

HEALTH CARE AIDE PROGRAM

CLINICAL PRECEPTOR'S GUIDE

2020-2021

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1.0 INTRODUCTION

Congratulations and Welcome! You have been selected to be a preceptor in the Health Care Aide Program.

A preceptorship is an effective teaching and learning method which places an experienced health care aide in a one-on-one relationship with a student. Preceptor experiences are vital in promoting learning for students.

The preceptor acts as a role model, instructor and colleague. The preceptor assists the student to enhance their learning by answering questions and providing support and guidance in the clinical area. Benefits to the student include direct supervision with immediate assistance and feedback which leads to increased competence and confidence. In the process, the student is socialized to the role which is performed by a Health Care Aide in today's practice settings.

2.0 PRECEPTOR PROFILE

The preceptor is an experienced, practicing health care aide who:

- is interested in being involved with students
- is prepared to assist students with the transition from student to graduate
- knowledgeable of the facility's philosophy, policies and procedures
- has good interpersonal skills and communicates effectively with both clients and other staff
- demonstrates strong organizational ability
- is competent in the performance of skills required of health care aides
- is able to provide both positive and constructive feedback to the student
- is secure and confident in his/her abilities
- is a positive role model

Hopefully, you can recognize yourself in this list of preceptor characteristics.

3.0 HEALTH CARE AIDE PROGRAM

The Health Care Aide program consists of two parts – a theoretical component (consisting of ten courses) and a clinical practice component. Both parts must be completed satisfactorily in order to pass the program.

The Clinical Practice course is approximately 240 hours (or six weeks divided into two 3 week rotations). Your student will be with you for your assigned day shift during this period. The RRC clinical instructor will be available throughout the clinical experience and will meet with you regularly to discuss the student's clinical performance, and provide guidance and direction as needed.

3.1 GENERAL PROGRAM OBJECTIVES/COMPETENCIES OF THE HEALTH CARE AIDE GRADUATE

Graduates of the Health Care Aide Program, will show evidence of, under the supervision of a nurse, a beginning ability to:

- use the theoretical knowledge base underlying the tasks and responsibilities associated with the role of the health care aide.
- recognize, understand and respect the individuality, rights and concerns of patients.
- communicate effectively with patients and their families.
- develop helping relationships with patients and their families.
- provide direct care which promotes the comfort and safety of patients.
- promote independence, particularly with activities of daily living, within patient capabilities.
- detect and report changes in the physical and emotional needs of patients.
- respond to the physical and emotional needs of the patients.
- recognize and report concerns associated with the sociocultural and spiritual needs of patients.
- follow the general scientific principles associated with:
 - medical asepsis
 - routine practices
 - body mechanics
 - safety measures
 - accident prevention
 - reporting, recording and charting
 - personal care skills and procedures
 - care of equipment and supplies
 - home management and maintenance
- follow policies associated with:
 - institutional/employer procedures and routines
 - emergencies
 - incidents and accidents
 - reporting, recording and charting
 - home management and maintenance
- perform manual skills safely and effectively
- perform selected home management and maintenance tasks safely and efficiently
- use a problem-solving approach
- organize and prioritize own workload
- document on patient's records appropriately
- maintain confidentiality of all patient information
- communicate effectively (both orally and in writing) with other health care team members.
- participate as a member of the health care team

- demonstrate responsibility in job performance by:
 - being dependable and trustworthy
 - seeking clarification and help appropriately
 - working cooperatively and collegially with other health care team members
 - being respectful of others
 - being appropriately groomed
 - accepting and acting on constructive feedback
 - being accountable for own actions
 - seeking and using new learning experiences.

4.0 ROLES AND RESPONSIBILITIES

Every effort is made to ensure that the preceptor experience is a positive one for all those involved.

4.1 RRC COLLEGE

The College facilitates a positive preceptorship experience by:

- clearly outlining the expectations of students and clinical practice instructors
- providing support and guidance to preceptors (through the Clinical Practice Instructor and the Clinical Facilitator at the College)

4.2 CLINICAL PRACTICE INSTRUCTOR

The clinical practice instructor facilitates student learning by acting as a resource for both student and preceptor:

- acts as a resource for the preceptor and student
- supports and guides the preceptor and student in creating a positive learning environment
- is available to the preceptor to address questions and concerns
- collaborates with the preceptor in completing an evaluation of the student's performance

4.3 STUDENT

The student is expected to:

- be aware of all policies and course requirements
- work with the preceptor, following his/her rotation schedule; arrive punctually for all shifts
- if ill, or an emergency arises, notify the preceptor (or unit) and the Clinical Instructor. A valid doctor's certificate may be required. Absenteeism and tardiness will be noted and summarized on the clinical evaluation form.

- follow dress code of the practice agency
- demonstrate responsible and accountable practice; be prepared for clinical; be familiar with the facility's general policies, procedures and routines
- maintain ongoing communication with preceptor and clinical instructor concerning progress in meeting the objectives; request direction, supervision and assistance as required; seek out appropriate learning opportunities
- evaluate own performance (along with preceptor and advisor) and identify areas for further growth
- complete a written evaluation of the program.

4.4 PRECEPTOR

The preceptor acts as a resource to the health care aide student:

- orientates student to the unit (including policies and procedures)
- assists student to integrate theory into practice
- assists student to develop skills, interpersonal relationships, organizational ability
- supervises the student in the completion of safe and effective care; provides timely feedback
- completes the Critical Element Checklists
- communicates with the Clinical Practice Instructor regarding student's progress, performance and evaluations

The preceptor role can be summarized as role model, teacher, resource persona, liaison, evaluator and change agent all rolled into one!

5.0 PRECEPTOR GUIDELINES

5.1 STUDENT ORIENTATION

A thorough orientation to the unit goes a long way! Many areas have an orientation guide for new staff – use it to help you to determine what information to cover. If your unit does not have one, go over the basics:

- welcome the student to the unit; introduce the student to other staff members
- orientate the student to the layout of the unit, including location of emergency equipment, fire alarms, fire extinguishers, etc.
- explain unit routines (eg. assignments, breaks)
- explain policies and procedures relevant to your clinical practice

Think back to what you needed to know when you started!

The following guidelines will assist you in planning the student's clinical experience.

	CLINICAL EXPERIENCE #1	CLINICAL EXPERIENCE #2
DAY 1 OBSERVATION DAY	Familiarize student with unit routines and the role of the health care aide.	
DAY 2 OBSERVATION	Encourage student to assist you in performing some of your duties, eg. Bedmaking, handing out trays, feeding).	
DAYS 3 – 5	Encourage student to participate in patient care and related duties. As student's confidence and ability increases, encourage the student to perform those tasks independently. Start to evaluate skills using the Critical Elements Checklists.	
WEEK 2	Continue to encourage independence in performing those skills which you feel the student is capable of completing in a safe and competent manner.	
WEEK 3	<p>Continue to evaluate and provide feedback related to the student's clinical performance. Your expertise is critical. Continue to assist the student with patient care, organizational skills and performance as necessary.</p> <p>The student should be demonstrating increasing independence and ability, and should be able to provide total and independent care for one to two patients. Increase the student's workload as warranted.</p> <p>The final evaluation should be complete.</p>	<p>Continue to evaluate and provide feedback related to the student's clinical performance. Your expertise is critical. Continue to assist the student with patient care, organizational skills and performance as necessary.</p> <p>The student should be able to perform the role of a beginning health care aide in a safe and competent manner and should be able to care for a minimum of four patients independently.</p> <p>The final evaluation and the Critical Elements Checklists should be complete.</p>

5.2 STUDENT PRACTICE

Each student will come with varying abilities, skills and competencies. They often have many concerns about clinical practice (particularly organizational ability and skills). Some are more overwhelmed than others. Start by sharing the patient load and basic care responsibilities. Have the student care for one or two patients with limited needs and gradually add to the assignment as the student's knowledge and confidence increases. If possible, let the student know what the patient assignment will be ahead of time to allow for adequate preparation.

Supervise the student, especially at the beginning, to prevent incorrect practices and to avert serious mistakes. Observe for use of medical asepsis, manual dexterity, organization, etc. Prompts are helpful, but only stop the student if patient safety is threatened. Having the student verbalize the steps of a skill or care to be given, before going in to the patient is helpful. If the student does not describe the situation or task properly, corrections can be made at the time. It is assumed that the student will progressively demonstrate safe practices, which will then allow direct supervision to focus on new learning.

Through out the preceptorship experience, you will be asked to complete the Critical Elements Checklists for the student as they perform selected skills. It is understood that students will be unable to practice all the skills covered by the checklists. They are encouraged to keep their eyes and ears open and ask for different experiences whenever possible. Once the student completes a skill in a satisfactory manner, the skill can be "checked off". The student and the clinical instructor will discuss the Checklists with you in greater detail.

Your patience, empathy, tact and experience will help you bring out the best in the student.

5.3 STUDENT EVALUATION

The preceptor's input is valued highly and is an integral part of the student's experience. Throughout the preceptorship experience, you will be asked to monitor the student's progress. If possible, set aside a specific time and place to discuss your observations with the student. Ongoing, direct, honest and supportive feedback helps the student learn best.

Characteristics of effective feedback includes:

- specific rather than general (give examples whenever possible)
- factual rather than opinionated
- descriptive rather than judgmental
- clearly understood by receiver
- timed so that it will be most useful
- respectful and sensitive to student's feelings
- constructive rather than destructive
- directed at behavior rather than at the learner

Try not to let a single or one time incident bias or influence your overall assessment of a student's performance. Focus on the student's overall performance.

A final evaluation of the student will be completed at the end of the clinical experience. The Clinical Experience Performance Evaluation Form is used for this purpose. The student will provide you with their copy of the form for you to use.

5.4 CLINICAL PROBATION

A student may be placed on probation at any time for unsafe or unsatisfactory performance. ("Unsatisfactory" performance is defined according to the behaviours indicated on the Clinical Experience Performance Evaluation form.)

The decision to place a student on probation will be made by the Clinical Practice Instructor and the preceptor, in consultation with the Program Advisor and the student will be notified in writing. The letter will indicate which specific behaviours must improve and the time frame within which the improvement must occur. A copy of this letter will be placed in the student's file.

If unable to meet the requirements of the probation, the student will be required to withdraw from the program. In this circumstance, a failing grade will be given.

6.0 SUMMARY

Red River College acknowledges and appreciates the contribution you have made in enriching the learning experiences of our students.

If, at any time, you feel you would like assistance or support, please remember the student's Clinical Practice Instructor and the Red River College Health Care Aide Coordinator are available to assist you with your preceptor role.