Pay it Forward

ACU Preceptor Orientation
Orientation Checklist

✓ Review Preceptor Handbook:
  ✓ BON Preceptor Guidelines
  ✓ Course Objectives
  ✓ Clinical Evaluation Tool
  ✓ Preceptor Agreement

✓ Sign Preceptor agreement and return to Margot Binion in ACU SON Dean’s office
Goals

- Through the utilization of professional clinical personnel, ACU SON program objectives as well as individual course objectives will be achieved by each student.

“Let whoever is in charge keep this simple question in her head (not, how can I always do this right thing myself, but) how can I provide for thing right thing to be always done?”

Florence Nightingale
Preceptor Responsibilities

- Participate in a preceptor orientation.
- Function as a role model in the clinical setting.
- Facilitate learning activities for no more than two (2) students during one (1) clinical rotation.
- Orient the student(s) to the clinical agency.
- Guide, facilitate, supervise, and monitor the student in achieving the clinical objectives. Supervise the student's performance of skills and other nursing activities to assure safe practice.
- Collaborate with faculty to review the progress of the student toward meeting clinical learning objectives.
- Provide direct feedback to the student regarding clinical performance.
- Contact the faculty if assistance is needed or if any problem with student performance occurs.
- Collaborate with the student and faculty to formulate a clinical schedule.
- Discuss with faculty/student arrangements for appropriate coverage for supervision of the student should the preceptor be absent.
- Give feedback to the nursing program regarding clinical experience for student and suggestions for program development.
Safe Practices

Medication Safety:

- Preceptor alone can access narcotics, sign narcotics forms for student and must supervise student narcotic administration and co-sign MAR

- In event of med error, preceptor should follow facility policy then notify clinical instructor

Needle sticks/Exposures

- In event of student exposure, preceptor should be notified immediately.

- Facility protocols for incident reporting and wound care to be followed.

- Notify clinical instructor as soon as possible
Goal of effective communication is to IMPROVE performance:

- **I**... Identify learning objectives
- **M**... Make a feedback-friendly learning environment
- **P**... Performance--assess it
- **R**... Respond to your learner’s self-assessment
- **O**... Objectivity--always keep it
- **V**... Validate good work, suggest alternatives in weak areas
- **E**... Establish a plan
• **As a preceptor, what kind of orientation should I expect?** A comprehensive orientation packet and handbook are provided to each preceptor. Faculty members are also available if follow up information is needed or if new questions arise.

• **What if the student becomes ill or is injured during a shift?** The student/preceptor should contact faculty member as soon as possible to determine the best course of action.

• **Does the student always have to be with the preceptor when they are on the unit?** Yes

• **If the preceptor "floats" to another unit to work for a shift what should the student do?** In the event the preceptor floats, the student may continue to (at a minimum) observe but also perform as the preceptor determines appropriate.

• **Is the student practicing under my license?** No
FAQs

- **What is the dress code for the students?** Students should wear their School of Nursing assigned uniforms, white closed toe shoes, white or black socks that cover ankle, name badge. No visible tattoos are allowed. A complete copy of attire requirements is included in your preceptor handbook.

- **Can the students chart in the medical record?** Yes, given the preceptor reviews, verifies and co-signs the documentation.

- **Can the student notify the physician and receive additional patient care orders?** No.

- **Can the student administer medications?** Yes, given that the preceptor supervises, co-signs and facility policy is followed. No student should administer IV push meds.

- **How is the student clinical performance evaluated and who does this?** Evaluation forms should be completed by preceptor after each shift and forwarded to clinical faculty.
FAQs

- **What should I do if I have concerns about the student’s professional conduct?** Unprofessional conduct should be addressed as quickly as possible by the preceptor and followed by notification to the clinical faculty for follow up.

- **Do I have to evaluate the student? I do not want to be the one to determine their grade.** Clinical faculty members determine students’ grades. Preceptors are responsible for evaluations to be filled out following each clinical encounter with the student.

- **How can I encourage the student to problem solve for each patient rather than just do what I do?** Remember to “Teach, not do” for each student. Nursing is a hands-on profession and frustration may arise if you do for them rather than encouraging them to do for themselves.

- **Should the student work with only one Preceptor/Mentor?** Yes. Ideally, one preceptor/mentor should be assigned by the agency as the primary supervisor for the student. However, due to scheduling issues, a second preceptor/mentor may be assigned to the student. With approval from the nursing faculty, the primary preceptor/mentor may assign the student to other nurses during the clinical experience to achieve the course objectives in a timely manner.
FAQs

• How much time will be required of the Preceptor/Mentor? 1. Time requirements will vary depending upon the progress of the student. The nursing faculty will provide this specific information. 2. It is suggested that students meet at least weekly with the preceptor/mentor to discuss weekly goals/objectives and progress.

• Is the Preceptor/Mentor responsible for being with the student every minute of their clinical experience? For undergraduate nursing students, the primary preceptor/mentor is responsible for being with the student during their clinical rotation or to assure that the student is under the supervision of another qualified preceptor/mentor. Students may function independently after the preceptor/mentor has ascertained that the student can safely and competently provide nursing care.

• What sort of support will the School of Nursing provide to the Preceptor/Mentor? Nursing faculty will conduct an orientation for preceptors/mentors at the beginning of the semester. Faculty will be available to the preceptors either in person, by phone, pager and/or electronically 24/7. The nursing faculty will ensure that the preceptor/mentor is supplied the appropriate clinical paperwork.

• Why would an individual choose to be a Preceptor/Mentor? 1. Preceptors/mentors are a critical component in implementing the nursing curriculum. 2. Preceptors/mentors are integral in the training and transition of their future colleagues.
As a preceptor, how can I best Pay It Forward?

- Being a student preceptor places you in a prime position to be a valuable resource of experienced nursing knowledge. Below are some tips to assist you in doing this important task.
- Remember what it was like to be a novice and be patient as your student learns. What may seem like common sense to you may be brand new information to the student.
- Encourage critical thinking. Ask open-ended questions and allow student to provide rationales for their responses.
- Resist the urge to “do” for the student. Allow them to make the decisions while you supervise and only intervene when they proceed in an unsafe manner.
- Review the student skills checklist and create opportunities for the student to perform those skills.
- Encourage student to interact with physicians to effectively communicate patient status. Also, have student give shift report to next nurse.
- Provide frequent feedback. When possible, constructive feedback should be immediate, clear, positive and objective. However, remember that most students want to know when they do something wrong.
- Enjoy the time with your student! You are making a direct, positive impact on nursing for the future!
References

- (will follow APA format)
- Texas State BON
- UT Tyler