



Archer College of Health and Human Services

Bachelor of Science Nursing Program

PRECEPTOR HANDBOOK

FOR CAPSTONE PRECEPTORS, STUDENTS, & FACULTY

Spring 2024

Angelo State University

Department of Nursing



Archer College of Health and Human Services

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ANGELOSTATEUNIVERSITY

Department of Nursing and Rehabilitation Sciences

Dear Preceptor,

Thank you for agreeing to precept a student 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 further communicating 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. Review the objectives occasionally for those accomplished and not yet attained. 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,

A handwritten signature in blue ink that reads 'Jennifer Braziel'.

Jennifer Braziel, DNP, APRN-CNP, ACNP-BC
Graduate & Undergraduate Program
Director & Chair, Department of Nursing

BSN Clinical Residency Contact Information Page

Capstone Residency Course Faculty: Pam
Darby, MSN, APRN, ACNS-BC, FNP-C Office
Phone: 325-486-6853
Fax: 325-942-2236
Email: pam.darby@angelo.edu

Billie Sheeran, MSN, RN
Office: 325-486-6854
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Nursing Program Chair/Director:

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Nancy Grafa
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Angelo State University GBSN Program NUR 4404
Senior Capstone Residency Student Information
Sheet

Please complete the following information and give it to your preceptor when you first meet so they can get to know you better.

Student Name:

Primary Phone number:

Secondary Phone number:

Email address:

Why did you choose nursing as a profession?

List at least 3 major goals for this Capstone residency.

What concerns you the most about the Capstone residency?

What do you wish to gain most from this Capstone residency 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?

ANGELOSTATE UNIVERSITY

DEPARTMENT OF NURSING

Preceptor Profile and Resume/CV

NUR 4404 CAPSTONE RESIDENCY Semester: _____

PRECEPTOR INFORMATION

PRECEPTOR NAME	
TITLE/POSITION	
PLACE OF EMPLOYMENT	
EMPLOYER'S ADDRESS	
PRECEPTOR PHONE NUMBERS	
PRECEPTOR EMAIL ADDRESS (One you check most often; daily)	
PRECEPTOR PREFERRED METHOD OF CONTACT	PHONE _____ EMAIL _____ EITHER _____
EMPLOYER'S PHONE NUMBER	
MANAGER'S NAME AND PHONE NUMBER	

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 Role (specify) _____

Years of Experience in Nursing Areas: _____ Med-Surg; _____ Step Down/Progressive care; _____ Critical Care;
 _____ L&D; _____ Pediatrics; _____ ER; _____ Other (specify) _____

<i>Dates Position Held</i>	<i>Employer's Name and Address</i>

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

Capstone Residency Preceptor Agreement

ASU Student Contact Information

Student Name _____ Course: NUR 4404

Student Phone #: _____ Email: _____

Faculty: PAM DARBY, Phone#: 325-486-6853; Email: pam.darby@angelo.edu

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

Conditions of Preceptorship:

- 1. I, the preceptor, agree to precept a student for 108 clock hours during the preceptorship scheduled dates for the course NUR 4404 Capstone Residency.
2. The student will be under the supervision of the preceptor acting as a preceptor and the preceptor will retain ultimate responsibility for the care of patients.
3. The student will work with the preceptor in accomplishing daily and semester objectives identified by the student that are in accordance with course objectives and program 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 following: the Preceptor 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 have met the criteria set forth to be a preceptor within the preceptor handbook.

Preceptor Information

Name:(Print): _____ Phone # _____

License #: _____ State: _____ Expires: _____

Specialty: _____ Agency Name/Unit: _____

Facility Address _____

Email : _____

Preceptor Signature: _____ Date: _____

Preceptor Supervisor Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

Clinical Coordinator Signature: _____ Date: _____

PLEASE RETURN TO: 325-942-2236 (Fax) OR MAIL: Department of Nursing ATTN: DARBY ASU Station # 10902 San Angelo, TX 76909-0902

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



Archer College of Health and Human Services

Bachelor of Science in Nursing Program

PRECEPTOR ORIENTATION

HANDBOOK

Angelo State University

Spring 2024

ANGELOSTATEUNIVERISTY
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 FOR CAPSTONE RESIDENCY

1. **Perform, synthesize, prioritize, and document nursing assessments and patient care using a variety of appropriate resources for multiple patients with complex health deviations.**
2. **Integrate principles of safety and quality utilizing evidence-based interventions for multiple patients with acute and complex problems.**
3. **Deliver and coordinate compassionate, culturally, ethnically and patient-centered care based on evidence, guidelines, standards, and legal statutes/regulations.**
4. **Provide and accurately document effective health teaching addressing risk reduction, health promotion, preventive care and discharge planning for patients experiencing health deviations.**
5. **Refine leadership skills through effective communication, patient advocacy, and good stewardship of resources to enhance system-wide improvements.**
6. **Collaborate with peers, colleagues and inter-professional health team members to facilitate positive patient outcomes, identify patient resources, and promote professional clinical environment.**
7. **Exhibit behaviors and attitudes that reflect nursing standards of moral, ethical, professional and legal conduct at all times and successfully complete the nursing jurisprudence exam.**

Spring 2024 DATE RANGE FOR PRECEPTED CLINICAL

March 3rd-May 3rd, 2024

Students will spend a total of 9 scheduled 12hour shifts with preceptor—totaling a minimum of 108 clinical hours.

Students cannot work more than 36 hours (3 Shifts) in a 7-day period without written permission from faculty or at least 24 hours off between shifts if they fall over a weekend (example—the student cannot do a Thursday, Friday, Saturday, Sunday rotation). Students are advised not to do more than 36 hours of clinical per week.

PRECEPTOR CRITERIA

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 where preceptorship will occur
 - 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 2-3 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). Preceptor must be able to be scheduled for student to achieve required hours over the assigned time frame.

CAPSTONE PRECEPTOR BENEFITS

Stipend

\$400.00 for completion of all assigned number of shifts or hours, paid at the end of the course. Please complete Preceptor Reimbursement Information.

THECB Tuition

\$500 Tuition exemption for preceptor or preceptor's child; each child of a preceptor seeking an undergraduate degree is eligible for up to 10 semesters with continued preceptorship (students must maintain university grade point average requirements for continuation of awards, and cumulative hour limits do apply). Eligibility for a semester exemption expires prior to 1 year from the end of the precepted semester. Please see College for All Texans Website

<http://www.collegeforalltexans.com/apps/financialaid/tofa2.cfm?ID=546> or contact the Registrar's Office at the college or university where the exemption will be claimed for more information or assistance in filing this exemption. Please complete Application for an Exemption through the Exemption Program for Clinical Preceptors and their children include in this packet.

Personal Gain

Advanced professional knowledge, professional service experience plus Preceptor Certificate from ASU Nursing Department.

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.

Before Clinical begin the Preceptor should:

1. Provide contact information for faculty and student to be able to reach preceptor by phone and email. Faculty will communicate with the preceptor prior to student assignments.
2. The student and preceptor will arrange to meet for orientation prior to the actual clinical experience.
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 a clinical schedule for the start of the capstone residency rotation with the student and give the student a copy of scheduled preceptor days. In addition, share schedule with the student a unit/floor schedules are released.

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

- i. Orient student 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 student's previous learning experiences and course objectives to be accomplished.
- vii. Encourage student to identify strengths and area for continued professional growth.
- viii. Involve student in assessment/validation/decisions about learning strategies to be used

Practicum Supervision and Teaching

1. Directly supervise student clinical experience and facilitate student learning.
2. Take a patient load daily; charge no more than 2-3 shifts during rotation.
3. Serve as a clinical facilitator by maintaining an environment conducive to teaching and learning.
4. Review daily clinical goals and objectives with the student and facilitate goal achievement.
5. Review student progress following each clinical experience and provide feedback about their performance.
6. Communicate with student's assigned faculty via phone, email or in person regarding student's performance.
7. Contact faculty immediately if there are questions or concerns about a student.
8. Utilize the evaluation tool provided to evaluate the student every 36 hours.
9. Provide an evaluation of the preceptor experience (anonymous survey will be provided).
10. Sign clinical hour logs and skills sheet during and at the end of clinical experience.

Student Responsibilities

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

The student should:

1. Utilize the preceptor as a role model.
2. Based on course objectives and prior to each clinical day, create short- and long-term goals for clinical experiences and review daily with preceptor. Bring objectives daily.
3. Successfully achieve the clinical goals set by the preceptor, student, or faculty.
4. Assume responsibility for individual learning needs while recognizing own limitations and strengths plus comply with professional standards, clinical site policies and nursing protocols.
5. Demonstrate professional role behaviors, demeanor and confidentiality at all times.
6. Demonstrate accountability, thoroughness and timeliness in completing responsibilities and tasks assigned by preceptor or faculty.

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.
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 text, 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 simulated and didactic instruction, identification of clinical facilities and preceptors, observation and evaluation of students in the clinical setting and establishment of 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 the 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 instructor plus be 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 needed.
14. Encourage student to verbalize and demonstrate 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 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 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.

- a. A student with unsatisfactory clinical preparation/performance may be removed from the clinical site 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 (d) 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. A student with excessive clinical absences (as determined by the faculty) will be considered unsatisfactory and may 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 indicate 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. **(Taken from the Texas BON Rule 215.8 d)**

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 upon the Angelo State University Nursing Program plus 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 dressed inappropriately it will be the preceptor's or agency representative's prerogative to ask the student to correct the situation. If uncorrected the student will be asked to leave the clinical site.

Uniform Requirements

Pre-Licensure students will wear a "pressed," clean ASU uniform and/or ASU labcoat as designated by agency policy. GBSN uniforms are royal blue and must have the required "ASU" logo. The lab coat will be white. 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 male students no chest hair should show above the uniform.
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 student's 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 will be worn as designated by individual clinical faculty, the agency, or specific requirements of the clinical setting. All clothing should be clean and project an image of a professional nurse.

Personal Appearance	Acceptable	Not Acceptable
Overall Clothing	ASU uniform and/ or white 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 Piercing, 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 "nurse 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)

Dress Code Requirements for Clinical Rotation

Nursing students checking clinical assignments prior to the educational experience are to wear the Complete uniform with a clean, pressed white laboratory coat.

1. The name badge is to be worn on the laboratory coat.
2. Chewing gum when in uniform is not permissible.
3. Excessive perfumes, lotions, tobacco products, smoke and other strong odors can be respiratory triggers for some patients. Students may not wear excessive perfume or 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. Following are some examples.

- Demonstrate effective therapeutic communication skills with the patient, family, physicians and other peers through both written and verbal means.
- Develop an effective and trusting relationship with patients cared for by my preceptor and other members of the health care team.
- Prioritize and provide client care for at least 4 patients during one shift using effective time management strategies.
- Interpret/analyze lab data (and EKG strips) and determine possible rationales for why changes have occurred.
- Demonstrate critical reasoning 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 all 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.
- Complete patient admissions and discharges without assistance.
- 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 for at least 3 patients.
- Administer medications safely 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 perform orders 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 our student in this 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, here are some tips to maximize the learning experience for the students.

- ❖ Be patient, patient, patient. What seems like logical sense for an experienced nurse can be quite a challenge for some students.
- ❖ Attempt to keep your hands behind your back and lips sealed. Allow the student to make decisions as you watch. Intervene if they are proceeding in an unsafe manner.
- ❖ 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 reasoning ability.
- ❖ Encourage the students to use their clinical reasoning and 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 experience 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 something poorly or if there are better ways to do some task.
- ❖ Complete the student’s 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 become a competent and safe beginning nurse during their rotation with you. This student may be working with you soon.

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.collegeforalltexas.com/apps/financialaid/tofa2.cfm?ID=546>

Texas Board of Nursing Rule 217.11 –STANDARDS OF NURSING PRACTICE

Texas Board of Nursing Rule 217.12—UNPROFESSIONAL CONDUCT

Pdf file from BON website which includes both as listed above

https://www.bon.texas.gov/pdfs/law_rules_pdfs/rules_regulations_pdfs/bon_rr_Oct2016.pdf



Angelo State University
NUR 4404 Clinical Grading Explanation

TOTAL HOURS NEEDED TO COMPLETE COURSE: 108 hours total

Student clinical experience performances are graded using formative evaluations and summative midterm/final evaluations based on a numerical scale from “0-4”.

There are 5 Rankings in the clinical evaluations for the course—this document provides a summary table (Part I) and a narrative (Part II) to describe and provide examples for ranking a student to help with consistency and interrater reliability.

PART I

Table Summary:

Scale/Score	General Behaviors	Performance Quality	Level of Assistance
4 – Accomplished	SAFE/ACCURATE	Proficient, coordinated, confident. Expedient use of time. Focus on patient. Proficient Skills.	Independent, Without direction from faculty/preceptor
3 – Competent	SAFE/ACCURATE	Efficient, coordinated, confident. Reasonable use of time. Competently skilled.	Supervised, with occasional physical or verbal direction from preceptor/faculty
2 –Developing	SAFE BUT NOT ALWAYS ACCURATE	Partial demonstration of skills. Inefficient or uncoordinated. Delayed time expenditure.	Assisted, Frequent verbal and/or physical direction from preceptor/faculty
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 from preceptor/faculty
0–Dependent/ Deficient	UNSAFE/INACCURATE	Unable to demonstrate procedures. Lacks confidence, coordination, and/or efficiency. Potential harm to self or patient.	Dependent, continuous verbal and/or physical direction from preceptor/faculty

PART II

The following behavioral criteria are used to determine the numerical grade for individual elements of the evaluation. Below the narrative is a summary table for quick reference.

- I. The faculty/preceptor will assign a **score of “4”** for any behavior where the student is performing at an accomplished level that far exceeds the expected level. The student must demonstrate evidence of ***exceptional behavior and nursing care in a highly skilled manner*** using a thorough knowledgebase to receive a score of “4”.

Examples include:

- A. Assessment data is consistently thorough, appropriate and accurate
- B. Implementations are consistently above the expected proficiency level
- C. Evaluations of expected outcomes are done consistently

- D. Documentation is consistently thorough and in-depth, accurate, timely
- E. Behavior is consistently professional, accountable, and responsible
- F. Critical thinking is used to solve problems and to establish priorities.
- G. Realistically evaluates own strengths and weaknesses
- H. Consistently seeks additional learning experiences and enrichment
- I. Performs safely and independently with minimal to no supervision

II. The faculty/preceptor will assign a **score of "3"** for any behavior where the student is performing that behavior at a "competent/safe" level using a competent knowledge base,

Examples include:

- A. Assessment data is thorough, appropriate, and accurate
- B. Implementations are at the expected proficiency level
- C. Evaluations of expected outcomes are performed most of the time
- D. Documentation is thorough and in-depth and accurate, timely
- E. Behavior is professional, accountable, and responsible.
- F. Critical thinking is increasingly used to solve problems and to establish priorities
- G. Is increasingly aware of own strengths and weaknesses
- H. Seeks additional learning experiences.
- I. Recognizes when faculty/preceptor supervision is required and requests it appropriately as needed-supervision is occasional.

III. The faculty/preceptor will assign a **score of "2"** for any behavior where the student is performing that behavior at a safe level for the "developing" learner using an average knowledge base,

Examples include:

- A. Assessment data is appropriate and accurate but lacks depth or organization
- B. Implementations are at the expected developing level.
- C. Evaluations of expected outcomes are performed some of the time.
- D. Documentation is adequate, but requires frequent feedback.
- E. Behavior is accountable and responsible most of the time.
- F. Critical thinking is beginning to be developed.
- G. Is beginning to develop independent learning, needs redirecting sometimes.
- H. Needs faculty/preceptor to structure learning experiences and supervision is frequent.

IV. The faculty/preceptor will assign a **score of "1"** for any behavior where the student is performing that behavior at a "Beginning-Marginal/Novice" level using an inadequate knowledge base.

Examples include:

- A. Exhibits a beginning understanding of expectations as outlined above but student shows evidence of need to improve in specified areas before reaching passing criteria; requires extensive redirecting, direct supervision.
- B. Cannot perform nursing assessment without frequent redirection/supervision
- C. Behavior is inconsistent with policy, requiring redirection constantly
- D. Documentation is minimal, is not timely, or accurate, requiring revisions
Critical thinking abilities are lacking, unable to make connections among data, lack decision making skills.

- E. Faculty/preceptor supervision is constant, requiring frequent redirection.
- V. The faculty/preceptor will assign a **score of "0"** for any behavior where the student's performance or knowledge base poses a "serious threat" to patients, the profession, the facility, or the program, for example:
- A. Data lacks depth, appropriateness or accuracy.
 - B. Behavior is unaccountable or lacks consistency which may place the patient in jeopardy.
 - C. Student is not gaining awareness of own strengths and weaknesses in specified areas.
 - D. Has difficulty adapting to change or is easily distracted from commitment to competent clinical performance.
 - E. Documentation is superficial, does not flow, and leaves pertinent data out.
 - F. Lacks motivation to seek learning experiences and continually needs faculty to guide experiences.
 - G. Unexcused absences, failure to complete work timely, unprofessional behavior.

NOTE: If at any time a student performs in an "unsafe" manner which jeopardizes client safety, the instructor will remove the student from the facility and request a meeting with the Coordinator/Director to discuss the event in question and a plan of action. The evaluation tool, along with a written description of the incidents will be signed by the student and faculty member and placed in the student's file.

INSTRUCTIONS AND GUIDELINES FOR USE

1. Every 3 shifts or after 36 hours the preceptor evaluates the student using the numbers "0-4" as defined in this document.
2. A detailed explanation/comment will be given to the student for every "0-2".
3. At Midterm and at Final clinical evaluation points will be computed for a clinical score.
4. When total points are below the expected level or fails to show progression, the student will be counseled by the faculty regarding the areas needing improvement.
5. The expectation is a student should progress, most likely falling in the average range of Developing "2" until about midterm; but should show progression to "3" competent-"4" accomplished between midterm and final weeks of clinical.



**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:** _____

Clinical Facility/Location: _____ **Semester:** _____

Shift	Date	Time In	Time Out	Preceptor Signature	Activity*	Comments	Running Total of Hours
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

Signatures:

Student: _____ **Date:** _____

Faculty: _____ **Date:** _____

Preceptor: _____ **Date:** _____

**Activity-Unit/Floor worked on, average # of patients assigned, etc.*

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

Application for an Exemption through the Exemption Program for Clinical Preceptors and their Children

****Only Complete if requesting Tuition Exemption****

<p>Name (Last, First, Middle initial) _____</p> <p>Social Security Number (last 4 digits only) _____</p> <p>Exemption Term (must run concurrently with the employment as a preceptor, or start within 1 year of the end of the period of such employment) _____/_____ fall, spring, or summer year</p>	<p>Which condition applies to you?</p> <p><input type="checkbox"/> Clinical preceptor</p> <p><input type="checkbox"/> child of clinical preceptor</p> <p><i>If you are the child of a preceptor, provide the following information:</i></p> <p>Preceptor's Name _____</p>
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Provide the following information regarding the agreement under which the preceptor will be/is employed:

Name of educational institution

Name of affiliating agency

Attach a copy of the agreement to this application before submitting the application to your institution.

If you have previously received an exemption through this program, please list the terms and years below:

	Term	Year	Term	Year

Do you hold a baccalaureate (bachelor's) degree? [] Yes [] No

Are you currently classified as a resident by this institution? [] Yes [] No

NOTE: An award recipient must have a statement on file with the institution indicating he or she is registered with the selective service system as required by federal law or is exempt from selective service registration under federal law.

I hereby certify that the information I have provided in this application is true and correct.

Signature

Printed Name

Date

This document can be printed and taken to the StudentAccounts Office of the university. In addition, a copy of page 6 and a proof of employment letter from your employer's HR Department must be submitted with the document.



DEPARTMENT OF NURSING

**PRECEPTOR REIMBURSEMENT
INFORMATION**

Name: _____ ASU Campus ID: _____
If you do not remember CID or do not have one, please leave blank.

Home Mailing Address: _____

Phone (home): _____

Phone (work): _____

E-mail (home): _____

E-mail (work): _____

Please submit the same preceptor information for all reimbursement requests.

Dates of Service: Spring Semester 2024

Start Date: March 3, 2024

End Date: May 3, 2024

****Please do not staple** and return **all documents including this form in the envelope provided (paper clip only)**. **Be certain it is sealed to protect your information.** The student will return the sealed envelope to the nursing department. Delay in returning these forms may cause a delay in payment later. Please call Nancy Grafa for questions.
Thank you.

Email: Nancy.Grafa@angelo.edu

Phone: (325) 486-6873

Fax: (325) 942-2236

PRECEPTOR EVALUATION

NUR 4404 CAPSTONE RESIDENCY CLINICAL EVALUATION			
STUDENT		PRECEPTOR	
STUDENT SCORE	DATE _____ EVALUATION 1 2 3 4	PRECEPTOR SCORE	SUMMARY SCORE
MEMBER OF A PROFESSION			
	1. Functions within legal and ethical nursing principles according to state and national standards of practice along with those of the university and facility.		
	2. Assumes responsibility and accountability for quality of care delivered.		
	3. Demonstrates respect for self and others.		
	4. Actively engages in the teaching / learning process in a self-directed manner.		
	5. maintains professionalism at all times especially when emergent situations arise.		
	6. Accepts feedback and constructive criticism from faculty and preceptor in a positive manner.		
	7. Appraises evidence-based research to maximize positive outcomes with improved decision making and clinical reasoning.		
	TOTAL	TOTAL	
PROVIDER OF PATIENT CENTERED CARE			
	1. Productively initiates, prioritizes, implements and evaluates the nursing care plan for multiple patients experiencing complex healthcare needs in a timely manner.		
	2. Prioritizes nursing diagnoses and patient centered goals / outcomes based on physical, mental, spiritual healthcare needs and patient preferences in regard to cultural, ethical and social diversity using evidence-based research.		
STUDENT SCORE		PRECEPTOR SCORE	SUMMARY SCORE

PRECEPTOR EVALUATION

PROVIDER OF PATIENT CENTERED CARE cont			
	3. Safely implements and evaluates nursing interventions and the plan of care based on holistic needs, patient outcomes and dynamic healthcare status.		
	4. Performs and synthesizes comprehensive assessment data plus diagnostic exams to identify problems and aid in formulation of patient centered goals.		
	5. Participates in patient teaching and discharge planning to address health promotion, restoration, maintenance and risk reduction for multiple patients.		
	6. Maintains confidentiality and patient dignity following HIPPA guidelines at all times.		
	7. Actively participates during report and documentation of nursing care and patient outcomes in a timely manner.		
	8. Accurately and in a timely manner reports and documents data regarding assessment, planning, interventions, evaluation and modification of the patient plan of care.		
	9. Critically evaluates patient's healthcare status, predicts responses to nursing interventions and discusses reasons for deviations from the care plan.		
	10. Makes complex connections between patient diagnoses, pathophysiology, laboratory values plus other diagnostic exams, medications ordered and nursing treatments.		
	11. Implements effective time management into nursing practice and submits all paperwork on time.		
	TOTAL	TOTAL	

PRECEPTOR EVALUATION

PATIENT SAFETY ADVOCATE			
	1. Implements measures to promote quality and safety in all environments for patients / families / staff according to Texas Board of Nursing Standards and National health care standards.		
	2. Obtains instruction, supervision and/or training as needed when implementing nursing care. Accepts assignments and practices delegation while adhering to organizational policies and safety concerns at all times.		
	3. Advocates for patients' and families' healthcare rights during various interactions to improve quality and access to healthcare. Advocates and intervenes for unmet needs for all using a holistic perspective.		
	TOTAL	TOTAL	
MEMBER OF A HEALTHCARE TEAM			
	1. Actively participates in collaboration with the interdisciplinary team to research optimal patient outcomes. Utilizes healthcare informatics to gather evidence-based data to enhance clinical decision making.		
	2. Interacts professionally with faculty / preceptors / staff / other providers / colleagues treating everyone with respect.		
	3. Coordinates available resources to effectively meet patient and family healthcare needs. Includes cost containment as a variable in decision making.		
	4. Participates and assist in supervising delegation of nursing care with other healthcare team members based on patient needs using best practices for management and leadership.		
	TOTAL	TOTAL	
	<p>CUMULATIVE TOTAL FROM ALL FOUR SECTIONS</p>		

PRECEPTOR EVALUATION

COMMENTS (PRECEPTOR SIGNATURE (_____))

Preceptor, please provide comments exemplifying the above objectives or other significant items / issues both critical and positive.

Student, please make comments related to your clinical experiences concerning the above objectives.

FACULTY COMMENTS