

Differences Between Preceptor-led and CLU Student Practice Learning Experiences

PRECEPTOR-LED PRACTICE:

- Students in the latter part of year 3 and year 4 are in preceptor-led practice where each student is matched up with an RN preceptor who oversees their practice.
- Student follows the preceptor's rotation.
- Instructor works in partnership with the preceptor and student throughout the rotation.
- Instructor 'checks in' with the student and preceptor on a regular basis (e.g. approx. once/set of shifts).
- Preceptor provides guidance and feedback about the student;
- Instructor is responsible for the evaluation of the student and makes pass/fail decisions.

CLU EXPERIENCE: preceptor of the shift or set

- Students are assigned to a specific unit, not one preceptor
- Students select their daily assignment (using pre defined criteria and discussion with instructor) & approved by CNL
- Instructor works in partnership with the preceptor of the shift or set to retrieve feedback.
- Instructor checks in with student and the unit on a regular basis
- Unit CLU RN's provide feedback and observations about the students
- Instructor is responsible for the evaluation of the student and makes pass/fail decisions.

ROLES AND RESPONSIBILITIES

Post secondary Nursing Instructor	BSN Student	Island Health RN/Preceptor
<p>Preparation:</p> <ul style="list-style-type: none"> ▪ Introduces self to preceptor. ▪ Provides student and preceptor with faculty member's contact information 	<p>Preparation:</p> <ul style="list-style-type: none"> ▪ Provides letter to preceptor prior to commencing clinical rotation introducing self, providing contact information, brief outline of previous learning experiences, and identifies learning goals for the rotation ▪ Is responsible for notifying preceptor if unable to attend any assigned shifts; negotiates with preceptor and BSN instructor re how best to make up any missed shifts ▪ Prepares for clinical by researching pertinent information about assigned pts (e.g. diagnosis, pathophysiology, medications, diagnostic tests) 	<p>Preparation:</p> <ul style="list-style-type: none"> ▪ Familiarizes self with Provincial Education Guidelines: http://hspcanada.net/managing/content-management.php ▪ 2–10 Student Practice Issues ▪ 2.12 Supervision of Students by RN ▪ 4.1 Consent for Student Involvement in Care ▪ 4.3 Student Scope of Practice ▪ 4.4 Documentation by Students ▪ Island Health Policy—1.8.2P Student Practice—Post Secondary Students ▪ BCCNM https://www.BCCNM.ca/Standards/PracticeStandards/Pages/regulatorysupervision.aspx ▪ Provides student with preceptor's clinical rotation; notifies student in a timely way of any changes to rotation ▪ Familiarize self with the Island Health online Preceptor's Guide for Success
<p>Communication:</p> <ul style="list-style-type: none"> ▪ Respectful & professional in all interactions ▪ Provides ongoing support to the student and preceptor throughout the clinical rotation. ▪ Meets with the student and preceptor on a regular basis (e.g. once/set of shifts) to discuss student's strengths, any areas of concern, areas for development, ongoing learning goals/strategies. ▪ Is available for problem solving, conflict resolution, helping problem solve any concerns regarding student's progress ▪ Advocates for student as needed 	<p>Communication:</p> <ul style="list-style-type: none"> ▪ Respectful & professional in all interactions ▪ At beginning of each shift, clearly communicates learning goals for that shift/set of shifts; their plan of care for the day including what the student will be doing and any limitations to care (e.g. if won't be giving medications or doing a skill outside of their scope/ability) ▪ Throughout shift, recognizes and communicates any abnormal assessment findings and/or aspects of care that are beyond student's scope and/or comfort/safety level. ▪ Requests informal and formal (written) constructive feedback from preceptor at least once/set of shifts ▪ Documents care in a timely manner ▪ At end of shift, reports off to preceptor 	<p>Communication:</p> <ul style="list-style-type: none"> ▪ Respectful & professional in all interactions ▪ Welcomes and orientates student to the unit/team ▪ Provides ongoing timely positive constructive feedback to student & instructor ▪ Ensures any issues/concerns are brought to the student and instructor's attention in a timely way to enable effective problem solving ▪ Provides written constructive feedback to the student at least once/set of shifts. ▪ Meets with the student and instructor on a regular basis to discuss student's strengths, any areas of concern, areas for development, ongoing learning goals/strategies. ▪ Advocates for student(s) as needed
<p>Co-creates a supportive & respectful learning environment:</p> <ul style="list-style-type: none"> ▪ Works in partnership with the students, staff and other instructors to provide a supportive learning environment ▪ Provides ongoing positive and constructive feedback to students ▪ Acknowledges/thanks staff for their role in supporting student learning; when able, provides specific examples 	<p>Co-creates a supportive & respectful learning environment:</p> <ul style="list-style-type: none"> ▪ Works in partnership with the instructor, staff and other students to foster or sustain a supportive learning environment ▪ Acknowledges/thanks staff and faculty for their role in supporting their learning; when able, provides specific examples 	<p>Co-creates a supportive & respectful learning environment:</p> <ul style="list-style-type: none"> ▪ Works in partnership with the instructor, students and other staff to provide a supportive learning environment ▪ Acknowledges/thanks students and faculty for their role in supporting safe patient care; when able, provides specific examples

Post secondary Nursing Instructor	BSN Student	Island Health Staff/Preceptor
<p>Supervision of Students:</p> <ul style="list-style-type: none"> ▪ Receives informal and formal (written) feedback from student's preceptor ▪ Is responsible for formal evaluation of student at midterm and final and for determining if student passes/fails the course 	<p>Supervision:</p> <ul style="list-style-type: none"> ▪ Actively seeks out preceptor when supervision is required. If preceptor is unavailable, student may either communicate to preceptor that they are unable to do that aspect of care or ask their preceptor if another RN can supervise them. 	<p>Supervision of Students:</p> <ul style="list-style-type: none"> ▪ BCCNM Professional Standards sets the expectation that RNs provide appropriate regulatory supervision of nursing student activities. If you have concerns about your competence or workload, consider what you can safely agree to. Follow the BCCNM 'Regulatory Supervision of Nursing Student Activities' ▪ Use their professional judgment to make decisions about nursing student activities with patients. : ▪ https://www.BCCNM.ca/Standards/PracticeStandards/Pages/regulatorysupervision.aspx ▪ Although Practical Nurses (PNs) do not provide regulatory supervision of students, as per the 'Professional Standards of LPNs', LPNs share nursing knowledge and communicate professionally with students, and treat students in a respectful manner. https://www.clpnbc.org/Practice-Support-Learning/Professional-Standards-for-Licensed-Practical-Nurses