



Undergraduate Preceptor Guidelines

Preceptor Qualifications

The undergraduate preceptor is a currently licensed RN in New Jersey and is employed as an RN in the clinical agency in which the preceptor experience is to occur. Minimum educational preparation is a baccalaureate degree. The preceptor is expected to have a minimum of two years of clinical experience and demonstrated competencies related to the area of assigned clinical teaching responsibilities.

Appointment Agreement

Undergraduate, course-specific preceptors are appointed for the duration of one semester. Agreement forms are to be completed and placed on file in the School of Nursing Office of Student Affairs prior to the start of the semester.

Roles and Responsibilities

The preceptor will be assigned to no more than one student for any preceptor experience. Faculty must be available in person or by telecommunication for consultation with the preceptor and/or the student. The preceptor will have a written description of preceptor responsibilities for the School of Nursing. Preceptors will function according to guidelines/criteria developed by the course faculty as long as they are consistent with the guidelines set forth in this policy. The preceptor will be physically present in the agency and available to the student at all times during the prescribed clinical assignment.

Preceptor Evaluation

Preceptor evaluation will be completed by the students. The course faculty member will review all preceptor evaluations and determine satisfactory and unsatisfactory experiences, make decisions regarding reappointment status, and provide appropriate feedback to preceptors.

Faculty Responsibilities:

- Orient both the student and the preceptor to the clinical experience.
- Provide the preceptor with an orientation to the philosophy, curriculum, course, and clinical objectives of the nursing program.
- Discuss student expectations, student guidelines for performance of procedures, and methods of evaluation.
- Assume overall responsibility for teaching and evaluation of the student.
- Assure student compliance with standards on immunization, CPR, and current liability insurance coverage.
- Work cooperatively with the preceptor and the agency to determine student learning needs and appropriate assignments.
- Meet with the clinical preceptor and the student to monitor and evaluate the learning experience.
- Monitor student progress.
- Be readily available, e.g., telephone, pager or e-mail for consultation when students are in the clinical area.
- Receive feedback from the preceptor regarding student performance.

Preceptor Responsibilities:

- Function as a role model in the clinical setting.
- Orient the student(s) to the clinical agency.
- Guide, facilitate, supervise, and monitor the student in achieving the clinical objectives.
- Collaborate with faculty to review the progress of the student towards meeting clinical learning objectives.
- Provide feedback to the student regarding clinical performance.
- Contact the faculty if assistance is needed or if any problem with student performance occurs.
- Give feedback to the nursing program regarding clinical experience for student and suggestions for program development.

Student Responsibilities:

- Maintain open communications with the preceptor and faculty.
- Maintain accountability for his or her learning activities.
- Prepare for each clinical experience as needed.
- Be accountable for his/her nursing actions while in the clinical setting.
- Arrange for preceptor's supervision when needed.
- Contact faculty e.g. telephone, pager or e-mail if faculty assistance is necessary.
- Respect the confidential nature of all information obtained during clinical experience.

RN to BS in Nursing Program Overview

The School of Nursing offers registered nurses the opportunity to obtain a Bachelor of Science degree while earning up to 12 graduate credits to accelerate professional development. The program is primarily online program, with occasional evening clinical, face-to-face meetings and daytime hours required for practicum experiences.

Community Health Promotion Practicum

The first week of the class, students are oriented to the clinical setting and introduced to their preceptor(s). Students should arrange a total of 84 hours of clinical time with their clinical preceptors during the 14 week rotation. In addition to time spent in the clinical area, students will meet for group seminars/conference as planned with the course faculty.

The clinical preceptor to whom the student is assigned serves as a facilitator for the student's clinical experience, assisting the student to find meaningful experiences that will meet course objectives and individual student learning objectives.

During the Community Health Promotion Practicum rotation, students will work with their preceptor and have scheduled conferences with the clinical instructor. Community agencies include hospice; public health departments; clinics; elementary, high school and college health services; as well as senior citizen and community health nursing organizations. These agencies deliver health promotion and health maintenance services to urban and suburban clients in various stages of the lifespan. Course faculty will observe students in the clinical settings and meet as necessary with the clinical preceptor. Preceptors will contribute to student clinical evaluation.

Leadership and Management Practicum

The first week of the class, students are oriented to the clinical setting and introduced to their preceptor(s). Students should arrange a total of 84 hours of clinical time with their clinical preceptors during the 14 week rotation. In addition to time spent in the clinical area, students will meet for group seminars/conference as planned with the course faculty.

The clinical preceptor to whom the student is assigned serves as a facilitator for the clinical experience, coordinating activities to assure the student meets defined individual student learning and course objectives. Portions of this experience may be delegated as appropriate. For example, the preceptor may arrange for student experiences with other leaders and managers in the organization, charge nurses or staff nurses as s/he deems appropriate. Some examples of clinical experiences with which student have participated include:

- Spending a day with the shift supervisor (problem solving, priority setting, decision making)
- Spending a day with a charge nurse/senior staff nurse (communication, problem solving, time management)
- Attending Quality/Process Improvement meetings (quality improvement)
- Spending a day with a case manager (resource utilization, clinical care coordination)
- Meeting with the nurse recruiter/HR personnel (interviewing)
- Meeting with the chaplain/ethics coordinator (clinical ethics)
- Meeting with the risk manager (quality improvement, risk management)
- Meeting with the nursing informatics coordinator (clinical information system)
- Attending interdisciplinary team meetings (problem solving, communication)
- Attending project/JCAHO planning meetings (planning and project management)

During the Leadership and Management rotation, students will work with their preceptor and have scheduled conferences with the clinical instructor. At this time, the student brings organizational and leadership issues into sharper focus as s/he observes the “real world” of health care today. In lieu of agency experience, clinical faculty may also, at their discretion, direct special learning activities for students. The clinical experience provides students an opportunity to observe ways that professional nurses apply principles of leadership and management in the clinical setting, regardless of their role. Students apply selected leadership skills, within a limited scope and gain an understanding of the impact of the structure and culture of the healthcare system upon the delivery of quality nursing care.