SULTAN QABOOS UNIVERSITY

COLLEGE OF NURSING

BSN PROGRAM

ADVANCED CLINICAL NURSING

PRECEPTOR’S HANDBOOK

FIRST EDITION (Approved by College Board on 28/04/14)
# Table of Contents

<table>
<thead>
<tr>
<th>#</th>
<th>Title</th>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Message from the Dean</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>1.1</td>
<td>Introduction</td>
<td>4</td>
</tr>
<tr>
<td>1.2</td>
<td>About the College of Nursing</td>
<td>4</td>
</tr>
<tr>
<td>1.3</td>
<td>Advanced Clinical Nursing Course Description</td>
<td>5</td>
</tr>
<tr>
<td>1.3.1</td>
<td>Advanced Clinical Nursing Course Objectives</td>
<td>5</td>
</tr>
<tr>
<td>1.4</td>
<td>Who is a preceptor?</td>
<td>6</td>
</tr>
<tr>
<td>1.4.1</td>
<td>Who is eligible to be a preceptor in Advanced Clinical Nursing Course</td>
<td>7</td>
</tr>
<tr>
<td>1.4.2</td>
<td>Selection of preceptors for the Advanced Clinical Nursing Course</td>
<td>7</td>
</tr>
<tr>
<td>1.4.3</td>
<td>Roles and Responsibilities of the Preceptor in the ACN Course</td>
<td>9</td>
</tr>
<tr>
<td>1.4.4</td>
<td>Recommended Activities for Preceptors in the ACN Course</td>
<td>10</td>
</tr>
<tr>
<td>1.5</td>
<td>Preceptor Role and Conflict Management</td>
<td>12</td>
</tr>
<tr>
<td>1.5.1</td>
<td>Ways of Dealing with Conflict</td>
<td>13</td>
</tr>
<tr>
<td>1.5.2</td>
<td>Helpful hints when dealing with conflict situations involving your student</td>
<td>13</td>
</tr>
<tr>
<td>1.6</td>
<td>Clinical Teaching for Advanced Clinical Nursing Students</td>
<td>14</td>
</tr>
<tr>
<td>1.6.1</td>
<td>Important areas of focus during clinical teaching of CAN Students</td>
<td>15</td>
</tr>
<tr>
<td>1.6.2</td>
<td>Student Attendance at Scheduled Clinical Days</td>
<td>16</td>
</tr>
<tr>
<td>1.6.3</td>
<td>Student Professional Dress and Behavior</td>
<td>16</td>
</tr>
<tr>
<td>1.7</td>
<td>General Information about the Advanced Clinical Nursing Course</td>
<td>17</td>
</tr>
<tr>
<td>1.7.1</td>
<td>Specific Advanced Clinical Nursing Course Rules and Regulations</td>
<td>17</td>
</tr>
<tr>
<td>1.7.2</td>
<td>Guidelines for Students during the Advanced Clinical Nursing Course</td>
<td>19</td>
</tr>
<tr>
<td>1.8</td>
<td>College of Nursing UNSAFE PRACTICE CRITERIA during Clinical Learning</td>
<td>20</td>
</tr>
<tr>
<td>1.8.1</td>
<td>Guidelines for Dealing with Unsafe Students</td>
<td>21</td>
</tr>
<tr>
<td>1.8.2</td>
<td>The College of Nursing “Code of Professional Conduct” during Clinical Learning</td>
<td>23</td>
</tr>
<tr>
<td>1.8.3</td>
<td>Descriptors of Safe and Unsafe Clinical Practice</td>
<td>24</td>
</tr>
<tr>
<td>1.8.4</td>
<td>Guidelines for Clinical Instructors in Advanced Clinical Nursing</td>
<td>25</td>
</tr>
<tr>
<td>1.9</td>
<td>Important Contact Information</td>
<td>26</td>
</tr>
</tbody>
</table>

APPENDIX I: Template for Student Clinical Learning Objectives 27-37
APPENDIX II: Student Clinical Attendance Form
APPENDIX III: Student Clinical Performance Evaluation Form
APPENDIX IV: Preceptor Profile Form
Message from the Dean

On behalf of the faculty and students at the College of Nursing, I would like to express our sincere appreciation that you have agreed to take the role of preceptor. As you know from your own nursing education, having good mentors is critical to helping nursing students become competent nursing professionals. Your leadership and guidance as well as your constructive feedback is key in developing our students into competent nurses ready to take on the current and emerging world challenges in health care. We truly thank you for your time and efforts that you are investing in our nursing students.

I hope this handbook is useful resource and will make your responsibilities as a preceptor an enjoyable professional undertaking. Our purpose in creating this handbook is to guide you through your work with our students and to provide you with the necessary information, structure and tools to make the clinical learning encounter a positive and fruitful learning experience for both the student and you.

Should you have any questions or concerns, please contact the office of the Assistant Dean for Training and Community Service on telephone number 2414-5406.

Best regards,

Dr. Esra Al Khasawneh
Dean College of Nursing
1.1 Introduction

In the Bachelor of Science in Nursing (BSN) program offered by the College of Nursing (CON) at Sultan Qaboos University, the preceptors are used to facilitate clinical teaching and learning in only one clinical course (the Advanced Clinical Nursing Course). The Advanced Clinical Nursing course (ACN Course) is the last course in the BSN program and it prepares students entry into the professional nursing practice. The other two main facilitators of the student learning experience in ACN course are the clinical course coordinator and clinical instructor. The 3 facilitators collaborate, communicate, coordinate and work together to achieve the best possible student learning experience and outcomes in the course. This handbook will serve as a resource to provide preceptors with guidelines, instructions and information about the ACN course to be followed during the clinical preceptorship experiences.

1.2 About the College of Nursing

Vision: The vision of the CON is to be among the leading colleges in the region with high standards of nursing education, service and research.

Mission: The mission of the CON is to respond to the health care needs of the Omani society through the development and execution of strong educational nursing programs, service and research.

Core Values: The CON core values are:

- Caring
- Excellence
- Professionalism
- Diversity
- Community Service

Student Learning Outcomes

Upon completion of the BSN program the graduates are expected to able to:

1. Provide ethical and professional nursing care to individuals, families and community.
2. Ensure safety and quality in the care of individuals, families and community.
4. Provide leadership in the delivery, management and advancement of health care in a changing health care environment.
5. Practice effective communication skills at all levels of care.
6. Adopt critical thinking in clinical nursing practice.
7. Collaborate and work effectively with members of the multidisciplinary health care team.
8. Demonstrate ability to learn independently.

1.3 Advanced Clinical Nursing Course Description

Students should register for this course in their graduation semester. It aims at providing the opportunity to the senior students to reinforce and consolidate clinical knowledge, skills, and attitude acquired in different nursing fields throughout the program. Each student should practice independently in any clinical area s/he chooses with indirect faculty guidance and supervision. Students should have the experience of working in night, evening and day shifts applying critical thinking concepts, clinical decision making and reflecting on the nursing roles in the chosen clinical area. This course prepares students for entry into the professional nursing practice. Students will be evaluated with comprehensive written, clinical and oral examinations at the end of the semester involving external examiners.

1.3.1 Advanced Clinical Nursing Course Objectives

By the end of this course students will be expected to independently be able to:

1. Provide comprehensive safe nursing care in line within hospital policies, ethical, legal and psychosocial principles.
2. Apply the nursing process in line with hospital policies when providing nursing care to patients and families.
3. Integrate theoretical knowledge and research findings during clinical practice to provide holistic nursing care.
4. Perform nursing procedures learned during previous courses safely and competently.
5. Demonstrate ability to take safe clinical decisions during patient care.
6. Demonstrate evidence of critical thinking in clinical decisions while providing direct patient care.
7. Participate actively in all roles of staff nurses in the clinical setting.
8. Collaborate effectively with health care team members.
9. Demonstrate effective oral and written communication skills required of a professional nurse.
10. Demonstrate effective integration and application of technology during nursing care.
11. Perform and report about delegated tasks within the scope of practice using a systematic approach.
12. Identify needed self improvements and plan for self improvement based on self reflection of clinical practice.
1.3.2 Student Learning Outcomes

This course is preparing students to complete program-level student learning outcomes.

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Course Objective Number (s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1 Provide ethical and professional nursing care to individuals, families and community.</td>
<td>1, 7 and 13</td>
</tr>
<tr>
<td>SLO 2 Ensure safety and quality in the care of individuals, families and community.</td>
<td>4, 5, 10, and 13</td>
</tr>
<tr>
<td>SLO 3 Utilize evidence based nursing process in provision of holistic, culture-sensitive care across life span and health-illness continuum.</td>
<td>2, 3, 4, 7, 10</td>
</tr>
<tr>
<td>SLO 4 Provide leadership in the delivery, management and advancement of health care in a changing health care environment.</td>
<td>11</td>
</tr>
<tr>
<td>SLO 5 Practice effective communication skills at all levels of care.</td>
<td>9</td>
</tr>
<tr>
<td>SLO 6 Adopt critical thinking in clinical nursing practice.</td>
<td>5, 6</td>
</tr>
<tr>
<td>SLO 7 Collaborate and work effectively with members of the multidisciplinary health care team.</td>
<td>8</td>
</tr>
<tr>
<td>SLO 8 Demonstrate ability to learn independently.</td>
<td>12</td>
</tr>
</tbody>
</table>

1.4 Who is a preceptor?

A preceptor is a qualified, experienced and clinically competent nurse who guides the student’s clinical learning experience while acting as a role model. The preceptor promotes socialization, facilitates student autonomy, and promotes self-confidence that leads to clinical competency (Hayes & Harrell, 1994). Staff nurses who precept can connect with students in ways that others cannot, building trust and responsibility, while easing the transition into professional practice and into the “real world” of healthcare (Swihart, 2007).

Being a preceptor is a challenging and important role that helps prepare students for the growing complexities of the health care system, various methods of delivering care, coping with ambiguity and diversity of patients, and the rapid changes in health care technology. Pairing students with an experienced nurse, helps students in the ACN course to learn by doing, observing, experiencing, following guidance, questioning, and participating in nursing care of individuals, families and groups. The preceptors facilitate the student’s learning through their ability to articulate expectations, being supportive and flexible, and by having a desire to help the student learn.
1.4.1 Who is eligible to be a preceptor in the ACN Course?

In the ACN course all students are assigned to wards at Sultan Qaboos University Hospital (SQUH) and they attend selected day, evening and night shift duties of their assigned supervising preceptor.

In order for a person to be selected as preceptors for the ACN students she or he must be a staff nurse who is:

- Directly involved in patient care.
- Qualified with at least a Bachelors degree in Nursing.
- Having a minimum of 3 years of clinical experience as a staff nurse.
- Recognized as a preceptor after successful completion of the preceptor training course offered by SQUH.
- Recommended by respective ward head nurse and SQUH directorate of nursing.
- Willing to attend or have attended the preceptors’ orientation workshop offered by the CON.
- Willing and enthusiastic about teaching nursing students in the clinical setting.

1.4.2 Selection of preceptors for the ACN Course

Before the start of the semester the students who will be taking the course of Advanced Clinical Nursing are requested to select two clinical wards or units which have challenging clinical cases they would like learn more about. The students’ preferences are used to determine the number of preceptors that will be needed on each unit. A letter requesting for preceptors is sent to SQUH directorate of nursing and eventually to the head nurse to select preceptors who meet the above criteria. The list of selected preceptors is forward by the head nurse to the directorate of nursing and once approved, it is sent to the college’s Assistant Dean for Training and Community Service (ADCTS). The ADCTS sends the list of recommended preceptors to the ACN course coordinator who assigns the preceptors to students. The students are assigned preceptors according to the wards they selected for clinical placement. The diagram below illustrated the process of selecting preceptors.
Diagram Illustrating the Process of Selecting Preceptors

Sultan Qaboos University Hospital (SQUH) Directorate of Nursing Affairs
Selects Experienced Nurses and Recommends them to Undergo Training to become Preceptors

PRECEPTOR TRAINING PROGRAM: The Selected Nurses attend a Formal (8 Day) Preceptor Training Program Conducted by the Directorate of Training and Continuing Professional Development.

After Successful Completion of the Training Program, the Nurses are Recognized by SQUH as Preceptors. SQUH utilizes the Trained Preceptors to Orient, Train and Mentor - New Nurses and Intern Nurses on Different Wards and in Different Clinical Specialties.

The College of Nursing Sends a Letter to the SQUH Directorate of Nursing Affairs every Semester Requesting for a Specific Number of Preceptors need in each Ward/Specialty. The Preceptors Must Meet the Stated Criteria (Eligibility to be a Preceptor in Advanced Clinical Nursing).

The College of Nursing Receives a List of Eligible Preceptors from SQUH Directorate of Nursing Affairs.

SQUH Directorate of Nursing Affairs has Records and CVs of All Nurse Preceptors in the Hospital.

The College of Nursing Conducts a Preceptor Orientation Workshop. The Purpose of the Workshop is Orient Preceptors to the Advanced Clinical Nursing Course, Course Objectives, Learning Outcomes, Evaluation, Methods of Teaching, Rules and Regulations, Role of Preceptor and other Aspects.

Preceptors who have Attended the College Orientation Workshop are Given Copy of Preceptors Handbook and Assigned to Precept One Student (one-on-one) on the Ward where the Preceptor works.
1.4.3 Roles and Responsibilities of the Preceptor in the ACN Course

In the course of Advanced Clinical Nursing the preceptors will:

1. Be assigned and responsible for one student.
2. Collaborate with the clinical instructor, to direct the student in achieving the overall goals and objectives for the practicum experience based on course objectives and student’s stated objectives.
3. Make sure that students are not used as an assistant (extra pair of hands on the ward) to perform basic tasks for all patients on the ward, but guard and guide them to focus and achieve stated learning objectives for the day.
4. Assist the student in developing their clinical shift schedule.
5. Regularly assess and assign student appropriate patient-care encounters or cases that will enable him or her to meet the learning objectives at the required level.
6. Assign at least one patient to the student daily to give comprehensive, holistic, evidence base care under supervision.
7. Supervise the student as he or she provides comprehensive nursing care to the assigned patient.
8. Discuss the plan of care for the assigned patients with the student.
9. Help the student to solve problems that may arise during patient care or in the clinical training.
10. Facilitate the student’s clinical learning by providing and identifying opportunities in the clinical environment as per the needs of the student.
11. Help the student to identify their strengths, weaknesses, and limitations in their performance and give timely feedback on a regular basis.
12. Utilize appropriate methods to teach the student and to enhance his or her competencies.
13. Collaborate with the clinical instructor to assist the student in streamlining his/her weekly learning objectives.
14. Sign the students’ clinical attendance form at the end of each shift.
15. Discuss with the clinical instructor about the student’s progress and achievement of objectives on a regular basis.
16. Collaborate with the clinical instructor to evaluate the assigned students using the tools provided (logbook, reflection form, and clinical evaluation form).
17. Delegate responsibility to another staff nurse who has taken the preceptor’s course to supervise and give feedback about the student’s performance on days when preceptor is not available or in case of emergencies.
18. Identify and discuss the student’s needs with student, course coordinator and clinical instructor to develop a coordinated plan to enable the student meet the course objectives.

19. Attend meetings and workshops that are arranged for the ACN course in the College of Nursing whenever requested.

20. Take informed consent from the clients selected for the clinical exams.

21. Cooperate with the final examination committee during the final clinical examinations.

22. Encourage, discuss and guide student to integrate and apply evidence based practice approaches, interventions and other clinical strategies during patient care.

23. Orient and discuss with the student aspects related to hospital policies, protocols and quality assurance mechanisms.

24. Work with the clinical instructors to facilitate the final clinical exam process.

25. Follow the hospital policies and guidelines on occupational safety in case of injury to the student and notify the clinical instructor and head nurse about the same.

26. Demonstrate attitudes and qualities consistent with the ethics and standards of the nursing profession including:
   a. Leadership skills, quality assurance and advocacy when caring for patients.
   b. Respect for the students, faculty, curriculum, and program requirements.
   c. Ability to cope with multiple variables in the clinical setting while carrying out all patient care, teaching and other unit responsibilities.

1.4.4 Recommended Activities for Preceptors in the ACN Course to Meet their Roles

- **Orientate** student to the facility, health care team, policies, guidelines, ward routines and clinical area.

- **Role Model**: Establish a one-on-one relationship with your student to provide him or her a sense of being role-modeled. Interact professionally with other nurses, staff, patients and families so that the student can observe the right way to respond to different situations. Role modeling effective critical thinking, problem solving and decision making abilities can have a huge and lasting impact on the student and his/her future clinical practice.

- **Teach**: Share with the student knowledge, skills and expertise. For example, learning can be enhanced by offering a student to do an unfamiliar skill or assessment the first time and then have him/her do it the next time while you observe. Give feedback on how she/he performed (strengths and weaknesses). Guiding, coaching, directing, supporting, and communicating are key to being an effective clinical teacher.
Facilitate Learning: As a facilitator draw on your expertise and experience to assist the student in achieving his/her personal learning goals and course objectives. Facilitation is achieved through being collaborative rather than directive, providing resources, assisting in planning workload and patient care, encouraging and communicating openly, providing ongoing feedback and evaluation to your student.

Guide: Together with the student select appropriate learning experiences to meet the weekly stated learning objectives. Connect practice and education by providing the student with opportunities for practicing new knowledge and skills. Assess the student’s readiness, provide appropriate support, select appropriate cases, and providing immediate constructive feedback.

Evaluate: It is important that fairness and sensitivity are considered when evaluating the student. If you provide the student with ongoing feedback, keep notes and examples of how he or she is progressing, it will be easier to complete the clinical evaluations with these written points of reference. Listen to the student’s perspective and encourage self-evaluation because these are also effective methods.

Guardian: Student need consistent care and support to feel comfortable and it is an essential component of a positive learning environment. The preceptor is the first person the student approaches when they have questions, difficulties, trouble or any other needs.

Problems and Conflict Management: Conflict can occur in a preceptor-student relationship and inability to resolve conflict can impact the learning process. Conflict between preceptors, students, nursing staff, and member of the multi-disciplinary healthcare team can also occur and must be dealt with in order to maximize student’s learning. Student need to be aware and prepared to work with many different types of people, both positive and negative. Therefore a discussion with the student during orientation will help raise his or her awareness of how to prevent and handle conflict.

Help the student set personal objectives for the clinical learning experience and provide him or her with professional development ideas. Make sure that the students objectives are in line with the course objectives and expected scope of practice.

Make an initial competency assessment as soon as the student reports to start the clinical learning experience.

Facilitate and encourage the student to engage in clinical questioning, problem solving and decision making activities.

Assist the student to make a feasible clinical schedule by adding, changing, and identifying others to work with and other learning opportunities.

Gradually increase the student’s responsibility and complexity of assigned patient care and other tasks on the ward.

Provide timely feedback regarding all aspects of clinical practice, professionalism and other behaviors in the clinical setting.

Keep daily notes and comments, including examples, of how the student is meeting the course objectives. This will aid make the evaluation of the student more objective.
Collaborate with clinical instructor to provide a fair and objective clinical performance evaluation of nursing practice.

Notify the course coordinator, clinical instructor and head nurse in the event of an incidents, behavioral problems, and other crisis involving the student.

Let the course coordinator, clinical instructor and head nurse know if the student performs outstanding work that deserves recognition.

1.5 Preceptor Roles and Conflict Management

Conflict can be functional or dysfunctional, depending on how the person perceives, manages, and resolves the conflict situation. Sometimes a conflict situation leads to the creation of new constructive ideas along with positive growth within individuals. It may increase creativity and innovation, provide motivation, encourage opportunities for personal growth, cultivate healthier relationships and foster reappraisal of the situation. However, conflict can be destructive if it is allowed to grow and not dealt with in an effective manner. The working relationship between preceptor, student, and other staff may deteriorate if conflict is not addressed.

In order to effectively resolve conflict, it is important to understand the causes of the conflict. The common triggers of conflict in a preceptor-student relationship include:

- Not knowing your student well.
- Personal attitudes (constantly reflect on your attitude and motivation)
- Student attitude (evaluate and give feedback about student attitude)
- Perceived lack of progress or achievement by the student (by student or preceptor).
- Neglecting the student.
- Involving student in aspects not related to the course objectives.
- Criticizing and judging, rather than providing constructive feedback.
- Insensitivity to student’s needs, feelings and demands.
- Overly demanding students.
- Ignoring situations, requests and not providing needed assistance or service.
- Unclear communication.
- Work stress and lack of enough rest.
- And others.
1.5.1 Ways of Dealing with Conflict

Bossers et al (2008) shows that there are five ways of dealing with conflict in a preceptor-student education relationship and each can be right or wrong in different situations and under different circumstances. The five ways include:

**Force:** Using force imposes one's individual solutions/outcomes on others. Sometimes the use of force may be needed. An example of a situation where using force would be an effective conflict management style is in an emergency situation where a person in a position of authority needs decisions to be made quickly. Generally, using force repeatedly leads to hostility and resentment in others.

**Avoiding:** Avoidance is used at times when emotions are too hot, or when one feels hopeless, and believes that attempts to resolve the conflict will make things worse. Sometimes avoiding a situation allows one to collect more information and to reflect on the situation. Avoidance never resolves the conflict, but sometimes 24 hours later, you may feel better prepared to deal with the conflict. However, if conflicts are continually avoided, eventually the issues will flare up again.

**Compromising:** Compromise creates quicker solutions. One must give to get, and seek the middle ground where everyone gets something they need. It involves searching for a solution that both individuals can live with, leading to partial satisfaction. In the end, the problem may be solved, but it may not have been the best solution.

**Accommodating:** Accommodating others smoothes over the conflict by neglecting one's own concerns because of the fear of harming relationships or the need to be liked. This may be an effective strategy in a situation that is not that important. Accommodation can also be effective, as it encourages people to express themselves, resulting in an agreeable relationship.

**Collaboration:** In collaboration one values both their own goals and the goals of others. You seek solutions that meet everyone's needs. Collaboration facilitates sharing areas of agreement and disagreement and selection of solutions that all individuals agree on. The preceptor, student and others involved discuss mutually beneficial solutions, without making concessions. This style takes more time, but problems get resolved because everyone feels empowered and recognized.

1.5.2 Helpful hints when dealing with conflict situations involving students:

- Acknowledge that a conflict exists.
- Stick to the facts.
- Show genuine concern and interest.
- Be calm and speak calmly and professionally.
- Maintain privacy and confidentiality of those involved according to hospital policy.
Seek additional information to ensure understanding of the other person’s perspective.

Agree with some aspects of the other person’s point of view if they are true as per available facts.

Communication through both dialogue and listening is critical to conflict resolution.

Listen actively and pay attention to the other individual’s, feelings, verbal and non-verbal behavior.

Don’t interrupt or become defensive.

Repeat the person’s comments as objectively as possible.

Maintain personal ownership of the problem if you are at fault.

Focus on strengths.

Try to think about the contributions or positive points the other person has made.

Avoid recruiting allies: It is reassuring to find others who agree with one’s point of view, however it is best to deal with the situation and keep the conflict between you and the person involved.

Ask for suggestions to discover solutions that you may not have considered.

Brainstorm solutions together.

Look in the mirror and try to figure out your role in the conflict dynamic or the source of your response. If possible learn from it and try to change for the future.

Recognize when you need help before it has a chance to escalate.

1.6 Clinical Teaching for ACN Students (Examples of Strategies)

The preceptor can use any of the following strategies together or one at a time if appropriate:

- Case presentations.
- Skill demonstration and return demonstrations.
- Pre and post shift clinical conference for feedback and discussion.
- Reading assignments to understand complex clinical concepts.
- Review of hospital policies.
- Attending ward meetings, drills, and other activities with the student.
- Questioning.
- Reflections.
- Case record books.
- Review of patient records.
- Presentation during endorsement.
- Writing nurses notes.
1. Medical rounds.
2. Involving students in discharge planning.
3. Involving student in transfer of patients.
4. Involving student in quality assurance activities.
5. Review and appraising clinical protocols.
7. And others.

1.6.1 Important areas to focus on during clinical teaching of ACN students

- **Assessment skills**: The student needs to use theoretical and clinical knowledge to perform physical and psychosocial assessment of patient using correct psychomotor physical assessment skills. The preceptor is an invaluable resource for evaluating the student’s progress towards achieving greater expertise in problem-solving, clinical decision making and prioritization of care after gathering the assessment data from different sources.

- **Application of the nursing process and holistic care** when providing comprehensive nursing care to patients and their family.

- **Integration and application of theoretical sciences and evidence based practice**: All stages of the patient care encounter and nursing process require that the student be able to integrate and apply knowledge from research and the nursing, social, and health related sciences.

- **Critical Thinking and Clinical Decision Making**: The clinical decision making process reflects the students ability to use critical thinking skills. The student should be helped to use an intellectually disciplined process of conceptualizing, analyzing, synthesizing, evaluating and applying information gathered or generated by observation, experience, reflection, reasoning, communication or research findings during patient care.

- **Mastery of Documentation**: The student should be assisted to master documentation according to the hospital policy. Accurate and complete documentation of pertinent information and care given is essential in order to provide quality nursing care, while fulfilling legal and hospital requirements.

- **Interpersonal and teamwork skills**: Student should be modeled to use verbal, nonverbal and written communication in a timely and sensitive manner, with attention to others needs, feelings, and concerns. Student should be given
opportunity to interact with members of the multidisciplinary health care team while respecting professional boundaries.

- **Patient education**: patient education is an important aspect of nursing care and should focus on health promoting behaviors, disease prevention, as well as issues related to health maintenance and self-care.

- **Health care delivery system**: student needs to be assisted and familiarized with the health care delivery system to fully function in their role. The student should know how to maneuver the organizational structure to solve problems in a way that is congruent with the hospital policies.

### 1.6.2 Student Attendance at Scheduled Clinical Days

The student should follow the clinical attendance guidelines outlined in the course rules and regulations. If a student is to be absent for a scheduled clinical day, due to illness or emergency, the preceptor should be notified (by telephone call) prior to beginning of the clinical day. On the first clinical day, students should identify the contact information (phone number) of the preceptor. Students are expected to follow the hospital hours for clinical shifts and break time.

Clinical shifts are to be scheduled at the convenience and availability of the preceptor. Students are not allowed to ask preceptors to conform to a schedule that meets their personal needs. The student’s personal schedules are expected to accommodate participation in the required number of clinical shifts/hours prescribed by the course. Students and preceptors need to agree on the days and shifts/time that the student will be in the hospital prior to the beginning of each monthly schedule and this is confirmed by the preceptor’s signature on the clinical schedule form.

### 1.6.3 Student Professional Dress and Behavior

Students are expected to dress appropriately and behave in a professional manner at all times in keeping with the rules stated in the College of Nursing Student’s handbook and as set forth by the Hospital’s policies. The student’s dress should comply with the respective unit/ward or hospital occupational and health safety policies. An identification badge should be worn as required by the SQUH policies.
1.7 General Information about the ACN Course

1. This course is mandatory for the fulfillment of requirements for the B.Sc. Degree in Nursing at SQU.

2. The course enables the graduating students to perform the responsibilities of a professional nurse with courage and confidence. Students can register for this course in their graduating semester.

3. The course coordinator, clinical instructors and preceptors will be supervising the clinical training of the students in the hospital.

4. Students are expected to be responsible and accountable for all their actions in the clinical area.

5. All the rules, regulations and policies of SQUH must be followed in the clinical area.

6. The students attend a comprehensive exit examination in this course and it is comprised of written, oral, and clinical exam components.

7. Ongoing clinical evaluation of the student’s performance in the clinical area is done by the clinical instructor in collaboration with clinical preceptor using an evaluation tool.

8. Students should be encouraged to do adequate revision of all clinical subjects to get high scores in all exit examinations.

9. Questions from all nursing specialties are included on the exit examination (Oral & Written examinations).

10. The clinical written examination is conducted in the 13th or 14th week of the semester.

11. The comprehensive exit (clinical and oral) examinations are conducted by examination committees comprised of CON faculty, external and local examiners.

12. Trial written exams are not given to students before the written exam.

13. Students should take the initiative to learn and perfect all the nursing procedures and skills in the clinical setting and revise before the examinations.

14. Students are required to perform and practice all clinical procedures according to steps taught in Fundamentals of Nursing and other clinical courses taken in the BSN program.

1.7.1 Specific ACN Course Rules and Regulations

1. Each student is required to complete a minimum of 23 shifts in this semester.

2. The minimum requirement of shifts is 6 Day, 6 Evening and 6 Night shifts.

3. All students should begin their clinical rotation with morning/day duty.

4. Efforts should be made for the student to meet the Head Nurse in the ward at the beginning of the rotation.
5. Students should prepare their own duty schedule in consultation with the preceptor, and submit the schedule as instructed prior to onset of the schedule.

6. When preparing the duty schedule, students are expected to follow the duty schedule of the preceptor in order to make the learning more effective and complete.

7. In case a student fails to submit their duty schedule before the dead line, the course coordinator will assign duties for them and these cannot be changed.

8. Students are not permitted to change their own duty schedule once it is submitted to the course coordinator. Unapproved changes in duty or absenteeism will result in reduction of grades.

9. In case the primary preceptor is unexpectedly not available on a scheduled duty, the student should inform the head nurse and secure a secondary preceptor for the day. The student should also inform the primary preceptor when she or he returns on duty and the assigned clinical instructor.

10. Students are expected to do full duty shifts as per the duty timing of SQUH (starting from endorsement and ending after routine handing over).

11. Students are not permitted to leave the ward before scheduled time. Violation of this rule will be considered as unapproved absence and will have consequences in relation to punctuality.

12. Those who do not complete the 23 shifts of duty according to the required distribution of D/E/N will not be eligible to do the written, clinical and oral exams.

13. Development of responsibility and accountability are key components of training in this course. Therefore students’ unauthorized absenteeism (without informing the preceptor, course coordinator and clinical instructor) will lead to grade reduction during clinical evaluation.

14. The students are required to submit their weekly objectives at the beginning of every 5 shifts to the preceptor and clinical instructor in the prescribed format.

15. The students are responsible and accountable for the comprehensive care given to patients assigned to them.

16. Students must study the cases assigned to them by the preceptor in detail and clear doubts by updating knowledge before providing care and in order to increase competency before the final clinical examinations.

17. Students are not permitted to do work related to other courses during clinical.

18. Each student is required to submit the following items on time; weekly clinical learning objectives, clinical log book of procedures performed, signed attendance forms, drug files, and case presentation write up.

19. All students must complete the required number of shifts before the written exam.
1.7.2 Guidelines for Students during the Advanced Clinical Nursing Course

Student in ACN are required and expected to:

1. Prepare learning objectives for each 5 shifts, in consultation with the assigned preceptor and the clinical instructor. Achievement of these objectives will be taken into consideration while assessing progress in the area of posting.

2. Follow the duty schedule of the preceptor in order to make the learning more effective and complete. When preparing your duty schedule (in line with that of preceptor) consider the weekly off, holidays and the classes for better planning.

3. Act responsibly in case of emergencies. In case of a genuine emergency leading to inability to attend a scheduled duty, urgently inform your preceptor, head nurse of the unit, course coordinator and assigned clinical instructor. Unnecessary requests for duty change will have negative effect on the evaluation of the student.

4. Inform if any leave is required in an unavoidable situation. Such leaves must be informed to the course coordinator in writing and it must be informed to the preceptor, head nurse/shift supervisor and the clinical instructor. The student has to compensate the duty.

5. Take utmost precaution and care to perform all the nursing procedures with safety and following the hospital policy. If safety precautions are violated the student will deserve a failure in the examination. Perform all procedures according to steps taught in fundamentals of nursing course and hospital policies.

6. Have complete information about the action, dose, side effects, indication and contraindications of each drug you administer to your patients because pharmacology is an integral part of clinical practice. Keep yourself updated with the information about common medication used on the unit.

7. Develop excellent skills in history taking, physical examination, application of nursing process, and comprehensive nursing care. You are expected to learn to interpret investigation reports in comparison to expected normal parameters.

8. Maintain good interpersonal relations with patients, family members, health care team members, preceptors, and clinical instructors. Develop and maintain good professional behaviors and attitude at all times.

9. Incorporate critical thinking, clinical decision making, prioritization, and problem solving skills while planning and providing all aspects of nursing care.

10. Continuously reflect on your clinical practice and abilities and identify the areas in nursing practice where you are weak and try your best to improve in these areas with the assistance of your preceptor and clinical instructor.

11. Be confident and continue to build your competence and knowledge by reviewing aspects of pathophysiology, research evidence, procedures, hospital and ward policies that apply to assigned patients.
Unsafe Practices that compromise Patient’s Life: Unsafe practice is defined as any action threatening or jeopardizes a patient’s safety, health or life.

1. Error in patient identification.
2. Lack of knowledge regarding action or effects of medications.
3. Medication administration errors in the 9 rights (Right Patient, Right Drug, Right Route, Right Time, Right Dose, Right Documentation, Right action, Right Form and Right Response).
4. Lack of aseptic technique in all sterile procedure, e.g. wound care, handling central lines, caring for immune-compromised patients, repeatedly contaminating invasive lines, avoiding hand washing.
5. Leaving patients unattended: unconscious patients, disabled patients, infants, new born, and patients with suicidal tendencies.
6. Causing environmental hazards that jeopardize patient’s safety and causing excessive property damage such as fire, lack of infection control, causing patient’s fall.
7. Error in communicating significant information in documentation/and reporting.
8. Unsafe handling of equipment, e.g. syringe pump, lifesaving equipment (including expiry dates of equipments and supplies used on patients).
9. Improper handling of sharps and needles.
10. Omission of major scientific steps in nursing procedures, e.g. not checking nasogastric tube placement before each feeding, not checking pulse, BP, blood sugar as required.
11. Negligence or threatening patient’s life while on oxygen therapy, suctioning, vital signs, etc.
12. Not adhering to the hospital policies when performing any procedures (e.g. improper disposal of infected materials, leaving the sterile field unattended, etc).
13. Any other activity that is not listed above and evaluated or judged as unsafe by the clinical instructor, course coordinator, clinical and oral exam team when such situations arise.

**Important reminder:**
Anything that compromises patient safety will lead to 0 marks in the Specific Criteria/ Competency in Formative Assessment. Anything that compromises patient safety will lead to 0 marks in the Final Clinical Exam.
1.8.1 Guidelines for Dealing with Unsafe Students

1. During clinical learning student’s clinical practice must always be geared towards safe and effective comprehensive nursing care (Refer the Unsafe Practice Criteria).

2. If unsafe practice is found during Formative assessment of a student in any clinical unit posting or rotation, the student should be considered unsafe. The student should get a score of 0 on the specific criteria of the formative assessment form.

3. If unsafe practice is found during the Summative assessment (Final clinical exam) the student should be considered unsafe, and a score of 0 should be indicated on the overall Final Clinical exam evaluation form.

4. Any unsafe practice observed by the teacher/ instructor, evaluator or exam committee should be reported to the Course Coordinator and Head of Department. The student should be provided with direct verbal feedback about the intended or completed action and consequences by the observer.

5. An incident report or detailed written report of the observed unsafe practice should be prepared by the observer. Detailed notes about the incident should be written on the clinical evaluation form and in the written report including aspects such as the students’ general performance, strengths, weakness, unsafe practice incident, setting where it occurred, effect on the patient, and feedback given to the student (See Guidelines for Evaluation and Remediation).

6. The student found to be unsafe should be referred to the Clinical skills lab for remediation. The course coordinator should write an individualized remediation plan for the student and discuss it with the head of department. The remediation plan should state the particular skills or competency the students need to practice in the Lab and for how long (time).

7. The course coordinator should submit the completed student referral form to the lab to make sure they prepare the stations and equipment the students need for remediation. The Lab personnel will provide an environment for the student to practice the skills or competencies for the specified time. The lab personnel will certify that the student has completed the required number of lab hours.

8. The student is responsible for ensuring self practice to complete the remediation plan and will do this on his/her own time before continuing the course requirements. The assigned clinical instructor for the student will supervise the final practice session in the Lab before the student completes the remediation plan.

9. Students found to have unsafe practices will continue the clinical posting on completion of the remediation plan.

10. On returning to the clinical unit students who have been identified with unsafe practice should be closely supervised to ascertain achievement of competencies and safe practice.
Unsafe Student - Guidelines for Evaluation and Remediation

IF STUDENT FOUND TO BE UNSAFE
(Actual commission of Error or Potential to Commit an Error- as listed in unsafe practice criteria)

Formative Evaluation
During Clinical Practice /Rotations
- Daily Clinical practices
  - Documented remediation through Lab practice/ Assignments/ Extra practice in the clinical area
    (As deemed fit by the Clinical Instructor and Course Coordinator)
- At the time of Evaluation
  - 1. Zero marks in the relevant component of Evaluation
  - 2. Documented remediation through Lab practice/ Assignments/ Extra practice in the clinical area
    (As deemed fit by the course coordinator and clinical instructor)
    (At the own time of Student)
  - 3. Re-evaluation for the relevant component to make sure he/she is safe
    (without changing the original score)

Summative Evaluation
During Final Clinical Exam
- Zero marks in the whole Exam
- If student's total marks is < 60, he / she gets a Failing (F) Grade
- If student's total marks is > 60, (passing grade) he / she gets a Incomplete Grade
  - Repeats the entire course
  - Gets an FSP (Failure with Supplementary Privileges) if Eligible
  - Implement a remediation plan and repeat the final clinical exam
1.8.2 The College of Nursing “Code of Professional Conduct” during Clinical Learning

During clinical postings while caring for patients the student should maintain professional standards and appropriate behavior. Students are expected to adhere to the Oman Nursing and Midwifery Council code of professional conduct for nurses and nursing standards of care. These behaviors are evaluated during the ongoing clinical performance and examinations.

Examples of some of the behaviors to be seen in a student are:

1. Shows caring and empathy
2. Shows genuine concern and is helpful
3. Shows confidence and competence
4. Is reliable and dependable
5. Is accountable and responsible
6. Uses critical thinking and problem solving
7. Accepts corrections and improves performance
8. Takes initiative and identifies limitations
9. Adheres to safety principles and hospital policies
10. Follows critical elements during the procedures
11. Builds rapport and healthy communication
12. Improves professional and interpersonal relationship
13. Has a pleasant general appearance and behavior
14. Maintains ethos and professional etiquettes
15. Maintains discipline
16. Follows professional nursing standards of care
17. Maintains Code of dress
18. Adheres to Code of professional conduct for nurses and midwives in Oman (ONMC)

Important reminder
Any inappropriate professional attitude or behavior will result in penalty/ reduction of marks in the Formative and Summative Assessment.
1.8.3 Descriptors of Safe and Unsafe Clinical Practice

In order to determine whether a student is performing unsafely in the clinical area, it is helpful to understand what a safe student looks like.

Descriptors of Safe Student in Clinical Practice

- Demonstrates growth, appropriate clinical decision making, assessments, and application of knowledge and skills, and bases nursing care on evidence and knowledge from previous learning.
- Meets the objectives of the current course.
- Prepares for patient care and accepts responsibility for own actions.
- Accepts feedback and changes behaviors in response to feedback.
- Shows honesty at all times when dealings with patients, families, staff, faculty, and peers.
- Able to provide safe, compassionate, competent and ethical care to patients.
- Performs all procedures safely.
- Correctly documents patient care.
- Follows the scope of practice and works within the limits of professional ethics.

Descriptors of Potentially Unsafe Students in Clinical Practice

- Failure to accept responsibility for their own practice.
- Dishonesty.
- Lack of preparation for patient care.
- Inconsistent assessments and patient care.
- Lack of practical skills.
- Poor clinical decision making.
- Ineffective communication and lack of interpersonal skills with patients, families, and staff.
- Lack of interest and motivation.
- Absence of professional boundaries.
- Lack of respect for patients, families, staff, faculty, preceptor and peers.
- Failure to change behaviors in response to feedback.
- Impaired judgment due to drugs or lack of sleep.
- Unsafe clinical practice that places the patient or staff in either physical or emotional harm.
Lack of understanding of course, hospital and ward rules, regulation and policies.
Poor time management and always giving excuses.

1.8.4 Guidelines for Clinical Instructors in Advanced Clinical Nursing

Each student in the ACN course is assigned a clinical instructor faculty member for the duration of the semester. The role of the clinical instructor is to facilitate the student’s learning process through observations of clinical skills, clinical conferences, clinical teaching, supervision, mentoring, assignments, assessment and feedback. Pairing of clinical instructor with a student also provides additional guidance, facilitation, expertise, and unique perspectives to enable the student meet the course objectives.

The specific roles of the clinical instructor are to:

1. Motivate, guide and supervise students in the clinical area to achieve their objectives.
2. Give guidance in preparing drug file as per the need of the student.
3. Attend clinical presentations for the assigned student and give feedback about their performance.
4. Review and give feedback on the written case presentation reports.
5. Help the students in preparing duty roster in consultation with the preceptor.
6. Collect the completed Preceptor Profile form.
7. Advise the student to follow the duty schedule of the preceptor in order to make learning more effective and complete.
8. Help students in formulating clinical learning objectives and guide them towards achieving the objectives.
9. Assess the progress of students and discuss progress with the course coordinator.
10. Provide clinical teaching and individual guidance to students in the clinical area on a regular basis.
11. Give, document and follow up weekly feedback given to the students regarding their strengths and weaknesses in clinical performance using the log book.
12. Guide students to practice and perfect steps of performing nursing procedures according to steps taught in fundamentals of nursing, other clinical courses in the BSN program and hospital policies.
13. Guide students and discuss with them all key hospital policies followed during nursing care and patient care on the assigned unit.
14. Resolve clinical problems related to students’ performance and inform the course coordinator.

15. Work collaboratively with the preceptor to complete clinical evaluation of the students.

16. Maintain attendance report of the students in a file and forward to the coordinator.

17. Actively participate in the planning, organizing and conducting of the final examinations (Clinical, Oral and Written).

18. Give feedback to the coordinator regularly about the progress of the students.

19. Prepare the evening and weekend supervision schedule in discussion with the course coordinator.

1.9 Important Contact Information

1. Dean, College of Nursing. Email: nurdean@squ.edu.om, Telephone: 2414-5401
2. Assistant Dean, Training and Community Service, Telephone: 2414-5406
3. Head, Department of Adult Health and Critical Care, Telephone: 2414-5432

References


APPENDIX I: Template for Student Clinical Learning Objectives

Sultan Qaboos University

College of Nursing

Advanced Clinical Nursing

**Clinical Learning Objectives**

<table>
<thead>
<tr>
<th>S. No</th>
<th>Objectives</th>
<th>Activities to achieve the objectives</th>
<th>Progress made</th>
<th>Signature of the preceptor</th>
</tr>
</thead>
</table>

Name of the student.......................................................... ID#........................................ Date..............................

Ward: .................. Name of the Preceptor:.................................................................................................

Signature and date of the Preceptor:

............................................................................................................

Signature and date of the Clinical Instructor:

............................................................................................................

(To be submitted to the clinical instructor at the end of the clinical posting.)
APPENDIX II: Student Clinical Attendance Form

Sultan Qaboos University

College of Nursing

Advanced Clinical Nursing

Student Clinical Attendance

Month: ___________________

Name of the student: __________________________ ID #: __________________

Ward: __________________ Name of the Preceptor: __________________

DATE OF DUTIES ATTENDED

<table>
<thead>
<tr>
<th>Date</th>
<th>Shift</th>
<th>Preceptor's Signature</th>
</tr>
</thead>
</table>

**Name of preceptor with signature, if the preceptor is not the primary preceptor**

Shift = D- Day, E- Evening, N-Night

Name of Primary Preceptor: __________________________________________________________

Preceptor Signature and Date: ______________________________________________________

Name and Signature of Head Nurse: ________________________________________________

Name and signature of the clinical instructor: _______________________________________

Name and signature of the course coordinator: ________________________________

**Note:** The form is to be signed by the preceptor on duty. The student is responsible to get the signature of the preceptor or the head nurse daily. This should be shown to the clinical instructor every week. This form should be submitted to the clinical instructor at the end of each month.
APPENDIX III: Student Clinical Performance Evaluation Form

Sultan Qaboos University
College of Nursing

Advanced Clinical Nursing- Spring 2014

Student’s Clinical Evaluation Form

Name of Student: ___________________________ ID#: __________________

Area of Practice: ___________________________ Date: __________________________

Name of Clinical Instructor: ____________________________________________

Name of Preceptor: ______________________________________________________

Safe Practice in Relation to Levels of Performance

<table>
<thead>
<tr>
<th>Rating Scale</th>
<th>Score</th>
<th>Levels of Performance</th>
<th>Components</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>Poor performance</td>
<td>Unsafe (Not satisfactory, Performs only 10-20% of the times)</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Unacceptable performance</td>
<td>Unsafe (Poor, Unacceptable, performance only 21-40% of the times)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Performance acceptable with modification</td>
<td>Minimal acceptable standards (Acceptable and performs 41-60% of the times)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Acceptable performance</td>
<td>Safe (Good, Acceptable and performs 61-80% of the times)</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Excellent performance</td>
<td>Safe (Excellent and performs 81-100% of the times)</td>
</tr>
</tbody>
</table>
APPENDIX III: Student Clinical Performance Evaluation Form

Sultan Qaboos University
College of Nursing

Advanced Clinical Nursing- Spring 2014

Student’s Clinical Evaluation Form

Name of Student: _________________________________________ ID#: __________________

Area of Practice: _________________________________ Date: __________________________

Name of Clinical Instructor: _______________________________________________________

Name of Preceptor: ______________________________________________________________

Safe Practice in Relation to Levels of Performance

<table>
<thead>
<tr>
<th>Rating Scale</th>
<th>Score</th>
<th>Levels of Performance</th>
<th>Components</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>Poor performance</td>
<td>Unsafe (Not satisfactory, Performs only 10-20% of the times)</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Unacceptable performance</td>
<td>Unsafe (Poor, Unacceptable, performance only 21-40% of the times)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Performance acceptable with modification</td>
<td>Minimal acceptable standards (Acceptable and performs 41-60% of the times)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Acceptable performance</td>
<td>Safe (Good, Acceptable and performs 61-80% of the times)</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Excellent performance</td>
<td>Safe (Excellent and performs 81-100% of the times)</td>
</tr>
</tbody>
</table>
## Clinical Evaluation Form

### SLO1: Provide ethical and professional nursing care to individuals, families and community.

<table>
<thead>
<tr>
<th>No.</th>
<th>Criterion</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Provide care that recognizes patient’s dignity and culture during nursing care.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>2.</td>
<td>Adheres to the professional nursing code of ethics and patients rights during clinical practice.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>3.</td>
<td>Uses appropriate and respectful verbal and non-verbal techniques to convey a caring attitude during patient care.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>4.</td>
<td>Adherence to dress code (with clean uniform and good general grooming).</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>5.</td>
<td>Provide appropriate explanation and information to ensure informed consent where necessary during patient care.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>6.</td>
<td>Provides appropriate privacy when providing nursing care and other procedures procedure.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>7.</td>
<td>Uses time appropriately to perform assigned tasks and activities in the clinical setting.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>8.</td>
<td>Able to multi-task and work under stress to meet patients nursing care needs and other assigned responsibilities.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>9.</td>
<td>Punctual during clinical shifts and performing and submitting clinical assignments.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>10.</td>
<td>Shows accountability for care given to assigned patient and accepts corrections positively and uses feedback to improve self.</td>
<td>0 1 2 3 4</td>
</tr>
</tbody>
</table>

**Subtotals**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>10</td>
<td>20</td>
<td>30</td>
</tr>
</tbody>
</table>

**Total Score**

### SLO2: Ensure safety and quality in the care of individuals, families and community

<table>
<thead>
<tr>
<th>No</th>
<th>Criterion</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Performs tasks and procedures safely without errors</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>2.</td>
<td>Correctly follows hospital policies/protocols on medication administration, incident reporting and environmental safety.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>3.</td>
<td>Correctly explains the common diagnostics tests and procedures on the unit and their purpose.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>4.</td>
<td>Correctly follows the hospital infection control policy and procedures</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>5.</td>
<td>Correctly follows the hospital policy on Narcotic drugs</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>6.</td>
<td>Understands and appropriately responds to situation to promote safety (e.g. CODE management -CPR, Fire Drill, Fall prevention, Pressure ulcer prevention, and others)</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>7.</td>
<td>Follows hospital policy on documentation and handling of medical records.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>8.</td>
<td>Correctly uses available technology and equipment to meet patient care needs</td>
<td>0 1 2 3 4</td>
</tr>
</tbody>
</table>

**Subtotals**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>8</td>
<td>16</td>
<td>24</td>
</tr>
</tbody>
</table>

**Total Score**
**SLO 3:** Utilize evidence based nursing process in provision of holistic, culture-sensitive care across life span and health-illness continuum.

<table>
<thead>
<tr>
<th>No.</th>
<th>Criterion</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Able to identify and explain alteration in patients, anatomy, physiology, biochemical and psychosocial aspects based on clinical manifestations and reports of diagnostics tests.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>2.</td>
<td>Performs comprehensive physical and psychosocial assessment of the patient.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>3.</td>
<td>Correctly synthesizes assessment data from different sources and uses it to generate correct individualized nursing diagnoses.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>4.</td>
<td>Develops effective and holistic care plans to meet nursing needs of assigned patient(s) and family members where necessary.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>5.</td>
<td>Implements evidence based nursing (physical and psychosocial) interventions with clear scientific rationales to meet patient care nursing needs using current evidence.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>6.</td>
<td>Able to explain actions, patient reactions and nursing considerations to common medications and other therapeutic interventions used on the unit.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>7.</td>
<td>Conducts systematic evaluation of patient response to care and initiates changes in care where necessary.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>8.</td>
<td>Performs procedures following systematic scientific principles: Drug administration (all routes).</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>9.</td>
<td>Performs procedures following systematic scientific principles: Collection of specimens</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>10.</td>
<td>Performs procedures following systematic scientific principles: Mobility/ Activity/ Exercise for patients.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>11.</td>
<td>Performs procedures following systematic scientific principles: Facilitating patient elimination (catheters, ostomy care, etc).</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>12.</td>
<td>Performs procedures following systematic scientific principles: Nutrition and feeding (oral, breastfeeding, tube-feeding, TPN)</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>13.</td>
<td>Performs procedures following systematic scientific principles: Patient body hygiene</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>14.</td>
<td>Performs procedures following systematic scientific principles: Sleep/ Rest/ Comfort measures.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>15.</td>
<td>Performs procedures following systematic scientific principles: Disposal of Sharps, Toxic substances and medical waste.</td>
<td>0 1 2 3 4</td>
</tr>
</tbody>
</table>

**Subtotals**

0 15 30 45 60

**Total Score**
SLO 4: Provide leadership in the delivery, management and advancement of health care in a changing health care environment.

<table>
<thead>
<tr>
<th>No.</th>
<th>Criterion</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Demonstrate understanding of routine tasks performed during the day, night and evening shift on the assigned unit.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>2.</td>
<td>Correctly perform and report on time about delegated tasks and responsibilities.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>3.</td>
<td>Follow the line of communication to address concerns related to patient care, clinical learning/shift schedules and others aspects.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>4.</td>
<td>Explain aspects in the delivery, management and organization of patient care on the unit that need improvement</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td></td>
<td>Subtotals</td>
<td>0 4 8 12 16</td>
</tr>
<tr>
<td></td>
<td><strong>Total Score</strong></td>
<td></td>
</tr>
</tbody>
</table>

SLO 5: Practice effective communication skills at all levels of care.

<table>
<thead>
<tr>
<th>No.</th>
<th>Criterion</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Uses appropriate verbal and non-verbal skills when communicating with patients and family members.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>2.</td>
<td>Uses appropriate verbal and non-verbal skills when communicating with the preceptor and others members of the health care team.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>3.</td>
<td>Provide correct explanations and teaching to patients and family members about health information when necessary (medications, procedures, and others)</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>4.</td>
<td>Correctly responds or informs others concerned about messages and information from patients, family members, and other members of health care team to complete the circle of communication.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>5.</td>
<td>Correctly documents nursing care given to patient</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td></td>
<td>Subtotals</td>
<td>0 5 10 15 20</td>
</tr>
<tr>
<td></td>
<td><strong>Total Score</strong></td>
<td></td>
</tr>
</tbody>
</table>

SLO 6: Adopt critical thinking in clinical nursing practice.

<table>
<thead>
<tr>
<th>No.</th>
<th>Criterion</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Demonstrated organized thought process during patient care and when responding to queries.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>2.</td>
<td>Does not repeat same errors in thinking or actions.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>3.</td>
<td>Asks relevant and insightful questions to clarify knowledge and knowledge gaps.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>4.</td>
<td>Able to prioritize activities and actions in the clinical environment.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>5.</td>
<td>Able to analyze clinical data and arrives at correct and meaningful conclusions</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td></td>
<td>Subtotals</td>
<td>0 5 10 15 20</td>
</tr>
<tr>
<td></td>
<td><strong>Total Score</strong></td>
<td></td>
</tr>
</tbody>
</table>
SLO 7: **Collaborate and work effectively with members of the multidisciplinary health care team.**

<table>
<thead>
<tr>
<th>No.</th>
<th>Criterion</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Understands the composition of the multidisciplinary health care team, their respective roles and professional boundaries during patient care on the assigned unit.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>2.</td>
<td>Supports and works effectively with members of the multidisciplinary health care team during procedures and other care for the patient.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>3.</td>
<td>Gives comprehensive reports about the assigned patient to other members of the multidisciplinary health care team and during nurses shift report.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>4.</td>
<td>Collaborates effectively with preceptor, shift in-charge and other members of the health care to team to meet health care needs of the patient.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>5.</td>
<td>Actively participates in activities aimed at coordination of patient care by the preceptor with other members of the health care to team to meet health care needs of the patient.</td>
<td>0 1 2 3 4</td>
</tr>
</tbody>
</table>

**Subtotals**

|                    | 0 | 5 | 10 | 15 | 20 |

**Total Score**

---

SLO 8: **Demonstrate ability to learn independently.**

<table>
<thead>
<tr>
<th>No.</th>
<th>Criterion</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Demonstrates independence and assumes responsibility for his/her learning.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>2.</td>
<td>Conducts regular self reflections on his/her own actions and abilities.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>3.</td>
<td>Regularly solicits for feedback about personal abilities from preceptors and instructors to identify areas of self improvement.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>4.</td>
<td>Uses feedback from instructors and preceptor to undertake self-directed reading and clinical skill practice to enhance areas of strength or address areas of weakness.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>5.</td>
<td>Verbalizes and documents action plan for self-improvement through realistic weekly learning objectives.</td>
<td>0 1 2 3 4</td>
</tr>
</tbody>
</table>

**Subtotals**

|                    | 0 | 5 | 10 | 15 | 20 |

**Total Score**
<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Total Score Allotted</th>
<th>Total Score Obtained</th>
<th>Weightage Factor</th>
<th>Total Score Obtained X Weightage Factor</th>
<th>Total Score Allotted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide ethical and professional nursing care to individuals, families and community.</td>
<td>40</td>
<td>40</td>
<td>10</td>
<td>400</td>
<td>40</td>
</tr>
<tr>
<td>Ensure safety and quality in the care of individuals, families and community.</td>
<td>32</td>
<td>32</td>
<td>10</td>
<td>320</td>
<td>32</td>
</tr>
<tr>
<td>Utilize evidence based nursing process in provision of holistic, culture-sensitive care across life span and health-illness continuum.</td>
<td>60</td>
<td>60</td>
<td>30</td>
<td>1800</td>
<td>60</td>
</tr>
<tr>
<td>Provide leadership in the delivery, management and advancement of health care in a changing health care environment.</td>
<td>16</td>
<td>16</td>
<td>10</td>
<td>160</td>
<td>16</td>
</tr>
<tr>
<td>Practice effective communication skills at all levels of care.</td>
<td>20</td>
<td>20</td>
<td>10</td>
<td>200</td>
<td>20</td>
</tr>
<tr>
<td>Adopt critical thinking in clinical nursing practice.</td>
<td>20</td>
<td>20</td>
<td>10</td>
<td>200</td>
<td>20</td>
</tr>
<tr>
<td>Collaborate and work effectively with members of the multidisciplinary health care team.</td>
<td>20</td>
<td>20</td>
<td>10</td>
<td>200</td>
<td>20</td>
</tr>
<tr>
<td>Demonstrate ability to learn independently.</td>
<td>20</td>
<td>20</td>
<td>10</td>
<td>200</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL (out of 100)</strong></td>
<td><strong>100</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Clinical Evaluation (out of 10)</strong></td>
<td><strong>10</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments on Student’s Strength and Weakness**

**Preceptor’s Comment:**

**Strength:** _____________________________________________________________

________________________________________________________________________

**Weaknesses:** ___________________________________________________________

________________________________________________________________________

Name of Preceptor: __________________ Signature: __________________ Date: __________

**Clinical Instructor’s Comment:**

**Strengths:** _____________________________________________________________

________________________________________________________________________

**Weaknesses:** ___________________________________________________________

________________________________________________________________________

Name of Clinical Instructor: __________________ Signature: ______________ Date: __________

Name of Course Coordinator: __________________ Signature: ______________ Date: __________
APPENDIX IV: Preceptor Profile Form

COLLEGE OF NURSING

Preceptor Profile Form

<table>
<thead>
<tr>
<th>Contact Information</th>
<th>DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Name</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3. Current Official Position/Job Title</td>
<td></td>
</tr>
<tr>
<td>4. Current Ward</td>
<td></td>
</tr>
<tr>
<td>5. Work Address</td>
<td></td>
</tr>
<tr>
<td>6. Email</td>
<td></td>
</tr>
<tr>
<td>7. Work phone &amp; Mobile Phone</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Education Background</th>
<th>DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters in Nursing (Name of University, Year of Graduation &amp; Specialty)</td>
<td></td>
</tr>
<tr>
<td>Bachelors in Nursing (Name of University &amp; Year or Graduation)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nursing Professional Licensure and Certification</th>
<th>DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing License Number in Oman (Year of Issue and Expiry)</td>
<td></td>
</tr>
<tr>
<td>Nursing License Number in other Countries (Year of Issue and Expiry)</td>
<td></td>
</tr>
<tr>
<td>Professional Certification (Give Name of Type)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clinical Practice Experience</th>
<th>DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years in Current Position</td>
<td></td>
</tr>
<tr>
<td>Experience as a Clinical Preceptor (in years)</td>
<td></td>
</tr>
<tr>
<td>Total Years of Clinical Experience</td>
<td></td>
</tr>
<tr>
<td>Attendance of SQUH Preceptor Training Course</td>
<td>Date of Completion of SQUH Preceptor Training Course</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>----------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Continuing Education Attended related to Preceptoring (Name of Course and Date)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Training and Continuing Education Attended</th>
<th>Name of Training/Course and Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Employment History in Last 3 Organization</th>
<th>Name of Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Official Title/Position</td>
</tr>
<tr>
<td></td>
<td>Start date</td>
</tr>
<tr>
<td></td>
<td>End Date</td>
</tr>
<tr>
<td></td>
<td>Clinical Specialty</td>
</tr>
</tbody>
</table>

|                                          | Name of Organization |
|                                          | Official Title/Position |
|                                          | Start date            |
|                                          | End Date              |
|                                          | Clinical Specialty    |

|                                          | Name of Organization |
|                                          | Official Title/Position |
|                                          | Start date            |
|                                          | End Date              |
|                                          | Clinical Specialty    |