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Nursing 227 Clinical and Field Practicum Preceptorship in Nursing

2nd Semester 2024-2025

COURSE GUIDE

INTRODUCTION

Clinical teaching is essential to the UP College of Nursing BSN Program as it helps transfer and actualize theoretical knowledge into practice. To achieve effective clinical teaching and learning experiences, UPCN relies on registered nurses working in the areas to guide and assist students during their clinical experiences. However, it has been argued that while in the area nurses are a better option for providing real practical support to nursing students as they are considered expert clinicians, not all of them have backgrounds in teaching hence the need to provide them with educational support that would help them effectively supervise the student nurses.

A clinical preceptor refers to a nurse employed within a health facility who mentors, monitors, teaches, provides feedback, and assesses undergraduate nursing students in their workplace. Preceptorship involves contact with an experienced and competent role model and building supportive one-to-one teaching and learning relationships. This short-term relationship is directed to assist the student in adjusting to the nursing role. Thus, experienced professional nurses, working in the hospitals, were trained as preceptors and expected to teach and guide undergraduate nursing students allocated to the wards/areas where they worked in addition to their daily patient care duties. These additional tasks were given to these nurses against the problem that the country has the highest nurse-patient ratios.

Literature has commended preceptors for putting great effort into creating meaningful and positive learning experiences for students. Literature has demonstrated that preceptors experience several challenges when executing their preceptorship roles. There have been cases of role confusion amongst some practicing nurses hired for

preceptorship roles so that they feel that their role of providing nursing care to patients is usually overtaken by preceptorship roles. Furthermore, the lack of support from nursing faculty members from the hosting nurse training institutions made it difficult for the preceptorship goals to be met. It is documented that the preceptor's role is somehow complicated because faculty members rarely visit students in the clinical sites, and if they do, they briefly stay in the ward just to meet with the students.

The course emphasizes design and skill-based learning. This blended-learning approach includes self-paced modules, interactive face-to-face sessions, and intensive workshops.

COURSE DESCRIPTION

Application of models and frameworks to planning, and facilitating teaching and learning in field practicum and clinical environments in the nursing program

COURSE OUTCOMES

Upon successful completion of this course, students must be able to:

1. Apply theoretical foundations of nursing and education to clinical and field practicum teaching
2. Design relevant and appropriate clinical and field practicum learning experiences in the context of an undergraduate nursing program
3. Use evaluation strategies to assess student performance in the clinical and field practicum experiences
4. Appreciate the clinical and field learning environment and its contribution to student's achievement of outcomes

COURSE OUTLINE

I. The Role of the Clinical Preceptor and the Clinical Environment in Student Learning

This module aims to develop and prepare nurses to be student nurses' preceptors. The values, skills, and knowledge taught will help them in this new role and provide effective guidance and supervision to student nurses. This will give concepts on the roles and responsibilities of the clinical preceptor and clinical area for learning experiences involving BSN students.

- A. Nursing Education in the Philippines
- B. Role of Clinical Preceptors in Nursing Education
- C. Characteristics of Clinical Learning Environment
- D. Challenges in Clinical Learning

II. Designing and Providing Clinical Learning Experiences

In this module, learners will focus on planning for high-quality clinical learning experiences. They will explore how to foster adult learning characteristics in the clinical learning

environment and learn the components of a quality learning plan that integrates determining expected learning outcomes and establishing an effective feedback process.

- A. Purposes of Clinical Experience
- B. Importance of Planning Clinical Experiences
- C. Principles of Planning Clinical Experiences
- D. Formulation of Learning Outcomes
- E. Teaching and Learning Activities in the Clinical Area
- F. Evaluating Clinical Learning

III. Communication and Facilitation Skills

This module reviews skills in effective communication. Culturally aware and sensitive communication strategies are explored as the learners consider a communication plan for a learning experience. This module also reviews specific concepts related to effective written, verbal, and non-verbal communication.

- A. Facilitation Skills
- B. Providing Feedback

IV. Community as a Learning Environment

V. Managing Difficult Situations in the Clinical Learning Environment

This module will discuss key factors that may influence the clinical learning environment and review methods for effectively managing difficult situations. Strategies for preventing and analyzing student performance difficulties are reviewed, along with measures to address student progress problems.

- A. Issues about the Teacher
- B. Issues about the Student
- C. Issues about Client Care
- D. Issues about the Physical Environment
- E. Issues about the Nurse Team

STUDY SCHEDULE

<i>Date</i>	<i>Topics</i>	<i>Learning Tasks</i>
	Course Overview	<ul style="list-style-type: none">● Assess your readiness for the course by answering the pre-test● Read the N227 Course Guide and familiarize yourself with the study schedule, course requirements, and house rules.● You will perform a self-assessment through this questionnaire using a scoring guide. Sharing of responses will be done in plenary

Monday February 03	Module 1. The Role of the Clinical Preceptor and the Clinical Environment in Student Learning	<ul style="list-style-type: none"> ● Sharing of latest experience on teaching in the clinical area. <i>Discussion forum.</i> ● Sharing of concerns being a clinical preceptor. <i>Discussion forum.</i> ● Assignment 1. Analyzing Clinical Learning Environment
Monday February 10	Module 2. Designing and Providing Clinical Learning Experiences	<ul style="list-style-type: none"> ● Processing of MODULE 1 ● Analyze your learners and the learning context by answering a few guide questions in the discussion forum. <i>Discussion forum</i> ● Review the course syllabus of the course you will be involved in. ● <i>Self-assessment check.</i> Learning domains. ● Assignment 2. Designing Clinical Learning Experience. Write an instructional design for your clinical learning experience (clinical focus). Upload your output in the assigned submission in the VLE.
Monday February 24	Module 3. Communication and Facilitation Skills	<ul style="list-style-type: none"> ● Processing of MODULE 2 ● Presentation of Instructional Designs ● Explain the importance of interpersonal skills, specifically proper communication, in clinical teaching settings ● Select appropriate tools, strategies, and techniques in facilitation and communication in preceptorship. Watch this video, Inpatient Bedside Teaching Rounds. ● Watch the video and read the article on providing feedback and its challenges. ● Assignment 3. Actual Teaching in the Clinical Area
Monday March 3	Module 4. Community as a Learning Environment	<ul style="list-style-type: none"> ● Processing of MODULE 3
Monday March 10	Module 5. Managing Difficult Situations in the Clinical Learning Environment	<ul style="list-style-type: none"> ● Processing of MODULE 4 ● Sharing of difficult learning experiences in the clinical area. ● Read relevant articles describing the challenging situations in this type of learning environment ● Assignment 4. Discussion forum. Watch the video and give your input on the preceptor in the video.

		<ul style="list-style-type: none"> Read the article, “Exploring the Challenges of Clinical Education in Nursing and Strategies to Improve It: A Quality Study.” Assignment 5. Case Scenario Analysis. Read the case of a difficult learning situation and answer the guide questions.
Monday March 17		<ul style="list-style-type: none"> Processing of MODULE 5 Orientation to Face-to-face activities
	Face-to-face Session	Community Exposure Hospital Exposure

Course completion will be based on 100% participation in the online and onsite activities and submission of assignments and activities.

- Discussion forum
- Assignments
- Workshop outputs

HOUSE RULES

1. The course is available in UPM's Virtual Learning Environment Monitor the course site at least twice a week for participation, updates, and announcements.
2. Remember that discussions in the forums are academic discussions. Make sure that your contributions are relevant to the topics. Respond to discussion questions and the contributions of co-learners clearly and concisely.
3. Observe network etiquette when posting in discussion forums. Read <http://www.albion.com/netiquette/corerules.html>.
4. While the course is set at the learner's pace, follow the suggested schedule to avoid delaying the submission of assignments/ activities.
5. Observe intellectual honesty at all times.

COURSE TEAM

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