

Title:

Preparing Senior BSN Nursing Students for Clinical Preceptorship Experience

Valerie C. Sauda, MSN, RN-BC, MGSF

School of Nursing, Husson University, Bangor, ME, USA

Session Title:

Education Posters Session 2

Keywords:

clinical preparation, nursing education and preceptorship

References:

Fisher, D., & King, L. (2013). An integrative literature review on preparing nursing students through simulation to recognize and respond to the deteriorating patient. *Journal of Advanced Nursing*. doi:10.1111/jan.12174

Mettiäinen, S. (2015, January 01). Electronic Assessment and Feedback Tool in Supervision of Nursing Students during Clinical Training. *Electronic Journal of E-Learning*, 13(1), 42-56. Retrieved January 25, 2017, from ERIC.

National Council of State Boards of Nursing. (2015, March). Transition to Practice Study results. Retrieved January 9, 2017, from <https://www.ncsbn.org/6889.htm>

Abstract Summary:

Clinical preparation and readiness assessment for senior level clinical preceptorship experience is presented. The use of pre-clinical review of previous student work, clinical simulation, electronic clinical data collection from preceptor, and use of clinical placement system is discussed as a collaborative program for student success in the clinical experience.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
The learner will identify key components of clinical preparation for senior level B.S.N. students' preceptored clinical experiences.	Describe factors of preparation focus for a senior level preceptored clinical experience in areas of communication, patient centered care, prioritization/delegation, and safety.
The learner will discover a process for preparing senior level B.S.N. students for preceptored clinical experiences.	Describe systematic process of assessment prior to start of a preceptored clinical experience which includes review of previous student clinical work, simulation, direct clinical feedback and use of regional computerized placement program.

Abstract Text:

Husson University School of Nursing in Bangor, ME, USA, has a tradition of providing senior level nursing students a preceptored clinical experience (clinical course NU427) during a fourteen week semester. the preceptored experience is a transition to practice experience in which a senior level nursing student is

paired with a practicing nurse in an acute or home care environment. Through faculty discussion, the diversity of hospital and home care settings available for the clinical experiences appeared to complicate and impact consistency in meeting senior level clinical learning objectives at both a student and faculty level. The faculty identified that some students were challenged in being successful in a preceptored clinical experience vs. a traditional faculty supervised experience. One area of concern which the faculty identified was that the clinical and academic preparation of a student and the readiness for the preceptored clinical experience were factors in the potential for success. Upon discussion, the faculty determined that assessment of student readiness and a review of knowledge and skill levels was needed. Using the framework developed by the United States National Councils of State Boards of Nursing (NCSBN, 2015) Transitions to Practice modules, a small group of senior faculty discussed the creation of a preparation and readiness program with particular focus on communication, patient centered care, prioritization/delegation, and safety. The faculty worked collaboratively to develop a systematic program through review of prior clinical feedback, pre-partnership simulation (Fisher and King, 2013), clinical feedback (Mettiäinen, 2015), and the use of the regional computerized placement program. Laboratory and simulation remediation opportunities were made available to ensure that students meet basic knowledge and skills competencies prior to entering the preceptored clinical experience. Improvements in success in preceptored clinical experiences were noted and a better understanding by faculty of what knowledge, skills and behaviors required further development to inform the clinical curriculum. The program is currently being reviewed and updated ongoing to ensure additional measures for readiness and competence are considered to ensure student success.