



PRELICENSURE PRECEPTOR HANDBOOK

August 2025

RADFORD UNIVERSITY COLLEGE OF NURSING PRECEPTOR HANDBOOK

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1. Radford University College of Nursing

The Radford University College 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 Program

Prelicensure Track

Our in-person prelicensure BSN offers the opportunity to gain nursing competencies across the full spectrum of patient care settings, with skills labs, health assessment labs and a state-of-the-art clinical simulation center. Direct admission is available for high-achieving incoming freshmen. Pre-nursing pathways are offered for all students with a secondary application to nursing.

There are two pathways at Radford University College of Nursing with which to complete the prelicensure BSN: the **Traditional** pathway and the **Accelerated** pathway. Students on both pathways follow the same curriculum.

Traditional BSN pathway: Students attend classes in both the fall and spring semesters each year they are enrolled for the four-year program. Students in the prelicensure track must maintain continuous registration during fall and spring for nursing major courses.

Accelerated BSN pathway: Students accepted to the accelerated pathway will first complete their general education coursework in the normal manner. Then, once admitted to upper division nursing courses, they are taken for 16 months/four consecutive semesters, including during the summer semester.

Prelicensure BSN offered at two locations:

- **On-site in Radford**
Offers a traditional pathway to the BSN, with classes taught in fall and spring semesters.
- **On-site in Roanoke**
Offers both traditional and accelerated pathways to the BSN, with nursing classes taught year-round.

Post-licensure Track

We are also proud to welcome students to our online campus. We work with wonderful registered nurses who have completed their preparation for licensure through an Associate's Degree and are now joining us for their Bachelor's degree. The R.N-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.

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2. Mission, Vision, Core Values

2.1. Mission

Radford University College 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.

2.2. Vision

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

2.3. 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.

Congruency of Radford University Vision, Mission, and Core Values with College of Nursing	
Radford University	Radford University College of Nursing
Vision Radford University aspires to be the premier, innovative, student-centered university in the Commonwealth of Virginia and beyond with a keen focus on teaching, research and service.	Vision Blending the art and science of nursing to prepare enlightened, compassionate professionals who will meet the diverse needs of the local and global community.

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<p style="text-align: center;">Mission</p> <ul style="list-style-type: none"> • As a mid-sized, comprehensive public institution dedicated to the creation and dissemination of knowledge, Radford University empowers students from diverse backgrounds by providing transformative educational experiences, from the baccalaureate to the doctoral level, within and beyond the classroom. • As an inclusive university community, we specialize in cultivating relationships among students, faculty, staff, alumni and other partners, and in providing a culture of service, support and engagement. • We embrace innovation and tradition and instill students with purpose and the ability to think creatively and critically. • We provide an educational environment and the tools to address the social, economic and environmental issues confronting our region, nation, and the world. 	<p style="text-align: center;">Mission</p> <p>Radford University College 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.</p>
<p style="text-align: center;">Core Values</p> <ul style="list-style-type: none"> • Student Empowerment and Success: We engage and support our students in the discovery and pursuit of their own unique paths. • Excellence: We expect our community to strive for the highest standards. • Inclusiveness: We are committed to a spirit of cooperation and collaboration, embracing and honoring the diversity of our community. • Community: We foster relationships and a culture of service within and beyond our university community. • Intellectual Freedom: We encourage and defend a fearless exploration of knowledge in all its forms. • Innovation: We inspire and support creativity in research, scholarship, pedagogy and service. • Sustainability: We are committed to 	<p style="text-align: center;">Core Values</p> <ul style="list-style-type: none"> • 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

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integrating sustainable practices into all aspects of our operations and engage students across the curriculum to learn, discover and contribute to positive current and future environmental solutions.	respect in interdisciplinary, collaborative practice to achieve the highest quality outcomes. <ul style="list-style-type: none">• Innovation: We engage our students in the discovery of healthcare technology to support implementation of the nursing process while providing person-centered care.
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3. Radford University Undergraduate Leadership Team

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4. College of Nursing locations

Radford University Main Campus (RUM)

PO Box 6964, Radford VA 24142 P
Main: 540-831-7700 Fax: 540-831-7746

Roanoke Higher Education Center (RHEC)

108 N Jefferson St, Roanoke VA 24016
Main: 540-767-6188 Fax: 540-767-6179

JoAnn Bingham Clinical Simulation Center (CSC)

Main Campus Site: Cook Hall - Third Floor, Main: 540-831-7175
Roanoke Higher Education Center Site: 108 N Jefferson St, Suite 104A, Main: 540-767-6159

Radford University Carilion (RUC)

Carilion Roanoke Community Hospital, 101 Elm Ave, Roanoke VA 24013

5. Prelicensure BSN 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.

6. Use of Agency Clinical Preceptors for Student Experiences

6.1. Virginia Board of Nursing Regulations related to Clinical Preceptors

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

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.***

18VAC90-27-110(A) Clinical Practice of Students

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.

*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.*

6.2. Preceptorship Scheduling

- Faculty/staff from Radford University College 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.

6.3. Objectives for All Preceptorship Experiences

Each type of student preceptorship experience has objectives which are derived from the College of Nursing's vision, mission, and core values and which facilitate achievement of the College's program outcomes and The Essentials: Core Competencies for Professional Nursing 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.

7. Types of Precepted Clinical Experiences

There are three 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.

7.1. One Day Preceptorships

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, but are not limited to:

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

7.2. Community

The community clinical is a type of preceptorship that 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.

7.3. Senior Practicum

The third 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 clinical experience is part of NURS 454: Clinical Nursing Practicum.

7.4. During All Precepted 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

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- 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 a few examples)

- Perform assessments & document in the EMR
- Administer medications with direct supervision of RN. (Except those listed on the “cannot do” list above”
- Perform vital signs, I&O, and unit specific assessments
- 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 & discontinue peripheral IV site
- Perform Accuchecks/Blood Glucose sticks/Onetouch
- Oxygen administration
- Foley insertion & removal
- 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.***

8. One-Day Precepted Experiences

Students may have one-day precepted experiences in level 2, level 3, or level 4 of the BSN prelicensure program. The purpose of one day preceptorships is to expose students to a variety of experiences and settings. The level of student independence depends on the level of the student and the type of clinical setting.

8.1. Preceptor Responsibilities for One-Day Preceptorships

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 precepted 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 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 Profile form at the beginning of each precepted day.
8. Complete an evaluation of the student, which will be used by faculty in completing the student's clinical evaluation for the course. Some courses may require the completion of the student evaluation within Project Concert, which is an electronic database that holds student records. Instructions related to Project Concert will be provided for each course.
9. Follow guidelines or policies of the health care agency and the College of Nursing regarding preceptorships and interventions (see **CANNOT DO list**).

8.2. Expectations of Students for One-Day Precepted Experiences

1. Assist with: Vital Signs, intake & output, skin care, and repositioning.
2. Analyze your patients' pertinent labs and tests and discuss with your preceptor.
3. Analyze your patient's medications in relation to patient's diagnosis and discuss with nurse.

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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. Create an education teaching plan for the assigned patient or family and provide education with direction of the preceptor nurse.
7. Chart on actual client record when delegated/assisted by the R.N.
8. Complete the required documentation for each precepted experience within Project Concert (which includes documentation of clinical hours and may include additional evaluations specific to the course)

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

8.3. Faculty Communication for One-Day Preceptorship

Radford University College 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.

9. 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 the needed exposure to a range of community and population health needs.

9.1. 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.

9.2. Preceptor Roles and Responsibilities

- Complete RUCON preceptor orientation.
- Be assigned to no more than two students in the clinical area at one time.

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- Orient the student to the unit, organization, or facility.
- Provide guidance, support, and mentorship to students in giving care to the assigned clients.
- Serve as a professional role model for the student.
- 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.
- Report to and confer with assigned faculty for any event that client safety is actually or potentially jeopardized by the student.
- Meet/confer with faculty periodically regarding student progress.
- Complete the Preceptor Profile form at the beginning of the precepted experience for each student.
- Complete an evaluation of the student, which will be used by faculty in completing the student's clinical evaluation tool for the course. Some courses may require the completion of the student evaluation within Project Concert, which is an electronic database that holds student records. Instructions related to Project Concert will be provided for each course.
- Feel free to make suggestions to faculty on how the learning experience could be improved.
- Follow guidelines or policies of the health care agency and the College of Nursing regarding preceptorships and interventions, and what skills the nursing students are allowed to implement in the health care agency.

9.3. 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 RUCON scrubs, which are clean, neat, and judged appropriate by the course faculty, preceptor, and agency. All students are to wear RUCON name badges, which clearly identify their name and student status. All students are to adhere to RUCON dress code policy unless otherwise directed by clinical agency and course faculty.
- Provide feedback to the preceptor and community course faculty through evaluation of the learning experience.

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- Complete the required documentation for each precepted experience within Project Concert (which includes documentation of clinical hours and may include additional evaluations specific to the course)

9.4. 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.

10. Clinical Nursing Practicum Experiences (NURS 454)

This course provides students with the opportunity to synthesize theoretical concepts, current research, and nursing practice skills in a clinical setting. They are expected to function at a supervised to self-directed level using clinical skills, clinical reasoning, and clinical judgment.

10.1. Course Objectives for Clinical Nursing Practicum

1. Apply scientific principles of nursing knowledge in partnership with the client to promote, protect, and restore the client's holistic health.
2. Apply the Standards of Nursing Practice in the clinical setting.
3. Implement safeguards and decision-making tools embedded in patient care technologies and information systems to ensure a safe practice environment for both patients and health care workers.
4. Identify abuse and exploitation of children, elderly, and disabled patients encountered in the health care setting and intervene as necessary.
5. Utilize and demonstrate critical thinking, clinical judgment, and clinical reasoning, research findings, and the Standards of Nursing Practice through involvement with health care issues.
6. Demonstrate competence by participating in evidence-based research in collaboration with other members of the health care team to improve patient outcomes.
7. Make use of inter-professional and intra-professional resources to resolve ethical and other practice dilemmas.
8. Exhibit caring and accountability in a variety of clinical settings.
9. Utilize and model effective written, oral and non-verbal inter- and intra-professional communication and collaborative skills to deliver evidence-based, patient-centered, culturally competent nursing care.
10. Demonstrate a commitment to life-long learning to support excellence in nursing practice and foster professional growth and development.
11. Exhibit leadership qualities commensurate with entry-level professional nursing practice.
12. Advocate on a regional, state, national and global level to promote the advancement of nursing practice through the application of health care policies.

10.2. Preceptor Roles and Responsibilities for Clinical Nursing Practicum

- Obtain approval from the Unit Director/Manager to serve as a preceptor.
- Agree to serve as a professional role model and be a provider of excellent nursing care.
- Be familiar with the course objectives and assist the student in hands on learning experiences to complete the specific course objectives.

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- Complete the preceptor orientation.
- Orient the student to the unit.
- Inform the student of specific unit requirements, methods of communication, and pre-shift conference times.
- 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.
- 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.**
- 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.
- Students must always be **directly** supervised by the preceptor when performing:
 - Any skill for the first time.
 - Any skills as designated by the preceptor based on the clinical situation.
 - 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.

- Allow the student to assume the preceptor's clinical duties by the conclusion of the experience, with direct supervisory assistance.
- Follow guidelines or policies of the health care agency and the College of Nursing regarding preceptorships and interventions, the nursing students are allowed to implement in the health care agency (see **CANNOT DO list**).
- Notify clinical faculty immediately should any unforeseen situation occurs. Examples include illness of preceptor or student, involvement in filing an incident or safety report.
- Notify the student's assigned clinical course faculty if there are any problems/concerns during the clinical nursing preceptorship experience, including unsatisfactory performance.
- Meet/confer with course clinical faculty periodically regarding student progress.
- Make suggestions to the faculty on how the learning experience could be improved.
- Complete the Preceptor Profile form at the beginning of the precepted experience for each student.
- Approve the student's hours in Project Concert at the completion of each shift.
- Complete an evaluation of the student, which will be used by faculty in completing the student's clinical evaluation tool for the course. Some courses may require the completion

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of the student evaluation within Project Concert, which is an electronic database that holds student records. Instructions related to Project Concert will be provided for each course.

10.3. Student Responsibilities for Clinical Nursing 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.
- Follow all facility and unit-specific policies and procedures.
- 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 RUCON clinical scrubs, which are clean, neat and judged appropriate by the clinical course faculty, preceptor and agency. All students are to wear RUCON name badges, which clearly identify name and student status. All students are to adhere to RUCON dress code policy. No exceptions to the dress code allowed.
- Notify faculty if preceptor is floated to another unit.
- Provide feedback to the preceptor and clinical course faculty through evaluation of the learning experience.
- Complete the required documentation for each precepted experience within Project Concert (which includes documentation of clinical hours and may include additional evaluations specific to the course)

10.4. Faculty Responsibilities for Clinical Nursing Practicum

- Assign student to preceptors.

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- 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
- Review Project Concert to ensure completion of all required documentation and verify all clinical hours throughout the semester.

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11. Preceptor Profile

Radford University College 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.

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12. Clinical Preceptor Agreement

**Radford University College of Nursing
NURS 451 Community Health Nursing
Clinical Preceptor Agreement**

This form must be on file with the RUCON prior to the student experience. It may be scanned and emailed 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 RUCON 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 College 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)