



PRECEPTOR HANDBOOK

for Pre-licensure Programs

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Radford University School of Nursing

The Radford University School of Nursing has a rich history of rigor and merit that prepares students to become vital, confident, highly skilled professionals on the fast-paced front lines of the healthcare industry. Graduates of our accredited nursing programs work every day across the region, the Commonwealth of Virginia, and beyond to improve and maintain the good health of our families, friends and neighbors.

Undergraduate Programs

On the main campus in Radford, the programs are structured as traditional journeys to a degree, with students entering as pre-nursing majors during their first year, then applying to the School of Nursing as they gain experience. This path allows students to explore academic opportunities and enjoy a traditional college life on campus. Located alongside the New River, this location offers a small-town feel in the Heart of the New River Valley, while offering ample opportunities in and around the classroom.

Radford University Carilion (R.U.C.), located in Roanoke, VA, pairs mountain views with a more urban environment. This campus offers two routes to a nursing degree. First, a traditional B.S.N. program allows students to enter the nursing program from day one of admission, with a qualification requirement to enter upper division nursing in the third year. The second route, the Accelerated B.S.N. program, offers a 16-month curriculum to applicants who hold a bachelor's degree in another field. Specific prerequisites for the accelerated program are required for admission.

We are also proud to welcome students to our online campus. We work with wonderful Registered Nurses that have completed their preparation for licensure through an Associate's Degree and are now joining us for their Bachelor's degree. The RN-to-B.S.N. program is especially designed for working nurses in a flexible seven-week term format. Students complete all of their courses online and within their own community.

Mission, Vision, & Values

Vision Statement

Blending the art and science of nursing to prepare enlightened, compassionate professionals who will meet the diverse needs of the local and global community.

Mission Statement

Radford University School of Nursing is committed to excellence in the development of professional nurses to meet changing local and global health care needs through education, research, practice, and community engagement.

Core Values

- **Advocacy:** Intervening on behalf of vulnerable populations to address ethical issues, care needs, and resources
- **Caring:** Showing compassion for others in an altruistic manner through presence and a holistic practice
- **Cultural humility:** Honoring traditions and spiritual beliefs through intentional engagement and openness to promote acceptance of those in our care
- **Excellence:** Using rigorous evidence-based methodologies to instill competency and inspire professionalism and accountability in our graduates
- **Interprofessionalism:** Utilizing interdisciplinary, collaborative practice and demonstrating respect to achieve the highest quality outcomes

Undergraduate Program Leadership

Dean and Professor, School of Nursing

Dr. Wendy Downey
Waldron Hall, Radford University, Radford VA 24141
Radford University Carilion, Roanoke VA 24013
Office: 540-831-7700

Chair of Undergraduate Programs

Dr. Tara Chitwood
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Waldron Hall, Radford University Rm 317, Radford VA 24141
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24013 Office: 540-831-2041

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Traditional B.S.N. Program Coordinator, R.U. Main Campus

Ms. Jessica Fenton
Assistant Professor
Radford University, Waldron Hall Rm 324, Radford VA 24141
Office: 540-505-2592

Traditional B.S.N. Program Coordinator, R.U. Carilion Campus

Ms. Leanna Ratliff
Assistant Professor
Radford University Carilion Rm 1023, Roanoke VA 24013
Office: 540-831-1781

School of Nursing Campus Locations

Main Campus – Radford University

Waldron Hall - Third Floor
Mailing Address: P.O. Box 6964, Radford VA
24142 Phone: 540-831-7741 Fax: 540-831-
7746

Radford University Carilion

Roanoke Community Hospital - 10th Floor
Mailing Address: 101 Elm Ave, Roanoke VA 24013
Phone: 540-985-8260 Fax: 540-224-4785

Roanoke Higher Education Center

Nursing Suite - 307G
Mailing Address: 108 N Jefferson St, Roanoke VA 24016
Phone: 540-767-6182 Fax: 540-767-6179

Clinical Simulation Centers (C.S.C.)

Main Campus C.S.C.
Cook Hall - Third Floor
Radford VA 24142
Phone: 540-831-7175

Roanoke Higher Education Center CSC
108 N Jefferson St, Suite 104A
Roanoke VA 24016
Phone: 540-767-6159

Prelicensure B.S.N. Nursing Program

Traditional B.S.N. Program – Upper Division Courses

YEAR THREE					
SEMESTER 5 (LEVEL 1 NURSING)			SEMESTER 6 (LEVEL 2 NURSING)		
NURS 340	Health Assessment	3	NURS 362	Nursing Research	3
NURS 345	Foundations of Nursing Practice	6	NURS 364	Nursing of the Adult 1	6
NURS 352	Mental Health Nursing	5	NURS 366	Nursing-Childbearing Family	5
NURS 368	Pharmacology	3			
TOTAL		17	TOTAL		14

YEAR FOUR					
SEMESTER 7 (LEVEL 3 NURSING)			SEMESTER 8 (LEVEL 4 NURSING)		
NURS 443	Nursing of Children	5	NURS 451	Community Health Nursing	5
NURS 444	Gerontological Nursing	5	NURS 453	Leadership in Nursing	3
NURS 448	Nursing of the Adult II	5	NURS 454	Nursing Practicum	4
			NURS 457	Transition to Licensure	2
TOTAL		15	TOTAL		14

Accelerated B.S.N. Program – Upper Division Courses
 AB.S.N. Program of Study - **Fall Cohort**

FALL SEMESTER 1			SPRING SEMESTER		
INDS 100	Intro to Healthcare Delivery Systems	1	IPEH 200	Fundamentals of Teamwork (online)	1
NURS 300	Pharmacology	3	NURS 314	Nursing Process in Psychiatric/Mental Health	3
NURS 301	Dosage Calculation	1	NURS 317	Nursing Process in Gerontology	2
NURS 303	Foundations of Professional Nursing Practice	3	NURS 354	Nursing Process Applications for AB.S.N. I	3
NURS 340	Health Assessment	3	NURS 358C	Clinical Practicum for AB.S.N. I	4
NURS 351	Prof Nursing Skills for AB.S.N.	3	NURS 362	Nursing Research	3
SUMMER SEMESTER		TOTAL	FALL SEMESTER 2		TOTAL
		15			16
NURS 320	Informatics and Technology in Health Care	3	NURS 423	Community and Population Health	3
NURS 334	Nursing Process of the Childbearing Family	2	NURS 461	Nursing Process Applications for AB.S.N. III	3
NURS 336	Nursing Process for Children	2	NURS 457	Professional Nursing Practice for AB.S.N.	2
NURS 361	Nursing Process Applications for AB.S.N. II	3	NURS 453	Nursing Leadership	3
NURS 369C	Clinical Practicum for AB.S.N. II	4	NURS 479C	Clinical Practicum for AB.S.N. III	5
IPEH 350	Interprofessional Healthcare Exploration	2			
		TOTAL			TOTAL
		16			16

AB.S.N. Program of Study - **Spring Cohort**

SPRING SEMESTER 1			SUMMER SEMESTER		
INDS 100	Introduction to Healthcare Delivery Systems	1	IPEH 200	Fundamentals of Teamwork (online)	1
NURS 300	Pharmacology	3	NURS 314	Nursing Process in Psychiatric/Mental Health	3
NURS 301	Dosage Calculation	1	NURS 317	Nursing Process in Gerontology	2
NURS 303	Foundations of Professional Nursing Practice	3	NURS 320	Informatics and Technology in Health Care	3
NURS 340	Health Assessment	3	NURS 354	Nursing Process Applications for AB.S.N. I	3
NURS 351	Prof Nursing Skills for AB.S.N.	4	NURS 358C	Clinical Practicum for AB.S.N. I	4
		TOTAL			TOTAL
		15			16
FALL SEMESTER			SPRING SEMESTER 2		
NURS 334	Nursing Process of the Childbearing Family	2	NURS 423	Community and Population Health	3
NURS 336	Nursing Process for Children	2	NURS 457	Professional Nursing Practice for AB.S.N.	2
NURS 361	Nursing Process Applications for AB.S.N. II	3	NURS 461	Nursing Process Applications for AB.S.N. III	3
IPE 350	IP Healthcare Exploration (online)	2	NURS 453	Nursing Leadership	3
NURS 369C	Clinical Practicum for AB.S.N. II	4	NURS 479C	Clinical Practicum for AB.S.N. III	5
NURS 410	Research Applications in Healthcare	3			
		TOTAL			TOTAL
		16			16

Pre-licensure B.S.N. Program Outcomes

1. Integrate life-long learning strategies into professional nursing practice.
2. Assume leadership role within complex healthcare systems to promote holistic health and diverse populations.
3. Utilize evidence-based processes in collaboration with other members of the healthcare team to improve nursing practice and healthcare outcomes.
4. Utilize technology and information systems to enhance clinical decision making.
5. Advocate for policies and legislation that promote a safe, affordable, patient-centered healthcare environment.
6. Utilize effective communication strategies to create a positive professional work environment.
7. Collaborate in the design, implementation, and evaluation of a health promotion program.
8. Exemplify the core values of nursing as a collaborative member of the healthcare team.
9. Facilitate coordination of care within a variety of healthcare settings.

Use of Agency Clinical Preceptors for Student Experiences

Virginia Board of Nursing Regulations related to Clinical Preceptors

Radford University School of Nursing adheres to the definition of preceptorships set forth by the Virginia Board of Nursing (regulations revised February 2, 2022).

18VAC90-27-110 (A). Clinical practice of students.

At times, programs have shared that faculty and preceptors indicate that students are “working under their license.” This statement is not accurate.

*In accordance with **54.1-3001** of the code of Virginia, a 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.*

*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.***

*Preceptors shall provide to the nursing education program evidence of competence to supervise student 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. In utilizing preceptors to supervise students in the clinical setting, **the ratio shall not exceed two students to one preceptor at any given time.***

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

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

Preceptorship Scheduling

- Faculty/staff from Radford University School of Nursing will contact the student clinical education representative at the health care agency to request and/or negotiate preceptors for student nurses.
- Students may not change preceptors without facility and clinical faculty approval.

Objectives for All Preceptorship Experiences

Each type of student preceptorship experience has objectives which are derived from the School of Nursing's vision, mission, and core values and which facilitate achievement of the School's program outcomes and the Essentials of Baccalaureate Education (AACN). Additionally, the major topics and skills covered in courses with precepted experiences represent content found on standardized achievement examinations and the NCLEX-RN Test Plan. Current research and advances in theory and clinical practice also determine content.

Types of Precepted Clinical Experiences

There are two primary types of precepted experiences used for student clinical education. Each course providing precepted experiences has specific objectives, methodology of the experience, and evaluation procedures. Preceptors and students will be oriented prior to the start of a precepted experience, and course faculty will oversee the precepted experience, and provide guidance to the preceptor and student as needed.

One Day Preceptorships

First, one day preceptorships are used to expose students to specific areas of nursing and to gain valuable skills and experiences. These one day preceptorships may be used in conjunction with other clinical rotations or serve as the student's primary clinical rotation for a course (e.g., NURS 448 Nursing of the Adult 2). Specific units/areas in which students may participate include:

- ICU/ED
- PACU
- Pre-Surgical/E.D. for IV Experience
- Pediatric
- Community

Senior Practicum

The second type of precepted student experience is the Senior Practicum. This course is taken in the last semester of the student's nursing program in which he/she gains clinical experience by completing 180 hours with a preceptor, providing care for patients on the assigned unit. The two courses in the School of Nursing curriculum that represent this practicum are:

Traditional B.S.N.: NURS 454 Clinical Nursing Practicum

Accelerated B.S.N.: NURS 479C Clinical Practicum for AB.S.N. III

Community

A third type of precepted experience includes clinical experiences in a variety of community health settings. These clinical experiences take place during the last semester of the student's nursing program before the senior practicum experience. Students will complete a total of 45 clinical hours. This clinical experience is part of NURS 451 Community Health Nursing course.

Student Skills for Precepted Experiences

Passport / Student Skills Checklist

Prior to the final semester of the program, senior level prelicensure B.S.N. students have successfully completed faculty-supervised clinical, lab, and didactic preparation with skills lab return demonstration and check-off of the following clinical skills: All B.S.N. students will present at clinical rotations with a folder, referred to as the *Passport*, containing the student's cumulative skills checklist and documentation of all clinical hours obtained to date while in the Nursing program.

What students **CAN DO** in precepted experiences

Students are able to perform interventions based on the skills they have demonstrated through faculty-supervised clinical, lab, and didactic preparation with skills lab return demonstration. All skills checked off on the Passport can be done with the preceptor with the exception of those on the CANNOT DO list. The objectives for each experience are provided to the preceptor and will provide the core of the student experience.

Radford University Nursing Student **CANNOT DO** List

Students cannot perform any of the following in any clinical setting:

- Hang Blood or blood products, including auto-transfusions.
- Transport labs or blood products, sign for blood
- Draw labs, including phlebotomy and draws from a PIV, central, or arterial line.
- Setup, set rate, adjust rate, or clear PCA pumps.
- Cosign any required dual sign-off required for medication administrations
- Manipulate epidural pumps
- Administer IV chemotherapy drugs
- Care for a patient in airborne precautions without a prior N95 fit testing.
- Be assigned to a patient being treated with a radioactive implant.
- Take verbal, phone, or written report from a physician, nurse practitioner or physician assistant.
- Witness any consents.
- Participate in bedside time outs.
- Initiate or discontinue restraints.
- Insert or remove any central or arterial line (including PICC, Vascath, Multi-med, Hickman, or Arterial line)
- Any intervention that the clinical agency or unit does not allow students to perform.

Student Requirements for All Clinical Experiences

Pre-licensure Nursing students receive direct, hands-on experiences through participation in experiential learning activities (clinical rotations) at healthcare partner sites across the New River and Roanoke valleys and through simulated experiences at our state-of-the-art Clinical Simulation Centers. A minimum of 500 hours of direct client care, supervised by qualified faculty, is provided to our students as required by the Virginia Board of Nursing ([Regulation 18VAC90-27-100](#)).

Clinical Agency Orientation

Nursing students are required to complete orientation and training at assigned clinical agencies throughout the nursing program. School of Nursing staff and faculty will notify students electronically and/or in person when and where orientation/training will be held (or if online training is to be utilized) and any associated due dates. Students may be required to complete online training when school is not in session because of agency deadlines. Students are expected to check email frequently and comply with the requests in the email. Some clinical agencies require an additional fee for clinical placements. The payment for clinical placements will go directly to the agency and will be the sole responsibility of the student.

Students who fail to complete live or online training as directed or who do not pay the agency/learning source fee for clinical placement/online simulations will be required to withdraw from the School of Nursing course requiring the clinical experience. All course withdrawals will count toward the School of Nursing policies on withdrawal and failure of a course. The only exception to this policy is an extenuating circumstance, such as a technical problem or emergency event out of the student's control.

Student Uniforms

The School of Nursing Uniforms are to be purchased from the Radford University Bookstore. You may purchase them online or in the store on campus.

Radford University Bookstore Fairfax Street/Dalton Hall Radford, Virginia 24142
Barnes & Noble - Radford University; Phone: 540-831-5498, Fax: 540-831-6166

You are to order the following uniforms:

- Two Gray Cherokee Scrub Tops with Radford University Logo
- Two Gray Cherokee Scrub pants
 - Additional tops and pants may also be purchased. There may be times when you will have 3 clinical days in a row. If you only have 2 sets of scrubs, you will need to wash your uniform before the 3rd clinical day, if this isn't possible, you will need to have a 3rd set of scrubs.
- Gray Polo Shirt with Radford Logo Required as part of uniform in Nursing 352 (Level 1) clinical rotation. Polo shirt with Radford Logo must be purchased through the R.U. Bookstore.
- Black Scrub pants are to be worn with the Gray Polo Shirt when in the Nursing 352 clinical. The black scrub pants can be purchased any place and do not need to be a specific style. They are not available in the R.U. bookstore.
- Red or Gray Polo Shirt for Nursing 444 in Level III and Nursing 451 in Level 4.
- Khaki or black pants can be worn with the Gray or Red Polo Shirt in these levels.
- Khaki or black pants can be purchased anyplace of your choosing. Pants must be made of material thick enough to prevent seeing undergarments through the fabric.
- Radford University School of Nursing Photo ID Name Tag. First name and middle initial only will appear on the name tag. (Will be purchased from RU ID Services at the opening of the semester).
- Additional items as desired.

Senior Clinical Practicum Guidelines

Traditional B.S.N.: NURS 454 Clinical Nursing Practicum

Accelerated B.S.N.: NURS 479C Clinical Practicum for AB.S.N. III

Preceptor Role and Responsibilities

Preparing for the Preceptorship

1. Obtain the Clinical Unit Director/Manager's approval to serve as a Preceptor and serve as a professional role model and be a provider of excellent clinical nursing care.
2. Be familiar with the course objectives and assist the student in hands on learning experiences to complete the specific course objectives.
3. Complete the preceptor orientation.

Communication with Faculty

1. Notify clinical faculty immediately should any unforeseen situation occurs. Examples include illness of preceptor or student, involvement in filing an incident or safety report.
2. Notify the student's assigned clinical course faculty if there are any problems/concerns during the clinical nursing preceptorship experience, including unsatisfactory performance.
3. Meet/confer with course clinical faculty periodically regarding student progress.
4. Make suggestions to the faculty on how the learning experience could be improved.

Precepting a Student

1. Orient the student to the unit.
2. Inform the student of specific unit requirements, methods of communication, and pre-shift conference times.
3. Assist the student to learn the role of the new graduate and assist the student to develop improved basic nursing functions by providing direct nursing care.
4. Be physically present on the unit at all times when the student is functioning in the role of the nurse.
Per the Virginia Board of Nursing, a preceptor may not further delegate the duties of the preceptorship.
5. Be present with the student when a student is providing direct care to clients until the preceptor is comfortable with the student's ability to perform skills independently.
6. Students must be always be **directly** supervised by the preceptor when performing:
 - a. Any skill for the first time.
 - b. Any skills as designated by the preceptor based on the clinical situation.
 - c. All medication administration
The preceptor must ensure that the student reviews the medication "rights" prior to all medication administration: right patient, right time, right medication, right dose, right route and right documentation
7. Allow the student to assume the preceptor's clinical duties by the conclusion of the experience, with direct supervisory assistance.
8. Sign the Preceptorship Time Sheet at the completion of each shift worked by the student.
9. Complete an evaluation of the student, which will be used by faculty in completing the student's clinical evaluation for the course. All [Preceptor forms](#) can be found at the end of this document.
10. Follow guidelines or policies of the health care agency and the School of Nursing regarding preceptorships and interventions, the nursing students are allowed to implement in the health care agency (see [CANNOT DO list](#)).

Student Responsibilities for Senior Clinical Practicum

- Work in a professional manner with preceptors, course faculty and health care agencies.
- Prepare specific course objectives to guide experience during the preceptorship and negotiate with the preceptor for essential learning experiences to accomplish set objectives.
- Supply the clinical course faculty with a copy of the clinical schedule and copies of completed required course documentation by due dates.
- Provide information about times and setting for faculty site visits.
- Complete orientation and participate in activities in the clinical setting as directed by and under the guidance of the preceptor.
- Provide time for clinical evaluation with the clinical preceptor and with the clinical course faculty following the practicum experience by established due date.
- Notify preceptor and clinical course faculty **immediately** of an absence, tardy or schedule change. The student must also notify the faculty immediately of any med errors/clinical error while practicing in the clinical area.
- Arrive at the clinical agency at the appropriate time for assigned shifts. Tardiness may result in an unsatisfactory clinical evaluation.
- Dress in RUSON clinical scrubs, which are clean, neat and judged appropriate by the clinical course faculty, preceptor and agency. All students are to wear RUSON name badges, which clearly identify name and student status. All students are to adhere to RUSON dress code policy. No exceptions to the dress code allowed.
- Notify faculty if preceptor is floated to another unit or pulled to participate in an ambulance transport.
- Provide feedback to the preceptor and clinical course faculty through evaluation of the learning experience.
- Turn in all assignments/documentation/signed documents in D2L. Originals are to be hand delivered to faculty before the end of the semester. All Student preceptor forms can be found [here](#).
- Will wear approved face protectants/face mask/face shield during clinical hours.

Faculty Responsibilities for Senior Clinical Practicum

- Assign student to preceptors.
- Orient preceptors as required by the Virginia Board of Nursing. Meet with the preceptor and/or use email/telephone communications/zoom to discuss the purpose of the clinical preceptorship, course objectives, preceptor role and responsibilities, and evaluation of student progress.
- Serve as a resource person and mentor for the preceptor and be available to the preceptor for telephone conferences, email, meetings, and dialogue, as needed to assist in resolving any problems.
- Assign a grade by utilization of grading rubrics and evaluation tools.
- Provide advising and counseling for the student and preceptor if a student is not progressing in the preceptorship or a student is not performing satisfactorily in the clinical setting. The faculty will work with the student and preceptor to develop any necessary additional student objectives and will evaluate the student's progress in meeting those objectives.
- Remove a student from preceptorship in the event the faculty or preceptor identifies that the student is providing unsafe nursing practice for clients. Faculty will consult with lead instructor prior to decision made.
- Complete site visits with preceptor and student periodically to monitor student progress.
- Be available by phone for students at all times while in the clinical field. A schedule will be completed and placed in D2L for instructor assignments.
- Review assignments completed in D2L.

Required Forms for Clinical Practicum Courses

Traditional B.S.N.: NURS 454 Clinical Nursing Practicum

Accelerated B.S.N.: NURS 479C Clinical Practicum for AB.S.N. III

Preceptor

- [NURS 454 Clinical Preceptor Profile](#)
- [Preceptor Evaluation of Student in Clinical Practicum Course](#)

Faculty

- [Faculty Roster / Contact Information](#)

Student

- [Student Evaluation of Preceptor in One Day Experience](#)
- [Placement Agreement Between Clinical Preceptor and Student](#)
- [Student Clinical Orientation Record for Preceptorship Course](#)

Precepted One-Day Student Experience Guidelines

Preceptor Responsibilities for one-day experiences

1. Preceptor responsibilities depend on the nature of the experience. Review the specific preceptor responsibilities for the specific one-day experience for details.
2. **Per the Virginia Board of Nursing, a preceptor may not further delegate the duties of the preceptorship.**

Preceptor Orientation Requirements for all one-day experiences

1. Review of written objectives, methodology, and evaluation procedures for the day.
2. Review of skills for which the student has obtained faculty-supervised clinical and didactic preparation.

Faculty Responsibilities for one-day experiences

1. Designation of a preceptor for each student and communicate assignments with the preceptor.
2. Assume ultimate responsibility for the overall coordination implementation, periodic monitoring, and evaluation of the clinical experience.

One-Day ICU/ED Preceptorship

Student Learning Objectives for ICU/ED Experience

1. Integrates knowledge: Collect assessment data and cluster to establish 2 priority Nursing Diagnoses with interventions and outcomes. For the first 2 weeks, assessment will be completed and documented within the first 4 hours (~11am) of clinical and the clustering activity with DX, interventions and outcomes will be complete within the first 6 hours (~1pm) of clinical. Starting week 3 ALL will be complete, in writing within the first 5 hours (~12noon) of clinical.
 - Assessment includes chief complaint, pertinent medical history, application of patho, application of diagnostic tests; analysis of data; relevant nursing problems with outcome criteria, interventions prioritized and evaluation. Complete patho-map prior to clinical post conference.
2. Implements evidence-based interventions: Be aware of addressing the impact of illness on client and family. Be prepared to discuss potential and actual s/s of distress that would warrant being reported.
 - Medication administration includes action, side effects, rationale, nursing implications, math calculations, and administration (P.O., I.M., S.Q., per tube, topical, IVPB, IVP). All meds to be looked up prior to administration! Complete med. Write up done within first 2 hours on the clinical unit
 - List skills completed i.e. connecting E.C.G. leads, electronic foley, transfers, chest tubes, I.V.s)
3. Integrates evidence-based research findings: standards of care: During discussion time, 3-5 cues accepted. Support your practice; faculty holds the "you are not safe card". Cueing on previously learned and more frequently performed activities will be assessed at the 3 cue or below level.
4. Clinical simulation will address the criteria during the simulation.
 - Describe your management of care, problem solving skills, communication skills
 - Document graphics – vital signs, I & O; assessment, medications, nursing notes
 - Professional behavior includes preparation, organization, time management, accountability, dress/manner

5. Applies patient care technology: refers to evidenced based practices, using E.M.R., Pyxis system and bedside monitoring systems.
6. Utilizes an ethical framework: Not late for clinical; Seeks out learning experiences including assigned patient and others as available; Initiative and motivation should be apparent (e.g., limited time at nurse's station).
7. Contribute the unique nursing perspective: Prepared for clinical discussion with faculty and includes multidiscipline in care as appropriate, M.D., R.T., fellow R.N.s etc.
8. Utilizes scientific principles: Initial assessment will be done within the first hour and written; medications will be administered weekly (knowledge about medication and primary side effects must be known prior to administration).
9. Demonstrates increasing skill: Adheres to HIPAA. Shares pertinent information in describing priority pt. care needs.
10. Conduct comprehensive and focused assessment: includes geographic of clients home environmental influences, growth and development, etc.

Preceptor responsibilities

1. Review of written objectives, methodology, and evaluation procedures for the day.
2. Review of skills for which the student has obtained faculty-supervised clinical and didactic preparation.
3. Assist the student in meeting the learning objectives for the PACU experience.
4. Be physically present on the unit at all times when the student is functioning in the role of the nurse.
Per the Virginia Board of Nursing, a preceptor may not further delegate the duties of the preceptorship.
5. Be present with the student when a student is providing direct care to clients until the preceptor is comfortable with the student's ability to perform skills independently.
6. Students must be always be **directly** supervised by the preceptor when performing:
 - a. Any skill for the first time.
 - b. Any skills as designated by the preceptor based on the clinical situation.
 - c. All medication administration
The preceptor must ensure that the student reviews the medication "rights" prior to all medication administration: right patient, right time, right medication, right dose, right route and right documentation
7. Sign the Preceptorship Time Sheet at the completion of each shift worked by the student.
8. Complete an evaluation of the student, which will be used by faculty in completing the student's clinical evaluation for the course. All [Preceptor forms](#) can be found at the end of this document.
9. Follow guidelines or policies of the health care agency and the School of Nursing regarding preceptorships and interventions, the nursing students are allowed to implement in the health care agency (see [CANNOT DO list](#)).

Faculty communication

Radford University School of Nursing faculty are on-site during all ICU/ED precepted experiences and are available as needed per the contact information on the Faculty Roster.

Required Forms for One-Day ICU/ED Precepted Experiences

Preceptor: [Preceptor Evaluation of Student in One-Day ICU/ED Preceptorship](#)

Faculty: [Faculty Roster / Contact Information](#)

Student: [Student Evaluation of Preceptor in One Day Experience](#)

One-Day PACU Preceptorship

Student Learning Objectives for PACU Experience

Upon completion of this clinical practicum, the student will be able to perform the following at the novice level (as defined in the course description above):

1. Describe surgical care and post anesthesia care of patients in the PACU.
2. Discuss pre-operative diagnostic tests and implications for the patient pre-operatively.
3. Identify pertinent past medical history information on the selected patient and their potential surgical risk factors.
4. Assess for and identify common side effects of muscle and inhalation anesthetic agents.
5. Discuss medications administered to patients in PACU (dose/route/side effects).
6. Describe implications of oxygenation in PACU.
7. Describe monitoring used, parameters monitored, and the significance of these parameters.
8. Discuss SBAR hand off for patient admission to: 1) PACU and 2) receiving unit for observed patients.
9. Identify potential complications in PACU patients and nursing interventions.
10. Identify patient teaching needs for the specific type of surgery prior to discharge from the facility.

Expectations of Students While in PACU

1. Assist with: Vital Signs, intake & output, skin care, and repositioning.
2. Analyze your patients' pertinent labs and tests and discuss with PACU nurse.
3. Analyze your patient's medications in relation to patient's diagnosis and discuss with PACU nurse.
4. Observe and assist the R.N. performing assessments.
5. Locate and review any standards of care/protocols applicable to your patient's condition.
6. Ascertain teaching done pre-operatively and discuss follow-up with the PACU nurse.
7. Chart on actual client record when delegated/assisted by the R.N.
8. Student is not to give any medications while in PACU.

During PACU Precepted Experiences, students CANNOT DO

- Administer blood or blood products
- Administer chemotherapy or administer experimental drugs
- Take physician orders or validate orders in the electronic medical record
- Insert or remove any central line (including PICC, Vas cath, Multimed Line, Hickman, etc.)
- Pull drains (wound drains, J.P.'s, Hemovac, etc.)
- Perform blood sticks/draws for lab work or label blood specimens

Students CAN DO the following during PACU Precepted Experiences

- Under the direct, constant supervision of the R.N. preceptor after signed off in skills lab, students can:
- Administered medications
- Perform vital signs, intake and output
- Perform dressing changes empty drains
- Collect specimens with nurse (such as urine, stool, sputum, and wound)
- Patient teaching
- Perform finger sticks for accuchecks/blood glucose monitoring
- Oxygen administration

*** If at any time the student or nurse has a question about a skill, please stop and contact the course clinical team lead before performing.

Preceptor responsibilities

1. Review of written objectives, methodology, and evaluation procedures for the day.
2. Review of skills for which the student has obtained faculty-supervised clinical and didactic preparation.
3. Assist the student in meeting the learning objectives for the PACU experience.
4. Ensure the student provides safe care
5. Be physically present on the unit at all times when the student is functioning in the role of the nurse.
Per the Virginia Board of Nursing, a preceptor may not further delegate the duties of the preceptorship.
6. Be present with the student when a student is providing direct care to clients.
7. Students must be always be **directly** supervised by the preceptor when performing:
 - a. Any skill for the first time.
 - b. Any skills as designated by the preceptor based on the clinical situation.
8. Sign the Preceptorship Time Sheet at the completion of each shift worked by the student.
9. Complete an evaluation of the student, which will be used by faculty in completing the student's clinical evaluation for the course. All [Preceptor forms](#) can be found at the end of this document.
10. Follow guidelines or policies of the health care agency and the School of Nursing regarding preceptorships and interventions, the nursing students are allowed to implement in the health care agency (see [CANNOT DO list](#)).

Faculty communication

Radford University School of Nursing faculty are on-site during all One-day ICU/ED precepted experiences and are available as needed.

Required Forms for One-Day PACU Precepted Experiences

Preceptor

- [Preceptor Profile](#)
- [Preceptor Evaluation of Student in PACU](#)

Faculty

- [Faculty Roster / Contact Information](#)

Student

- [Student Evaluation of Preceptor in One Day Experience](#)

Preceptorship Forms

Forms for all of the Preceptorship experiences can be found on the following pages

Radford University School of Nursing
Preceptorship Faculty Roster

Course _____

Preceptorship Experience _____

FACULTY NAME / TITLE	EMAIL	TELEPHONE

Radford University School of Nursing
Preceptor Profile

Date of Preceptorship _____

Preceptor Name _____

Clinical Agency _____ Unit _____

Preceptor Home Address _____

Email Address _____

Work Phone _____ Home/Cell Phone _____

R.N. Educational Preparation: (Diploma/Degree, School, and Year Graduated)

Professional Certifications _____

Virginia License Number and Expiration Date _____

Date Preceptor Orientation Completed _____ (today's date)

PRECEPTOR SIGNATURE: _____

CLINICAL FACULTY SIGNATURE: _____

CLINICAL FACULTY PRINTED NAME: _____

The above information is for the exclusive use of Radford University School of Nursing. It is maintained in a secure location and shredded when no longer needed. This information is not shared with outside agencies except the Virginia Board of Nursing or credible credentialing bodies for their auditing purposes.

Radford University School of Nursing
NURS 454 Clinical Preceptor Profile

Preceptor Name _____

Clinical Agency _____ Unit _____

Agency Address _____

Email Address _____

Work Phone _____ Home/Cell Phone _____

Typical Shift / Hours Worked _____

Virginia License Number and Expiration Date _____

Educational Institution	Degree Received	Year
_____	_____	_____
_____	_____	_____
_____	_____	_____

Professional Certifications _____

Clinical Experience in Nursing _____

Date Preceptor Orientation Completed _____

PRECEPTOR SIGNATURE: _____

The above information is for the exclusive use of Radford University School of Nursing. It is maintained in a secure location and shredded when no longer needed. This information is not shared with outside agencies except the Virginia Board of Nursing or credible credentialing bodies for their auditing purposes.

Note: The student must return the original form to NURS 454 faculty prior to beginning the clinical practicum experience.

Radford University School of Nursing
Preceptor Evaluation of Student in Clinical Practicum Course

Scan the completed document and email to _____

Student _____ Preceptorship Date _____

Clinical Agency _____ Unit _____

Clinical Faculty Name _____

RN PRECEPTOR SIGNATURE _____

RN PRECEPTOR PRINTED NAME _____

Scoring	% time requiring direction, guidance, monitoring, & support for activities related to client/system, accuracy, safety, skillfulness, assertiveness, initiative & efficiency for a senior-level student
5 = Self-directed	95% or > of the time performs work without prompting
4 = Supervised	85% of the time performs work with minimal prompting
3 = Assisted	70% of the time performs work without prompting
2 = Novice	50% of the time requires prompting to complete duties (needs assistance 50% of the time)
1 = Dependent	30% of the time performs without prompting (requires 70% assistance to complete objective)
0 = Does not meet criteria	Performs duties 10% or < of the time without assistance. (requires 90% assist to complete objective)

Please rate student performance on the scale of 0 – 5 by checking the corresponding box for each objective below.

Student Objectives	5	4	3	2	1	0
1. Protects patients from injury, infection, and harm						
2. Identifies and uses information about specific disease processes/management.						
3. Verbalizes knowledge of patient's condition including significant signs & symptoms, pertinent history, pathophysiology & diagnostic tests & lab results.						
4. Performs comprehensive patient assessment.						
5. Assesses for specific socio-cultural, legal, economic, regulatory factors influencing healthcare delivery.						
6. Acknowledges ethical dilemmas or situations that impact patient care.						
7. Discusses pertinent nursing diagnosis, realistic outcomes, and appropriate interventions.						
8. Prioritizes and complete all assigned care in an organized and timely manner.						
9. Prioritizes care according to the needs of the patient & family, adapting as changes in status occur.						
10. Demonstrates knowledge and skill in performance of patient care procedures.						
11. Implements plan of care, evaluate patient's response to interventions, and modifies based on evaluation.						
12. Incorporate high quality evidence-based healthcare information in the provision of nursing care interventions.						
13. Protects confidentiality of protected health information in electronic health records.						
14. Uses national patient safety standards to ensure patient safety.						

15. Verbalizes comprehensive knowledge of medications.						
16. Administers medications safely utilizing the 5 Rights.						
17. Performs appropriate assessments prior to, during and after medication administration.						
18. Assesses, evaluates and documents pain status using a comprehensive approach.						
19. Seeks support and education regarding the use of technology and equipment.						
20. Navigates the electronic health record and accurately documents patient care in a timely and thorough manner.						
21. Uses information and technology tools to support, monitor and evaluates outcomes of care processes, and communicate professionally.						
22. Responds appropriately to clinical alarms and alerts.						
23. Facilitates informed patient consent for care when explaining care and procedures to the patient.						
24. Assumes role of team member or leader based on the situation and demonstrate a commitment to team goals						
25. Adheres to agency and college policies, regulations and state laws and ethical framework of nursing.						
26. Demonstrates awareness of own strengths and limitations as a team member and initiates requests for help when appropriate.						
27. Clarifies roles and accountabilities by effective communication to the healthcare team.						
28. Demonstrates accountability for own actions and clinical judgment and accountability for delegated acts.						
29. Demonstrates appropriate professional behaviors treating all individuals with dignity and respect.						
30. Accepts performance feedback in a positive manner for professional growth.						
Preceptor Comments:						

Radford University School of Nursing
Preceptor Evaluation of Student in One-Day ICU/ED Preceptorship

Student _____ Preceptorship Date _____

Clinical Agency _____ Unit _____

Clinical Faculty Name _____

RN PRECEPTOR SIGNATURE _____

RN PRECEPTOR PRINTED NAME _____

Scoring	% time requiring direction, guidance, monitoring, & support for activities related to client/system, accuracy, safety, skillfulness, assertiveness, initiative & efficiency for a senior-level student
5 = Self-directed	95% or > of the time performs work without prompting
4 = Supervised	85% of the time performs work with minimal prompting
3 = Assisted	70% of the time performs work without prompting
2 = Novice	50% of the time requires prompting to complete duties (needs assistance 50% of the time)
1 = Dependent	30% of the time performs without prompting (requires 70% assistance to complete objective)
0 = Does not meet criteria	Performs duties 10% or < of the time without assistance. (requires 90% assist to complete objective)

Please rate student performance on the scale of 0 – 5 by checking the corresponding box for each objective below.

Student Objectives	5	4	3	2	1	0
1. Protects patients from injury, infection, and harm.						
2. Verbalizes knowledge of patient's condition including significant signs & symptoms, pertinent history, pathophysiology & diagnostic tests & lab results.						
3. Discusses pertinent nursing diagnosis, realistic outcomes, and appropriate interventions.						
4. Performs comprehensive patient assessment.						
5. Implements plan of care with preceptor and evaluates patient's response to interventions.						
6. Administers medications safely utilizing the 5 Rights.						
7. Verbalizes comprehensive knowledge of medications.						
8. Seeks support and education regarding the use of technology and equipment.						
9. Uses information and technology tools to support, monitor and evaluates outcomes of care processes, and communicate professionally.						
10. Responds appropriately to clinical alarms and alerts.						
11. Protects confidentiality of protected health information in electronic health records.						
12. Acknowledges ethical dilemmas or situations that impact patient care.						
13. Demonstrates appropriate professional behaviors treating all individuals with dignity and respect.						
14. Accepts performance feedback in a positive manner for professional growth.						

Preceptor Comments:

Radford University School of Nursing
Preceptor Evaluation of Student in PACU

Student _____ Preceptorship Date _____

Clinical Agency _____ Unit _____

Student Start Time _____ Student End Time _____

Clinical Faculty Name _____

RN PRECEPTOR SIGNATURE _____

RN PRECEPTOR PRINTED NAME _____

Scan the completed document and email to _____

Please rate student performance on the Student Objectives for this

Evaluation Criteria / Student Objectives	Above Average	Satisfactory	Unsatisfactory
Demonstrates a positive and caring attitude			
Demonstrates professional behavior & maintains confidentiality at all times			
Provides safe competent care			
Demonstrates a desire to learn			
Participates in collection of pertinent patient data from medical record, reports, and observation			
Assists with identifying changes in patient's status			
Identifies patient teaching needs and participates in meeting these needs as the opportunities arise			
Observes patient assessments, reports being given, treatments and procedures whenever possible			
Communicates patient care issues in a professional manner			

Preceptor Comments: (for ratings of Above Average or Unsatisfactory, please comment and include rationale)

Radford University School of Nursing
Student Evaluation of Preceptor in One Day Experience

Student _____ Preceptor _____

Date of Preceptorship: _____

Rate your preceptor on each of the following items. The feedback will be used for future planning. Thank you!

PLEASE CIRCLE YOUR RESPONSE for each of the items below.

Evaluation Criteria	Below Average	Average	Above Average	Not Applicable
Serves as a professional role model	1	2	3	N/A
Establishes rapport with student	1	2	3	N/A
Guides and assists student in clinical practice	1	2	3	N/A
Is receptive to student's questions and concerns	1	2	3	N/A
Provides adequate feedback on clinical performance	1	2	3	N/A
Provides clinical experiences consistent with the objectives	1	2	3	N/A
Overall, how would you rate this preceptor?	1	2	3	N/A

Student Comments: (Please comment on Above or Below Average ratings)

Radford University School of Nursing
NURS 454 Clinical Nursing Practicum

Placement Agreement Between Clinical Preceptor and Student

1. It is understood that the undergraduate Level IV nursing student is responsible and accountable for 180 hours of working with their clinical preceptor.
2. It is understood that this is a clinical nursing practicum experience in a tertiary health care setting.
3. It is understood that the “hours” requirement must be completed in accordance with preceptor’s schedule. The student is to work **only** when the preceptor is on duty.
4. It is understood that **the student may work any shift** and plans his/her schedule in accordance with the agency preceptor’s schedule.
5. It is understood that the student is expected to be on duty on the days negotiated with the preceptor and to be on time.
6. It is understood that, if for any reason, the student needs to request a change in the planned work schedule, he or she must notify his/her clinical preceptor and course faculty member PRIOR to this change except in an emergency.
7. It is understood that, if the preceptor must be absent on a planned work day, he or she will make every effort to notify the student prior to the beginning of the shift. The student will then be responsible for notifying the faculty supervisor for help arranging an alternate work day or substitute preceptor.
8. It is understood that it is the student’s responsibility to keep his/her calendar schedule accurate and up-to-date for self, clinical preceptor, and course faculty.
9. It is understood that the student is to give his/her clinical preceptor specific, written, professional objectives he/she wishes to meet through this practicum. These objectives have been negotiated with course faculty prior to beginning the practicum.
10. It is understood that the student will adhere to agency’s policies, procedures, and standards of care as well as follow guidelines in the School of Nursing Student Handbook.
11. It is understood that the student **cannot** take verbal or telephone orders from a physician.
12. It is understood that, if the student and/or clinical preceptor have any questions or there are any issues regarding student performance, patient care, etc., the clinical preceptor or student will contact the faculty supervisor or course coordinator directly and as soon as possible so that question may be answered or problems resolved immediately.
13. It is understood that the student will be punctual to the clinical setting for practicum experiences and will be in appropriate clinical uniform for the practicum setting.

Note: The student must turn in the completed signed form in D2L prior to starting the first day of clinical practicum. The original form MUST be turned into course lead faculty prior to the last day scheduled. It can be turned in on the clinical presentation day.

Clinical Preceptor

Nursing 454 Student

Date

Date

Radford University School of Nursing
Pre-Licensure BSN & ABSN Programs
Student Clinical Orientation Record for Preceptorship Course

STUDENT NAME: _____

FACILITY: _____

DEPARTMENT: _____

I have received information on the following topics, have had the opportunity to ask questions and have understood the information given to me:

FACILITY

Mandatory Topics

- Fire and Disaster
- Safety
- Hazardous Materials
- HIPAA/Confidentiality Policies
- Infection Control, Blood-borne Pathogens and Universal Precautions
- Tour of Facility

UNIT

- Locate Emergency Preparedness Manual, MSDS, Policy & Procedure Manual, Infection Control Manual
- Locate Fire Extinguishers, Alarms on Unit
- Local Fire Exits, Evacuation Routes & Plans
- Tour of Unit
 - Layout
 - Location of Supplies, Equipment & Medications
- Code Procedure
 - Policy & Procedure
 - Procedure to Call Code
 - Crash Cart Location & Supplies
 - Code Name
 - Safety Alarms

ADMINISTRATIVE INFORMATION

- Internal telephone/pager list
- Parking and after hours building access
- Process for contacting Security & Maintenance for emergencies

Student Signature _____ Date _____

Preceptor Signature _____ Date _____

Community Health Precepted Experiences

Students in Community Health Nursing are seniors. They are expected to function at a supervised to self-directed level using clinical skills, clinical reasoning, and clinical judgment. Experiences are expected to give them needed exposure to a range of community and population health needs.

Course Objectives for NURS 479C ABSN

Upon completion of this clinical practicum, the student will be able to perform the following objectives at the **supervised level** (as defined in the course description above):

1. Provide safe, quality patient-centered care while integrating cultural competence and evidence-based practice.
2. Integrate knowledge and skills in informatics and patient care technology into the delivery of patient-centered care.
3. Demonstrate skills in leadership, quality improvement, and patient safety to provide high-quality care within interprofessional teams.
4. Incorporate strategies to improve and promote individual, family, and population health in a variety of healthcare settings.
5. Examine the impact of socio-cultural, legal, economic, regulatory, and political factors influencing healthcare delivery and practice.
6. Demonstrate a commitment to professionalism, professional values, and lifelong learning.

Course Objectives for NURS 451

1. Apply scientific principles of nursing knowledge in partnership with individuals, families, and aggregates in order to improve the health of the population.
2. Discuss the historical evolution of the U.S. public healthcare system and community oriented-nursing and their influence on the health of individuals, families, and population aggregates.
3. Perform theory and evidence-based therapeutic nursing interventions within the scope of community health nursing practice.
4. Apply principles of epidemiology, community health organization, and health policy to provide a safe and healthy environment.
5. Recognize and intervene in the abuse, neglect, and exploitation of children, elderly, and disabled clients encountered in the community.
6. Access inter-professional and intra-professional resources to resolve ethical and other practice dilemmas and exhibit accountability for care delivery in various community settings.
7. Collaborate with community members and other members of the healthcare team to implement culturally sensitive, holistic care for population aggregates that reflects an understanding of the multi-dimensional aspects of community health nursing across the health-illness continuum, across the lifespan, and in all community healthcare settings.
8. Advocate for consumers and communities on a regional, state, national, and global level to influence health care policy and promote the health of populations and the advancement of nursing practice.
9. Utilize effective written, oral, and nonverbal communication skills in collaboration with community members and other health professionals to improve the health of individuals, families, and populations.
10. Utilize knowledge and skills in health care and information technologies to support a

safe community environment for individuals, families, population aggregates, and health care workers.

11. Evidence commitment to lifelong learning to support excellence in community nursing practice and foster professional growth and development.

Preceptor Roles and Responsibilities

1. Complete RU-SON preceptor orientation.
2. Be assigned to no more than two students in the clinical area at one time.
3. Orient the student to the unit, organization, or facility.
4. Provide guidance, support, and mentorship to students in giving care to the assigned clients.
5. Serve as a professional role model for the student.
6. Be always physically present when the student is functioning in the role of the nurse. A preceptor may not further delegate the duties of the preceptorship to another nurse.
7. Report to and confer with the instructor in the event that client safety is actually or potentially jeopardized by the student.
8. Meet/confer with faculty periodically regarding student progress.
9. Complete an evaluation of the student, which will be used by faculty in completing the student's clinical evaluation tool for the course
10. Feel free to make suggestions to faculty on how the learning experience could be improved.
11. Sign the preceptorship time sheet at the completion of each shift worked by the student.
12. Follow guidelines or policies of the health care agency and the School of Nursing regarding preceptorships and interventions and what skills the nursing students are allowed to implement in the health care agency

Student Responsibilities for Community Precepted Experiences

- Work in a professional manner with preceptors, course faculty, and health care agencies.
- Provide information about times and setting for anticipated faculty site visits.
- Complete orientation and participate in activities in the community setting as directed by and under the guidance of the preceptor.
- Notify the preceptor and community course faculty **immediately** of an absence, tardiness, or schedule change. The student must also notify the faculty immediately of any med/clinical error while practicing in the community area.
- Arrive at the community agency at the appropriate time for assigned shifts. Tardiness may result in an unsatisfactory evaluation.
- Dress in RUSON scrubs, which are clean, neat, and judged appropriate by the course faculty, preceptor, and agency. All students are to wear RUSON name badges, which clearly identify their name and student status. All students are to adhere to RUSON dress code policy.
- Provide feedback to the preceptor and community course faculty through evaluation of the learning experience.

During Community Health Experiences:

Students cannot:

- Hang Blood or blood products, including auto-transfusions.
- Transport labs or blood products, sign for blood
- Draw labs, including phlebotomy and draws from a PIV, central, or arterial line.
- Setup, set rate, adjust rate, or clear PCA pumps.
- Cosign any required dual sign-off required for medication administrations
- Manipulate epidural pumps
- Administer IV chemotherapy drugs
- Care for a patient in airborne precautions without a prior N95 fit testing.
- Be assigned to a patient being treated with a radioactive implant.
- Take verbal, phone, or written report from a physician, nurse practitioner or physician assistant.
- Witness any consents.
- Participate in bedside time outs.
- Initiate or discontinue restraints.
- Insert or remove any central or arterial line (including PICC, Vascath, Multi-med, Hickman, or Arterial line)
- Any intervention that the clinical agency or unit does not allow students to perform.

Students can do the following under the direct and constant supervision of the R.N. preceptor after being signed off in the skills lab: (these are some examples)

- Perform assessments
- Perform vital signs
- Assist with screenings such as vision, hearing, scoliosis, height, weight
- Perform dressing changes
- Collect specimens with nurse (such as urine, stool, sputum, wound)
- Patient teaching
- Initiate peripheral IV site
- Perform Accuchecks/Blood Glucose sticks
- Oxygen administration
- Foley insertion
- E.C.G.s
- Drain care (empty drains; not pull)
- Remove sutures and staples

* ***All skills should be performed under the direct supervision of the R.N. preceptor.***

*****The only exception to the above is the following:**

- Students on Community Health rotations may administer vaccinations and skin testing while working 1:1 with an R.N. preceptor in Occupational Medicine at CRCH and McDowell Road.
- Students on Community Health rotations may administer vaccinations/immunizations, DMPA while working 1:1 with an R.N. preceptor in Carilion Family Practice offices, Health Departments, and with Pre-Surgical Testing (PST/CARES).
- If at any time the student or nurse has a question about a skill, please stop and contact clinical instructors.

Faculty Responsibilities for Community Precepted Experiences

- Assign and orient preceptors as required by the Virginia Board of Nursing. Meet with the preceptor and/or use email/telephone communications/zoom to discuss the purpose of the community preceptorship, course objectives, preceptor role and responsibilities, and evaluation of student progress.
- Serve as a resource person and mentor for the preceptor and be available to the preceptor for telephone conferences, email, meetings, and dialogue, as needed to assist in resolving any problems.
- Provide advising and counseling for the student and preceptor if a student is not progressing in the preceptorship or a student is not performing satisfactorily in the community setting. The faculty will work with the student and preceptor to develop any necessary additional student objectives and will evaluate the student's progress in meeting those objectives.
- Remove a student from preceptorship in the event the faculty or preceptor identifies that the student is providing unsafe nursing practice for clients.
- Complete site visits with preceptor and student periodically to monitor student progress.
- Be available by phone for students at all times while in the field. A schedule will be completed and placed in D2L for instructor assignments.

Preceptorship Forms for Community Health

Forms can be found on the following pages.

Radford University School of Nursing
Preceptorship Faculty Roster

Course _____

Preceptorship Experience _____

FACULTY NAME / TITLE	EMAIL	TELEPHONE

Radford University Student Community Clinical Performance Evaluation

Course: NURS 479C _____ NURS 451 _____

Student: _____ Date: _____ Clinical Site: _____

RN Preceptor Signature _____

Objectives	-5- Self-directed (95% of time)	-4- Supervised (85% of time)	-3- Assisted (70% of time)	-2- Novice (50% of time)	-1- Dependent (30% of time) Please add Comment	-0- Does not meet basic criteria Please add Comment
1. The student correctly identified client care priorities and/or coordination of care concerns.						
3. The student demonstrated effective communication skills.						
4. The student identified appropriate members of the interdisciplinary care team.						
5. The student actively participated in safe, competent client care with a caring attitude.						
6. The student demonstrated knowledge of health education principles.						
7. The student integrated caring, culturally competent behaviors into practice.						
8. The student was professional in dress and behavior with required paperwork in hand.						
9. The student was on time for all experiences.						
Preceptor Comments:						

Radford University Student Evaluation

Which clinical agency or agencies were you in?

Name _____ Date _____

For each site:

- 1. Please rank the educational value of your community clinical experience.....
- 2. Please rank how well this experience helped you understand community health nursing.....
- 3. Please rank your experience with your preceptor.

Excellent	Good	Satisfactory	Poor

4. What did you like best about your experience at this agency?

8. What did you like least about your experience at this agency?

9. How can the agency or faculty improve this student's clinical learning experiences?

