



**Nursing Programs**  
**Preceptor Orientation Handbook**

## **I. Introduction**

Welcome to Eastern Virginia Career College Clinical Faculty and Preceptorships. We cannot express how invaluable your knowledge and experience is in shaping and creating our student nurses into professional, caring, competent nurses who will be ready to enter our profession at the end of their educational journey. Please use this orientation manual as a guide to assist you while feeling secure in the knowledge that the nursing administration is available for any questions or concerns.

## **II. Nursing Program Mission Statement and Values**

EVCC faculty and staff determined the nursing program mission and derive the program outcomes from the Nursing programs mission statement. The mission statement can be found in the nursing student handbook. The mission of EVCC is as follows: “to provide exceptional learning opportunities through student-focused instruction in the classroom, online, and through labs, clinics, and work-based experience. This collaborative educational process prepares caring, reflective, and skilled professionals who act with ethical regard and informed awareness as they enter into their chosen career field.” Using the institutional mission as a foundation, the nursing programs mission statement “is to serve our demographic population by preparing nursing students to enter the nursing profession as novice to beginner nurses who use reflective thinking and critical judgement to apply the knowledge, skills, and values they have learned to provide safe, quality, patient centered care and serve effectively throughout the nursing discipline. EVCC strives to instill core values of compassion & empathy, cultural sensitivity, transformational leadership, collaboration, integrity, and spirit of inquiry within our students during their educational journey.”

In order to achieve this mission, the faculty is currently discussing goal statements which are intended to support EVCC and the Nurse Education Departments by enhancing educational endeavors. The nursing faculty identified the following goals which are interrelated and require simultaneous implementation:

- Provide education that exceeds national standards while striving for excellence.
- Recruit, retain, educate, and graduate qualified students.
- Encourage continuing education for faculty and students.
- Enhance the image of Eastern Virginia Career College through active community awareness and involvement.
- Instill core values of compassion & empathy, cultural sensitivity, transformational leadership, collaboration, integrity, and spirit of inquiry within our students during their

educational journey through coursework, faculty role modeling, and leadership opportunities.

### **III. Nursing Programs Administrative Team:**

The EVCC Nursing programs administrative team is here to assist you and provide you with any necessary resources to be a successful part of the nursing team. Please use the contact information below for questions/concerns or any feedback you may have. We strive for open communication and value your opinion and expertise.

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## **IV. Preceptorship regulations per Virginia Board of Nursing**

The Virginia Board of Nursing regulates both nursing practice and nursing education. As you begin your clinical teaching activities it is imperative to understand the regulations associated with clinical teaching and clinical learning. A snapshot of the nursing specific regulations can be reviewed below. The full regulations can be access through the Virginia Board of Nursing website at: <http://www.dhp.virginia.gov/nursing>

Virginia Board of Nursing: Related Regulations – A Snapshot

18VAC90-20-122. Clinical practice of students.

A. In accordance with § 54.1-3001 of the Code of Virginia, a nursing student, while enrolled in an approved nursing program, may perform tasks that would constitute the practice of nursing. The student shall be responsible and accountable for the safe performance of those direct client care tasks to which he has been assigned.

B. Faculty shall be responsible for ensuring that students perform only skills or services in direct client care for which they have received instruction and have been found proficient by the instructor. Skills checklists shall be maintained for each student.

C. Faculty members or preceptors providing on-site supervision in the clinical care of clients shall be responsible and accountable for the assignment of clients and tasks based on their assessment and evaluation of the student's clinical knowledge and skills. Supervisors shall also monitor clinical performance and intervene if necessary for the safety and protection of the clients.

D. Clinical preceptors may be used to augment the faculty and enhance the clinical learning experience. Faculty shall be responsible for the designation of a preceptor for each student and shall communicate such assignment with the preceptor. A preceptor may not further delegate the duties of the preceptorship.

E. Preceptors shall provide to the nursing education program evidence of competence to supervise students' clinical experience for quality and safety in each specialty area where they supervise students. The clinical preceptor shall be licensed as a nurse at or above the level for which the student is preparing.

F. Supervision of students.

1. When faculty are supervising direct client care by students, the ratio of students to faculty shall not exceed 10 students to one faculty member. The faculty member shall be on site in the clinical setting solely to supervise students

2. When preceptors are utilized for specified learning experiences in clinical settings, the faculty member may supervise up to 15 students. In utilizing preceptors to supervise students in the clinical setting, the ratio shall not exceed two students to one preceptor at any given time. During the period in which students are in the clinical setting with a preceptor, the faculty member shall be available for communication and consultation with the preceptor.

G. Prior to beginning any preceptorship, the following shall be required:

1. Written objectives, methodology, and evaluation procedures for a specified period of time to include the dates of each experience;
2. An orientation program for faculty, preceptors, and students;
3. A skills checklist detailing the performance of skills for which the student has had faculty-supervised clinical and didactic preparation; and
4. The overall coordination by faculty who assume ultimate responsibility for implementation, periodic monitoring, and evaluation.

## **V. FERPA**

Just as there are laws governing patient privacy (HIPAA), similar laws exist to protect student privacy. Student records are confidential and protected under the Family Educational Rights and Privacy Act (FERPA). As a general rule, faculty and preceptors should approach student privacy much in the same manner that clinicians approach patient privacy. Conversations about student progress and achievement are appropriate among the educational team but should otherwise be treated as confidential. Student papers and faculty documentation and evaluation of student progress (e.g., grades) are treated as confidential. Please contact EVCC Nursing administrators for any questions about student privacy issues. In addition, the EVCC FERPA policy is available at [www.evcc.edu](http://www.evcc.edu).

## **VI. Preparation for Clinical Teaching and Precepting**

### The Curriculum

Understanding the overall program of study for the student is essential to effectively guiding the student through the assigned course. The clinical courses provide the student with an opportunity to demonstrate developing competency in applying nursing knowledge and skills to clinical practice environments. Prior to enrolling in the clinical courses, students complete lab and/or simulation-based

learning coursework to begin the process of skill acquisition. Skills include psychomotor skills (tasks), professional and therapeutic interpersonal skills (communication), and organizational skills (emotional intelligence, teamwork, and collaboration). Each course builds on skills achieved in previous courses, and students are accountable for sustaining and advancing their learning. The simulation learning center is available for students to return and polish their skills as appropriate.

## **VII. Preceptor Orientation**

To ensure a successful experience for both the preceptor and student a preceptor orientation is provided by the nursing program. As preceptors are experienced clinicians employed by a service delivery agency, the orientation requirements are less extensive.

### **1. Academic Program Orientation**

Preceptors must be knowledgeable about the academic program(s) in which they are precepting, and complete documentation stating they have read and understand the expectations, rules, and regulations outlined within the preceptor orientation handbook. In addition they must provide an updated CV to the Nursing program administration prior to precepting students.

### **2. Course and Clinical Orientation Requirements**

One of the most important aspects of precepting a student is receiving and understanding the objectives, content, and required activities associated with the assigned course. EVCC will provide course syllabi, objectives (student learning outcomes), evaluative methods for the preceptor and student, as well as student skill checklists .

The procedure is as follows:

1. The Academic Coordinator or administrative assistant will provide the course syllabus and clinical objectives to the preceptor and lead instructor prior to the precepting date. The lead instructor will contact the preceptor via phone and/or email to review precepting dates, objectives, and answer any questions.
2. Student evaluation methods will be discussed with the preceptor by the lead instructor who will be monitoring the student's progress throughout the preceptorship. All processes for documenting student performance and progress will be discussed. The lead instructor is the primary resource for any unexpected or unsatisfactory student behaviors.
3. At the conclusion of the preceptorship the lead instructor will administer the preceptor surveys either online or via paper survey to the student and preceptor.
4. Feedback from the surveys (aggregated data) will be shared with the preceptor as well as cycled into the systematic evaluation plan.

## **VIII. Nursing Faculty, Preceptor, & Student Roles**

### **EVCC Nursing Programs Administrative Team & Faculty**

- Recruits qualified preceptors for student experiences.
- Along with clinical faculty, serves as a resource and general support for the preceptor during the student rotation through the practice area.
- Obtains and reviews the clinical agency contract and knows role expectations.
- Maintains consistency with course expectations and activities and makes appropriate changes when course objectives/expectations cannot be facilitated.
- Maintains strict patient confidentiality when posting clinical assignments and monitor all student communication (written and verbal) to ensure compliance with HIPAA standards.
- Makes clinical assignments using appropriate communication tools (not emails), ensuring that experiences of an appropriate nature and level are provided for students.
- Evaluates student progress.
- Performs and documents student evaluations, including conference, using tools provided.
- Maintains positive public relations with the units/agencies.
- Sends acknowledgments of appreciation to each unit/agency at the semester.
- Informs preceptors of all faculty meetings.
- Provides all preceptors with changes to all policies and procedures in a timely manner.

### **Additional Clinical Faculty/ Lead Instructor Roles specific to Preceptorships**

- Serves as a resource to student and preceptor
- Is available to preceptor and student by phone during all clinical hours.
- Observes/meets with the student and preceptor in the clinical setting on a weekly basis.
- Assumes primary responsibility for problem solving student issues.
- Evaluates preceptor, including reviewing student evaluations of preceptor.
- Ensures that clinical objectives are met.
- Provides the preceptor with a copy of the course syllabus and evaluation tools.
- Communicates with students at midterm to review progress toward individual and course objectives.
- Assesses student performance for clinical component of the course grade.
- Reviews all student logs.

- Assesses student's clinical knowledge through discussions in the clinical setting, clinical conferences, and in midterm.
- Assesses any written work by the student, such as care plans and written assignments that reflect cognitive development.
- Reviews preceptor evaluations of student, and solicits verbal feedback about student performance from the preceptor.

### **Preceptor Role**

- Provides direct clinical supervision and guidance of students (1 to 2 students)
- Orients the student to the clinical setting, patient population, health care team, and key aspects of nursing care delivery in the environment.
- Reviews all medications prior to student administration.
- Directly supervises all clinical skills the first time they are performed, and until preceptor is comfortable that student can perform the skill unsupervised.
- Fosters critical thinking by questioning students about the rationale for nursing and medical interventions.
- Immerses and engages students in clinical practice experiences, integrating them into the practice setting.
- Negotiates clinical learning objectives prior to each clinical experience.
- Assists in the assessment of student performance
- Gives verbal feedback to the student at the end of each clinical day, following performance of procedures, and as needed.
- Completes a written evaluation of student performance at midterm (if needed) and at the end of the semester that includes anecdotal feedback.
- Informs clinical faculty of student progress as well as issues and concerns related to student performance.
- Assists the student to revise his/her objectives for the clinical experiences
- Notes progress toward meeting established objectives.
- In collaboration with clinical faculty, identifies additional clinical experiences to meet the student's needs and enhance learning.

### **Student Role**

All students are expected to adhere to the policies and guidelines as described in the School of Nursing student handbooks, the EVCC student handbook, as well as the expectations described in the course syllabus. Additional student roles related to precepted clinical activities in the following:

- Uses course objectives as a guide.
- Appropriately identifies own areas of strength and deficits.
- Collaborates with faculty and preceptor as needed in setting objectives.
- Utilizes clinical faculty and preceptor appropriately
- Functions within legal and personal limitations in the student role.
- Seeks guidance when needed.
- Participates in self-evaluation and evaluation of preceptor .

#### **IV. Evaluation**

For continuous quality improvement related to clinical learning, end-of-course evaluations are based on a 360-degree model, and included in the systematic evaluation plan.

Preceptor evaluation of the student:

Feedback and guidance about student performance is integral to the learning process. In addition to the day-to-day anecdotal verbal feedback provided to students, preceptors and clinical faculty provide formal written evaluation feedback at the mid and final points of the clinical experience. The final evaluation tool is specific to the course content and objectives, and is provided in the course syllabus and course materials at the beginning of the semester. In addition to the course-specific evaluation tools, each student is evaluated on adherence to school-wide general expectations of student behavior and professionalism.

Faculty evaluation of the student:

Clinical faculty review and confirm informal and formal feedback provided by preceptors using the tools and processes that are specific to the course. When preceptors are used, clinical faculty ensure that feedback from the preceptor is provided at the appropriate time. In addition to the day-to-day anecdotal verbal feedback provided to students, clinical faculty provide formal written evaluation feedback at the midpoint and final points of the clinical experience. The midterm and final evaluation tools are specific to the course content and objectives, and are provided in the course syllabus and course materials at the beginning of the semester. In addition to the course-specific evaluation tools, each student is evaluated on adherence to school-wide general expectations of student behavior and professionalism.

Student evaluation of the preceptor:

Each student completes a preceptor evaluation at the end of the clinical experience using the online preceptor evaluation tool. The preceptor evaluation information is examined by the lead instructor, academic clinical coordinator, and/or the program dean/coordinator. The

information is used to foster ongoing preceptor/faculty development and program improvement and is used in the systematic evaluation plan.

Student evaluation of the clinical faculty:

Each student completes a clinical faculty evaluation via survey provided at the end of the course. The survey is used to foster ongoing program improvement and included in the systematic evaluation plan.

Student evaluation of the site:

Each student completes a clinical site evaluation at the end of the clinical experience using the online clinical site evaluation tool. The information is used to foster ongoing program improvement and is included in the systematic evaluation plan.



## **Preceptor Orientation Packet Attestation**

**I have received, reviewed, and understand the information included in the  
preceptor orientation packet provided to me by EVCC.**

**I have all necessary EVCC Nursing program contact information in the event I  
have questions or concerns.**

**Preceptor Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**Signature of Preceptor** \_\_\_\_\_

**Licensure/Credentials** \_\_\_\_\_

**Facility/Organization** \_\_\_\_\_