



Bachelor of Science in Nursing Program

PRECEPTING BINDER

**OBSTETRICS AND PEDIATRIC
NURSING PRACTICUM
PRECEPTORS, STUDENTS & FACULTY**

2019-2020
Academic Year

Angelo State University
Department of Nursing



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Dear Preceptor,

Thank you for agreeing to precept a student(s) in the Angelo State University Bachelor of Science in Nursing program. Your expert guidance in providing students the opportunity to apply their clinical skills and knowledge is critical in assisting to prepare them. 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. The student will gain confidence and validation as you provide teaching, coaching, 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 statement of the Bachelor of Science in Nursing program at Angelo State University enclosed in this packet. The student and/or course instructor will additionally supply you with a copy of the course syllabus for further communication of course and clinical objectives. In addition, the student is required to formulate both semester and daily objectives, subject to approval of the faculty member and the preceptor. You and the student should review and refine these objectives which are specific to the student's goals for the experience and the opportunities available in the clinical setting. Copies of the Student Clinical Evaluation forms to be filled out by you for the course will be provided by the student. Please complete the following forms (included in this packet) before the student begins the experience and give to student and/or faculty for submission:

- Preceptor Profile (Biographical Data Sheet) indicating professional preparation and licensure is required for all preceptors. (Many preceptors submit a current curriculum vitae or résumé to satisfy this requirement).
- Preceptor Agreement acknowledging your willingness to serve as a preceptor for the specified student.

The Angelo State University nursing faculty values your service as a preceptor and welcomes your recommendations for making the preceptor role more effective and satisfying. 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,



Wrennah Gabbert, PhD, RN, CPNP, FNP-BC
Graduate & Undergraduate Program Director
Chair, Department of Nursing
325-942-2224
Email: wrennah.gabbert@angelo.edu



Practicum Contact Information Page

Course Faculty:

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Work: 325-486-6879
Cell: 325-212-8033
Fax: 325-942-2236
Email: lauren.parker@angelo.edu

Ashely Jones, MSN, RN
Work: 324-486-6851
Cell: 325-234-8233
Fax: 325-942-2236
Email: ashley.jones@angelo.edu

Clinical Coordinator:

Melissa McDowell, EdD, MSN, RN,
CCRN
Work: 325-486-6882
Cell: 325-212-6694
Fax: 325-942-2236
Email: melissa.mcdowell@angelo.edu

Nursing Department-General Contact:

Secretary: Amanda Gibson
Phone: 325-942-2224
Email: amanda.gibson@angelo.edu

Angelo State University Undergraduate Nursing
N4212 Nursing Practicum
Student Information Sheet

Complete the following information, so your preceptors can get to know you better.

Name:

Primary Phone number:

Secondary Phone number:

Email address:

Why did you choose nursing as a profession?

What concerns you the most about the obstetric pediatric practicum?

What do you wish to gain from this preceptor experience?

What qualities in a preceptor will help you succeed the most?

Where do you see yourself in five years after nursing school?

Pertaining to clinical, what methods help you learn the best?



ANGELO STATE UNIVERSITY
DEPARTMENT OF NURSING-UNDERGRADUATE
Preceptor Profile and Resume/CV

This form is only required annually—if you have completed it within the last 12 months—you do not need to complete it again.

Course: _____

Semester: _____

PRECEPTOR INFORMATION

Preceptor Name	
Title/Position	
Place of Employment	
Employer's Address	
Employer's Phone Number	
Manager's Name & Phone Number	

CONTACT INFORMATION

Phone Number (s) <i>(please provide a phone number that faculty and students can reach you during the residency)</i>	
Email Address <i>(please provide an email that you check often or daily)</i>	
Preferred Method of contact <i>(please circle or indicate)</i>	Phone _____ Email _____

LICENSURE & CERTIFICATIONS

REGISTERED NURSE LICENSE # /STATE	
Date of Expiration	
Other Certifications or Professional Organizations	

EDUCATION

Degree	Year	School/Program	Address

WORK EXPERIENCE**WORK EXPERIENCE (Please include all related experience):**

Total years of experience as a Registered Nurse _____

Years of Experience as: ____ Staff Nurse; ____ Charge Nurse; ____ Team Leader; ____ Nurse Manager;
____ Other Leadership Role;

Years of Experience in Nursing Specialty: ____ Med-Surg; ____ Telemetry; ____ Critical Care; ____ L&D;
____ Pediatrics; ____ Intensive Care Nursery; ____ Other (specify) _____

Date	Position Held	Employer's Name and Address

By signing, I agree the above information is true to the best of my knowledge

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



DEPARTMENT OF NURSING-UNDERGRADUATE

Ob/Pedi Preceptor Agreement

Student(s): _____ Course # NUR 4212 Semester and Year _____

Faculty name: _____ Cell# _____ Office: 325-942-2224

Faculty name: _____ Cell# _____ Office: 325-942-2224

Email(s): _____

The purpose of this agreement is to permit students in the nursing program at Angelo State University to participate in precepted clinical rotations within your agency.

Conditions of Preceptorship:

1. I, the preceptor, agree to precept student(s) scheduled from date: _____ to date: _____ on days of week: _____
2. The student(s) will be under the supervision of the preceptor; the preceptor will retain ultimate responsibility for the care of patients.
3. The student(s) will work with the preceptor in accomplishing daily and semester objectives identified by the student and faculty that are in accordance with course objectives and program objectives.
4. I understand that the faculty member will have primary responsibility for the students' 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 following: the Preceptor Orientation Binder & Handbook, and the Contract of Association/Affiliation Agreement.
6. The Nursing Student Handbook is available at <http://www.angelo.edu/dept/nursing/handbook/>
7. By signing this, I validate I meet the criteria set forth to be a preceptor within the preceptor handbook.

Preceptor Information

Name: **(Please Print):** _____

License #: _____ State: _____ Expires: _____

Specialty: _____ Agency/Unit Name: _____

Facility Address: _____ City: _____ State: _____ Zip: _____

Preferred Contact Phone #: _____ Please Circle: *Cell Work Home*

Preferred Email : _____

(this email will be the one used to contact you for correspondence, student issues)

Preceptor Signature: _____ **Date:** _____

Preceptor Supervisor Signature _____ **Date:** _____

Clinical Coordinator Signature: _____ **Date:** _____

Faculty Signature(s): _____ **Date:** _____

Faculty Signature(s): _____ **Date:** _____

PLEASE RETURN TO: 325-942-2236 (Fax)

OR

Mail: Department of Nursing
ATTN (NUR 4212 Faculty)
ASU Station #10902
San Angelo, TX 76909-0902



**Bachelor of Science in Nursing Program
OBSTETRICS & PEDIATRIC
PRECEPTORING ORIENTATION
HANDBOOK**

**Angelo State University
2019-2020
Academic Year**

ANGELO STATE UNIVERSITY

Department of Nursing

Mission and Philosophy

Mission

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 healthcare that respects diversity and is responsive to a dynamic and technologically complex society.

Vision

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

Philosophy

We believe nursing is a unique, caring, scientific and 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 educational 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.

BSN PROGRAM OUTCOMES

Upon completion of the program of study for the Generic BSN and RN-BSN programs, the graduate will be prepared to:

1. Integrate nursing and related theories into the planning and/or delivery of safe nursing care.
2. Engage leadership concepts, skills and decision-making in the planning and/or implementation of patient safety and quality improvement initiatives.
3. Identify and appraise best research evidence to improve and promote quality patient outcomes.
4. Utilize technology to access information, evaluate patient data and/or document care.
5. Participate in political/legislative processes to influence healthcare policy.
6. Engage in effective collaboration and communication within interdisciplinary teams.
7. Design and/or implement health promotion & disease prevention strategies for culturally competent care.
8. Demonstrate standards of professional, ethical and legal conduct.
9. Practice and/or coordinate, at the level of the baccalaureate prepared nurse, to plan and/or implement patient centered care.

COURSE OBJECTIVES

1. Collect, analyze, prioritize, and document health data on children, women, and newborns using evidence, clinical judgment and patient/family preferences.
2. Implement timely, research-based interventions for childbearing/child-rearing families and patients with mental health conditions that integrate principles of safety and quality.
3. Deliver and coordinate developmentally appropriate patient and family-centered care based on evidence, guidelines, standards, and legal statutes/regulations.
4. Provide and document effective health teaching to patients and families addressing risk reduction, health promotion, preventative care and discharge planning relative to women, newborns, and families.
5. Demonstrate collaboration and communication skills in advocacy actions including improvements in quality, safety, and family-centered care relative to women, newborns and families.
6. Interact with peers, colleagues and health team members to facilitate positive patient outcomes and a professional clinic environment.

DATE RANGE FOR PRECEPTED CLINICAL

See Semester Course Schedule/Preceptor Agreement

PRECEPTOR CRITERIA

Competence in designated area of practice as defined by:

1. Competence in designated area of practice as defined by:
 - a. Minimum of 1 year of practice as a Registered Nurse*
 - b. Minimum of 1 year of practice in precepted area (unit/floor) that preceptorship will occur in
 - c. Baccalaureate prepared preceptor preferred, but not required
 - d. A Registered Nurse who takes a patient load during the preceptorship-*Must not be assigned to charge more than 2-4 shifts without providing direct nursing care services*
2. Nursing and healthcare philosophy congruent with Angelo State University's Nursing Program
3. Current unencumbered licensure as a Registered Nurse in the State of Texas
4. Cannot have long-term scheduled time off during preceptorship (i.e. vacation, release time must be able to be scheduled for student to achieve required hours over the assigned timeframe)

RESPONSIBILITIES WITHIN THE PRECEPTORSHIP

Preceptor Responsibilities

The preceptor will guide the nursing student through the learning process, serve as a role model and mentor and provide constructive feedback. In addition, the preceptor will also promote role socialization and adoption of nursing standards of practice.

The Preceptor should:

Orientation (Pre-Clinical Start)

1. Provide good contact information for faculty and student to be able to reach preceptor-phone and email--Faculty will communicate with the preceptor prior to student assignments.
2. The faculty will arrange for students to meet with preceptor for orientation prior to the actual clinical experience if needed.
3. Review and sign all required preceptor agreement and contractual forms including validation of preceptor qualifications.
4. Review recommended preceptor resources offered by Angelo State University
5. Review the ASU Preceptor handbook that lists the responsibilities of the Preceptor, Student, & Faculty
6. Negotiate clinical schedule for the rotation of students with faculty.

During initial orientation to the clinical setting, the preceptor should:

- i. Orient students to clinical setting/unit, organizational policies and key personnel.
- ii. Communicate general guidelines to be used for preceptor/ student interactions and for review and feedback of student performance.
- iii. Review/discuss policies and protocols specific to the setting.
- iv. Review preceptor, agency and student expectations regarding documentation.
- v. Discuss overall plan for student learning opportunities.
- vi. Review students' previous learning experiences and course objectives to be accomplished.
- vii. Encourage students to identify strengths and area for continued professional growth.
- viii. Involve student in assessment/validation/decisions about learning strategies to be employed

Practicum Supervision and Teaching

1. Directly supervise student(s) clinical experience and facilitate student learning.
2. Serve as a clinical facilitator by maintaining an environment conducive to teaching and learning.
3. Review daily clinical goals and objectives with the student facilitating achievement of them.
4. Review student progress following each clinical experience and provide feedback about their performance.

5. Communicate with students' assigned faculty via phone, email, or in person regarding student performance.
6. Contact faculty immediately if there are questions or concerns about a student.
7. Utilize the evaluation tool provided to evaluate each student performance for the shift.
8. Provide an evaluation of the preceptor experience (anonymous survey will be provided).
9. Sign clinical hour logs and skills sheets at the end of clinical experience.

Student Responsibilities

Students are responsible for being self-directed in identifying initial and ongoing learning needs based on course objectives, for seeking learning opportunities to meet identified needs, and for being accountable for their performance during clinical experiences.

The student should:

1. Utilize the preceptor as a role model.
2. Based on course objectives, prior to clinical day, create short and long term goals for clinical experiences and review daily with preceptor—Bring objectives daily
3. Successfully achieve the clinical objectives and any goals set by the preceptor, student, or faculty.
4. Assume responsibility for individual learning needs, recognizing own limitations and strengths while complying with professional standards, clinical site policies, and nursing protocols.
5. Demonstrate professional role behaviors, demeanor, and confidentiality at all times.
6. Demonstrate accountability for thoroughness and timeliness in completing assigned responsibilities and tasks by preceptor or faculty through active learning.
7. Demonstrate progressive independence and competency in the BSN role.
8. Develop a collaborative relationship with preceptor.
9. Maintain a clinical log and skills checklist according to course requirements.
10. Take the initiative for personal growth and participate in self-evaluation of strengths and weaknesses.
11. Notify preceptor and faculty immediately when unable to meet as scheduled or unable to arrive at clinical during scheduled shift.
12. Complete all required evaluations at the end of the clinical experience.
13. Contact faculty by telephone or email as needed.
14. Maintain liability insurance with educational institution, immunizations, and CPR during clinical rotations according to departmental policies.

Faculty Responsibilities

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

The faculty should:

1. Identify and evaluate clinical sites for appropriateness of learning experiences in collaboration with clinical coordinator.
2. The faculty will communicate with the preceptors, unit managers and/or education directors about orientation prior to the actual practicum experience.
3. Provide the preceptor with the Preceptor Handbook and specific objectives (syllabus) for the clinical experience at least 2 weeks prior to start of practicum.
4. Obtain documentation of preceptor qualifications-Valid RN license and CV/Resume or profile.
5. Communicate the expectations for the students, the preceptor, and the faculty with the preceptor and pertinent personnel from the facility/agency.
6. Communicate with preceptor and student information about clinical evaluation tools and student learning needs with preceptor at beginning of experience.
7. Assure establishment of affiliation or preceptor agreements prior to initiation of clinical experience.
8. Review the policies of the agency or affiliation agreement to be followed by faculty and assigned students.
9. Act as counselor, consultant, and teacher; and is responsible for providing immediate consultation and/or support of the preceptor when needs or problems are reported.
10. Serve as role model to demonstrate effective communication, leadership and clinical expertise.
11. Seek preceptor input regarding student's performance and other clinical related activities.
12. Maintain open and ongoing communication with the preceptor/facility/agency as needed.
13. Make site visits as scheduled and as needed.
14. Encourage student to verbalize and demonstrate the use of theoretical frameworks and the application of relevant research and evidence-based guidelines related to nursing education.
15. Document the student's progress using course clinical objectives, and assign a pass/fail grade by the completion of the course.
16. Maintain the primary responsibility for determining the course grade based on overall student achievement of objectives with input from the preceptor.

CLINICAL PERFORMANCE

Satisfactory Clinical Performance—the student will be considered “Satisfactory” in the clinical setting when student performance on clinical assignments meet course objectives and behaviors.

Unsatisfactory Clinical Performance—A student will be considered “Unsatisfactory” if clinical performance, assignments, appearance, or behaviors do not meet course objectives or professional requirements. This can be from negative performance, lack of preparation, or absence.

- a. A student with unsatisfactory clinical preparation/performance may be removed from the clinical site and sent to the department’s learning resource lab for further study and preparation, or they may be kept at the hospital with a specific assignment at the discretion of the instructor.
- b. A student with demonstrated behaviors that are in violation of Professional Nursing Education, Rule 215.8 will receive an unsatisfactory and may be removed from the clinical site and earn an absence for that clinical day or receive a failing grade for the course and dismissal from the program.
- c. Inability to calculate medication dosages can result in remediation.
- d. A pattern of more than two clinical “unsatisfactory” ratings may result in the student failing the clinical portion of the course, and as a result, receiving a failing grade for the course.
- e. A student with excessive clinical absences (as determined by the faculty team) will be considered unsatisfactory and will result in failure of the clinical portion of the course.

PROFESSIONAL CONDUCT

Students in the Nursing Program are expected to conduct themselves in a professional manner at all times, not only in interaction with clients and hospital staff, but also with peers, faculty, and university staff. Students represent the Angelo State University Nursing Program and the nursing profession, so students must maintain/demonstrate specific ethical obligations, standards and commitments to patients and society. These professional ethical standards are delineated in the Code of Ethics for Nurses, American Nurses' Association (ANA), 2011.

The statements of the code and their interpretation provide guidance for nurses' behavior in relation to carrying out nursing responsibilities within the framework of ethical decision-making.

Preceptors should notify faculty immediately if any of the following occurs:

Student demonstration of the following:

- (1) Evidence of actual or potential harm to patients, clients, or the public;
- (2) Criminal behavior whether violent or non-violent, directed against persons, property or public order and decency;
- (3) Intemperate use, abuse of drugs or alcohol, or diagnosis of or treatment for chemical dependency, mental illness, or diminished mental capacity; and
- (4) the lack of good professional character as evidenced by a single incident or an integrated pattern of personal, academic, and/or occupational behaviors which indicates that an individual is unable to consistently conform his or her conduct to the requirements of the Nursing Practice Act, the Board's rules and regulations, and generally accepted standards of nursing practice including, but not limited to: behaviors indicating honesty, accountability, trustworthiness, reliability, and integrity. **(links to NPA and Unprofessional conduction Rules are linked below)**

Dress Code

Pre-Licensure Students

Projecting a professional image is a responsibility of all students and faculty. Appearance reflects not only upon the individual, but also upon the Angelo State University Nursing Program and the nursing profession. The following are guidelines for clinical attire. Individual agencies may determine further dress code requirements at their discretion. If a student appears at a clinical agency inappropriately attired, it will be the clinical instructor's or agency representative's prerogative to ask the student to correct the situation.

In addition to the Dress Code for ASU students, as defined by the University, the following is the dress code for students in the Pre-Licensure Nursing Program.

Uniform Requirements

Pre-Licensure students will wear a "pressed," clean ASU uniform and/or ASU lab coat as designated by agency policy. GBSN uniforms are royal blue and must have the required "ASU" logo. The lab coat will be white with the required "ASU" logo. The uniforms and lab coats can be purchased at the ASU bookstore or other designated businesses.

1. Uniforms should be washed after each wearing due to the exposure to pathogens.
2. If t-shirts are worn under the uniform, they must be white.
3. For the male student, no visible chest hair should show above the uniform (this can be addressed by wearing a white undershirt as needed).
4. Nursing student uniforms are not to be worn when at a place of employment. This includes the wearing of the name badge. The uniform is to be worn only during Angelo State University Nursing Program activities.

Name Badges- Photo ID Badges

The name badge is a required part of the nursing student uniform. Nursing student name badges are to be worn in the clinical areas and/or for activities with the Nursing Program.

1. The name badge will be supplied to the student from the nursing program: white background with a photo of the student; first name; and school and program affiliation on the second line.
2. Example: Jim, RN ASU B.S.N. Student
3. No other degrees, credentials, certifications or other information can appear on the name badge.
4. The name badge will not be worn in any other activity that is not related to the students' assignment or in any other working capacity. This is strictly prohibited. Identifying oneself as an on-duty ASU nursing student outside of specific ASU-sanctioned clinical experiences warrants immediate course failure and permanent removal for the nursing program.

Lab Coats

A basic white lab coat may be worn as designated by individual clinical faculty, the agency, or specific requirements of the clinical setting. Some clinical areas may require a full, traditional nurse uniform; others may require scrub clothes, etc. All clothing should be clean and project an image of a professional nurse.

Personal Appearance	Acceptable	Not Acceptable
Overall Clothing	ASU uniform and/ or ASU lab coat. Must be clean, neatly pressed, in good repair and appropriate size.	Soiled, wrinkled, torn, noticeably worn, too tight or too loose fitting. The color of undergarments must not be visible through the uniform.
Name Badges	Required part of the nursing student uniform. Must be worn in an easily visible spot above the waistline and follow the proper format.	No name badge, turned around with back showing, or in a difficult place to read.
Hair	Neat, clean, professional appearance. Must not hang freely in the face or down the back. Men: Beards, mustaches and sideburns must be neat and trimmed.	Extreme styles and/or hair color, unnatural appearance, extreme hair accessories. Men: unkempt facial hair.
Fingernails	Clean and trimmed nails.	No nail polish or artificial nails of any kind may be worn.
Perfume, Cologne, Deodorant, Hygiene	Good hygiene required and use of deodorant recommended. The use of makeup is at personal discretion.	No excessive perfume, cologne or after-shave. Must not have the smell of tobacco products, smoke or other strong odors on body or clothing. No excessive use of makeup.
Jewelry	None of any kind is to be worn except wedding bands and engagement rings.	No facial jewelry (including tongue jewelry) allowed.
Body Piecing, Tattoos	If ears are pierced, one pair of small, stud earrings (one in each ear only)	Visible body piercings or tattoos.
Shoes	Shoes must be white, either “nurses shoes” or tennis shoes (sneakers). Shoes must be clean and must cover the toes. White socks should be worn.	Dirty, unpolished shoes. No shoes other than “nurse shoes” or all white tennis shoes.
Hosiery, socks	White hosiery or socks must be worn.	Dirty, torn or any color except white.
Dresses, Blouses, Shirts	Professional	Spaghetti straps, Open Backs, Strapless
Dress, Skirt Length	Must be professional in length	Anything less than 3-4 inches above the knee
Slacks, Pants	Professional	Denim Jeans (soiled, wrinkles, torn, noticeably worn, too tight/loose fitting)

Nursing students checking clinical assignments prior to the educational experience are to wear the complete uniform or a clean, pressed white laboratory coat over appropriate street clothes.

1. The name badge is to be worn on the laboratory coat.
2. Blue jeans, sweat pants, shorts, cut-offs, extremely short dresses, tank tops, etc., are not appropriate clothes to enter into a clinical agency or facility.
3. Chewing gum when in uniform is not permissible.
4. Excessive perfumes, aftershave lotion, tobacco products, smoke, and other strong odors can be respiratory triggers for some patients. Students may not wear excessive perfume or aftershave lotion and may not have the smell of tobacco products, smoke, or other strong odors on the body or clothing while in the clinical setting. Therefore, students are not allowed to use tobacco products or smoke during clinical hours.

Nursing students representing Angelo State University Nursing Program at career days, college nights, etc., will be expected to wear the appropriate uniform for clinical experiences, unless otherwise informed.

Clinical Goals That Work

Students should bring 2-3 goals each day of the preceptorship

These below are just some examples:

- Demonstrate effective therapeutic communication skills with the patient, family, physicians and other peers through both written and verbal/nonverbal means.
- Develop an effective and trusting relationship with patients cared for, my preceptor, instructor and other members of the health care team.
- Prioritize and provide client care for patients during shift, using effective time management strategies.
- Interpret/analyze lab data and determine possible rationales for why the changes have occurred.
- Demonstrate critical thinking in nursing care of clients, anticipating nursing interventions and physician orders for each client under my care, and providing rationales for each.
- Perform assessments of all my patients, and correctly document in a timely manner.
- Perform continuous and comprehensive assessments; anticipate and meet clients' needs as they arise; and document care accordingly.
- Demonstrate confidence and proficiency with technical nursing skills.
- Correctly interpret patient health history information and lab values for use in providing intelligent patient care and in planning appropriate interventions, and provide rationales for each.
- Advocate for my patient by talking to other members of the health care team including social worker, dietician, occupational and physical therapists and physicians.
- Provide culturally appropriate nursing care
- Administer medications safely using the 6 rights—and explain the significance, indications and evaluation of each.
- Perform patient education based on current level of knowledge in preparation for discharge.
- Incorporate professionalism and personal accountability in regards to timeliness, appearance and integrity.
- Verbalize pathophysiology of patient disorders and anticipate orders with rationales.
- Receive, interpret, and implement in a timely manner.

Tips for the Preceptor

How Can I Best Help the Student?

As the preceptor, you are the main source of experienced information for the student for the course. It is not uncommon for you to want to explain everything there is to know about the patients, procedures, medications, patient care systems, etc. In addition to role modeling nursing practice for the student, to maximize the learning experience, here are some tips of what you can use.

- ❖ Be patient, patient, patient. What seems like logical sense for the experienced nurse, can be quite a challenge for students.
- ❖ Attempt to keep your hands behind your back and lips sealed 😊. Allow the student to make the decisions as you watch. Intervene if they are proceeding in an unsafe manner, then JUMP in.
- ❖ Use guided questioning with the student, allowing the student to give rationale for actions. Talk the students through decisions and procedures but ask them “what do you think you should do? After they answer, ask them for a rationale. This helps them with their critical thinking ability.
- ❖ Make the students use their brains, don’t be too quick to give them the answers (unless it is a life-threatening or potential safety situation).
- ❖ Seek clinical skills they can perform based on their skills check-list. Not all students have had the opportunity to perform nursing procedures, and may vary between students.
- ❖ Encourage the student to communicate patient status and needs with the physician and other healthcare team members.
- ❖ Have the student give the verbal report to the next nurse.
- ❖ Provide plenty of verbal feedback, both positive and negative (constructive criticism). Most students want to be told if they have done it wrong or ways it can be done better.
- ❖ Complete the student’s weekly evaluation; It will be used in conjunction with the student’s self-evaluation, the instructor’s evaluation, and other assignments to determine the final grade.

Have fun and relax, you have a senior Nursing student who is eager to assist you during the rotation and with whom you may be working within the year!

RESOURCES & LINKS

“How to be a Good Preceptor” - link to a FREE website for great information and modules for students and preceptors.— <http://www.preceptor.ca/>

Links to Preceptor Tuition Exemption (Texas Higher Education Coordinating Board)

<http://www.collegeforalltexans.com/apps/financialaid/tofa2.cfm?ID=546>

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.54.htm#54.356>

[http://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=21&sch=L&rl=Y](http://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=21&sch=L&rl=Y)

Texas Board of Nursing Rule 217.11 –STANDARDS OF NURSING PRACTICE

[https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=22&pt=11&ch=217&rl=11](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=22&pt=11&ch=217&rl=11)

Texas Board of Nursing Rule 217.12—UNPROFESSIONAL CONDUCT

[https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=22&pt=11&ch=217&rl=12](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=22&pt=11&ch=217&rl=12)



Angelo State University

Department of Nursing

Practicum Hour Documentation Sheet

It is mandatory to keep an accurate record of hours spent in direct patient clinical. These hours count toward clinical hour attainment for eligibility to apply for RN licensure with the Board of Nursing after program completion.

Student Name: _____ **Course:** _____ **Semester:** _____

Clinical Location	Date	Time In	Time Out	Signature of Preceptor	Activity*	Comments

Signatures:

Student: _____ **Date:** _____ **Faculty:** _____ **Date:** _____
(if applicable)

**Activity - average # of patients assigned, etc.*

This form must be completed and signed and returned to assigned faculty by the end of the semester.

Generic Bachelor of Science in Nursing Multi-Year Clinical Skills Checklist

Provided by student at each rotation

Skills Checklist Scoring Guide

Scale/Score	Standard Procedure	Performance Quality	Assistance
4- Accomplished	SAFE/ACCURATE	Proficient, coordinated, confident; Expedient use of time. Focuses on patient; Proficient skills.	Independent, without direction
3 - Competent	SAFE/ACCURATE	Efficient, coordinated, confident; Reasonable use of time; completely skilled.	Supervised, with occasional physical or verbal direction.
2 - Developing	SAFE BUT NOT ALWAYS ACCURATE	Partial demonstration of skills. Inefficient or uncoordinated; Delayed time expenditure.	Assisted, with frequent verbal and/or physical direction.
1 - Beginning/ Novice	QUESTIONABLE SAFE AND/OR QUESTIONABLE ACCURACY	Unskilled and inefficient; Considerable and prolonged time expenditure.	Marginal, requires continuous verbal and/or physical direction.
0 - Deficient	UNSAFE/ INACCURATE	Unable to demonstrate procedures; Lacks confidence, coordination and/or efficiency. Potential harm to self and patient.	Dependent, continuous verbal and/or physical direction.

Angelo State University
BSN Clinical Evaluation by Preceptor

Course: N4212 _____
 Student's Name: _____ Date: _____
 Facility: _____

Please evaluate the student's ability to meet the following competencies:

Y=yes N=no NA=not applicable

PROVIDER OF CARE	Y	N	NA
Critical Thinking			
Correlate/demonstrate problem-solving techniques in nursing care			
Comments:			
Therapeutic Nursing Interventions: Skills/ Safety			
With safety and dignity, provide prioritized care to multiple clients based upon needs through medications, treatments, procedures, etc. according to legal guidelines, hospital protocol, including effective documentation for maximum continuity of care			
Comments:			
Therapeutic Nursing Interventions: Nursing Process and Care Planning			
Utilize an individual plan of care with specific prioritized outcome criteria (measurable, realistic, time specific), including interventions and evaluations.			
Comments:			
Therapeutic Nursing Interventions: Delegation			
Relate concepts of leadership and delegation within the health care team			
Comments:			
COORDINATOR OF CARE			
Utilize effective communication skills with various health care team members, families, clients, preceptors, and instructors during all written (flow sheets, documentation, etc.) and verbal communications while giving holistic care to the clients.			
Comments:			
MEMBER OF PROFESSION			
Through privacy and confidentiality demonstrate professional accountability and responsibility for quality care that demonstrates positive professionalism (attendance, punctuality, attitude, quality and completeness of assignments/work, willingness to learn, following instructions, demonstrating initiative, appearance, and cooperation with others)			
Comments:			

Preceptor Signature: _____ Date: _____

9/06

Clinical Evaluation Tool NUR 4212

Course Objective/Student Learning Outcome	Assignment/Assessment	Rating - S/U/NI	
		Mid-term	Final
1. Collect, analyze, prioritize, and document health data on children, women, and newborns using evidence, clinical judgment and patient/family preferences.	Concept maps, pt care assessment forms, topic-specific summaries, developmental presentation, developmental checklist, simulation		
2. Implement timely, research-based interventions for childbearing/child-rearing families and patients with mental health conditions that integrate principles of safety and quality.	Concept maps, topic-specific summaries, developmental presentation, direct pt care, simulation		
3. Deliver and coordinate developmentally appropriate patient and family-centered care based on evidence, guidelines, standards, and legal statutes/regulations.	Concept maps, topic-specific summaries, developmental presentation, direct pt care, phases and stages assignment, simulation		
4. Provide and document effective health teaching to patients and families addressing risk reduction, health promotion, preventative care and discharge planning relative to women, newborns, and families.	Developmental tool, developmental checklist, concept maps, direct pt care, topic-specific summaries, pt care assessment forms, simulation		
5. Demonstrate collaboration and communication skills in advocacy actions including improvements in quality, safety, and family-centered care relative to women, newborns and families.	Developmental presentation, developmental checklist, direct pt care,		

	ethical/debate assignment, simulation		
6. Interact with peers, colleagues and health team members to facilitate positive patient outcomes and a professional clinic environment.	Developmental presentation, developmental checklist, direct pt care, ethical/debate assignment, simulation		
7. Facilitate standards of moral, ethical, professional and legal conduct in the clinical setting.	Direct pt care, simulation		

Students will be evaluated at mid-semester and at the end of the semester. Students will be given feedback and a plan for improvement at mid-semester.

S = Satisfactory (performs at expected level)

NI = Needs improvement (inconsistent or not at expected level)

U = Unsatisfactory (unsafe or has not master competency)

MIDCOURSE ACTION PLAN:

Student signature_____ Date:_____

Instructor signature_____ Date:_____

FINAL COMMENTS:

FINAL GRADE: *PASSED*_____ *FAILED* _____

Student signature_____ Date:_____

Instructor signature_____ Date:_____

An "UNSATISFACTORY" final rating in any of five objectives will result in failure of the clinical practicum, regardless of the behaviors in the remainder of the tool.

FAILURE WILL RESULT IN THE STUDENT RECEIVING AN "F" FOR THIS COURSE