Texarkana College
Health Sciences
Nursing Preceptor Reference Guide

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Texarkana College Nursing Preceptor Reference Guide

Introduction

Thank you for your interest in the Texarkana College Associate Degree Nursing and Vocational Nursing programs. The follow packet is designed to provide you with information regarding the preceptorship of our students. It contains policies regarding clinical instruction, general clinical expectations, uniform code and student guidelines for specialized clinical experiences. If you have any question, please feel free to contact the clinical instructors or course instructors at any time.

Clinical Preceptors may be used to enhance the clinical learning experiences for Texarkana College students. In accordance with the Texas Board of Nursing administrative rules and regulation, a clinical experience with preceptor will only take place once a student has received clinical and didactic instruction in all basic areas of nursing. Clinical preceptors can supervise the students' clinical learning experiences without the faculty present in the affiliating agency or clinical setting. Texarkana College faculty will be readily available to students and clinical preceptors during clinical learning experiences. Clinical preceptors **must** have the following qualifications to supervise students in accordance with the Texas Board of Nursing: a current license to practice, competence in designated areas of practice, and a philosophy of health care which is congruent with that of the nursing program. (Board of Nursing Rules and Regulation 215.10 Subsection J)

Purpose of the Preceptor Program

The overall purpose of the preceptor program is to increase the link between practice and education.
Benefits to students:

1. Individualized learning opportunities
2. More active role within the health care team
3. Exposure to different clinical settings

Benefits to Preceptors:

1. Opportunity to grow professionally
2. Opportunity to benefit the Profession of Nursing
3. Recognition for teaching

Benefits for Employers:

1. Greater input into the education of future nurses
2. More skilled, experienced graduates
3. Opportunity to view students in a collaborative role

Benefits for the Nursing Program:

1. Allows students to have individual learning experiences
2. Broader settings for learning experience and community readiness.
3. Increased collaboration with the healthcare community and global health.

Clinical Grading

Clinical learning experiences provide opportunities for the student to learn and practice cognitive, affective, and psychomotor skills needed for the implementation of safe nursing care. Preceptors are asked to consider the student's ability with regard to:

1. Assessment 2. Planning 3. Implementation (plan of care) 4. Implementation (selected skills and tasks) 5. Interpersonal relations 6. Evaluation 7. Professional growth and ethics 8. Safety

All feedback provided from preceptor experiences will be documented as **satisfactory or unsatisfactory**. If a student has failed to achieve these outcomes, the preceptors are asked to contact the student's clinical instructor with verbal feedback. The Texarkana College Nursing program is committed to nursing excellence. In order to further this goal, we ask our preceptors to provide accurate and honest feedback about a student's abilities. If the preceptor would prefer to discuss an individual student after a clinical experience, clinical instructors will be made available. If this cannot be arranged in a timely manner, please contact the course coordinator or the program director.

1. Letha Colquitt, MNSc, RN, FNP-BC, Associate Degree Nursing Coordinator @ 903.823.3401
2. Lisa Carver, MSN, RN, Vocational Nursing Coordinator, @ 903-823-3409
3. Courtney Shoalmire, MSN, RN, Dean of Health Sciences @ 903.823.3401

Clinical Guidelines

1. On clinical days the student will report to his/her assigned nursing unit at 0645, or as appropriate, in full uniform and ready to listen to change of shift report. Following report, the student will take and record morning vital signs, nursing assessment, prepare the patient for breakfast, check to see that medications to be given are available, and if appropriate, make opening entries in the chart and review the patient's chart.
2. Breaks are allowed after finishing patient tasks and charting, and are not to exceed 15 minutes.
3. Students are allowed a 30-minute lunch break and are encouraged to take the lunch break. Students are to report off to the hospital staff prior to leaving the unit for any reason
4. Students are expected to inform the preceptor of the skills they have instruction on, but need further practice. Students are encouraged to seek out learning experiences!
5. All students, except those with the ET Nurse, are to report off to the team leader before leaving the unit to attend post conference. Students are to plan their work so that they are on time for post conference.
6. Post conferences will be utilized to correlate theory (classroom) content with the student clinical experiences by using the nursing process.
7. When assigned to community agencies with a preceptor or designated supervisor, students must not ride in the preceptor's private vehicle. Students must provide their own transportation.
8. Students must conduct themselves, while in the clinical agency or whenever representing the Health Occupations Division, in a manner that reflects accepted professional standards of conduct.
9. Students may not use personal cell phones or pagers while performing patient care in the clinical setting. Cell phones should be kept in the student's personal bag or backpack in the nursing conference room or left in the student's car during clinical. Students may check their phone only during lunch time or break time. See student handbook for full policy.

Program Objectives

The following program objectives are the outcomes which shape the curriculum and are the criteria for measurement of the programs' success. This reflects the differentiated essential competencies of the graduate of Texas nursing programs as a member of the profession, provider of patient –centered care, patient safety advocate and member of the healthcare team. The graduate will:

- Provide patient- centered nursing care tasks using evidence based outcomes and the nursing process to accommodate society/cultural differences, those vulnerable patients and populations and communicate the same to other members of the healthcare team.
- Respect the rights of patients to participate in decisions affecting their self-care and health by promoting patient-centered care and ensuring confidentiality
- Act as a patient safety advocate by establishing compassionate, caring and therapeutic relationships in a physically and psychologically safe environment as well as through social determinants of health
- Accept, make assignments and delegate tasks to other members of the healthcare team that take into consideration patient safety, organizational policies, scope of practice and demonstrated abilities.
- Demonstrate professional responsibility as an associate degree or vocational degree nurse by assuming responsibility and accountability for quality of nursing care in a timely manner, maintaining continued competence, adhering to ethical and legal standards and promoting a positive image of professional nursing
- Serve as an advocate for continuity of care and promote quality and access to healthcare for the patient and family

Criteria for Clinical Preceptors

All clinical preceptors for the nursing program will meet the following minimum qualifications:

1. A minimum of one year as a Registered Nurse in the State of Texas.
2. A minimum of one-year current clinical experience with above credentials.
3. Recommendation by the employing agency based on:
    a. desire to participate in preceptor program b. willingness to support the philosophy and practices of the nursing programs c. clinical competence / experience d. effective communication skills e. demonstrated interest in professional growth and service excellence f. proof of liability insurance coverage

Texarkana College Nursing Philosophy

RN The faculty believes that associate degree nursing education should be an integral part of a community college. We therefore accept the democratic philosophy and objectives of Texarkana College as it fulfills its mission to meet the diverse educational needs of the community. In keeping with the goals of the college, the associate degree nursing program prepares a graduate for immediate employment, provides courses that may be acceptable for transfer to other colleges should graduates seek a higher degree, provides programs for development and/or expansion of skills, and community readiness.

We believe that humans are holistic beings who are unique and complex with biological, psychological, sociological and communication needs that vary throughout life. The faculty believes that health, defined as the process of well-being, is the right of every individual. Health services should be available to each through the cooperative efforts of a wide range of professions and disciplines, commonly called the interdisciplinary health team. The inherent dignity of the individual gives one the right to actively participate with the health team in decisions which affect one's state of health.

Nursing works independently as well as collaboratively with other health disciplines in a timely manner to provide individualistic and cost-effective care with clients of all ages. The faculty believes that nursing includes the promotion of health, prevention of illness, and the care of the ill, disabled, and dying people. Advocacy, promotion of a safe environment, and education are also key nursing roles (Adapted from the International Council of Nurses, 2003). Furthermore, the faculty believes that nursing should constantly encourage client independence. The knowledge base and practice of the nursing profession includes promotion of health, management and monitoring of health, and management of common, uncommon, complex and rehabilitative problems with predictable and unpredictable outcomes. The knowledge base and practice of the associate degree nurse is directed toward use of the nursing process to provide or coordinate direct nursing care for a limited number of clients with common, complex, or rehabilitative problems in structured acute and long-term health care settings. Such clients are identified as individuals or family/significant others.

Structured settings, acute and long-term, are geographical or situational environments where the policies, procedures, and protocols are established to support critical thinking decisions and consultation. The associate degree nurse functions in accordance with the differentiated entry level competencies of graduates of Texas nursing programs in the role of provider of care, coordinator of care, and as a member of a profession. Upon graduation, the associate degree nurse is prepared for a beginning staff position with supervision in various structured settings. The faculty believes that individuals learn in a variety of ways and come into the learning situation in different stages of development; therefore, learning is believed to be: *Comprised of cognitive, affective and psychomotor components. An additive process, progressing from simple to complex. Demonstrated by a change in behavior. Enhanced by a multi-sensory approach. Individualistic, according to life experiences and personal characteristics.*

As the effort and energy put into learning is under personal control, learning is ultimately the responsibility of the student. The faculty shares the responsibility to the extent that they are accountable for curricular planning and for the creation of the learning environment. Throughout the learning process, the faculty will encourage development of a nursing conscience based upon professional, moral, ethical, and legal standards.

The faculty further believes that as needs of society change and global health, so do learning needs of the professionals who serve it. Continuing education after graduation is an inherent part of one's professional obligation for delivery of health care. In coordination with existing college continuing education services and with community groups, the nursing faculty responds to learning needs byidentifying, planning, and otherwise ensuring implementation of continuing education opportunities for health care personnel.

VN The philosophy of the Vocational Nursing (VN) program is consistent with the mission, vision and institutional goals of Texarkana College in order to provide for the educational needs of a diverse community. It incorporates the legal, ethical, and educational standards of vocational nursing, and is sensitive to the diverse cultural and ethical backgrounds of the students and the community they serve. The VN faculty believes that the teaching/learning process is an interactive process in which specific learning outcomes are achieved. The curriculum is comprised of objectives in which cognitive, affective, and psychomotor components progress from simple to complex. Emphasis is placed on accountability and professionalism with a commitment to lifelong learning. The VN faculty further believes that it is important to facilitate the learning process by guiding, encouraging, and inspiring students to problem solve and become confident in their nursing practice. The students must be proactive in this teaching/learning process by assuming responsibility and accountability for their own learning. The VN program prepares the graduate to be able to think critically, using the nursing process to make decisions and arrive at safe conclusions. The graduate is prepared to meet the differentiated essential competencies (DECs) as set forth by the Texas Board of Nursing. The vocational nursing role represents the beginning level of the nursing practice continuum as Member of the Profession, Provider of Patient-Centered Care, Patient Safety Advocate, and Member of the Health Care Team.

Texarkana College Nursing Program

FORM: FEEDBACK OF PRECEPTOR BY STUDENT

Please use electronic form @ www.texarkanacollege.edu/preceptor

Name of Preceptor _____Agency / Dept _____

Date _____

Clinical Instructor's name _____

Student's Full name _____

1. Was the preceptor accessible to you when needed?

___1- Poor ___2 ___3 ___4 ___5 - Excellent

2. How did the preceptor relate (interpersonal skills/communication) with you?

___1- Poor ___2 ___3 ___4 ___5 - Excellent

3. Was the preceptor an effective role model (skills, professionalism, etc.) for you?

___1- Poor ___2 ___3 ___4 ___5 - Excellent

4. Would you recommend that this person be utilized as a preceptor again?

___1- Poor ___2 ___3 ___4 ___5 - Excellent

5. What could your preceptor have done to make this experience better?

Texarkana College Nursing Program

FORM: FEEDBACK OF STUDENT BY PRECEPTOR

Please use electronic form @ www.texarkanacollege.edu/preceptor

Name of Student _____ Date _____

Clinical Instructor's Name_____ Type of student _____

Clinical Site Location / Department _____

S = Satisfactory U = Unsatisfactory Dash (-) = Not observed

Satisfactory or Unsatisfactory is determined by number of clinical objectives met or unmet in the Clinical Evaluation Booklet - Supplement (CEB-S)

Assessment:	Data gathering and analysis	_____
Planning:	Prior to care, discusses with preceptor interventions necessary to achieve expected outcomes.	_____
Implementation:	Implements the plan of care to meet the patient's psychosocial and physiological needs.	_____
Interpersonal Relations:	Written, verbal, and non-verbal communication.	_____
Evaluation:	Evaluates self and patient, revises plan appropriately.	_____
Professional Growth and Ethics:	Shows professional growth and practices ethical behavior.	_____
Safety:	Practices techniques that promote physiological and psychological safety.	_____

Skills and Comments

Preceptor signature with credentials _____

Preceptor email address _____

Texarkana College Nursing Program

FORM: Preceptor Qualifications/Agreement

Please use electronic form @ www.texarkanacollege.edu/preceptor

This form should be updated every two years.

Preceptor Information

First Name* _____

Last Name* _____

Email* _____

Contact Number* _____

Type of Licensure* _____

State of Licensure* _____

Certifications _____

Employer

Agency of Employment* _____

Area / Department* _____

Manager Name* _____

Manager Email* _____

Manager Contact Number* _____

It is agreed that aforementioned preceptor employed by aforementioned agency of employment will affiliate as a preceptor with faculty in the Health Sciences Division, Texarkana College. The preceptor attests the aforementioned manager is aware and acceptable of preceptor serving in role described. No more than two students at a time will be scheduled with the preceptor.

Student: The student prepares for clinical, follows agency policies, identifies and communicates learning needs, takes responsibility for their actions, and actively participates in evaluation.

Preceptor: The preceptor orients the student, schedules daily learning experiences, provides supervision and teaching, communicates with faculty as needed, and evaluates the student's clinical performance.

Signature _____

Preceptor Date