**Appendix A**

**Preceptor Information Packet**



**Preceptor Qualifications**

Michigan Board of Nursing Qualifications

(Reference: State of Michigan Board of Nursing Rule 338.10305c, Eff. March 2018)

* Each preceptor shall be approved by the faculty of the program of nursing

education.

* Each preceptor shall meet either of the following education and experience

requirements:

1. Be educated at the same or higher level as the academic program in which the student is enrolled, have demonstrated competencies that are appropriate for the student’s learning experience, and have a minimum 1 year of clinical nursing experience and supervisor recommendation.
2. Have a minimum of an associate’s degree or diploma in nursing, demonstrated competencies that are appropriate for the student’s learning experience, and a minimum of 1 year of clinical nursing experience and supervisor recommendation.

* Each preceptor shall hold an unencumbered license in the state where the clinical experience occurs.

Professional Qualifications

* Have a vested interest in teaching nursing students
* A willingness to devote time and energy to assist the student in meeting clinical objectives
* Possess a thorough knowledge of the clinical site/agency
* Meet with faculty and students to provide feedback and evaluation
* Be a mentor and role model, adhering to all agency policies and procedures
* Be respectful of all peers, students, and faculty

**Roles and Responsibilities**

Preceptor

The preceptor guides the student into the role of professional practice. As a preceptor, you will teach, mentor and role model. The faculty values your service as a preceptor and welcomes your recommendations for making the preceptor role more effective and satisfying.

* Facilitate the learning experience of the student according to course objectives
* Provides ongoing feedback and evaluation (midterm and final) to the student and faculty member
* Provide direct supervision during all medication administration (you must be present with the student, they cannot pass medications alone)
* Provide direct supervision during any patient procedures
* Orient the student to the pertinent policies and procedures of the agency/organization
* Adhere to all McAuley School of Nursing Undergraduate Handbook guidelines
* Respect and follow all agency policies and procedures

Faculty

* Provide course and program outcomes to the preceptor
* Maintain authority and responsibility of the student’s learning experience
* Confer routinely with preceptor
* If not physically present, be immediately available when students are engaged with preceptors via telephone or other form of telecommunication
* SDO Immersion course faculty must be present on the unit at all times
* Traditional Preceptorship rotation faculty must make routine visits and additional as necessary throughout the rotation
* Adhere to all McAuley School of Nursing Undergraduate Handbook guidelines
* Respect and follow all agency policies and procedures

Student

* Adhere to all McAuley School of Nursing Undergraduate Handbook guidelines
* Respect and follow all agency policies and procedures
* Complete all necessary hours required of the clinical rotation

*Undergraduate Nursing Handbook:* https://www.udmercy.edu/academics/catalog/undergraduate2018-2020/colleges/chp-mson/pdf/MSON%20UG%20Student%20Handbook%202017-2018\_Rev07.31.17\_Final.pdf

**McAuley School of Nursing Program Outcomes**

1. Provide compassionate care with a commitment to social justice.

2. Evaluate culturally sensitive person-centered care practices in health promotion, risk reduction, disease prevention and illness management for the health of people across the lifespan.

3. Manage the delivery of person centered care through effective delegation, prioritization and leadership practices.

4. Use transparent person centered nursing interventions in assessing the client’s environment, prioritizing care, and following established healthcare (institution/agency) policies and procedures.

5. Use quality improvement models to analyze health care delivery systems and policies that affect the health or people.

6. Implement knowledge driven actions in professional nursing practice derived from a variety of theoretical perspectives.

**Course Objectives NUR 4650 (Traditional Program)**

The focus of the clinical immersion course is to facilitate the transition of the student into a professional baccalaureate- nursing role within an interdisciplinary, population-based model of care. Concepts of prioritization, delegation, leadership, teamwork and collaboration are demonstrated in the delivery of people centered care in an acute care setting under the guidance of a registered nurse.

1. Provide compassionate care with a commitment to social justice.
2. Evaluate person centered care practices in health promotion, risk reduction, disease prevention, and illness management.
3. Manage the delivery of person centered care through effective delegation, prioritization, and leadership practices.
4. Use transparent person centered nursing interventions in assessing the client’s environment, prioritizing care, and following established health care (institution/agency) policies and procedures.
5. Use quality improvement models when delivering care to people.
6. Implement knowledge driven actions derived from multiple theoretical perspectives to provide holistic nursing care to persons.

**Course Objectives NUR 4701 (SDO Program)**

The focus of the clinical immersion course is to facilitate the transition of the student into a professional baccalaureate-nursing role within an interdisciplinary, population-based model of care. Concepts of prioritization, delegation, leadership, teamwork and collaboration are demonstrated in the delivery of people centered care in an acute care setting under the guidance of a registered nurse.

1. Provide compassionate care with a commitment to social justice.
2. Evaluate person centered care practices in health.promotion, risk reduction, disease prevention and illness management.
3. Manage the delivery of person centered care through effective delegation, prioritization and leadership practices.
4. Assume personal accountability in providing care for people.
5. Use quality improvement models when delivering care to people.
6. Implement knowledge driven actions derived from multiple theoretical perspectives to provide holistic nursing care to persons.

**Additional Preceptor Education Resources:**

Michigan Center for Nursing

Available at <https://michigancenterfornursing.org/education/preceptor-about>

The Nurse Preceptor Toolkit is designed to give preceptors the necessary skills to assist newly graduated nurses in transitioning from the student role into safe, competent professional nursing practice.

These materials are based on adult learning theory, have been piloted, critically reviewed and refined. The eight modules range from goal setting and critical thinking to workplace socialization and conflict resolution.

The complete program provides essential preceptor knowledge and skills. The Michigan Center for Nursing is pleased to provide these resources to organizations that share the vision of a quality nursing workforce.

These resources are provided free of charge. Permission is not required to utilize the kits and are provided compliments of the Health Alliance of MidAmerica, L.L.C.

(Source: <https://michigancenterfornursing.org/education/preceptor-about>)

National Council State Boards of Nursing

Available at: <https://learningext.com/new-nurses/p/preceptor>

Self paced CEU course provides 2.0 contact hours, $30.00 fee.

**Acknowledgement Form**

*To be signed by all preceptors and returned to course Clinical Education Manager.*

I acknowledge receipt of education and training pertaining to the roles and responsibilities of being a preceptor for the University of Detroit Mercy. I am aware of all course objectives and expectations and meet the stated qualifications of the position.

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