



UMMC™

School of Nursing

BSN Preceptor Orientation Manual

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Welcome Letter



Dear Preceptor,

The faculty of the University of Mississippi School of Nursing would like to extend our warmest appreciation to you for agreeing to serve as a clinical preceptor for our undergraduate students. Willingness to mentor these students is one of the highest forms of professionalism. In this role, you become the facilitator, educator, expert and role model for the students' experiences in a clinical setting. Our students benefit from your knowledge, expertise, confidence, dedication, and leadership skills.

It is our desire to make this a rich and rewarding experience for you personally and professionally. Your willingness to serve as a preceptor enhances the learning experiences of our students, which makes our program stronger. Without you, the students would be missing valuable learning experiences. The course faculty look forward to working with you in this partnership.

On behalf of the University of Mississippi Medical Center School of Nursing faculty and administration, we want to thank you again for your service to our students. We welcome your comments, suggestions, and feedback always. Please, do not hesitate to contact us for any additional questions or concerns.

Sincerely,

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Introduction to UMMC & the SON

The University of Mississippi Medical Center (UMMC) School of Nursing (SON) was founded in 1958, and thousands of its graduates have cared for the people of Mississippi in health care organizations and at home ever since. The SON develops nurse leaders through our innovative partnerships; unique community-based systems; evidence-based practice and research; and a focus on excellence and life-long learning. The UMMC campus houses four specialized hospitals, including the State's only children's hospital, a women's and infant's hospital, an adult hospital, and a critical care hospital. These learning hospitals give SON students the opportunity to participate in truly unique clinical experiences not found anywhere else in the state. UMMC also has the State's only Level 1 trauma center, Level IV neonatal intensive care nursery and organ transplant program, meaning that our students have the opportunity to obtain the experiences required in the field and population of their choice. SON-managed clinics, spread throughout the state provide practice and research opportunities that contribute to the health of the communities we serve. Within these communities, the school has surpassed 40K hours of service-learning activities and provided pro bono work totaling more than \$1 million in value.

Purpose

Each student who enters the clinical preceptorship presents with a varied and diverse clinical experience with distinct levels of skills and competencies. Your role will be challenging as you support the student's individual clinical learning needs. Therefore, the purpose of this manual is to provide the preceptor with a guide of helpful information and effective strategies to optimize learning experiences for our students who are under your clinical direction. This manual establishes the School of Nursing guidelines for using qualified healthcare professionals as preceptors to assist with clinical instructions in a variety of health care delivery settings. For the purpose of this manual, a **'preceptor'** is defined as a professional healthcare employee of a healthcare agency, who agrees to serve as a role model, teacher, and clinical expert directing undergraduate nursing student learning experiences in the clinical setting. The purpose of the preceptor is to provide a one-to-one relationship between an experienced healthcare professional and an undergraduate nursing student through valuable experiences in the clinical area. The faculty retains the responsibility for student instruction and supports both the student and preceptor by providing expertise to ensure that the learning experiences meet the course outcomes and objectives. The preceptor and the faculty member collaborate in planning, monitoring, and evaluating the student clinical experiences. Faculty maintains the ultimate responsibility for the student evaluations.

Undergraduate Program Purpose and Outcomes

Baccalaureate Program Purpose

The purpose of the baccalaureate program is to prepare nurses for entry level practice and provide a solid foundation for graduate study.

Program Outcomes

1. Integrate knowledge and skills from the liberal arts, sciences, nursing and other disciplines into professional nursing practice.
2. Apply knowledge and skills of organizational and systems leadership, quality improvement, and patient safety to improve patient care outcomes in diverse populations and healthcare settings.
3. Integrate current evidence from nursing research and other credible sources into professional nursing practice.
4. Integrate information management and patient care technologies into the delivery and evaluation of high quality, safe patient centered care in a variety of healthcare settings.
5. Apply knowledge of health care policy, finance, and regulatory environments to professional nursing practice.
6. Demonstrate effective inter-and intraprofessional communication and collaboration skills in the delivery of evidence-based, patient centered care across healthcare environments.
7. Implement strategies to facilitate health promotion, disease prevention and health restoration of individuals, families and populations across the lifespan.
8. Assume accountability for professional values and behaviors.
9. Deliver comprehensive patient and population-centered care that reflects baccalaureate generalist nursing practice across the health-illness continuum and healthcare environments.

Expectations of Preceptors for Undergraduate Students

Preceptors must exemplify strong cognitive, technical, and interpersonal skills with the ability to set goals, plan outcome driven learning experiences, and provide meaningful feedback to the student. Preceptors assist students to move from novice to expert and assure they are competent to care for the patients and their families in their specific role. At the end of the clinical experience, the student will have the opportunity to evaluate the experience and complete a preceptor evaluation form.

Qualifications of the Preceptor

The qualifications of the preceptors include the following established criteria:

1. Will be educationally qualified, holding a minimum of a BSN degree and have a minimum of one (1) year of clinical experience.
2. RN-BSN preceptors will also hold positions of leadership/management of people, programs, or property.
3. Will provide input in the evaluation of the student's performance and achievement of learning objectives.
4. Will make available time to periodically review the student's learning objectives and provide the student with direction related to his/her achievement in that setting.
5. Will critically evaluate the student's progress during and at the end of the clinical experience.
6. Will meet with the SON faculty, as needed, during the semester to facilitate the student's progress.

Roles and Responsibilities of the Preceptor

Role: The preceptor is a registered nurse who possesses an unencumbered RN license to practice in the state of Mississippi. The preceptor is employed by a clinical agency who agrees to serve as a role model, teacher, mentor, and clinical expert for the student in a clinical setting. Preceptors must exemplify strong cognitive, technical, and interpersonal skills with the ability to set goals, plan outcome driven learning experiences, and provide meaningful feedback to the student. Preceptors assist students to move from novice to expert and assure they are competent to care for the patients and their families in their specific role.

Responsibilities: Preceptors are expected to:

1. Complete all preceptor agreement forms and provide licensure to student when requested in a timely manner.
2. Collaborate and negotiate times, dates and appropriate clinical experiences with the faculty member and the student. Provide a copy of his/her work schedule with the student.
3. If absent/ill, notify the student at the earliest possible time.
4. Act as a role model, teacher, mentor, and clinical expert for the student while facilitating the learning process in an appealing and enthusiastic manner.
5. Orient the student to the learning site and staff. Review all pertinent unit/agency policies, procedures, and standards with the student.
6. Provide the student with ongoing constructive feedback that will assist and improve critical thinking, deductive reasoning, and decision-making processes.
7. Progressively delegate patient care responsibilities to the student, while retaining responsibility for the care of the patient
8. Contact faculty member immediately as needed with any questions, issues, and concerns that may arise.
9. Participate in clinical site visits by faculty during the semester to discuss student progress and provide information for the student's evaluation. Visits are required and may be done physically, over the phone or by using technology (e.g., FaceTime, WebEx, Zoom).
10. Complete preceptor evaluation of the student at the completion of the clinical experience. The evaluation tools are provided at the beginning of the clinical experience. While preceptors provide feedback to the course faculty about student performance, the final clinical evaluation of the student is the responsibility of course faculty.
11. Confirm the student's number of completed hours at the end of the semester.

Roles and Responsibilities of the Student

Roles:

The student is a learner who bears the responsibility for learning and for completing all assignments on time and in accordance with ethical standards and published guidelines. The student is to provide the preceptor with objectives and learning goals, and identify a plan to meet these objectives and goals; to discuss outcomes of the experience daily with the preceptor; to achieve the clinical objectives at a satisfactory level; to accept accountability and responsibility for assignments; to communicate with other health care professionals as needed when providing patient care; to be respectful in all interactions patients and others; to communicate with the course faculty.

Responsibilities: Students are required to:

1. Abide by all the applicable rules of conduct, academic guidelines, UMMC SON Honor Code, and the SON Core Values that are included in the [UMMC SON Student Handbook](#).
2. Abide by all applicable agency rules of conduct, policies, procedures, and protocols with guidance from preceptor, including complying with all health and other professional requirements of the clinical agency prior to the start of the clinical experience.
3. Comply with the School of Nursing and agency guidelines with respect to the required skills list of activities that may not be performed by a student. Demonstrate any specialty skills to the preceptor prior to performing these alone.
4. Collaborate with the clinical faculty and preceptor to determine specific, achievable learning goals and appropriate learning experiences.
5. Work the same shift and hours as the preceptor, and as agreed upon between the student, preceptor, and faculty to complete the required clinical hours as outlined in course syllabus by the expected due date. Attend all scheduled clinical days or notify the faculty member and the clinical preceptor if an absence is necessary. Arrange for make-up time.
6. Practice in accordance with institutional, professional, legal, and ethical guidelines, including managing patient confidentiality. Maintain the student role. Do not allow yourself to fill a staff nursing position. Perform only the role agreed upon by you, the faculty, and the preceptor to meet the course objectives
7. Demonstrate professional clinical behavior at all times as outlined in the Student Handbook including but not limited to: being on time and prepared for clinical, abiding by the clinical dress code, respect, honesty, flexible, confidentiality, motivation to learn, accountability, corrective behaviors from feedback.
8. Demonstrate care that is inclusive, culturally sensitive, and respectful to patient populations.
9. Demonstrate accountability for knowing or seeking appropriate references to learn the rationale for medical and nursing therapies.
10. Demonstrate accountability for thoroughness and timeliness in completing assigned role responsibilities.
11. Promptly notify preceptor and faculty in the event of a schedule change or absence from the scheduled time or date for the clinical experience.
12. Contact faculty member by phone or e-mail if assistance is needed or issues arise with preceptor experiences.
13. Complete assignments and submit to course faculty on designated due dates.

14. Participate in ongoing self-evaluation with feedback from faculty and preceptor.
15. Complete the student evaluation forms at the end of the clinical rotation and submit to faculty.

Students Not Prepared or Needs Remediation

Students are expected to be prepared in the clinical experience in order to provide safe care. Should a student come to the clinical unit unprepared, she or he will be sent off the unit; it will be documented and placed in the student's file in the program office and the office of the associate dean for academic affairs. A grade of Unsatisfactory "U" will be assigned for any clinical day in which the student fails to meet the minimum professional expectations for the day. If the student receives two "U"s in the same clinical course, he/she will receive an F for the course.

Unsatisfactory Clinical Performance

If a student has unacceptable clinical or professional behavior, the preceptor should contact the faculty or program director immediately. The course faculty will document with the preceptor the performance in the setting. Unsafe clinical practice will result in immediate dismissal from the clinical area. The student will be given a clinical failure for the occurrence. Students may be disciplined or dismissed from the SON for practice or behavior which threatens, or has the potential to threaten, the safety of a client, family member, authorized representative, student peer, faculty member, healthcare provider, and/or self, or is unethical or illegal.

The policy in the [Student Handbook](#) will be followed.

Examples of Unsatisfactory Clinical Performance include but are not limited to:

- Arriving late to clinical more than twice
- Unsafe clinical practice or behaviors related to physical or mental health problems (i.e., sleepiness, anxiety, and inability to concentrate)
- Use of alcohol, drugs, or chemicals
- Lack of preparation for clinical
- Continued deficits in problem solving
- Professional, legal, ethical, behavior deficits (i.e., lateness, absences)
- Failure to act when such action is essential to the health and safety of the client

Illness/Accident Involving a Student

In the event of an incident/accident involving a student:

1. The clinical oversight faculty should be notified immediately.
2. The student and preceptor will follow agency guidelines and complete the appropriate form supplied by the agency.

Preceptor is Ill

If a preceptor calls in sick, the student should contact the clinical oversight faculty for instruction.

Student Absence

Students are required to notify the clinical oversight faculty AND preceptor of illness or inability to attend clinical prior to or at least one hour before the beginning of the scheduled experience. Failure to do so may result in a clinical failure. This time must be made up.

Dress Code

Students should follow the [SON Uniform Policy](#) when participating in clinical experiences. Students are required to always wear SON name badges on their chests with their legal first and last name clearly visible.

Roles and Responsibilities of Faculty

The faculty are registered nurses with advanced degrees who are employed by the SON. The faculty retains the responsibility for student instruction and supports both the student and preceptor by providing expertise to ensure that the learning experiences meet the course outcomes and objectives. The faculty member will meet with the preceptor to answer questions and review expectations, assist the preceptor by identifying student learning needs, describe the role of student, faculty, and preceptor and being available as a consultant.

Faculty are required to:

1. Verify appropriateness of preceptor including documentation of qualifications and credentials.
2. Provide preceptor with their contact information, course syllabus, designated course objectives, and how to access the Preceptor Orientation Manual.

3. Collaborate with the student and preceptor to establish mutually acceptable clinical learning outcomes and personal objectives within the framework of the existing practicum objective.
4. Monitor and assist in facilitation of student learning experiences, student progression and schedule changes with student and preceptor throughout the semester.
5. Maintain communication and regular contact with student and preceptor via e-mail, site visits (as needed), or phone using the schedule of clinical days/hours provided by the student.
6. Respect preceptors and provide timely feedback for any expressed concerns.
7. Participate in ongoing evaluation of student's learning experiences with student and preceptor. Evaluate student clinical performance and achievement of learning outcomes, using input from the preceptor and student.
8. Guide students on a continual basis through the clinical practicum by utilizing written clinical logs and didactic assignments related to the clinical experience.
9. Provide formative feedback to the student regarding progress during the clinical experience on an on-going basis and will develop a remediation plan with preceptor and student in situations where the student's clinical performance is unsatisfactory.
10. Complete the student's clinical evaluation using feedback from the preceptor's feedback of the student.

Benefits of Being a Preceptor

In serving as a preceptor to a student from UMMC School of Nursing, you have the unique opportunity to have a profound influence on the future of nursing and nurses. You will experience:

- A sense of achievement and joy as you foster the development of a student/future colleague
- An opportunity to be challenged about clinical reasoning in the care of patients
- An opportunity to share one's knowledge, skills, abilities, and expertise
- Renewal and enrichment

Your knowledge, skills and attitude provide an important component to the developing competency of the professional student nurse under your guidance.

Legal Consideration of Being a Preceptor

Students are accountable for their own actions. The signed contract or memorandum of understanding between the UMMC SON and the clinical agency delineates the legal relationship between students, the school and the clinical site, and includes language related to liability coverage.

Students are responsible for knowing their abilities and limitations and for asking questions as needed. The preceptor is responsible to direct the student appropriately based on the students' level of ability. Any questions regarding what a student may or may not do during clinical should be immediately directed to the course faculty. Safety and critical thinking are the dominant components of a successful clinical experience.

If a preceptor has concerns about the safety of the student's clinical practice or the student's ability to demonstrate appropriate critical thinking skills, the clinical instructor should be contacted immediately.

Preceptors should review and be familiar with state board regulations regarding delegation and supervision of students and agency policy. Incidents involving the patients under the care of the student DO NOT exempt the preceptor from legal consequences. Students must be observed for competence in skills prior to functioning independently.

Legal Accountability

The contractual relationship between the University of Mississippi Medical Center, School of Nursing and students allows students to be on campus, without the instructor always present.

Student-Preceptor Relationship

1. The student is not "working on your license." All students are required to maintain professional liability insurance policy during the entire plan of study.
2. Healthcare facilities must comply with regulatory guidelines: "Staff supervises students when they provide patient care, treatment, and services as part of their training" (The Joint Commission, HR.1.20). ("Staff" means healthcare facility staff, not School of Nursing faculty.)
3. Preceptor has the responsibility to delegate according to the subordinate's (student's) abilities and to supply adequate supervision.
4. Under the law, each person is responsible for his/her own actions.
5. If the clinical instructor's and/or preceptor's evaluation of the student's behavior or health status indicates that the student is unlikely to provide safe care, the clinical instructor and/or preceptor has the legal responsibility to deny the student access to clinical learning experiences.

Important Contact Information

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Appendix A: Guidelines Related to Skills Performance by Pre-Licensure Students

The student may only perform those skills for which

- the student has a knowledge base, and
- can demonstrate competence, and
- the supervising RN is willing to take the responsibility for the outcome.

Any invasive skill/procedure the student has not previously performed, or and skill/procedure the student is hesitant to perform alone, must be **directly supervised** by the preceptor, designated RN, or faculty.

Students must work within agency policy regarding the performance of any skill/procedure, and the guidelines listed below.

1. Faculty supervision or RN supervision is required throughout the clinical rotation for the following procedures (the student is never allowed to do these unsupervised):

- a. Venipuncture
- b. Urethral catheterization
- c. IV push medication administration
- d. Blood draws from central line, A-line, or PICC
- e. Invasive monitoring, e.g., arterial lines, pulmonary artery pressure monitoring
- f. Patient transfers, e.g., from ICU to floor
- g. Transcribing orders
- h. Remove controlled substances from locked storage
- i. Administer and document controlled substances (narcotic sign out must be co-signed by the preceptor or other designated nurse)
- j. Discontinue A-lines, central lines
- k. Discontinue endotracheal tubes
- l. Titrate IV medications
- m. Access chemoports or access ports
- n. Endotracheal, nasotracheal, or tracheal suctioning

2. Undergraduate students may NOT do the following:

- a. Take or accept verbal or telephone orders
- b. Perform arterial sticks
- c. Perform defibrillation or cardioversion
- d. Perform vaginal exams
- e. Document on Medicare forms such as 485 or 486
- f. Give epidural boluses or monitor epidural medication administration
- g. Count controlled substances for shift change

- h. Pick up controlled substances from the pharmacy
- i. Administer anesthesia conscious sedation
- j. Administer blood or blood products
- k. Administer lipids, hyperalimentation, rejection medications, and/or experimental medications
- l. Administer intramuscular or intravenous chemotherapy medications
- m. Discontinue hemodynamic catheters
- n. Discontinue chest tubes
- o. Witness consent forms
- p. Manage epidural pain medication
- q. Manage ventilator, autoinfusion devices, or dialysis devices (hemo or peritoneal)

Appendix B: Evaluation Forms for Clinical

Student Evaluations of Preceptor

[Traditional Programs](#) (.pdf)

[Accelerated Program in Oxford](#) (.pdf)

[Accelerated Program in Jackson](#) (.pdf)

[RN-BSN Program](#) (.pdf)

Preceptor Evaluations of Student

[Traditional Program](#) (.pdf)

[Accelerated Program in Oxford](#) (.pdf)

[Accelerated Program in Jackson](#) (.pdf)

[RN-BSN Program](#) (.pdf)

Appendix C: Preceptor Evaluation of the Course and Course Faculty

Preceptors complete this form at the end of the clinical experience. These may be returned to the course faculty via the student, mail, or by emailing it to the course faculty.

Course Number: _____ Semester: _____
 Student Name: _____ UMMC Faculty: _____

Use the key below to circle the appropriate response:
 1=Never 3=Often 5=Always NA = Not applicable

As the preceptor, I was provided:

1. Contact information for the clinical faculty	5	4	3	2	1	NA
2. A copy of the student's objectives and relevant evaluation forms	5	4	3	2	1	N/A
3. Information about how to give feedback about the program and/or student and course	5	4	3	2	1	N/A

The course faculty:

3. Contacted me prior to the student beginning clinical	5	4	3	2	1	N/A
5. Conducted a site observation at least once during the semester	5	4	3	2	1	N/A
1. Informed me of changes in the student's status	5	4	3	2	1	N/A
7. Informed me of expectations in the syllabus regarding clinical/didactic requirements and evaluation methods	5	4	3	2	1	N/A
8. Was easily accessible to me	5	4	3	2	1	N/A

Would you consider serving as a preceptor again in the future?

What suggestions do you have for improving the preceptor's experience?

What suggestions do you have for improving the student's experience?

Do you have any additional comments you would like to share?

Signature: _____ Date: _____