

ORIENTATION MANUAL FOR PRELICENSURE STUDENT PRECEPTORS



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This orientation manual is available on the Dorsey Website: <https://www.dorsey.edu/policies-and-plans/>

I. INTRODUCTION

Welcome to precepted teaching in Dorsey College! Your contributions in providing clinical guidance and supervision for students are invaluable to our mission of creating top-notch new nurses for the profession! We wish to provide you with ample information, resources, and support as you initiate and then continue to develop your skills as a clinical educator.

Preceptors are clinicians who provide direct teaching and supervision for one student in the clinical area. Preceptors provide invaluable guidance and mentoring to students over an extended period of time, and work closely with the assigned supervising nursing faculty to ensure appropriate student progress and achievement.

Per the Michigan Board of Nursing (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.

While this manual provides important guidance, all preceptors and clinical faculty are encouraged to make use of a wide array of resources to support your clinical teaching efforts and development.

II. ASSOCIATE OF APPLIED SCIENCE (AAS) CONTACTS & RESOURCES

Program Director:

- Executive Director of Nursing: Salena Neal, MSN, RN
sneal@dorsey.edu

Clinical sites for student learning are coordinated by the academic clinical liaison:

- Academic Clinical Liaison: Erica Viverette, BSN, RN, CCHP
eviverette@dorsey.edu

Campus Support Center Director of Nursing:

- Emily Ellis, APRN, FNP-BC
eellis@dorsey.edu

VP of Education and Career Services:

- Mickey McLean
mcclean@dorsey.edu

III. LAWS AND REGULATIONS RELATED TO TEACHING

A. MICHIGAN BOARD OF NURSING REGULATIONS

The Michigan Board of Nursing regulates both nursing practice and nursing education. As you begin your precepted clinical teaching activities it is imperative to understand the regulations associated with clinical teaching and clinical learning. A snapshot of the nursing specific regulations can be reviewed below. The full regulations can be access through the Michigan Board of Nursing website at:

<https://www.michigan.gov/lara/bureau-list/bpl/health/hp-lic-health-prof/nursing>

Michigan Board of Nursing: Related Regulations – Preceptor

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 all the following requirements:

- (a) Each preceptor **is** approved by the **nursing** faculty of the program.
- (b) Each preceptor shall possess a minimum of 1 year of clinical nursing experience **as a registered nurse** and supervisor recommendation.
- (c) Each preceptor shall hold an unencumbered license in **this** state where the clinical experience occurs.
- (d) The **nursing** faculty of the program 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.
- (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.
- (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.
- (j) A preceptor shall supervise not more than 1 student during any 1 scheduled work time or shift.

A. Supervision of students. R 338.10305c (g, h)

- (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.
- (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.

B. Prior to beginning any preceptorship, the following shall be required:

1. Written objectives, methodology, and evaluation procedures for a specified period of time to include the dates of each experience;
2. An orientation program for faculty, preceptors, and students;
3. The overall coordination by faculty who assume ultimate responsibility for implementation, periodic monitoring, and evaluation.

B. THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Just as there are laws governing patient privacy (HIPAA), similar laws exist to protect student privacy. Student records are confidential and protected under the Family Educational Rights and Privacy Act (FERPA). As a general rule, faculty and preceptors should approach student privacy much in the same manner that clinicians approach patient privacy. ***Conversations about student progress and achievement are appropriate among the educational team but should otherwise be treated as confidential. Student papers and faculty documentation and evaluation of student progress (e.g., grades) are treated as confidential.*** School of Nursing resources can be contacted for any questions about student privacy issues. In addition, the Dorsey College FERPA policy is available at <https://www.dorsey.edu/catalog/>

IV. PREPARATION FOR PRECEPTING

The Curriculum

Understanding the overall program of study for the student is essential to effectively guiding the student through the assigned course. The program of study can be accessed on the college's website, and you will be provided with a copy as a part of your orientation. The precepted clinical course provides the student with an opportunity to demonstrate developing competency in applying nursing knowledge and skills to clinical practice environments.

Course Description

An examination of the role of the nurse as a member of the profession, exploring the transition from school to the world of work within the framework of current professional issues and trends.

A. ORIENTATION

PRECEPTORS

Once arrangements for a precepted experience have been confirmed, there are required orientation activities for preceptors to ensure success for both the preceptor and the student.

1. Academic Program Orientation

Preceptors must be knowledgeable about the academic program(s) in which they are precepting, and complete introductory training related to clinical teaching.

- Visit the Dorsey College website for preceptor information at:
<https://www.dorsey.edu/policies-and-plans/>

2. Course and Clinical Orientation Requirements

One of the most important aspects of precepting a student is understanding the objectives, content, and required activities associated with the assigned course. The course objectives will be provided to the preceptor. For additional information the Academic Clinical Liaison and the CSC Director of Nursing are the best resources.

Preceptors should complete following orientation activities before the beginning of the student preceptorship:

- Meet with the **clinical faculty** member to orient to the following:
 - Course syllabus, which includes the objectives, content, required learning activities, and student evaluation methods.
 - Processes for documenting student performance and progress. The academic clinical liaison is the primary resource for any unexpected or unsatisfactory student behaviors.
- Obtain the academic schedule for the quarter and help develop the associated student clinical schedule, including the student orientation plan.

B. ROLES: Preceptor roles are delineated below, and student expectations are articulated in the course syllabus.

- a. Provides direct clinical supervision and guidance of students (1 student)
 - 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.
- b. 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.

V. MISSION, PURPOSE, and OUTCOMES

Dorsey College Mission Statement

Dorsey College is committed to providing quality career education and positive reinforcement to enable the development of self-esteem, self-reliance, professionalism, and confidence in all students coupled with an obligation to support the diverse communities in which they live and work.

Coupled with the organizations mission, the RN program's faculty will demonstrate and cultivate the development of self-esteem, self-reliance, and accountability; to practice with integrity in all aspects of the graduates nursing career, thereby making a positive contribution to the advocacy and safety of the individuals, families, and communities in which they live and work.

End of Program Student Learning Outcomes (EPSLO's)

The AAS program prepares graduates to:

- Use clinical reasoning and knowledge based on the associate degree nursing program of study as the basis for decision-making in nursing practice.
- Apply quality improvement principles in the delivery of safe, quality care, and to the culture of patient and work environment safety.
- Participate in collaborative relationships with members of the interdisciplinary team, the patient, and family.
- Demonstrate evidence-based principles in promoting and coordinating safe care within the patients' environment.
- Apply principles of altruism, excellence, caring, ethics, respect, civility, communication, and accountability in oneself and nursing practice.
- Utilize information and technology to manage, coordinate, and monitor outcomes of care of patients and their families.