



**California State University
San Marcos**

School of Nursing

Preceptor Handbook



Dear Preceptor:

Thank you for your willingness to precept California State University San Marcos nursing students in their final semester of the nursing program. Your expert guidance provides our students with an opportunity to apply their newly acquired clinical knowledge and skills in preparation for the various roles they will assume as new members of the nursing profession.

The faculty, staff and I understand that as a practicing direct-care registered nurse, your work is demanding, which makes your commitment to precept a senior nursing student commendable. Your coaching and role modeling, as you work with the student, is invaluable in helping them gain confidence as they prepare to graduate and transition to practice.

This preceptor handbook provides important information to orient you to the preceptor role and the School of Nursing. Please review it, including instructions for completing a required online preceptor orientation. You will also be given the course syllabus by the student. It lists the student objectives for the semester, along with the responsibilities of the student, the faculty, and yourself as the preceptor.

Thank you for your personal and professional dedication to help prepare the next generation of registered nurses. It would not be possible without the collaboration of nursing colleagues such as yourself. The faculty and staff at the School of Nursing value your service and welcome any recommendations you might have to improve the precepting experience.

Please feel free to contact the school of nursing at 760.750.7550 if you have any questions or concerns.

Sincerely,

Wendy B. Hansbrough, PhD, RN, CNE

Wendy Hansbrough, PhD, RN, CNE
Associate Professor of Nursing
Director, School of Nursing

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SECTION I: INTRODUCTION TO THE SCHOOL OF NURSING

School of Nursing Mission, Vision, and Values

Mission:

The SON at CSUSM strives to holistically prepare students to transition to professional nursing practice using innovative, evidence-based teaching strategies in the service of an increasingly complex, evolving, and diverse global community.

Vision:

By fostering research, evidence-based practice, and innovative teaching strategies, the SON at CSUSM seeks to expand the nursing profession in our community by empowering our faculty, staff, and students to be collaborative members of interprofessional teams and leaders in promoting the four spheres of care: health and well-being/disease prevention, chronic disease care, regenerative or restorative care and hospice/palliative/supportive care for diverse populations across the lifespan in a variety of settings. Faculty, staff, and students will reflect the diversity of our region and will champion equitable access to higher education and across systems of care.

Values:

Integrity

Being morally accountable and responsible for one's judgment and actions even when unobserved.

Mutual Respect

The intentional act of showing consideration for another person's interests, well-being, and autonomy, demonstrating dignity and regard for all.

Compassion

The person-centered practice of relating to ourselves and others as human beings, recognizing suffering and vulnerability, and being motivated to respond in a caring, empathetic, equitable, and respectful manner.

Adaptability

The ability to nimbly respond to changes in the global community and healthcare environment as educators, researchers, and healthcare professionals to best meet the needs of students, individuals/families, communities/populations, and systems of care using the best available evidence.

Equity

The practice of allocating the resources and opportunities needed to allow individuals to participate in society with the goal of overcoming obstacles to ensure fairness and student success.

Program Learning Outcomes

1. Apply the nursing process through critical thinking and professional nursing judgment to provide and evaluate nursing care in acute and long-term care, and community settings.
2. Identify practice issues, appraise, and integrate evidence, and evaluate outcomes.
3. Function within the specific nursing roles to provide and coordinate care, deliver health education, and advocate.

4.

SECTION II: PRECEPTOR PROGRAM

Preceptor Policies and Procedures (based on California BRN Regulations for Preceptor Learning Activities (Preceptorships) (CCR1426.1; 1426.1(a); 1426.1(b); 1426.1(b)(2); 1426.1(b)(3); 1426.1(b)(4); 1426.1(b)(5); 1426.1(b)(6); 1426.1(b)(7); 1426.1(c), 1425(e)

The Preceptor Program at California State University San Marcos (CSUSM) is a component of the Nursing Program that includes a teaching strategy designed to provide students with a learning experience guided by an experienced registered nurse who may also be an expert in his or her area of specialty.

Preceptor courses are presented at the end of a board-approved curriculum, which provides students with supervised experience comparable to that of an entry-level registered nurse position. All preceptor courses are approved by the BRN prior to implementation into the curriculum.

Preceptor Requirements

- Holds an active, clear license as a Registered Nurse in the state of California.
- Can verify at least one year employment with the CSUSM affiliated healthcare facility.
- Holds a Bachelor of Science in Nursing **and/or** demonstrate high-level experience and competence in customer relations/communication and clinical nursing skills.
- Has completed preceptor training or agency equivalent prior to serving as a preceptor. Preceptor training can be completed for free here: [PEP \(preceptor.ca\)](http://PEP(preceptor.ca)).
- Has reviewed the CSUSM, School of Nursing Preceptor Handbook and course syllabus.

Preceptor Expectations

As a preceptor, you will demonstrate the agency's values, serve as a role model, and mentor a student preparing to graduate and transition into the workplace. The expectations of the preceptor include:

- Maintaining open communication with the student preceptee and the faculty assigned to them.
- Directing student clinical practice at the facility.
- Sharing responsibility for the care of the assigned patients with the nursing student.

Preceptor Selection

The unit nurse manager at the facility selects all Preceptors (primary and relief) based upon interest and ability to teach and serve as a role model for nursing students.

A relief preceptor, who meets the same qualifications as the primary preceptor, shall be available when the designated preceptor is unavailable to ensure continuity of the student's preceptor learning experience and to ensure that a preceptor is always present and available on the patient care unit while the student is providing patient care/nursing services.

Preceptor Profile

Please complete the preceptor profile form provided by your r preceptee. The information requested includes:

- Preceptor name and work email address
- California Registered Nursing license number
- Attestation of having one year of experience at the agency where precepting.
- Preceptor nursing role (staff nurse, charge nurse, etc)
- Preceptor highest earned academic nursing degree
- Attestation that you have completed preceptor training through an employer.

If you, as a preceptor, have never completed a preceptor orientation program, the following online program is required. [PEP \(preceptor.ca\)](http://PEP(preceptor.ca)) This Preceptor Education Program is an online interprofessional program that consists of nine interactive learning modules. Once you complete the short registration process you will instantly receive your login information, so that you can access the PEP program anytime, anywhere. Each module takes approximately 30-45 minutes to complete. The modules include downloadable resources, learning exercises, video case scenarios and references. Learning is self-directed in that you can complete the modules on your own, and they do not need to be completed in any particular order.

SECTION III: COURSE INFORMATION

Course Syllabus

The course syllabus serves as the written plan for the precepted course; it will provide student learning objectives, evaluation rubrics, and student performance expectations to serve as guidelines for the preceptor.

The student will provide this syllabus to the preceptor no later than the first in-person day.

Communication Expectations

Frequency and method of faculty/preceptor/student contact during preceptor experience includes:

- Clinical faculty and the student will introduce themselves via email to the preceptor at the beginning of the experience and provide a course syllabus and a copy of the Preceptor Handbook.
- The clinical faculty will coordinate with the preceptor and student to schedule one or more meetings to assist in evaluating the progress of the student towards meeting the learning objectives.
- Clinical faculty will be available by phone and email for preceptor contact as needed and through the entire semester the student is assigned to the preceptor.
- The Course Coordinator will be available to the preceptor by phone or email as needed.

Student Evaluation

The syllabus and clinical evaluation forms serve as resources for communicating and confirming student performance in accordance with course requirements and course evaluation criteria as follows:

- The preceptor completes a performance evaluation for the student at the end of the experience.

- The clinical faculty/instructor, using preceptor evaluation feedback completes the final student performance evaluation.

School of Nursing Program Evaluation

As part of continuous quality improvement and program evaluation in the School of Nursing a preceptor and a course evaluation are completed each semester as follows:

- The student completes a course evaluation for the course.
- The student completes an evaluation of the clinical site.

Student Professional Standards in Clinical Practice

Professional behavior is always expected of our student nurses. A student who demonstrates unprofessional behavior or behavior which indicates unsafe practice may be denied progression or may be dismissed from the program. The preceptor is expected to share any concerns with the clinical faculty immediately.

Guidelines for the Preceptor

How Can I Best Help the Student?

- The preceptor is the primary resource for the student. In addition to role modeling nursing practice for the student please refer to the following as a guideline:
- Things that seem logical for the expert nurse can be a challenge for the student nurse. Students are expected to *progressively* develop in their role and take on added responsibility as the experience progresses.
- As appropriate, allow the student to make the decisions as you observe and intervene only if he or she proceeds in an unsafe manner.
- Use guided questioning with the student, allowing the student to give rationales for actions. Process the decisions and choices about care and procedures with the student. Ask open-ended questions; for example, “what do you think should be done?”
- Help the student to think critically by guiding them to correct conclusions by asking additional questions.
- Encourage the student to communicate patient status and needs with the provider.
- Have the student give the verbal report to the next nurse. Have the student practice giving you SBAR reports.
- Provide verbal feedback, both positive and negative. Part of the learning process includes critique of performance including honest communication regarding errors and mistakes.
- If you have concerns about the student that cannot be corrected at the time, please communicate these directly to the clinical faculty as soon as possible.

APPENDIX I - Preceptorship Profile

Completion of this document serves as an acknowledgement that the preceptor has received the Preceptor Handbook and course syllabus. Please complete the top portion and return it to the preceptee.

To be completed by preceptor:

Preceptor name:				
Work email:				
Clinical Site/unit:				
Do you have at least 1 year of experience in nursing at this site?	yes/no			
Preceptor Role (circle one):	Staff Nurse	Charge Nurse	Nurse Manager	Other:
Highest nursing degree:	ADN	BSN	MSN	DNP
California RN license number:				

I attest that I have completed Preceptor training through my employer, or the online training provided in the preceptor handbook.

To be completed by student nurse:

Semester/Year	
Course Number	
Student ID	