 Purpose
The purpose of this manual is to orient Preceptors in helping students develop the critical skills and attitudes necessary for success for the BYU-Idaho Nursing student and in the profession of nursing.

Support
A BYU-Idaho instructor will be the resource for both Preceptor and Student and may visit during a preceptor shift or be on call to answer questions or help or solve problems for the student or preceptor. The preceptor or student should not hesitate to call if there are any problems or questions. Specific instructor contact information will be provided to both student and preceptor.

Philosophy
A Preceptorship is an immersion experience and part of the course requirements in RN to BSN Nursing Program. The preceptor is an experienced guide, trainer, mentor, tutor, teacher, and advocate. In general, precepting occurs when a less experienced person learns skills by observing, working with, and relating to a more experienced person. The preceptor assumes some of the responsibility for promoting the growth and professional development of the student nurse.

Much may be gained from a student-preceptor relationship. For the student nurse it provides an opportunity to refine the knowledge, skills and attitudes of a professional nurse while working with the preceptor. The student will identify career direction, develop organization and nursing skills, and improve self-confidence.

The preceptor is an experienced Registered Nurse who assists the student nurse in improving organization, clinical skills and judgments. The preceptor instills understanding of routines, policies, and procedures of the agency. The Preceptor must have an educational level equal to the one sought by the student nurse. Minimum professional requirement is the preceptor must have earned a Bachelor’s Degree in Nursing and have a current, unencumbered license.

Preceptor-Student Relationship: Student factors
There are at least three factors that seem to make a difference in student-preceptor relationships. The preceptor’s awareness of these factors will increase the probability of creating a positive preceptor-student relationship and include:

1) Past experiences: If a student has been influenced by authority figures then he or she may tend to bond with authority figures.
2) Learning style: Students learn differently. One student may require more repetition and supervision, while another may require seeing or hearing something once in order to proceed.
3) Stages of learning and experience: Students may be at different levels of mastery in specific skills, attitudes or behaviors and require varying amounts of instruction and direction.

Benefits of Preceptored Experiences:
Preceptors report that preceptoring experiences provide opportunities to sharpen their own clinical skills, increase personal and professional satisfaction, and feeling a general satisfaction in having influence on the growth and development of the student. Students indicate they learn to view the patient situation more holistically because of the continuity of the work schedule, because of the role modeling of the preceptor and that their time is well spent. They further state, the one-on-one relationship with the preceptor is critical to their professional development, that they feel better prepared for clinical practice, and believe they are more likely to secure employment because of the preceptorship.

BSN Preceptorship Goals (Advanced Student)
For the student, purposes of the preceptorship program include:

- facilitating transition into advanced nursing roles
- increasing employability of each student
- providing on-the-job experience
- improving self confidence
- improving clinical competence and effective clinical decision making
- increasing ability to function in advancing nursing roles

With preceptor guidance, the student will:

- improve advanced clinical competencies
- plan and provide care in a safe, proficient manner
- demonstrate ability to interface with various members of the healthcare team
- identify and implement the advanced nursing role
- utilize appropriate resources to fulfill the advanced nursing role
- discuss professional issues in nursing
- differentiate various nursing roles and functions
Stages of the Preceptor Experience

Phase I       Introduction-Getting Organized

1. Communication between preceptor and the student (in person or by phone or email)
   A. Occurs before shifts begin.
   B. Verify schedules.
   C. Exchange or confirm contact information.
   D. Clarify goals and expectations.

Phase II      Clinical Experience Begins: Student Orientation (Typically days 1 & 2)

1. The preceptor works closely with the student during this time.
2. The student is dependent upon the preceptor for learning, understanding and implementing agency policies.
3. The preceptor will demonstrate nursing practice and observe student performance.
4. The preceptor and the student gain confidence in the student’s ability to provide safe patient care.
5. The student progresses from working directly with the preceptor to assuming part of the preceptor’s patient assignment in the next phase.
6. The student and preceptor reflect and report on goals. (Initial Review)

Phase III     Clinical Experience: Increased Independence

1. Trust increases between the preceptor and the student.
2. The preceptor encourages appropriate independence.
3. The preceptor continues to act as a role model and advisor.
4. A collegial relationship develops wherein the student and preceptor set patient goals together.
5. The preceptor guides the student in decision making.
6. The preceptor increases the student’s assignment as the student progresses in organizational and nursing care skills.
7. The student and preceptor reflect and report on goals. (Interim review)

Phase IV      Summation and Feedback

1. The student and preceptor reflect and report on goals. (Final report)
   A. A verbal evaluation is conducted.
   B. Final written evaluations are completed:
      1. Preceptor will complete and submit to the Supervising Instructor:
         1. Evaluation of the preceptorship.
         2. Final evaluation of the student.
2. Student will complete and submit to the Supervising Instructor:  
   1. Evaluation of the Preceptorship.  
   2. Evaluations of the Preceptor.

**Role of Preceptor**

**I. Planning**

Before the preceptorship begins, the preceptor will:

1. Review the preceptor orientation manual.
2. Attend preceptor orientation when offered and as applicable.
3. Review students' learning/practice objectives with the student.
4. Communicate with the student to plan the student’s clinical schedule.
5. Notify the respective unit of the student’s schedule.
6. Communicate with the supervising instructor advisor to clarify and plan for the preceptorship experience.

**II. Implementation**

During the preceptorship the preceptor will:

1. Identify self to the student.
2. Maintain a collegial relationship with the student.
3. Provide direct supervision of the student during the clinical experience.
4. Meet with the student to
   1. Review student learning goals,
   2. Design daily patient assignments and learning experiences to achieve stated outcomes.
5. Facilitate student learning by providing learning experiences and giving support and guidance.
6. Exemplify the behaviors and attitudes of the professional nurse.
7. Demonstrate responsibility for own nursing practice and perform nursing care within the prescribed standards and ethics of the profession. "Best practices"
8. Assist the student in developing the skills of clinical thinking, communication, and technical application.
9. Help the student develop a working relationship with other members of the health care team.
10. Demonstrate a non-judgmental attitude.
11. Identify student behavior concerns. Discuss these with the student and supervising instructor.
12. Evaluate by identifying strengths and areas of competence in student performance and discuss with student.
13. Maintain confidentiality concerning student performance
14. Provide feedback information on the preceptorship program.

**III. Evaluation (Interim and Final)**

During and at the conclusion of the preceptorship program the preceptor will:

1. Give immediate constructive feedback to the student when the learning situation requires stating specifically what behaviors have been done correctly and where improvement is needed.
2. Provide immediate feedback of student performance to supervising instructor.
3. Complete a final evaluation utilizing the Preceptor Evaluation of Intermediate (for ASN student) or advanced (for RN-BSN student) Form and submit to faculty.
4. Meet with BYU-I instructor to discuss student performance and progression as needed.
5. Assist the student to evaluate own performance.
6. Share evaluations with the student and instructor.
7. Complete and submit the Preceptor Evaluation of Preceptorship Form.
8. Submit all completed evaluations to instructor.
Role of the Student

I. Planning
Before the preceptorship begins, the student will:

1. Identify personal learning needs.
2. Develop written Preceptorship Goals that reflect program outcomes and are realistic and measurable on the Preceptorship Plan.
3. Review goals with the supervising instructor.
4. Contact the preceptor and discuss goals.
5. Plan the clinical schedule in consultation with preceptor.

II. Implementation
During the preceptorship the student will:

1. Identify self to the preceptor.
2. Establish a collegial relationship with the preceptor.
3. Be prepared for each clinical experience including short term (shift) goals that help accomplish course outcomes and personal preceptorship goals.
4. Work with and under the direct supervision of the preceptor.
5. Demonstrate initiative in meeting learning goals.
6. Provide Best-Practice patient care congruent with level of training and seek help from preceptor as needed.
7. Be receptive to teaching and seek learning experiences.
8. Seek help from the preceptor appropriately as needed.
9. Identify problems with preceptor/student roles.
10. Communicate concerns to the preceptor and/or instructor.
11. Identify strengths and positive characteristics of preceptor in evaluation.
12. Provide feedback information on the preceptorship program to the BYU-Idaho nursing faculty.
13. Complete and submit all evaluations forms to instructor.
14. Document appropriately according to agency policy.
15. Maintain journal which reflects highlights and important learning experiences.
16. Notify supervising instructor advisor in advance of any need to make changes in the clinical schedule.

III. Evaluation (Interim and Final)
During and at the end of the preceptorship the student will:

1. Participate in an evaluation process including evaluating progress toward goals and incorporating the Preceptor Evaluation.
2. Complete daily log, scope of practice and other assignments.
4. Evaluate the preceptor and preceptorship program.
5. Discuss final evaluation with supervising instructor.

Scope of Practice
Students may perform skills identified within their *Scope of Practice* booklet. As opportunities for skills outside the Scope of Practice arise, the student may observe skill completion by the preceptor or other licensed registered nurse.
Role of the Instructor

I. Planning
Before the preceptorship begins, the supervising instructor will:
1. Assist the BYU-Idaho Point-of-Contact Instructor in selection of preceptors and in placement of students.
2. Review program outcomes with the student.
3. Assist the student in designing preceptorship learning outcomes that reflect program outcomes and are realistic and measurable.
4. Review the Preceptorship Plan with the student.
5. Communicate with individual preceptors to clarify learning outcomes and plan for the preceptorship experience through email, phone or meeting.
6. Provide preceptor access and orientation to Preceptor Manual.
7. BYU-Idaho will participate in preceptor orientation classes for local agencies as requested.

II. Implementation
During the preceptorship the supervising instructor will:
1. Administer the preceptorship program.
2. Maintain open communication with the student and preceptor.
3. Review and provide feedback concerning the student’s reflections, scope of practice, and assignments.
4. Be available for consultation when questions and/or problems arise.
5. Serve as a resource for the preceptor by:
   • Providing continuing support and encouragement.
   • Being available by phone at all times student is in facility.
   • Assisting in identifying student strengths and weaknesses.
   • Helping develop the preceptor role.
6. Serve as resource for the student by:
   • Providing continuing support and encouragement.
   • Helping identify learning experiences.
   • Assisting student in developing rapport with the preceptor.
   • Responding to problems and questions.

III. Evaluation
During and at the conclusion of the preceptorship the supervising instructor will:
1. Review the Preceptor Assessments and provide constructive responses.
2. Review the Final Preceptor Evaluation Form and provide constructive responses.
3. Evaluate all projects and evaluations and calculate final clinical grade that summarizes the student’s performance.
4. Monitor and evaluate student learning through two visits and frequent telephone contacts.
5. Incorporate input of preceptor in all evaluations and in determination of final grade.
6. Review both student and preceptor evaluations of the learning experience.
7. Monitor the educational quality of the preceptorship program and modify the learning experience as indicated.
8. Provide the cooperating agency with copies of student evaluations of the preceptor, the agency, and the preceptorship program as indicated.
10. Complete final clinical evaluation with the student.
RN-BSN Program Preceptor Evaluation of Preceptorship

Preceptor Name: ________________________________________________________________

Facility: ________________________________________________________________

Student Name: ________________________________________________________________

Felt adequate support from supervising instructor liaison during the preceptorship experience.
☐ Very Satisfied ☐ Satisfied ☐ Neutral ☐ Dissatisfied ☐ Very Dissatisfied

Reasonable amount of time taken to complete the paperwork requirements and preceptor expectations.
☐ Very Satisfied ☐ Satisfied ☐ Neutral ☐ Dissatisfied ☐ Very Dissatisfied

Your recommendation to improve the experience in the future:

Most positive aspects of the experience were:

The least positive aspects of the experience were: