



ILLINOIS STATE UNIVERSITY

Mennonite College of Nursing

School Nurse Graduate Certificate Program Preceptor Manual

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**ILLINOIS STATE
UNIVERSITY**

MENNONITE COLLEGE OF NURSING

Dear Preceptor,

Thank you for agreeing to serve as a preceptor for the School Nurse Graduate Certificate program. Mennonite College of Nursing at Illinois State University is committed to producing a highly prepared student. This strength is based on the quality of our experienced clinical preceptors, our curriculum, faculty, and students.

This preceptor manual has been developed to provide information about the program and the clinical course for which you will serve as a preceptor. It also includes guidelines related to the preceptor role. We ask that you read this manual before precepting the student and use it whenever a question about the student's clinical practicum arises. We encourage you to contact the course faculty with any questions or concerns about the clinical practicum. Contact information for course faculty is provided in writing at the beginning of the fall semester.

We hope you will find your role as a preceptor both personally and professionally satisfying. Again, we thank you for your contribution to the education of our future Professional Educator License-Certified School Nurses (PEL-CSN).

Sincerely,

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School Nurse Graduate Certificate Program Lead
Mennonite College of Nursing

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Mission, Vision, and Values

Mission Statement

Mennonite College of Nursing promotes excellence and innovation in education while striving to improve health locally and globally through exceptionally well-prepared nurses.

Vision Statement

To be a community that sets the standard for excellence in nursing practice and education, changing the world one exceptionally well-prepared nurse at a time.

Values

We value life-long, curious learners and relationships with one another and our community. We strive to improve health; demonstrate excellence in our work; provide service to and care for others; and display empathy, openness, advocacy, and purposeful action, in an environment that welcomes diversity while promoting inclusion and the celebration of personal and professional accomplishments.

School Nurse Graduate Certificate: Purposes and Outcomes Objectives

Mennonite College of Nursing offers School Nurse Graduate Certification classes designed to prepare school nurses to function to the full extent of their expertise and license. This certificate program is designed to increase your knowledge and expertise in School Nursing and to improve your daily practice. Upon successful program completion, the successful candidate will be recommended for endorsement by the Illinois State Board of Education (ISBE). ISBE grants the Professional Educator License (PEL) with endorsement in school nursing when the state exam has been completed with a passing score.

Purposes

- Prepare school nurses for practice in the school setting as Professional Educator License-Certified School Nurses.
- Prepare school nurses to assume leadership and advocacy roles within schools and healthcare systems at the regional, state, and national levels.
- Fully participate in Individualized Education Plan (IEP) meetings, advocating and supporting children and families.

Outcome Objectives

The nurse who completes the School Nurse Graduate Certificate program will:

- Demonstrate advanced knowledge and skills in school nursing practice.
- Provide leadership reflecting an understanding of the school, community, and health care delivery systems.
- Demonstrate a commitment to compassionate, professional caring through collaborative endeavors with children, families, school personnel, and health care providers.

- Respond to the social, economic, political, ethical, and professional issues affecting school nursing practice.

School Nurse Graduate Certificate: Program of Study

The School Nurse Graduate Certificate (SNGC) program, a 10-semester-hour certificate program, prepares school nurses to function in an advanced practice role. The role also includes participation in and use of research, development, and implementation of health policy, and education of exceptional children, individuals, and groups. School nurses who complete the program are eligible to take the certification examination for Professional Educator License - Certified School Nurse offered through the Illinois State Board of Education. The program is fully accredited by the Illinois State Board of Education (ISBE).

Program of Study

| Course # | Course Title | Semester Hours | Clinical Hours |
|-----------------|--|-----------------------|-----------------------|
| NUR 416 | School Nurse as Educator | 4 | |
| NUR 417 | Theoretical Foundations of School Health | 3 | |
| NUR 418 | Practicum in School Nursing | 3 | 300 |
| | TOTAL HOURS | 10 | 300 |

Course Description & Objectives

Course Number & Title: 416 School Nurse as Educator

Academic Credit: 4 Semester hours

COURSE OVERVIEW

This course examines the unique sub-specialty of school nursing. Educational methods and learning strategies are explored as they apply to children, adolescents, and adults in the school setting. The critical role of the school nurse in addressing the educational and health needs of the exceptional child is investigated.

COURSE OBJECTIVES

At the successful completion of this course, you should be able to:

1. Apply education and learning theories in the school environment.
2. Discuss legal and ethical issues that impact school health.
3. Design developmentally appropriate lesson plans that are differentiated and culturally appropriate.
4. Describe the educational and health needs of the exceptional child.

5. Adapt educational strategies to maximize the learning and health of the exceptional child.

Course Number & Title: 417 Theoretical Foundations of School Health
Academic Credit: 3 Semester hours

COURSE OVERVIEW

Application of population health, health promotion, and case management principles to chronic health conditions and children with special needs to maximize health, learning environments, and health outcomes. Students will explore various school nursing trends and theories to understand the interplay between school environment, social-emotional factors, social determinants of health, family systems, and the child.

COURSE OBJECTIVES

At the successful completion of this course, you should be able to:

1. Discuss school assessment, collaboration, and impact on the learning environment.
2. Discuss the interplay of social determinants of health and family systems on the health of children, adolescents, and adults.
3. Analyze the school culture and its impact on youth mental health.
4. Apply case management theory to selected chronic conditions.

Course Number & Title: 418 Practicum in School Nursing
Academic Credit: 3 Semester hours

COURSE OVERVIEW

This is a 300-hour practicum course. Most of the hours will occur in the school setting where the nurse practices. The focus of the course is the application of educational and child development theories to develop, implement, and evaluate health promotion curricula in the classroom. School assessment, program development, and outcomes-based evaluation will be used. Zoom office hours with School Nurse Faculty are available upon request by the student and/or preceptor.

COURSE OBJECTIVES

At the successful completion of this course, you will be able to:

1. Apply theories of population health, health promotion, and disease prevention to diverse populations in the school nurse setting.
2. Develop and evaluate health promotion curriculum in the classroom.
3. Implement holistic plans of care to improve the health of exceptional children and their families.
4. Collaborate with families, school personnel, and community members to evaluate the health and learning environments in school settings.

Policies Related to Preceptors

Criteria

The following are minimal criteria that must be met by school nurses serving as preceptors in clinical practicum. The preceptor must have:

- Two years of full-time experience as a school nurse
- One full school year of full-time employment with the current employer
- Bachelor Prepared, Licensed, and Registered Professional Nurse in Illinois
- A Professional Educator's License (PEL) in Illinois
- Certified School Nurse endorsement

Role of Preceptors

Preceptors assist students in the nursing certificate program by:

1. Reviewing the Mennonite College of Nursing Preceptor Manual and adhering to the policies and guidelines.
2. Facilitating an informal, collaborative, and mutually respectful environment in which to learn.
3. Being an expert role model.
4. Providing ongoing feedback to students to improve their performance, management, and leadership skills.
5. Functioning as a facilitator and mentor for student learning.
6. Serve as a resource regarding institutional functioning and direct the student to resources, such as administrative policies and procedures.
7. Challenging the student by assisting the student to answer his/her questions.
8. Completing and reviewing with the student a final written evaluation, the Preceptor Evaluation form, following the experience. These forms must be returned to the School Nursing practicum faculty the week following completion of the experience.
9. The preceptor understands and agrees they are not an employee of Illinois State University or Mennonite College of Nursing and will not receive any compensation or employee benefits from Illinois State University or Mennonite College of Nursing. The volunteer role assumed by the preceptor assists the nurse wishing to continue their education in School Nursing.
10. Students cannot select a preceptor who is a family member or any other relationship that could create an actual or perceived conflict of interest.
11. Preceptor agrees to carry out their duties hereunder outside of their regular employment at their school/school district or if performing the duties while employed at their school/school district, they have requested and been given written permission to perform those duties during their regular employment hours.
12. The preceptor, acting as a volunteer, shall be covered for liability under the State of Illinois Employee Indemnification Act.

Expectations of Students and Preceptors

Expectations of Students

The student is responsible for:

- Obtaining the preceptor's written agreement to serve as a preceptor via the Preceptor Agreement form.
- Verifying that Mennonite College of Nursing has received an affiliate agreement from the clinical site before starting the clinical experience.
- Developing personal learning objectives and sharing these with the preceptor.
- Conferring with the preceptor to keep him/her informed of progress.
- Completing and discussing with the preceptor a self-evaluation of clinical performance/abilities.
- Adhering to the standards and scope of professional practice.

Expectations of Preceptors

The preceptor is expected to:

- Complete the Preceptor and Volunteer forms.
- Read this manual and review the information for the practicum course.
- Facilitate an informal, collaborative, and mutually respectful environment in which to learn.
- Serve as an expert role model.
- Provide ongoing mentoring, consultation, and support via email, text, phone, or virtual meetings.
- Notify faculty of any concerns about student behavior and provide written anecdotal documentation as appropriate.
- Meet with Faculty and Student for a virtual site visit.
- Review and sign the Summary Document outlining the student's work during the practicum experience.
- Complete and review in collaboration with the student a final written evaluation of performance that is then maintained in the student's file at Mennonite College of Nursing.

Clinical Teaching Skills for the Preceptor

Tips for Maximizing Student Learning Experiences

- **Students may question a preceptor's care which differs from textbook guidelines.** The preceptor may change decisions based on experience and the unique situation. It is helpful to discuss such modifications with the student and the rationale for such changes.
- **Students need the opportunity to improve based on preceptor feedback.** Students receive help from a critique of their performance throughout the experience, not simply at the end. This allows the student opportunities for reflection and continuous skill development through a supportive student-preceptor relationship.

- **Students view preceptors as role models for management and leadership skills.** Students receive help from initially seeing the preceptor’s abilities in supervising, managing, critical thinking, communication, and executive decision-making.

Clinical Teaching Skills for the Preceptor: Hints to Help Students Learn

PEL-Certified School Nurses may be novices in terms of serving as preceptors. Likewise, veteran preceptors may benefit from teaching hints. The following is provided to guide the preceptor in assisting the student to think critically and grow throughout the clinical experience.

| Clinical Teaching Skill | What the Preceptor Might Say |
|--|---|
| Get the student’s opinion of the central issue | “What do you think is going on?” |
| Agree on the central clinical issue | “I agree....” “Have you considered....?” |
| Ask targeted questions to define the student’s learning needs | “What led you to that conclusion?” “What part of the assessment is most important in this situation?” “Is the child and/or family’s primary concern the same as yours?” |
| Reinforce the principles of care whenever possible and discuss modifications when appropriate. | “The typical treatment for this problem is not appropriate for this child because....” |
| Positively reinforce good clinical skills and appropriate professional behavior. | “You were thorough in your collection of the child’s history.” |
| Promote critical thinking skills. | “The child is falling asleep in class. What could cause this behavior?” |

Clinical Evaluation

Evaluation should be a collaborative effort between the student and the preceptor. The student should develop and use personal learning objectives to discuss learning needs with the preceptor. The preceptor likewise can use these objectives, along with course objectives, professional standards/scope of practice, and standards of care to provide the student with constructive evaluative feedback.

At times, one school nurse is the only nurse serving an entire district or a school geographically located some distance from their preceptor. In some areas, there is a shortage of certified school nurses in the state who can be preceptors. As a result, daily observation may not be possible for those preceptors. In these situations, preceptors should discuss the evaluation criteria with the student in a manner that will provide an adequate assessment of the student's ability. Preceptors are also encouraged to ask for written documentation from the student to assist them in evaluation. Any documentation should strictly adhere to FERPA guidelines.

Students must keep logs of their clinical activity and will share them with their preceptor and obtain signatures.

The preceptor provides ongoing evaluation of the practicum log to offer critique and support. Students must set goals at the beginning of the clinical experience based on the Illinois Standards of Professional Performance for School Nursing shared with the preceptor. Students may have personal goals to share with their preceptor as well.

Evaluation

At the end of the clinical experience, the preceptor is asked to provide a written summary of the student's performance on the Preceptor Evaluation of Student form. The preceptor and student should review this evaluation together at the end of the clinical experience.



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School Nurse Certificate Program
Preceptor Evaluation Nursing 418 Practicum

Student name _____

Semester/Year _____

Preceptor name, title & organization _____

Preceptor Evaluation of Student

| Learning Objectives & ISBE Competencies | Exceeds Expectations | Meets Expectations | Needs Improvement |
|---|-----------------------------|---------------------------|--------------------------|
| Applies theories of population health and health promotion to students in the school setting. | | | |
| Develops holistic plans of care to improve the health of exceptional children. | | | |
| Demonstrates collaborative interactions with families, school personnel and community members. | | | |
| Discusses the influence of diverse backgrounds and developmental levels on care planning and learning. | | | |
| Discusses the impact of students' developmental and learning characteristics on provision of health promotion and teaching. | | | |

Comments by preceptor (include student strengths and areas for growth):

Completed by Preceptor (signature-typed or written): _____ Date: _____

Reviewed by Student (signature-typed or written): _____ Date: _____

Please, Submit the completed form to the Illinois State University Course Faculty.



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Mennonite College of Nursing

School Nursing Graduate Certificate Program Summary of Practicum Activity

Student _____

Preceptor _____

Practicum Location - School & District _____

Summary: In the space below, please provide your practicum hours summary, those spent in the school, along with the hours accumulated in community engagement and the pursuit of Nursing Continuing Professional Development related to school nursing.

Total Combined Hours: _____

Student _____ Date _____

ISU Course Faculty _____ Date _____

Preceptor* _____ Date _____

**The preceptor's signature acknowledges that the preceptor meets ISBE policy by holding a school nurse endorsement, 2 years of full-time experience as a school nurse, and one full-time year of experience with the current employer (some exceptions may apply).*

Please, Submit the completed form to the Illinois State University Course Faculty.