We are pleased that you are considering being a clinical preceptor for one of our RN to BS/MS in Nursing students. The following material provides general information about the College of Nursing at Rutgers, The State University as well as specifics regarding the RN to BS/MS in Nursing Program. The role and responsibilities of the faculty and preceptor regarding evaluation of the student is explained.

As you may be aware, the Board of Nursing has recently adopted new regulations requiring continuing education for all nurses in the state of New Jersey. In accordance with N.J.A.C. 134:37-5.3 Continuing Education, *a registered professional nurse may obtain continuing education hours for acting as a preceptor for at least 100 hours as part of an organized preceptorship program: 10 hours for the period during which the registered professional nurse acts as a preceptor*. Should you agree to serve as a preceptor, documentation of your service will be provided to you.

Please feel free to contact me if you have questions. The College of Nursing values your services as a possible preceptor. We hope that you will find the materials contained here helpful in your decision to be a preceptor. If you decide to serve as preceptor, you will be asked to submit a copy of your resume with the required forms and signatures provided by the student. If you agree to serve, as a preceptor, a more detailed packet of information will be sent to you. I look forward to your participation.

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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 has demonstrated competencies related to the area of assigned clinical teaching responsibilities.

Appointment Agreement

Undergraduate preceptors are appointed for a semester for a specific course. Agreement forms are to be completed and on file in the College 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 College 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 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 in order 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.
Overview of the College of Nursing

Mission

The mission of Rutgers, The State University of New Jersey College of Nursing is to educate students, advance the discipline of nursing through research, provide service that is responsive to the healthcare needs of the public, and demonstrate local, national and international leadership for the profession.

College of Nursing Philosophy

The philosophy of Rutgers College of Nursing reflects the beliefs of the faculty and gives direction to the curricula of the baccalaureate, the master's, and the doctoral nursing programs, as well as to the continuing education and educational opportunity programs. The College philosophy and goals are consistent with its mission statement. The faculty has a set of beliefs regarding the metaparadigm concepts of the discipline: humans, the environment, health, and nursing. These beliefs, as well as those regarding the learning process, provide the foundation for the organizing framework of the undergraduate curriculum.

The Rutgers College of Nursing baccalaureate graduate is prepared to:

1. Think critically, synthesizing theory and research-based knowledge from nursing, the humanities, and socio-cultural and bio-behavioral sciences to understand self, others, and societies as the basis for professional nursing practice.

2. Communicate effectively in a variety of written, verbal, and electronic formats with clients, peers, and health care professionals.

3. Implement the nursing practice roles of provider of care, care manager/coordinator, and member of the nursing profession to promote quality health care.

4. Analyze, interpret, and utilize health data and research findings for nursing practice.

5. Make decisions and take action using personal and professional values that incorporate ethical principles and the law and that respects diverse values and beliefs.

6. Provide culturally sensitive nursing care that demonstrates knowledge and respect for variation among diverse population groups.

7. Apply relevant knowledge regarding, social, public health, political, ethical, economic, and historical issues to the analysis of societal, professional, and health care service issues.

8. Pursue advanced nursing education.
Overview of the RN to BS/MS in Nursing Program

The College of Nursing offers registered nurses the opportunity to obtain a Bachelor of Science degree with a master's degree option in order to accelerate professional development. The master's degree option enables registered nurses to become advanced practice nurses with greater ease.

- With the master's degree option, graduate courses can be taken while completing the baccalaureate degree.
- RN-BS students with a 3.0 grade point average can earn up to 12 credits of graduate courses to meet baccalaureate degree requirements.

The program is an online program, with daytime hours required for practicum experiences.

The Practicum for Community Health Promotion

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 preceptors during the 14 week rotation. The clinical preceptor 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.

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. Students spend fourteen weeks in the community health setting for clinical experiences. Students will meet for group seminars/conference every week, as planned with the course faculty. Course faculty will observe students in the clinical settings and meet as necessary with the clinical preceptor. Preceptors will contribute to student clinical evaluation.

The Practicum for Leadership & Management

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 students have had in the past:
• 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 and time management)
• Attending Quality/Process Improvement meetings (quality improvement)
• Spending a day with a case manager (resource utilization, clinical care coordinate
• Meeting with the nurse recruiter/HR personnel (interviewing)
• Meeting with the chaplain/ethics coordinator (clinical ethics)
• Meeting with the risk manager (quality improvement and risk management)
• Meeting with the nursing informatics coordinator (clinical information system
• Attending interdisciplinary team meetings (clinical problem solving and communication)
• Attending project/JCAHO planning meetings (planning and project management)

During their rotations, 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. Clinical faculty may also, at their discretion, direct special learning activities for the students, as needed, in lieu of agency experience. 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.

The preceptor to whom the student is assigned serves as a facilitator, coordinating activities to assure that the student meets defined objectives. Portions of this experience may be delegated as appropriate.