

# Preceptor Handbook



University of Detroit Mercy

McAuley School of Nursing

Nursing & Healthcare Leadership and Clinical Nurse Leader Nursing Graduate  
Programs (MSN/DNP)

2022-2023

# PRECEPTOR HANDBOOK

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## Preceptor Qualifications

The Preceptor guides the student into the real world of advanced practice and allows the student to try new skills, gain confidence and validation. As a preceptor you will teach, coach, and role model for the student.

### Preceptors will:

1. Have an advanced degree in nursing (Masters prepared).
2. Have an interest in working with nursing graduate students.
3. Be willing to devote the time to assist the student in meeting their clinical objectives.
4. Possess a thorough knowledge of the specific clinical site/agency/role.
5. Provide constructive feedback/assistance to student(s).
6. Meet with faculty and student at agreed upon times for feedback and evaluation.
7. Be willing to role model and act as clinical resource.
8. Maintain current knowledge base in clinical field of expertise.
9. Provides access to information and people.
10. Be respected by peers.

## The Preceptor Role

### The Preceptor: Crucial in Preparing Advanced Practice Nurses:

The preceptor guides the student into the real world of advanced practice and nursing leadership and allows the student to try new skills, gain confidence and validation. As a preceptor, you will teach, coach and role model. The faculty values your service as a preceptor and welcomes your recommendations for making the preceptor role more effective and satisfying.

### Issues in Precepting:

Some issues arise in precepting and defy easy answers. These issues recur in different forms with different students and different practice situations. When you face such issues, consult with the faculty member for advice about some of the approaches that have proven effective in the past.

- Time constraint. Time management becomes a problem when adding precepting responsibilities to your responsibilities in a busy practice. What can you do differently, later, not at all, or delegate in order to make time for precepting? Another time factor is the limitation of the hours and weeks of the student's scheduled experience. Maximizing the time with realistic expectations requires planning and continuing assessment of progress.
- Balancing the multiple, and sometimes competing, expectations of patients, agency, student, faculty and own professional and personal needs. Maintaining an acceptable balance requires keeping current with all parties and negotiating.
- Recognition. Faculty are concerned about expressing appreciation and reaffirming the great value of preceptors. Unfortunately, commensurate financial rewards are simply

not available in the academic environment. The faculty will entertain your suggestions about meaningful, feasible rewards for your valued precepting services.

Benefits of Precepting:

1. The educational challenge of facilitating student learning in your area of expertise.
2. The satisfaction of providing a professional nursing role model to graduate level students in your field / setting.
3. Enhancement of the recruitment of MSN/DNP prepared registered nurses who have already initiated a working relationship with you and your organization.  
This could contribute to employment longevity and decrease orientation needs of a new employee.
4. Availability of the library and learning resource center materials of University of Detroit Mercy to use as needed.
5. Relevant information regarding various workshops scheduled on campus.
6. A source of professional references to enhance your professional vitae.

## Factors Affecting the Student-Preceptor Relationship

### **Student issues:**

- Problems with authority figures
- Pattern of learning
- Stage of professional development
- Power and control held too tightly by preceptor
- Attitude, interest, initiative, ability to make needs known
- Student or mentor inflexibility
- Student-preceptor match
- Being treated as an outsider or a burden
- Long distances to travel
- Lack of preparation
- Inability to take criticism
- Inability to link theory with practice
- Anxiety

### **Preceptor issues:**

- Student participation versus observation-not letting go
- Attitude of preceptor toward the student and the course
- Teaching ability, competence, communication skills
- Lack of experiences for the student
- Environmental or administrative issues; lack of support or time for precepting role; lack of faculty support
- Conflicts around expectations for the student; degree of independence and responsibility for stage of development
- Loss of control of patients
- Conflict between preceptor and faculty
- The evaluation process
- Preceptors forget what it is like to be a student
- Autocratic behavior of the preceptor

It is hard to imagine how students could successfully prepare for roles in advanced practice without the guidance of preceptors. The faculty values your services as a preceptor and welcomes your recommendations for making the preceptor role more effective and satisfying.

If at any time there are issues or problems or questions, please contact me. I can be reached at:

Julia Stocker Schneider, PhD, RN, CNL

[stockeju@udmercy.edu](mailto:stockeju@udmercy.edu)

Phone: 313-993-1790

Fax: 313-993-1271

## Preceptor Responsibilities

The role of the Preceptor is to facilitate the learning experience of the graduate nursing student in the selected area. The preceptor employs communication, direct supervision guidance and other teaching strategies to augment the learning process. Ongoing evaluation and evaluation of the student at the completion of the internship experience is an integral part of the Preceptor's role.

As a Preceptor, you will have the opportunity to:

1. Work with the student to propose a suitable internship experience. Discuss necessary modification to the plan with the Faculty Advisor as needed. Establish a tentative schedule that is mutually agreed upon with the student. Forward a resume to the Compliance Officer for review.
2. Meet with the student and Faculty Advisor early in the internship experience to clarify objectives, lines of communication, expectations and other aspects of the experience.
3. Offer learning experiences to the student that relate to their objectives and skill needs.
4. Orient the student to the pertinent policies and procedures of the agency/organization and to the physical facilities.
5. Guide, direct, and supervise the learning and practice of the student in accord with the objectives mutually determined. Serve as a resource person in conjunction with the Faculty Advisor regarding the required project for the course.
6. Conduct an informal evaluation conference with the student at the midpoint of the experience.
7. Share ongoing verbal evaluation of performance with both the student and Faculty Advisor.
8. Contact the Faculty Advisor to clarify any issues that may arise.
9. Complete a written final evaluation of the student's performance using the Microsoft form link provided.
10. Provide feedback to the faculty regarding the strengths and limitations of the internship experience.

## Graduate Student Responsibilities

### **Clinical Improvement Experience, Internship Placement, and CNL Clinical Immersion Experience**

1. Follow all policies and procedures for admitted and current students in preparation for clinical experience including criminal background check, drug screening, health check, immunizations, and ACEMAPP requirements found on the [Policies, Procedures and Handbooks](#) webpage. Submit preceptor form for approval to NHL/CNL Program Coordinator.
2. Arrange meeting with preceptor to review course requirements and objectives, competencies you would like to develop, and interest areas and ideas for projects and experiences.
3. Determine a mutually agreed upon schedule for clinical experiences with your preceptor and notify him/her when you plan to be onsite. Obtain dates/times when you and your preceptor or both available for a site visit and share them with the course faculty to schedule.
4. For the NHL internship, share draft objectives with your preceptor for feedback. Objectives should be written according to criteria as outlined in the syllabus. You will present your draft objectives to your preceptor and Faculty Advisor during the site visit.
5. Develop a plan to meet your objectives and demonstrate competencies for the clinical experience.
7. Keep an activity/reflection log and post in blackboard weekly according to the criteria outlined in the syllabus.
8. Attend virtual on-site meeting with faculty advisor and preceptor.
9. Submit and present project work as outlined in the syllabus.
6. Complete evaluations using the Microsoft forms links provided including site evaluation and evaluation of preceptor by date listed in the syllabus.
7. Ask preceptor to complete an evaluation of student during the final week of the course by providing them the form or the Microsoft forms link.

## Responsibilities of Preceptors, Graduate Students and Faculty

### **Preceptor:**

1. Complete or provide student with information needed for the preceptor information sheet. Submit resumes, contracts as needed from the CHP Compliance Officer.
2. Review course and student-identified objectives and guide students toward experiences which will enable student to meet these objectives.
3. Socialize graduate students to the clinical setting by introducing them to staff and acquainting them with policies and procedures.
4. Model professional role behaviors.
5. Assist graduate students in application of theory to practice situations.
6. Maintain ongoing communication with faculty regarding student's performance.

### **Graduate Student:**

1. Provide preceptor with information about course requirements and preceptor requirements.
2. Identify specific objectives for each clinical experience and share these with your preceptor and faculty.
3. Prepare adequately for the clinical experience and other projects.
4. Meet planned time commitments.
5. Implement plan of action activities to meet stated objectives.
6. Communicate clearly with preceptor and faculty regarding needs, limitations, progress and expectations.
7. Maintain accountability for actions and safe practices.
8. Display appropriate professional and social behaviors.

### **Faculty:**

1. Communicate information regarding course objectives, student learning needs, time commitments, and other pertinent issues to preceptor.
2. Meet with preceptor and graduate student together, once during the course of the semester and additionally as needed.
3. Evaluate and grade the student's performance in the internship experience.

## Preceptor Letter

Dear Preceptor:

On behalf of the graduate faculty of the McAuley School of Nursing, I would like to thank you for agreeing to serve as a Preceptor for one of our students. By definition, a Preceptor is an individual with advanced academic preparation and the appropriate experiential background to assist graduate students to meet internship goals and objectives. We believe that through the use of individuals, such as you, the School of Nursing exposes our graduate students to the most up-to-date models of advanced nursing practice. This preceptor manual and the course syllabus should provide you with the information you need as you precept this student.

Specific clinical hours are arranged jointly by the graduate student and the preceptor. Preceptors are expected to be present in the agency during the student's scheduled time.

The faculty member, preceptor, and student will formally confer virtually or at the clinical site at least one time during the semester. The student will present their proposed objectives, desired experiences, and project ideas with the preceptor and the faculty for discussion and advisement. Additional meetings will be scheduled at the request of any of the parties.

Although we will meet formally during the semester, you may need to contact me at other times. My phone number is (313 ) 993-1790. My email address is: [stockeju@udmercy.edu](mailto:stockeju@udmercy.edu). Please feel free to contact me at any time. Again, thank you for agreeing to serve as a Preceptor; I look forward to working with you.

Sincerely,

Julia Stocker Schneider, PhD, RN  
Associate Professor and Coordinator  
Nursing & Healthcare Leadership & Clinical Nurse Leader Programs

## NUR 5830 Preceptor Letter

Dear;

Thank you for agreeing to serve as a preceptor for our graduate nursing leadership student, (insert student's name), and for allowing her to complete clinical hours for NUR 5830 Leadership & Quality Improvement in Clinical Microsystems on your unit. I am attaching a copy of the syllabus, so that you have a better understanding of the work the student will be doing in order to meet the course requirements.

The student will be responsible for completing a 5 P (purpose, patients, professionals, process, & patterns) assessment of your clinical microsystem (unit). If you wish more info on that, please the Institute for Excellence in Health and Social Systems [Knowledge Center](#) and view the appropriate workbook that corresponds to your type of microsystem (e.g. inpatient, outpatient, specialty, etc). The completion of this assessment will require that the student assimilate certain data necessary for the completion of the assessment. All data gathered by the student will be kept confidential by the student; I will be the only one reading their report for the purposes of evaluation and feedback. Based on the findings of the 5P assessment, the student will be charged with leading a quality improvement project in the microsystem.

Your support of the student as he completes the 5P assessment and selects and implements an improvement based on the assessment findings is greatly appreciated. Such an opportunity to lead a quality improvement initiative from the ground up is invaluable to the student's continued development as an effective healthcare leader.

I know the students are very excited about this experience. I believe it will benefit your unit by assisting in the leadership development of the student, and by providing some supported work towards a microsystem assessment and quality improvement initiative. Please do not hesitate to contact me if you have any questions about this experience or the work of the student. Thank you for supporting our graduate nursing leadership programs!

Sincerely,

Julia Stocker Schneider, PhD, RN, CNL  
Associate Professor & Coordinator, Health Systems  
Management & Clinical Nurse Leader Programs