

Department of Nursing



Preceptor/Student Orientation Handbook

Master of Science in Nursing Program
Family Nurse Practitioner
Post Master's Certificate Program

Contents

Letter to the Preceptor	3
Graduate Nursing Program Accreditation	5
Mission, Vision, and Philosophy	6
Angelo State University Mission Statement.....	6
Angelo State University Vision Statement	6
Angelo State University Values	6
Archer College of Health and Human Services Mission Statement	6
Department of Nursing Mission Statement	6
Department of Nursing Vision Statement	6
Department of Nursing Philosophy	6
MSN Program Outcomes.....	8
Family Nurse Practitioner Track Competencies	9
Clinical Information	10
Advanced Practice Nursing Student Physical/Mental Performance Guidelines.....	11
Preceptor Criteria.....	12
Guidance Checklists for Expectations During Preceptorship.....	13
Designated Preceptor Responsibilities.....	13
Useful Resources for Preceptors	15
Designated Faculty Responsibilities	18
Advanced Practice Nursing Student Responsibilities	20
Time Documentation Guidelines for Students.....	22
Important Links	23
Title IX.....	24

Letter to the Preceptor



ANGELO STATE UNIVERSITY
Department of Nursing

Dear Preceptor,

Thank you for agreeing to precept a student in the Angelo State University Master's degree or Post Master's certificate program. Your expert guidance in providing students the opportunity to apply their clinical skills and knowledge is critical in preparing them for the advanced practice role. As a busy professional with numerous demands and responsibilities, your commitment to this process demonstrates personal dedication to the continuing quality development of the nursing profession.

Precepting will provide you with an opportunity to:

- Provide service
- Enhance your practice and broaden professional growth
- Build your Curriculum Vitae or resume
- Fulfill recertification or re-licensure requirements
- Feel re-energized by mentoring, learning new information from students, and clarifying your own thinking as you explain clinical reasoning
- Build a stronger future for nurse practitioners
- Provide additional attention and care during clinical visits to your patients

The student will gain confidence and validation, as well as the opportunity to translate classroom learning into clinical practice skills and knowledge, as you provide teaching, coaching, mentoring, and role modeling opportunities. It is difficult to imagine successfully preparing these individuals without the collaboration of our colleagues in the community.

Please review the mission statements of Angelo State University and the MSN program at Angelo State University enclosed in this packet. You will be provided a copy of the course syllabus and course clinical objectives. The student will share personal clinical objectives subject to the approval of the faculty member and the preceptor. You and the student should review and refine the objectives that are specific to the student's goals for the experience and the opportunities available in your practice. Review the objectives occasionally for those accomplished and not yet attained. The student will provide the Student Clinical Evaluation form for you to fill out. Please complete the following forms (included in this packet) before the student begins the experience and give them to the student for submission:

- **Preceptor Profile Form (biographical data sheet) and Agreement form** acknowledging your willingness to serve as a preceptor for the specified student as well as verification of professional preparation and licensure that is required for all preceptors.
- **Updated Curriculum Vitae (CV)** every two years or sooner if the current job position changes.

The Angelo State University graduate nursing faculty values your service as a preceptor and welcomes your recommendations for making the preceptor role more effective and satisfying. You are a valued partner in educating the next generation of nurse practitioners. Please feel free to contact me or the

course instructor if you have any questions or concerns. Thank you for your service on behalf of continuing excellence in the clinical education of professional nurses.

Sincerely,

Denise Goddard, DNP, APRN, FNP-C
Associate Professor
Family Nurse Practitioner Track Coordinator
Angelo State University
Department of Nursing
denise.goddard@angelo.edu

Tammy K. Stafford, DNP, MSN, MBA, RN, NEA-BC
Assistant Clinical Professor
Graduate Program Coordinator
Angelo State University
Department of Nursing
tammy.stafford@angelo.edu

Graduate Nursing Program Accreditation

The baccalaureate degree program in nursing/master's degree program in nursing and post-graduate APRN certificate program at Angelo State University is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

<https://www.aacnnursing.org/CCNE>

In addition, all nursing programs have full approval status by the Texas Board of Nursing.

Texas Board of Nursing
1801 Congress Ave Suite 10-200
Austin, TX 78701
Office: (512)305-7400
Fax: (512)305-7401

<https://www.bon.texas.gov/index.asp.html>

Mission, Vision, and Philosophy

Angelo State University Mission Statement

Angelo State University provides highly competitive graduates to the global marketplace by delivering quality programs in a values-focused and student-centered teaching and learning environment.

Angelo State University Vision Statement

By the end of this decade, ASU will be known as an innovative leader in driving educational, cultural, and economic initiatives to meet the needs, face the challenges, and grasp the opportunities for our region, state, and the global community.

Angelo State University Values

- Integrity
- Diversity & Inclusion
- Significance
- Community
- Commitment

Archer College of Health and Human Services Mission Statement

The mission of the college is to educate a diverse student body from various backgrounds in the health and human service professions through rigorous curricular activities that prepare students to take leadership roles in a competitive, technological, culturally diverse and global environment, engage students and faculty in the discovery of knowledge through education, research, service, and co-curricular experiences, and extend the boundaries of Angelo State University to enrich the quality of lives, especially for individuals in underserved and vulnerable populations, through interprofessional and community collaborations.

Department of Nursing Mission Statement

The nursing program supports the overall mission of Angelo State University by offering graduate and undergraduate nursing programs that produce professionals committed to improving the health of individuals, groups, and communities both locally and globally. As practitioners and educators, our graduates effectively lead and advocate for safe, high-quality health care that respects diversity and is responsive to a dynamic and technologically complex society.

Department of Nursing Vision Statement

We will be recognized as visionary leaders committed to delivering innovative nursing education that promotes optimal patient outcomes.

Department of Nursing Philosophy

We believe nursing is a unique, caring, scientific practice discipline built upon a solid foundation of knowledge in the liberal arts and sciences. Each level of nursing education expands upon prior knowledge and competency through the integration of research-based

evidence. Our programs produce compassionate and skilled nurses prepared to meet the healthcare needs of a global society.

We believe the nurse delivers person-centered care as a member of the inter-professional team utilizing therapeutic partnerships and patient advocacy that emphasizes health promotion, health restoration, and disease prevention.

We believe in student-centered, adult learning principles, and provide a supportive, engaging education environment facilitating personal and professional growth for leadership and lifelong learning.

We believe lifelong learning is nurtured in an environment of mutual respect and shared responsibility for the development of clinical reasoning, ethical conduct, and personal accountability.

MSN Program Outcomes

The purpose of the Master of Science in Nursing Program at Angelo State University is to prepare graduates to practice nursing within an expanded role. Master's education prepares nurses with essential knowledge in professional leadership, patient-centered care, and advanced nursing practice. These outcomes are met by a combination of online course delivery, online campus orientation, and assessment and precepted practicum experiences.

Upon program completion, the graduate will be prepared to:

1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.
2. Apply organizational and systems leadership skills.
3. Design and implement quality improvement initiatives.
4. Integrate best research evidence to improve health outcomes.
5. Utilize informatics, healthcare technology, and information systems.
6. Advocate through system-level policy development.
7. Employ effective communication in inter-professional teams.
8. Synthesize the impact of health determinants for the provision of culturally relevant health promotion/disease prevention strategies.
9. Practice at the level of a Master's prepared nurse.

Family Nurse Practitioner Track Competencies

Students completing the Master's Family Nurse Practitioner Track/Post Master's certificate will possess the ten (10) nurse practitioner core competencies identified by the National Organization of Nurse Practitioner Faculties (NONPF) amended in 2022. The competencies include:

1. Knowledge of Practice
2. Person-Centered Care
3. Population Health
4. Practice Scholarship and Translational Science
5. Quality and Safety
6. Interprofessional Collaboration in Practice
7. Health Systems
8. Technology and Information Literacy
9. Professional Acumen
10. Personal and Professional Leadership

Students completing the Master's Family Nurse Practitioner Track/Post Master's Certificate will also possess the Family Across the Lifespan Nurse Practitioner Competencies identified by the National Organization of Nurse Practitioner Faculties (NONPF) amended in 2022.

Clinical Information

1. Five hundred and fifty (550) FNP clinical hours (Family Primary Care I Practicum, Family Primary Care II Practicum, Integrated), 110 hours are spent in an OB/GYN setting (main focus is women's health with some routine OB checks but no high-risk OB or deliveries as that would fall outside the FNP scope of practice), 110 hours are spent in the pediatric setting, 44 hours are spent in a mental health setting, and 286 hours are spent in a focus on adult/geriatric medicine in a family practice setting or if needed, an internal medicine setting.
2. Fifty (50) clinical hours are spent in the appropriate settings (Primary care practices...) performing head-to-toe physical assessments in the Advanced Health Assessment course and 50 clinical hours are spent in various appropriate settings (ER, Convenient Care, After-hour Clinic....) performing common primary care skills in the Advanced Skills for the Advanced Practice Nurses course.
3. Students in the Family Primary Care I and Family Primary Care II practicum courses:
 - Should not complete more than 32 hours of clinical in any given week.
 - May not begin clinical hours until the third (3rd) week of the semester even if all paperwork is completed and final approval has been granted.
 - May not complete clinical hours before week thirteen (13).
4. Students in the Integrated Course:
 - Should not complete more than 40 hours of clinical in any given week.
 - May begin clinical hours on the first day of the semester if all paperwork is complete and final approval has been granted.
 - May not complete clinical hours before week eight (8).
5. Students may not have a preceptor in the same physical office location in which they are employed, bank clinical hours, or participate in clinical rotations during semester breaks, University holidays, evenings past 5:00pm, or weekends.
6. It is highly recommended that 50% of the clinical experience be with a nurse practitioner. Any clinical experiences outside this recommendation will be with the clinical faculty approval only and made on a case-by-case basis.

Advanced Practice Nursing Student Physical/Mental Performance Guidelines

To accomplish the objectives of the program, students must be able to meet the following performance requirements:

1. Visual acuity with corrective lenses to identify physical findings (such as cyanosis, edema, erythema), observe patients, read diagnostic test results, and legibly document and locate information on a medical record or electronic health record.
2. Hearing precision with auditory aids to understand the normal speaking voice while viewing the speaker's face, interpret spoken communications received from patients, families, and health care professionals, and auscultate or percuss various body systems (such as the cardiac, respiratory, gastrointestinal).
3. Physical capacity to stand for prolonged periods, perform cardiopulmonary resuscitation, patient assessments, evaluation and treatment activities, and diagnostic maneuvers.
4. Communicate efficiency to accurately relay verbal and written information, clearly and succinctly explain treatment procedures, describe patient conditions, and implement patient teachings.
5. Technology capability to utilize computers and electronic devices at a reasonable level of proficiency for safe patient care.
6. Manual dexterity to perform accurate movements, execute diagnostic procedures or routine laboratory tests, and operate medical equipment.
7. Physical and emotional stability to function safely under stressful conditions and adapt to ever-changing clinical situations involving patient care.
8. In accordance with University policy, students with a disability who may require a reasonable accommodation to meet these technical standards should contact [Student Disability Services](#) as soon as possible.

Preceptor Criteria

A qualified preceptor must supervise the clinical experience. To help ensure optimal preceptor supervision, a combination of guidelines/criteria/rules and regulations are utilized. These guidelines/criteria/rules and regulations include Angelo State University's Graduate Nursing Guidelines:

- [National Organization of Nurse Practitioner Faculties Criteria for Evaluation of Nurse Practitioner Programs](#)
- [Texas Administrative Code §219.10 Advanced Practice Registered Nurse Education Management of Clinical Learning Experiences and Resources](#)

1. Advanced Practice Registered Nurses:

- Master's Degree in Nursing from an accredited university.
- Current Registered Nurse (RN) license in the state of Texas (exception is Active Duty Military Providers).
- Prescriptive authority in the state of Texas
- Authorized to practice as an advanced practice nurse in the area of specialization and with specified patient population APRN focus in the state of Texas
- Currently licensed health care professionals who provide supervision and teaching in clinical settings appropriate for advanced practice nursing.
- Have a minimum of one (1) year of full-time experience in the role in which the student is being precepted.

2. Physicians/Physician Assistants (PAs utilized on a case-by-case basis)

- Doctor of Medicine or Doctor of Osteopathic Medicine (including psychiatrists) from an accredited university.
- Certification as a Physician Assistant must have prescriptive authority in the state of Texas.
- Currently licensed and practicing in the state of Texas (exception is Active Duty Military providers)
- Have a minimum of one (1) year of full-time experience in the role in which the student is being precepted.

3. Clinical Social Workers/Professional Counselors/Psychologists

- Currently licensed and practicing in the state of Texas
- Have a minimum of one (1) year of full-time experience in the role in which the student is being precepted.

4. All preceptors should have current malpractice insurance and an unencumbered license.

5. Area of practice must be relevant to the educational clinical practice component.

6. Able to provide adequate supervision, teaching, and evaluation of students for the achievement of clinical course objectives and learning needs.

7. Able to facilitate the active participation of students in the delivery of health care.

8. Commitment to the concept of advanced practice nursing.

9. Familiar with written clinical objectives specific to preceptor experience.

Guidance Checklists for Expectations During Preceptorship

In early 2018, the National Organization of Nurse Practitioner Faculties (NONPF) and the American Association of Nurse Practitioners (AANP) collaborated to develop a tool that addressed the inconsistent relationships between NP faculty and clinical preceptors. This tool resulted in the development of guidance checklists that outlined expectations when establishing clinical rotations for NP students. The Preceptor Expectation Checklist and the Faculty Expectation Checklist include evidence-based suggestions to promote a healthy, ongoing relationship and reduce barriers experienced by the clinical preceptor, NP faculty, or NP student. The article that presented this checklist can be found in the October 2019 issue of the Journal of the American Association of Nurse Practitioners.

Designated Preceptor Responsibilities	
Establishing Clinical Rotation	Completed
Communicate the start date and time with the student	
Review Family Educational Rights and Privacy Act (FERPA) https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html	
Understand what level the student is at in the program	
Consider asking the student for a current resume so you can better understand the student's background and experience.	
Orientation	
Orients the student to the clinical setting, organizational policies, EHR, and key personnel.	
Review documents related to the clinical course (welcome letter, clinical hours requirement, syllabus, course objectives, etc.) and seek clarification if needed.	
Clinical Experience	
Precepts the advanced practice nurse practitioner student on a one-to-one clinical basis.	
Outline appropriate tasks, patient cases, and caseload for each clinical day.	
Establish plan for student progression from observing to conducting visits with minimal intervention.	
Serves as an exemplary role model, host, sponsor, and teacher to the advanced practice nursing student.	
Allows the advanced practice nursing student the opportunity to assess, diagnose, and form a	

Designated Preceptor Responsibilities	
treatment plan BEFORE providing feedback and suggestions.	
Reviews all student documentation in clinical records and co-signs the same.	
Provides the advanced practice nursing student with clinical experiences as appropriate to meet the course requirements/objectives and specific education expectations.	
Constructively critiques the advanced practice nursing student's clinical skills and knowledge during the designated preceptor period.	
Include students as a pertinent part of the healthcare team and encourage interprofessional collaboration between students and other team members.	
Encourage learning using direct questioning methods and allowing reflection on feedback	
Verify student clinical hours.	
Communication	
Maintains communication with faculty; discusses/evaluates student progress in the clinical area.	
Be available for virtual or face-to-face site visits.	
Evaluation	
Complete appropriate evaluation forms at intervals as outlined in course	
Discuss evaluation(s) with student providing constructive feedback on strengths, weaknesses, and a plan for improvement.	
Participate in faculty-initiated plans of remediation, if necessary	

Useful Resources for Preceptors

The foundation for the training of NP students is based on guidance from various accrediting agencies and national organizations. These documents include:

- [Standards for the Evaluation of Nurse Practitioner Program](#)
- [Nurse Practitioner Core Competencies](#)
- [Consensus Model for APRN Regulation](#)
- [Primary Care and Acute Care Certified NPs](#)
- [Nurse Practitioner Perspective on Education and Postgraduate Training](#)

The [Preceptor Education Program](#) is an online interprofessional program with eight interactive learning modules to prepare the preceptor in providing learning environments that will prepare students for the real world of professional practice.

Preceptor Vignettes

Complimentary vignettes share best practices for specific clinical experiences and interaction between preceptors and NP students in acute care, primary care, and specialty settings.

[One-Minute Preceptor: Primary Care Setting](#) (5:58)

This video provides an example of preceptor and student interaction in a primary care setting. It demonstrates how to provide feedback to a student following an outpatient visit by reinforcing what is done right and correcting mistakes.

[Preparing to Precept: Precepting in a Busy Clinic](#) (12:32)

Preceptors may have to navigate managing a busy clinic while educating NP students. This video provides strategies for pre-planning activities that maximize time.

[One-Minute Preceptor: Working with the Overly Confident Student](#) (7:21)

This video provides an example of a preceptor's interaction with an overly confident and/or confrontational NP student. It demonstrates strategies for communicating expectations and providing constructive feedback.

[Dealing with the Challenging Student: The Overly Sensitive Student](#) (9:18)

This video provides an example of a preceptor's interaction with an overly sensitive student. It illustrates approaches to mentor the student in professional behavior and expectations, and how to provide constructive feedback.

The One-Minute Preceptor summarizes five user-friendly techniques that you can use in a busy clinic setting.

Microskill 1: Get a Commitment

Situation: After presenting a case to you, the student stops to wait for your response or asks you what to do.

Preceptor: Ask the student what he or she thinks about the issue. The student's response will allow you to assess the student's knowledge and focus more precisely on learning needs.

Sample Questions:

"What do you think is going on with this patient?"

"What would you like to accomplish with this visit?"

"Why do you think the patient has been non-adherent?"

Microskill 2: Probe for Supporting Evidence

Situation: The student has committed to a position on the issue presented and looks to you to confirm or correct.

Preceptor: Before giving an opinion, ask the student what evidence supports his or her opinion. Alternatively, ask what other alternatives were considered and how they were rejected in favor of the student's choice.

Sample Questions:

"What were the major findings that led to your conclusion?"

"What else did you consider?" "How did you reject that choice?"

"What are the key features of this case?"

Microskill 3: Teach General Rules

Situation: You have ascertained that there is something about the case which the student needs or wants to know.

Preceptor: Provide general rules at the level of the student's understanding. A generalizable teaching point can be phrased as "When this happens, do this." General rules are more memorable and transferable than specific facts.

Example:

"If the patient has only cellulitis, incision and drainage is not possible. You have to wait until the area become fluctuant to drain it."

"Patients with UTI usually experience pain with urination, increased frequency and urgency, and they may have hematuria. The urinalysis should show bacteria and WBCs and may also have some RBCs."

Microskill 4: Tell Them What They Did Right

Situation: The student has handled the situation effectively.

Preceptor: At the first opportunity, comment on the specific good work and the effect that it had. As Belasco (1989) wrote, "What gets measured gets produced; what gets rewarded gets produced again."

Example:

"You didn't jump in to work up complaint of abdominal pain but remained engaged until the patient revealed her real agenda. In the long run, you saved yourself and the patient a lot of time and unnecessary expense by getting to the heart of her concerns first."

“Obviously you considered the patient’s finances in your selection of a drug. Your sensitivity to this will certainly contribute to improving his adherence.”

“Why do you think the patient has been non-adherent?”

Microskill 5: Correct Mistakes

Situation: The student has made mistakes, omissions, or demonstrated distortions or misunderstandings.

Preceptor: As soon as possible after the mistake, find an appropriate time and place to discuss what was wrong and how to correct the error or avoid it in the future. Let the student critique his or her performance first. The student is likely to repeat mistakes that go uncorrected.

Example:

“You may be right that this patient’s symptoms are probably due to a viral upper respiratory infection. But you can’t be sure it isn’t otitis media unless you’ve examined the ears.”

“I agree that the patient is probably drug-seeking, but we still need to do a careful history and physical examination.”

Neher, J.O., Gordon, K.C., Meyer, B., & Stevens, N. (1992). A five-step “microskills” model of clinical teaching. *Journal of the American Board of Family Practice*, 5(4), 419-424. <https://doi.org/10.3122/jabfm.5.4.419>

Designated Faculty Responsibilities

Faculty identify clinical learning objectives specific to the program, course, and learning needs of the students. The faculty facilitate student achievement of the objectives through the provision of didactic instruction, identification of appropriate clinical facilities and preceptors, observation and evaluation of students in the clinical setting, and establishment of close working relationships with preceptors.

Designated Faculty Responsibilities	
Establishing Clinical Rotation	Completed
Validate student compliance with course and University policies regarding preparedness for clinical experiences.	
Validate preceptors and evaluate clinical sites for appropriateness of learning experiences.	
Provide clear guidelines and expectations including course content, objectives, and student learning goals.	
Assure establishment of affiliation or preceptor agreements prior to initiation of student clinical experience.	
Orientation	
Provide the contact number/information to the clinical faculty responsible for the student.	
Discuss the purpose, frequency, length, and number of site visits with the preceptor	
Offer face-to-face or online orientation opportunities addressing adult learning/teaching strategies and how to serve as an effective preceptor.	
Clinical Experience	
Be responsible for providing expedient consultation and/or support of the preceptor when needs or problems are reported.	
Assume primary responsibility of the student throughout the clinical experience.	
Encourage students to verbalize and demonstrate the use of theoretical frameworks and the application of relevant research as well as evidence-based findings for care and decision making.	
Maintain communication with the preceptor/facility/agency and make clinical site visits as needed.	
Seek preceptor input regarding student's clinical performance and other clinical related activities.	

Designated Faculty Responsibilities	
Serve as a role model to demonstrate effective communication, leadership, and clinical expertise.	
Review and confirm student clinical hours.	
Assess student's clinical skills, knowledge, and competencies throughout clinical experience and assess for appropriate progression.	
Support students in connecting knowledge obtained in academic setting with their clinical experiences.	
Communication	
Engage in open communication with preceptor regarding student performance and learning progression related to course expectations and requirements.	
Schedule virtual or face-to-face site visits.	
Evaluation	
Document the student's clinical progress for the semester using the appropriate course evaluation form.	
Collect and review evaluation forms completed by the preceptor at intervals, as outlined in course requirements.	
Collect and review preceptor evaluation forms completed by the student.	
Discuss evaluation(s) with student providing constructive feedback on strengths, weaknesses, and a plan for improvement.	
Initiate plans of remediation based on evaluations, if necessary.	
Provide preceptor with documentation of preceptorship and a thank you message.	

Advanced Practice Nursing Student Responsibilities

Advanced Practice Nursing Student Responsibilities	
Establishing Clinical Rotation	Completed
Responsible for being self-directed in identifying initial and ongoing learning needs, for seeking learning opportunities to meet identified needs and for being accountable for their performance in the advanced practice nursing role.	
Identify preceptor's preferred method of communication.	
Communicate start date and time with preceptor/clinical site point of contact.	
Provide the preceptor with the Master of Science in Nursing/Post Master's Certificate Family Nurse Practitioner Preceptor/Student Orientation Handbook.	
Complete the Preceptor Profile and Agreement Form, and collect an updated preceptor CV, which includes the current job position, before the initiation of the clinical experience. The preceptor's CV is good for two (2) years unless changes in employment occur before the two (2) year period. Preceptor paperwork MUST be COMPLETELY filled out PRIOR to submitting for approval: including (1) planned hour/days M-F 0800-1700, etc. and (2) the exact number of hours with that preceptor (110 hours for example), (3) the course number MUST be filled out, (4) the CITY, FACILITY NAME, and ADDRESS on EVERY preceptor form.	
Complete and submit the Clinical Readiness Checklist before the first clinical course. All documents listed on the Clinical Readiness Checklist must be on file in the nursing office.	
Provide the clinical site with the necessary licensure, liability insurance, education information, and other required site-specific documentation as requested.	
Successfully complete all preclinical course requirements and receive an "approval to start clinical letter" prior to being in the clinical setting.	
Orientation	
Discuss specific written clinical objectives and negotiate a clinical schedule with the preceptor.	
Clinical Experience	
Assume responsibility for individual learning needs recognizing own limitations and strengths while complying with professional standards, clinical site policies, and advanced practice protocols.	
Demonstrate accountability for thoroughness and timeliness in completing assigned role responsibilities.	
Demonstrate professional role behaviors of an advanced practice nursing. The dress should be professional and appropriate according to the clinical practice setting. A lab coat or appropriate attire fitting to the office setting and the approved ASU name tag is required.	

Advanced Practice Nursing Student Responsibilities

Maintain a Clinical Log (a separate log for each preceptor) of patient data, which will be signed DAILY by the preceptor. Each preceptor clinical log will be tallied by the student at the end of each clinical rotation before the log is submitted to the instructor (online) at Midterm and with Final paperwork. Students must see a minimum of 10 patients per day (maximum of 20 patients required on Typhon) and this number must match the Typhon entries.	
Enter clinical patient data into Typhon Group NPST system on the same day patient care is provided but no later than 48 hours after patient care is provided and submit the report to the faculty at the designated intervals, and for final approval at the end of each semester.	
Communication	
Student will maintain ongoing communication with faculty.	
Communicate with the course faculty if a student/preceptor issue arises in the clinical setting.	
Student will arrange preceptor-faculty conferences as requested.	
Evaluation	
Submit all required clinical documents by course due date.	

Time Documentation Guidelines for Students

1. The patient visit starts from the moment the patient is greeted and ends with the visit completion.
2. A patient visit will include: the history and physical exam of the patient plus reviewing labs/diagnostic reports; reviewing previous notes; consultation with or presentation to preceptor, checking guidelines, verifying medications.
3. Patient visit does not include: lunch, travel time, study time, conference time, grand rounds, or any activity not directly related to the single patient visit noted above.
4. Ensure clinical tally sheet is signed daily by preceptor and documents number of hours and number of patients seen each day. Present course tally sheet to faculty, along with the cumulative tally sheet to faculty at the end of each semester for verification and signatures.
5. Demonstrate increased independence and competency in the advanced practice role in accordance with his/her academic progression.
6. Actively seek input into the evaluation process and participate in self-evaluation.
7. Contact faculty by telephone or email if faculty assistance is necessary.
8. Respect the confidential nature of all information obtained during the clinical experience.
9. Complete clinical preceptor/site evaluation at the end of the clinical experience.

Important Links

For clinical and preceptor documents, go to the ASU Nursing webpage for [Graduate Information](#) and the following forms are available.

- [Clinical Readiness Checklist](#)
- [Preceptor Profile and Agreement Form](#)

Clinical Hours Documentation Forms

- [NUR 6201 Advanced Skills for Advanced Practice Nursing Clinical Log](#)
- [NUR 6331 Advanced Health Assessment Clinical Log Sheet](#)
- [NUR 6327 FNP I Practicum Clinical Log Sheet](#)
- [NUR 6336 FNP II Practicum Clinical Log Sheet](#)
- [NUR 6537 Integrated Clinical Log Sheet](#)

Student Clinical Evaluation Forms

- [Student Evaluation of Preceptor-Clinical Site](#)
- [Student Self Evaluation](#)

Graduate Nursing COVID-19 Information and Acknowledgement Forms

- [Graduate Nursing COVID-19 Precautionary Measures and Guidelines](#)
- [Graduate Nursing COVID-19 Acknowledgement and Consent](#)
- [Graduate Nursing Face Mask Acknowledgement](#)
- [Graduate Nursing Vaccine Acknowledgement](#)

[Graduate Nursing Student Handbook](#)

Title IX

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form

Face to Face: Mayer Administration Building, Room 205

Phone: 325-942-2022

Note, faculty members at Angelo State are a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: <https://www.angelo.edu/current-students/title-ix/>