



**COMMUNITY PRECEPTOR HANDBOOK**  
**for Pre-licensure Programs**

Summer & Fall 2021

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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 (RUC), 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:** We intervene on behalf of vulnerable populations and the nursing profession to address ethical and healthcare issues through legal, administrative, and legislative pathways.
- **Safe Caring:** We exemplify compassion for others in an altruistic manner through presence and safe, holistic practice.
- **Cultural humility:** We honor traditions and beliefs of diverse populations through intentional and inclusive engagements of those in our care while supporting health promotion in the patients we serve.
- **Excellence:** We utilize rigorous evidence-based methodologies to instill competency and inspire professionalism and leadership in our graduates.
- **Interprofessionalism:** We demonstrate respect in interdisciplinary, collaborative practice to achieve the highest quality outcomes.
- **Innovation:** We engage our students in the discovery of healthcare technology to support implementation of the nursing process while providing person-centered care.

## Undergraduate Program Leadership

### **Dean and Professor, School of Nursing**

Dr. Johnnie Sue Wijewardane  
Waldron Hall, Radford University, Radford VA 24141  
Radford University Carilion, Roanoke VA 24013  
Office: 540-831-7700

### **Associate Director of Undergraduate Programs**

Roanoke Higher Education Center Site Director  
Dr. Sharla Cooper  
Associate Professor  
307G Roanoke Higher Education Center, Roanoke VA 24016  
office: 540-767-6188

### **Radford University Main Campus Clinical Coordinator**

Becky Underwood  
Instructor  
Waldron Hall 314, Radford University, Radford VA 24142  
Cell: 540-641-6329

Radford University Carilion (RUC) campus

### **Accelerated B.S.N. Program Coordinator**

Dr. Tara Chitwood  
Assistant Professor  
Radford University Carilion Rm 1004, Roanoke VA 24013  
Office: 540-224-4697

### **RUC Traditional B.S.N. Program Coordinator**

Dr. Deidra Pennington  
Assistant Professor  
Radford University Carilion Rm 1020, Roanoke VA 24013  
Office: 540-985-4032

## School of Nursing Campus Locations

### **Main Campus – Radford University**

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

### **Radford University Carilion**

Roanoke Community Hospital - 10<sup>th</sup> 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 (CSC)**

Main Campus CSC  
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 (RU Main & RHEC) – 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	Found. 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		
IPEH 401	Foundations of IP Leadership	2	IPEH 402	Found of IP Leadership II	2
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.	4	NURS 410	Research Applications in Healthcare	3
<b>TOTAL</b>		<b>16</b>	<b>TOTAL</b>		<b>17</b>

SUMMER SEMESTER			FALL SEMESTER 2		
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	Transition to Licensure	2
NURS 361	Nursing Process Applications for AB.S.N. II	3	NURS 471	Leadership and Health Policy in Nursing for AB.S.N.	3
NURS 369C	Clinical Practicum for AB.S.N. II	4	NURS 479C	Clinical Practicum for AB.S.N. III	5
<b>TOTAL</b>		<b>14</b>	<b>TOTAL</b>		<b>16</b>

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
<b>TOTAL</b>		<b>15</b>	<b>TOTAL</b>		<b>16</b>

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	Transition to Licensure	2
NURS 361	Nursing Process Applications for AB.S.N. II	3	NURS 461	Nursing Process Applications for AB.S.N. III	3
IPEH 350	IP Healthcare Exploration (online)	2	NURS 471	Leadership and Health Policy in Nursing for AB.S.N.	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			
<b>TOTAL</b>		<b>16</b>	<b>TOTAL</b>		<b>16</b>



### Pre-licensure B.S.N. Program Student Learning Outcomes (RU TB.S.N. & RUC AB.S.N.)

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.

### RUC Traditional B.S.N. Teachout Program – Upper Division Courses

Sophomore 2		
BIO 300	Pathophysiology	3
NURS 300	Pharmacology	3
MTH 265	Introductory Stats	3
NURS 303	Foundations for Professional Nursing Practice	3
NURS 340/340L	Health Assessment	3
NURS 301	Dosage Calculations	1
<b>TOTAL</b>		<b>16</b>

Junior 1			Junior 2		
NURS 305	Professional Nursing Skills I	2	NURS 308	Professional Nursing Skills II	2
NURS 326	Nursing Process Applications TB.S.N. I	4	NURS 320	Informatics & Technology in Healthcare	3
NURS 314	NSG Process in Psych/Mental Health	3	NURS 327	NSG Process Applications TB.S.N. II	4
NURS 316	NSG Process in Gerontology	3	NURS 331	NSG Process for Families with Children	4
NURS 328C	Clinical Practicum TB.S.N. I	3	NURS 338C	Clinical Practicum TB.S.N. II	3
<b>TOTAL</b>		<b>15</b>	<b>TOTAL</b>		<b>16</b>

Senior 1			Senior 2		
IPEH 350	IP Healthcare Experiences	2	NURS 427	Nursing Process Applications TBSN IV	4
NURS 410	Research Applications in Healthcare	3	NURS 457	Transition to Licensure	2
NURS 426	Nursing Process Applications for TB.S.N. III	4	NURS 438C	Clinical Practicum TB..S.N. IV	3
NURS 429C	Clinical Practicum TB.S.N. III	4	NURS 471	Leadership and Health Policy in Nursing for TB.S.N.	3
NURS 421	Promoting Health in the Community	4	NURS 445	Quality & Safety in Nursing	3
<b>TOTAL</b>		<b>17</b>	<b>TOTAL</b>		<b>15</b>

### Pre-licensure B.S.N. Program Student Learning Outcomes (RUC TB.S.N. Teach Out)

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.

## The Basics of Precepting

**What is a Preceptorship?** A preceptorship is an educational relationship in which an experienced and skilled professional provides knowledge, skills, support, and encouragement to a nursing student in order to enhance the student's understanding and level of comfort with the nursing profession (Morton-Cooper & Palmer, 2000).

### Benefits of Precepting

- For the preceptor, working with students can create a sense of achievement, improved self-esteem, recognition, and an opportunity for professional advancement (clinical ladders, etc.). Educating students can provide inspiration, challenge, and renewed interest in the field of nursing. This relationship encourages preceptors to reflect on their own knowledge and make sure their practice is up to date (Happell, 2009). It's a wonderful feeling to know you are helping shape the future of our profession.
- For the student, working with a preceptor provides the opportunity to learn about different nursing roles and activities, practice skills, and see different ways of doing things.
- For the agency, students who have a positive experience are more likely to consider applying to work there or to refer future clients there. They will also have positive things to say when discussing these nursing roles and the agency with coworkers and administrators.

- For the university, preceptors provide the ability to offer a wider range of more independent learning experiences for students despite limited faculty numbers.

### Qualities of a Good Preceptor

Research has also identified that students appreciate preceptors who:

- Are consistent and professional in their work.
- Are enthusiastic about nursing in general, as well as their own specialty.
- Are aware of the students' theoretical knowledge and clinical skills, as well as their limitations.
- Respect the student as a future member of the nursing workforce.
- Establish clear and open communication.
- Provide role modeling with consistent and regular feedback on performance (Happell, 2009).

Research shows that students function best if they feel welcomed to the site and receive clear expectations and instructions. We provide detailed instructions about expectations from the Radford University School of Nursing and the agency, but we count on our preceptors to orient the students to individual agency policies.

Students also appreciate the opportunity to participate in nursing activities and learn from observing the practice of a variety of experienced nurses.

We depend on you to be our “eyes and ears” – you are the teacher of the student when they are in your agency.

### About our Students in Community Health Nursing

Our students in Community Health Nursing are seniors, so they have received most of the theory of a bachelor of science in nursing education by the time they are in our class. Most are also functioning at a very high level of clinical skill, having participated in hundreds of hours of clinical, simulation, and externships. In this course, what they need is exposure to new experiences and practice with supervision.

- Students are expected to be prepared, professional, and actively engaged. This means they should follow the RUSON and agency dress codes; have their objectives, timesheet, and other paperwork with them; arrive on time; ask questions; and jump in to help with any activities they are allowed to do.
- Please be aware that there are differences in what students are allowed to do depending on the agency or course they are participating in. More specific clarifications are found below and have been explained in emails to your agency.
- You have the authority to question, correct, and refer concerns about student attitude and performance.
- Please ask the students to discuss their objectives and written assignments with you: journals, literacy assessment, population nursing papers, and community health promotion projects. There are many components of these assignments they should be asking you about. It helps if you can direct them to where they can find the answers, help them make contacts, or share resources and knowledge.
- We are available by phone and email and want to hear from you immediately if you have negative or positive feedback.
- We ask that you be straightforward and honest with us and with the student. We cannot offer constructive criticism without letting a student know where it came from.

- Timing is critical. These courses only last a short time. If we receive a call about a problem with a student after they have finished clinical, consequences are extremely challenging to implement.
- But we still need you to call. Some issues are so serious they must be addressed no matter when we hear of them. We do not want anything to interfere with our relationship with you as a preceptor or with the agency. We also do not want to pass a student who is not safe or competent to practice.

We truly appreciate your willingness to share your time, expertise, and enthusiasm as you mentor and educate our students. Please do not hesitate to contact us with any questions, concerns, or suggestions for improving the clinical educational experience.

## Virginia Board of Nursing Regulations related to Community Preceptors

Radford University School of Nursing adheres to the definition of preceptorships set forth by the Virginia Board of Nursing (regulations revised September 20, 2018).

### **18VAC90-27-110. Clinical practice of students.**

*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.*

## General Preceptor Guidelines

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

## 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.
- Go to the lab, sign for blood products and bring blood products to the unit.
- Hang or titrate critical drips (such as dopamine, heparin, nitroglycerine, Cardizem, insulin, etc.)
- Setup, set rate, adjust rate, or clear PCA pumps.
- Manipulate epidural pumps.
- Administer IV chemotherapy drugs.
- Be assigned to a patient in airborne isolation precautions requiring a fit tested mask. (students have not been fit tests for masks)
- Be assigned to a patient being treated with a radioactive implant.
- Take verbal, phone or written report from a physician, nurse practitioner or physician's assistant.
- Witness any consents.
- Perform any interventions the hospital unit does not permit nursing students to perform.
- Participate in bedside time outs.
- Initiate or discontinue restraints.
- Insert or remove any central line (including PICC, Vascath, Multi-med, Hickman, or Arterial line)
- Any intervention that the clinical agency does not allow students to perform

## **Student Requirements for Community Experiences**

Pre-licensure Nursing students receive direct, hands-on experiences through participation in experiential learning activities (community 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](#)).

### Community Agency Orientation

Nursing students are required to complete orientation and training at assigned community 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 community agencies require an additional fee for community placements. The payment for community 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 community placement/online simulations will be required to withdraw from the School of Nursing course requiring the community experience. All course withdrawals will count toward the School of Nursing policies related to withdrawal and course failure. The only exception to this policy is an extenuating circumstance, such as a technical problem out of the student's control.

### Student Uniforms (RU/ RHEC)

**You are required to wear the following uniform in NURS 451 community experiences:**

- Red or Gray polo shirt with Radford Logo (must be purchased through the RU Bookstore).
- Khaki or black pants constructed of material thick enough to prevent seeing undergarments through the fabric.
- Radford University School of Nursing Photo ID Name Tag. (Will be purchased from RU ID Services at the opening of the semester).

### RUC Student Uniforms

**You are required to wear the following uniform in NURS 429C/ 479C community experiences:**

1. Radford University Carilion pewter clinical scrubs and designated shoes (purchased through the RUC Bookstore).
2. Radford University School of Nursing Photo ID Name Tag. (Will be purchased from RU ID Services at the opening of the semester).

## Community Health Nursing Practicum Experience Details

The purpose of the clinical experiences in NURS 451 is to introduce the student to various community agencies that function, independently or collectively, to protect and promote the health of community residents. Experiences will expose students to community agencies that target specific segments of the population to promote health and prevent disease and disability.

### Community Health Nursing (NURS 451) Practicum Learning Objectives:

The clinical objectives for this course are the same as the Level 4 objectives of the RUSON. These are based on the American Association of Colleges of Nursing (AACN) (2008) *Essentials of Baccalaureate Education for Professional Nursing Practice* and on the American Nurses Association (ANA) (2013) *Public Health Nursing: Scope and Standards of Practice*. According to the ANA *Standards*, “public health nursing practice is evidence-based and focuses on promotion of the health of entire populations and prevention of disease, injury, and premature death” (p. 3). The selected measurement criteria are listed with each standard and are the basis for clinical evaluation in this course (see forms at end of syllabus).

Upon completion of the course, the student will be able to:

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 health care 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 health care 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.

## Community Health Nursing Clinical for NURS 429C/ NURS 479C

During this clinical practicum, students will participate in supervised clinical experiences and selected observational clinical experiences that complement the accompanying nursing theory courses. In this course, students are expected to reach the **supervised level** of clinical performance. Students at the **supervised level** occasionally (15% of the time) require faculty or preceptor direction, guidance, monitoring and support.

The **supervised level** student very often (at least 85% of the time) exhibits accuracy, safety, initiative, independence, efficiency, and organization in the delivery of client-centered care.

### Course Objectives

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):

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

## Preceptor Role and Responsibilities

### Preparing for the Preceptorship

1. Obtain the facility Manager's approval to serve as a Preceptor and serve as a professional role model and be a provider of excellent community 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 community 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 community course faculty if there are any problems/concerns during the community nursing preceptorship experience, including unsatisfactory performance.
3. Meet/confer with course 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 community location.
2. Inform the student of specific requirements for this location, methods of communication, and conference times.



3. Be physically present with the student 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.**
4. Sign the Preceptorship Time Sheet at the completion of each shift worked by the student.
5. Complete an evaluation of the student, which will be used by faculty in completing the student's community evaluation for the course. All [Preceptor forms](#) can be found at the end of this document.
6. 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 Community 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 course faculty with a copy of the community 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 community setting as directed by and under the guidance of the preceptor.
- Provide time for community evaluation with the community preceptor and with the course faculty following the practicum experience by established due date.
- Notify preceptor and community 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 community area.
- Arrive at the community agency at the appropriate time for assigned shifts. Tardiness may result in an unsatisfactory evaluation.
- Dress in RUSON community 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 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 community 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 community hours.

### Faculty Responsibilities for Community Practicum

- 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. 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 field. A schedule will be completed and placed in D2L for instructor assignments.

## 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 \_\_\_\_\_

Community Agency \_\_\_\_\_ Unit/Location \_\_\_\_\_

Preceptor Home Address \_\_\_\_\_

Email Address \_\_\_\_\_

Work Phone \_\_\_\_\_ Home/Cell Phone \_\_\_\_\_

RN 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: \_\_\_\_\_

COMMUNITY FACULTY SIGNATURE: \_\_\_\_\_

COMMUNITY 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 451 Community Health Nursing**  
**Clinical Preceptor Agreement**

This form must be on file with the RUSON prior to the student experience. It may be scanned and emailed or faxed to the course lead faculty at: \_\_\_\_\_

\_\_\_\_\_

The original must be mailed that day or delivered to the students' supervising faculty at the next site visit.

1. I understand that the student may work with any health care team member to observe or provide non-invasive nursing care (e.g. patient education, vital signs, etc.).
2. I understand that any invasive or judgment-based nursing procedures (e.g. injections, catheterizations, oxygen or medication administration, etc.) must be **directly supervised by myself or a RUSON faculty member.**
3. It is understood that the student is expected to be on duty on the days scheduled, to be on time, and to notify the agency and faculty for any absence.
4. It is understood that, if for any reason a change in the student's schedule is required, the student must notify his/her clinical preceptor and course faculty member PRIOR to this change.
5. If the student does not arrive to the site as scheduled and does not call to notify the assigned preceptor, I will notify the assigned course faculty as soon as possible.
6. It is understood that the student will adhere to the agency's policies, procedures, and standards of care as well as follow guidelines in the School of Nursing Student Handbook and the NURS 451 course syllabus.
7. It is understood that the student cannot take verbal or telephone orders from a physician or other health care provider.
8. It is understood that if the student and/or the clinical preceptor have any questions or concerns regarding student performance, patient care, etc., that the clinical preceptor will do so directly and as soon as possible so that any needed clarification or a resolution is immediate.
9. I have reviewed and understand the attached preceptor packet and cannot do list, had the opportunity to have my questions answered, and agree to supervise the assigned student(s).

\_\_\_\_\_  
Signature of Community Preceptor (Please Sign)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of Community Preceptor (Print)

\_\_\_\_\_  
Student Name (Print)

**Radford University School of Nursing**  
**Preceptor Evaluation of Student in Community Health Nursing**

Scan the completed document and email to \_\_\_\_\_

Student \_\_\_\_\_ Preceptorship Date \_\_\_\_\_

Community Agency \_\_\_\_\_ Unit/Location \_\_\_\_\_

Community 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
<b>5 = Self-directed</b>	95% or > of the time performs work without prompting
<b>4 = Supervised</b>	85% of the time performs work with minimal prompting
<b>3 = Assisted</b>	70% of the time performs work without prompting
<b>2 = Novice</b>	50% of the time requires prompting to complete duties (needs assistance 50% of the time)
<b>1 = Dependent</b>	30% of the time performs without prompting (requires 70% assistance to complete objective)
<b>0 = Does not meet criteria</b>	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. Correctly identified client care priorities and/or coordination of care concerns.						
2. Accepted performance feedback in a positive manner and utilize for professional growth.						
3. Protected patients from injury, infection, and harm.						
4. Identified appropriate members of the interdisciplinary care team.						
5. Assumes role of team member or leader based on the situation and demonstrate a commitment to team goals						
6. Discusses pertinent nursing diagnosis, realistic outcomes, and appropriate interventions.						
7. Implements plan of care, evaluate patient's response to interventions, and modifies based on evaluation.						
8. Incorporate high quality evidence-based healthcare information in the provision of nursing care interventions.						
9. Seeks support and education regarding the use of technology equipment.						
10. Navigates the electronic health care record and accurately document patient care in a timely and thorough manner.						
11. Uses information and technology tools to support, monitor and evaluates outcomes of care processes, and communicate professionally.						

12. Responds appropriately to clinical alarms and alerts.						
13. Assesses for specific socio-cultural, legal, economic, regulatory factors influencing healthcare delivery.						
14. Uses national patient safety standards to ensure patient safety.						
15. Protects confidentiality of protected health information in electronic health records.						
16. Adheres to agency and college policies, regulations and state laws and ethical framework of nursing.						
17. Facilitates informed patient consent for care when explaining care and procedures to the patient.						
18. Demonstrates awareness of own strengths and limitations as a team member initiate requests for help when appropriate.						
19. Clarifies roles and accountabilities by effective communication to the healthcare team.						
20. Acknowledges ethical dilemmas or situations that impact patient care.						
21. Demonstrates accountability for own actions and clinical judgment and accountability for delegated acts.						
22. Demonstrates appropriate professional behaviors treating all individuals with dignity and respect.						
23. Performs comprehensive patient assessment.						
24. Verbalizes knowledge of patient's condition including significant signs & symptoms, pertinent history, pathophysiology & diagnostic tests & lab results.						
25. Assesses, evaluates and documents pain status using a comprehensive approach.						
26. Prioritizes and complete all assigned care in an organized and timely manner.						
27. Demonstrates knowledge and skill in performance of patient care procedures.						
28. Performs appropriate assessments prior to, during and after medication administration.						
29. Administers medications safely utilizing the 5 Rights.						
30. Verbalizes comprehensive knowledge of medications.						
Preceptor Comments:						



**Radford University School of Nursing (RUC TB.S.N. Teachout & RUC AB.S.N.)**  
 Preceptor Evaluation of Student in Community One-Day Preceptorship

Student \_\_\_\_\_ Preceptorship Date \_\_\_\_\_  
 Community Agency \_\_\_\_\_ Unit \_\_\_\_\_  
 Student Start Time \_\_\_\_\_ Student End Time \_\_\_\_\_  
 Community 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
<b>5 = Self-directed</b>	95% or > of the time performs work without prompting
<b>4 = Supervised</b>	85% of the time performs work with minimal prompting
<b>3 = Assisted</b>	70% of the time performs work without prompting
<b>2 = Novice</b>	50% of the time requires prompting to complete duties (needs assistance 50% of the time)
<b>1 = Dependent</b>	30% of the time performs without prompting (requires 70% assistance to complete objective)
<b>0 = Does not meet criteria</b>	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
Correctly identifies client care priorities and/or coordination of care concerns.						
Accepts performance feedback in a positive manner and utilize for professional growth.						
Protects patients from injury, infection, and harm.						
Identifies appropriate members of the interdisciplinary care team.						
Discusses pertinent nursing diagnosis, realistic outcomes, and appropriate interventions.						
Demonstrates effective communication skills.						
Integrates caring, culturally competent behaviors into practice.						
Actively participates in safe, competent client care with a caring attitude.						
Adheres to agency and university policies, regulations and state laws, and ethical framework of nursing including professional in dress, behavior, and timeliness.						
Acknowledges ethical dilemmas or situations that impact patient care.						
Demonstrates appropriate professional behaviors treating all individuals with dignity and respect.						

**Preceptor Comments:**