



PRECEPTOR HANDBOOK

**DEPARTMENT OF NURSING
BACHELOR OF SCIENCE IN NURSING PROGRAM**

Revised 8/08

ANGELO STATE UNIVERSITY
Department of Nursing

INTRODUCTION

Bachelor of Science Nursing courses include clinical practicums in various community settings, allowing Registered Nurse (RN) students to apply knowledge gained in the classroom to families, groups, aggregates and special populations in the community. Nurses employed in community settings are uniquely positioned to facilitate the development of RN students in their nursing practice in the community. You are requested to provide guidance and supervision for RN students as they work toward meeting their clinical objectives. The student will provide you with a copy of his/her clinical guidelines and objectives, as well as clinical project requirements during their orientation to your community setting/agency.

PRECEPTOR SELECTION CRITERIA

The faculty will work with the student in identifying a qualified preceptor. Prior to selection of the preceptor, the preceptor's agency must have a current "Contract of Association" in place with the University. The preceptor must agree to serve in that role for the duration of the clinical course. Angelo State University includes the Texas Board of Nurse Examiners' preceptor qualifications Regulations (§215.10(h)(6)) in requiring that the preceptor:

- have a bachelor's degree in nursing (preferred) and current licensure* as a registered nurse. If not a Registered Nurse, preceptor should have a current license* as a health care professional with a minimum of a bachelor's degree in that field,
- is competent in the designated area of practice (with at least one year of practice in the clinical area where the student will be doing clinical practice),
- have a philosophy of health care congruent with that of the nursing program,
- agree to sign the "Preceptor Agreement" form (attached).

*Licensure should be in state where student and preceptor are practicing.

PRECEPTOR RESPONSIBILITIES

A. Orientation & Supervision

1. Complete the “Preceptor Agreement” form (attached) prior to initiation of clinical experiences.
2. Negotiate a clinical schedule with the student.
3. Provide an orientation to the clinical setting during the student’s first week.
4. Review student’s clinical objectives and personal learning goals.
5. Establish expected lines of communication.
6. Review policies, operational procedures, and protocols specific to the clinical setting.
7. Ensure interactions and interventions provided by the student are consistent with standards.
8. Review the student’s documentation and make constructive suggestions for improvement, if required. Students will sign all notations with their first name, last name, title, and school. Co-sign entries if required.

B. Evaluation of Student Performance

1. Review the student’s progress weekly and provide feedback to the student about their performance.
2. *Inform the designated course faculty if the student is having difficulties in meeting the requirements of clinical experience.*
3. Assess student performance with a course specific clinical evaluation tool at the completion of the practicum experience.

C. Other

Contract of Association must be signed and in place before clinical experiences begin.

STUDENT RESPONSIBILITIES

The students are responsible for being self-directed in identifying initial and ongoing learning needs, seeking learning opportunities to meet identified needs, and being accountable for their performance in the nursing role. The student will:

1. Complete all preceptor agreements prior to the initiation of the clinical experience.
2. Discuss specific clinical objectives and negotiate a clinical schedule with the preceptor prior to the actual clinical experience.
3. Provide the clinical site with the necessary licensure, liability insurance, and educational information as requested.
4. Demonstrate professional behaviors.
5. Demonstrate accountability for thoroughness and timeliness in completing assigned responsibilities.
6. Maintain a clinical log according to course requirements.
7. Take initiative for professional growth and participate in self evaluation of strengths and weaknesses.
8. Contact faculty by telephone, pager or e-mail if faculty assistance is necessary.
9. Respect the confidential nature of all information obtained during the clinical experience.
10. Complete all required evaluations at the end of the clinical experience.

FACULTY RESPONSIBILITIES

Faculty will facilitate student achievement of clinical objectives through providing didactic instruction, identifying appropriate clinical facilities and preceptors, evaluating students and communicating with preceptors.

1. Provide the student and preceptor with a *Preceptor Handbook* and specific objectives for the clinical experience.
2. Work with students to facilitate establishment of a “Contract of Association” with the participating agency prior to beginning the clinical experience.
3. Serve as facilitator, consultant, and resource person for the student’s clinical experience and clinical project activities.
4. Make clinical site visits if needed.
5. Provide ongoing feedback on the student’s clinical performance and project activities.
6. Maintain open regular communication with the preceptor/community agency and other persons involved in the student’s clinical and project activities.
7. Communicate specific clinical objectives, evaluation tool, and student learning needs with preceptor at the beginning of the learning experience.
8. Obtain documentation of preceptor qualifications.

MISSION STATEMENT

The Department of Nursing supports the Mission of Angelo State University by offering undergraduate and graduate programs that prepare competent professionals to meet the nursing care needs of a culturally diverse society. Within a dynamic health care environment, these programs facilitate nursing competency through scholarship, research, evidenced-based practice, leadership, and service. Recognizing the individual diversity of learners, the department is committed to excellence in nursing education by providing a supportive and caring environment in order to facilitate personal and professional growth, educational mobility, and life-long learning.

PHILOSOPHY

We, the faculty of the Department of Nursing at Angelo State University, hold true the following beliefs and values as a guide for preparing competent professional nurses to meet the nursing care needs of a culturally diverse society. These beliefs and values are the framework for all faculty activities, including teaching, scholarship, research, practice, leadership and service.

Nursing, as an academic discipline, requires synthesis of knowledge, critical thinking, problem solving, decision-making, individual accountability, technical proficiency and leadership. The art of nursing is the application of this knowledge in caring, culturally sensitive, collaborative and therapeutic partnerships to promote, maintain, or restore health, or achieve a peaceful death. Integration of the art and science of nursing is manifested in the major roles of the nurse. These roles of the nurse are to provide and coordinate evidence-based health care services for individuals, families, groups, communities, or populations in a variety of settings, and to participate as a member of the profession.

The faculty respects recipients of health care as unique beings with biophysical, psychological, and sociocultural needs. Each recipient of health care (individual, family, group, community, or population) has the right and responsibility to participate in making decisions and choices that govern responses to meet these needs.

As health professionals, we believe that health and illness are human experiences existing on a continuum and that they are both contextually and culturally defined. Each individual has a perception of his/her own optimal health. Lifestyle choices, cultural influences, access to health care, and adaptation to internal and external environmental (physical, biological, psychological, social, technical and cultural) stressors influence health.

The faculty believes the health care needs of the community are best served by multiple levels of nursing practice with the purpose of nursing education being to produce competent, safe practitioners at the basic (AASN), general (BSN), and advanced (MSN) levels. Each level of nursing education builds and expands on prior knowledge and competency through programs of study that incorporate the humanities, physical and social sciences as well as nursing theory and traditions.

As nurse educators, the faculty believes the focus of associate degree nursing is directed primarily toward care of the individual (within the context of family) across the life span in various health care settings. As provider of care, the associate degree nurse uses the nursing process, scientific rationale, and current literature to assess, provide, monitor, and evaluate direct patient care with technical proficiency. As coordinator of care, the associate degree nurse functions as a member of an interdisciplinary team. Emphasis is on meeting the needs of recipients of health care requiring assistance to maintain or restore optimum health or to achieve a peaceful death. As a member of the profession, the associate degree nurse assumes responsibility and accountability for practice within legal and ethical parameters. Associate education provides a foundation for baccalaureate study.

We believe the focus of baccalaureate nursing expands to include health promotion with families and individuals as well as communities in a variety of structured and unstructured settings. The baccalaureate nurse utilizes an evidence-based analytical approach to decision-making and problem solving incorporating principles of leadership, collaboration, research, theory and professional practice to provide the highest quality of direct and indirect nursing care. As coordinator of care, the baccalaureate nurse utilizes expanded skills in communication, negotiation, and collaboration in order to assume leadership in an interdisciplinary team. As a member of the profession, the baccalaureate nurse utilizes political and organizational processes to advance professional nursing standards. Baccalaureate education prepares graduates to advance to an area of specialized nursing practice.

The Master of Science in Nursing is built upon the foundation of undergraduate nursing educational elements and provides graduate students with a choice of two options of study, Advanced Practice Registered Nurse (APRN) or Nurse Educator. We believe the overall goal of graduate study is to prepare a leader, manager, entrepreneur, and educator capable of assuming advanced roles in a variety of settings. As a member of the profession, the master's-prepared nurse gains knowledge by becoming a participant in the research process, utilizing research findings to enhance outcomes in his/her practice settings. The master's-prepared nurse has a thorough and comprehensive knowledge of the interactive social, political, and economic elements that combine to exert a profound influence on the formation and development of health policy. Course experiences assist students to develop as critical thinkers and ethical decision makers.

Faculty members further believe that a graduate student selecting the program option of APRN is prepared to be an expert clinician and provider of evidence-based care, advocate for the recipient of health care, and educator with a strong theoretical and research foundation in health promotion, restoration, disease prevention, and maintenance of function. Thus, the APRN is able to assess, diagnose, and plan treatment of common acute and chronic health deviations, and monitor response to therapeutic interventions. As a coordinator of care and with the expertise in the roles of consultant, collaborator, and leader, the APRN develops a longitudinal perspective of recipients of health care (individual, family, group, community and population) across the wellness/illness continuum. Faculty members believe that graduate student selecting the program option of Nurse Educator is prepared to assume a faculty role in schools of nursing, preparing students to function as a provider of care, coordinator of care, and member of a profession.

We believe that learning is a life long process in which an individual moves from the familiar to the unfamiliar in an environment that initially provides structure and then allows for increasing flexibility and creativity. We further believe that learning is optimized in a caring, participatory, and supportive environment that includes respect for individual diversity, access to resources, and a variety of activities.

Finally, we believe faculty collegiality facilitates and promotes mentoring and pioneering activities in professional nursing. Faculty encourages and supports collaborative endeavors with students in a variety of scholarly activities within a wide range of health care context. Through example, facilitation, and scholarship, faculty members strive to model commitment to a lifetime of continuing personal and professional development.

May 1999, 2000, 2001, 2004, 2006, 2007

Student Name: _____

Semester & Year _____

Course: _____

Instructor _____

**Angelo State University
Department of Nursing
Preceptor Agreement**

The purpose of this agreement is to permit students in the nursing program at Angelo State University, to participate in a preceptorship within your agency.

Conditions of Preceptorship:

1. I, the preceptor, will include _____ clock hours to be scheduled as follows:
_____ for the course _____.
2. The student will be under the supervision of an agency employee acting as preceptor.
3. The student will work with me in accomplishing goals identified by the student and faculty that are in accordance with course objectives.
4. I understand that the faculty member will have primary responsibility for the student's clinical learning experience and will serve as liaison between the Department of Nursing and agency.
5. I have read, understand and agree with the responsibilities, policies, and nursing education philosophy noted in the Preceptor Handbook, the BSN or MSN Student Handbook, and the "Contract of Association."

Preceptor Name (**Please print**): _____

License #: _____ State: _____ Expires: _____ Educational Degrees: _____

Title: _____ Agency: _____

Address: _____
Street/Box City State Zip

Telephone #: _____ Fax #: _____ Email: _____

Student Information	
Home Telephone #: _____	Email: _____
Work/Cell #: _____	

Preceptor's Signature: _____ Date: _____

Faculty Member's Signature: _____ Date: _____

PLEASE RETURN TO: Annalisa A. Santiago
FAX: (325) 942-2236
MAIL: Department of Nursing
ASU Station #10902
San Angelo, TX 76909-0902

<u>For college use only (date & initial)</u>
Contract with agency/site _____
Copy mailed to preceptor/site _____
Signed & filed _____
Preceptor biography on file _____

ANGELO STATE UNIVERSITY
Department of Nursing
Preceptor Biographical Data Sheet
FAX: (325) 942-2236

PRECEPTOR NAME _____ DATE _____

CREDENTIALS (e.g. MSN, RN, CNS, MD) _____

PROFESSIONAL LICENSE NUMBER _____ EXPIRATION DATE _____

ISSUING STATE AGENCY _____

CERTIFICATION yes no BY WHOM _____ EXP _____

SPECIALTY _____ EMAIL _____

INSTITUTIONAL AFFILIATION _____

OFFICE ADDRESS _____

OFFICE CITY _____ STATE _____ ZIP _____

OFFICE PHONE NUMBERS – VOICE _____ FAX _____

PREFERRED METHOD OF CONTACT (Check one)

PHONE # _____

EMAIL ADDRESS _____

PREFERRED TIME OF CONTACT

DAY (Circle one): MON TUE WED THURS FRI ANY WEEKDAY

TIME: _____

CONTACT PERSON IN YOUR AGENCY _____

CONTACT PERSON'S PHONE NUMBER _____

This material is kept secured at the ASU Department of Nursing and remains confidential.

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PLEASE RETURN TO: Annalisa A. Santiago

FAX: (325) 942-2236

MAIL: Department of Nursing
 ASU Station #10902
 San Angelo, TX 76909-0902

You may send a current CV or resume instead of this form.

NAME _____ DATE _____

SCHOLASTIC BACKGROUND

College or University Degree Date

_____	_____	_____
_____	_____	_____
_____	_____	_____

Graduate or Professional School

_____	_____	_____
_____	_____	_____
_____	_____	_____

ORGANIZATIONS AND PROFESSIONAL ASSOCIATIONS

1. _____
2. _____
3. _____

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**Angelo State University
 Department of Nursing
 Student Evaluation of Clinical Preceptor/Clinical Agency**

Student _____

Preceptor _____

Facility _____

	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
The Preceptor					
Demonstrated clinical competence					
Demonstrated effective teaching skills					
Helped me meet clinical objectives					
Facilitated my learning					
Was sufficiently available so I could easily do my required clinical time					
Was respectful of my learning objectives rather than solely the needs of the organization					
Coordinated learning activities to assure my optimum learning in the clinical area					
Assisted me in developing critical thinking skills					
The Facility					
Had space to conduct learning activities					
Had employees who were helpful in facilitating clinical experiences					
I, the Student					
Felt I benefited from this clinical experience					
Was able to satisfactorily modify my clinical experiences when the expected conditions changed (i.e. clinic not held, appointments canceled, meeting canceled)					
Recommend this clinical agency and preceptor for future students in this course					

Comments _____

**Angelo State University
 Undergraduate Program
 Faculty Evaluation of Clinical Facility/Preceptor Experience**

Preceptor _____ **Date** _____

Facility _____

Faculty Member _____

	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
The Preceptor					
Provided a patient population relevant to student learning needs					
Provided nursing care relevant to clinical objectives					
Facilitated student accomplishment of clinical objectives					
Involved student as a member of the interdisciplinary team					
Maintains open lines of communication with faculty					
Completes student evaluation as requested					
Provided an overall quality learning experience appropriate to the undergraduate student					
The Clinical Facility/Experience					
Provided opportunities to meet the educational and program objectives					
Provided physical space to accommodate student learning					
Provided employees who helped students meet course objectives					
Was a beneficial experience for the student					
Was a clinical experience worth recommending for future students					

Comments
