



**Dorsey
College**

Your Career Connection Since 1934

RN PRECEPTOR TRAINING

**Associates of Applied Science (AAS)
Required Module for Preceptors**

CONTENT

- **Board of Nursing Regulations about Preceptor**
- **Roles and Responsibilities for Course Professor, Student, Preceptor**
- **Professional Standards for Students**
- **Getting Started and Phases of the Experience**
- **Important Resources for Preceptors (Checklist)**



PRECEPTORS

- **Serve as the on-site clinical teacher, mentor, and professional role model,**
- **Transition the classroom to the clinical setting,**
- **Enhance the profession by helping create excellent new nurses.**

Show and share:

- **Knowledge**
- **Effective communication and collaboration**
- **Reasoning and problem-solving skills**
- **Care, compassion, and professionalism**
- **Leadership**




**MICHIGAN BOARD
OF NURSING
(MBON)**

Regulations

The background features a vertical line on the left side. To the left of this line, there are concentric white circles on a light green background. To the right of the line, there are four colored triangular shapes: a blue one at the top, a light green one in the middle, a light pink one at the bottom left, and a reddish-pink one at the bottom right.

PRECEPTOR; AS DEFINED BY THE MBON.

“Preceptor” means an experienced nurse, paired in a 1-to-1 relationship with a nursing student, who actively participates in the education, mentoring, and evaluation of the nursing student in a clinical setting.”



MBON R 338.10305c Registered professional nursing and licensed practical nursing education programs; preceptor requirements:

Rule 305c. (1) A program of nursing education that uses the personnel of a clinical facility as **preceptors** to facilitate the faculty-directed clinical experience of students to meet the requirements for an internship or to meet the clinical requirements in the capstone course, shall meet the **following requirements**:

MBON

R338.10305C

R 338.10305C(1)(A)

Each preceptor is approved by the **nursing** faculty of the program.

R 338.10305C(1)(B)

Each preceptor shall possess a minimum of 1 year of clinical nursing experience **as a registered nurse** and supervisor recommendation.

R 338.10305C(1)(C)

Each preceptor shall hold an unencumbered license in this state where the clinical experience occurs.

R 338.10305C(1)(D)

The nursing faculty of the program of education shall ensure that each preceptor is provided education including the roles and responsibilities of students, faculty members, and preceptors. The program shall maintain documentation of preceptor education.

R 338.10305C(1)(E)

Before the preceptor begins instruction of the students, the nursing faculty of the program shall develop written learning outcomes for the clinical experience and provide a copy of those outcomes to each preceptor.

MBON

R338.10305C

R 338.10305C(1)(F)

The **nursing** faculty member shall retain authority and responsibility for the student's learning experiences and confer routinely and periodically with the preceptor and student to monitor and evaluate the learning experiences.

R 338.10305C(1)(G)

The maximum ratio of precepted students to a supervising **nursing** faculty member must be not more than 10 students to 1 **nursing** faculty member.

R 338.10305C(1)(H)

If the nursing faculty member is not physically present in the area in which students are practicing, the nursing faculty member is immediately available by telephone or other means of telecommunication when students are engaged in clinical activities with a preceptor.

R 338.10305C(1)(I)

Preceptors shall not be used to replace clinical **nursing** faculty in prelicensure certificate, associate, or baccalaureate degree nursing programs.

R 338.10305C(1)(J)

A preceptor shall supervise not more than 1 student during any 1 scheduled work time or shift.



Roles and Responsibilities: Didactic Course Instructor

- Overall responsibility for ensuring that students meet the course objectives.
- Assigns final course grades.
- Resource as needed for supervising nursing faculty and preceptors in problem-solving student issues



Roles and Responsibilities: Supervising Nursing Faculty

SERVES AS A RESOURCE TO STUDENT AND PRECEPTOR

- Is available to preceptor and student by phone or pager during all clinical hours.
- Conducts site visits.
- Assumes primary responsibility for problem-solving student issues.
- Provide each preceptor education including the roles and responsibilities of students, faculty members, and preceptors.
- Provide a copy of the written learning outcomes for the clinical experience to each preceptor

ENSURES CLINICAL OBJECTIVES ARE MET

- Evaluates the student's clinical competence and performance via direct observation, input from the preceptor, competency assessments, reviewing logs/assignments.
- Maintain authority and responsibility for the student's learning experiences and confer routinely and periodically with the preceptor and student to monitor and evaluate the learning experiences.



Roles and Responsibilities: Supervising Nursing Faculty, cont.

ASSESS STUDENT PERFORMANCE FOR CLINICAL COMPONENT OF THE COURSE GRADE

- Reviews all student logs.
- Assesses student's clinical knowledge through discussions in the clinical setting, clinical conferences (if applicable), in midterm conference and evaluations.
- Assesses any written work by the student, such as plans of care, that reflect cognitive development.
- Reviews preceptor evaluations of student and solicits verbal feedback about student performance from the preceptor and his/her colleagues.



Roles and Responsibilities: Preceptor

PROVIDES DIRECT CLINICAL SUPERVISION AND GUIDANCE OF STUDENTS

- Orients the student to the clinical setting, patient population, health care team, and key aspects of nursing care delivery in the environment.
- Meets with the student to discuss their personal learning objectives.
- Reviews all medications prior to student administration.
- Directly supervises all clinical skills the first time they are performed, and until preceptor is comfortable that student can perform the skill unsupervised.
- Fosters critical thinking by questioning students about the rationale for the plan of care.
- Immerses and engages students in clinical practice experiences, integrating them into the practice setting.

ASSISTS IN THE ASSESSMENT OF STUDENT PERFORMANCE

- Gives verbal feedback to the student at the end of each clinical day, following performance of procedures, and as needed.
- Notes progress toward meeting established objectives. Completes an evaluation of student performance at midterm and at the end of the semester.
- Informs clinical faculty of student progress on an ongoing basis and informs clinical faculty about issues and concerns in a timely manner.



Roles and Responsibilities: Student

ESTABLISHES INDIVIDUAL OBJECTIVES

- Uses course objectives as a guide.
- Appropriately identifies own areas of strength and deficits.
- Collaborates with faculty and preceptor as needed in setting objectives.
- Collaborates with preceptor to revise objectives as the clinical experience proceeds.

SCHEDULES CLINICAL HOURS

- Contacts preceptor to determine a schedule for completing the required hours for each clinical course (**outside of didactic instruction**)
- Informs clinical faculty of the schedule and does not change the schedule once it is established.
 - The student develops the clinical schedule based on the preceptor's established work schedule.
 - Faculty must have advance notice of the student's schedule.
 - Students generally begin when the preceptor begins and stay for 8 or 12 hours as negotiated.
- Informs preceptor and clinical faculty of any emergency changes to the schedule.
- Attends weekly clinical conferences, if applicable



Roles and Responsibilities: Student, cont.

UTILIZES SUPERVISING NURSING FACULTY AND PRECEPTOR APPROPRIATELY

- Functions within legal and personal limitations in the student role.
- Seeks guidance when needed.
- Acknowledges deficits and responds to feedback.

PARTICIPATES IN EVALUATION PROCESS

- Evaluates self-using established tools as well as reflective practice.
- Provides feedback about the preceptor and clinical learning site.
- Attends midterm and final evaluation conferences with the clinical faculty.



PROFESSIONAL STANDARDS:

Preparedness

- The student is consistently prepared to engage in clinical nursing activities.
- Preparation includes physical, emotional, cognitive, and material readiness to enter the clinical setting in order to apply principles and skills already learned, as well as expand knowledge and skill acquisition.
- Preparedness includes being well rested, nourished, oriented to the setting, and with all necessary student sign- in codes available for use.



PROFESSIONAL STANDARDS: Attendance and Punctuality

ABSENCES

- The student arrives in advance of the scheduled time for all clinical conferences and clinical learning experiences.
- The student is present for each clinical experience arranged.
- For NUR216 a total of 96 precepted clinical hours must be completed in 12 consecutive weeks.
- In the event of an approved absence (as listed in the NUR216 syllabus), the student must inform the nursing supervising faculty and preceptor prior to the start of the clinical day.
- Breaks cannot be taken during Transition to Practice, or the hours will start over at zero. NUR216 practice hours are calculated by calendar week-Sunday through Saturday.



PROFESSIONAL STANDARDS: Professional Attire

- The student is professionally attired for all experiences on the unit as delineated by Dorsey College student uniform policy and the institutional/unit requirements.
- The hospital and/or student ID and lab coat is required whenever entering the clinical environment.



PROFESSIONAL STANDARDS: Professional Conduct and Engagement

- The student maintains professional conduct during all clinical preparation and care experiences.
- The student exhibits professional interpersonal communication skills with patients, families, health care team members, faculty, and peers at all times.
- The student does not bring personal issues into the clinical experiences.
- The student maintains professional boundaries at all times.
- The student demonstrates compassion towards self and others.
- The student is responsible for timely submission of clinical assignments and respective electronic documentation.

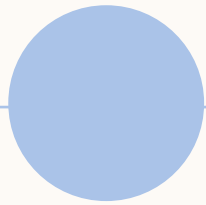


PROFESSIONAL STANDARDS: Legal and Personal Limits

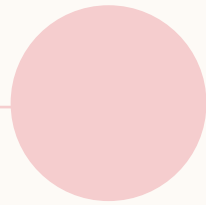
THE STUDENT...

- Recognizes and functions within legal and personal limits as a student.
- Seeks help appropriately to deliver care.
- Maximizes clinical time and resources to advance clinical knowledge and skills.
- Maintains accountability for all actions.
- Uses clinical time to focus on and enhance learning.
- Maintains confidentiality.
- Recognizes learning needs and actively seeks to fulfill identified learning needs outside of clinical (consultation with the preceptor or clinical faculty).

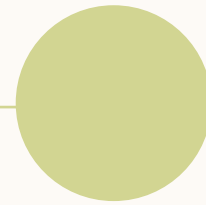
ADMINISTERING MEDICATIONS



- All students are expected to be prepared to administer all medications to all assigned patients during each clinical day.



- Under no circumstances is any drug to ever be administered without first being checked by the preceptor for all the “rights.”



- The preceptor provides oversight of medication administration based as appropriate to the student’s level of competency as assessed by the preceptor.



PRECEPTOR BASIC CHECKLIST

- Course syllabus
- Faculty contact information
- Student contact information
- Learning objectives for the student's experience

THE STUDENT-PRECEPTOR WORKING RELATIONSHIP



GETTING STARTED

- Meet and learn about one another
 - student background
 - preceptor background
- Establish trust
- Clarify roles and expectations
- Review and determine the schedule



WORKING PHASE

- Teach, mentor and coach the student during clinical activities
- Stimulate reasoning skills
 - **THINK OUT LOUD!**
- Challenge the student to think deeply and ask questions
- Encourage reflection



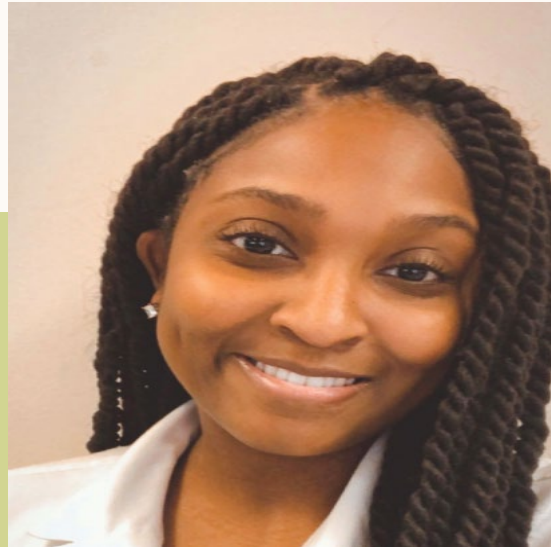
CLOSING THE EXPERIENCE

- Participate in the evaluation process.
- Facilitate closure with mutual positive regard.
- Consider the possibility of your ongoing role as a professional mentor!

YOUR NURSING TEAM



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THANK YOU FOR VIEWING THIS PRECEPTOR ORIENTATION MODULE

Please submit your current CV/resume
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More information and resources
available online:
<https://www.dorsey.edu/policies-and-plans/>

