

Excerpt from the University of Portland School of Nursing & Health Innovations' Faculty Handbook

NRS 408: Senior Practicum Clinical Preceptor

The NRS 408 clinical preceptor's role is to facilitate and evaluate students' achievement of program competencies. The clinical preceptor should have a clear understanding of the RN role functions delineated by the American Association of Nurses and the State Board of Nursing where they are employed.

Qualifications:

- Clinical Competence: Able to function with professional accountability in clinical settings and provide a high level of professional nursing care to patients and clients
- Teaching Competence: Able to create a climate conducive to positive student learning
- Technology Competence: Able to use computer technology (Word, Power Point, email, Internet, video conferencing) at a minimum
- Ability to articulate and model the University of Portland School of Nursing & Health Innovations mission, vision, and values

Experience:

- Teaching experience: none required; prefer a minimum two years of teaching experience and/or precepting experience
- Nurses who have worked at the clinical agency (and within specialty unit) for at least one year are preferred

Education, Licensure, and Certifications:

- Current, unencumbered RN license in the jurisdiction of the learning experience
- Prefer RNs with BSN or higher degree
- Nurses who have completed a preceptor course are preferred
- Additional ongoing certifications and training desired

The NRS 408 clinical preceptor should be able to guide the students toward clinical experiences that will assist them to meet their learning goals and enable them to reach optimum effectiveness in their practice. Specific responsibilities for the clinical preceptor include:

- Mentoring
- Designing learning experiences aimed at assisting students to reach learning goals
- Locating or creating learning resources within the clinical site that will help students achieve course outcomes and progress toward meeting program outcomes
- Evaluating the students based on an evaluation tool provided by the college/university faculty and in consultation with the faculty member
- Providing input into final grade

The SONHI requests that NRS 408 clinical preceptors:

- Be on site and available to students during the agreed upon times.
- Discuss with the student his/her individual learning goals and methods for meeting them in the practicum setting.

- Inform the faculty member of any concerns they may have. The sooner a student is notified of underperforming practice issues, the more likely the concern can be addressed with a positive outcome. Preceptor feedback is necessary to the success of our program.
- Provide feedback on clinical performance to the student throughout the clinical experience and complete the evaluation tool at the specified times.

NRS 408 Clinical Preceptor Role:

- Directs, manages, and evaluates student learning in the clinical setting.
 - Requires a willingness to teach, provide feedback, and evaluate student learning.
 - Requires self-motivation to seek best teaching practices from credible sources of literature and experienced nursed educators.
- Prepares clinical teaching activities and approaches specific to the level of the learner and course outcomes in collaboration with university faculty.
 - Requires a willingness to work collaboratively with experienced nurse educators to develop, implement, and evaluate teaching strategies.
 - Requires an ability to reflect on teaching strategies with the goal of continual improvement in their role as a preceptor.
- Assists the students in integration of theory and practice, specific to the course learning activities and level of the learner.
 - Requires a working knowledge of nursing theories so preceptors may assist students to apply nursing theory within clinical practice.
 - Requires self-motivation to seek sources to enhance understandings of nursing theories and how those may be used to guide client-centered care.
- Evaluates student development of clinical reasoning skills.
 - Requires an understanding of the SONHI BSN program outcomes so evaluation is consistent with the outcome-based curriculum.
 - Requires a baseline understanding of the SONHI curriculum and a desire to seek information if not known.
 - Requires an ability to seek assistance from experienced nurse educators when uncertain about how to evaluate student learning.
 - Requires a time commitment to read, reflect upon and provide verbal and written feedback to student and University faculty about students' clinical reasoning skills.
- Is available at all times to the student in the clinical setting.
 - Requires diligent attention to what the student is doing and learning.
 - When not available, the preceptor must ensure that the student knows who is responsible for student learning and supervision of student.
- Directly observes and guides student learning activities with clients.
 - In addition to previous bullet points, the preceptor must possess qualities consistent with ethical, evidence-based nursing practice. The preceptor must uphold standards consistent with the American Nurses Association (ANA) Code of Ethics and intentionally utilize these while teaching student and providing client-centered care.
- Evaluates students in clinical as related to the SONHI BSN program outcomes.
 - Requires a willingness to provide verbal and written feedback, both positive and constructive.
 - Requires knowledge of effective feedback strategies.

- Requires an ability to discriminate between passing and failing students and provide feedback appropriately.
 - Requires an ability to fail the unsafe student or students who do not demonstrate acceptable levels of learning/performance.
- Provides timely and ongoing feedback to the University faculty regarding individual student performance in accomplishment of the course outcomes.
 - Requires dedication to the position with an understanding of additional workload associated with reflection on practice, teaching, evaluation of learning, and an ability to provide feedback to university faculty.
- Collaborates with the unit manager and staff so the presence of students and their activities are supportive of the unit's goals and needs.
 - Requires a willingness to go a step beyond teaching, i.e., looking at the whole process and considering how to modify the environment to promote optimal student learning.