



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 upon the quality of our experienced clinical preceptors, as well as that of 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 your preceptor role. We ask that you read this manual prior to precepting the student and to 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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Table of Contents

| Topic | Page |
|--|-------------|
| Mission, Vision and Values | 4 |
| Program: Purposes and Outcome Objectives | 4 |
| School Nurse Graduate Certificate: Program of Study | 6 |
| Policies Related to Preceptors: | 8 |
| Criteria | 8 |
| Role of Preceptors | 8 |
| Expectations of Students & Preceptors | 9 |
| Expectations of Students | 9 |
| Expectations of Preceptors | 9 |
| Clinical Teaching Skills of the Preceptor | 9 |
| Clinical Teaching Skills for the Preceptor: Hints to Help Students Learn | 10 |
| Clinical Evaluation | 10 |

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 the School Nurse Graduate Certification classes designed to prepare school nurses to function to the full extent of their expertise and license. “School Nursing is a unique sub-specialty, requiring a distinct body of knowledge. 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 completion of the program. 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 health care 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 the area of 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 **416**
COURSE TITLE **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, the student 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 **417**
COURSE TITLE **Theoretical Foundations of School Health**
ACADEMIC CREDIT **3 Semester hours**

COURSE DESCRIPTION

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 a variety of school nursing trends and theories to gain a broader understanding of 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, the student 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 the impact on youth mental health
4. Apply case management theory to selected chronic conditions

CLINICAL COURSE

COURSE NUMBER **418**
COURSE TITLE **Practicum in School Nursing**
ACADEMIC CREDIT **3 Semester hours**

COURSE OVERVIEW

This is a 300-hour practicum course, 250 hours can occur in the school nurse setting. Application of educational and child development theories to develop, implement and evaluate health promotion curriculum in the classroom. School assessment, program development and outcomes-based evaluation will be used. Students will participate in two 4-hour synchronous sessions

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 which must be met by persons serving as preceptors in clinical practicum. The preceptor must have:

- Two years' experience as a school nurse
- BSN or MSN
- 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 (<https://nursing.illinoisstate.edu/studentlife/resources/student-handbooks/>) 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 improve the student's assessment and management skills.
5. Collaborate with faculty to promote student learning and growth through regular communication.
6. Communicating ongoing feedback about student performance to the student.
7. Functioning as a facilitator and mentor for student learning.
8. Serving as a constant resource regarding institutional functioning.
9. Assisting the student in planning, directing and performing care
10. Directing the student to resources, such as administrative policies and procedures.
11. Challenging the student by assisting the student to answer his/her own questions and to anticipate patient care needs and priorities.
12. 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.

Expectations of Students & Preceptors

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 prior to beginning 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 as a health care provider and based 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 on preceptor feedback.**
Students receive help from critique of their performance throughout the managerial experience, not simply at the end of the experience. 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.

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.