



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 you with 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 might arise related to the student's clinical practicum. We encourage you to contact the course faculty should you have any questions or concerns about the clinical practicum. Contact information for course faculty is provided to you 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
Mennonite College of Nursing

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Resources used to develop this manual:

Ball State University. Preceptor orientation manual.

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 expertise in School Nursing and to improve your daily practice. A certificate will be earned upon successful program completion. The successful candidate will be recommended for endorsement to 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 successfully completed.

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

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 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, a majority of 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' full-time experience as a school nurse
- One full school year of full-time employment with the current employer
- Licensed as a Registered Professional Nurse in Illinois and have a bachelor's degree
- 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 that was provided to him/her or via the College website () And adhere to the policies and guidelines within.
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. Serving as a resource regarding institutional functioning and directing the student to resources, such as administrative policies and procedures.
7. Challenging the student by assisting the student to answer his/her own 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 that they are not employees 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 preceptor is undertaking this volunteer role to assist other nurses wishing to continue their education in the field of School Nursing.
10. Students who use preceptors 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

The student is responsible for:

- Obtaining preceptor's written agreement to serve as a preceptor via the Preceptor Agreement form.
- Verifying with Mennonite College of Nursing that an affiliate agreement is in place with 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.
- Be an expert role model.
- Provide ongoing mentoring, consultation and support via email, text and/or phone
- Notify faculty of any concerns about student behavior and provide written anecdotal documentation as appropriate.
- Complete and review with the student a final written evaluation of performance which is then maintained in 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 on 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 upon preceptor feedback.** Students receive help from critique of their performance throughout the experience, not simply at the end. This allows the student the opportunity to continually improve in skills and helps to set up 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.

For many school nurses, they may be the only nurse for an entire district or in a school geographically located some distance from their preceptor. There is also a shortage of certified school nurses in the state who can be preceptors. As a result, for some preceptors, actual observation may not be possible, especially daily. 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 that will assist them in evaluation. Any documentation should strictly adhere to FERPA guidelines.

Students must keep logs of their clinical activity and share them with their preceptor and obtain signatures. This provides the preceptor with an opportunity to ask questions and engage with the student. Students must also set goals at the beginning of the clinical experience based on the Standards of Professional Performance for School Nursing, which can be 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.