

Northeastern University

Bouvé College of Health Sciences

School of Nursing Preceptor Manual



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Dear Preceptor,

Thank you for agreeing to serve as a preceptor for the students in the School of Nursing Northeastern University.

This preceptor manual has been developed to provide you with some information about Northeastern University and the School of Nursing. It also includes guidelines related to your preceptor role. We encourage you to contact the course faculty should you have any questions or concerns about the clinical practicum or any student practicing with you. Contact information for course faculty is provided to you in writing at the beginning of each semester in which you are serving as a preceptor. In addition, you should receive a copy of the course objectives and description and any other course specific information that you will need.

Thank you for assisting us to educate our students.

Founded in 1898, Northeastern University is a global, experiential, research university built on a tradition of engagement with the world, creating a distinctive approach to education and research. The university offers a comprehensive range of undergraduate and graduate programs leading to degrees through the doctorate in nine colleges and schools.

Mission of Northeastern University

To educate students for a life of fulfillment and accomplishment
To create and translate knowledge to meet global and societal needs

Mission of Bouve College of Health Sciences

To inspire/create the next generation of interprofessional healthcare leaders for the wellbeing of our global community

Mission of School of Nursing

The mission of the School of Nursing is to educate our students to provide evidence-based, culturally and linguistically competent, ethical healthcare that is high quality, safe, and accessible to diverse local, national and global communities. Our programs prepare students to become leaders as nurse clinicians, educators, scholars, and researchers

Please utilize the following link to learn more about the school of nursing. You can find a copy of the School's strategic plan, curriculum concepts, and other useful links.

<http://www.northeastern.edu/bouve/nursing/index.html>

CURRICULUM ORGANIZING CONCEPTS - 2012

The following Curriculum Organizing Concepts were developed by the Northeastern School of Nursing CCNE Task Force in draft form June 22, 2012; discussed further and consensus vote in the CCNE Faculty Workshop on October 4, 2012; and approved at the Faculty Organization meeting on October 15, 2012.

Leadership:

Leadership encompasses the ability to listen, translate, decide, take action and inspire others. Leaders have the vision to set direction, engage the stakeholders towards a common goal, and have the competency to create and cultivate open, trusting and caring relationships with others.

(Based on O'Connor, M. (2008). The dimensions of leadership. A foundation for caring competency. *Nursing Administration Quarterly*, 32 (1), 21-26.)

Evidence-Based Practice:

An integration of the best evidence available, nursing expertise, and the values and preferences of the individuals, families and communities who are served. This assumes that optimal nursing care is provided when nurses and health care decision-makers have access to a synthesis of the latest research, a consensus of expert opinion, and are thus able to exercise their judgment as they plan and provide care that takes into account cultural and personal values and preferences. This approach to nursing care bridges the gap between the best evidence available and the most appropriate nursing care of individuals, groups and populations with varied needs.

(Sigma Theta Tau International. (2005). Evidence-based practice position statement, Indianapolis, IN: Author.)

Quality Care:

Quality is the degree to which health services for individuals and populations increase the likelihood of desired health outcomes and are consistent with current professional knowledge. Quality care is safe, effective, patient-centered, timely, efficient, and equitable.

(Institute of Medicine. (2001). *Crossing the quality chasm*. Washington, D.C.: The National Academies Press.)

Critical Thinking/Clinical Reasoning:

Critical thinking is a reflective process based on creative, intuitive, logical, and inferential thought patterns. Clinical reasoning is the ability to think critically about health care decisions related to patients, families, and communities.

(Benner, P., Sutphen, M., Leonard, V., & Day, L. (2010). *Educating nurses. A call for radical transformation*. San Francisco: Jossey-Bass.)

Interprofessional Collaboration:

A situation wherein multiple healthcare workers from different professional backgrounds work together with patient's families, care givers and communities to deliver the highest quality of care.

(Interprofessional Educational Collaborative Expert Panel. (2011). *Core competencies for interprofessional collaborative practice. Report of an expert panel*. Washington, D.C.: Interprofessional Education Collaborative.)

Cultural and Linguistic Competence:

Cultural and linguistic competence is a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals that enables effective work in cross-cultural

NEU preceptor manual 2004, revised 2014

situations that value and incorporate the cultural differences of diverse populations. It promotes evaluation of one's own health-related values and beliefs, health care organizations, and health care providers, and responds appropriately to, and directly serves the unique needs of populations whose cultures may be different from the prevailing culture.

(Adapted from: National Standards for Culturally and Linguistically Appropriate Services in Health Care: Final Report. (March, 2001). Washington, DC: OMH, DHHS

Informatics/Technology:

Utilize informatics to communicate, manage knowledge, mitigate error, and support decision making using information technology.

(Institute of Medicine. (2003). *Health professions education. A bridge to quality*. Washington, D.C.: National Academies Press.)

Contact Information

Northeastern University Boston Campus is located at:

**360 Huntington Ave
Boston, Massachusetts**

Most nursing faculty have offices in Robinson Hall. Their specific contact information will be provided to you along with the course specifics.

The Clinical Placement office is adjacent to the Dean's office in Robinson Hall room 103.

Director of Clinical Operations

Maria Sorensen, RN, BSN

m.sorensen@neu.edu

617-373-3247

Our School of Nursing uses preceptors in both the undergraduate program and the graduate programs.

Clinical Site and Preceptor Selection

Undergraduate students submit a resume and transcript to the SON Clinical Placement Office which is then sent to our clinical partners for senior practicum placements. All students are automatically submitted for a Medical/Surgical placement unless requesting a specialty area. A specialty placement is requested after the appropriate faculty have approved the specialty request. Requests are then submitted to our clinical partners who decide which students they can and will accept, where the students will be placed and unit managers assign the preceptor for each student for Comprehensive Senior Practicum.

The graduate program director, in coordination with the Clinical Placement office, provides assistance and guidance to the student for the identification and selection of clinical sites and preceptors to best meet the learning objectives for the clinical course and that meet clinical site and preceptor criteria. The SON Clinical Placement Office assists the two Assistant Deans and the Program/Specialization Directors in the process of ensuring that preceptors meet the requirements, and maintains records on preceptors. The clinical placement office is responsible for maintaining clinical affiliation agreements and provides preceptors, students and placements with written confirmation of their assignments once they are selected. (See attached sample in appendix).

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Criteria for being a Preceptor to the Undergraduate Students
In the undergraduate program, preceptors are utilized in Comprehensive Nursing Practicum Course.

Criteria

The preceptor with required expertise provides a 1:1 relationship for a student to meet clinical course objectives under the guidance of the course faculty so that the student can develop clinical competencies and leadership within a designated clinical setting and required patient population. All preceptors must have registered nurse license in the practicing state, hold a minimum of a BSN degree and have knowledge of the purpose and objectives of the course and expected program outcomes of the BSN Program.

COMPREHENSIVE NURSING PRACTICUM: Role Descriptions (Undergraduate)

The focus of the clinical experience for NRS 4995 is to expose a senior nursing student to the role, responsibilities, skills and knowledge of a registered professional nurse in practice. Each student is assigned to a clinical setting that involves 12 hour (average) per week preceptorship in a clinical setting. The preceptor and the student are encouraged to mutually identify and implement individual behavioral objectives.

As active participants in the practicum experience, the following employ roles that include, but are not limited to:

Role of the Student

1. Identify, develop, and strive to achieve personal learning objectives for the clinical practicum.
2. Complete 140 hours of clinical practice in the assigned placement site.
3. Sustain interactive communication with preceptor, clinical instructor & (as needed) the clinical coordinator.
3. Participate in direct patient care with the supervision of the preceptor with the overall goal of assuming $\geq 75\%$ of the preceptor's patient caseload by the end of the semester.
4. Submit a log of clinical experiences via email to the clinical instructor.
5. Complete an evaluation of the practicum experience.

Role of the Preceptor

1. Demonstrate the preceptor's role within the context of the patient care and facility needs.
2. Direct student in patient care experiences.
3. Direct student learning in activities that will assist the student in achieving their individualized clinical course objectives.
4. **Complete a mid-term and final evaluation of the senior student's practicum performance.** This evaluation will be shared with the student and the clinical faculty member conducting site visits at both times. The completed evaluation must be submitted to the student at the end of the clinical experience who will submit it to the course coordinator.
5. Serve as a role model for practice-based professional nursing.

Role of the Clinical Instructor

1. Oversee the practicum experience by serving as a liaison between the student and the preceptor/clinical setting.
2. Make 3 site visits to clinical agencies during the semester to evaluate & monitor student performance & progress.
3. Receive, respond to, & grade the clinical log from the student.
4. Review & grade the clinical narrative/exemplar.

In the graduate program, preceptors are used for the clinical component of the specialty tracts.

Clinical Practice Courses

Students are enrolled in a clinical practicum course to correspond with academic courses. Coursework includes a clinical seminar led by one of the clinical faculty. Students receive at least 500 hours of clinical practice in their area of specialization during the course of study.

In the practicum, each student is assigned to a preceptor who is an expert practitioner. Preceptors are selected from clinical sites appropriate for students' learning needs in their area of specialization.

Criteria for being a Clinical Preceptor to the Graduate Student

- Be nationally certified in an area of advanced practice nursing appropriate to the goals of the graduate nursing program or be a board eligible/certified physician in an area appropriate to the focus of the student's area of study;
- Licensed to practice nursing in the state in which they are employed.
- Currently practicing in the area of specialization.
- Knowledge of the purpose and objectives of the graduate program in nursing and the specialization curriculum.

Role of the Clinical Preceptors

- Supervise clinical practice of students in clinical agencies.
- Provide regular feedback to students on their performance in the clinical area, and meet with faculty at least once per quarter.
- Apply theoretical concepts as presented in theory class to clinical practice.
- Demonstrate appropriate techniques, professional demeanor, and collaborative strategies in clinical practice, while serving as a role model for the student.
- Evaluate student's performance in clinical practice, and make recommendations to faculty in the specialization to facilitate the grading of the student.

Role of the Students

Students entering clinical must have successfully completed all pre requisite course work prior to entering into the clinical courses. Qualification to begin clinical courses will be determined by the program of study and approval of the course faculty/clinical advisor.

Graduate students are required to have an active state nursing license for the state in which they will be precepted. All students are required to have clearance by the Clinical placement office at Northeastern University. In addition, there may be site specific clearance needed. The clinical placement office will notify and assist students in adhering to these requirements.

Students are expected to meet with their designated preceptor prior to beginning the clinical component of the course to discuss hours of availability and negotiate with the preceptor a schedule which accommodates the personal schedule of the preceptor

At the initial meeting, the student will discuss requirements and expectations of the agency site and preceptor. The student should develop a plan with the preceptor for the notification process of an unplanned absence (e.g., in the case of illness) and review site specific policies and information (e.g., meals, parking).

- Identify, develop, and strive to achieve personal learning objectives for the clinical practicum.
- Sustain interactive communication with preceptor and faculty
- Submit a log of clinical experiences via Typhon
- Complete an evaluation of the clinical site and preceptor experience.

Guiding Principles for Clinical Preceptors

The preceptor's roles include those of coach, teacher, facilitator, resource person and evaluator. The preceptor:

- Serves as clinical expert, role model and direct supervisor of the graduate student.
- Meets with the student initially and throughout the experience to determine and periodically review goals and learning objectives.
- Plans assignments, projects and activities with the student to meet the objectives of the student and the program
- Provides opportunities for and supervision of direct patient care.
- Shares experiences, resources and knowledge.
- Gives feedback to the student about their progress and completes evaluation forms.
- Participates in site visits and conferences/telephone contacts with NEU faculty.
- Informs NEU faculty as soon as possible if problems with the placement or the student's performance arise.

Clinical Supervision by Faculty

- Prior to the start of the clinical rotation, faculty will provide preceptors with student / preceptor responsibilities, course description, student individual learning outcomes, student clinical outcomes, and content schedule of the course.
- During the clinical rotation, faculty will evaluate each student and meet at least once with every preceptor which may include, but is not limited to, site visits, email, and phone consultations with the preceptor.
- Clinical site and preceptor evaluations are to be completed by faculty and students and filed in the Site/Preceptor file by the end of every semester. The quality of clinical sites and preceptors will be reviewed on an annual basis.

- Faculty will guide students on a continual basis through the clinical practicum by utilizing clinical logs (TYPHON for graduate students), clinical seminars, and other assignments related to the clinical experience.
- Faculty will provide feedback to the student regarding progress during practicum experience on an on-going basis and will develop a plan with preceptor and student in situations where the student's clinical performance is unsatisfactory.
- Evaluation of student clinical performance is to be completed, documented by the end of every semester and filed with the student's clinical record.
- Clinical course faculty will assume responsibility for the student's final clinical performance grade.
- Clinical site visits are documented by course, semester, date, preceptor and site name, and evaluating faculty.

Resources for Preceptors

http://www.medscape.com/viewarticle/532189_2

<http://www.med.unc.edu/epic/>

<http://www.medscape.com/medline/abstract/21272834>

SAMPLE

APPENDIX A

January 14, 2014

Name of Practice Partner
Placement/Professional Development Manager
Healthcare Institution/ Hospital

Dear _____,

This note is to confirm that the following Northeastern University students are in compliance with all immunizations and evidences of such are maintained on file at Northeastern University. These students will be completing their clinical requirement for *Comprehensive Senior Practicum*.

STUDENTS NAMES:

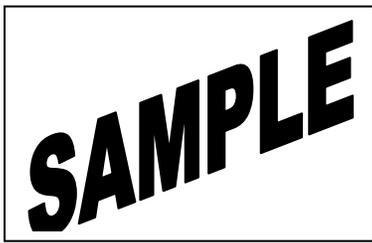
*Joe Moe
JD Herring
T. Mary*

Each student has a cleared CORI and is CPR certified.

Warm regards,



Maria Sorensen RN, BSN
Director of Clinical Operations
Northeastern University- Bouvé College of Health Sciences
School of Nursing
m.sorensen@neu.edu
Phone: 617.373.3247 | Fax: 671.373.8545



APPENDIX B

September 3, 2013

CONFIRMATION OF GRADUATE PLACEMENT ASSIGNMENT/S FOR GRADUATE NURSING
STUDENT ACADEMIC YEAR 2013-2014

STUDENT:

PRECEPTOR/S:

**Students will arrange the specific days and times for practicum experiences and will contact the preceptor directly.

The student has submitted all documentation to the School of Nursing regarding up-to-date health clearance, current CPR certification, active RN licensure, clear Criminal Background Check and current malpractice insurance.

Should you or your institution want copies of this documentation, ***please request the information directly from the student.***

To comply with the Massachusetts Board of Registration of Nurses requirements for schools of nursing, we must have a copy of each preceptor’s current resume and RN license number on file. Please forward a copy of both items to the Placement Office or hand it to the student and have the student bring it to the Placement Office. Please include any email contact we may use to contact you. Thank You.

Many thanks to the preceptors/contacts listed above for agreeing to precept an NU graduate nursing student.

One way the School of Nursing can thank you for your participation in our Graduate Nursing Education program is to help you obtain a tuition voucher for yourself or a staff member. It is your hard work and dedication to the field of nursing that has allowed us to continue to successfully educate NU Graduate nursing students. For every 400 precepted hours, you may receive up to four academic credits per course. Please send an e-mail to me to request a tuition voucher.

I will be ensuring that there is a current affiliation agreement between our organizations concerning graduate nursing student education.

Please contact me with any questions, and again, many thanks!

Maria Sorensen RN,BSN m.sorensen@neu.edu
Director of Clinical Operations | School of Nursing
Northeastern University | Bouvé College of Health Sciences
School of Nursing