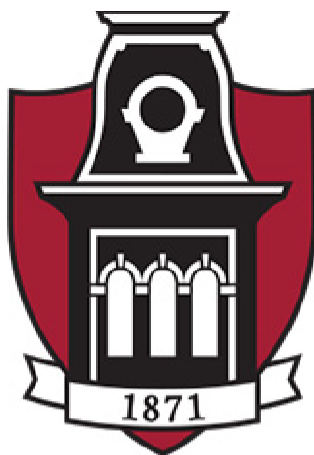




UNIVERSITY OF
ARKANSAS®

**College of Education
& Health Professions**
Eleanor Mann School of Nursing

**Bachelor of Science Nursing
Preceptor Handbook**

For Clinical Practicum Courses in all undergraduate BSN programs

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College of Education and Health Professions

Eleanor Mann School of Nursing

Dear Colleagues,

We are excited to collaborate with you in the area of Clinical Education and value your participation in our curriculum! The success of our students is reliant on the strength of our clinical partnerships, and we want you to know how much we appreciate you, our adjunct clinical faculty.

On behalf of the entire Bachelor of Science in Nursing Prelicensure Program at the Eleanor Mann School of Nursing, we thank you for your dedication in assisting our students in developing into competent, ambitious, and conscientious professionals. The Clinical Education aspect of our curriculum is an integral component in fulfilling our mission in developing nurses who are leaders and experts in the field of healthcare.

We hope that your experiences with our students are both rewarding and enjoyable. The Adjunct Clinical Instructor Handbook should serve as a reference to help augment our students' clinical education experiences. We are here to assist you in any way possible, and hope you find this preceptor handbook helpful.

Please do not hesitate to reach out to us should you have any feedback, questions, or needs.

Sincerely,

The EMSON's Clinical Education Team

History of the Eleanor Mann School of Nursing

The Department of Nursing was established in 1969 as an associate degree nursing extension program of the University of Arkansas for Medical Sciences College of Nursing. The associate degree program graduated its first class in 1972. In 1987, Nursing was established as a department in the College of Education at the University of Arkansas, Fayetteville. The last associate degree students graduated in 1994. The Associate Degree in Nursing Program was accredited by the National League for Nursing from 1973 (one year after the first class graduated) through 1994. During its 25 year history, over 1,700 graduates completed the program.

In 1996, the Department of Nursing was named the Eleanor Mann School of Nursing (EMSON) in recognition of a one million dollar endowment contributed by Mr. Herbert Mann in honor of his wife Eleanor. Although Mr. Mann died in 1998 and Mrs. Mann in 2004, their legacy continues through the support of the endowment fund.

The EMSON was established in response to requests from area nurses seeking to advance their nursing education, the healthcare community in recognition of the need for baccalaureate prepared nurses, and the appeal by national professional nursing organizations to advance the nursing profession through baccalaureate education. Two baccalaureate programs of study were offered, an RN to BSN degree completion and a generic baccalaureate. The first RN to BSN students graduated in May 1993. The BSN program was granted accreditation from the National League for Nursing in 1995. The BSN program has had continuous accreditation from CCNE since 2002. The baccalaureate degree program in nursing, master's degree program in nursing and the doctor of nursing practice program at the University of Arkansas Eleanor Mann School of Nursing are accredited by the Commission on Collegiate Nursing Education

<https://www.aacnnursing.org/ccne-accreditation>. Continuous additional program approval was granted by the Arkansas State Board of Nursing.

In 2004, the EMSON began admitting students twice per year. In 2005, the school began a Master of Science in Nursing Program with a Clinical Nurse Specialist focus. The program delivery changed to an asynchronous online delivery format in 2007. In 2011, the MSN program was expanded to offer a Nurse Educator Track. The MSN Program received initial accreditation in 2007.

In 2012, EMSON moved into its new facility, The Epley Center for health professions, named in honor of Lewis and Donna Epley. The building was dedicated on March 26, 2012. The Murphy Nursing Learning Environment, named in honor of Amelia Remes Murphy, RN, was made possible by a generous donation from her daughter Peggy Murphy Parks. Through a generous donation from Washington Regional Medical Center, world class high fidelity simulation laboratories were built. In response to the needs of working professionals, the faculty modified the RN to BSN degree completion program to an asynchronous online delivery format. In the fall of 2012, the school accepted its first class into the online RN to BSN Program.

Approval for the Doctor of Nursing Practice (DNP) degree program was granted in 2013. The BSN to

DNP program offers two options that lead to national certification as an advanced practice nurse: the adult health clinical nurse specialist and the adult geriatric acute care nurse practitioner. A post-masters track for currently certified APRNs is also offered. The first group of students in the BSN to DNP and

MSN to DNP were admitted in the fall of 2013. The DNP program received initial accreditation from the Commission on Collegiate Nursing Education (CCNE) in November of 2015.

Program Mission

The Mission of the Eleanor Mann School of Nursing (EMSON) is to advance health and quality of life for Arkansans and beyond through cultivation of innovative and transformative nurse-clinicians, educators, scientists, leaders, and policy-makers.

BSN Program Outcomes

A graduate of the BSN program is expected to:

1. Integrate evolving nursing knowledge and knowledge from other disciplines to make innovative and effective clinical decisions.
2. Provide culturally congruent, person-centered care that respects the uniqueness, dignity, and worth of individuals.
3. Advocate for the health needs of diverse populations to increase health equity and promote social justice.
4. Synthesize evidence to inform nursing practice and contribute to the positive transformation of healthcare.
5. Utilize improvement science to refine healthcare processes essential for the provision of high quality, safe, and cost-effective patient care.
6. Collaborate effectively and intentionally with other healthcare professionals and community stakeholders to provide optimized healthcare.
7. Steward resources and partnerships to provide safe, quality, and equitable care to all people.
8. Employ information and healthcare technologies appropriately to support patient care, communication, and effective decision making.
9. Exhibit collegial, accountable, and emotionally intelligent behavior aligned with the American Nurses Association's Code of Ethics and the Arkansas Nurse Practice Act.
10. Demonstrate a commitment to personal wellness, lifelong learning, and transformational leadership practice.

Syllabi for clinical practicum courses can be accessed by contacting a member of the Clinical Education Team.

The Clinical Education Team

The EMSON has a dedicated team of faculty and staff that work to execute clinical education experiences throughout the program. A current list of names and contact information is available in the welcome letter for each practicum course.

Clinical Coordinator faculty work in coordination to:

- Provide ongoing mentorship of learners throughout program
- Foster relationships with clinical partners
- Maintain compliance with accreditation standards
- Coordinate and deliver clinical education coursework
- Facilitate clinical education site acquisition, retention, and perform site visits

Clinical Team staff members perform:

- Scheduling and coordinating all early integrated clinical experiences
- Acquisition and retention of clinical education contractual agreements
- Management of “EXXAT” database for faculty and students
- Facilitate site onboarding for faculty and students

Selection of Clinical Education Facilities

Clinical site selection and development is the responsibility of the Clinical Education Team members. We presently have over 500 on-going clinical contracts in Arkansas and throughout the United States. In addition, select international experiences are available through study abroad courses. Clinical sites are chosen on the basis of their reputation, their philosophy of clinical education, the type of facility, and unique opportunities that can be offered to learners. Location and travel expenses, for the learner and for visiting faculty members, are taken into consideration when a clinical facility is evaluated. Students, family members, and adjunct faculty are instructed to never contact facilities on their own! The Clinical Education Team will use discretion in choosing the new sites to be investigated depending upon the needs of the learners, partnership opportunities with the site for future learners, and the needs of the Program.

Affiliation Agreements

The EMSON and the University of Arkansas maintain contracts for all sites engaged in clinical education. Administrative staff will engage in negotiation with sites with a contract of the site's preference. Please contact Joanna Evans, joannae@uark.edu, for any contract-related questions.

The EMSON shall comply with clinical facility placement requirements as stipulated in the formal affiliation agreement(s). **Note: No person has the authority to commit the University of Arkansas and/or the Eleanor Mann School of Nursing for any purpose e.g., enter into agreements) except as authorized by the Board of Trustees, University of Arkansas**

Preceptor Qualifications

- BSN (or higher) prepared Registered Nurse (some states will allow ADN preceptors)
- Unencumbered RN license to practice in the state in which he/she practices
- At least two years of experience in the clinical practice area
- Current practice area must be congruent with clinical experiences needed by the student
- An active affiliation agreement with the clinical site must be in place
- Desire to share knowledge in their area of expertise with students
- Ability to communicate with course instructors to evaluate students' performance

The preceptor will need to be approved by the EMSON prior to any clinical time being completed.

Scheduling the Clinical Practicum Experience Hours

Students are responsible for ensuring that all required hours of clinical experience with the preceptor, in approved and supervised settings, are completed. The scheduled hours will be arranged in conjunction with the approved practicum site and preceptor (as is reasonable to satisfy the practice experience requirement). Hours may not be carried over between sessions nor completed prior to the course start date. The requirement may be met with full days, partial days or consecutive days as agreed upon with the preceptor. **Active participation is required to be counted for clinical hours, no observation-only activity past the first day in each setting.**

Clinical experience can only occur while students are regularly enrolled in courses. Students cannot complete clinical experience outside of the regular semester. Clinical experience should not be planned during official university holidays. Before beginning any clinical experience, it is the student's responsibility to review the course objectives and clinical requirements with your preceptor and direct any questions toward the instructor for that particular course.

Students must submit a clinical schedule to the course instructor prior to starting the clinical rotation. This schedule should be developed and approved with the assigned preceptor.

Attendance will be monitored as outlined within each course. Students may be competing for clinical practice space at some locations. Flexibility for scheduling will help to ensure smooth clinical progression. Some night and weekend shifts will likely be required. Clinical practicum hours may not be completed during the students' work hours, unless the student is committed to the Arkansas State Board of Nursing Earn to Learn program, with the EMSON approval.

Clinical Practicum Experience Expectations

Clinical experiences require active participation. A general rule of thumb is to observe for one day with a new preceptor. After this the student should be assuming some degree of patient care under the guidance and supervision of their preceptor while becoming immersed in the culture of the unit/facility. Students will discuss course and personal objectives with their preceptor(s) at the beginning of each practicum course continuing through the completion of the course. Students will debrief the preceptor at the end of each clinical shift. Students will meet with the course instructor as outlined in each syllabus. It is the students' responsibility to seek help in finding opportunities to meet objectives. Preceptors will be asked to complete an evaluation of the student's performance.

Expectations of Students

The nursing student's professionalism encompasses not only having specialized knowledge, but also being aware of the aspects of behavior and appearance that affect clinical practice. Although there are variations in professional behavior and appearance between clinical sites, the requirements below serve as a basis on which students are asked to form their own style of professionalism after graduation. Students are expected to adhere to these standards while participating in clinical education or when in contact with patients or clinical partners during other phases of the curriculum.

Student Policies and Procedures

Policies on the various clinical topics can be located in each BSN program Student Handbook, but those most relevant to precepted experiences are detailed below.

Academic Integrity

Academic integrity is required throughout the university and the nursing program. Lack of integrity and dishonesty are violations of the EMSON Code of Ethics that have very severe consequences, such as dismissal from the nursing program. Any concerns related to academic integrity should be discussed with the clinical course coordinator as soon as possible. Clear documentation of the concerns and supportive evidence should be provided to the clinical course coordinator. After review the clinical course coordinator will meet with the Program Coordinator to determine if a further course of action is needed and notify the instructor if the concerns need to be submitted to the Office of Academic Integrity.

Student Medication Administration

Selected practicum courses require demonstration of safety in dosage calculation competency. This is administered and evaluated by EMSON faculty through a Dosage Calculation Exam. It is imperative nursing students assume personal responsibility for maintenance of math skills throughout the nursing curriculum. The Dosage Calculation Exam serves as a means for continued assessment of these important skills by faculty. For Dosage Calculation Exam policies, refer to the program's student handbook or catalog of studies.

Students are expected to pass medications, following the 6 Rights of Medication Administration,

initially with their preceptor to ensure that they are proficient. After the student is deemed proficient through a successful initial medication pass with the preceptor, and at the EMSON faculty instructor's approval, the students are then able to pass medications with the preceptor (if allowed by the clinical facility). Preceptors should notify the Clinical Course Coordinator if they identify students who need extra education with medication administration.

Student Incident Reporting

In the case of an incident at a clinical facility, the instructor and the student need to follow facility incident reporting guidelines immediately. After the facility reporting is completed, they should then complete an EMSON Incident Report, available from the Clinical Course Coordinator. The EMSON Incident Report should be submitted to the Clinical Course Coordinator within 48 hours of the occurrence.

If the incident is a medication error, the student and preceptor should consult with the patient's physician to correct the error and ensure patient safety. Please also follow any Event Reporting guidelines of the specific agency and complete an EMSON Incident Report. Appropriate documentation is essential for the student's evaluation and for instances in which the mistake affects patient care. Medication errors or issues involving patient safety should be discussed with the Clinical Coordinator for the course and/or the Program Coordinator.

Patient or Student Transportation

Transportation of patients, or patient family members by instructors or students is strictly prohibited. Students are permitted to ride with designated agency staff (e.g., in the case of outpatient home health experience) IF the agency's policies allow for the staff nurse to transport the student. Instructors are prohibited from transporting students in their own personal vehicle.

Clinical Practicum Uniform Requirements

The primary purposes of the uniform are for student identification and to project a professional image to clinical agencies and the clients served.

Unless otherwise specified by the course/instructor, the EMSON approved uniforms are to be worn when the student is engaged in U of A clinical practicum nursing activities, and at no other time.

The EMSON Uniform must conform to the following Uniform Requirements:

- Uniform is to be clean, wrinkle free, and unstained.
- Scrubs
 - Color 'True Red'
 - Pants and top may be any style or brand but must be 'True Red' color. Pants and top must match in color.
 - Must fit loosely and allow for ease of movement. Tight, form-fitting scrubs are not allowable. Low rise not allowed.
 - Suggested brand/style: Cherokee Workwear WW120, WW620, WW670
 - Suggested Local Retailers: My Uniform Corner or Premier Uniforms
 - The red EMSON patch that the student independently purchases from the University

Bookstore, must be adhered to exterior of the left sleeve of the scrub top.

- White or black socks or stockings (in good repair without design) must be worn.
- White or black, nonporous/no fabric solid color shoes (no high top sneakers, clogs, open toe, or shoes with writing).
 - Shoes and shoelaces must be washable and kept clean and neatly polished.
- White or black long or short sleeved turtleneck or crew neck T-shirts without logos or advertisements may be worn under the uniform.
- For students with religious/cultural considerations, skirts or dresses may be worn in lieu of pants. A solid white head covering may be worn but may only cover the hair, full face must be visible.
- Nothing other than the lab coat (sweatshirt or jacket) is to be worn over scrubs during clinical.
- Laboratory Coats
 - Students must purchase a white lab coat. The black EMSON patch that the student independently purchases from the University Bookstore must be adhered to the left side of the lab coat, under the lapel, on the pocket if available.
 - Lab coats are to be worn to and from the clinical practicum experiences or in compliance with specific clinical agency policies. During school activities not requiring the school uniform the lab coat may be worn over business attire.
 - Lab coats must be monogrammed on the left side, under the lapel, above the pocket if available, AND above the black EMSON patch. The monogram is true red, three lines in block lettering, and all capital letters.

MANN SCHOOL OF NURSING
UNIVERSITY OF ARKANSAS
BSN STUDENT

Uniform Accessories

- Name tag
 - Should always be visible on the front of the uniform or lab coat on the upper right side.
 - Is printed with the student's first name, last name initial. The second line is printed with "U of A BSN Student".
 - The official EMSON issued nametag is required to be worn at all clinical practicum experiences (Arkansas State Board of Nursing requires that all healthcare providers are clearly identifiable through name tags with credentials listed).
 - Name tag will be purchased through card office in the Union.
- Other Required Equipment
 - A pair of bandage scissors
 - Pen light
 - A stethoscope
 - A manual blood pressure cuff
 - May need pocket calculator, hemostats, eye protection

Business Attire

Professional attire is expected whenever you are representing the EMSON. Some activities may require the student to wear business attire with or without wearing the EMSON lab coat. The following are general examples of appropriate attire:

Women

- Dress, Blouse and skirt (skirt length- knee length or below)
- Shirt with collar or polo style
- Dress slacks/ khaki pants
- Shoes - comfortable low heeled pumps, loafers or boots, must be closed toe

Men

- Suit/jacket/blazer/sweater
- Shirt - traditional shirt with collar/ polo style
- Slacks
- Tie
- Shoes - dress/loafers/lace-ups (no flip flops, sneakers or sandals), must be closed toe

Unacceptable clothing for either sex includes jeans, sweatshirts, shirts of underwear type, see-through clothing, sleeveless shirts or any clothing that exposes a midriff, back, chest or underwear.

Personal Hygiene

It is essential that health care providers be free of offensive body odors including smoke residue.

- Perfume or aftershave should not be worn in the clinical practicum areas.
- Chewing gum or tobacco products may not be used in any clinical practicum or laboratory facility.
- Hair
 - Should be neat, clean, and controlled. Should be worn up, restrained and fastened so that it does not fall below chin level or collar.
 - Or may wear hair in a short length, in a style that will not fall below the chin or into the face with movement.
 - Solid white, black, or red headbands are allowed.
 - Mustaches and beards are permissible if kept neatly trimmed.
- Tattoos visibility is subject to agency policy. Tattoos that are determined by the clinical faculty to contain obscene, offensive, or discriminatory images or text that result in complaints from visitors or coworkers must be covered.
- Nails
 - Should be short, neatly groomed, and not extend beyond the fingertip.
 - No nail polish or artificial nails of any kind are allowed.
- Jewelry: When in the clinical practicum area, because of the potential for spread of infection and injury to patient and/or student, jewelry is limited to only:

- A durable analog watch
- Earrings should be no larger than a nickel in diameter and should not extend below the earlobe or hang off the ear.
- No visible body piercings (besides earrings) are allowed while in patient care areas. If a piercing or piece of permanent jewelry cannot be removed, it must be covered and secured at all times while in the clinical and laboratory settings.
- A flat band on a ring finger may be worn while in patient care areas. No other rings are allowed.
- Necklaces should not be worn.

NOTE: If the agency's dress code is more restrictive than this policy, the student is expected to comply with the agency's policy. Exceptions to or differences in any of the policies may occur in some clinical practicum areas or with individual instructors to meet the clinical practicum experience requirements. Students will be notified of any exceptions.

Faculty may dismiss a student from a clinical practicum setting if the above policy is violated. Any questions should be discussed and clarified with the clinical practicum instructor prior to clinical practicum participation. Noncompliance with this policy will result in appropriate disciplinary action by the faculty such as verbal warning, written warning, or dismissal from the clinical practicum site.

Professional Liability Insurance

A specially designated student professional liability insurance policy is required of all students enrolled in the Eleanor Mann School of Nursing. Liability insurance fees have been incorporated into the student fees structure by the University of Arkansas. Liability insurance coverage is applicable only when the student is functioning in the student role, in a clinical practicum course and expires on the date of graduation. The policy does not cover students while employed in clinical agencies. A copy of the professional liability insurance policy is on file in the EMSON office.

Electronic Devices

Use of any electronic devices to store/enter any type of patient information is a violation of Health Insurance Portability and Accountability Act (HIPAA) and may result in disciplinary action which may result in dismissal from the program. Cell phones and other electronic devices (including telephone accessories; this excludes calculators) may not be visible or audible in the clinical setting. Students are responsible for following the policy for electronics in the individual facility/organization in which they will be completing clinical practicum hours. It will be the student's responsibility to seek out this policy, understand it, and follow it. Pictures or recording of any kind (cameras, videos and/or audio recorders, cell phones and other devices) is prohibited in any clinical practicum or classroom setting.

Responsibilities of Clinical Practicum Participants

Faculty

1. Coordination of clinical experience.

2. Provide student and preceptor with orientation to course expectations/requirements.
3. Establish and maintain patterns for communication (honest and timely) with clinical preceptor and student.
4. Facilitate problem-solving. Provide on-going guidance to clinical preceptor and student.
5. Meet with the clinical preceptor and the student according to an arranged schedule (minimum of three times per semester).
6. Review progress toward course outcomes and goals for personal and professional growth.
7. Evaluate student's clinical practicum performance incorporating data supplied by clinical preceptor and student.
8. Assume responsibility for the overall evaluation of the experience collaborating with the agency, clinical preceptor, and student.
9. Abide by the standards established by EMSON and the nursing profession regarding professional conduct.
10. Promote a learning environment that is free from discrimination and harassment. The University of Arkansas prohibits discrimination and harassment based on race/color, sex, gender, pregnancy, equal pay/compensation, age (over 40), national origin, disability, religion, marital or parental status, protected veteran or military status, genetic information, sexual orientation, gender identity and retaliation and any other characteristic protected characteristic under applicable federal and state laws. For more on the University's policy please see: Discrimination (Including Discriminatory Harassment) – Employment, Education, Programs and Services | VCFA | University of Arkansas (uark.edu). To file a complaint please see: Discrimination/Harassment | OEOC | University of Arkansas (uark.edu)

Preceptor

1. Act as a role model as practitioner, teacher, supervisor and/or manager.
2. Provide the student with ongoing constructive feedback related to student performance standards.
3. Provide feedback on student clinical practicum performance and progress toward attainment of objectives to both student and their course instructor.
4. Assist student with opportunities to gain competence and confidence in skill attainment necessary to perform in the BSN role.
5. Contribute to the student's summative evaluation.
6. Supervise student activities in the clinical setting.
7. Communicate with faculty at set intervals to discuss student progress toward outcomes.
8. Validate students' attendance by verifying recorded hours and signing the clinical time log daily.
9. Report any issues with student attendance to the course instructor immediately.
10. Report any concerns with student performance/professionalism/absenteeism to course instructor immediately.
11. Work with course instructor to provide any necessary accommodation required for a student. EMSON faculty are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. For more information, see

guidelines set by the Center for Educational Access.

12. Maintain student rights and privacy as a partner with the University of Arkansas. See FERPA Guidelines for more information.

13. Promote a learning environment that is free from discrimination and harassment. The University of Arkansas prohibits discrimination and harassment based on race/color, sex, gender, pregnancy, equal pay/compensation, age (over 40), national origin, disability, religion, marital or parental status, protected veteran or military status, genetic information, sexual orientation, gender identity and retaliation and any other characteristic protected characteristic under applicable federal and state laws. For more on the University's policy please see: Discrimination (Including Discriminatory Harassment) – Employment, Education, Programs and Services | VCFA | University of Arkansas (uark.edu)

Student

1. Assume responsibility for meeting all course requirements and outcomes.
2. Develop goals for personal and professional growth communicating these to faculty and clinical preceptor.
3. Assume responsibility for fulfilling goals and directed learning activities.
4. Maintain lines of communication with clinical preceptor and faculty to promote achievement of directed learning activities.
5. Maintain punctual clinical practicum attendance according to a predetermined schedule. Notify clinical preceptor and faculty immediately if schedule cannot be met.
6. Maintain an accurate record of clinical attendance. Ensure time log is validated with preceptor's signature, daily.
7. Ensure that recording of practicum clinical hours is represented accurately and honestly in required course documents. Obtain preceptor signature on time log daily to validate clinical hours.
8. Assume responsibility for arranging and maintaining the schedule of conferences with faculty.
9. Maintain clinical practicum journal to be utilized for self-reflection on the clinical evaluation tool.
10. Complete an honest self-evaluation of own professional growth and weaknesses.
11. Participate in the evaluation of achievement of directed learning activities and the clinical preceptor experience.
12. Maintain a professional attitude of learning, humility, and service to others. Above all, the students will conduct themselves in a manner that exemplifies the high standards of the University of Arkansas, the EMSON, and the nursing profession.
13. Complete all orientation and onboarding required of clinical facility/University.
14. Maintain patient confidentiality according to HIPAA, the facility and University policies.

Experience Evaluation

Grading criteria for each practicum will be outlined within each specific course. To assist with that process and to facilitate continuous quality improvement, at the end of the practicum experience, evaluations will be required as outlined below.

Student Evaluation

- Student will complete a self-evaluation for each practicum based on the outcomes for the course. Complete details will be provided within each course.
- The preceptor will complete evaluations of the students as outlined in each course and provided by the Clinical Course Coordinator. Without preceptor input on student performance, student's self-evaluation cannot be validated.

Preceptor and Clinical Site Evaluation

- Students will evaluate the preceptor and the clinical site using an evaluation tool provided within each course.

Experience Evaluation

- Survey items will be included for preceptor to provide feedback on the course, expectations, general experience satisfaction, faculty collaboration, etc.
- Students will have the opportunity to provide feedback during the student evaluation process at the end of each semester.

Helpful Hints for Preceptors

1. Set the tone for open and honest communication early and be clear on your expectations (e.g., no cell phone, follow when I lead, appropriate times to ask questions, etc.)
2. Be liberal with communication about their performance.
3. The course instructor will be in contact with you prior to the student's start and throughout the student's clinical time. If you do not hear from them or need assistance other than what they can provide, you should reach out to the Assistant Director of the student's program of study.
4. Encourage the student to be proactive in achieving their goals and course objectives.
5. Complete the preceptor continuing education course available through the University.
6. If you are having any issues with a student, do not wait until scheduled evaluations to report this. Contact the student's course instructor immediately with your concerns. If you need an instructor's contact information you may reach out to the Clinical Education Team (see welcome letter for specific contact information).
7. Remember that you are a vital part of the student's educational journey. Share your expertise! This is your opportunity to help shape the future of our profession.

Effective Clinical Teaching

Teaching-Learning Principles in the Clinical Setting:

Readiness to learn – the student must be motivated and “fully present” in the clinical setting. By

using pre-conferences, preliminary nursing rounds, and listening to report, the clinical instructor can bring the students' attention into focus. The clinical instructor may have to create the "teachable moment" for the student. Being aware of the need to periodically reengage the student in the day's learning is also important for the clinical instructor.

Variety – the students and instructor may become bored with the routine of the learning experience. The clinical instructor may need to introduce a change of pace occasionally to reengage the students in learning. Examples include: planned rotations off the clinical unit, observation experiences, or attending a staff educational in-service. Variety may also be achieved by varying the patient demographics and diagnoses. The clinical instructor *must* collaborate with the Clinical Course Coordinator if placing students outside of any assigned locations to ensure there is space and that it meets the course student learning outcomes along with the facility clinical compliance expectations.

Repetition – multiple exposures to the same concepts can be useful in reinforcing and enhancing learning.

Transfer of learning – students often have difficulty recognizing that knowledge is built upon previously learned concepts. The role of the instructor in this case is to guide the student to the appropriate area of knowledge that must be accessed in order to understand the situation, then allowing the student to identify and apply the specific information. This also builds self-confidence in the student when they understand that "I did know that."

Making learning meaningful – students will become more engaged if they recognize that the learning experience will aid them in meeting their goals. To effectively do this, the clinical instructor will need to know what the student's goals are. By discussing the student's specific goals for the learning experience, the instructor can guide the student toward goal achievement. The student's goal(s) should be focused on learning versus being entertained. Some students may require more assistance with setting goals that have this focus. Students should not be discussing their future plans/jobs with staff nurses.

Assisting Peers – encourage students to assist other students and other nurses on the unit when time permits. Some of the best learning can occur when there is a team mentality on the unit, and students can look to their peers as support persons.