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McLennan Community College

Clinical Transition Practicum Packet  
General Information  
Policies and Procedures  
Preceptor and Nursing Student Forms

## Description

The aim of Clinical Transition Practicum (CTP) is for the graduating student nurse to synthesize and apply acquired professional nursing knowledge, skills, ethics, and nursing jurisprudence in a clinical setting. The student works one-on-one with a clinically expert professional nurse to plan, implement, and evaluate patient care while demonstrating professional RN practice, at the novice level.

## Role Responsibilities

### *Clinical coordinator role:*

- Ensure preceptors are accurate and available for CTP dates, and willing to serve.
- Have acknowledgement forms and agreements completed prior to students beginning CTP.
- Orient the preceptors to the CTP process.
- Assign students with CTP preceptors along with faculty liaison.
- Be responsible for preceptor scheduling issues such as a preceptor cannot fulfill the role for any reason.
- Be responsible for updating website information, including preceptor packet, forms, and tuition reimbursement.
- Award certificates.

### *Faculty liaison role:*

- Discuss student expectations, i.e. skills and procedures, and methods of clinical evaluation.
- Review and approve the CTP Student Profile (pg. 8-9) when submitted by assigned students.
- Communicate and consult with the clinical preceptor and student in person, by telephone, or email.
- Monitor and evaluate the student learning experience.
- Receive ongoing preceptor feedback about student performance and suggestions for improving the clinical practicum experience.
- Assist with the mid-practicum assessment of student performance (pg. 14).
- Collaborate with the preceptor regarding facilitation of the clinical learning experience for the student.
- Provide the final evaluation of the student in collaboration with the preceptor (pg. 14 and CET).
- Receive all required student documents (pg. 10-13, 15) and student feedback about the clinical practicum experience.

### *Clinical preceptor role:*

- Participate in a preceptor orientation via the CTP packet of policies and procedures provided online at <http://www.mclennan.edu/allied-health/associate-degree-nursing/practicum>

Preceptors should:

Read, sign, and return the Preceptor Acknowledgment Form found on the above website and submit to the designated associate in the Education department at your facility. Signing the Preceptor Acknowledgment Form indicates that you have received and read the clinical transition packet of policies and procedures and understand the responsibilities of the MCC clinical coordinator, MCC faculty liaison, MCC ADN student, and clinical preceptor, and the policies of the McLennan Community College CTP program.

- Review the Texas Nursing Practice Act section 3.8.2.a. Education Guideline, Rule 215.10 (h) (3) for specific directives regarding nursing preceptorship. The preceptor guidelines are found online at [http://www.bon.texas.gov/rr\\_current/215-10.asp](http://www.bon.texas.gov/rr_current/215-10.asp)
- Review the completed Student Profile form (provided by the student; pg. 8-9) prior to the student beginning practicum and plan student learning experiences and assignments to help the student meet professional and clinical goals on a weekly basis.

- Serve as a role model, practitioner, teacher, and mentor:
  - Provide patient care in accordance with established, evidence-based nursing practice standards.
  - Fulfill nursing duties according to hospital and unit policies and procedures.
  - Maintain professional and effective relationships within the interdisciplinary healthcare team.
  - Use resources safely, effectively, and appropriately.
  - Demonstrate leadership skills in problem solving, decision making, priority setting, delegation of responsibility, and in being accountable.
- Contact the student if you must cancel or change a scheduled student clinical day. Offer a shift reschedule date during that communication, if an alternate date is available.
- Orient the student to the clinical practice setting including identification of facility and unit specific policies and procedures.
- Facilitate the student's professional socialization into the new role.
- Take responsibility for the student during specified scheduled shifts and maintain responsibility for assigned patients at all times.
- Provide the student with ongoing constructive feedback that relates performance standards to student performance.
- Provide suggestions that will improve student performance to achieve course and clinical learning objectives.
- Communicate student progress to the faculty liaison consistently.
- Collaborate with the clinical liaison regarding student performance throughout the practicum experience.
- Immediately contact faculty liaison if assistance is needed or if any problem with student performance occurs.
- Complete a mid-practicum and final assessment (pg. 15) of student performance on the form provided in this packet and return to CTP faculty in a sealed envelope (via student or faculty).

#### Nursing student role:

- Comply with health policy and other professional requirements of the nursing program and clinical facility as noted in the student handbook <http://www.mclennan.edu/allied-health/associate-degree-nursing/>
- Complete the Student Profile form (pg. 8-9). Refer to the CET or CTP application to complete areas of strength and weakness.
- Schedule a meeting with your preceptor via the contact information provided in orientation. **Submit the Student Profile form to your preceptor at this initial meeting.** The preceptor will keep a copy of the Student Profile form. Please wear your MCC nursing uniform to this meeting, regardless of the meeting location.
- Establish your CTP schedule with assigned clinical preceptor at the **initial meeting** with the preceptor. Submit the CTP schedule per email attachment on the CTP Schedule Template (attached to this packet, pg. 17) to assigned CTP faculty, a **minimum of 24 hours** prior to the first clinical day.
- Update and submit to your clinical faculty an electronic copy of the CTP schedule template if the preceptor's schedule changes in any way, such as floating to another unit, being cancelled, exchanging shifts, or illness. Indicate the nature of the schedule change and provide the date the shift is rescheduled. Changes should be submitted within 24 hours even if the shift has not yet been re-scheduled. **An immediate courtesy email should be sent to the assigned clinical faculty.**
- Provide CTP faculty and the preceptor with a current, working phone number and MCC email address.
- Dress in a professional manner consistent with program policy and be clearly identified as a student each clinical day.
- Become familiar with and adhere to agency and unit specific policies and procedures and the Texas Nursing Practice Act, at all times.
- Reschedule a shift **only** in the case of illness or personal/family emergency and notify the preceptor and practicum faculty of the absence immediately. Reschedule the shift and submit an updated schedule

within 24 hours to your CTP faculty. **A minimum 24 hour notice before beginning the “make-up” shift is required to receive credit for the shift.**

- Prepare for each clinical experience to meet learning objectives and as required by the preceptor.
- Demonstrate self-direction and accountability by actively seeking learning experiences and being prepared to accomplish the Student Learning Outcomes for the experience:
  - Respect the confidential nature of all information obtained during clinical experience.
  - Use evidenced based outcomes as the basis to develop knowledge, skills, and decision making in the defined area of nursing practice.
  - Use problem solving and critical thinking, within the context of the nursing process, to adapt scientific knowledge to the clinical practice area.
  - Develop time management and prioritization skills while incorporating cost-effective resources in providing care to multiple complex patients, whose health needs may be difficult to predict.
  - Maintain open and therapeutic communication with the preceptor, patients, families, and the interdisciplinary healthcare team.
  - Deliver care within the legal and ethical scope of professional nursing practice.
  - Develop collaborative professional relationships with patients, the preceptor, agency personnel, and other health care professionals.
  - Contact practicum faculty by telephone or email if faculty assistance is needed.
- Complete and submit the following required documentation (all attached to this packet) to assigned CTP faculty after completion of CTP:
  - Quality Improvement Assignment (pg. 11)
  - CTP Checklist (pg. 10)
  - CTP Shift Documentation (pg. 12)
  - CTP Final Reflection (pg. 13)
  - CTP Evaluation of Preceptor (pg. 15)
  - CTP Preceptor Evaluation of student (pg. 14)
  - Final copy of the CTP schedule printed, with all changes noted and explained (pg. 17)
  - Complete RNSG 2360 and CTP evaluations (on Blackboard)

## Student and Preceptor Practice Policies

Please refer to the Level IV calendar for CTP start and completion dates and times. The required number of CTP hours must be completed during this timeframe.

### *Getting Started*

- When preceptor/student matches are announced, the student will make an appointment to meet with the preceptor at the agency, the college, or other agreed upon location.
- At this meeting, a clinical schedule will be established and the student will submit a copy of the completed Student Profile Form to the preceptor and assigned clinical faculty.
- Student will inform preceptor of CTP start and completion dates and times.

### *Scheduling*

- Best practice indicates completing two (2) consecutive CTP shifts per week.
- A student may not exceed 36 hours of clinical per week.
  - A clinical week is from 1900 Thursday through 1900 on the following Thursday.
- The student CTP schedule will mirror the preceptor's work schedule.
  - For example, if the clinical preceptor reports 15 minutes prior to the beginning of the shift, the student will also need to report 15 minutes prior to the beginning of the shift.
  - Students are not expected to stay beyond their scheduled shift.
    - Once students have completed care for assigned patients, hand-off report is completed, and the preceptor has been notified, the student may leave clinical.
- Students will work the entire shift the preceptor works.
  - If the preceptor leaves early for any reason, the student will leave the unit as well.
    - Students must send an immediate courtesy notification via blackboard email to the faculty liaison about this change.
    - Students will reschedule the missed hours in four, eight, or twelve hour increments only.
    - Students will submit the rescheduled hours per updated template as previously described.
    - Rescheduled hours must be submitted to faculty 24 hours prior to working the clinical shift to receive credit.
- Students will accompany the preceptor to alternate units to work the scheduled clinical shift, as the preceptor is assigned by the agency.
  - The preceptor should provide a brief orientation to the unit and specialty area of patient care, if needed.
  - The student will notify CTP faculty immediately when floated to an alternate unit.

### *Client Care*

- Students are expected to demonstrate autonomy in prioritizing care, make sound clinical judgments, and accurate decisions about patient care.
- Students will be prepared to answer the "why" questions posed by the preceptor.
  - The preceptor will consistently stimulate critical thinking and strengthen the student's ability to "think" like a nurse.
- Students will participate in all areas of client care delivery including documentation, rounds, order verification, and all routes of medication delivery.

- Preceptors **must be present** when discharge instructions are offered to the patient and discharge instructions **must be signed** by the preceptor. The student will co-sign the discharge instructions if they provide the instruction.
- Preceptors **must be on the extension** if students call report to another unit.
  - Students have been oriented and instructed in the use of the “I-SBAR-R” method for report and will adhere to this method.
- Preceptors **must be present** when students receive telephone orders from the health care provider, however, the preceptor must complete the electronic order entry process.
- Students are expected to actively participate in all unit responsibilities such as answering lights, assisting other staff, and distributing trays.
- Students will skillfully manage a group of clients by the end of CTP:
  - 3-5 patients on a medical-surgical unit
  - 1-2 patients in a specialty unit

### ***Documentation and General Information***

- Students will have their CTP checklist (attached to this packet, pg. 10) signed by the preceptor at the **end each clinical shift**, and keep a record of all skills completed.
- Students will have a CTP shift documentation sheet (attached to this packet, pg. 12) signed by the preceptor at the **end of each clinical shift**.
- Students will have reference books (textbooks) available during the shift.
- Students **may not** go to the helicopter pad with the preceptor, as this requires safety in-service training.
- Students **are not allowed to perform** Accu-checks **or draw** peripheral ABG’s. These skills are not critical skills of the ADN program and students have not received the specific training or competency evaluation required by Baylor Scott & White Hillcrest, Providence, and/or regulating agencies.

### ***Medication Administration***

- Direct supervision during medication administration is required.
  - Students will participate in order verification and administer all routes of medication **per facility policy**.
    - The preceptor will determine student knowledge of the medications prior to administration. Deficiencies will be reported to the CTP faculty within 24 hours.
    - Students must follow facility policy regarding administering medication through central venous catheter devices.
      - Student medication policies are found on facility intranets.
- Preceptors must obtain narcotics from the Omnicell, Pyxis, or narcotic box in NICU.
- Students **may not** titrate medications.
- Students **may not** be a primary verifier or witness to blood administration.
- Students must observe the 6 rights of medication administration: right patient, medication, dose, route, time, and documentation.
- Students must correctly identify the patient using at least two forms of identification, prior to administration of any medications.

### ***Skill Performance***

- Students have acquired a skill set through campus lab and clinical performance evaluation.
- Students will demonstrate competence in these skill performances and are expected to take advantage of the opportunity to complete all skills in the clinical setting.

- Preceptors **should immediately recommend** the student for further lab skills practice when inefficient performance is identified and notify faculty liaison of such recommendation.

Students have accomplished demonstrated competency in:

- Universal Criteria
- Medical Asepsis: Hand washing
- Temperature, Pulse, Respirations, Blood Pressure
- Neurological Signs
- Intake/Output
- Breath Sounds, Bowel Sounds
- Bathing, Bed Making
- Insertion of Nasogastric Tube, Removal of Nasogastric tube, Tube Feeding
- Oral Medication, Hanging IV Bag, Mixing Medications, Intramuscular Injections, IV Piggyback, IV Push
- Surgical Asepsis: Sterile Field, Sterile Gloves
- Nasopharyngeal Suctioning
- Insulin Injection
- Venipuncture
- Saline lock/Intermittent Infusion Device
- Catheterization
- Removal of Sutures/Staples
- Central Line Dressing Change, Caring for patients with Total Parenteral Nutrition (THE FACILITY STUDENT POLICY MUST BE FOLLOWED REGARDING CENTRAL VENOUS CATHETER DEVICES).
- Care of Patients with Chest Tubes, Tracheostomy Suctioning, Double Cannula Tracheostomy Cleaning
- Caring for Patients receiving Blood Transfusions
- Colostomy Care, Wound

### **Safety, Errors, or Weaknesses in Clinical Practice**

The preceptor will contact the CTP faculty immediately if unsafe practice issues are identified. In addition, the preceptor will notify the CTP Faculty if the student demonstrates unprofessional behaviors or breaches established program or agency policies or the Texas Nursing Practice Act. Practicum faculty will assist the preceptor in documenting the incident(s). Examples include:

- Student disregard of facility or departmental policy
- Violation of policy from any accrediting agency
- Violations of the Texas Nursing Practice Act (NPA)
- Student performing functions outside the scope of practice
- Violations of HIPPA regulations or patient confidentiality (this includes a student giving out any medical advice by phone)
- Students who are unprepared to provide nursing care according to the NPA
- Refusal or denial of the opportunity to complete nursing care and skills ( to be noted as unwillingness and/or unpreparedness)
- Student medication errors:
  - If an error occurs that results in an untoward patient reaction, please immediately notify the CTP faculty on call
  - If a medication error occurs and there is no untoward reaction, student and preceptor will notify the CTP faculty on the next business day
  - Assure all necessary documentation of medication error is completed
  - Notate the medication error on the student assessment form





## CTP Student Profile

This form must be completed as word document and reviewed by your assigned practicum faculty prior to the initial meeting with your preceptor. Once approved by your assigned practicum faculty, the form must be delivered to your preceptor to your first (orientation) shift. This information will enable your preceptor to be familiar with your baseline knowledge, learning style, and to personalize your learning activities.

### Demographic Information:

Student Name:

Student Phone Number:

MCC Faculty Liaison Name:

MCC Faculty Liaison Phone Number:

CTP Start Date:

### Learning Style Assessment:

1. Understanding that learning occurs in cognitive, affective, and kinesthetic domains, rank the following learning strategies for your preceptor (1-4 with 1 being the best strategy for your learning style):

\_\_\_\_ I observe someone else      \_\_\_\_ I read the information first  
\_\_\_\_ I listen to the explanation first      \_\_\_\_ I try it myself; ask for help as needed

2. My strengths are:

3. My weaknesses are:

4. I like feedback on my performance:

\_\_\_\_ Daily    \_\_\_\_ Weekly    \_\_\_\_ Other (Explain)

\_\_\_\_ Verbally    \_\_\_\_ In Writing

5. The most important thing for the preceptor to know about me is:

## **Student Learning Outcomes**

By the end of CTP, the student will be able to:

1. Apply knowledge of selected advanced concepts to a variety of clinical situations.
2. Utilize clinical reasoning and knowledge based on the nursing program of study to date, evidence based practice outcomes, and research based policies and procedures as the basis for decision making and safe patient-centered care for groups of patients in a variety of clinical settings.
3. Utilize a systematic process to develop comprehensive concept maps to provide patient-centered care to complex patients across the life span.
4. Promote safety and quality improvement as an advocate and manager of nursing care.
5. Coordinate, collaborate, and communicate with diverse patients, families and the interdisciplinary team to plan, deliver and evaluate care.
6. Demonstrate skills in using patient care technologies and information systems that support safe nursing practice.
7. Adhere to standards of practice within legal, ethical, and regulatory frameworks of the professional nurse.
8. Demonstrate behavior that reflects the values and ethics of the nursing profession.
9. Demonstrate knowledge of delegation, management and leadership skills.

**Signature:** \_\_\_\_\_

### CTP Checklist

**If the experience opportunity is not available on assigned unit or shift, discuss alternative plans to achieve this experience with practicum faculty.**

Preceptor: \_\_\_\_\_ Student: \_\_\_\_\_ Clinical Location: \_\_\_\_\_

<b>Clinical Experiences</b>	Date Accomplished Preceptor/Student Initial
Patient admission process	
Patient discharge process (from agency, specialty care unit, urgent care, etc.)	
Initiate Plan of Care with preceptor	
Update Plan of Care with preceptor	
Observe and participate in implementing physician orders	
Document patient education	
Prepare a patient for surgery or other procedure	
Participate in the process of informed consent for surgery or other procedures	
Care for post-operative or post-procedure patient	
<b>Shift One:</b> Student orientation to unit, facility and unit specific policies and procedures Preceptor's initial evaluation of student nursing knowledge, skills, and clinical abilities A. Shadow Preceptor B. Ensure all access codes work C. Assist preceptor with patient care, as needed for evaluation	
<b>Shift Two:</b> Manage nursing care for a group of 2 patients on a medical-surgical unit or 1 patient in a specialty unit	
<b>Shift Four:</b> Manage nursing care for a group of 3-4 patients on a medical-surgical unit or 2 patients in a specialty unit	
<b>Remaining Shifts:</b> Manage nursing care progressing to a group of 4-5 patients on a medical-surgical unit or 2 patients in a specialty unit	
Participate in Quality Improvement Activities (located in packet).	
Call Provider of Care using "I-SBAR-R" method	
Give Hand-off (Shift) Report using the "I-SBAR-R" method	
<b>Observation:</b> A. Blood Administration B. Titrate medications, note outcomes C. Any unusual event	

**List all skills performed:**

## Quality Improvement Assignment

**Please submit this assignment as a word document.**

1. What are the core measures that are monitored on this unit?
2. Who collects the data?
3. Where is the data analyzed?
4. How are results shared with all providers of patient care (RN, LVN, CNA, and physician)?
5. What are the consequences if the core measures are not at acceptable level?
6. Monitor a chart using hospital criteria for a patient that has diagnosis that Joint Commission and Medicare have identified as a core measure. Submit results with no identifying patient information.
7. Attend nursing Huddle on unit and if possible the Hospital Administration Huddle or QI meeting this is great information and opportunity to see the process in action. Please describe this experience in a word document.

# CTP SHIFT DOCUMENTATION

Preceptor: \_\_\_\_\_ Student: \_\_\_\_\_ Clinical Location: \_\_\_\_\_

DATE	CLINICAL HOURS	PRECEPTOR INITIALS	STUDENT INITIALS
<b>Total Hours</b>			

I verify that \_\_\_\_\_ has completed the above clinical transition experience hours, under my supervision.

NURSE PRECEPTOR SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

## CTP Final Reflection

This document must be typed and submitted for the exit advising session with your advisor.

Based on the Student Learning Outcomes and the Differentiated Essential Competencies for Associate Degree Nursing Student (DECs) for this clinical course, please answer the following questions.

- Assimilate your weekly logs to assist in composing your final reflection.
- Use as many pages as necessary to complete the final reflection
- The reflection should demonstrate your progression toward and readiness for professional nursing practice.

1. What did you gain from the CTP experience?
2. How did the practicum facilitate your transition into a professional role?
3. List examples of how you excelled in clinical competence (please be very specific).
4. Identify ways you can improve in clinical competence as a graduate nurse (please be very specific).

## Clinical Transition Practicum Preceptor Assessment of Student

Preceptor: \_\_\_\_\_ Student: \_\_\_\_\_

Clinical Location: \_\_\_\_\_ Semester/Date: \_\_\_\_\_

Rate the student on the following items. 4 SA = strongly agree 3 A = agree 2 = D disagree 1 = strongly disagree

In the event of a score of 1 or 2, please give a brief example of the problem, behavior, or attitude in the comment section.

<b>The student:</b>	4 (SA)	3 (A)	2 (D)	1 (SD)
Is punctual and demonstrates a professional appearance.				
States goals and objectives prior to beginning each shift.				
Utilizes a systematic process to provide patient-centered care to complex patients across the life span. i.e. The Nursing Process				
Recognizes priority care problems and prioritizes care accurately.				
Promotes safety and quality improvement as an advocate and manager of nursing care.				
Manages a group of 2-5 patients proficiently, utilizing clinical reasoning, evidence based knowledge, and research based policies and procedures as the basis for decision making and safe patient-centered care.				
Demonstrates skill and knowledge when administering medications: parenteral and non-parenteral.				
Accurately interprets the meaning of lab values				
Coordinates, collaborates, and communicates with diverse patients, families and the interdisciplinary team to plan, deliver, and evaluate care.				
Demonstrates skill in using patient care technologies and information systems that support safe nursing practice.				
Adheres to standards of practice within legal, ethical, and regulatory frameworks of the professional nurse. i.e. Texas Nursing Practice Act				
Demonstrates knowledge of delegation, management, and leadership skills.				
Demonstrates behavior that reflects the values and ethics of the nursing profession.				
Accepts and profits from constructive criticism				

Comments: Please use back of sheet for comments. Thank you!

- a. What do you see as the student's greatest opportunities for growth?
- b. Was there anything that would have made this experience more meaningful for you or the student?

### CTP Evaluation of Preceptor

Preceptor: \_\_\_\_\_

Clinical Location: \_\_\_\_\_

**Rate the preceptor on the following items using these ratings:  
4 = strongly agree 3 = agree 2 = disagree 1 = strongly disagree**

The preceptor:	4	3	2	1
Oriented student to clinical area				
Discussed clinical learning objectives				
Incorporated experiences related to accomplishing your learning objectives Provide examples				
Helped you to identify additional learning goals				
Encouraged you to become part of the team				
Consistently discussed patient care process with you				
Encouraged you to participate as a professional				
Encouraged you to think independently				
Implemented teaching strategies that stimulated critical thinking Provide examples				
Encouraged you to ask questions				
Provided consistent performance evaluation				
Provided constructive suggestions for performance improvement and professional growth				
Helped you to learn time management in the provision of nursing care				
Helped you to learn prioritization of patient healthcare needs				
Served as a positive role model				
You would recommend this preceptor to future students				

**In the event of a score of 1 or 2, please give a brief example (of the problem, behavior, or attitude):**



## Preceptor Acknowledgement Form

I have read the clinical transition practicum packet of guidelines, policies and procedures, and forms. I understand the policies and procedures of the McLennan Community College clinical transition practicum (CTP). While practicing under my supervision, I will ensure the student adheres to the CTP policies.

### I understand:

Yes No

1. How to access the CTP packet of guidelines, policies and procedures, and forms.
2. The preceptor and student roles for the CTP.
3. The Student Learning Outcomes given to me by my assigned student and will assist in completion of those outcomes.
4. How to contact the MCC faculty liaison for CTP.
5. How to contact the student preceptee assigned to me.
6. I will contact the faculty liaison with questions or further explanations regarding CTP policies, as needed.
7. I will contact the faculty liaison with concerns regarding student performance during CTP.
8. The student attendance record is signed at the end of each shift.
9. The student practicum checklist will be signed as the student completes the experiences.
10. Formative evaluation sessions with the student will be accomplished.
11. The student evaluation form is completed and returned to CTP faculty liaison in a sealed envelope (via student or faculty), at the conclusion of the CTP.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## CTP Schedule

<b>Student Name</b>			
<b>Advisor Name</b>			
<b>Student Phone</b>			
<b>Student Email</b>			
<b>Preceptor Name</b>			
<b>Clinical Facility</b>			
<b>Unit</b>	<b>Date</b>	<b>Shift</b>	<b>Reason for Schedule Change</b>
1			
2			
3			
4			
5			
6			
7			
8			
9			
0			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			