BACCALAUREATE PRECEPTOR HANDBOOK

An Informational Guide for Baccalaureate Preceptors

2013 - 2014 Academic Year
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PREFACE

The purpose of this handbook is to provide the Clinical Preceptor with accurate information regarding your role as a Preceptor and the role of the student learner (Preceptee) in the clinical setting. The handbook attempts to answer your questions and address your concerns before the student arrives for their first clinical visit. It is designed to be an information tool with suggested guidelines for integrating the learner into the clinical setting and/or your daily practice. Tools for giving feedback and evaluating your learner as they progress through their clinical rotation are also provided. The faculty at The University of Toledo College of Nursing believes you will find the contents informative and helpful resource as you embark on this rewarding journey!
Dear Preceptor,

Thank you for agreeing to be a preceptor for The University of Toledo College of Nursing baccalaureate nursing program. We genuinely appreciate your willingness to share your expertise in guiding this student in clinical learning. The focus of their adult medical surgical course is the care of adults with an array of medical and surgical care issues.

As a preceptor, you have the unique opportunity to share your professional insights, skill, and knowledge. The course faculty realizes and appreciates the value of your time. We are here to support you throughout the preceptor experience. It is our sincere desire the experience will be enriching on a professional and personal level. Faculty will remain in close contact with you throughout the student's clinical experience. It is our goal to work with our preceptors as a team to foster a rich educational experience for our students. With this in mind, we hope that you will communicate with us regularly to let us know how we can be of help to you in your role as a preceptor.
MISSION AND VISION STATEMENTS

THE UNIVERSITY OF TOLEDO MISSION STATEMENT
The mission of The University of Toledo is to improve the human condition; to advance knowledge through excellence in learning, discovery and engagement; and to serve as a diverse, student-centered public metropolitan research university. The core values of the University are:
I. Compassion, Professionalism and Respect: Treat every individual with kindness, dignity and care; consider the thoughts and ideas of others inside and outside of the University with a strong commitment to exemplary personal and institutional altruism, accountability, integrity and honor;

II. Discovery, Learning and Communication: Vigorously pursue and widely share new knowledge; expand the understanding of existing knowledge; develop the knowledge, skills and competencies of students, faculty, staff and the community while promoting a culture of lifelong learning;

III. Diversity, Integrity and Teamwork: Create an environment that values and fosters diversity; earn the trust and commitment of colleagues and the communities served; provide a collaborative and supportive work environment, based upon stewardship and advocacy, that adheres to the highest ethical standard;

IV. Engagement, Outreach and Service: Provide services that meet students’ and regional needs and where possible exceed expectations; be a global resource and the partner of choice for education, individual development and health care, as well as a center of excellence for cultural, athletic and other events;

V. Excellence, Focus and Innovation: Strive, individually and collectively, to achieve the highest level of focus, quality and pride in all endeavors; continuously improve operations; engage in reflective planning and innovative risk-taking in an environment of academic freedom and responsibility; and

VI. Wellness, Healing and Safety: Promote the physical and mental well-being and safety of others, including students, faculty and staff; provide the highest levels of health promotion, disease prevention, treatment and healing possible for those in need within the community and around the world.

THE COLLEGE OF NURSING MISSION STATEMENT
The mission of the College of Nursing at the University of Toledo is to improve human health and quality of life: to discover, disseminate and apply nursing knowledge; and to engage and serve a diverse learner population as part of a large public research University.

THE COLLEGE OF NURSING VISION STATEMENT
The College of Nursing will be the college of choice for nursing education that embodies excellence in applying the art and science of nursing to clinical reasoning and judgment, distinguished by scholarly inquiry with an emphasis on clinical outcomes and translational research within the global healthcare community.
OVERVIEW OF THE BACCALAUREATE NURSING PROGRAM

Nursing is a rewarding and challenging profession that incorporates theory, complex technology and caring. Baccalaureate nursing graduates provide research/theory based nursing care to healthy and ill individuals, families and communities in diverse health care settings including clinics, hospitals, nursing homes, schools and outpatient facilities. These graduates also are prepared for advanced study at the master's degree level.

The consortium of The University of Toledo (UT) and Bowling Green State University (BGSU) provides an innovative and unique Baccalaureate Nursing Program. Students choose the university (BGSU or UT) that best meets their needs. Undergraduate students take general education, liberal arts and sciences at UT’s Main Campus or BGSU, and then attend The University of Toledo Health Science Campus as junior and senior students for nursing courses and clinical experiences. The Bachelor of Science degree in Nursing is awarded by the respective university.

1. Nursing students are required to complete the following university and nursing prerequisite courses with a grade of “C” or above to be considered for admission:
   - English composition I and II
   - Nutrition
   - Math Computer
   - Chemistry Ethics
   - Biology Statistics
   - Anatomy Lifespan Psychology
   - Physiology Medical Terminology
   - Microbiology Social Sciences
   - Psychology Humanities
   - Diversity Courses

2. Minimum cumulative grade point average of 3.0 to be eligible to apply for the upper division professional major. Admission is competitive.

3. Students are required to authorize The University of Toledo to obtain criminal record checks (i.e., BCII and FBI) and are responsible for fingerprinting expenses. Students must declare and document misdemeanor and/or felony offenses that occur prior to admission to the nursing major and/or during program progression. Convictions may result in denial of admission to the major or dismissal after matriculation.

4. Admission to the professional major is offered summer, fall or spring. Students who do not accept placement/seat for the semester offered will reapply for admission.
PLAN OF STUDY FOR BACCALAUREATE NURSING STUDENTS

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<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Semester I</td>
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<tr>
<td>NURS 3010</td>
<td>Nursing Agency I</td>
<td>(3)</td>
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<td>NURS 3110</td>
<td>Nursing Agency 2</td>
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<td>NURS3210</td>
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<tr>
<td>NURS3170</td>
<td>Concepts in Pathophysiology</td>
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<tr>
<td>NURS 4950</td>
<td>Nursing Research</td>
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<td>Semester II</td>
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<tr>
<td>NURS3120</td>
<td>Adult Health Nursing 1 (Clinical component)</td>
<td>(7)</td>
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<tr>
<td>Pharmacology</td>
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<td>(3)</td>
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<tr>
<td>NURS3630</td>
<td>Mental Health Nursing (Clinical component)</td>
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<td>Semester III</td>
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<tr>
<td>NURS3640</td>
<td>Adult Health 2 (Precepted)</td>
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<td>NURS3620</td>
<td>Women’s Health Nursing (Clinical component)</td>
<td>(5)</td>
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<tr>
<td>NURS4010</td>
<td>Leadership and Management</td>
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<tr>
<td>Semester IV</td>
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<tr>
<td>NURS4020</td>
<td>Gerontology</td>
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<tr>
<td>NURS4030</td>
<td>Parent Child</td>
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<tr>
<td>NURS4250</td>
<td>Nursing Competency Prep</td>
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<tr>
<td>NURS4950</td>
<td>Community Health Nursing</td>
<td>(5)</td>
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<td></td>
<td>Total credit hours</td>
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TERMINAL OBJECTIVES OF THE BACCALAUREATE NURSING PROGRAM
Upon completion of the baccalaureate program, the student will:
1. Design holistic nursing care with individuals, families, groups and communities based on Orem’s Self-Care Deficit Theory of Nursing.
2. Provide competent, culturally sensitive nursing care in a diversity of settings.
3. Use skills of critical thinking in the application of theory and research findings from nursing, other sciences, and the humanities as a basis for clinical judgments and scholarly endeavors.
4. Develop person-centered, therapeutic relationships with a commitment to individuals as unique self-determining agents.
5. Demonstrate effective communication skills (verbal, non-verbal, written and computer based).
6. Demonstrate consistent professional behavior.
7. Collaborate with patients, families, health care providers and others in the provision of care.
8. Integrate principles of leadership and management in the provision and coordination of care.
CLINICAL REQUIREMENTS
Students must meet health and safety requirements based on agency, local, state and federal government mandates. Students are responsible for cost of meeting these obligations.

HEALTH REQUIREMENTS
Health requirements, including an annual “fitness for duty” exam as well as immunity toward infectious diseases, must be documented as required by the University Health Services. This protects the health of both students and patients, and is a requirement of affiliating clinical agencies. CDC guidelines are followed to offer optimal surveillance and protection. Prior to matriculation the student must submit required health information to University Health Services.

IMMUNIZATIONS
Students are required to have proof of immunity for hepatitis B, rubella, rubeola, varicella, and mumps, with titers documented before beginning clinical. Documentation of tetanus and pertusis immunization within the past ten years is required. A two-step PPD is required before starting nursing courses, followed by an annual PPD. Students with active disease must obtain medical intervention and are limited in clinical experiences according to agency policy. HIPAA, Safety, and Diversity training are required by the College of Nursing before clinical begins, along with an annual review of regulations and updates.

BACKGROUND CHECK
Ohio law requires all employees and students working with children or vulnerable adults to have a criminal record check. Therefore, prior to matriculation, ALL nursing students are required to submit a BCI&I, and FBI criminal background check report, which requires fingerprinting. Reports are sent to the CON directly from the Bureau of Criminal Identification and Investigation. Students must declare and document misdemeanor and/or felony offenses that occur prior to admission and/or during program progression. Convictions may result in denial of admission or dismissal after matriculation.

CPR CERTIFICATION
Current CPR certification is required of all baccalaureate students. American Heart Association Basic Cardiac Life Support (BCLS).

LIABILITY INSURANCE
All students must be covered with liability insurance through the University of Toledo. The fee for liability insurance is automatically charged to students.

HEALTH INSURANCE
Students are to maintain health insurance coverage during the course of their student enrollment at the University Of Toledo College Of Nursing. If insurance coverage is lost at any time during enrollment, it is the student’s responsibility to obtain coverage through another policy. The College of Nursing is not responsible for any medical costs incurred during their student enrollment.

GRADES/CREDITS FOR CLINICAL COURSES
In order to receive credit for theory and clinical, students must successfully complete the theory and clinical requirements during the semester in which they are registered for the course.
Grades for theory and clinical will not be assigned until both portions of the course are complete. If either the theory or clinical portions of the course must be repeated for any reason (e.g. receiving a grade of "C" or lower for course), both theory and clinical must be repeated.

Faculty must have written documentation of all clinical requirements in order for the student to receive a final grade for the course. A student is expected to be able to complete the required clinical hours within the registered semester. Faculty will consider serious documented extenuating circumstances on an individual basis.

ROLE DEFINITIONS OF FACULTY, PRECEPTOR, AND THE STUDENT

**ROLE OF THE FACULTY**
- Assist student with identification of learning goals and objectives for the course
- Provide preceptor with course material and evaluation forms
- Provides preceptor with information regarding demonstrated and documented ability level of the student, and expectations for student performance.
- Communicate assignments, in conjunction with the preceptor, for the student's experience, consistent with the course objectives.
- Facilitate student movement into the agency; match student with preceptor
- Initiate interaction with preceptor regarding student clinical progress
- Monitor student progress in achieving course objectives and provide ongoing feedback
- Makes regular visits to each preceptor/student during the clinical experience to determine the efficacy of the clinical experiences and assess the student's performance, and
- Evaluation of each student's achievement and progress in relation to the clinical objectives or outcomes, with input from the preceptor.
- The course coordinator is in charge of the overall course, Course faculty and clinical associates work in the course under the direction of the course coordinator.
- Course faculty and clinical associates, will be in charge of their particular clinical group of students and will make a clinical site visit to each student at least one time during the semester.

**ROLE OF PRECEPTOR**
- The preceptor characterizes the role for which students are preparing and to act as a role model.
- Discuss learning needs with faculty and student related to course
- Provide ongoing supervision and direction of student
- Assist student in professional development, with opportunities to explore the nursing role
- Demonstrate ways in which the professional nurse interacts collaboratively
- Provide feedback to faculty regarding student performance and experiences

**ROLE OF THE STUDENT**
- Clearly identify learning needs and objectives with faculty and preceptor.
- Maintain professional appearance and behavior
- Seek assistance with new or unfamiliar procedures
- Communicate on a regular basis with faculty and preceptor to plan health care delivery
Seek feedback regarding clinical progress and completion of goals and objectives
Preceptor signs the students **Clinical Hours Tracking Sheet** after each clinical

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**UNIVERSITY COLLEGE POLICY AND PROCEDURES**

### CLINICAL ATTENDANCE

Students are required to complete all clinical requirements. If a student is unable to attend a scheduled clinical, the student must notify the faculty and preceptor prior to the clinical time or at the earliest possible time. Students are responsible for contracting with faculty and preceptor for make-up work. Faculty will notify Associate Dean of student absences that exceeds one week in the semester.

### PROGRAM EVALUATION

Students are expected to provide feedback on classroom and clinical learning experiences, as well as faculty, clinical site and preceptor contribution to learning. Quantitative data is compiled into aggregate reports for program assessment; qualitative remarks are reviewed by course faculty as a means to implement course improvement.

### PROFESSIONAL EXPECTATIONS

Students are held to the same standard of behavior as a practicing nurse. Failure to adhere to professional standards will result in dismissal from the program. The nursing profession demands that the individual be responsible, accountable, self-directed and professional in behavior. The process of becoming a professional person begins upon entering a professional education program. Students demonstrate professionalism by attending classes and clinical experiences, by exhibiting courteous behavior, being prepared for class and clinical assignments, and by being punctual for class and clinical.

### NAME BADGE

Students must wear the provided Health Science Campus name badge at all times on Health Science Campus, during clinical experiences and learning events sponsored by the College of Nursing.

### STUDENT CLINICAL ATTIRE POLICY

The CON believes that professionalism begins with appearance and attire. In striving to uphold a high professional standard, during most clinical rotations, students are asked to wear their university approved uniform. However, the clinical site may specify the dress code.

### ACADEMIC FREEDOM OF STUDENTS

The CON subscribes to the principles of academic freedom and inquiry. Students attending the CON shall have the freedom to seek the truth. In speaking or writing, students shall be responsible and accurate, and shall indicate that they speak as individuals unless authorized to do otherwise. As scholars, students must remember that the public may judge their professions and the institution by their public statements.
FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)
The CON complies with the Family Education Rights and Privacy Act of 1974, as amended, which is designed to provide privacy regarding a student's education record. In general, the CON does not release student education record information without the expressed, written consent of the student.

DRUG FREE WORKPLACE AND CAMPUS
UT HSC is committed to maintaining an educational environment that is free from the effects of drug and alcohol abuse. To this end, UT HSC prohibits the unlawful manufacture, distribution, dispensation, possession, or use of any controlled substance, or alcohol, on UT property or as any part of its activities. This includes all illegal and legal drugs used without a physician’s order. It does not prohibit taking prescribed medication under the direction of a physician. Individuals found to be in violation of this policy are engaged in serious misconduct and subject to disciplinary action, up to and including dismissal, consistent with UT HSC policies.

RESPONSIBILITIES RELATED TO IMPAIRMENT
The student will not use alcohol or drugs in a manner that could compromise the academic environment or patient care. It is the responsibility of every student to protect the public from an impaired colleague and to assist a colleague whose capability is impaired because of ill health. The student is obligated to report persons of the health care team whose behavior exhibits impairment or lack of professional conduct or competence, or who engage in fraud or deception. Such reports must conform to established institutional policies.

HARRASSMENT AND DISCRIMINATION CONCERNS
The CON will not tolerate discrimination or harassment as indicated by established university policy. Issues related to sexual harassment and/or discrimination revolving around education at UT should be directed to the Office of Institutional Diversity (419-383-3609 or 419-530-2508). Any issue presented to the Office of Institutional Diversity will be held in strict confidence. http://hsc.utoledo.edu/depts/oid/. There is an Ohio Code that prohibits student harassment of other students on school property. Issues related to student harassment of other students (threatening to harm, destruction of property, unsolicited phone calls or letters, stalking, injuring an individual) should be reported to the Associate Dean and Police Department (419-383-2600 or 429-530-2600).

SEXUAL AND VERBAL HARASSMENT
The CON is committed to maintaining an institutional climate that fosters and open earning and working environment. Sexual/gender harassment is unacceptable behavior and will not be tolerated or condoned. Violations of this policy will result in disciplinary action up to and including dismissal. Sexual harassment includes repeated and unwelcome sexual advances, repeated sexual orientated kidding, teasing or jokes, flirtations, advances, or propositions; verbal abuse of a sexual nature; commentary about an individual's body, sexual prowess or sexual deficiencies; leering, whistling, touching, pinching or brushing against another's body; and the unwelcome display of objects or picture that are special in nature that would create a hostile or offensive work or learning environment. Verbal harassment includes speaking to another person in a loud, abusive, and rough or threatening manner which creates an intimidating, hostile or offensive teaching/learning/working environment. Anyone who believes they have been the object of sexual or verbal harassment should follow
University guidelines for reporting harassment, and advise the Dean of Academic Affairs.

**ACCIDENTAL EXPOSURE TO BLOOD AND BODY FLUIDS**
Nursing students sustaining an accidental percutaneous (puncture wound) and/or mucous membrane exposure to blood or body fluids or blood-born pathogen shall comply with the following guidelines:

- If the exposure occurs in an acute care setting, the policy for the agency should be followed. The preceptor will be notified of incident immediately. An occurrence report is completed according to agency policy. The student should be treated in the hospital’s Employee Health Services or Emergency Department in accordance with the agency policy. The student is responsible for the cost of treatment. If exposure occurs while the student is affiliated with an agency which has no policy to cover such an incident, the student should be treated by the personal healthcare provider or by the Student Health Center at the respective University or University of Toledo Medical Center, as soon as possible.

**ACCIDENTAL EXPOSURE TO COMMUNICABLE DISEASE**
A student who experiences accidental exposure to a communicable disease during clinical must notify the preceptor immediately. Follow the clinical site policy for immediate assessment, since rapid assessment for risk is essential. The student is responsible for any cost incurred.

**EMERGENCY PROCEDURE FOR STUDENTS IN CLINICAL**
Faculty, staff, peer or preceptor should remain with the student until the health concern is resolved or emergency transport begins. The individual can be referred to University Health Services (419-383-3000), their healthcare provider, or the Emergency Department for interventions.
If a student becomes ill or is injured in the clinical setting, seek available emergency treatment at the clinical site or nearest hospital facility. If treatment is not available, arrange for student transport to the closest emergency facility or the University of Toledo Medical Center.

**OCCURRENCE REPORTS FOR ACCIDENTAL INJURY AND/OR HAZARDOUS EXPOSURE**
Students who experience an accidental injury or hazardous exposure during clinical experiences are expected to complete an Occurrence Report. The form is signed by the preceptor and promptly submitted the nursing service department of the clinical agency. A copy is provided to the Baccalaureate Program Director. Information should be concise but complete relative to the injury or illness.

**REPORTING HEALTH PROBLEMS**
It is the responsibility of each student to inform faculty and the preceptor of any and all health problems that could in any way impact on safe clinical performance. The information should be reported the first day of the semester or at time of occurrence.

**RESPONSIBILITY WHEN ILLNESS OCCURS**
Students are expected to seek professional health care when illness occurs and to follow directions regarding class or clinical attendance. A more cautious practice must be observed regarding clinical experience for the protection of the patient and student. Students are responsible for contacting faculty and preceptors when not able to attend class or clinical.
LEGAL AND ETHICAL STANDARDS

AMERICAN NURSES ASSOCIATION CODE OF ETHICS FOR NURSES

(1) The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

(2) The nurse’s primary commitment is to the patient, whether an individual, family, group, or community.

(3) The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

(4) The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse’s obligation to provide optimum patient care.

(5) The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.

(6) The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.

(7) The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

(8) The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

(9) The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

OBN RULES PROMULGATED FROM THE LAW REGULATING THE PRACTICE OF NURSING (FEBRUARY 1, 2003)

Chapter 4723-5-12
Law Regulating the Practice of Nursing Student Conduct While Providing Nursing Care:
(1) A student shall, in a complete, accurate, and timely manner, report and document nursing assessments or observations, the care provided by the student for the client, and the client’s response to that care.

(2) A student shall, in an accurate and timely manner, report to the appropriate practitioner errors
in or deviations from the current valid order.

(3) A student shall not falsify any client record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice. This includes, but is not limited to, case management documents or reports or time records, reports, and other documents related to billing for nursing services.

(4) A student shall implement measures to promote a safe environment for each client.

(5) A student shall delineate, establish, and maintain professional boundaries with each client.

(6) At all times when a student is providing direct nursing care to a client the student shall:
   (a) Provide privacy during examination or treatment and in the care of personal or bodily needs; and
   (b) Treat each client with courtesy, respect, and with full recognition of dignity and individuality.

(7) A student shall practice within the appropriate scope of practice as set forth in division (B) of section 4723.01 and division (B) (20) of section 4723.28 of the Revised Code for a registered nurse and Effective February 1, 2007 as filed in the Register of Ohio division (F) of section 4723.01 and division (B) (21) of section 4723.28 of the Revised Code for a practical nurse;

(8) A student shall use universal blood and body fluid precautions established by Chapter 4723-20 of the Administrative Code;

(9) A student shall not:
   (a) Engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a client;
   (b) Engage in behavior toward a client that may reasonably be interpreted as physical, verbal, mental, or emotional abuse.

(10) A student shall not misappropriate a client's property or:
   (a) Engage in behavior to seek or obtain personal gain at the client's expense;
   (b) Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the client's expense;
   (c) Engage in behavior that constitutes inappropriate involvement in the client's personal relationships; or
   (d) Engage in behavior that may reasonably be interpreted as inappropriate involvement in the client's personal relationships.

For the purpose of this paragraph, the client is always presumed incapable of giving free, full, or informed consent to the behaviors by the student set forth in this paragraph.

(11) A student shall not:
   (a) Engage in sexual conduct with a client;
(b) Engage in conduct in the course of practice that may reasonably be interpreted as sexual;

(c) Engage in any verbal behavior that is seductive or sexually demeaning to a client;

(d) Engage in verbal behavior that may reasonably be interpreted as seductive, or sexually demeaning to a client. For the purpose of this paragraph, the client is always presumed incapable of giving free, full or informed consent to sexual activity with the student.

(12) A student shall not, regardless of whether the contact or verbal behavior is consensual, engage with a patient other than the spouse of the student in any of the following:

(a) Sexual contact, as defined in section 2907.01 of the Revised Code;

(b) Verbal behavior that is sexually demeaning to the patient or may be reasonably interpreted by the patient as sexually demeaning. Effective February 1, 2007.

(13) A student shall not self-administer or otherwise take into the body any dangerous drug, as defined in section 4729.01 of the Revised Code, in any way not in accordance with a legal, valid prescription issued for the student.

(14) A student shall not habitually indulge in the use of controlled substances, other habit-forming drugs, or alcohol or other chemical substances to an extent that impairs ability to practice.

(15) A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of habitual or excessive use of drugs, alcohol, or other chemical substances that impair the ability to practice.

(16) A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of a physical or mental disability;

(17) A student shall not assault or cause harm to a patient or deprive a patient of the means to summon assistance;

(18) A student shall not obtain or attempt to obtain money or anything of value by intentional misrepresentation or material deception in the course of practice;

(19) A student shall not have been adjudicated by a probate court of being mentally ill or mentally incompetent, unless restored to competency by the court.

(20) A student shall not aid and abet a person in that person’s practice of nursing without a license, practice as a dialysis technician without a certificate issued by the board, or administration of medications as a medication aide without a certificate issued by the board.

(21) A student shall not prescribe any drug or device to perform or induce an abortion, or otherwise perform or induce an abortion;

(22) A student shall not assist suicide as defined in section 3795.01 of the Revised Code.
(23) A student shall not submit or cause to be submitted any false, misleading or deceptive statements, information, or document to the nursing program, its faculty or preceptors, or to the board.

**OHIO ADMINISTRATIVE CODE 4723 OHIO BOARD OF NURSING**

### 4723-5-01 Definitions

For the purpose of this chapter, the following definitions shall apply:

(A) “Administrator of the program” or “program administrator” means the registered nurse who is administratively responsible for a program.

(B) “Advanced standing” means academic credit awarded by a program for a student’s prior clinical experience and coursework, in accordance with the policy required by paragraph (A)(3) of rule 4723-5-12 of the Administrative Code.

(C) “Change of control” means transfer of the authority to manage, direct, or supervise a program from a controlling agency to another entity, including, but not limited to, the power, directly or indirectly, to direct the management or policies of a program or to vote fifty per cent or more of any class of voting interest in an entity that is the controlling agency.

(D) “Clinical course” means a nursing course that includes clinical experience.

(E) “Clinical experience” means an activity planned to meet course objectives or outcomes and to provide a nursing student with the opportunity to practice cognitive, psychomotor, and affective skills in the supervised delivery of nursing care to an individual or group of individuals who require nursing care.

(F) “Compliance” means a program meets and maintains the requirements set forth in this chapter.

(G) “Conceptual framework” means the key concepts and basic themes drawn from the program’s philosophy that form the basis for the curriculum.

(H) “Conditional approval” means the initial approval status granted to a proposed program that meets and maintains the requirements of this chapter. Conditional approval authorizes implementation of the program and is required prior to the final acceptance of a student into the program.

(I) “Controlling agency” means the entity that grants credentials upon completion of a program and under which a program is organized and administered.

(J) “Course objectives or an outcome” refers to the cognitive, psychomotor, or affective knowledge and skills to be learned by the nursing student upon completion of a course.

(K) “Current, active licensure” means, for the period from February 1, 2007 through February 1, 2008, an individual holds a license that is not currently subject to any restrictions on practice, suspension, or probationary terms in any jurisdiction.
(L) “Current, valid license” and “current, valid licensure” mean an individual holds a license to practice nursing issued under Chapter 4723. of the Revised Code that is not inacti

(1) “Curriculum” means all theory components, clinical components, and laboratory experiences that must be successfully completed for admission to licensure examinations.

(N) “Faculty” means a registered nurse who meets the faculty requirements set forth in rule 4723-5-10 of the Administrative Code for a registered nursing education program or rule 4723-5-11 of the Administrative Code for a practical nursing education program. Faculty:

(1) Plan and teach all courses containing nursing objectives, or direct the teaching of those courses provided by teaching assistants;

(2) Report to the program administrator or associate administrator; and

(3) Contribute to the evaluation and implementation of, or changes in program curriculum.

(O) “Full approval” means the approval status granted to a program that meets and maintains the requirements of this chapter. Full approval may be granted for a five-year period to:

(1) A program with conditional approval after completion of the program by the first class who entered the program immediately after conditional approval was granted, provided the program meets and maintains the requirements of this chapter;

(2) A program with full approval demonstrating that the requirements of this chapter continue to be met and maintained; or

(3) A program with provisional approval if the board determines that the program is meeting and maintaining the requirements of this chapter and if the established time period for provisional approval has expired.

(P) “Jurisdiction” means any state, territory, or political subdivision of the United States of America in which a board or legal approving authority regulates nurse licensure and nursing practice and maintains membership in the national council of state boards of nursing.

(Q) “Laboratory experience” means an activity planned to meet course objectives or outcomes and to provide a nursing student with the opportunity to practice cognitive, psychomotor, and affective skills in the performance of nursing activities or tasks in a simulated clinical environment, which may include the opportunity to practice nursing skills through the reproduction of life-like health care experiences using computerized models and simulator programs.

(R) “Life span” means conception to death.

(S) “Observational experience” means faculty assigned learning experiences during which a student observes the delivery of care to patients, but does not participate in providing nursing care.
(T) “Organizing theme” means the concepts drawn from one or more theorists that provide a description as to how the concepts serve as a basis for curriculum development.

(U) “Pharmacotherapeutics” means knowledge and intervention related to the administration of medications and includes, but is not limited to, drug actions and interactions, indications for and usage of the drug, contraindications, dosage, route of administration, side effects of the drug, and nursing implications.

(V) “Philosophy” means beliefs about the nature of the individual, society or community, nursing, health, teaching, and learning.

(W) “Practical nursing education program” means a nursing education program that leads to initial licensure as a licensed practical nurse.

(X) “Preceptor” means a registered nurse or licensed practical nurse who meets the requirements of this chapter, who provides supervision of a nursing student’s clinical experience at the clinical agency in which the preceptor is employed, to no more than two students at any one time, and who implements the clinical education plan at the direction of a faculty member responsible for the course in which the student is enrolled.

(Y) “Program” means an approved nursing education program leading to initial licensure to practice as a nurse that issues a program completion letter to the board.

(Z) “Program objectives or outcomes” means the cognitive, psychomotor, or affective knowledge and skills to be learned by a nursing student upon completion of a program.

(AA) “Provisional approval” means the approval status granted in accordance with this chapter to a program that was previously granted full approval, but fails to meet and maintain the requirements of this chapter. Provisional approval is granted for a specific time period.

(BB) “Registered nursing education program” means a professional nursing education program that leads to initial licensure as a registered nurse.

(CC) “Representative of the board” means an employee of the board or an individual designated by the board to act on the board’s behalf.

(DD) “Resume” means a resume, curriculum vitae, or any other record that summarizes an individual’s education and nursing related employment history, including the locations of educational institutions and employers, dates of graduation, months and years of employment, and description of job functions performed.

(EE) “Structured setting” means a setting in which direction and supervision are readily available; written policies and procedures are in place; and information, material, and human resources are easily accessed.

(FF) “Supervision of a nursing student in a clinical setting” means that a faculty member, teaching assistant, or preceptor is immediately available to the nursing student at all times to provide guidance and review of the student’s performance.
(GG) “Survey report” means any report, or any summary of such a report, prepared by a representative of the board that contains information from an on-site review of a program or proposed program.

(HH) “Survey visit” means an on-site review of a program or proposed program by a representative of the board to determine whether the program meets and maintains the requirements of this chapter for nursing education programs.

(II) “Teaching assistant” means a person employed to assist and work at the direction of a faculty member providing instruction in the classroom, laboratory, or in a clinical setting in which nursing care is delivered to an individual or group of individuals, and who meets the qualifications set forth in this chapter.

(JJ) “Teaching strategy” means a system of instructional processes designed to meet course objectives or outcomes.

Effective: 02/01/2012
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Rule Amplifies: 4723.06
Prior Effective Dates: 02/01/1996, 02/01/2002, 02/01/2003, 02/01/2007, 02/01/2008

4723-5-10 Qualifications of administrators, faculty, teaching assistants and preceptors for a registered nursing education program.

(A) The minimum qualifications and academic preparation for administrator, faculty, teaching assistant and preceptor appointments for a registered nursing education program are as follows:

(1) For administrator of a program:

(a) Completion of an approved registered nursing education program in a jurisdiction as defined in paragraph (P) of rule 4723-5-01 of the Administrative Code;

(b) Experience for at least five years in the practice of nursing as a registered nurse, two of which have been as a faculty member in a registered nursing education program;

(c) A master's degree with a major in nursing;

(d) Current, valid licensure as a registered nurse in Ohio; and

(e) If the program is a baccalaureate or graduate program, an earned doctoral degree;

(2) For an associate administrator of a program:

(a) Completion of an approved registered nursing education program in a jurisdiction as defined in paragraph (P) of rule 4723-5-01 of the Administrative Code;

(b) Experience for at least five years in the practice of nursing as a registered nurse, two of which have been as a faculty member in a registered nursing education program;
(c) A master’s degree with a major in nursing; and

(d) Current, valid licensure as a registered nurse in Ohio;

(3) For faculty teaching a nursing course:

(a) Completion of an approved registered nursing education program in a jurisdiction as defined in paragraph (P) of rule 4723-5-01 of the Administrative Code;

(b) Experience for at least two years in the practice of nursing as a registered nurse;

(c) A master’s degree;

(i) If the individual does not possess a bachelor of science in nursing degree, the master’s or other academic degree, including, but not limited to a Ph.D., shall be in nursing;

(ii) If the individual possesses a bachelor of science in nursing degree, the master’s degree may be, but is not required to be, in nursing; and

(d) Current, valid licensure as a registered nurse in Ohio;

(4) For a teaching assistant as defined in paragraph (II) of rule 4723-5-01 of the Administrative Code:

(a) Completion of an approved registered nursing education program in a jurisdiction as defined in paragraph (P) of rule 4723-5-01 of the Administrative Code;

(b) Experience for at least two years in the practice of nursing as a registered nurse;

(c) A baccalaureate degree in nursing or enrollment in a graduate level course in a program for registered nurses to obtain a master’s or doctoral degree with a major in nursing; and

(d) Current, valid licensure as a registered nurse in Ohio;

(5) For a preceptor as defined in paragraph (X) of rule 4723-5-01 of the Administrative Code:

(a) Completion of an approved registered nursing education program in a jurisdiction as defined in paragraph (P) of rule 4723-5-01 of the Administrative Code;

(b) Experience for at least two years in the practice of nursing as a registered nurse with demonstrated competence in the area of clinical practice in which the preceptor provides supervision to a nursing student;

(c) A baccalaureate degree in nursing is preferred; and

(d) Current, valid licensure as a registered nurse in the jurisdiction or foreign country where the supervision of a nursing student’s clinical experience occurs.
(B) The requirements of this rule do not prohibit an individual appointed to a position prior to February 1, 2008 from continuing to serve in the position if the individual met the rule requirements for the position at the time of appointment.

(C) An individual who is a foreign educated nurse graduate, as defined in paragraph (D) of rule 4723-7-01 of the Administrative Code, shall be deemed to have met the academic preparation for an administrator, faculty, teaching assistant or preceptor for a registered nursing education program specified in paragraphs (A)(1)(a), (A)(2)(a), (A)(3)(a), (A)(4)(a), and (A)(5)(a) of this rule, if the individual has practiced nursing as a registered nurse in the state of Ohio, or in another jurisdiction of the national council of state boards of nursing, for at least two years.

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REQUIRED PRECEPTOR FORMS AND DOCUMENTATION
The Ohio Board of Nursing requires preceptors to complete two forms every semester before you begin precepting a student. We understand that it sometimes seems like a repetitive task. These include:
   1. Preceptor Qualification Form
   2. Preceptor Agreement
The College of Nursing requires preceptors to complete the following forms during the course of a semester for each student they precept.
   1. Preceptor Midterm Evaluation of Student
   2. Preceptor Final Evaluation of Student

All of these forms are available on the College of Nursing Community of Nurse Preceptors web page at http://www.utoledo.edu/nursing/index.html

SUGGESTIONS FOR SUCCESS

PRECEPTING AND YOUR DAILY ROUTINE
You may be wondering how are you will integrate the student into a work day without slowing you down or interrupting the natural flow of your day. The following are some suggestions that might help you decide on a progressive routine to ease getting bogged down with the details of having a learner and avoid feeling like you have the student tagging along all day long. The preceptor dictates the specific order of how a student proceeds with patient interactions. However, progressive student involvement is expected during the clinical experience as progress is made toward course objectives. Students can be engaged in the following activities:
1. Perform patient assessments, acute and chronic; take health histories and physical examinations with
   the permission of the preceptor and patient.
2. Administer medications and treatments with supervision.
3. Collect and record end of shift patient input and output.
4. Patient treatments, nursing interventions under the supervision of the preceptor.
5. Develop, initiate, monitor nursing care plans, evaluate patient status and document patient progress
   with the consent of the preceptor.
6. Accurately conduct and interpret diagnostic tests with the assistance of the preceptor.
7. Assist with health maintenance and wellness patient teaching under the supervision of the preceptor.

**SUMMARY OF SEMESTER**

The fall and spring semesters are 16 weeks long. The summer semester is 14 weeks long. Students will
typically begin their clinical rotation during week 2 to 4 of the semester.
Clinical preceptors are required to submit a mid-term and final evaluation on the student. See section on
Preceptor Forms and Documentation.

**FREQUENTLY ASKED QUESTIONS**

**Are students assigned only one preceptor?**
Students may work with only the assigned clinical preceptor. Any substitutions are made by the course
coordinator only. If an assigned preceptor calls in ill, the student must leave and reschedule that shift-
remember to contact the clinical faculty member.

**When can student work with their preceptor?**
Students may not work a shift with their preceptor during other scheduled classes: Tuesday and Thursday
day shift are off limits due to scheduled classes. Students may work up to a maximum of 12 hours per
preceptor shift. If a preceptor is asked to work beyond a scheduled 12 shift, the student is to leave after 12
hours.

**How much time will be required of the preceptor?**
Time requirements vary according to the student semester of clinical and by the number of preceptors the
student has. Typical hours range from 8-18 hours per week.

**Is the preceptor responsible for being with the student every minute of their clinical experience?**
The preceptor is responsible for being with the student during their clinical rotation, or to assure the student
is under supervision of another qualified preceptor that has a contract with the university and a contract
with that preceptor.

**Will there be a faculty member on site during each clinical day?**
No. Faculty will be available by phone/cell phone and/or via email. Clinical faculty will be present by
request and will visit routinely throughout the semester.

**How should the preceptor deal with a student who is unprepared and/or unprofessional?**
Notify the clinical faculty member immediately. The student may be verbally warned and/or removed from
the clinical site by the faculty member.
## PRECEPTING TEACHING TIPS

Adults vary in how they acquire knowledge and no one theory on adult learning styles can adequately address the diversity of each learner. One fact remains about adult students, they need to be active participants in their learning. As a preceptor, encourage students to find the solutions or answers to the questions and problems they put to you. It is important to let the students know that as a life-long learner you actively seek the most current information to guide your practice and expect the same from the student. A synthesis of the research findings on adult learning are listed below:

- Adults learn better when learning is individualized.
- Adults need to know why they need to learn something
- Adult learners bring clear expectations to the learning environment and expect instructors to accommodate these expectations.
- Adult learners derive the greatest benefit from instructional methods that assist them in processing their experience through reflection, analysis, and critical examination.
- Adult learners value teaching methods that increase their autonomy.
- Adult learners are internally motivated to learn.

## GIVING EFFECTIVE FEEDBACK

One very important responsibility of the preceptor is the evaluation of student performance. Providing timely feedback is crucial to student learning. It is important to tell students exactly what is wrong in a way that lets them feel secure and see the opportunity for improvement. Positive feedback is also vital, and should reinforce the student’s actual performance with the preset standards that guide patient care activities.

Components of effective feedback:

- Specific rather than general
- Factual rather than opinionated
- Focuses on the behavior rather than the student
- Well-timed – given at the earliest opportunity after the behavior
- Shares information rather than gives advice
- Builds a plan for improvement

Set aside time at the end of each clinical session to review with the student’s overall performance. Offer direction for future learning that will add a progressive dimension to the teaching/learning experience.

- Ask what the student thinks went well
- Say what you think went well
- Ask the student what they believe could be improved
- Provide your comments
- Discuss how the improvements could be made

## ANSWERING AND ASKING STUDENT QUESTIONS

The art of asking questions is one of the basic skills of effective teaching. Thoughtful questioning will allow you to extract not only factual information, but aid students in: connecting concepts, making inferences, increasing awareness, aiding critical thinking processes, and generally helping them explore deeper levels of knowing, thinking, and understanding. The following are some tips to help you promote student learning through answering and asking questions.
Repeat the question, paraphrasing it. This lets the student check your understanding of his/her question. When you have not completely understood, often the student will rephrase or elaborate upon the question. In doing so the student is often "thinking out loud" and may come to his/her own conclusions without further help.

Ask probing questions. You might respond to the student's question by directing his/her attention to a particular aspect of the issue they have raised. The intent of probing questions is to draw the student's attention to things that may be only implied in their answer, so that they might expound upon their original response for a clearer, more in-depth reply.

Directly answer the question. In general, it is not recommend answering a student's question directly if you wish to foster thinking or problem-solving skills. However, in a time sensitive matter, you may have no choice. After responding check to see if you have really answered the question by saying something like: "Does that answer your question?" or "Was that what you were asking?"

Admit when you do not know an answer. If you do not know the answer to a student's question, say so and direct the student to resources where the answer may be found. This also helps students understand that as nurses they may not always have the answer, but know how to obtain the answers.

Ask open-ended questions. A close-ended question structures the response to a one-word answer, often "yes" or "no", or by a very brief phrase. An open-ended question leaves the form of the answer up to the student and elicits much more thinking and information.

Allow students time to think. The basic reason for pausing after asking a question is to give the student's time to think about possible answers. If the question is worthwhile, even at the memory level, it deserves a wait. Questions at higher levels may require considerable time-minutes-for students to think before they can adequately answer.

FACILITATING SKILL MASTERY

ASSESSMENT SKILLS
Assessment includes cognitive and psychomotor components. The student needs to abstract and apply the sciences while using the psychomotor physical assessment skills in learning clinical decision making. The preceptor is an invaluable resource for evaluating the student’s progress towards achieving greater expertise in problem solving and clinical decision making. The preceptor's initial role often involves assessing the student's level of knowledge of the underlying basis for assessment. The student presents findings to the preceptor, who evaluates the student's interpretation of the assessment data. Incorrect information is corrected by discussion and re-examining the patient as appropriate. Providing positive feedback reinforces students’ skills and confidence in successful clinical learning. Students need time to practice their skills and test out their abilities to gain confidence. Obtaining a patient's permission is always requested prior to a student beginning the encounter.
INTEGRATION AND APPLICATION OF THE SCIENCES
All stages of the patient care encounter require that the student be able to integrate and apply knowledge from the nursing, social, and health related sciences to the assessment and management plan. Development of a nurse patient relationship draws on the strengths of the student’s communication, interpersonal skills, and experience as a professional nurse. Application of the nursing and social sciences is important in establishing and promoting the nurse patient relationship. To effectively elicit and interpret subjective and objective data obtained the student draws on applied scientific knowledge and interpersonal skills. Interpretation of data, formulation of a nursing diagnosis, and developing a plan of care provide opportunities for students to integrate patient encounters and apply scientific knowledge.

CLINICAL DECISION MAKING
The clinical decision making process reflects the students’ ability to use critical thinking skills. The student should come to know and understand the process of clinical decision making used by the expert preceptor as a method of learning clinical reasoning. Students should be asked to:
- Reflect and describe the process of identifying a specific diagnosis or differential, select laboratory tests, prescribe medications or recommend a follow-up schedule.
- Use accepted guidelines and standards of care.
- Critically analyze the guideline/standard of care and determine how it should be implemented or adapted to the individual patient scenario.
- Reflect on previous client encounters and compare and contrast components of the assessment that are similar.

DOCUMENTATION
Preceptors can serve as excellent role models for students as they learn to master documentation. Accurate and complete documentation of pertinent information is essential in order to provide quality health care, while fulfilling legal and reimbursement requirements. The clinical practicum provides students with the opportunity to master documentation of real-life patients in their health records. Until you get to know the student, some preceptors request that the student write their nursing notes on a separate piece a paper for the review.

INTERPERSONAL SKILLS.
Interpersonal skills involve the use of verbal and nonverbal communication in a timely and sensitive manner, with attention to another person’s needs, anxiety level, and concerns. Look for situations a within the clinical area that provide students with opportunities to hone their interpersonal skills.

PATIENT EDUCATION
Integration of patient education in all aspects of care through demonstrating the ability to perform a learning needs assessment and constructing a teaching plan that is appropriate to the learning needs of the patient and/or family members.

ROLE DEVELOPMENT
Students can learn these skills by observing the preceptor in practice or through post conference discussion of difficult situations encountered during the clinical day. Be aware of resources that the agency has for educating patients such as a nutritionist, diabetic educator, or health educator. Students should collaborate, as appropriate, with other members of the health care team.
Students need to learn how to navigate the health care system to fully function in their role. An agency policy and procedure manual should be available for students to consult as a resource to clarify issues that may have policy and legal implications.

COMMUNITY OF NURSE PRECEPTOR REWARDS
The University of Toledo College of Nursing values the contributions of time and expertise provided by preceptors in the education of our students. The partnership between college faculty, preceptors, and students is essential for educating the next generation of nurses. Preceptors are a critical member of our teaching team and The Community of Nurse Preceptor Rewards is intended to be token of our appreciation for all you do!

SUMMARY OF PRECEPTOR BENEFITS
- Recognition for service at the Annual Preceptor Appreciation Open House held during the month of May
- Recognition pin for all preceptors that complete a minimum of 4 modules of the College of Nursing online Preceptor Professional Development Series
- Annual award for two Preceptors recognizing excellent service to the College of Nursing and the profession. Award to be given during the Annual Preceptor Open House
- Preceptor Community-Based Appointment with the CON. Appointments made by recommendations from Program Chairs and approval of the Dean of the College of Nursing.
- Free admission to the annual CON Research Day and the Hussain Distinguished Lectureship
- Free preceptor Continuing Nursing Education Professional Development Program Series and regular legal law CE.
- Opportunities to provide lectures to SON in your area of expertise. Preceptors should contact a Program Director if they are interested.
- Access to CON faculty for assistance on writing for publication, grant writing, poster presentation, and mentorship

PRECEPTOR RECOGNITION PIN
Persons serving as official undergraduate and/or graduate preceptors for College of Nursing are eligible to be awarded a Preceptor Recognition Pin.

ANNUAL PRECEPTOR AWARDS
Persons serving as official undergraduate and/or graduate preceptors for College of Nursing are eligible to be nominated to receive a Preceptor Award from the University of Toledo College of Nursing. All applications must include an exemplar that addresses as many of the judging criteria as appropriate. A minimum of 6 points is needed to be considered for the Award. Recommendations can be written by the preceptor, peers, preceptee, or CON faculty and must have manager approval with signature. Applications must be received no later than March 1 of any given year.

All applications will be reviewed by the appropriate Program Director(s) and Associate Dean of Academic Affairs. Selection will be based on the stated criteria and a final recommendation from the Dean. Preceptors
selected to be recognized at the Annual Preceptor Open House will have their picture and a short biography, including their accomplishments posted online within the CON website. We look forward to empowering, recognizing and celebrating the efforts of our nurse preceptors. Thank you for participating in the Preceptor Award process. Please nominate an outstanding preceptor and share their/your story. Be sure to incorporate as many points of the judging criteria as appropriate.

Procedure for applying for a College of Nursing (CON) Preceptor Award:

1. Preceptors are nominated by preceptor, peers, preceptee, unit manager, or CON faculty. Applications will be available and posted on the Community of Preceptors webpage located on the CON website and on the CON faculty Z-drive. Annual deadlines for submission will be March 1 of any given year. The person nominating a preceptor is responsible for obtaining and submitting the require documents by the stated deadline.

2. To be eligible for nomination preceptors must meet the definition of preceptor as stated in the Ohio Board of Nursing rule 4723-5-01 and 4723-5-10 of the Administrative Code and have a submitted a Preceptor Award Application with the following:
   A. Preceptor Award Application Data Form
   B. Preceptor Award Application Exemplar

3. Completed applications will be submitted to the appropriate CON Program Director(s).

4. Once approved for the Preceptor Award, preceptors will be notified through a letter from the Dean of the College of Nursing, with copies to the Program Director(s), and Associate Dean of Academic Affairs.

5. Applications will be accepted on a continuing basis throughout the year and can be found on the Community of Preceptors webpage located on the CON website and on the CON faculty Z-drive.

PRECEPTOR COMMUNITY-BASED APPOINTMENT

Persons serving as official undergraduate and/or graduate preceptors for College of Nursing are eligible to be nominated for a Community-Based Appointment at the University of Toledo College of Nursing. Community-Based Appointments (CBA) (formerly known as Volunteer) will be conferred on preceptors who devote professional time and effort to official programs and approved activities of The University of Toledo College of Nursing. Renewable appointments are for a three year term, and are without tenure or remuneration. Notification of appointment is through a letter of appointment from the Dean of the College of Nursing.

Procedure for applying for a College of Nursing (CON) Community-Based Appointment:

1. Preceptors are nominated by a CON faculty member for consideration to a Community-Based Appointment by completing an application for CBA. Applications will be available and posted on the Community of Preceptors webpage located on the CON website and on the CON faculty Z-drive. Annual deadlines for submission will be March 1 of any given year. The nominating faculty member is responsible for obtaining and submitting the require documents by the stated deadline.

2. To be eligible for nomination or renewal of a Community-Based Appointment, preceptors must meet the definition of preceptor as stated in the Ohio Board of Nursing rule 4723-5-01 and 4723-5-
10 of the Administrative Code and complete and submitted to the nominating faculty member the following:
   a. Preceptor Community-Based Appointment Application
   b. Preceptor Letter of Agreement
   c. Current CV or Resume
   d. Current unencumbered RN License and APN Certification (if precepting APN students)

3. Completed applications will be submitted to the appropriate CON Program Director(s), with signatures of the Program Director(s) and the Associate Dean of Academic Affairs before being sent to the Dean for consideration of appointment. If the preceptor works with students in multiple programs, each Program Director will receive and review the application.

4. Once approved, preceptors will be notified through a letter of appointment from the Dean of the College of Nursing, with copies to the Program Director(s), Associate Dean of Academic Affairs and the nominating CON faculty member.

5. Applications will be accepted on a continuing basis throughout the year. Appointments, when approved by the Dean, will be made annually during the spring semester and renewable for a three year term with resubmission of the required forms and approval of the Dean.

CONTINUING NURSING EDUCATION REWARDS
The University of Toledo College of Nursing and Continuing Nursing Education have a unique reward system for non-faculty Clinical Preceptors. Two of the defined CNE programs are annual programs and others will be provided as Independent Studies. Beginning in the spring of 2013 the College of Nursing will provide a series of free on-line CE learning modules specifically designed for preceptors entitled: “Preceptor Development Series”. A coupon code will be forwarded to your e-mail address with information on how to access these programs.

The College of Nursing Annual Research Day
The purpose of the College of Nursing Annual Research Day conference is to provide a forum to share research and scholarship among student nurses and practicing nurses in the Greater Toledo Ohio area. The program takes place in the month of April. Clinical Preceptors will have the registration fee waived the day of the program. Participants should identify themselves as a Clinical Associate/Preceptor when they register online. This program typically provides approximately 5-6 CH of continuing nursing education.

The Dorothy Hussain Distinguished Lectureship
This Distinguished Lectureship was established in honor of Dorothy Hussain for her years of dedicated nursing practice and her commitment to excellence in nursing. This series is made possible through the Hussain Family Endowment in partnership with The University of Toledo College of Nursing. The program takes place in the month of October. Clinical Preceptors are invited to attend this program free of charge. Participants should identify themselves as a Clinical Associate/Preceptor when registering online. This program typically provides approximately 1.5 to 2 CH of continuing nursing education. Food is provided free of charge.

College of Nursing Continuing Nursing Education Contact Information
Deborah Mattin PhD, MBA, MSN, RN
Director, Continuing Nursing Education
The University of Toledo, College of Nursing (OH-026 2-1-14) is an approved provider of continuing nursing education by the Ohio Nurses Association (OBN-001-91), an accredited approver by the American Nurses Credentialing Center’s Commission on Accreditation.

COLLEGE OF NURSING CONTACT INFORMATION

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REFERENCES


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