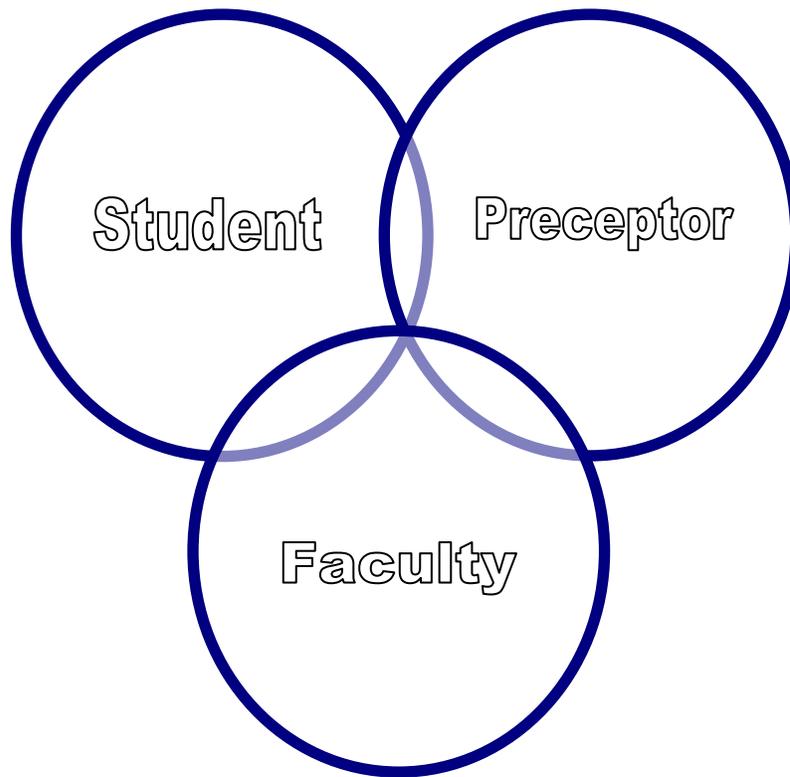




BYRDINE F.
LEWIS COLLEGE
OF NURSING AND
HEALTH PROFESSIONS



PRECEPTOR MANUAL
MASTER'S PROGRAM

(Approved MPC 09/16/2013)
Revised 09 21 2020

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INTRODUCTION

Welcome! We are pleased to introduce the Byrdine F. Lewis School of Nursing. Over the years, the goal of the School of Nursing (SON) has remained consistent: to graduate nurses who are strongly committed to improving patient care. This goal has been reached through:

Educating nurse clinicians, practitioners, scholars, leaders and researchers
Developing health-related community partnerships and
Engaging in nursing scholarship, education and research.

The master's program is designed to prepare graduates to assume a variety of advanced practice roles. The program focuses on the preparation of experts in nursing with advanced competencies and emphasizes excellence in practice, critical thinking, inquiry, leadership, self-awareness and empowerment. The SON offers several areas of specialty leading to the Master of Science with a major in nursing and a concentration in one of the following:

- Adult Gerontology Primary Care Nurse Practitioner
- Pediatric Primary Care Nurse Practitioner
- Family Nurse Practitioner
- Psychiatric Mental Health Nurse Practitioner
- Acute Care Nurse Practitioner (Post master's certificate only)

The primary purpose of this manual is to provide valuable information for our preceptors used by the SON in collaborative teaching/learning activities (clinical, residency, etc.).

Mailing Address:
P.O. Box 4019
Atlanta, GA 30302-4019

Phone 404-413-1200
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SAMPLE CONFIRMATION EMAIL

[Insert student name], a graduate student in the Georgia State University School of Nursing, has advised that you agree to precept them for the *[insert semester]*. Clinicals start August 26th and must be completed by December 7th. The course and clinical objectives for this class are attached for your review.

[Insert student's name] e-mail address is *[insert student's e-mail address]* and she/he will contact you to coordinate her/his schedule and complete any credentialing steps the practice requires.

Your practice has a valid affiliation agreement. or

An affiliation agreement for your practice will be sent to you shortly for review and signature. The signed agreement must be received by the school before the student is allowed to start their rotation.

As a reminder, the Statewide AHEC Network Program office has a Preceptor Tax Incentive Program. Rotation data is submitted into the PTIP database from partnering Universities, each year. To find out more about the program and to register click the link <http://www.augusta.edu/ahec/ptip/>.

Please don't miss out on this opportunity to receive a tax credit on your Georgia income tax return. The deadline to register is December 31 for rotations occurring in the current calendar year.

Thank you and your practice for your willingness to help our student further their education and career.

Please confirm receipt of this e-mail and do not hesitate to contact me if you have any questions.

Lisa Y. Williams
Clinical and Residency Placement Coordinator
Master's Program
Byrdine F. Lewis College of Nursing and Health Professions
Georgia State University
lwilliams106@gsu.edu

PRECEPTOR SELECTION CRITERIA PROCESS

The leadership, clinical nurse specialist (CNS), and nurse practitioner (NP) tracks maintain a list of preceptors and clinical sites that meet the SON criteria. Preceptors may be a medical doctor (MD), doctor of osteopathy (DO), nurse practitioner (NP), nurse midwife (CNM), physician assistant (PA) practicing in collaboration with a MD or DO, clinical nurse specialist (CNS), or registered nurse who is prepared for roles in informatics and/or administration. The preceptor characterizes the role for which students are preparing and/or possesses the specialty skills and knowledge in health care delivery required to supervise students and to act as a role model.

Clinical site and preceptor selection is a collaborative effort between the clinical site coordinator, course administrator or faculty member, and the student. The process may include any of the following:

- Makes lists of possible preceptors available from which students select, independently initiate contact, and finalize clinical experience arrangements.
- Suggests certain preceptors for students. The student and the faculty member determine who will make clinical experience arrangements.
- Assigns preceptors to students and the student makes the clinical experience arrangements.
- Assigns preceptors to students and the faculty member makes the clinical experience arrangements.
- Students may have the option of identifying preceptors who meet SNHP criteria and who are employed in institutions with which the SNHP have a current contract.
- As a general rule, the placement site will be different from the student's employing organization.

Criteria for preceptor selection are formalized by the clinical site coordinator, course administrator, and clinical faculty. Criteria are in accordance with 2012 *Criteria for Evaluation of Nurse Practitioner Programs [National Task Force on Quality Nurse Practitioner Education]* and *Criteria for the 2011 Evaluation of Clinical Nurse Specialist Master's, Practice Doctorate, and Post-Graduate Certificate Educational Programs*. Selection is based on the following:

- Preceptors being able to support students in meeting clinical and course learning objectives and outcomes.
- All preceptors are authorized by the appropriate state licensing entity to practice his/her population-focused and/or specialty area.
- All preceptors are educationally prepared in his/her area(s) of supervisory responsibility.
- Newly prepared preceptors should have at least one year of clinical

experience in the population-focused practice area and role prior to providing clinical supervision.

ROLES AND RESPONSIBILITIES OF PARTICIPANTS

1. Course Administrator (CA) Role

All courses in the SON master's program are assigned a course administrator (CA). The course administrator coordinates and provides oversight of all didactic and clinical activities of a course.

A. Course Administrator Responsibilities:

- Provides course orientation for students and clinical faculty
- Ensures preceptor orientation
- Ensures assigned part-time faculty orientation
- Serves as a resource for clinical faculty, preceptors, and students for problem solving, evaluation, and/or any other issues that may arise during the clinical rotation
- Collects clinical evaluation documents from clinical faculty, students, and preceptors
- Sends thank you letters to preceptors expressing appreciation and documenting the total number precepted hours

2. Preceptor Role

The preceptor, acting as a role model and clinical expert, supervises no more than two students in the clinical setting. In addition to being responsible for client care, the preceptor assumes the added role of instructor. The preceptor guides and evaluates the student preceptee in the practice setting in meeting objectives set jointly by the student, faculty, and/or preceptor.

A. Preceptor Responsibilities:

- Meets with student preceptee and assists with setting individualized student objectives
- Ensures student orientation to the practice setting, including appropriate policies and procedures required by the agency
- Engages the student in one-to-one teaching/learning activities in the practice setting
- Ensures the quality of care for selected clients cared for by the student preceptee
- Requests a three-way conference between self, preceptee, and clinical faculty liaison whenever needed for problem solving or clarification
- Provides the student preceptee with ongoing evaluative feedback (written and oral) related to their clinical performance

- Completes *Preceptor Information Form* (see Appendix A) and returns along with resume or CV to the SON

3. Clinical Faculty Role

Faculty retains ultimate responsibility for evaluation, student performance, and the quality of the study experience.

A. Clinical Faculty Responsibilities:

- Contacts the preceptor to answer any questions
- Meets with student preceptee and assists with setting individualized student objectives
- Visits student preceptee in practice setting as needed throughout the semester
- Assists preceptor with evaluation process as needed
- Assists student in problem solving in the practice setting as needed.
- Reviews and provides feedback regarding patient/client entries, logs, clinical hours, and journals (i.e., NP students via student tracking system)
- Arranges a three-way conference with self, preceptor, and student preceptee whenever needed for problem solving or clarification
- Provides the student preceptee with ongoing evaluative feedback (written and oral) related to their clinical performance
- Ensures completion of all clinical evaluation and participation forms

4. Student Role

A. Responsibilities:

- Confirms specific clinical site, preceptor, and personal contact information
- Arranges clinical dates and times with preceptor
- Provides preceptor with personal contact information
- Contacts clinical faculty for questions arising during course of preceptorship
- Participates in one-to-one teaching/learning activity in the practice setting under the guidance of the preceptor
- Sets individualized student objectives for clinical experiences
- Completes all student tracking activities, to include patient/client entry logs, journals, and hours
- Arranges a three-way conference between self, preceptor and clinical faculty when needed for problem solving or clarification
- Seeks ongoing evaluative feedback from the preceptor related to clinical performance
- Completes clinical evaluation forms
- Completes a course evaluation on PAWS/GoSolar
- Submits clinical documents to clinical faculty or CA at completion of clinic hours requirements

APPENDIX A - Preceptor Information Form

***Note: Please Attach Preceptor Resume
or CV***

Date: _____ Name (please
print): _____
Credentials: _____ Position Title: _____

AGENCY AFFILIATION, NAME AND ADDRESS

Street address City State Zip Code
Telephone No.: _____
Fax No.: _____
E-Mail Address: _____

Types of patients seen at your clinical site: *(Circle all that apply):*

Pediatric Adolescent Women (age 18 & up) Men (age 18 & up)

EDUCATION:

Nursing Degree *(Circle all that apply):*

BSN MSN Masters (non-Nursing) - Specify:
PhD (Nursing) DNP PhD (non-Nursing) - Specify:
CNS - Specialty: NP - Specialty:

License No: _____ State: _____ Expiration Date: _____

Physician *(Circle all that apply):*

M.D. D.O. Physician's Assistant
Certificate: License Degree

I agree to function as a clinical/residency preceptor for the School of Nursing at Georgia State University. I have reviewed the SON Preceptor Manual and accept the role and function as a preceptor.

Signature: _____

***Form, along with Resume or CV, may be returned to williams106@gsu.edu
or faxed to Lisa Y. Williams at 404-413-1205.
You may also return via student or clinical faculty.***

APPENDIX B – Georgia State University & School of Nursing Policies

Emergency Preparedness

During an emergency situation in a clinical setting, students are expected to function as directed by agency administration under the supervision of the student's clinical faculty or preceptor.

Clinical Dress Code

- Students should always dress in a neat and professional manner. A GSU name tag identifying the student as a registered nurse and as a GSU graduate student must be worn at all times. Official nursing pins and pins from professional organizations may be worn.
- Lab coats should be worn. They should be at least hip-length and no longer than knee length. Scrub jackets should not be worn. Lab coats should not have embroidery or patches that identify other agencies.
- Clothing should be neat, clean and non-wrinkled. Clothing made of denim, or any that exposes the student's shoulders, midriff or toes is not acceptable. Shorts and walking shorts are not allowed. Women's skirts should be knee length or longer. Men may wear shirts without ties as long as the shirts have button neck openings.
- Undergarments should not be clearly visible either outside the clothing or through the clothing.
- Shoes should be low heeled and cover the student's toes. Sneakers and sandals are not acceptable.
- Hair styles should be professional and should not interfere with providing safe patient care. Extreme hair colors should be avoided while in clinical courses.
- Fingernails should be neat and cut short enough to assure safe patient care. Artificial nails, nail tips and polish are not to be worn.
- Watches with a second hand are required.
- With respect to jewelry: two or fewer plain stud or post earrings may be worn in the lower part of each ear. No other visible body piercing jewelry may be worn. Each student may wear up to a total of two finger rings, but these must not interfere with safe patient care. Necklaces and bracelets may not be visible.
- Strongly scented personal hygiene items and perfume may not be worn.
- Chewing of gum is not permitted.
- All students must adhere to the smoking policies of their clinical agencies. In addition, if the student is a smoker, they must be aware of the need to reduce the smell of smoke on his/her clothing and person to a minimum. Smokeless tobacco products are prohibited.
- Body art tattoos or other body art must not be visible.
- If at any time the clinical agency dress code is more restrictive than that

delineated in this policy, the student is required to adhere to the clinical agency policy.

Students are to conform to the dress code for all clinical practica. Students participating in residency practica must adhere to this dress code policy with an exception to number 2 in cases where lab coat attire is not required or appropriate.

Professional Confidentiality

The protection of patient information is the crux of professional ethics in health care, and it is critical that patient information be protected in educational situations. With the increased use of technology (for example, in online courses where classes are often recorded, and with the widespread use of cell phones, PDAs and other electronic devices for photography and audio recording), it is especially important to maintain awareness of confidentiality issues.

It is important to note that class discussions are for educational purposes only. All information shared is for the purpose of enhancing learning and must not be disseminated outside the learning environment. For example, the use of case studies (both fiction and non-fiction) is a traditional part of the educational process, and it is natural to want to share clinical experiences with peers. However, individual rights to privacy must be maintained by all clinicians. For students, as well as other clinicians, all HIPAA regulations apply. You may visit the U.S. Department of Health and Human Service web site for more information at <http://www.hhs.gov/ocr/privacy/>

To summarize: In all settings-virtual or actual classrooms, lab experiences, and online discussion boards-no names of persons or places encountered during clinical or residency experiences should be mentioned. No reference to actual patient(s), provider(s), clinical facility names, or other unique identifying information can be made in written or verbal form. Students and faculty are to use pseudonyms when discussing clinical situations. No photography of any kind may be taken in the clinical or residency setting.

Professional Behavior and Accountability

It is the policy of the SON to create and maintain a teaching/learning environment conducive to the sharing of information, exploration of new knowledge and current problems, as well as the open expression of ideas, while demonstrating respect for the dignity and worth of all individuals involved in the teaching/learning process.

Students are encouraged to refrain from any and all kinds of behaviors constituting disorderly, disruptive, or obstructive actions which interfere with the teaching/learning process. Students who violate this policy will be subject to disciplinary procedures by the SON and GSU.

This policy is consistent with the University policy on Disruptive Behavior as it appears

in the GSU catalog: Disruptive Behavior Policy GSU.

Professional behavior and accountability are an overriding requirement for passing any graduate course. The programs in the SON reserve the right to require the withdrawal of any student, who, in the opinion of the faculty, does not maintain the standards of clinical performance or conduct. Failure to adhere to professional behavior or professional accountability will result in a course(s) grade of “F” (failure).

Electronic Equipment Policy

All electronic equipment should be on silent during class and clinical experiences. Students may have access to their cell phones at all times except during exams. Students are expected to refrain from using cell phones in the classroom or at clinical sites except in the event of a family emergency or disaster alert notification from the University. In the clinical setting, facility policy must be followed at all times.

Use of any photographic equipment (including cell phones) is prohibited in class and at clinical sites except with faculty approval and written permission of subjects.