



UTH SON BSN Preceptor Guidelines

Introduction

A clinical preceptorship is a supervised clinical experience that allows students to apply knowledge and skills in a clinical practice setting. Each student enters a clinical precepted experience with a varied amount of knowledge, clinical experience and technical competence depending on past experience and education. Clinical learning opportunities that enhance the student's individual learning needs are determined with input from the student, the faculty and the preceptor. The purpose of the Preceptor Guidelines is to provide UTH SON undergraduate preceptors with information to optimize student learning.

School of Nursing Mission

As part of a comprehensive health science university, the mission of the School of Nursing is to educate nurse clinicians and scientists, discover and translate advances in the biomedical and social sciences, and model best practices and innovation in clinical care. We pursue this mission in order to improve quality of care and the health and well-being of individuals, groups and communities.

Philosophy

Our philosophy reflects the beliefs of the faculty and supports the mission of the School. Faculty members contribute to the University's mission of education, research, and practice which includes care of individuals, groups and communities. The faculty believes that people, health, and nursing are interrelated and exist in a dynamic global environment.

People are viewed as holistic beings with inherent dignity and worth who participate in decisions that affect their health across the lifespan. Health decisions are influenced by values, beliefs, and perceptions, as well as ethical, legal, cultural, spiritual, social, political and economic forces.

Health is viewed as a dynamic continuum of wellness and illness in individuals, groups and communities. Health care is an interdisciplinary effort focused on health promotion, disease prevention, illness-care, rehabilitation and palliative activities through partnerships between clients and health care providers.

Nursing as a health profession contributes to the management of health issues of individuals, groups and communities in diverse environmental settings. Nurses are prepared as members of an interdisciplinary team to work with others to deliver safe client-centered care emphasizing evidence-based practice, quality improvement approaches and emerging technology.

Education for nurses supports learning as a lifelong process. Undergraduate education prepares entry level generalists to provide safe and quality care to diverse client populations in a variety of settings. Graduate education at the master's level prepares specialists in advanced clinical practice roles. Doctoral education prepares clinical practice and research scholars who function at the highest level of professional practice and contribute to the body of scientific knowledge. Continuing education promotes learning experiences for nurses to update and advance knowledge and skills, thus fostering professional development and improvement of health care.

Research supports and advances nursing science, the evolving body of knowledge that serves as the basis of the profession. The School of Nursing fosters an environment that promotes research that includes, but is not limited to, biobehavioral, clinical and translational research.

Practice is viewed as the dynamic interaction between the profession of nursing and communities relative to the health care needs of its constituents. Community based-practice and service contribute to health promotion, disease prevention, and the well being of individuals, groups and communities.

Vision

We are pacesetters in education, research, and clinical practice. We educate nurse clinicians and scientists within a diverse interdisciplinary environment to meet the dynamic work force and health care needs of our society. We contribute to nursing knowledge via biobehavioral, clinical and translational research. We are national leaders in clinical practice with innovative models of clinical excellence. We provide a creative environment that fosters scholars and visionaries for the health care system.

UNDERGRADUTE FACULTY RESPONSIBILITIES

I Prior to the initiation of clinical preceptorship, the faculty will:

- A. ENSURE** that a current contract/affiliation agreement exists between the clinical agency and the School of Nursing.
- B. REQUEST** clinical placements for students prior to established deadlines.
- C. WORK** with agency coordinator to ensure that sufficient qualified preceptors are available for students.
- D. INFORM** clinical agency of names of the students and supervising instructors, including instructor's contact information.
- E. POST** the course syllabi and learning objectives.
- F. ORIENT** the students to electronic submission of the clinical preceptor/student schedule.
- G. ASSURE** student compliance with standards on immunization, screening, OSHA, HIPPA, CPR, and current liability insurance.
- H. ORIENT** the preceptor to the program (to include clinical objectives, student expectations, and methods of student and preceptor evaluation for research purposes).

II. During the clinical preceptorship the faculty will:

- A. PROVIDE** *regular* on-site clinical visits (at least 1 visit per month per preceptor).
- B. BE AVAILABLE** via telephone, pager or e-mail for consultation as requested by the student, preceptor or clinical agency.
- C. CONDUCT** regular post conferences with students.
- D. WORK COOPERATIVELY** with the preceptor and the agency to determine student learning needs and appropriate assignments.
- E. EVALUATE** the student's performance in the clinical setting with feedback from the preceptor regarding student performance, using appropriate agency and project forms.

III. Upon completion of clinical preceptorship the faculty will:

- A. PROVIDE RECOGNITION** to individual preceptors who provided clinical experiences for the student(s) that semester.
- B. PROVIDE GENERAL FEEDBACK** to the agency regarding student progression issues.

AGENCY RESPONSIBILITIES

The clinical agency (hospital or clinic) administrative/educational/personnel responsibility is to:

- I. **RECRUIT** and recommend preceptors.

- II. **PROVIDE** policies, procedures, and/or practice protocols specific to the setting and role.
- III. **ASSURE** adequate resources for educational instruction, online access, and equipment security.
- IV. **ALLOW** student nurses to perform the activities appropriate to their clinical roles, under the supervision of their assigned preceptor.

PRECEPTOR ROLES AND RESPONSIBILITIES

PRECEPTORS serve as clinical instructors for students. RNs volunteering to serve as clinical preceptors are expected to possess certain qualifications. These are as follows:

I. Preceptor Qualification

- A. Current Texas RN licensure
- B. A minimum of one year's RN practice
- C. BLS certification or successful completion on hospital's validation/competency testing
- D. A supervisor recommendation

II. Preceptor General Responsibilities

To be a preceptor, RNs agree to the following:

- A. Supervise one student at a time per clinical rotation, and up to 2 students per semester.
- B. Assist student with time management and patient care.
- C. Contribute to the evaluation of the student's clinical skills.
- D. Communicate needs, difficulties, and student issues with school's instructor.
- E. Demonstrate a philosophy of healthcare congruent with that of participating school.
- F. Role model humanistic, holistic nursing care practice, critical thinking behaviors and use of evidence-based nursing practice.

III. Preceptor Responsibilities to Student

To prepare students for their clinical experience, the preceptor is to:

- A. Communicate specific guidelines to be used in preceptor/student interactions.
- B. Review policies, procedures, and practice management protocols specific to the setting.
- C. Review expectations for documentation.
- D. Review student previous learning experiences and current clinical objectives.
- E. Discuss overall plan for progression of current clinical objectives.
- F. Involve student in assessment, validation, and decision making about learning strategies to be employed.
- G. Review clinical agency's educational and licensure documentation, parking, dress code, and other pertinent policies.
- H. Negotiate a clinical schedule with the student.

V. Clinical Supervision

Preceptor responsibilities during clinical supervision are:

- A. Directly supervise the student in the performance of patient care.
- B. Ensure patient care provided by the student is consistent with standards set forth in agency policies, procedures and practice protocols.
- C. Direct the progression of student's assignment based on readiness evaluation of knowledge and skill competencies.
- D. Review the student's documentation and give constructive feedback for improvement.
- E. Schedule regular student meetings to discuss specific learning objectives and experiences.
- F. **Inform school's faculty** immediately of concerns related to unsafe clinical practice or of student difficulties in meeting requirements of the clinical experience (see policy U4400 Professional Behavior). A link to the school and program policies is provided in the Reference section.

GENERAL STUDENT OBJECTIVES

Upon completion of each clinical, the students will be able to:

- I. **DEVELOP** effective application of basic nursing concepts through care of patients.
- II. **PERFORM** nursing interventions under the direct supervision of an assigned preceptor.
- III. **PRACTICE** effective therapeutic communication techniques.
- IV. **CARE** for patients using critical thinking in applying nursing interventions and monitoring outcomes.

UNDERGRADUATE BSN STUDENT RESPONSIBILITIES

THE STUDENT IS 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 her/his performance in the selected role.

Student Responsibilities

- A. Be checked off on knowledge pre-requisites prior to the actual clinical experience.
- B. Discuss specific clinical objectives and negotiate a clinical schedule with the preceptor.
- C. Provide the clinical agency with the necessary information/documentation as requested.
- D. Perform within the educational preparation standards set forth by the Nursing Program and The Board of Nurse Examiners for The State of Texas regarding the practice of nursing.
- E. Demonstrate professional behavior.
- F. Maintain open communications with the preceptor and faculty.
- G. Be accountable for her/his own actions while in the clinical setting.
- H. Respect the confidential nature of all information obtained during clinical experience preceptorship.
- I. Arrange for preceptors or designee's supervision when performing advanced procedures.
- J. Contact faculty by telephone, pager, or e-mail if assistance is needed.
- K. Maintain a log of clinical skills, activities, clients, teaching-learning activities and educational experiences attended

throughout the duration of the preceptorship.

L. Demonstrate progressive independence and competency in the specified role as dictated by current placement within the nursing program curriculum and preceptorship clinical experiences.

M. Actively seek input into the evaluation process and participate in self-evaluation of strengths and identify areas for professional growth with faculty member and preceptor(s).

N. Complete clinical preceptor evaluations.

REFERENCES

References

Texas Board of Nurse Examiners (2010). Rules and Regulations Relating to Professional Nurse Education, Licensure, and Practice.

Link to School Policies <http://son.uth.tmc.edu/acaddept/academicaffairs/schoolpolicies.htm>

Link to BSN Policies <http://son.uth.tmc.edu/acaddept/academicaffairs/programpolicies.htm#bsn>

APPENDIX A: STUDENT END OF SEMESTER ASSESSMENT

Preceptor: Hospital/Unit:

Student:

Semester:

Directions: Circle the number on the scale which best describes your response. Answer in relation to your preceptor.

To what extent did your preceptor:	Never	On Occasion	Sometimes	Frequently	Always
1. Discuss your clinical objectives?	1	2	3	4	5
2. Incorporate experiences related to your learning objectives?	1	2	3	4	5
3. Help you identify realistic learning goals?	1	2	3	4	5
4. Encourage you to be part of the team?	1	2	3	4	5
5. Discuss a patient's care with you?	1	2	3	4	5
6. Encourage you to participate as a professional?	1	2	3	4	5
7. Encourage you to think independently?	1	2	3	4	5
8. Help you use critical thinking skills?	1	2	3	4	5
9. Encourage you to ask questions?	1	2	3	4	5
10. Acknowledge your viewpoint?	1	2	3	4	5
11. Give you feedback on your work?	1	2	3	4	5
12. Acknowledge when you did good work?	1	2	3	4	5
13. Have time to work with you?	1	2	3	4	5
14. Help you learn time management?	1	2	3	4	5
15. Serve as a role model for you?	1	2	3	4	5

Indicate the extent to which you (1=low to 5=high):

16. Recommend him/her as a preceptor: 1 2 3 4 5

17. What did you like/dislike about your interaction with your preceptor:

Please answer the following (1=low to 5=high): How satisfied are you with your?

18. Clinical instruction received 1 2 3 4 5

19. In hospital precepted experience 1 2 3 4 5

20. Hospital department in which you worked
with preceptor 1 2 3 4 5

21. Knowledge gained 1 2 3 4 5

22. What did you gain from this experience?

23. Strengths of this clinical are

24. Give suggestions for improvement

APPENDIX B: PRECEPTOR END OF SEMESTER ASSESSMENT

Student: Hospital/Unit:

Preceptor:

Semester:

A. Circle the number on the scale which best describes your response in relation to your student.
To what extent did I: Never On Occasion Sometimes Frequently Always

1. Discuss my student's clinical objectives
with him/her? 1 2 3 4 5

2. Incorporate experiences relevant to his/her
learning objectives? 1 2 3 4 5

3. Help my student identify realistic learning
goals? 1 2 3 4 5

4. Encourage my student to be part of the team? 1 2 3 4 5

5. Discuss a patient's care with him/her? 1 2 3 4 5

6. Encourage my student to participate as
a professional? 1 2 3 4 5

7. Encourage my student to think independently? 1 2 3 4 5

- | | | | | | |
|---|---|---|---|---|---|
| 8. Help him/her use critical thinking skills? | 1 | 2 | 3 | 4 | 5 |
| 9. Encourage my student to ask questions? | 1 | 2 | 3 | 4 | 5 |
| 10. Acknowledge his/her viewpoint? | 1 | 2 | 3 | 4 | 5 |
| 11. Give critical feedback on his/her work? | 1 | 2 | 3 | 4 | 5 |
| 12. Acknowledge when he/she did good work? | 1 | 2 | 3 | 4 | 5 |
| 13. Have time to work with my student? | 1 | 2 | 3 | 4 | 5 |
| 14. Help my student learn time management? | 1 | 2 | 3 | 4 | 5 |
| 15. Serve as a role model for my student? | 1 | 2 | 3 | 4 | 5 |

B. Indicate the extent to which you: (1=Low to 5= High)

- | | | | | | |
|---|---|---|---|---|---|
| 1. Instructor oriented you to your role as a preceptor | 1 | 2 | 3 | 4 | 5 |
| 2. Student kept you informed of week's learning objective | 1 | 2 | 3 | 4 | 5 |

C. What would help me to provide clinical instruction to my student (check all that apply)

1. Skill list of what students can do in clinical
 2. Topic outline of what student is learning each week.
 3. Frequent interaction with instructor. Choice is by: a. email: ___ b. phone: ___ c. in person ___
 4. Other (specify)
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D. In your opinion, the preceptor model for nurse education is a good way to:

1. Provide clinical instruction to nursing students Yes___ No___
2. Prepare future nurses Yes___ No___

E. General Comment:

APPENDIX C: FEEDBACK TOOL

Student Name:

Clinical Precepted Date: _____ **Number of Hours:** _____

Preceptor: _____ **Hospital:** _____

Complete this after each clinical session with your student. If you check NO on questions 1-4 or rate 1-2 on questions 5-26, please inform instructor immediately.

1=No; 2=Yes

1. Was on time 1 2 If no, Arrival Time _____

2. Was dressed according to policy 1 2

3. Maintains confidentiality of patient 1 2

4. Safely administers medications 1 2

1-Unsatisfactory 2-Needs Improvement 3-Average 4-Good 5-Excellent

Member of a Profession:

5. Communicates in a goal-directed manner 1 2 3 4 5

6. Demonstrates ability to think critically 1 2 3 4 5

7. Seeks constructive feedback regarding practice 1 2 3 4 5

8. Seeks knowledge/skill appropriate to course 1 2 3 4 5

Provider Care

Assessment:

9. Accurately interprets the meaning of lab values. 1 2 3 4 5

10. Obtains significant data from patient/family/records. 1 2 3 4 5

11. Is sensitive to socio-cultural aspects of patient/family. 1 2 3 4 5

Diagnoses:

12. Determines nursing diagnoses appropriate to patient data. 1 2 3 4 5

13. Recognizes priority care problems. 1 2 3 4 5

14. Discusses pathology related to problem statement. 1 2 3 4 5

Plan:

15. Goal criteria are realistic. 1 2 3 4 5

Implementation:

16. Nursing interventions are safely completed. 1 2 3 4 5

17. Interventions are individualized to patient/family. 1 2 3 4 5

18. Supports interventions with scientific principles. 1 2 3 4 5

19. Demonstrates initiative in performing patient care. 1 2 3 4 5

20. Demonstrates basic knowledge of medications. 1 2 3 4 5

Evaluation:

21. Determines if goal achieved. 1 2 3 4 5

22. Modifies nursing interventions appropriately, if needed. 1 2 3 4 5

Coordinator of Care:

23. Safely performs patient care. 1 2 3 4 5

24. Reports changes in patient conditions to preceptor/staff. 1 2 3 4 5

25. Establishes a collaborative relationship with others 1 2 3 4 5

26. Chartling meets the guidelines of the institution. 1 2 3 4 5

Comments:

Preceptor's Signature:

Return/Fax to: Name: _____ at

FAX # _____