Socratic questions will help develop active, independent learners. This is what we want our students to become.

Socratic Questions for Clinical Practice

Clarification Questions

- Tell me about your client's condition/problems/needs
- What are the most important client/family/community problems? Why?
- What do you mean when you say _____?
- Give me an example of _____.
- How does this new information relate to our earlier discussion of the family's care?

Questions to Probe Assumptions

- You seem to be assuming that your client's responses are due to _____. Tell me more about your thinking here.
- On what data have you based your decisions? Why?
- Your decisions about this client/family/community are based on your assumptions that _____. Is this always the case? Why or why not?

Questions to Probe Reasons

- How do you know that _____? What are other possible reasons for ____?
- Tell me why?
- What would do if ____? Why?
- Is there a reason to question this information? Decision? Approach? Why?

Questions on Differing Perspectives

- What are other possibilities? Alternatives?
- How might the client/family view this situation? Does anyone view this differently? (in the clinical group) Why?
- Tell me about different interventions that might be possible and why each one would be appropriate.
- What are other ways of approaching the staff?

Questions on Consequences

- If this occurs, what would you expect to happen next? Why?
- What are the consequences of each of these possible approaches? What would you do in this situation and why?
- What would be the effect of ____ on the community?
- If this is true, then what?

Some Tips from Expert Preceptors

- Remember how you felt when you started a new job and how incompetent you felt. If you can remember how overwhelmed you felt, then you can understand the student.
- Make the student feel welcome by introducing him/her to other staff members.
- Listen to what the students need or want to learn, and don't present only what you want to teach. One teaches more by what one does than by what one says.
- Take time in the beginning to explain explicitly what will be expected. This decreases anxiety and helps both parties know what to expect of the other. Be sure you are accurate in what is expected...
- Remember that every individual is unique and that you must tailor the learning to the individual.
- Get to know the student's strengths and weaknesses as soon as possible, and then help find experiences to address the weaknesses and capitalize on the strengths.
- Learn from your student: they usually bring a wealth of information with them.
- Be patient and understanding.
- Give the student some independence; don't do too much for them.
- Don't rush the teaching.
- Communicate.
- Be open and honest.
- Encourage the student to either ask for advice or consult with any member of the staff if unsure of his/her assessment of a client.
- Let people make mistakes - as long as it doesn't jeopardize client safety. This is an excellent way for learning to have an impact.
- Encourage questions, and make sure the student understands that no question is stupid.
- Make sure to take 10-15 minutes at the end of the shift to review what was learned, answer questions and set goals for the next time.
- Go step by step: students cannot be taught short cuts - they first need to learn things the established way. On the other hand, if there is a safe short cut, share it!
- Build on previously learned knowledge.
- Create a non-threatening environment that is friendly because learning can be stressful.
- Give feedback along the way - find the positives and share them; don't wait to 'drop a bomb' till the end of the experience.
- Keep a brief outline of what was covered each day - better still, have the student do it!
- Set clear goals with time for feedback in both directions.
- Be open and available after the new training time has ended.
- Have fun! Laughter can be most helpful sometimes.
- Remember that everyone has a contribution to make.

Resources

Alspach, Jo Ann Grif. (2000). *From staff nurse to preceptor*. American Association of Critical-Care Nurses.

A preceptor development instructor's manual [2nd ed.]. Aliso Vieji, CA: American Association of Critical Care Nurses.

Benner, Patricia (1984/2001). *From novice to expert: Excellence and power in clinical nursing practice*, San Francisco CA: Jossey Bass.

Hill, Barbara (1997), Evaluating Critical Thinking in Clinical Practice. Nurse Educator. Socratic Questions for Clinical Practice adopted from Georgia Southern University School of Nursing. Nursing 4728, Nursing Leadership and Management: Practicum VIII Preceptorship. Permission given by Ellen Hamilton, DNP, MSN, RN, September 2018.