NHCA Preceptor Orientation Manual

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Purpose

The University of Mississippi (UMMC) School of Nursing (SON) would like to thank you for taking the time to be a preceptor to one of our students. Without your dedication to the profession, this would not be possible. We recognize and appreciate the additional time you are willing to provide with the student(s). As the semester advances, the student will become more proficient and require less supervision.

“The role of the preceptor is important in shaping the development of a nurse. 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 graduate 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 a graduate nursing student through valuable experiences in a specific area of practice. The faculty member and preceptors plan clinical activities [via course syllabus] to meet the learning needs and objectives of the students as related to the course outcomes.

This document defines the roles and responsibilities of preceptors, students, and faculty in a clinical learning environment. These guidelines apply to preceptor and student relationships that are consistent and last for a predetermined timeframe. 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.”

Introduction to the UMMC & the SON

The University of Mississippi School of Nursing was founded in 1948, 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 4 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.
Dear Preceptor,

A student’s preceptor is one of the most important mentors a student will ever have. Please accept our sincere gratitude for your willingness to share your clinical expertise and professional time with our graduate students. This Preceptor Packet is intended to provide you with information and guidance on being an effective mentor to a graduate-level nursing student from the University of Mississippi Medical Center School of Nursing.

As a preceptor, you are the key to successful learning experiences for students as they transition from professional nurse to advanced leader or provider. Preceptors guide, direct, and challenge students while serving as a role model, facilitator, and support system. Additionally, each student is assigned a clinical faculty member to assist with oversight and clinical evaluation. Your student should share this contact information with you. This person will arrange for communication with you, the preceptor, during the semester to discuss the clinical performance of the student.

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,

Anne A. Norwood, Ph.D., FNP-BC

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Whether you are seeking a successful nursing career in practice, education or administration, the MSN program at the University of Mississippi School of Nursing is the right choice for you. The nationally ranked School of Nursing delivers schedule flexibility, high pass rates on national certification exams, low tuition costs and a reputation for quality graduate education.

The School of Nursing offers six (6) areas of emphasis within the master's program. Additionally, post-master's certificates are also available in these areas. The coursework for each track is accessible and predominantly online and/or hybrid. Flexible plans of study are available and are designed with your career, family and life in mind.

Administrator

- Nursing and Health Care Administrator

Educator

- Nurse Educator

Practitioner

- Adult Gerontology Acute Care Nurse Practitioner
- Acute/Primary Care Pediatric Nurse Practitioner
- Adult Gerontology Primary Care Nurse Practitioner
- Family Nurse Practitioner
- Neonatal Nurse Practitioner
- Psychiatric/Mental Health Nurse Practitioner

The purpose of the master's program is to prepare baccalaureate nurses for advanced practice and provide a solid foundation for additional graduate study. The purpose of the post-master's program is to provide additional specialized graduate education to nurses who have already earned a master's in nursing and who wish to practice as nurse practitioner, nurse educator or nurse administrator.
MASTER OF SCIENCE IN NURSING [MSN]

Audwin Fletcher, PhD, APRN, FNP-BC, FAAN, Assistant Dean of Graduate Studies

The University of Mississippi Medical Center School of Nursing, located on the only health science campus in Mississippi, provides an excellent environment for learning. The School of Nursing shares the campus with six (6) other professional schools: Medicine, Health Related Professions, Dentistry, Pharmacy, Population Health, and Graduate Studies in the Health Sciences. The School of Nursing graduate program is affiliated with several hundred hospitals, community health centers, health departments, private practice and community clinics, and schools, affording the student extensive opportunity for interdisciplinary collaboration in clinical practice and research.

Classrooms at all sites are equipped with distance learning technology. The courses for most tracks are offered online or in a blended format. Online courses meet synchronously or asynchronously and may require attendance at proctored examination or lab experiences. Blended courses require the student to be on campus up to four times during the semester. The Family Nurse Practitioner, Neonatal Nurse Practitioner, Primary/Acute Care Pediatric Nurse Practitioner, and the Adult Gerontology Acute Care Nurse Practitioner tracks may have some specialty courses that require meeting on the Jackson campus several times during the semester, primarily on weekends. Contact the track director for information about specific courses. In addition, the first 45 clinical hours and an additional 200 clinical hours for the AGACNP track must occur at UMMC. The remaining 385 clinical hours may occur at UMMC or at another approved site with an approved preceptor.

The University of Mississippi Medical Center School of Nursing has eight (8) tracks leading to the Master of Science in Nursing degree: Nurse Educator, Nursing and Health Care Administrator, Family Nurse Practitioner, Adult Gerontology Acute Care Nurse Practitioner, Adult Gerontology (Primary Care) Nurse Practitioner, Family Psychiatric Mental Health Nurse Practitioner, Neonatal Nurse Practitioner, and Primary/Acute Care Pediatric Nurse Practitioner (dual role).

Preparation for advanced practice roles includes core content in research, informatics, finance and leadership, quality improvement, health policy, and theoretical foundation of the discipline. In addition, each track has specialized courses appropriate for the role. Part-time study is available. Candidates who successfully complete the program are awarded the Master of Science in Nursing degree. Graduates of all nurse practitioner tracks meet eligibility requirements for advanced practice certification by national professional organizations and by the Mississippi Board of Nursing. To be considered full time, the graduate student must be registered for at least 9 hours during the semester. The following MSN tracks are classified as online: AGNP, FNP, NED, NHCA, and PMHNP.

Purpose
The purposes of the master’s program are to: 1) prepare baccalaureate nurses for advanced practice and 2) provide a solid foundation for additional graduate study.
Program Outcomes

Essential I: Background for Practice from Sciences and Humanities
Essentials VIII: Clinical Prevention and Population Health for Improving Health
Essentials IX: Master’s-Level Nursing Practice

- Apply broad, organizational, patient-centered, ethical, and culturally responsive concepts into daily practice.
- Demonstrate theoretical knowledge from nursing and other disciplines to advanced role practice in nursing for analysis of clinical problems, illness prevention and health-promotion strategies.
- Utilize quality processes to evaluate outcomes of aggregates and monitor trends in health care.

Essential II: Organizational and Systems Leadership
Essential III: Quality Improvement and Safety

- Analyze the impact of systems on patient outcomes.
- Demonstrate leadership in providing quality cost-effective care, with management of human, fiscal and physical resources.

Essential IV: Translating and Integrating Scholarship into Practice

- Apply translational research in the practice setting through problem identification, systematic inquiry and continuous improvement processes.

Essential V: Informatics and Health-Care Technologies

- Utilize current technologies to deliver, enhance and document care across multiple settings to achieve optimal outcomes.

Essentials VI: Health Policy and Advocacy

- Articulate change within organizational structures of various health-care delivery systems to impact policy, financing and access to quality health care.

Essentials VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes
Purpose of the NHCA Residency

The purpose of the Residency is to provide a structured field experience in an administrative role. The Student will have an opportunity to apply the theories, principles, and techniques learned in the didactic portion of the graduate program in a selected health system setting under the guidance of an experienced Preceptor and a Faculty Advisor. The Residency allows the Student to integrate practice, theory, and research components for the improvement of client care. The Residency experience provides the Student with a foundation for professional development and the opportunity to clarify career goals and solidify nurse executive competencies.

Objectives of the NHCA Residency

Objectives specific to each Student’s Residency will be developed by the Resident in conjunction with the Preceptor and Faculty Advisor and they form the basis for the Learning Contract. General objectives of the Residency are:

A. Develop a practical understanding of how administrative and clinical factors interrelate in healthcare organizations, their suppliers, payers and regulatory bodies.
B. Refine a personal code of ethics and a philosophy based on a dedication to high ideals and standards of performance which are essential for the effective Nursing and Health Care Administrator role.
C. Apply concepts and principles learned in the didactic portion of the program.
D. Strengthen leadership, judgment, problem-solving, and other administrative skills.
E. Analyze the dynamics of an organization or healthcare system in relation to the quality of client care provided.
F. Evaluate the strengths, inadequacies, and constraints of the healthcare delivery system and the role of the Administrator in maximizing the quality of services and resources available and accessible in the system.
G. Analyze the congruence of personal strengths and individual career goals.

Components of the NHCA Residency

- The Residency semester(s) comprise(s) the final courses in the Nursing and Healthcare Administrator track of the Graduate Program at The University of Mississippi School of Nursing. It encompasses two courses—N659: Residency in the Nursing and Healthcare Administrator Role, and N696: Directed Study in Management Research. Prior to the semester in which the Residency will occur, the organization, the Preceptor, and the Faculty Advisor will be selected and agreed to by all participants. The organization (residency site) is selected to provide exposure to a wide range of programs, services, and administrative practices.
The components of the Residency encompass three broad areas: **Preceptor Relationship**, **Observation/Familiarization**, and **Application**.

- **Preceptor Relationship**: The relationship between the Preceptor and the Resident is expected to be one of mentor to Student. In such a relationship, the Student can acquire an in-depth understanding of the Preceptor’s attitudes and beliefs concerning quality of client care, strategic thinking, operations, management, interpersonal skills, professional socialization, analysis of political processes, community relationships, and ethical issues.

- **Observation/Familiarization**: The Residency experience is expected to provide the Resident with opportunities to observe and become familiar with the organization’s mission, administrative structure, operation, and interrelationship of major units within the organization, and the means through which the organization carries out the following functions: planning, human resource management, marketing, community and information management, financial management and resource allocation, and quality improvement. The Students should be provided opportunities supporting an understanding of the operations of decision-making bodies and processes at various organizational levels, including: policy-making, professional staff, administrative staff, and external organizations, such as regulatory, financing, and professional associations.

- **Application**: The Residency experience is expected to provide the Resident with opportunities to apply and test administrative theory and tools in a “real world” setting. Through this application process, the Student can build upon competencies acquired in each of the following didactic curriculum content areas: Research; Health Policy and Population Health; Human Resource Management; Quality Improvement; Organizational Leadership and Communication; Financial Management; Project Management, Fiscal Operations Management, and Strategic Management with a focus on the American Organization of Nurse Executive competencies. This integration of the didactic content and application will provide the Student the opportunity to begin to develop the ability and confidence necessary to assume significant administrative responsibility in a health system or healthcare organization.
General Residency Experience

Experience within the major administrative elements of the organization is essential. The Resident should gain first-hand knowledge of the scope of strategic planning and of daily and continuing management of the organization. The understanding of organizational dynamics and environment and the development of administrative skills should be related to the purpose of administering health services and the improvement of health care and based on the American Organization of Nurse Leader (AONL) Nurse Executive Competencies. The student will complete a project that is jointly selected between the preceptor and the student and approved by faculty. The student will utilize competencies attained in prior course work to develop a project charter, detailed project outline, deliverables, and lessons learned.

The following are suggested learning experiences, but are not at all inclusive:

A. **Organizational:** The Resident should become acquainted with the administrative structure, purpose, history, and departmental organization, programs, environment, and governance of the organization. The allocation of resources, policy-making, and operating dynamics should be explored in depth.

B. **Meetings:** The Resident should attend and participate in staff, committee, and professional board meetings, as well as appropriate conferences, to gain an understanding of the problems and the complex relationships that are part of understanding administrative roles.

C. **Clinical Staff:** The Resident should be afforded an opportunity for appraisal of and continuing relationships with nurses, physicians, and other health professionals to understand the dimensions of the different roles as well as to support collaboration.

D. **Community Experiences:** The Resident should observe and evaluate professional and administrative practices at other facilities and health-related agencies in the local community, as well as other non-health-related agencies that are important to the healthcare organization. These may include: insurers, government agencies, professional associations, local and state regulatory and planning agencies, skilled nursing facilities, rural health facilities, and public health departments.

E. **Assignments:** The Preceptor will assign studies, investigations, projects, and other learning-oriented assignments to the Resident that must be completed during the Residency. It is hoped that the results will be used by the organization, with the continuing goal to be for the educational development of the Resident.

F. **Residency Plan:** The Resident will prepare a Learning Contract based on the American Organization of Nurse Leaders (AONL) Executive Competencies in conjunction with the Preceptor and Faculty Advisor. It will be an ongoing working document that may be modified to maximize learning.
Expectations of Preceptors for NHCA Students

- Lead and coordinate interdisciplinary teams across care environments to reduce barriers, facilitate access to care and improve health outcomes.
- Act in an ethical manner
- Arm the student with administrative expertise to the best of their abilities and in accordance to the guidelines presented within this manual.

Qualifications of the Preceptor

The qualifications of the preceptors include the following established criteria:

1. Will be selected based upon evidence of experience in leadership in nursing and current employment in a nursing leadership role within a health care organization.
2. Will be educationally qualified, holding a minimum of MS/MSN degree in an area related to the course objectives and have a minimum of one (1) years of leadership experience.
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 residency experience.
6. Will meet with the SON faculty as needed during the semester to facilitate the student’s progress.

Responsibilities of the Preceptor

**Responsibilities:** Preceptors are expected to

1. Act as a role model, teacher, mentor and clinical expert for the student.
2. Orient the student to the learning site and staff including identification of facility policies, procedures and protocol during the first week of residency.
3. Collaborate with student to develop learning experiences to achieve course outcomes and student learning objectives.
4. Provide the student with ongoing constructive feedback that will assist and improve critical thinking, deductive reasoning, and decision-making.
5. Select the most appropriate learning assignment and guides the student in development of the American Organization of Nurse Leader (AONL) competencies in the healthcare setting.
6. Facilitate professional socialization (i.e. attending staff meetings, in-service education).

7. Encourage and assist the student in reaching the goal of increasing independence, competence, and confidence.

8. Contact faculty member as needed to clarify any issues and concerns.

9. Provide input in the evaluation of the student’s performance and achievement of learning experience utilizing the AONL Nurse Executive Competencies. [https://www.aonl.org/sites/default/files/aone/nec.pdf](https://www.aonl.org/sites/default/files/aone/nec.pdf)

10. Validate student’s residency/precepted hours on a course specific verification tool as provided by the student.

11. Document student performance on a course specific evaluation tool at mid-point and at the end of the practicum experience. The evaluation tools are provided electronically. While preceptors provide feedback to the course faculty about student performance, the final clinical evaluation of the student is the responsibility of course faculty.

### Roles and Responsibilities of the Student

**Roles:**

The student is an adult 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 expected to treat the clinical site as they would employment.vii

**Responsibilities:** Students are required to:

1. Abide by all the applicable rules of conduct and the academic guidelines that are included in the UMMC catalog and College of Nursing Graduate Student Handbook and other materials.

2. Abide by all applicable agency rules of conduct, policies, procedures, and protocols with guidance from preceptor.

3. Review course requirements, course objectives, and personal objectives and goals with clinical faculty and preceptor.

4. Accrue the allocated residency time as outlined per course by designated due date. Students will meet with their individual preceptor to arrange residency hours.

5. Collaborate with the faculty and preceptor to determine specific, achievable learning objectives and appropriate learning experiences. The objectives should focus on developing competency in specific AONL competencies.


7. Participate in on-going communication with preceptor and faculty member(s).
8. Engage in nursing leadership practice in accordance to institutional, professional, legal, and ethical guidelines.

9. Demonstrate professional behaviors at all times as outlined in the Graduate Student Handbook including but not limited to: being on time and prepared, respect, honesty, flexible, confidentiality, motivation to learn, accountability for actions, corrective behaviors from feedback.

10. Demonstrate accountability for knowing or seeking appropriate references to learn and advance in leadership competencies. Self-direction and initiative are essential.

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.

13. Complete assignments and submits to course faculty on designated due dates.

14. Participate in ongoing self-evaluation with feedback from faculty and preceptor.

15. Evaluate the student/preceptor relationship at the end of the clinical experience.

**Students Not Prepared or Needs Remediation**

The preceptor is to notify the faculty immediately by phone or email. Faculty will assist these students; the student will be referred to the Clinical Simulation Laboratory, tutoring, and/or counseling.\textsuperscript{viii}

**Unsatisfactory Performance**

If a student has unacceptable performance or professional behavior, the preceptor should contact the faculty or program director, the program director 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 incident will also be reported to the BON if applicable. Unacceptable practice may be a one-time event or a series of events. The policy in the student handbook will be followed.\textsuperscript{ix}

Examples of Unsatisfactory Clinical Performance include by not limited to:

- Arriving late more than twice
- Unsafe 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
Continued deficits in problem solving

Professional, legal, ethical, behavior deficits (i.e., lateness, absences)

Failure to take action when such action is essential to the organization and or health and safety of clients of the organization

**Illness and Injury**

The clinical oversight faculty should be notified via phone or email, etc

**Incident / Occurrence Reports**

The clinical oversight faculty should be notified as soon as possible that an incident has occurred. The preceptor should co-sign the report and faculty will follow-up.

**Preceptor is Ill**

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

**Student Absence**

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

**Dress Code**

Students should check with the preceptor prior to the first day of residency in a particular agency.

Students are required to wear SON name badges on their chests with their legal first and last name that are clearly visible at all times. In addition, students must wear any required institutional badges while in residency.

**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 and preceptor collaborate in planning, monitoring, and evaluating the student residency experiences. Faculty maintains the ultimate responsibility for the student evaluations.
Faculty are required to:

1. Verify appropriateness of preceptor including documentation of qualifications and credentials.

2. Provide preceptor with contact information and a written and verbal orientation to the preceptor packet consisting of preceptor handbook and American Organization of Nurse Leader Competencies.

3. Collaborate with the student and preceptor to establish a mutually acceptable learning contract and personal objectives within the framework of the existing practicum objective and designs activities to meet outcomes and objectives.

4. Coordinate and participate with the preceptor in setting up the process, the timeliness, role expectations and strategies for problem solving.

5. Monitor and assist in facilitation of student learning experiences, student progression and schedule changes with student and preceptor throughout the semester.

6. 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.

7. Respect preceptors and provide timely feedback for concerns expressed by preceptors.

8. 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.

9. Guide students on a continual basis through the clinical practicum by utilizing written clinical logs, and didactic assignments related to the clinical experience.

10. Provide formative feedback to the student regarding progress during practicum 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.

11. Assess the student’s evaluation of the clinical experience and the preceptor’s evaluation of the student.

Benefits of Being a Preceptor

As a benefit to you for being a participating in this role, we offer the following additional extensions of our gratitude.xiv

Contact Hours for National Re-Certification

Acting as a preceptor counts towards contact hours for certification. The clinical faculty member will complete the documentation to verify the contact hours if needed.

Clinical Faculty Appointment
If you become a regular preceptor for our students, you may be invited to a SON Affiliate Appointment. This appointment is reserved for precepts that precept on a regular basis and seek appointment with the Assistant Dean of Graduate Studies.

Legal Consideration of Being a Preceptor

Students are accountable for their own actions. The signed contract or memorandum of understanding between the UMMC School of Nursing 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 UMMC School of Nursing and the agency allows students to be in the agency without the instructor being present at all times.

Student-Preceptor Relationship

1. The student is not “working on your license.” All graduate students must hold an active RN license in the state in which the experience is taking place, they are not however licensed as APRN’s.

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.
6. When the student does not seem to possess the skills needed to carry out an assigned function, action with reasonable care requires him/her to refuse to perform the function, even at the risk of appearing subordinate.

**All information presented here could vary based on state and health care facility involved.**

**Legal/Liability Issues**

- **Negligence** – a general term referring to acts and behaviors, which would be construed to be irresponsible or unreasonable for any person in a particular set of circumstances (Fiesta, 1983).

- **Malpractice** – professional negligence; specific type of negligence in which a practitioner fails to follow a professional standard of care; nurses, doctors, and other professional may be liable for malpractice (Fiesta, 1983). Failure to follow professional standard of care may involve:
  - Doing something incorrectly
  - Not doing something when it should have been done

- **Nonmaleficence** – avoidance of harm or hurt; core of medical oath and nursing ethics.

- **Vicarious liability** – liability for conduct of another person who is, theoretically, under your control.

- **Negligent supervision** – negligent way you supervised an employee or student. Did you exercise reasonable judgment in supervising the individual?

- **Corporate liability** – every chartered, legally recognized organization is expected to conduct business in a reasonable, responsible manner.
  - Organization is negligent in its own right not because of an employee’s actions –see respondent’s supervisor (e.g. short staffing situations, continuing to admit critically ill patients when essential services are not available).

- **Joint liability** – multiple individuals held responsible; RN + MD + Healthcare Facility
Important Contact Information

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Link to UMMC School of Nursing preceptor information:
https://umc.edu/son/Current Students/SON Preceptors/Preceptors.html
ACKNOWLEDGEMENT OF RECEIPT OF NHCA PRECEPTOR ORIENTATION MANUAL

Note: Preceptor must sign in acknowledgement of receipt of the NHCA Preceptor Orientation Manual. Student will submit the signed acknowledgement in Medatrax.

I ______________________________ for ______________________________

(Preceptor Name, Title) (Student Name)

acknowledge receipt of the preceptor orientation document “Residency Guidelines” for the Nursing Healthcare Administration MSN program.

_____________________________________________ Date____________________

Signature of Preceptor