

SAINT FRANCIS MEDICAL CENTER COLLEGE OF NURSING



PRECEPTOR HANDBOOK 2020-2022

A TRADITION OF EXCELLENCE IN NURSING EDUCATION

Saint Francis Medical Center
College of Nursing
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Preceptor Handbook

The College of Nursing provides supportive, faculty-supervised practicum/clinical learning experiences necessary to prepare qualified entry level and advanced practitioners to work in a variety of health care and educational settings. This Handbook establishes the College of Nursing guidelines for using qualified Masters or doctorally prepared Registered Nurses (RNs), master's prepared physician assistants or physicians as preceptors to assist with clinical/practicum/residency instruction. The document defines the roles and responsibilities of faculty, students, and preceptors. These guidelines apply to preceptor and student relationships that are consistent and last an extended period of weeks. In designated courses, the student will work under the direct practicum instruction of the preceptor who will guide and monitor student learning. The faculty retains the responsibility for student instruction and supports both the student and preceptor by providing expertise to ensure that the learning experiences meet the course/practicum outcomes. The preceptor and the faculty member collaborate in planning, monitoring, and evaluating the student. Faculty retains ultimate responsibility for the student's evaluation.

ABOUT THE COLLEGE

MISSION STATEMENT

Saint Francis Medical Center College of Nursing is a private, Catholic, specialized institution. The College, founded and operated by The Sisters of the Third Order of Saint Francis, is enriched by the heritage of the Sisters who have a mission of caring and commitment to quality health care.

The College provides nursing education programs at the undergraduate and the graduate levels. The upper division baccalaureate program prepares the student for the practice of professional nursing. This program builds on and incorporates theories, concepts, and principles from behavioral, natural, and social sciences. The graduate program builds on the prior nursing knowledge and experiences to prepare the nurse for the advanced roles in nursing. The College serves the community by educating competent entry level and advanced practitioners in a tradition of excellence in nursing, who deliver caring, comprehensive, and complex care responsive to the changing needs of society in a dynamic healthcare environment. The faculty and students of the College participate in both scholarly and service activities that contribute to knowledge development related to education, nursing, and healthcare.

Faculty 1/99
College Board 2/99, 10/01
OSF Healthcare Systems Board 3/00
Reviewed 6/2002
Faculty/College Senate 5/2008
College Board 6/2008
OSF Healthcare System Board of Directors 7/2012

PHILOSOPHY

The philosophy of Saint Francis Medical Center College of Nursing, developed by the faculty, is congruent with the Corporate Philosophy and Corporate Mission Statement of the Sisters of the Third Order of St. Francis. It is in accord with Catholic philosophy and follows the ideals of St. Francis of Assisi, who had a great love for God and humankind, especially the sick and the poor.

Philosophy of Nursing

We believe each person is created by God with a mortal body and an immortal soul whose ultimate aim is eternal salvation. We believe each person, born with intellect and free will, has personal dignity and natural rights with associated responsibilities to God, humankind, and society.

The individual, as a member of society, is an adaptive being who is constantly interacting with the environment while striving toward self-actualization throughout the life cycle. We believe society is a multicultural system composed of interdependent individuals, families, groups and communities. Society has the responsibility to provide a health care system, which is responsive to changing knowledge, technology, and human resources, and is accessible to its members. The faculty believes health is a dynamic state in which the individual adapts to one's internal and external environments so that there is a state of physical, emotional, intellectual, social and spiritual well-being. We believe that health encompasses both wellness and illness. Inherent in the individual's rights is the right to attain optimal health and the right to health care.

We believe professional nursing is an art and an applied science which builds on the behavioral, natural, and social sciences. Nursing utilizes selected concepts, theories, principles, and research in the implementation of the nursing process. The nurse, through application of the nursing process, assists the patient in achieving optimal health status by facilitating adaptation within the individual's social system. As the health care system changes, the professional nurse must be prepared to assume a variety of emerging roles. The goals of nursing are the promotion and maintenance of health, the care and rehabilitation of the sick and the injured, and the support of the dying. To achieve the goals of nursing, the professional nurse collaborates with the patient, family, and members of the interprofessional health care team in planning and providing care, and in promoting health of the individual, the family, and the community.

We believe caring is an essential element of both the art and science of nursing. Caring permeates all areas of nursing practice and facilitates the achievement of nursing goals. Caring is a helping relationship which is influenced by cultural and spiritual values and which promotes growth and self-actualization of the patient and the nurse.

Philosophy of Nursing Education

The faculty believes that the purpose of nursing education is to promote a student centered learning environment that develops critical thinking, skills of inquiry, creative thinking and problem solving in the process of obtaining knowledge. The faculty believes that learning, a life-long process, occurs when the individual is an active participant. Learning is both an independent and interdependent process. We believe that students learn through cyclical processes in which theory and practice reinforce one another. The faculty accepts responsibility as educators to foster a student centered learning environment which maximizes each individual's unique potential. The learner in a student centered learning environment draws from previous experiences to make meaning of current situations.

We believe that the student is a unique individual who has intrinsic worth, is deserving of respect, and is capable of making informed decisions regarding learning. The faculty recognizes that the learner comes from a sociocultural background with diverse life experiences and varied attitudes and values. The faculty believes that the student is at the center of the curriculum and is an active participant in learning and "coming to know". The faculty acts as a guide and facilitator in the learning process and is responsible for the development, implementation, and evaluation of the learning experience. Planned learning activities advance intellectual inquiry, self-reflection, critical thinking, effective communication, and self-directed, independent learning.

We believe that the goal of the academic programs is to facilitate deep learning which involves the critical analysis of new ideas, linking them to already known theories, concepts, and principles. This type of learning leads to understanding and long-term retention of concepts so that they may be used as the basis for problem solving in unfamiliar contexts. Deep learning promotes understanding and application for life.

Baccalaureate and Graduate Education

The faculty believes that the baccalaureate nursing education builds upon and incorporates the natural and social sciences and the liberal arts. This broad foundation provides the understanding

of humankind and society necessary for the learner to begin the implementation of the nursing process. We believe professional nursing education integrates theories, principles, and knowledge from the general studies with nursing theories, concepts, and experiences. Baccalaureate nursing education prepares the graduate for the practice of professional nursing as a generalist who is able to function independently and interdependently with individuals, families and groups in a variety of health care settings. Graduate nursing education prepares the individual for advanced nursing practice. The graduate is prepared to function autonomously in a variety of roles and settings. Students integrate theory, research, and practice for the improvement of patient care and the advancement of nursing practice and the profession.

We believe the Judeo Christian tenets underlying the nursing education at Saint Francis Medical Center College of Nursing promote values essential for the personal and professional philosophy of God and humankind. These values, inculcated throughout the curricula, guide the learner to evolve into an ethical and accountable professional nurse.

Faculty/College Senate 5/2008

College Board 6/2008

OSF Healthcare Systems Board 7/2012

COLLEGE GOALS

Saint Francis Medical Center College of Nursing offers educational opportunities which:

- Prepare the graduate to practice professional nursing in a variety of roles and health care settings.
- Provide the essential foundation for graduate study in nursing.
- Foster the commitment to personal and professional growth and accountability.

Reviewed 3/00

VISION

Embracing our Catholic heritage and standards of nursing excellence, Saint Francis Medical Center College of Nursing will provide the highest quality nursing education programs that produce the most prepared nurses, leaders, and educators capable of administering the highest quality professional nursing care and nursing education.

QUALITY STATEMENT

Quality is our commitment to excellence in nursing education, being the very best of the best. It is achieved by applying Quality Improvement initiatives to reach beyond expectations in teaching, learning, and services to students and stakeholders.

Approved: College Senate 3/10

STATEMENT OF VALUES

The philosophy of Saint Francis Medical Center College of Nursing, developed by the faculty, is congruent with the Corporate Philosophy and Corporate Mission Statement of The Sisters of the Third Order of St. Francis. It is in accord with Catholic philosophy and flows from the ideals of St. Francis of Assisi who had a great love for God and humankind, especially the sick and the poor. The following values flow from this philosophy and permeate all aspects of the College. The purposes of the College of Nursing Value Statements are to: support the mission and philosophy, provide direction for the day-to-day activities and decisions, specify how individuals should behave, and provide meaning to each person's work.

I. Personal & Professional Development-

Learning- is a lifelong, interactive process in which critical thinking and intellectual inquiry skills are developed and a change of behavior, attitude or thought patterns occur. Learners are valued as unique individuals, with diverse life experiences and varied attitudes and values, who are active participants in the process.

Caring- develops helping relationships influenced by cultural and spiritual values and promotes the growth and self-actualization of the client, nurse, student, and employee. The College values open and honest communication, which fosters trusting relationships among ourselves and those we serve.

Leadership- is facilitating action by developing people to achieve and maintain change. Leadership embraces the importance of responsibility, accountability, and commitment. It is the ability to have a vision for the College, enable and empower other to attain the vision through using and developing trusting relationships.

Personal worth & dignity- recognizes the unique value of each person as an individual, regardless of race, color, age, gender, ethnic background, or religion. Born with intellect and free will, the individual is a member of society and an adaptive being who is constantly interacting with the environment while striving toward self-actualization throughout the life cycle.

II. Service

Integrity - believes in Judeo-Christian tenets, which permeate the curriculum and promote the ethical values of human dignity, justice, service, and respect for life. These values provide a foundation for the institution in its practices and relationships and are essential in the College's commitment to high standards of institutional and individual integrity.

Responsibility- is the obligation to accomplish a task or assignment. Accepting responsibility for one's work or life provides a sense of inner control, which leads to owning responsible for what is happening in one's life.

Accountability- is defined as the act of accepting ownership for one’s responsibilities and the results or the lack of results, without blame and rationalizations. Accountability focuses on outcomes. Accountability is a personal choice to demonstrate ownership necessary for achieving the desired, clearly identified outcomes and results. We believe that each employee will ask what else I can do to achieve, advance, grow, or enhance the achievement of the outcomes of the College and their personal life. The College accepts responsibility and holds each other accountable for carrying out the Mission of the College through quality nursing education, qualified faculty, and sufficient support for excellence in student learning outcomes. The College strives to educate students about the need for personal and professional accountability.

III. Quality –includes excellence. We believe in achieving the best results possible; not just doing a job.

Excellence-is the commitment to quality nursing education programs at the undergraduate and graduate levels. Quality and excellence are ensured through the collection, analysis, and use evidence based practice and education and data from the Systematic Evaluation Plan for development, maintenance, or revision of the educational programs and outcomes of the College. The College is committed to being the best of the best.

IV. Agility – is the commitment to being future focused and forward thinking in planning and delivering nursing education programs. This forward and focused thinking propels the College towards its Mission of excellence in nursing education.

Baccalaureate Program Outcomes

The graduate:

1. Synthesizes theories, concepts, and principles from behavioral, natural and social sciences, technologies, and nursing as a foundation for the practice of professional nursing.
2. Implements culturally appropriate caring behaviors in nursing practice.
3. Integrates written, oral, technology, and information literacy skills to facilitate communication within the nurse patient relationship and interprofessional collaboration in a variety of health care settings.
4. Models critical thinking, skills of inquiry, and problem solving skills for effective decision making in nursing practice based on best evidence.
5. Implements the nursing process to assist patients and families throughout the life cycle in reaching optimal health by facilitating adaptation of physical, emotional, intellectual, social, and spiritual well-being.
6. Applies leadership through engaging in professional nursing within a political, legal, ethical, social, and financial framework to implement patient safety and quality within the context of the interprofessional team and healthcare system.
7. Demonstrates responsibility and accountability for personal and professional growth and development and is responsive to emerging roles within the profession.
8. Employs the process of self-reflection to continually improve practice and engage in lifelong learning.

Master's Program Outcomes

1. Integrate theory, research, and practice using critical thinking, to promote safe and high quality patient care for individuals and populations in a variety of settings.
2. Practice autonomously in a variety of professional roles to respond to the social, economic, ethical, political, and legal issues impacting the needs of patients and the nursing profession.
3. Express caring in professional interactions, which supports the values and promotes the growth and self-actualization of individuals, groups, and communities.
4. Provide interprofessional collaborative leadership within the dynamic health care system in a culturally diverse society.
5. Synthesize the principles of education and practice to advocate for interventions that promote, maintain, and restore health for individuals and populations.
6. Analyze factors for delivering high quality patient care through utilization of informatics and technology.

Doctor of Nursing Practice Program Outcomes

1. Incorporate advanced levels of clinical judgment and scholarship in nursing and leadership.
2. Appraise scientific knowledge, as well as new and current approaches in nursing practice and leadership, to promote optimal outcomes.
3. Examine leadership in organizations and systems to assure quality care delivery models.
4. Design, deliver, direct, and disseminate evidence-based practices.
5. Evaluate programs, healthcare delivery systems, and outcomes using information systems.
6. Advocate for healthcare practice change through policy development and evaluation.
7. Assume appropriate leadership roles for effective interprofessional collaboration to achieve optimal outcomes.
8. Combine ethical principles with decision making processes in healthcare practices and systems.
9. Integrate advanced clinical reasoning and judgment in the management of complex clinical situations and systems.

INTRODUCTION

The College of Nursing uses preceptors in the Nursing Programs to:

- a.) Bridge the gap between nursing practice and nursing education.
- b.) Provide orientation, supervision, and guidance to students in various practicum experiences.
- c.) Serve as role models and mentors to students.

The College maintains responsibility for student learning as faculty plan, monitor, and evaluate student experiences. The College recognizes that preceptors need preparation and assistance in their role with students. The preparation and assistance are provided through this handbook and faculty instruction.

How Does the Preceptor Benefit?

Preceptors continually state that precepting brings back the joy of clinical practice, and many say they feel as though they are giving back to the profession. Preceptors feel less isolated and enjoy the reward of sharing their knowledge. Not only does the learner improve clinical skills, but preceptors also report that they, too, benefit from reviewing the basics and seeking new knowledge. Preceptors are recognized as role models, increase their visibility in their practices, and potentially their promotability (National Organization of Nurse Practitioner Faculties, 2015). Preceptors can also benefit their practices by recruiting medical professionals with whom they have worked day-to-day. APN Preceptors in Illinois receive 30 CEUs if they precept 120 hours a year.

What Do Learners Expect From Their Preceptorship?

Students want to be able to practice interpersonal skills, collect subjective and objective data, opportunities to interpret the data, and manage the patient's care. Students want the preceptor to be a guide but to encourage independence when the student is ready (Association of Professors of Gynecology and Obstetrics, 2006).

DEFINITION AND CHARACTERISTICS OF A PRECEPTOR

The word “preceptor” means teacher or instructor. In the medical profession, preceptorship, then, is defined as a time of practical, real-world training.

The practicum/residency preceptor may be a qualified master's or doctorally prepared nurse, advanced practice nurse, nurse practitioner and/or physician from clinics, private, or group practice settings. The preceptor serves as a role model and resource person for a specific period of time for an individual enrolled in a practicum course at the college.

QUALIFICATIONS OF THE PRECEPTOR

1. The practicum preceptor may be a qualified master's or doctorally prepared nurse, advanced practice nurse, nurse practitioner, Master's prepared physician's assistant and/or physician from clinics, private, or group practice settings. The preceptor serves as a role model and resource person for a specific period of time for an individual enrolled in a practicum course at the college. Preceptor for the Baccalaureate student must have a Bachelor's degree in nursing.
2. Preceptor for the Master's student must have a minimum of a Master's degree in Nursing or related field (dependent on the option selected), advanced practice nurse, master's prepared physician assistant, and/or physician.
3. Preceptors for DNP students must be master's prepared; doctorate preferred.
4. Able to provide a practice setting and patient population that facilitates student learning and achievement of course outcomes.
5. Able to provide adequate space in the practicum facility to allow learning to occur and not interfere with patient flow.
6. Able and willing to precept the student in the practicum setting for the required number of hours within the time-frame of the course.

7. Provide feedback in the evaluation of the student's performance and achievement of learning outcomes.
8. Able to make available time to periodically review the student's learning outcomes and provide the student with direction related to his/her achievement in that setting.
9. Willing to critically evaluate the student's progress during and at the end of the practicum experience.
10. Willing to participate in the student's evaluation of the learning experiences provided through Typhon.
11. Willing to meet with the College faculty as needed during the semester to facilitate the student's progress.

PEDAGOGICAL PRINCIPLES FOR PRECEPTORS

The art and science of the teaching/learning process is termed "pedagogy". At Saint Francis Medical Center College of Nursing, we employ a student-centered curriculum that embraces experiential learning methods of pedagogy. What does this mean to our preceptors? Student centered learning places the responsibility for learning on the student who works cooperatively with peers and faculty (including preceptors) to establish mutual learning goals. The premise of student-centered learning is that students will have greater motivation to learn if they perceive that they have a vested interest in their own learning. Instead of the teacher being the sole, infallible source of information, the teacher shares control of the learning environment. Students are encouraged to explore, experiment, and discover on their own and in cooperation with peers. An important aspect of student-centered learning is the practice of experiential learning. Such "hands-on" opportunities facilitate the student's ability to make connections in such a way that the student is able to successfully apply previously learned concepts to new and unfamiliar situations.

Important premises of student centered/experiential learning include the following concepts: the student is an active participant in the learning process; the student assumes responsibility for his/her own learning; the student and teacher (preceptor) form a partnership for the achievement of learning outcomes; the student works collaboratively with peers, faculty, preceptors, and health care staff to master concepts as outlined by the curriculum; and the student, through the process of experiential learning, is able to appropriately employ previously learned information when faced with new situations.

The curriculum emphasizes experiential learning which affords students the opportunity to integrate abstract, conceptual knowledge into concrete applications, leading to broader, more enduring learning outcomes. Experience is crucial to the process of learning because it brings people together and encourages participation. The real-world experiences in the clinical setting which allow the student to work with actual patients, as well as simulated experiences in the clinical laboratory, are invaluable to the student's development as a competent practitioner. The curriculum of the College facilitates the ability of students to comprehend and apply fundamental concepts by fostering the students' ability to relate abstract ideas to the concrete practical realities of life; assisting students to clearly readily see the application and "need to know" of new information related to their own accumulated experience and wisdom; facilitating the development of time-management and teamwork skills in response to societal and workplace expectations; and developing partnerships with students, faculty, and employers to provide

graduates with the knowledge, skills and experience they need to lead successful professional lives.

In keeping with the pedagogical practices of the College, preceptors are asked to serve as “guides on the side” and allow students to progressively develop increasing autonomy in clinical practice. The student, preceptor, and faculty all play crucial roles and share responsibility in the learning process. Close communication between all three individuals is critical for student success.

ROLES AND RESPONSIBILITIES: Preceptor

1. Acts as a role model and support system for the student.
2. Facilitates and guides the learning process of the student.
3. Orients the student to the health care facility and staff including policy and procedures related to the experience.
4. Assists the student in the attainment of course outcomes and student learning outcomes.
5. Collaborates with the student to evaluate measures to determine the attainment of outcomes, and appropriate learning opportunities and activities to meet the outcomes.
6. Assists the student with communication (EHR and dictation) within the health organization.
7. Meets with the student as needed and reviews accuracy of student written work.
8. Contacts faculty as needed to clarify any issues and concerns.
9. Provides feedback in the evaluation of the student’s performance and achievement of learning outcomes.
11. Verifies student’s clinical hours in the Typhon clinical tracking system or time log.
12. Faculty is responsible for writing summative student evaluations, but the required preceptor evaluations of students are essential for input into the evaluation.

ROLES AND RESPONSIBILITIES: Student

1. Faculty determine appropriate preceptors. Students may be involved in selecting preceptors. A list of approved preceptors is available to students. Only after the student receives approval from the faculty can the student begin to plan the practicum with the preceptor. It is ultimately the faculty’s responsibility to make sure the preceptor agreement (see Appendix A) is signed by the preceptor.
2. Reviews course requirements, course outcomes, and clinical/practicum/residency/personal outcomes, and goals with faculty and practicum preceptor.
3. Collaborates with the faculty and preceptor to establish mutually acceptable measurable clinical/practicum/residency learning outcomes and personal objectives/outcomes within the framework of the existing clinical/practicum/residency outcomes.
4. Students using Typhon have a user ID and are familiar with the Typhon practicum tracking system. Practicum hours are to be logged in the Typhon scheduling system within 3 days. Students not using Typhon (NML, Educator, and post MSN DNP) should consult with faculty to determine the method for recording practicum/residency hours.
5. Is familiar with and follows agency policies and procedures.
6. Establishes consistent clinical/practicum/residency schedule and is present in the clinical/practicum/residency area during scheduled days and times.

7. Follows the College dress code and dress code of preceptor's facility. Wears College ID badge. Always dresses professionally and has a professional demeanor. (See Student Handbook).
8. Follows College Code of Conduct. Maintains confidentiality and follows HIPAA guidelines.
9. Arrives at clinical site with necessary equipment (stethoscope, etc.) and is prepared for patient care (See Student Handbook).
10. Promptly notifies preceptor and faculty in the event of a schedule change or absence from the scheduled time or date for the clinical/practicum/residency experience. Takes initiative to arrange conference times with faculty and/or preceptor as needed.
11. Completes assignments and submits to course faculty on designated due dates.
12. Participates in ongoing self-evaluation with feedback from faculty and clinical/practicum/residency preceptor.
13. Evaluates the student/preceptor relationship and practicum experience at the end of the clinical/practicum/residency experience (see Appendices B, C, and D).
14. Obtains instruction related to facility's electronic medical record (EMR) process prior to beginning of a semester with a clinical/practicum/residency experience. To be allowed to start practicums, students MUST obtain an APN student access ID number for any EMRs that the preceptor agency uses.
15. Complete process required by agency prior to practicum (orientation, fingerprinting, drug test as required).
16. Responsible for following guidelines such as in Preceptor Handbook, College policies, course policies, etc.
17. If requested by faculty, complete the Intended Preceptor Worksheet. See Appendix E.

ROLES AND RESPONSIBILITIES: Faculty

1. Emails students prior to the beginning of the semester related to the preceptors for the course.
2. Ensures that potential preceptor(s) are at an approved agency. If a signed agency agreement is not in place, the faculty must begin the agency site approval process prior to the beginning of the course.
3. Selects and approves preceptor(s) prior to the course start date.
4. Verifies appropriateness of preceptors including documentation of qualifications and credentials.
5. Determines the presence of existing clinical affiliation agreement or letter of understanding (see Appendix F). If no agreement or letter of understanding is on file, the faculty informs the need for such by completing the Request for Standard Clinical Affiliation Agreement or Letter of Understanding and Clinical Facility Evaluation..
6. Ensures required agency paperwork and preceptor agreement have been completed by the faculty and is on file in the office of the administrative secretary.
7. If the preceptor has signed a rolling contract (see Appendix G) in the previous semester, faculty will procure the preceptor signature on the rolling contract, which will include a list of students being precepted for that semester. A rolling contract must be signed each semester with the new or continuing students' names listed.
8. Provides the preceptor with contact information, the Abridged Preceptor Handbook, copy of course syllabus, competencies for that track, and course outcomes.
9. Orients the preceptor to the role using the orientation checklist. See Appendix H.

10. Provides course orientation for students during the first week of the semester.
11. Monitors and assists in facilitation of student learning and maintains communication with students and clinical/practicum/residency preceptors throughout the semester at a minimum of three times per semester
12. Collaborates with the student to establish mutually acceptable clinical/practicum/residency learning outcomes and personal objectives/outcomes within the framework of the existing practicum objective and designs activities to meet outcomes.
13. Participates in ongoing evaluation of student's learning experiences with student and preceptor. Evaluates student clinical/practicum/residency performance and achievement of learning outcomes, using input from the preceptor and student.
14. Assesses the student's evaluation of the clinical/practicum/residency experience and the preceptor's evaluation of the graduate student.
15. Instructs student and preceptor regarding the completion of the Typhon clinical tracking system.
16. Completes a midterm and final evaluation of students with feedback from the preceptor.

TYPHON CLINICAL TRACKING SYSTEM

All students except NML, educator, and post MSN DNP students are required to use the Typhon Group Nurse Practitioner Student Tracking (NPST) electronic system for documenting clinical experiences. At the beginning of the first clinical course, students will be provided with the web address (see below) and unique password for logging on to the system. Because the system is web-based, students can log on from anywhere without downloading software. The Typhon Group NPST website includes detailed instructions and videos to assist students in the use of all aspects of the system. Students are to complete the Typhon orientation program prior to their first clinical practicum. All data entered onto the system are stored on a secure, HIPAA compliant server. Students can quickly and easily enter all patient encounter information on one page, including demographics, clinical information, diagnosis and procedure codes, medications, and clinical notes. A special section is available to log the observation, assistance, or completion of various competencies that are appropriate to the student's educational program. Dates and hours of clinical experiences, service learning, and continuing education are entered on a time log. Students and faculty are able to access information in real-time and run reports by date, course, semester, clinical site, and preceptor for individual students or in aggregate for an entire class.

Another feature of the Typhon Group NPST is that students can create and customize their portfolios, which can help in seeking employment after graduation. Students can provide potential employers with a password so that they may view selected aspects of the portfolio, such as a resume and list of completed courses, on the website. Students may keep their password and access the site for three years after graduation. After three years, the student data and portfolio will be deleted.

**For access to the Typhon Group NPST, go to: <https://www.typhongroup.net/sfmcccon>
Students and Preceptors will click onto the Data Entry Login
The Saint Francis Medical Center College of Nursing Facility Number is: 7397**

Enter your user Login and Password and click on “Login”

Once the student has logged in, data can be added for each patient encounter. Students are to track their clinical/practicum/residency time from when they arrive to when they leave the clinical/practicum/residency site. Prior to leaving the site, the student is to have his/her preceptor log on to Typhon and sign off on the stated clinical hours completed that day. The students are encouraged to print off blank Case Log Worksheets to enter patient information while at the clinical/practicum/residency site. Once the student has time to enter the patient information on Typhon, the worksheets will assist the student in remembering each patient encounter. Typhon does not ask for patient names and will assign a case log ID number to each patient. The students should write this ID number on the Case Log Worksheet for reference. For problems or questions regarding Typhon, contact your course instructor.

Clinical/Practicum/Residency Process

I. Students:

- Students should let faculty know if they want a preceptor at OSF.
- Students using preceptors in the OSF system should not call preceptors.
- Students outside of OSF will be responsible for finding preceptors
- If the facility uses MyClinical Exchange, the student is responsible for paying the fee of 38.00 per year once the preceptor is assigned.

Preceptors outside of the OSF system must be approved by faculty

II. Faculty determines need for “letter of understanding” or “affiliation agreement” (refer to Typhon clinical tracking system for active affiliation agreements). Review the forms to determine which form to use: <https://www.typhongroup.net/sfmcccon>

a. If there is a current affiliation agreement noted in Typhon:

1. Faculty types in the blanks of the electronic version of the Preceptor Letter (see Appendix I) and Agreement for the preceptor to sign
2. Preceptor signs Preceptor Agreement and returns to faculty. Faculty verifies preceptor licensure and initials the Preceptor Agreement. No handwritten agreements will be accepted.
 - a) If the preceptor has signed a Preceptor Agreement in the past, then faculty will send a copy of the Rolling Preceptor Agreement, which will include a list of students being precepted for the current semester.

b. If there is not a current affiliation agreement noted in Typhon:

1. Faculty completes the Request for Standard Clinical Affiliation Agreement or Letter of Understanding and Clinical Facility Evaluation.
2. Faculty submits completed Request and Evaluation to Administration
 - a) Secretary prepares affiliation agreement or letter of understanding, obtains signatures, notifies faculty upon receipt of fully executed agreement or letter of understanding, and updates Typhon.
3. Faculty types in the blanks of the electronic version of the Preceptor Letter and Agreement for the preceptor to sign
4. Preceptor signs Preceptor Agreement and returns to faculty or secretary. Faculty

verifies preceptor licensure and initials the Preceptor Agreement. No hand written agreements will be accepted.

III. Course Outcomes

- a. Students write personal course outcomes as required by the course and approved by faculty
- b. Faculty contacts preceptor for orientation to review Preceptor Handbook, course outcomes, and preceptor expectations.

APPENDIX A



Saint Francis Medical Center
College of Nursing

"A Tradition of Excellence in Nursing Education"

511 NE Greenleaf Street, Peoria, Illinois 61603
(309) 655-2201, Fax (309) 624-8973
www.sfmccn.edu

PRECEPTOR AGREEMENT

February 2, 2018

Semester:

Student Name:

Course Faculty:

Course Number:

I agree to function in the preceptor role to facilitate the above named student in achieving identified goals. I will provide opportunities for this student to observe me in my role, provide direct supervision of the student during performance of any procedures as needed, provide feedback to the student regarding clinical performance, complete the evaluation tools, and return them to the course faculty.

Preceptor Signature

Date

Preceptor Printed Name and Credentials:

Practicum Site Name:
Practicum Site Address:

Preceptor E-Mail:

Preceptor Phone Number:
Preceptor Fax Number:

College Faculty Use Only:

Active License Verified by Faculty? Yes No

Faculty Initials: _____

APPENDIX B

Saint Francis Medical Center
College of Nursing
Peoria, Illinois
Graduate Program

STUDENT'S EVALUATION OF THE PRACTICUM EXPERIENCE

DATES: _____ STUDENT'S NAME _____

INSTRUCTIONS:

This form is designed to determine the student's perception of the preceptorship. Read each item carefully before you respond. Mark your responses by circling the number that corresponds to your choice.

	Strongly Agree	Agree	Slightly Disagree	Strongly Disagree	NA
1. My practicum experience integrated theory, research, and allow me to practice critical thinking for the improvement of client care.	4	3	2	1	
2. During my practicum experience I was able to see my preceptor demonstrate autonomy in a variety of professional roles in responding to the social, economic, ethical, political, and legal issues impacting the needs of the patients.	4	3	2	1	
3. My practicum preceptor expressed caring in professional interactions, supporting values and promoting the growth and self-actualization of individuals, groups, and communities.	4	3	2	1	
4. My practicum experience provided collaborative leadership within the complex health care system in a culturally diverse society.	4	3	2	1	
5. During my practicum, I was able to synthesize the principles of education to develop interventions that promote, maintain, and restore health.	4	3	2	1	

DESCRIPTIVE USE:

1. What positive experiences did you have?
2. What experiences did you find frustrating?
3. What would you change?

Revised by Graduate committee 4-15-16, reviewed 2020.

APPENDIX C

Saint Francis Medical Center
College of Nursing
Peoria, Illinois

STUDENT EVALUATION OF PRECEPTOR

PRECEPTOR'S NAME _____ DATE _____

STUDENT'S NAME _____

CLINICAL SITE _____

INSTRUCTIONS:

This form is designed to determine your perception of the preceptor's effectiveness. Read each item carefully before you respond. Mark your responses by **putting an X** in the box that corresponds to your choice. "4" = strongly agree, "3" = agree, "2" = slightly disagree, and "1" = strongly disagree.

Please rate how the preceptor...	Strongly Agree 4	Agree 3	Slightly Disagree 2	Strongly Disagree 1
1. acted as a role model.				
2. was approachable.				
3. helped you achieve the course outcomes.				
4. gave appropriate assignments for your education level.				
5. assisted you in developing critical thinking skills.				
6. facilitated your independence as appropriate.				
7. used evidence-based best practices to insure safe and effective outcomes.				
8. provided real time feedback on performance each day.				
9. submitted your midterm and final evaluations in a timely fashion.				
10. performed so well you would recommend this preceptor to other students.				

Additional Comments:

Approved by College Senate 5-21-2020

APPENDIX D

Saint Francis Medical Center
College of Nursing
Peoria, Illinois

STUDENT EVALUATION OF CLINICAL SITE

Semester _____ Course _____

INSTRUCTIONS: This form is designed to determine your perception of the appropriateness of the **clinical agency or agencies**. Read each item carefully before you respond. Mark your responses by **putting an X** in the box that corresponds to your choice. Mark number “4” when you strongly agree, number “3” when you agree, number “2” when you slightly disagree, and number “1” when you strongly disagree.

Clinical Site#1 Agency Name: _____	Strongly Agree 4	Agree 3	Dis-Agree 2	Strongly Disagree 1
1. Helped me meet the course outcomes.				
2. Provided an adequate variety of clients/families.				
3. Provided a comfortable learning environment.				
4. Provided interdisciplinary collaboration experiences.				
5. Clinical staff was courteous and helpful in meeting my learning needs.				
6. I would recommend continued use of this clinical site.				
<i>What did you learn most from this clinical setting?</i>				
<i>What was least helpful?</i>				
<i>Additional Comments:</i>				
Clinical Site#2 Agency Name: _____	Strongly Agree 4	Agree 3	Dis-Agree 2	Strongly Disagree 1
7. Helped me meet the course outcomes.				
8. Provided an adequate variety of clients/families.				
9. Provided a comfortable learning environment.				
10. Provided interdisciplinary collaboration experiences.				
11. Clinical staff was courteous and helpful in meeting my learning needs.				
12. I would recommend continued use of this clinical site.				
<i>What did you learn most from this clinical setting?</i>				
<i>What was least helpful?</i>				
<i>Additional Comments:</i>				
Clinical Site#3 Agency Name: _____	Strongly Agree 4	Agree 3	Dis-Agree 2	Strongly Disagree 1
13. Helped me meet the course outcomes.				
14. Provided an adequate variety of clients/families.				
15. Provided a comfortable learning environment.				
16. Provided interdisciplinary collaboration experiences.				
17. Clinical staff was courteous and helpful in meeting my learning needs.				
18. I would recommend continued use of this clinical site.				
<i>What did you learn most from this clinical setting?</i>				
<i>What was least helpful?</i>				
<i>Additional Comments:</i>				

Clinical Site#4 Agency Name: _____	Strongly Agree 4	Agree 3	Dis-Agree 2	Strongly Disagree 1
19. Helped me meet the course outcomes.				
20. Provided an adequate variety of clients/families.				
21. Provided a comfortable learning environment.				
22. Provided interdisciplinary collaboration experiences.				
23. Clinical staff was courteous and helpful in meeting my learning needs.				
24. I would recommend continued use of this clinical site.				
<i>What did you learn most from this clinical setting?</i>				
<i>What was least helpful?</i>				
<i>Additional Comments:</i>				

25. If you do NOT feel a clinical site should be used again, please provide your reasoning (items 6, 12, 18, 24).
 Be specific. Revised 5-21-20, 4-15-16

APPENDIX E

Saint Francis Medical Center College of Nursing

Intended Preceptor Worksheet

This document is to be completed by the student and submitted to the practicum advisor by the established deadline. Failure to provide ALL requested information will result in the document being returned to the student along with a request for inclusion of the missing data.

Student Name:

Preceptor

Preceptor Credentials (MD, DO, PA, APN)

If applicable, type of APN must be noted - CNP, CNS, or CNM

Preceptor Practice Type

Specialty (If Applicable)

(*Family, Internal Medicine, Ob/Gyn/Women's Health and Pediatrics are all considered primary care practices for purposes of this program. Any others would be considered specialty practices. **Please be aware that students are limited to 24 hours in a specialty practice.)

Preceptor Email

Preceptor Personal Cell Phone (Optional)

(*Clinic below refers to the clinic the student will be physically present at during their clinical rotation not the parent agency or organization that the clinic is affiliated with.)

Clinic Name

Clinic Phone Number

Clinic Address

Clinic Fax Number

City/State/Zip

By initialing, I am verifying that I have checked the Clinical Site List in Typhon to determine if OSF has a clinical affiliation agreement in place either with the clinic or the clinic's parent agency/organization that my intended preceptor is affiliated with. Please complete the next page if OSF does NOT have a clinical affiliation agreement already in place.

Complete this page if OSF does not currently have a clinical affiliation agreement with the clinic or clinic's parent agency/organization. Students should allow approximately 3 months for a clinical affiliation agreement to be established.

Agency/Organization Name

Phone Number

Address

Fax Number

City/State/Zip

**The liaison below refers to the person the practicum advisor will contact to begin the process of establishing an agreement, and will remain the contact for the College throughout the process. This is often a practice manager, but could be HR personnel, an administrative assistant, etc. Your planned preceptor should be able to give you guidance as to who this person is for their particular employer.*

*Agency/Organization Contract Liaison

Phone Number

Email

Fax Number

APPENDIX F

SAINT FRANCIS MEDICAL CENTER COLLEGE OF NURSING PEORIA, IL

Request for Practicum/Clinical Affiliation Agreement Request for
Letter of Understanding and Clinical Evaluation
(SUBMIT TO SECRETARY)

SECTION I: (Required)

Faculty Name:

Student Name:

Expected Start Date:

Choose Appropriate Box

- Letter of Understanding/Agreement (Section II)**
The Letter of Understanding is a two-page legally binding document for facilities not used on a regular basis. The Letter of Understanding covers a specific student, for a specific time frame and states the responsibilities from the facility and the College. Complete Section II of this form to request a Letter of Understanding/Agreement.
- Practicum/Clinical Affiliation Agreement (Section III)**
The Practicum/Clinical Affiliation Agreement guides and directs the working relationship of the College and the medical facility. An agreement must be in place before students can begin practicum/clinical experience.
- **Please note this process can be very time consuming with the average processing time 2 -3 months before an agreement can be fully executed. Providing the most accurate information decreases this time.*

Section II: Letter of Understanding

Facility Name:

Website: (If Applicable)

Address:

Telephone:

City, State, Zip:

Fax:

Beginning Date of Experience:

Ending Date of Experience:

Name of site (if different from facility):

Telephone:

Address:

Fax:

City/State/Zip:

Facility Contact:

Individual With Signature Authority:

Title:

Title:

Telephone:

Address:

Fax:

City/State/Zip:

Email:

Telephone:

Fax:

Preceptor Name:

Credentials:

Preceptor Title:

Preceptor Employer:

Preceptor Address:

City/State/Zip:

Telephone:

Fax:

Section III: Standard Practicum/Affiliation Agreement

*Does facility require use of their agreement? Yes No

Facility Name:	Telephone:
<input type="text"/>	<input type="text"/>
Mailing Address:	Fax:
<input type="text"/>	<input type="text"/>
City, State, Zip:	Website (if applicable):
<input type="text"/>	<input type="text"/>

Practicum/Clinical Site (if different from facility):	Telephone:
<input type="text"/>	<input type="text"/>
Address:	Fax:
<input type="text"/>	<input type="text"/>
City/State/Zip:	
<input type="text"/>	

Facility Contact:	Individual with Signature Authority:
<input type="text"/>	<input type="text"/>
Title:	Title:
<input type="text"/>	<input type="text"/>
Address:	Address:
<input type="text"/>	<input type="text"/>
City/State/Zip:	City/State/Zip:
<input type="text"/>	<input type="text"/>
Telephone:	Telephone:
<input type="text"/>	<input type="text"/>
Fax:	Fax:
<input type="text"/>	<input type="text"/>
Email:	Email:
<input type="text"/>	<input type="text"/>

**Very few individuals in a facility are allowed to bind the facility into legal contracts. Typically, only the CEO or Director of Nursing may sign these agreements. Various institutions call executive management by differing names, but only upper executive management level positions are given this type of signature authority.*

***Some agencies require use of their affiliation agreement.*

Practicum/Clinical Facility Evaluation

(All Preceptors must have a current CV and Licensure/Certifications on file with CON)

Congruence with College of Nursing philosophy? Yes No

Number of staffing:

PhD, DNP, EdD

APN/MSN

BS/BSN

Other (explain)

Services offered:

Capacity:

Number of beds:

Average Census:

Other:

Rules, regulations, policies, and procedures available to student? Yes No

Dates/days available for practicum/clinical hours:

Hours facility is available for practicum/clinical experience:

Use of unit by other schools? Yes No

If yes, usual day of week and time:

Practicum/clinical facility congruent with course objectives? Yes No

Number of students facility can accommodate:

Established protocol for students in existence? Yes No

Learning Experiences for Students:

Recommendation from faculty reviewer to approve site: Yes No

Course objectives listed by faculty:

Practicum/clinical facility evaluated by:

Date of Review:

NOTE: Please ensure at all times that course faculty is the student's contact regarding affiliation agreements.

APPENDIX G

Saint Francis Medical Center College of Nursing

"A Tradition of Excellence in Nursing Education"

511 NE Greenleaf Street, Peoria, Illinois 61603
Phone (309) 655-2201, Fax (309) 624-8973
www.sfmcccon.edu

ROLLING PRECEPTOR AGREEMENT

Date: [redacted]
Preceptor: [redacted]
Address: [redacted]
Email: [redacted]
Phone: [redacted]
Fax: [redacted]

Dear [redacted]:

Thank you for precepting the following graduate student(s) from Saint Francis Medical Center College of Nursing and enhancing their learning through practicum experiences. This form will be a continuation of the contract that you signed in a previous semester and will include all of the graduate students who you have agreed to precept the [redacted] semester on a mutually agreed upon date.

Student	Course(s)
1. [redacted]	[redacted]
2. [redacted]	[redacted]
3. [redacted]	[redacted]
4. [redacted]	[redacted]
5. [redacted]	[redacted]
6. [redacted]	[redacted]
7. [redacted]	[redacted]
8. [redacted]	[redacted]
9. [redacted]	[redacted]

Please contact [redacted] (faculty/practicum advisor) at [redacted] if you have further questions or needs.

Sincerely,



Kimberly A. Mitchell, RN, PhD, CNE
Dean of the Graduate Program

APPENDIX H

Preceptor Orientation Checklist

Orientation Topics for Preceptors

1. Mission, philosophy, goals, vision, values of college _____
2. MSN or DNP expected outcomes _____
3. Roles and responsibilities of student, preceptor, and faculty _____
4. Course syllabus including course description, course outcomes, number of clinical hours, faculty contact information _____
 - a. What counts as clinical hours i.e. Grand Rounds and conferences do not count.
5. Explain student's level, track, and appropriate skills (i.e. doctoral or MSN; FNP or CNS; and skills-art lines vs. pap smears, etc.). _____
6. Frequency of contact-three times per semester _____
7. Use of Typhon _____
8. Responsibilities related to evaluation of student _____
 - a. Criteria for satisfactory achievement of clinical competencies
 - b. Criteria for satisfactory achievement of clinical course outcomes
9. Contact faculty with *any* problems, concerns, or questions _____
 - a. Student unprepared
 - b. Student not performing well
 - c. Pt. care incident

APPENDIX I



Saint Francis Medical Center
College of Nursing
"A Tradition of Excellence in Nursing Education"

July 6, 2021

██████

Dear ██████:

I am very pleased you have agreed to work with ██████ (student) as a preceptor for the required practicum experience in the ██████ course at Saint Francis Medical Center College of Nursing ("College"). Course faculty will e-mail a copy of our Preceptor Handbook to you. The Handbook is a valuable resource and includes course descriptions and evaluation tools helpful in facilitating the student's learning experience.

The student will contact you to discuss a clinical learning contract specifying the student's learning outcomes, learning strategies, and evaluation criteria. The clinical contract requires approval by the course faculty as well as the preceptor.

The student's experience may be observational, involve project development, or provision of direct care, following the roles and responsibilities outlined in the Handbook. The student may not assume complete responsibility for patient care, though he or she may assist and provide care under the supervision of the preceptor. The student is expected to assume responsibility for accomplishing the goals and outcomes in the practicum contract, adhere to agency policies, and assume all cost for the experience.

The College retains professional liability insurance for students and faculty and agrees to send verification of insurance upon request. Each party agrees to indemnify, defend and hold otherwise harmless from any claim with respect to any suit, cost of expense resulting there from, to the extent that the student, employees, agents or other persons for whom one of the parties is responsible, are found to be negligent in the discharge of their professional responsibilities.

511 NE Greenleaf Street, Peoria, Illinois 61603, (309) 655-2201, Fax (309) 624-8973
www.sfmccn.edu

The College will insure students have professional ethics, patient confidentiality, and OSHA standards of safety and infection control training. Should you determine that this student may not participate at your facility due to practicum conduct, health, etc. or that you must cancel the experience at your site, please notify my office.

Again, we truly appreciate your willingness to contribute to our student's education

Please complete and sign the agreement on the following page and return to the attention of below:

Nicole Roahrig
Saint Francis Medical Center
College of Nursing
511 NE Greenleaf Street
Peoria, IL 61603
309-624-8973 (fax)
nicole.m.roahrig@osfhealthcare.org

Sincerely,



Kimberly A. Mitchell, RN, PhD, CNE
Dean, Graduate Program



Saint Francis Medical Center
 College of Nursing
 "A Tradition of Excellence in Nursing Education"

511 NE Greenleaf Street, Peoria, Illinois 61603
 (309) 655-2201, Fax (309) 624-8973
 www.sfmccn.edu

PRECEPTOR AGREEMENT

July 6, 2021

Semester: Student Name:
 Course Faculty: Course Number:

I agree to function in the preceptor role to facilitate the above named student in achieving identified goals. I will provide opportunities for this student to observe me in my role, provide direct supervision of the student during performance of any procedures as needed, provide feedback to the student regarding clinical performance, complete the evaluation tools, and return them to the course faculty.

_____ Preceptor Signature	_____ Date
Preceptor Printed Name and Credentials: <input type="text"/>	
Practicum Site Name: <input type="text"/>	Practicum Site Address: <input type="text"/>
Practicum Site Name: <input type="text"/>	Practicum Site Address: <input type="text"/>
Practicum Site Name: <input type="text"/>	Practicum Site Address: <input type="text"/>
Preceptor E-Mail: <input type="text"/>	Preceptor Phone Number: <input type="text"/> Preceptor Fax Number: <input type="text"/>

College Faculty Use Only:

Active License Verified by Faculty? Yes No Faculty Initials: _____

Please fax this form to the attention of the Administrative Secretary, Nicole Roahrig 309-624-8973.

Grad Community, Doc Sharing
 Rev. 8/09, 2/10, 8/13, 10/14, 8/15

References

Association of Professors of Gynecology and Obstetrics. (2006). The Effective Preceptor Series: APGO Introduction to Preceptorship and Preceptors. Retrieved from <http://www.rowan.edu/som/education/CTL/documents/Introduction-to-Preceptorship-Preceptors.pdf>

National Organization of Nurse Practitioner Faculties. (2015). Partners in NP Education: A preceptor manual for NP programs, faculty, preceptors& students, 2nd ed. Washington, D. C.: National Organization of Nurse Practitioner Faculties