



**GRADUATE CLINICAL
PRECEPTOR, STUDENT AND FACULTY
HANDBOOK**

2017-2018

Typhon has been selected by UT Health San Antonio School of Nursing (SON) to assist in managing and tracking student and faculty information. This is your portal to view student or preceptor information, upload and share documents, view clinical experience logs, complete and submit evaluations and so much more!

Access **Typhon** from any computer, tablet or mobile device...**ANYTIME!**

Get started **TODAY** by logging in at www.typhongroup.net/uthscsa

Students and preceptors will receive **INSTRUCTIONS** on how to complete required Typhon functions via e-mail from the Program Coordinator, Roxanne L. Lozano. Additional information is available on the UT Health San Antonio School of Nursing's *Graduate Clinical Experiences* site, <http://nursing.uthscsa.edu/gradclinical>.

Please note: The use of Typhon is currently used by the following majors for Case Logs, Time Logs, and evaluations:

- Family Nurse Practitioner
- Pediatric Nurse Practitioner Primary Care
- Psychiatric Mental Health Nurse Practitioner
- Adult-Gerontology Acute Care Nurse Practitioner

Students in the Clinical Nurse Leader, Administrative Management, and Nursing Education will continue to complete all clinical hour logs and evaluations via the process and forms outlined in this handbook, by the clinical course faculty, and syllabus.

UT Livemail is the primary form of communication for University and Program information. Students must check their Livemail account regularly for announcements, updates, and requirements.

Contact the UT Health San Antonio-SON Office for Academic Affairs at (210) 567-5899 or lozanorl@uthscsa.edu if you need assistance with any of the functions available to you in **Typhon**.



Graduate Preceptor Handbook Acknowledgement Form

2017-2018

The information in this handbook may be shared with the clinical healthcare agency.

Student Name: _____ Student ID Number: _____
(print full name)

I have read and understand the course materials for the current semester, including the syllabus, policies, and assignments. I have also read and understand the current UT Health San Antonio Catalog and the 2017-2018 School of Nursing Graduate Preceptor, Faculty and Student Handbook. **I agree to abide by the guidance, policies and expectations set forth in the course materials, the current UT Health San Antonio Course Catalog and the UT Health San Antonio School of Nursing Graduate Preceptor, Faculty and Student Handbook.**

I understand how to communicate with course nursing faculty and acknowledge that it is my responsibility as an adult learner to seek clarification and assistance when needed.

I will abide by all mandated HIPAA and FERPA confidentiality guidelines during the clinical experience.

I understand this agreement will be a part of my permanent student record in the School of Nursing.

Student Signature (electronic is acceptable)

(Date)

Submit completed form to Office for Academic Affairs at lozanorl@uthscsa.edu or in person.

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About this Handbook

- This handbook is designed to be a ready resource for you during the course of your graduate studies at UT Health San Antonio School of Nursing and as such is designed for currently enrolled students.
- The Office for Academic Affairs will update you via email as changes occur throughout your program.
- The Preceptor, Student and Faculty Handbook for the Graduate Programs is intended to elaborate on the UT Health San Antonio Catalog.
- This publication is for informational purposes and is neither a contract nor an offer to contract. The School of Nursing reserves the right to change any provision or requirement at any time without notice in order to ensure compliance with accreditation standards.
- Changes in such vital areas as curriculum or requirements for graduation will not be made retroactively unless they are to the students' advantage and can be accommodated within the remaining time before graduation.
- Policy revisions made after December 2017 will be disseminated via LiveMail.
- Students are accountable to policies herein and revisions that have been sent by LiveMail.

Message from the Faculty

Dear Preceptor:

Thank you for serving as a preceptor for a graduate student from UT Health San Antonio School of Nursing (SON). The clinical experiences the student will obtain in your office, clinic, or unit are of critical importance to a successful learning experience in the program. The clinical setting is where synthesis of concepts and application of principles for quality health care delivery are achieved.

You are the key to successful learning experiences in the clinical setting. The student will work closely with you, learning from your advice and example. Through your supervision, the student will progressively develop the skills and clinical judgment necessary to become an Advanced Practice Nurse, Clinical Nurse Leader, Administrator or Nursing Educator. To recognize your contributions to this aspect of education of our students, a form verifying the total number of Preceptor hours served will be submitted to Preceptors.

The student's clinical faculty is responsible for clinical supervision. Clinical faculty will make site visits to the setting to discuss the student's progress and observe the student seeing patients within the current semester clinical objectives. The preceptor and faculty advisor collaborate in providing clinical instruction and evaluation. Faculty supervision may include site visits, preceptor consultation, and or one to one clinical experience with faculty.

The enclosed Preceptor Packet provides a brief description of the UT Health San Antonio Graduate Program. It outlines the responsibilities of the student, the preceptor, and the School of Nursing. Students have completed the didactic content prior to entering clinical. The student with whom you work can provide you with a list of topics covered during this and previous semesters to assist you in determining which types of patients are most appropriate for management by the student at various stages in the program. The student can also provide a document of clinical strengths and learning needs to assist you in identifying the most appropriate experiences. Final clinical objectives/outcomes to be achieved by the student for each semester will be addressed in the Student Clinical form to be completed by you in Typhon. Guides on accessing the Typhon system, approving student hours and completing evaluations can be found on the SON Clinical website, <http://nursing.uthscsa.edu/gradclinical/>

If you agree to be a preceptor, you will need to ensure the following forms are completed, submitted to, and approved by the Clinical Liaison in the Office for Academic Affairs **before the practicum begins**:

- The [Intent of Relationship \(IOR\) Form](#) establishing your willingness to serve as a preceptor for the specified student and the agreement of the practicum site (see [Appendix A](#));
- The [Preceptor's Professional Profile](#) (see [Appendix A](#)) or resume/CV indicating professional preparation and licensure. You are asked to complete either the Professional Profile or submit a current resume/CV (preferred), if one is not already on file with the UT Health San Antonio Clinical Liaison. This profile should be updated every three years; and
- The Memorandum of Agreement (MOA), a formal contract, which establishes the legal parameters between you (your clinical facility, if necessary) and the School of Nursing at UT Health San Antonio. Please contact the Clinical Liaison for more information regarding this process.

Welcome to the Graduate Nursing Program at UT Health San Antonio. We appreciate your contribution to our program and your critical role in the clinical education of our students.

Thank you,

The Graduate Nursing Faculty

School of Nursing Overview

MISSION

We develop diverse nurse leaders to improve health and health care, through education, research, practice, and community engagement.

VALUES

- Innovation – We, the faculty, staff, and students of the UT Health School of Nursing, believe in delivering leading edge health care, education, research, and community service.
- Diversity and Inclusion – We believe in fostering an inclusive environment as a foundation to make health care available to all.
- Ethic & Accountability – We believe in honoring the dignity of others through the accountability of our actions.
- Advocacy – We believe in promoting healthy lifestyles and access to health care for all populations.
- Synergy – We believe in inter-professional collaboration to improve health outcomes for all.

VISION

We make lives better by promoting health as an act of social justice.

STRATEGIC GOALS

- Education: Educating a diverse student body to become excellent nurses and nurse scientists.
- Research: Engage in research to increase knowledge about health and disease and health care delivery and to commercialize discoveries beneficial to the public.
- Health Care: Provide exemplary, innovative, culturally inclusive nursing care to our local and global communities.
- Community Engagement: Make a significant impact on the health of our local and global community.
- Organizational Effectiveness: Provide an effective, efficient and culturally inclusive infrastructure which embodies innovation, quality and professionalism to support faculty, staff and students as they fulfill the mission of the School of Nursing.

The SON mission, values, and vision are written and published on the website and relate to all programs. The SON goals are incorporated into the [Strategic Plan](#). Both are accessible to current and prospective students. The mission, vision and goals are each congruent with those of UT Health San Antonio. They are consistent with relevant professional standards and nursing guidelines to prepare students for beginning and advanced nursing practice.

Master of Science in Nursing (MSN) Program Outcomes

Upon completion of the Master of Science in Nursing Program students will:

1. Integrate scientific findings from nursing and related sciences, including genetics and genomics, into the delivery of advanced nursing care to populations in diverse settings.
2. Demonstrate organizational and systems leadership to assure ethical and critical decision-making at all systems' levels for quality and patient safety.
3. Incorporate performance improvement strategies for quality, safety, and patient-centered care delivery.
4. Use improvement science to achieve optimal patient care and care environment outcomes.
5. Integrate meaningful and usable information systems and healthcare technologies to support safe, quality patient care and healthcare systems effectiveness.
6. Advocate for policy changes that influence healthcare at appropriate levels.
7. Lead interprofessional teams using collaborative strategies to effect quality patient care and population health outcomes.
8. Analyze and incorporate broad ecological and social health determinants to design and deliver evidence-based clinical prevention and population health care and services to individuals, families, and aggregates/identified populations.
9. Integrate the advanced competencies expected of a master's prepared nurse to design, deliver, and evaluate outcomes of systems of care for individuals, families, and diverse populations.

Nurse Practitioner Outcomes

1. Apply knowledge from the sciences and humanities to the delivery of advanced practice nursing with the goal of improving care processes and outcomes. *(MSN Program Outcomes 1, 4, 8, 9)*
2. Design complex and advanced leadership frameworks through collaboration with multiple stakeholders to promote advanced practice nursing and/or population-focused health outcomes. *(MSN Program Outcomes 2, 8, 9)*
3. Use the best available evidence to improve quality, safety, access, and system functions in clinical practice and health care. *(MSN Program Outcomes 1, 4, 8, 9)*
4. Use interprofessional collaboration, evidence-based knowledge acquisition, and clinical investigative tools to revise health care systems toward improving practice and patient outcomes through the translation of new knowledge. *(MSN Program Outcomes 7, 4, 9)*
5. Make use of contemporary technologies that promote patient health literacy and that facilitate the delivery of safe cost-effective care. *(MSN Program Outcomes 5, 9)*
6. Develop policies for culturally diverse populations and health care systems within the frameworks of social justice, equal access, quality and cost-effective care. *(MSN Program Outcomes 2, 8, 9)*
7. Facilitate the development, implementation, and evaluation of health care delivery at the micro, meso and macro system levels that improve care, population health and reduce cost. *(MSN Program Outcomes 2, 6, 9)*
8. Solve complex care issues by interpreting ethical principles, applying ethically sound solutions and examining ethical consequences. *(MSN Program Outcomes 2, 6, 8, 9)*
9. Function as a licensed independent practitioner managing patients and families in health and illness by applying advanced health assessment, screening and diagnostic strategies, and pharmacological and non-pharmacologic interventions through patient-centered, culturally proficient care in full partnership with patients or designees. *(MSN Program Outcomes 8, 9)*

NURSE PRACTITIONER COMPETENCIES

[Nurse Practitioner Competencies](#)

Administrative Management Outcomes

1. Utilize organizational theories at the microsystem, meso-system, and macro-system levels to lead change to assure quality and safety in patient care and in the work environments. *(MSN Program Outcome 1)*
2. Participate in systems review to critically evaluate and anticipate risks to patient/client safety to improve quality of patient/client care delivery. *(MSN Program Outcome 2)*
3. Synthesizes and utilizes performance improvement information (quality, patient and staff safety, and regulatory) to continuously improve patient care and the work environment. *(MSN Program Outcome 3)*
4. Apply research-based information to design, implement and evaluate strategic and operational plans, including program and business plans. *(MSN Program Outcome 4)*
5. Use information systems and technology to improve health care outcomes and patient care operations. *(MSN Program Outcome 5)*
6. Effect change through advocacy for the profession, inter-professional care team and the patient/client. *(MSN Program Outcome 6)*
7. Demonstrates critical thinking, problem solving, and theories of organizational behavior in planning, organizing, and leading nursing and inter-professional teams. *(MSN Program Outcome 1, 7)*
8. Lead the patient care staff in a designated department or service line to assure quality, safety, efficiency, effectiveness, timeliness of nursing care, and patient centered care. *(MSN Program Outcome 7)*
9. Participate in identifying clinical and cost outcomes that improve safety, effectiveness, timeliness, efficiency, quality, and the degree to which they are patient/client centered. *(MSN Program Outcome 8, 9)*
10. Demonstrate financial management acumen through the development of departmental expense and capital budgets, variance analyses, revenue and expense forecasting, and interpret financial information. *(MSN Program Outcome 8, 9)*
11. Apply human resource management frameworks and skills to assure effective recruitment, retention, orientation and professional development of patient care staff. *(MSN Program Outcome 8, 9)*

ADMINISTRATIVE MANAGEMENT COMPETENCIES

[Administrative Management Competencies](#)

Clinical Nurse Leader Outcomes

1. Actively pursue new knowledge and skills in the CNL role as needs of patients/clients and the health care system evolve. *(MSN Program Outcome 1)*
2. Properly delegate and utilize the nursing team's human and fiscal resources and serve as a partner in the inter-professional health care team. *(MSN Program Outcome 2)*
3. Identify clinical and cost outcomes that improve safety, effectiveness, timeliness, efficiency, quality, and patient centered care. *(MSN Program Outcome 3)*
4. Use appropriate teaching/learning principles and strategies as well as current information, materials and technologies to facilitate the learning of patients/clients, groups and other health care professionals. *(MSN Program Outcome 3)*
5. Communicate effectively to achieve quality patient/client outcomes and lateral integration of care for a cohort of patients/clients. *(MSN Program Outcome 3)*
6. Apply research-based information to design, implement and evaluate plans of care. *(MSN Program Outcome 4)*
7. Use information systems and technology at the point of care to improve health care outcomes. *(MSN Program Outcome 5)*
8. Participate in systems review to critically evaluate and anticipate risks to patient/client safety to improve quality of patient/client care delivery. *(MSN Program Outcome 6)*
9. Effect change through advocacy for the profession, inter-professional health care team and the patient/client. *(MSN Program Outcome 7)*
10. Synthesize data, information and knowledge to evaluate and achieve optimal patient/client and care environment outcomes. *(MSN Program Outcome 8)*
11. Assume accountability for healthcare outcomes for a specific group of patients/clients within a unit or setting recognizing the influence of the meso-and macro-systems on the microsystem at the point of care. *(MSN Program Outcome 9)*

CLINICAL NURSE LEADER COMPETENCIES

[Clinical Nurse Leader Competencies](#)

Nursing Education Outcomes

1. Create an environment in classroom, laboratory and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes. *(MSN Program Outcome 1)*
2. Adapt educational strategies to unique learning styles and needs of international, adult, multicultural, disadvantaged, physically challenged, at-risk and second degree learners. *(MSN Program Outcome 7)*
3. Create learning environments that are focused on socialization to the role of the nurse and facilitate learners' self-reflection and personal goal setting. *(MSN Program Outcome 7)*
4. Develop and use a variety of strategies to assess and evaluate student learning in classroom, laboratory and clinical settings, as well as in all domains of learning. *(MSN Program Outcome 3)*
5. Formulate program outcomes and design curricula that reflect contemporary health care trends and prepare graduates to function effectively in the health care environment. *(MSN Program Outcome 4)*
6. Function as a change agent and leader to create a preferred future for nursing education and nursing practice. *(MSN Program Outcome 2)*
7. Exhibit a spirit of inquiry about teaching and learning, student development, evaluation methods and other aspects of the role. *(MSN Program Outcome 4)*
8. Balance the teaching, scholarship, and service demands inherent in the role of educator and member of an academic institution. *(MSN Program Outcome 8)*
9. Examine continuous quality improvement in the nurse educator role. *(MSN Program Outcome 3)*
10. Analyze how social, economic, political and institutional forces influence higher education in general and nursing education in particular. *(MSN Program Outcome 6)*

NURSE EDUCATOR COMPETENCIES

[Nurse Educator Competencies](#)

Introduction, Definitions, Policies and Responsibilities

NURSE PRACTITIONER

Introduction

The Advanced Practice Nurse (APN) program is currently comprised of 4 specializations: 1) Family Nurse Practitioner (FNP), 2) Psychiatric Mental Health Nurse Practitioner (PMHNP), 3) Pediatric Nurse Practitioner Primary Care (PNP-PC), and 4) Adult-Gerontology Acute Care Nurse Practitioner (AG-ACNP). Incoming students are offered three pathway options through which to achieve the Nurse Practitioner specialization of their choice and become an advanced practice nurse (APN):

1. Master of Science in Nursing (MSN) degree program for students who hold a BSN from an accredited nursing program.
2. Alternate Entry Master of Science in Nursing (MSN) degree program for students who hold an ADN or a diploma in nursing.
3. Post-Graduate Certificate program for students who hold a MSN degree.

This program provides students with additional skills in advanced physical and psychosocial assessment, health promotion, and diagnosis and management of acute and chronic health problems. Classroom and laboratory study are combined with community-based clinical experiences, including clinical preceptorships. The UT Health San Antonio APN program meets criteria specified in [Chapter 219 RULE §219.9](#) of the Texas Administrative Code of Regulations and is approved by the Texas State Board of Nursing (TBON). The practice of the expanded nursing role is within the stipulations of the Nurse Practice Act for presenting oneself as an Advanced Practice Nurse. Graduates from the Nurse Practitioner majors are eligible for national certification and recognition by the TBON for the State of Texas as an Advanced Practice Nurse.

Definition: Advanced Practice Nurse

The Advanced Practice Nurse (APN) is a registered nurse who, through additional study and experience, is able to provide direct care (consistent with the focus of their course of study) to patients. This care may be rendered in the primary, secondary, or tertiary setting as consistent with the program of study. The APN program includes preparation for the Nurse Practitioner (NP) role.

As part of preparation for advanced practice nursing as a Nurse Practitioner (NP), skills in advanced physical assessment, psychosocial assessment, and management of health and illness needs in primary/acute and long term care are mastered. The role of the NP integrates health maintenance, disease prevention, physical assessment, diagnosis, and treatment of common episodic and chronic problems with equal emphasis on health teaching and disease management. The NP practices with a high level of independence and decision-making in ambulatory, acute and chronic settings, functioning as a member of a health care team in collaboration with physicians and other professionals. Identification and treatment of urgent and complex problems and recognition of the need for medical referral or consultation are important components of the APN role.

The APN program emphasizes advanced clinical practice with a sound theoretical and scientific basis. A foundation of appropriate theory is provided and is specific to the focus of study. An understanding of the economic factors affecting health care delivery and the ethical bases of health services provides important perspectives for APNs. The ability to evaluate and selectively apply clinical research that enables the APN to maintain currency in scientific advances that improve patient care is integral to APN education.

Advanced Practice Nurse Clinical Preceptor

The APN clinical preceptor is an experienced NP, Physician's Assistant, or a Physician (including, but not limited to, Medical Doctor or Doctor of Osteopathy) with both clinical practice skills and teaching skills who is identified as a graduate student preceptor on the Intent of Relationship Form. The preceptor characterizes the role for which students are preparing and/or possesses the specialty skills and knowledge in health care delivery required to supervise students and to act as a role model.

ADMINISTRATIVE MANAGEMENT

Introduction

Incoming students are offered two pathway options through which to achieve the Administrative Management specialization:

1. Master of Science in Nursing (MSN) degree program for students who hold a BSN from an accredited nursing program.
2. Alternate Entry Master of Science in Nursing (MSN) degree program for students who hold an ADN or a diploma in nursing.

Definition: Administrative Manager

The Administrative Manager is a nurse prepared through graduate education to lead and manage nursing care departments and service lines across the continuum of care. This nurse professional manages the business of nursing practice through financial management, human resource management, performance improvement, critical thinking skills, use of technology, strategic management, and clinical practice knowledge. The administrative manager is skilled in the art of leading people through organizational leadership skills, relationship management, and interprofessional collaboration; they promote cultural diversity, social justice and shared decision making. The Administrative Manager is an advocate for the profession and demonstrates a commitment to learning and development through personal and professional accountability for his/her leadership and management practice. Graduates from the Administrative Management major are eligible for certification through the American Nurses Credentialing Center as a Nurse Executive for the credential, NE-BC.

Administrative Management Clinical Preceptor

The Preceptor of Record is a master's prepared person in administration who is identified as a graduate student preceptor on the Intent of Relationship (IOR). Preceptors will practice in a setting that provides experiences contributing to the development of administrative management students and hold a minimum of a Master's degree in nursing or another health related field for healthcare administration. They may delegate the work of precepting to someone in their reporting line for the purposes of providing the student optimal direct learning experiences. That person would also be identified on the Intent of Relationship (IOR).

When the work of precepting is delegated it is assumed that the person doing the actual work of precepting will report general activities with the student to the Preceptor of Record during their routine reporting meetings. In some instances, it may also be desirable for the student to attend select meetings with the Preceptor of Record and discuss or observe relevant components of their role; however that is left to the discretion of the Preceptor of Record.

Faculty will provide course materials to both the Preceptor of Record and the person doing the precepting work and remain available to them as needed throughout the semester. Routine faculty communication concerning the student and student activities will occur with the person doing the precepting work. The end of semester student evaluation is expected to be completed by the person doing the precepting work as they will be able to speak most directly to the student's performance and accomplishments.

CLINICAL NURSE LEADER

Introduction

The Clinical Nurse Leader (CNL) degree is offered in response to the profound changes in the increasingly complex health care system mandating change to improve quality of care while reducing costs, improving access, eliminating disparities and promoting safe practice. Incoming students are offered two pathway options through which to achieve the CNL specialization:

1. Master of Science in Nursing (MSN) degree program for students who hold a BSN from an accredited nursing program.
2. Alternate Entry Master of Science in Nursing (MSN) degree program for students who hold an ADN or a diploma in nursing.

Definition: Clinical Nurse Leader (CNL)

The CNL is an advanced generalist in nursing who is prepared to be a direct care provider accountable for the care outcomes of a clinical population or a specified group of patients/clients in a health care system. The CNL provides for lateral integration at the point of care that promotes quality care outcomes. As an advanced generalist, the CNL incorporates evidenced-based practice, patient safety and quality improvement to optimize healthcare outcomes. The CNL provides leadership to assure safe, timely, efficient, effective, equitable and patient centered care. Graduates from the CNL major are eligible for certification through the Commission on Nurse Certification (CNC) for the credential, CNL.

Clinical Nurse Leader Clinical Preceptor

Preceptors are Clinical Nurse Leaders, staff development educators, or nursing leaders with a minimum of a Master's degree. Occasionally non-nurses may be appropriate to serve as a preceptor, as long as they possess a strong understanding of the CNL role.

NURSING EDUCATION

Introduction

In the Nursing Education program, graduate level coursework combines advanced clinical knowledge and expertise in a chosen area of nursing. Innovative course work and tailored practicum support knowledge acquisition, application and systematic evaluation of evidence-based practice, quality improvement, safety, collaboration, best practices in teaching and learning and professional role development. Incoming students are offered three pathway options through which to achieve the Nursing Education specialization:

1. Master of Science in Nursing (MSN) degree program for students who hold a BSN from an accredited nursing program.
2. Alternate Entry Master of Science in Nursing (MSN) degree program for students who hold an ADN or a diploma in nursing.
3. Post-Graduate Certificate program for students who hold a MSN degree.

Definition: Nurse Educator

Nurse Educators possess the knowledge and competencies required to assume academic and professional development roles in schools of nursing, health care systems and the community. Upon program completion graduates are eligible to take the NLN Certified Nurse Educator credentialing examination, and, if eligible, the American Nurse Credentialing Certification (ANCC) Nursing Professional Development Board Certification examination.

Nurse Educator Clinical Preceptor

Preceptors will practice in a setting that provides experiences contributing to the development of nurse educator students and hold a minimum of a Master's degree in nursing or another health related field for nursing education.

Clinical Policies

PRECEPTOR AND FACULTY EVALUATION

Clinical evaluations are graded on a pass/fail basis. Students must pass clinical to pass the course. An online evaluation from each of the student's preceptor(s) is/are required at mid-semester and at the end of the semester in Typhon*. **Evaluations in Typhon must be initiated as an Ad-Hoc Evaluation by the student to their Preceptor** in order for the preceptor to be notified that an evaluation form is ready for completion. Each preceptor is required to sit down with the student to go over the evaluation. At least one evaluation will also be completed by the faculty for each student during the semester. **Video tutorials are available in Typhon for students, faculty, and preceptors on the evaluation process and e-mail notification will be sent to Preceptors two to three weeks before evaluations are due.**

* Note: Typhon is currently used only for students in the Nurse Practitioner (NP) major. Evaluation forms for students in the Clinical Nurse Leader (CNL), Administrative Management, and Nursing Education majors can be found in [Appendix B](#).

Clinical Attendance

Students are required to attend all clinical experiences. Students are to be prompt, prepared, and appropriately attired. A student who is unable to attend a clinical experience must contact the preceptor and clinical faculty personally **prior** to the beginning of the clinical experience. **Leaving a message or e-mail for the preceptor or faculty is not acceptable.** The graduate student will notify the clinical agency and preceptor that she/he is unable to attend. Professional role behavior is expected. Be mindful of each clinical site's standard operating hours and contact the office during appropriate times of the day respecting preceptors' work and personal time.

Practicum Course Policies and Procedures

Policy: Students are encouraged to have a variety of clinical experiences that will encompass all aspects of their advanced practice role and expose them to patients within different clinic settings. Clinical experiences will primarily focus on hands-on patient care including, but not limited to, intake, assessment, and the development and implementation of the appropriate Plan of Care under the supervision of the assigned preceptor. Students are encouraged to learn each site's charging and coding policies. Medical records will be requested but are not a guaranteed privilege.

Conflict of Interest: Students may not have a clinical preceptorship at a practice setting where he/she is currently employed, to include their direct unit/department/office assignment and/or any ancillary floor/department/unit where they may be called to provide coverage support during codes or times of low staffing (unless approved by the faculty), nor may they be paid for clinical as part of their working hours.

Students may not have a clinical preceptorship with a provider with whom they are a patient of that provider.

Dress Code: Appropriate professional attire for all Agency encounters is mandatory and includes: lab coat, business casual dress, closed toe shoes, stethoscope. Clinical agencies may determine further dress code requirements at their discretion. Students in non-compliance with the dress code policy will be asked to leave the Clinical environment.

Participation: The majority of clinical experiences during the clinical preceptorship must be at the participation level or higher. Total observation is not acceptable for more than one to two days. Students will need to progress their level of participation throughout the course to achieve course objectives.

Evaluations: Students must receive “Passing” on all clinical evaluations from faculty during clinical site visits. Standardized Patient observation may serve as a clinical site visit.

The preceptorship component must be successfully completed in order to pass the course. The preceptorship component consists of:

An evaluation from each of the student’s preceptor(s) at mid-semester and at the end of the semester, and at least one evaluation completed by the faculty for each student during the semester. Students may work with more than one preceptor throughout the semester to complete the total number of required clinical hours. Additional clinical evaluations by each preceptor may also be completed, with each documenting on the appropriate clinical evaluation form and clinical hours documentation of student’s experiences.

Students who are deemed unsafe or fail to meet the expected clinical course outcomes and clinical competencies in any clinical course in the required program of study will receive a course grade of “F”. Behaviors constituting clinical failure include, but are not limited to, the following:

1. Demonstrates unsafe performance of an expected clinical competency
2. Needs continuous and specific detailed supervision to meet clinical competencies resulting in an inability to independently meet clinical competencies by the conclusion of the course
3. Continues to make questionable decisions after multiple instances of faculty feedback and guidance
4. Demonstrates the inability to adapt to new ideas and roles
5. Fails to submit required written clinical assignments and documents
6. Fails to maintain a current unrestricted license to practice nursing in the State of Texas or a compact state
7. Has a declaratory order from the Texas State Board of Nursing or a compact state
8. Request by the agency or preceptor for removal from a clinical agency or preceptor site for cause as defined in the clinical competence, professional integrity, or ethical standards that would preclude the student from being placed in another clinical agency
9. Demonstrates any behaviors defined in the provisions of [§217.12 Unprofessional Conduct](#) adopted to be effective September 28, 2004, 29 TexReg 9192, and including falsification of any course documents

Procedure: A student who fails a clinical course will be dismissed from the program in accordance with set criteria (see [Appendix C](#)).

There are **NO** incompletes for clinical courses except for a major health problem. All clinical hours must be completed by the last official class day of the semester. **NO** extensions for unmet clinical hours will be granted. Failure to complete all clinical hours or falsification of clinical hours will result in failure of the course.

Responsibility for Nurse Practitioner Clinical Practicums

Responsibilities of the School of Nursing

1. Ensures that preceptors meet qualifications in Texas Board of Nursing [Rule 214.10](#), [Rule 215.10](#) or [Rule 219.10](#), as appropriate.
2. Initiates a MOA between the preceptor's organization and the School of Nursing (SON). The agreement will be signed by the preceptor's organization and the appointed representative for UT Health San Antonio.
3. Ensures that the written agreement delineates the functions and responsibilities of the affiliating agency, clinical preceptor and nursing program.
4. Provides the course work and laboratory experiences that establish the foundation for clinical practice.
5. Ensures that clinical experiences using preceptors occur only after the student has received applicable theory and clinical experiences necessary to safely provide care to clients (within course or curriculum), as appropriate.
6. Provides the preceptor an orientation to the philosophy, curriculum, course, and clinical objectives of the nursing education program. Discusses student expectations, skills performance, student guidelines for performance of procedures, and methods of evaluation.
7. Facilitates faculty site visits to preceptorship sites to evaluate the student and to assist the student and preceptor, as needed, in accomplishing the clinical learning objectives/outcomes.
8. Provides the materials required for evaluation of the student's performance in the preceptor's clinical setting.
9. Assumes overall responsibility for teaching and evaluation of the student.
10. Assures student compliance with standards on immunization, screening, OSHA standards, CPR, and current liability insurance coverage, as appropriate.

Responsibilities of the Nurse Practitioner Clinical Faculty

Track Coordinator:

1. Identify and evaluate clinical sites for appropriateness of learning experiences and ensuring completion of site evaluation forms.
2. Makes student/faculty assignments and assigns students to appropriate clinical sites in conjunction with the UT Health San Antonio Clinical Liaison.
3. Assures all documents are completed related to the preceptorship, including the Intent of Relationship (IOR), Preceptor Profile (or resume/CV preferred), and Memorandum of Agreement (see [Appendix A](#)).
4. Provides recognition to the preceptor for participation as a preceptor. (i.e. verification of hours)
5. Orients the faculty, student and the preceptor to the clinical experience.

Clinical Faculty:

1. Meets with the preceptor and student during the semester for evaluation purposes.
2. Provides immediate consultation and/or support of the preceptor when needs or problems are reported.
3. Seeks preceptor input regarding the student's performance.
4. Uses clinical objectives for the specific semester, to evaluate and document the student's progress and specify satisfactory/unsatisfactory completion of clinical competencies. All relevant documents must be completed by the end of the semester.
5. Reviews and rejects/approves clinical experience patient cases the student enters into Typhon (www.typhongroup.net/uthscsa). (Guides: <http://nursing.uthscsa.edu/gradclinical/>)
6. Provides feedback to preceptor regarding performance as preceptor and the clinical learning experience.

Responsibilities of the Agency for Nurse Practitioner Students

1. Retains ultimate responsibility for the care of clients.
2. Retains responsibility for preceptor's salary, benefits, and liability.
3. Arranges preceptors' work schedule so they are available on student clinical days.
4. Communicates the preceptor program and expectations of preceptee to other agency personnel who are not directly involved with preceptorship.

Responsibilities of the Preceptor for Nurse Practitioner Students

1. Provides a setting for students to see patients and gain experience in clinical practice.
2. Participates in a preceptor orientation.
3. Functions as a role model to provide clinical teaching and supervision for the student in the practice of evaluation and management specific to patient care needs.
4. Discusses with faculty/student arrangements for appropriate coverage for supervision of the student should the preceptor be absent.
5. Co-signs all records and orders written by the APN student unless otherwise restricted.
6. Approves the student's clinical hours in Typhon (www.typhongroup.net/uthscsa) ~~Project Concert~~ for each day the student is present in his/her clinical site. Only days where the student participated in direct patient care may be counted for hours.
7. Makes contact during the semester with the student and faculty to discuss the student's progress and learning needs.
8. Provides input regarding clinical evaluation of the student and completes the ad-hoc clinical evaluation **initiated by the student in Typhon**. The preceptor is required to sit down with the student to go over the evaluation.
9. Notifies faculty immediately when unsatisfactory performance of the student is in question.
10. Gives feedback to the nursing program regarding clinical experiences for students and suggestions for program development.

We have included a sample poster preceptor's can display at the clinical site to inform patients that the practice is participating in the clinical training of our APN students. It can be found in [Appendix D](#). Also in this Appendix are helpful links related to the Texas Board of Nursing (TBON) Rules and Regulations for Advanced Practice Nurses and the Texas Medical Board Rules and Regulations related to collaborative practice with a nurse practitioner. The UT Health San Antonio School of Nursing expects preceptors and practice sites for our students to be in compliance with these Rules and Regulations at all times.

Responsibilities of the Nurse Practitioner Student

1. Submits fully completed [Intent of Relationship \(IOR\) Form](#) to Clinical Liaison for EVERY preceptor before the first clinical experience with the preceptor.
2. Follows all processing instructions and timelines assigned by Clinical Liaison. Failure to follow instructions may delay or forfeit clinical placement.
3. Once assigned a Preceptor, should a student undergo a change in their enrollment status (i.e., Leave of Absence) the student is to notify Faculty and Clinical Liaison **immediately** and Clinical Liaison will contact Preceptor and Clinical Site.
4. Completes the Student Account Information in Typhon the first week of the semester.
5. Provides the preceptor with the *Graduate Clinical Preceptor, Faculty and Student Handbook* to include appropriate evaluation information and Intent of Relationship documents.
6. Assures that the fully completed [Intent of Relationship \(IOR\) Form](#) is submitted to and approved by the Clinical Liaison **before** beginning every clinical assignment.
7. Submits Updated Immunization Records demonstrating compliance with TB/Flu Vaccine requirements and resume/CV (PDF format) in October of the semester before clinicals begin. Submit additional documents (i.e., student applications, confidentiality agreements, fingerprinting, drug screening and background check), complete orientation, and/or HR processing appointment, if required by clinical site.
8. Makes travel arrangements to all clinical assignments.
9. Establishes a mutually agreeable schedule for clinical time with the preceptor. He/she will come to the clinical experience prepared to perform in accordance with assigned learning activities in accordance with course.
10. Demonstrates ability to manage progressively complex patient care situations (including differential diagnosis, treatment plans, and patient teaching) in accordance with his/her academic progression.
11. Initiates and fosters professionalism and effective communication with preceptor to facilitate progression of student participation toward shared and primary participation in patient care.
12. Arranges for preceptor's supervision when performing procedures, as appropriate.
13. Follows policies and procedures established in the practicum site and keeps the preceptor informed about cases and learning activities.
14. Remains current on all health requirements, immunizations, CPR, resume/CV, license, educational information, and liability insurance.
15. Respects the confidential nature of all information obtained during clinical experience.
16. Functions under the Nurse Practice Act statues and regulations for expanded nursing roles. Students of UT Health San Antonio School of Nursing are covered by the Student Blanket Medical Liability Insurance. The State of Texas provides coverage for the faculty and the School of Nursing.
17. Participates in conferences with the preceptor and faculty to discuss progress, problems, and learning needs.
18. Contacts faculty by telephone or email if faculty assistance is necessary.
19. Maintains accurate records of **clinical hours** in Time Log section of Typhon and submits to **clinical preceptor via Typhon**. The Clinical Hours tracking will be completed each day the student is in the clinical site. The Preceptor must approve the clinical hours in Typhon. Only days where the student participated in direct patient care may be counted for hours.
20. Maintains accurate records of **clinical experiences** in Case Log section of Typhon ~~Project~~ for **clinical faculty** approval.
21. Initiates an **Ad-Hoc Preceptor Evaluation** in Typhon to their preceptor for mid-term and end of semester evaluations as outlined in this handbook, course faculty, and syllabus.

Completes the following ad-hoc evaluations in Typhon: **Student Evaluation of Clinical Site & Student Evaluation of Preceptor.***

Responsibility for Clinical Nurse Leader, Administrative Management and Nursing Education Clinical Practicums

Responsibilities of the School of Nursing and the Faculty

1. Assures that a clinical affiliation contract is current before student begins clinical rotation.
2. Provides students who have completed academics appropriate to the level of clinical training prior to assignment to the clinical experience.
3. Provides orientation for preceptor before the clinical experience to include, but not limited to, course and student specific outcomes, syllabus, and preceptor handbook.
4. Conducts faculty site visits to clinical site to evaluate student and assists both student and preceptor in identified needs.
5. Assures ongoing communication occurs between faculty, preceptor, agency and student.
6. Identifies and evaluates clinical sites to determine appropriateness for students.
7. Participates in the evaluation of the preceptor experiences with agency administration, preceptor and student.
8. Provides the evaluation tools for the preceptor to conduct the student and preceptorship evaluation.

Responsibilities of the Agency

1. Provides competent and qualified staff as preceptors.
2. Permits students access to its facilities and assigned patients, as well as use of agreed upon physical space for students to work.
3. Communicates benefits of preceptor program to accreditation agencies and advisory boards when the opportunity presents.
4. Assures ongoing dialogue between faculty, student and preceptor.
5. Allows on-site visits by clinical faculty during the preceptorship period.
6. Provides faculty access to the agency to conduct evaluation of student performance.
7. Assures a clinical affiliation agreement/memorandum of agreement is current and on file with the SON.
8. Facilitates a learning environment.

Responsibilities of the Preceptor

1. Acts as a preceptor during the clinical experience with the primary objective to directly supervise in a 1:1 ratio, assess student competence and teach the student providing care.
2. Ensures the degree of responsibility delegated to the nursing student complies with the Nurse Practice Act of the state where the clinical practice is completed.
3. Assures that the nursing student assignments cover all aspects of practice and assist in identifying population-based learning experiences for the student in collaboration with agency, student and faculty.
4. Reviews expectations for documentation (co-sign as appropriate), learning experiences and course and clinical outcomes.
5. Provides facility orientation for the student and faculty.
6. Reviews and approves students' clinical hours log entries in Typhon **or appropriate log form***, and provides feedback to student regarding progress or any issues that may need to be addressed.
7. Participates in the evaluation of the student's performance and completes the appropriate evaluation form or the online ad-hoc clinical evaluation **initiated by the student in Typhon Project Concert.*** The preceptor is required to sit down with the student to go over the evaluation.
8. Serves as a role model for the student.

***See note at the end of this section for the Clinical Nurse Leader, Administrative Management and Nursing Education Clinical Practicums**

Responsibilities of the Student

1. Conducts oneself in an ethical and professional manner and maintains compliance within scope of practice and professional guidelines.
2. Discusses specific clinical outcomes and determines clinical schedule with the preceptor.
3. Maintains a clinical activities log according to course requirements and obtains preceptor's approval and/or signature.
4. Achieves course outcomes and assignments and actively seeks feedback as needed.
5. Remains current on all health requirements, CPR, resume, license, educational information, and liability insurance.
6. Maintains accurate records of **clinical hours** in Time Log section of Typhon or appropriate form supplied by the course faculty and submits to **clinical preceptor for approval**. The Clinical Hours tracking will be completed each day the student is in the clinical site. The Preceptor must approve the clinical hours in Typhon or on the form. Only days where the student participated in direct patient care may be counted for hours.
7. Maintains accurate records of **clinical experiences** in Case Log section of Typhon or appropriate form supplied by the course faculty and submits for **clinical faculty** approval.
8. Initiates an **Ad-Hoc [Preceptor Evaluation of Student](#)** to their preceptor for mid-term and end of semester evaluations as outlined in this handbook and by the course faculty and syllabus.
9. Completes the following ad-hoc evaluations: **Student Evaluation of Clinical Site (available in [Typhon](#)) & [Student Evaluation of Preceptor](#)**.
10. Completes all required evaluations, whether through initiation of appropriate ad-hoc evaluations in Typhon, appropriate form supplied in this handbook, or by the course faculty.
11. Complies with all agency policies.

Student Health Policies

The UT Health San Antonio SON immunization requirement can be found at <http://shc.uthscsa.edu/>. The healthcare agency will inform the student and nursing faculty of specific safety and professional requirements and documentation.

If an injury occurs during a clinical rotation experience, it is the responsibility of the Preceptor and the student to alert the nursing faculty as quickly as possible. Appropriate care and documentation must be completed for the satisfaction of all parties involved.

STUDENT HEALTH: ILLNESS/INJURY DURING CLINICAL

1. In a medical emergency or other clinical injury as defined by the clinical Preceptor, the student should be seen in the UT Health San Antonio Student Health Center, or if after hours, sent to the nearest emergency room. The student will be responsible for any bills incurred for these events. The Preceptor and student will immediately notify the nursing faculty of any such events.
2. In non-emergency situations, the student may verbally tell the nursing faculty that he/she elects to seek care from a private health care provider/clinic. Any costs incurred will be the responsibility of the student. The student's Preceptor will notify the nursing faculty of any of these events as soon as possible.
3. Documentation of an injury requires the completion of an occurrence report in **Chapter 4.20.1** of the [SON Faculty/Staff Handbook](#). The student is responsible for completing the form and obtaining the comments of the preceptor or agency representative. The student is responsible for forwarding the completed form to the course nursing faculty as soon as possible following the incident. The nursing faculty will review the information and make appropriate recommendations.

STUDENT HEALTH: NEEDLESTICK INJURY

In the event of a needlestick or other sharps injury, TB exposure or percutaneous injury/blood borne pathogen exposure, follow the guidelines contained in the following links:

1. [Needlestick Policy](#)
2. [Incident Form](#)
3. [TB Exposure](#)
4. [Percutaneous Injury/Blood Borne Pathogen](#)

Impaired Student Policy: Perception of Impairment

Should the Preceptor, nursing faculty or other nursing students perceive that a student is mentally or physically impaired, immediate action must be taken to relieve the student of his/her duties and place the student in a safe area away from the clinical setting. The immediate goal is to provide for the safety of patients, the public, other students and the student who is suspected of being impaired.

REMOVING A STUDENT WHO IS SUSPECTED OF BEING IMPAIRED FROM AN EDUCATIONAL SETTING

If the student is perceived to have the odor of alcohol, or marijuana, or observed behaviors such as, **but not limited to**, slurred speech, unsteady gait, confusion, sharp mood swings/behavior lack of manual dexterity, excessive health problems, increased absenteeism, tardiness or irritability, severe weight loss, needle track marks especially in the inner elbow, carelessness in appearance and hygiene, or euphoria, which causes the preceptor to suspect the student could be impaired by a substance, the preceptor must:

1. Immediately inform the student as to why actions are being taken to relieve the student of his/her duties.
2. Immediately notify the UT Health San Antonio Faculty for further action.
3. Do not send the student home or permit them to leave the building until the faculty arrives and arranges for safe transportation for the student.
4. For additional information, see the UT Health San Antonio catalog section related to [Institutional Policies](#) on Alcohol, Drug and Chemical Abuse as well as Student Conduct and Discipline.

Suggestions for Preceptors

Before you get started, here are a few suggestions:

- Become familiar with the course syllabus and learning objectives/outcomes.
- Review and clarify, if necessary, the required outcomes for the course.
- Establish a plan for communication with the course nursing faculty.
- Get to know your preceptee by learning how he/she learns best, reviewing his/her clinical learning objectives and learning about his/her strengths and areas for improvement.

Once the clinical experience has begun, you may want to:

- Introduce your preceptee to the staff and other providers; explain his/her role and your role as preceptor.
- Orient the student to your clinical agency.
- Review and sign the clinical preceptor agreement.
- Develop a calendar of clinical days.

***Because each clinical course has its own unique aspects, specific Preceptor and preceptee policies may vary. To determine the requirements for the course you will be precepting, refer to the specific documentation and forms that will be provided at the beginning of the semester.

APPENDIX A: PRECEPTOR FORMS

GRADUATE PRECEPTOR INTENT OF RELATIONSHIP (IOR) FORM

(version update 9/27/2017)

STUDENT SECTION (Please print)

I, Graduate Nursing Student _____, Texas RN License # _____ agree that it is my responsibility to arrange my clinical hours to meet the course requirements of **Course NURS 6** _____ in the _____ NP track once a preceptor has been assigned. I also understand that an IOR must be completed for each and every preceptor I work with to complete required hours. I verify that I have discussed the requirements with the following person named below who agrees to serve as my preceptor for this course. _____ **Student Initials**

Preceptor's Name _____
Address _____
Telephone # _____ **FAX #** _____ **Date Contacted** _____

TOTAL HOURS TO BE COMPLETED WITH THIS PRECEPTOR: _____ **SEMESTER AND YEAR:** _____
(example: Spring 2017)

I understand if any information regarding total hours, preceptor name, and/or site provided on this form changes, I must notify the Clinical Liaison in the Office for Academic Affairs in writing immediately.

Student Signature

ADDITIONAL STUDENT INFORMATION	
Email Address:	Home Phone:
Work Location:	Phone:
I have read the Conflict of Interest Policy and understand that I must disclose any potential conflict of interest. _____ (Student's Initials)	

Student is covered under the UT Health San Antonio blanket malpractice insurance policy. For further information, contact the Clinical Liaison.

PRECEPTOR SECTION (to be completed by preceptor)

I agree to serve as preceptor for _____ hours, and have received information regarding the UT Health San Antonio program from the aforementioned student. I am including my Resume/Preceptor Profile which will be updated every three years, as requested.

Preceptor's Signature _____ Date _____ Credentials: _____
 Specialty: _____ License: State _____ Number _____ Expires _____

Preceptor Email Address*: (Please Print)

Please provide a valid work or personal email address as this will become your User ID for access to Typhon where you will also approve student hours and complete evaluations. It is important this email address be unique to each preceptor as Typhon denies the use of a duplicate User ID. Your email address will not be shared. (Clinical Nurse Leader, Administrative Management, and Nursing Education majors still require a preceptor email address but will not utilize the Typhon system at this time).

CLINICAL SITE INFORMATION (to be completed by preceptor and related administrative representative)

Clinical site(s) we have agreed to utilize for purposes of this course (i.e., office, clinic, hospital, nursing home):

Name of Site 1: _____

Address _____ Practice Specialty: _____

Signature of site administrative representative/business manager _____ **Printed Name** _____ **Phone** _____

Name of Site 2: _____

Address _____ Practice Specialty: _____

Signature of site administrative representative/business manager _____ **Printed Name** _____ **Phone** _____

Student Instructions for Submission: Send scanned copy of completed form to: urshan@uthscsa.edu OR Fax completed form to "Attn: Clinical Liaison" at (210) 567-3813	FOR FACULTY USE ONLY (date & initial) I have been made aware of any potential conflict of interest and this clinical placement is: Approved <input type="checkbox"/> Not Approved <input type="checkbox"/> Signed _____ Date: _____
For Use by Office for Academic Affairs Majors Associated with Preceptor: <input type="checkbox"/> FNP <input type="checkbox"/> PMHNP <input type="checkbox"/> AGACNP <input type="checkbox"/> PNP-PC <input type="checkbox"/> CNL <input type="checkbox"/> AM <input type="checkbox"/> NsgEdu MOA on file? <input type="checkbox"/> Yes <input type="checkbox"/> No Preceptor Resume/CV on File? <input type="checkbox"/> Yes <input type="checkbox"/> No Total Number of Hours Verified: _____ (total number and initial) Is this an existing Preceptor in Typhon? <input type="checkbox"/> Yes <input type="checkbox"/> No	

**UT HEALTH SAN ANTONIO
SCHOOL OF NURSING
PRECEPTOR PROFILE**

NOTE: PRECEPTOR RESUME OR CV IS PREFERRED

Date: _____

Name: _____
Last
First
M.I.

Credentials _____

Agency Affiliation: _____

Address: _____
Street
City
State
Zip Code

Telephone No.: (_____) _____ Fax No.: (_____) _____

*E-Mail: _____

** **Note for Preceptor:** Preceptors for students in the FNP, PNP-PC, PMHNP, AG-ACNP and CNL majors will utilize the online system, Typhon, to approve student clinical hours and complete evaluations. Your valid work or personal email address will become your User ID for access to the Typhon system. It is important the email address provided is unique to each preceptor as the system denies the use of a duplicate User ID. Your email address will not be shared. Typhon is also where you will find your Verification of Hours Served at the end of the semester. In an effort to go green, the UT Health San Antonio School of Nursing will no longer provide Verification of Preceptor Hours Served via regular mail or email to preceptors, except those in the Administrative Management and Nursing Education majors as ~~Project Connect~~ has not been implemented for these majors at this time.[LRL1]*

Position Title: _____

EDUCATION:

- | | | |
|--|--|---|
| <input type="checkbox"/> BSN | <input type="checkbox"/> MSN | <input type="checkbox"/> Masters (non-Nursing) - Specify: _____ |
| <input type="checkbox"/> PhD (Nursing) | <input type="checkbox"/> DNSc | <input type="checkbox"/> PhD (non-Nursing) - Specify: _____ |
| <input type="checkbox"/> DNP | <input type="checkbox"/> Nurse Practitioner → Specialty: _____ | |

License No. _____ State _____ Expiration Date _____

OTHER:

Physician: M.D. D.O.

Types of patients seen at your clinical site: (Circle all that apply)

Pediatric Adolescent Women (age 18 - 55) Men (age 35 & up)

EXPERIENCE (Past five years. Attach resume, if desired)

<u>Dates</u>	<u>Institution</u>	<u>Position</u>

I agree to function as a clinical preceptor for the School of Nursing at UT Health San Antonio. I have reviewed the UT Health San Antonio School of Nursing Preceptor Policy (attached) and accept the role and function as a preceptor.

Signature
Printed Name
Title

**APPENDIX B: FORMS FOR ADMINISTRATIVE MANAGEMENT & NURSING
EDUCATION MAJORS**

UT HEALTH SAN ANTONIO
SCHOOL OF NURSING

NURS 6220 PROGRAM PLANNING AND EVALUATION: PRACTICUM & NURS 6203 ADVANCED
FINANCIAL MANAGEMENT: PRACTICUM

Preceptor Evaluation of Student

(To be completed by Preceptor)

Date: _____

Student: _____

Agency: _____

Preceptor's Name, Credentials and Title: _____

Using the following scale, please rate the student's ability in the areas described below.

- 5 = Superior
- 4 = Above Average
- 3 = Average
- 2 = Below Average
- 1 = Unsatisfactory

During the field placement, the student demonstrated:

Accountability	5	4	3	2	1
Effective Communication	5	4	3	2	1
Self-Direction	5	4	3	2	1
Problem-Solving Ability	5	4	3	2	1
Analytical Ability	5	4	3	2	1
Achievement of Objectives	5	4	3	2	1

Received Any/All Agreed Upon Deliverables for Financial Plan: _____ (Yes/No)

Preceptor Comments:

Preceptor's Signature: _____

UT HEALTH SAN ANTONIO
SCHOOL OF NURSING

NURS 6220 PROGRAM PLANNING AND EVALUATION: PRACTICUM &
NURS 6203 ADVANCED FINANCIAL MANAGEMENT: PRACTICUM

Student Evaluation of Preceptor

(To be completed by the graduate student)

Date: _____

Preceptor Name, Credentials, and Title: _____

Agency: _____

Student's Name: _____

Using the following scale, please rate the preceptor's ability in the areas described below.

5 = Superior

4 = Above Average

3 = Average

2 = Below Average

1 = Unsatisfactory

During the leadership/management field placement, the preceptor:

1) Communicated effectively with the student	5	4	3	2	1
2) Served as an advocate for the student	5	4	3	2	1
3) Demonstrated knowledge and expertise in nursing/healthcare administration	5	4	3	2	1
4) Served as a role model for senior nursing leadership	5	4	3	2	1
5) Was accessible to the student	5	4	3	2	1
6) Provided learning opportunities/facilitated access to others within the agency	5	4	3	2	1
7) Facilitated selection of the student project	5	4	3	2	1
8) Championed development of project	5	4	3	2	1
9) Provided feedback throughout the field experience	5	4	3	2	1

Student's Comments:

Graduate Student's Signature: _____

UT HEALTH SAN ANTONIO
SCHOOL OF NURSING

NURS 6813 NURSING AND HEALTH SYSTEMS MANAGEMENT II

Preceptor Evaluation of Student

(To be completed by Preceptor)

Date: _____

Student: _____

Agency: _____

Preceptor's Name and Title: _____

Using the following scale, please rate the student's ability in the areas described below.

- 5 = Superior
- 4 = Above Average
- 3 = Average
- 2 = Below Average
- 1 = Unsatisfactory

During the field placement, the student demonstrated:

Accountability	5	4	3	2	1
Effective Communication	5	4	3	2	1
Self-Direction	5	4	3	2	1
Problem-Solving Ability	5	4	3	2	1
Analytical Ability	5	4	3	2	1
Achievement of Objectives	5	4	3	2	1

Received Agreed Upon Deliverable for Capstone Project: _____ (Yes/No)

Preceptor's Comments:

Preceptor's Signature: _____

UT HEALTH SAN ANTONIO
SCHOOL OF NURSING

NURS 6813 NURSING AND HEALTH SYSTEMS MANAGEMENT II

Student Evaluation of Preceptor

(To be completed by the graduate student)

Date: _____

Preceptor Name, Credentials, and Title: _____

Agency: _____

Student's Name: _____

Using the following scale, please rate the preceptor's ability in the areas described below.

- 5 = Superior
- 4 = Above Average
- 3 = Average
- 2 = Below Average
- 1 = Unsatisfactory

During the leadership/management field placement, the preceptor:

1) Communicated effectively with the student	5	4	3	2	1
2) Served as an advocate for the student	5	4	3	2	1
3) Demonstrated knowledge and expertise in nursing/healthcare administration	5	4	3	2	1
4) Served as a role model for senior nursing leadership	5	4	3	2	1
5) Was accessible to the student	5	4	3	2	1
6) Provided learning opportunities/facilitated access to others within the agency	5	4	3	2	1
7) Facilitated selection of the student project	5	4	3	2	1
8) Championed development of project	5	4	3	2	1
9) Provided feedback throughout the field experience	5	4	3	2	1

Student's Comments:

Graduate Student's Signature: _____

NURSING EDUCATION CLINICAL EVALUATIONS

Evaluations and respective forms in this major will be discussed further during the major clinical course orientation.

APPENDIX C: CLINICAL CRITERIA AND POLICIES

CRITERIA FOR CLINICAL PRACTICE IN A GRADUATE PROGRAM

Students are required to meet the expected clinical competencies defined in each clinical course syllabus and the graduate program preceptor handbook. In addition, students are responsible for knowing and abiding by the regulations of the Texas Higher Education Coordinating Board, the Board of Regents, the University, and the School of Nursing as presented at the graduate program new student orientation and defined in the [University Course Catalog](#) and any other written communications. Students are also responsible for their nursing practice by knowing and abiding by the provisions of the laws set forth in the Texas State Board of Nursing [Nurse Practice Act](#), the rules and regulations set forth in the Texas State Board of Nursing [Rules and Regulations](#) and the standards set forth in the [American Nurses Association Code of Ethics](#).

Students share the responsibility with faculty for creating an environment that supports adherence to standards of academic performance, clinical competence, principles of professional integrity and ethical practice. **Inability to meet standards of academic performance and/or clinical competence or violations of any policy, law, regulation, or any applicable standard of nursing practice which compromises clinical competence, professional integrity, and/or ethical practice related to the course in which the student is enrolled will result in a course failure and a grade of “F” or a grade of “fail”.**

Clinical Competency

The criteria for expected clinical competencies are defined in each clinical course syllabus and the graduate program preceptor handbook. Behaviors constituting a failure to meet clinical competencies include, but are not limited to, any one of the following:

1. Demonstrates unsafe performance of an expected clinical competency.
2. Needs continuous and specific detailed supervision to meet clinical competencies resulting in an inability to independently meet clinical competencies by the conclusion of the course.
3. Continues to make questionable decisions after multiple instances of faculty feedback and guidance.
4. Demonstrates the inability to adapt to new ideas and roles.
5. Fails to submit required written clinical assignments and documents.

Professional Integrity

The criteria for professional integrity and ethical practice are defined in the current [University Course Catalog](#) as well as the Texas State Board of Nursing [Nurse Practice Act](#) and [Rules and Regulations](#) and the [American Nurses Association Code of Ethics](#). Standards for professional integrity and ethical practice are intended to protect clients from incompetent, unethical, or illegal conduct of students. Actual injury to a client need not occur. Given the intent of professional integrity and ethical standards, a student may be removed from clinical practice **at any time during the semester and not be allowed to progress** until such time that the violations of professional integrity and/or ethical standards have been investigated and a disposition determined. Behaviors constituting immediate removal from clinical practice include, but are not limited to, any one of the following:

1. Failure to maintain a current unrestricted license to practice nursing in the State of Texas or a compact state
2. A declaratory order from the Texas State Board of Nursing or a compact state
3. Request by the agency or preceptor for removal from a clinical agency or preceptor site **for cause** as defined in the clinical competence, professional integrity, or ethical standards that would preclude the student from being placed in another clinical agency
4. Any behaviors defined in the provisions of [§217.12 Unprofessional Conduct](#) adopted to be effective September 28, 2004, 29 TexReg 9192, and including falsification of any course documents

Procedure: A student who fails a clinical course or who fails to comply with any of the criteria outlined for clinical practice in the graduate program will be dismissed from the program in accordance with the School of Nursing Dismissal Policy. When indicated, the incident will be reported to the local law enforcement agency and/or other appropriate agencies, institutions, and/or regulatory bodies by the faculty of record.

Below are the official School of Nursing Graduate Program Policies students should refer to for further information regarding probation and dismissal.

Probation Policy and Procedure

Refer to the [School of Nursing Graduate Program Policies](#) in the current University Catalog, section titled “Probation Policy and Procedure”.

Dismissal Policy and Procedures

Refer to the [School of Nursing Graduate Program Policies](#) in the current University Catalog, section titled “Dismissal Policy and Procedure”.

Petitioning

Refer to the [School of Nursing Graduate Program Policies](#) in the current University Catalog, section title “Petition”.

APPENDIX D: PRECEPTOR PRACTICE INFORMATION



UT Health San Antonio School of Nursing extends our sincere
gratitude to

Preceptor Name, APRN

For your dedicated service to our students and community
and integral role in shaping the future of health care as a
Clinical Preceptor in Spring 2017.

Eileen Breslin, PhD, RN, FAAN
Dean School of Nursing

Sara L. Gill, PhD, RN, IBCLC, FAAN
Associate Dean for Graduate Studies

TBON GUIDELINES FOR ADVANCED PRACTICE NURSES

Rules and Regulations (R&R) are subject to change. Preceptors can access information about the current R&R at the Texas Board of Nursing web site at:

http://www.bne.state.tx.us/laws_and_rules_rules_and_regulations_current.asp

The applicable R&R which pertain to advanced nursing practice are sections 221.1-221.17 and 222.1-222.10 (below is a copy of table of contents from the web site for your reference)

Forms for registering notice of collaborative practice with a nurse practitioner must be filed with the Board of Medical Examiners. Information and forms can be obtained by contacting the Texas Medical Board. The Texas Medical Board has a web site at: <http://www.tmb.state.tx.us/page/board-rules>

Advance Practice Nurses - §§221.1 - 221.17

§221.1	Definitions
§221.2	Authorization and Restrictions to Use of Advanced Practice Titles
§221.3	Education
§221.4	Advanced Practice Registered Nurse Licensure Requirements
§221.6	Interim Approval
§221.7	Petitions for Waiver and Exemptions
§221.8	Maintaining Active Authorization as an Advanced Practice Nurse
§221.9	Inactive Status
§221.10	Reinstatement or Reactivation of Advanced Practice Nurse Status
§221.11	Identification
§221.12	Scope of Practice
§221.13	Core Standards for Advanced Practice
§221.14	Nurse-Midwives Providing Controlled Substances
§221.15	Provision of Anesthesia Services by Nurse Anesthetists in Licensed Hospitals or Ambulatory Surgical Centers
§221.16	Provision of Anesthesia Services by Nurse Anesthetists in Outpatient Settings
§221.17	Enforcement

Advanced Practice Nurses Limited Prescriptive Authority - §§222.1 - 222.10

§222.1	Definitions
§222.2	Approval for Prescriptive Authority
§222.3	Renewal of Prescriptive Authority
§222.4	Minimum Standards for Prescribing or Ordering Drugs and Devices
§222.5	Prescriptive Authority Agreement
§222.6	Prescribing at Facility-Based Practices
§222.7	Authority to Order and Prescribe Non-prescription Drugs, Dangerous Drugs, and Devices
§222.8	Authority to Order and Prescribe Controlled Substances
§222.9	Conditions for Obtaining and Distributing Drug Samples
§222.10	Enforcement

APPENDIX E: GRADUATE PROGRAM CONTACT NUMBERS

UT HEALTH SAN ANTONIO SCHOOL OF NURSING GRADUATE PROGRAM CONTACT NUMBERS

We encourage preceptors to call the faculty directly with any questions you might have about our programs or about individual students. To persons to contact about our programs:

Clinical Liaison

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Clinical Liaison
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E-mail: urshan@uthscsa.edu

Coordinator, Family Nurse Practitioner Track

Heidi Worabo, DNP, RN, FNP-BC
Clinical Assistant Professor
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Coordinator, Psychiatric/Mental Health Nurse Practitioner Track

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Coordinator, Pediatric Nurse Primary Care Nurse Practitioner Track Practitioner Track

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Coordinator, Clinical Nurse Leader Track

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Coordinator, Nursing Education Track

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APPENDIX F: FREQUENTLY ASKED QUESTIONS

FREQUENTLY ASKED QUESTIONS ABOUT PRECEPTING

1. Should the student work with only one preceptor?

Yes. Ideally, one preceptor should be assigned by the agency as the primary supervisor for the student. However, due to scheduling issues and clinical experience needs, a second preceptor may work with the student. With approval from the nursing faculty, the primary preceptor may assign the student to other NP or physician preceptors during the clinical experience, to achieve the course objectives in a timely manner.

2. How are clinical experiences chosen?

The Track Coordinator and course nursing faculty works closely with the UT Health San Antonio Clinical Liaison, healthcare agencies, and the students for placement in the appropriate clinical settings that meet program requirements and student clinical experience needs. The clinical healthcare agency identifies the appropriate preceptor, with final approval from the Track Coordinator and/or course nursing faculty. Because we are a rural focused program with a mission to prepare APNs for rural family primary care practice, we strive to provide clinical sites for our primary care nurse practitioner students that are rural or medically underserved primary care sites.

3. Can someone who does not work in the agency be my preceptor in that agency?

No. For the preceptor to effectively act as a mentor, she/he needs to be familiar with the agency and working colleagues.

4. How much time will be required of the preceptor?

Time requirements will vary depending upon the clinical course requirements. The first clinical course is 300 hours total for the semester and the second clinical course is 300 hours for the semester. At the completion of the program each student has completed approximately 600 clinical practicum hours.

It is suggested that at least a one half hour meeting with the student each week be planned to discuss patient cases, weekly goals/objectives, and student progress.

5. Is the preceptor responsible for being with the student every minute of their clinical experience?

For NP students, the primary preceptor is responsible for being with the student during their clinical rotation or to assure that the student is under the supervision of another qualified preceptor.

Students are to see patients to complete the relevant history and physical exam. The student will present to the preceptor a brief (3-5 minutes) oral presentation on each patient seen using the SOAP format, and will collaborate with the preceptor on developing the assessment (diagnosis) and plan of care for the patient. See the Evaluation Forms for each semester (in Typhon and Appendices) for clinical expectations for each semester of the clinical practicum. Each student will provide the course objectives for the current semester. Students will increase the number and complexity of patients seen and will assume more independence in formulating diagnoses and plans of care as they

progress through the three clinical practicums. The expectation is that by the end of the third clinical practicum students are able to see 12-15 patients in an 8-hour day, formulating diagnoses and plans of care with minimal preceptor collaboration, while at the same time giving a formal brief oral presentation on each patient seen and seeking concurrence with the preceptor on the diagnosis and plan. Students will complete a patient clinical note on each patient seen and have it co-signed by the preceptor. Feedback on clinical notes will be provided to student by the preceptor.

6. Can students be precepted on evenings, nights and weekends?

Students will schedule their clinical days in collaboration with their preceptor and clinical nursing faculty. Clinical days in most cases will be Monday through Friday during regular business hours (7a-7p or variant thereof). If clinical hours are to be completed during evening, night, or weekend hours the student must have discussed this with the course faculty and have obtained permission to have clinical hours outside of the normal clinical days.

7. What sort of support will the School of Nursing provide to the preceptor?

Nursing faculty may conduct an orientation for preceptors at the beginning of the semester (usually one-on-one with preceptor). Faculty will be available to the preceptors either in person, by phone, and/or e-mail. The course faculty and NP student will ensure that the preceptor is supplied the appropriate clinical course paperwork.

8. What are the benefits of being a preceptor?

Preceptors are an essential component of NP educational programs and, along with their clinical practice sites, comprise our community partners without which our program could not exist. Precepting NP students provides an exciting and challenging teaching/learning opportunity for clinicians. Preceptors actively participate in preparing future clinicians for practice, especially for rural and underserved populations that are in need of quality health care. For many clinicians who precept NP students, they understand this as an opportunity to give back as they were once students who also needed high quality clinical preceptors and clinical learning experiences. Preceptors enjoy working with students who challenge their thinking and because of their sheer love of being expert role models, mentors, and teachers of students who will be their future colleagues.

9. Will there be a nursing faculty member on site during each student experience?

No. Faculty members will be available by phone and/or e-mail. The course faculty make 1-2 clinical site visits a semester (unless otherwise noted) to evaluate the student and the clinical experience. These site visits will be scheduled in cooperation with the student and the preceptor. During the site visit the faculty tries to meet briefly with the preceptor to give and receive feedback on how the student is progressing and discuss other relevant clinical issues.