

**UNDERGRADUATE NURSING
PRECEPTOR/MENTOR HANDBOOK
2015-2016**



Ours is a story of hope. Compassion and joy. Commitment, vision and inspiration. We engage our minds and talents, and give from our hearts, to help and heal. We touch the lives of thousands, to serve those in need, here and around the world. And, through it all, we work to make lives better.

**Thank you for all you do to make our story remarkable.
You're the reason we're able to write the next chapter.**

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Introduction to the Preceptor/Mentor Handbook

Thank you for agreeing to be a preceptor for nursing students from the University of Texas Health Science Center at San Antonio (UTHSCSA) School of Nursing (SON). This handbook has been developed to assist you in this role.

The nursing faculty will contact you to set up an orientation session at a mutually convenient time. The orientation will take place prior to the beginning of the course and will include the following:

1. An orientation to the philosophy, curricula, course, and clinical objectives of the nursing education program;
2. Student expectations;
3. Skills performance;
4. Student guidelines for performance of procedures;
5. Methods of evaluation; and
6. Preceptor expectations.

The information provided in this handbook will explain the responsibilities of the preceptor/mentor, nursing faculty and student related to the clinical experience. The Texas State Board of Nursing website is an excellent resource for precepted clinical learning experiences guidelines. See Appendix A for precepted clinical learning experiences guidelines.

For any questions, please feel free to call the UTHSCSA School of Nursing at 210-567-5800. After business hours you may contact the course faculty members using the contact phone numbers provided by your student at the beginning of the semester.

A copy of this handbook is posted on the following website:

<http://nursing.uthscsa.edu/students/resources.asp>.

Vision, Mission, and Values UT Health Science Center at San Antonio School of Nursing

The UT Health Science Center at San Antonio School of Nursing is at the forefront of nursing education. We lead excellence in nursing leadership through our innovative teaching, quality research, compassionate care and community service for our South Texas community and the world.

Vision

The University of Texas Health Science Center at San Antonio School of Nursing acts as an integral part of the healthcare team to promote excellent healthcare as an act of social justice for individuals and their diverse communities through education, research, practice and community engagement.

Mission

We engage with our diverse students and communities to produce the future nursing leaders who will impact local and global health and lead the transformation of health care to make lives better through education, research, practice and community engagement.

Values

1. **Ethics and Accountability-** We believe physical, mental and social well-being is enhanced with high professional standards, by honoring the dignity of others, and through accountability for our actions.
2. **Diversity and Excellence-** We believe excellent health care is a right of every person.
3. **Innovation-** We believe in innovation to deliver leading edge health care, education, research, and community service.
4. **Education-**We believe education is a lifelong process based on mutual teaching, learning, and research that ultimately makes life better for those we serve.
5. **Leadership-**We believe through our leadership we can educate organizations and within our communities to adopt practices and policies that promote health.
6. **Health-** We believe in the power of professional nurses to improve the health status of people here and abroad.
7. **Inter-professional Collaboration-** We believe in the power of inter-professional collaboration to improve health outcomes.

UT Health Science Center at San Antonio School of Nursing Authority and Certification

The School of Nursing is an academic unit in the UTHSCSA. The School of Nursing adheres to all of the University of Texas Health Science Center San Antonio mandates and guidelines to provide a safe and progressive university learning environment (<http://www.uthscsa.edu/>). The School of Nursing operates under the legal authority of and is fully approved by the Texas State Board of Nursing and is accredited by the Commission on Collegiate Nursing Education.

A clinical preceptor/mentor is an employee of a cooperating agency who role models nursing practice in a particular clinical area to facilitate student learning. He/she is willing to voluntarily dedicate time, attention, and expertise to the nursing student (preceptee/mentee); the relationship will be participative by both the preceptor/mentor and student. The preceptor/mentor will be with the student in the clinical area to facilitate achievement of the clinical objectives. The manner in which this process is implemented is defined in a written agreement between the agency and the School of Nursing.

Texas State Board of Nursing Rule 215.10 sets forth the requirements for use of clinical preceptors in professional pre-licensure nursing educational programs (diploma, associate degree, baccalaureate degree, or entry-level master's degree).

1. Clinical preceptors may be used to enhance clinical learning experiences after a student has received clinical and didactic instruction in all basic areas of nursing or within a course after a student has received clinical and didactic instruction in the basic areas of nursing for that course or specific learning experience (Texas State Board of Nursing, **§215.10.j.6**)
2. Clinical preceptors/mentors shall have the following qualifications:
 - (A) competence in designated areas of practice;
 - (B) philosophy of health care congruent with that of the nursing program; and
 - (C) current licensure or privilege to practice as a registered nurse in the State of Texas (Texas State Board of Nursing, **§215.10.j.6**)

Preceptorship

Dear Esteemed Preceptor:

Thank you for agreeing to be a preceptor/mentor! In serving as a preceptor/mentor to a baccalaureate nursing student from University of Texas Health Science Center at San Antonio School of Nursing, you have the unique opportunity to make a profound professional impact. Your advanced knowledge, your skills and your attitude provide an important component to the developing competency in the professional nursing under your guidance.

Being a preceptor/mentor in the final semesters of a pre-licensure nursing program allows the student to integrate the knowledge and skills learned in the program with the actual experience of being a professional nurse. The most important characteristic of a preceptor/mentor is to allow a student to integrate the knowledge and skills learned in a registered nursing program with the actual experience of functioning as a registered nurse in a supervised environment.

As a preceptor/mentor, you will be allowing the student to work directly with you in the planning, providing, and evaluation of patient care under your supervision. No UTHSCSA nursing faculty member will be with you or on-site on a continual basis. However, you will work cooperatively with the faculty to determine student learning needs and appropriate assignments.

A UTHSCSA nursing faculty member will meet with you and the student in order to monitor and evaluate the learning experience. The UTHSCSA nursing faculty will also monitor student progress through rounds, student clinical seminars, student-faculty-preceptor conferences and/or review of student clinical assignments.

You may call upon a nursing faculty member at any time you have questions or concerns. In the extremely rare event that potential issues arise related to safety, needlesticks or other exposures or professional misconduct, UTHSCSA School of Nursing has policies developed for appropriate actions to be followed. As soon as the nursing preceptor contacts the SON faculty member with concerns, the situation will be immediately addressed. Personal safety for all members involved is paramount.

Important aspects of precepting a nursing student include guiding, facilitating learning, supervising, and monitoring the student in achieving the clinical objectives and performing skills and other nursing activities to assure safe practice. The provision of timely feedback is very beneficial to the learning of the student and can promote the nursing student's improvement, with the SON faculty

member's assistance. Feedback is generally timely, professionally appropriate, and specific to the situation.

As a preceptor/mentor you will retain the ultimate responsibility for the care of clients. Therefore, we encourage you to develop and discuss with your preceptee/mentee clear and specific plans related to the various aspects of patient care for which the two of you will be responsible. It is imperative to communicate with your preceptee/mentee the sharing of responsibilities for safe patient care. The evaluation of preceptee/mentee performance with both positive and constructive feedback is a continuous daily occurrence.

Toward the end of the clinical experience, the preceptee/mentee will have the opportunity to evaluate the experience and complete a preceptor/mentor evaluation form. These are submitted directly to the UTHSCSA nursing faculty member who will share the results with you. A copy of the form the preceptee/mentee will use is included for your review in this handbook.

You will also be asked to complete an evaluation form reflecting the preceptee/mentee progress during your preceptorship/mentorship. This too will be submitted directly to the UTHSCSA nursing faculty who will share it with the student. A copy of this form is included for your review.

In acknowledgement of your participation in our program and valuable contribution, you will be recognized with a Certificate of Appreciation in recognition of your endeavors in furthering the profession of nursing. Preceptors that provide two or more years of service are eligible for an appointment as Adjunct Faculty (see page 32 for information about appointments to Adjunct Faculty status).

Many thanks!



Ilene Decker, RN, PhD
Associate Dean for Academic Affairs

Nursing Preceptor Policy

The School of Nursing at the University of Texas Health Science Center at San Antonio defines preceptors/mentors as qualified registered nurses who work one on one with senior undergraduate nursing students in the clinical area to promote attainment of nursing course learning objectives.

Preceptors/mentors for undergraduate nursing students must be currently licensed registered nurses who have at least one year of nursing experience. Preceptors/mentors are not School of Nursing faculty members, do not need to meet Texas State Board of Nursing minimum requirements for nursing faculty members, and are responsible for working with only one nursing student at any given time. When possible, it is recommended that preceptors/mentors for undergraduate students have a minimum of a BSN. However, it is recognized that this is not always realistic and a registered nurse with experience in the clinical specialty area may qualify as a preceptor/mentor.

UTHSCSA nursing faculty members, working in tandem with the clinical agency, determine the appropriate preceptorship/mentorship experience for the students. Preceptors/mentors are utilized in upper division nursing courses to serve as role models, preceptors and/or direct supervisors of students in the clinical area. Preceptors/mentors do not replace nursing faculty, but work closely with nursing faculty in facilitating student success. Nursing faculty members maintain the responsibility for the final evaluation of the student; however, will request specific input from the preceptor.

Nursing course faculty members are responsible for developing guidelines specific to the course for the preceptor to follow. Nursing faculty, preceptor and student responsibilities are discussed in the following pages.

Roles and Responsibilities

In order to be consistent with the University of Texas Health Science Center at San Antonio School of Nursing course policies and the *TEXAS BOARD OF NURSING 3.8.3.a. EDUCATION GUIDELINE Precepted Clinical Learning Experiences Revised: 1/17/2013* and for clarification of roles, the following pages summarize the UTHSCSA nursing faculty, preceptor/mentor, agency and preceptee/mentee responsibilities:

School and Nursing Faculty Responsibilities

1. Assist the Office of Academic Affairs in ensuring that preceptors/mentors meet qualifications in Texas State Board of Nursing [Rule 215.10](#).
2. Assist the Office of Academic Affairs in ensuring there are written agreements which delineate the functions and responsibilities of the affiliating agency, clinical preceptor/mentor and nursing program.
3. Ensure 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.
4. Inform the preceptor of the skill level of the student to guide the preceptor's expectations of the student.
5. Orient both the student and the preceptor/mentor to the clinical experience.
6. Provide the preceptor an orientation to the philosophy, curriculum, course, and clinical objectives of the nursing education program. Discuss student expectations, skills performance, student guidelines for performance of procedures, and methods of evaluation.
7. Approve the scheduling arrangement for the student and preceptor to assure availability of the faculty member when needed during the precepting experience.
8. Assume overall responsibility for the evaluation of the student.
9. Assist the Office of Academic affairs in ensuring student compliance with standards on immunization, screening, OSHA standards, CPR, and current liability insurance coverage, as appropriate.
10. Work cooperatively with the preceptor/mentor and the agency to determine student learning needs and appropriate assignments.
11. Assist the preceptor/mentor with making appropriate student assignments as necessary
12. Communicate assignments and other essential information to the agencies.
13. Meet with the clinical preceptor/mentor and the student in order to monitor and evaluate the learning experience.
14. Monitor student progress through rounds, student clinical seminars, student-faculty-preceptor conferences and/or review of student clinical assignments.
15. Be readily available, e.g., telephone, pager or email for consultation when students are in the clinical area.
16. Receive feedback from the preceptor regarding student performance.
17. Provide feedback to preceptor regarding the preceptor's performance and the clinical learning experience.
18. Assist the Office of Academic Affairs in providing preceptor/mentor recognition

Preceptor/Mentor Responsibilities

- 1. Participate in a preceptor/mentor orientation. See inside cover of this manual for instructions on how to access the orientation.**
2. Function as a role model in the clinical setting.
3. Facilitate learning activities for no more than one student.
4. Orient the preceptee/mentee(s) to the clinical agency.
5. Guide, facilitate, supervise, and monitor the preceptee/mentee(s) in achieving the clinical objectives. Supervise the student's performance of skills and other nursing activities to assure safe practice.
6. Collaborate with faculty to review the progress of the preceptee/mentee(s) toward meeting clinical learning objectives.
7. Provide feedback to the preceptee/mentee(s) regarding clinical performance.
8. Contact the faculty if assistance is needed or if any problem with preceptee/mentee(s) performance occurs.
9. Collaborate with the preceptee/mentee and faculty to formulate a clinical schedule.
10. Discuss with faculty/student arrangements for appropriate supervision of the preceptee/mentee(s) should the preceptor be absent.
11. Give feedback to the nursing program regarding clinical experience for preceptee/mentee(s) and suggestions for program development.

Agency Responsibilities

1. Retain ultimate responsibility for the care of clients.
2. Retain responsibility for preceptor's salary, benefits, and liability.
3. Communicate the preceptor program and expectations of preceptee/mentee(s) to other agency personnel who are not directly involved with preceptorship.

Preceptee/Mentee(s) Responsibilities

1. Adhere to all clinical agency policies and procedures.
2. Adhere to all policies and procedures of the University of Texas Health Science Center at San Antonio, the School of Nursing, and Texas Board of Nursing.
3. Abide by the ANA Standards of Practice and the ANA Code of Ethics. Failure to exhibit integrity, ethical conduct, professional standards or any violation of the responsibilities listed within may result in a failing grade and/or dismissal from the nursing program and the University.

4. Complete clinical orientation, as required by the SON and the clinical agency, prior to the start of the clinical experience.
5. Dress in a professional manner as required by the SON and clinical agency dress code policy.
6. Maintain patient confidentiality and HIPAA guidelines. Under no circumstance may records be copied, or removed from the agency.
7. Student conduct in the clinical setting must be in a manner which demonstrates safety, adherence to professional standards, and reflects positively upon the SON.
8. Be prepared to work the same shift and hours as the preceptor/mentor and as agreed upon between the student, the preceptor/mentor and the nursing faculty.
9. Establish with the course nursing faculty and preceptor a schedule of clinical experiences.
10. Attend all scheduled clinical days, or notify the nursing faculty and the clinical preceptor/mentor if an absence is necessary. Arrange for make-up time.
11. Collaborate with the course nursing faculty and the clinical preceptor specific learning goals for the precepted clinical experience.
12. Maintain open communications with the preceptor/mentor and faculty.
13. Maintain accountability for own learning activities.
14. Prepare for each clinical experience as needed.
15. Be accountable for own nursing actions while in the clinical setting.
16. Demonstrate competency in performing each nursing skill to the preceptor/mentor prior to performing the skill independently.
17. Comply with the SON identified list of skills activities that may NOT be performed by a student.
18. Maintain the student role. At no time is the student to assume a staff nursing position.
19. Arrange appointments, either in person or electronically, with the course nursing faculty to discuss progress toward goal achievement.
20. Document and notify the nursing faculty **immediately** of any concerns regarding unprofessional behavior or breach of contract by the preceptor.
21. Maintain a record of clinical experiences according to the course objectives.
22. Participate in scheduled clinical conferences as designated by nursing faculty.
23. Complete all required forms and submit them to the nursing faculty at the end of the semester.

Frequently Asked Question about Precepting

1. Should the student work with only one Preceptor/Mentor?

Yes. Ideally, one preceptor/mentor should be assigned by the agency as the primary supervisor for the student. However, due to scheduling issues, a second preceptor/mentor may be assigned to the student. With approval from the nursing faculty, the primary preceptor/mentor may assign the student to other nurses during the clinical experience to achieve the course objectives in a timely manner.

2. How are clinical experiences chosen?

The course nursing faculty works closely with the healthcare agencies to place students in the appropriate clinical settings. The clinical healthcare agency identifies the appropriate preceptor/mentor with final approval from the course nursing faculty.

3. Can an individual who is not employed by the agency be a clinical Preceptor/Mentor in that agency?

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

4. How much time will be required of the Preceptor/Mentor?

1. Time requirements will vary depending upon the progress of the student. The course nursing faculty will provide this specific information.
2. It is suggested that students meet at least weekly with the preceptor/mentor to discuss weekly goals/objectives and progress.

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

For undergraduate nursing students, the primary preceptor/mentor 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/mentor. Students may function independently after the preceptor/mentor has ascertained that the student can safely and competently provide nursing care.

6. Must all undergraduate student Preceptors/Mentors have a BSN as the minimum criteria?

If at all possible it is recommended that preceptors/mentors have a BSN as the minimum requirement. The purpose of this is to facilitate professional role modeling. However, it is understood that BSN prepared nurses may not be available in all settings.

7. Can students be precepted/mentored on evenings, nights and weekends?

Yes. Students may be assigned clinical experiences during any day/shift with the exception of University Holidays.

8. What sort of support will the School of Nursing provide to the Preceptor/Mentor?

Nursing faculty will conduct an orientation for preceptors/mentors at the beginning of the semester. Faculty will be available to the preceptors either in person, by phone, pager and/or electronically 24/7. The nursing faculty will ensure that the preceptor/mentor is supplied the appropriate clinical paperwork.

9. Why would an individual choose to be a Preceptor/Mentor?

1. Preceptors/mentors are a critical component in implementing the nursing curriculum.
2. Preceptors/mentors are integral in the training and transition of their future colleagues.

10. How much flexibility do the student and Preceptor/Mentor have in designing the clinical experience?

Our goal is to provide the student with educational activities specific to their individual needs and career aspirations. The course has general outcomes which guide the preceptor/mentor in helping the student select experiences intended to meet these criteria. This process is the joint effort of the preceptor/mentor, the student and the faculty.

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

No. Faculty members will be available by phone, e-mail, or by beeper 24/7. Faculty members will be present at the agency by request and as mutually agreed upon between the faculty member, the preceptor/mentor and the student.

Student Health Policies

The UTHSCSA SON immunization requirement can be found at http://shc.uthscsa.edu/immunization_info.asp . 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/mentor 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/mentor, the student should be seen in the UTHSCSA 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/mentor 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/mentor 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. 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, make appropriate recommendations. The Occurrence/Incident form can be found at https://nursing.uthscsa.edu/about/administration/faculty_handbook.aspx Chapter 4 4.20.1.

Student Health: Needlestick Injury and Other Exposures

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](http://shc.uthscsa.edu/pdf/needlestickpolicy.pdf) <http://shc.uthscsa.edu/pdf/needlestickpolicy.pdf>
2. [Incident Form](http://shc.uthscsa.edu/pdf/needlestickform.pdf) <http://shc.uthscsa.edu/pdf/needlestickform.pdf>
3. [TB Exposure](http://research.uthscsa.edu/safety/TuberculosisExposureControlPlan.pdf) <http://research.uthscsa.edu/safety/TuberculosisExposureControlPlan.pdf>
4. [Percutaneous Injury/Blood Borne Pathogen](http://research.uthscsa.edu/safety/BBPEXposureControlPlan.pdf) <http://research.uthscsa.edu/safety/BBPEXposureControlPlan.pdf>

Impaired Student Policy: Perception of Impairment

Should the preceptor/mentor, 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 UTHSCSA 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.
4. For additional information – see the UTHSCSA catalog

Course Specific Policies

Before you get started, here are a few suggestions:

- Become familiar with the course syllabus and learning objectives.
- 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/mentee 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/mentee to the unit staff and explain his/her role and your role.
- Orient the student to your unit and 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/mentor and preceptee/mentee 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

TEXAS BOARD OF NURSING 3.8.3.a. EDUCATION GUIDELINE Precepted Clinical Learning Experiences

Revised: 01/17/2013

Many nursing education programs use preceptors in the clinical instruction since it allows the student to experience working more closely with employed nurses and to gain from their expertise.

There are two (2) preceptor models identified in the Board rules. One model allows the clinical group to be expanded to twelve (12) students with two (2) students being rotated off to spend a day with the identified preceptor. In the second model, the entire clinical group of up to twenty-four (24) students is being precepted by assigned preceptors. In both models, the faculty is responsible for the clinical experience and for the final evaluation of students.

Rules 214 and 215 define a clinical preceptor as a licensed nurse (for vocational nursing programs and a registered nurse for professional nursing programs) who meets the minimum requirements in the rule, who is not employed as a faculty member by the nursing program, and who directly supervises clinical learning experiences for no more than two (2) students. A clinical preceptor assists in the evaluation of the student during the experiences and in acclimating the student to the role of the nurse. A clinical preceptor facilitates student learning in a manner prescribed by a signed written agreement between the educational institution, preceptor, and affiliating agency (as applicable).

A preceptor is a licensed nurse who has agreed to serve in this role either in a one-day capacity with no more than two (2) students as described in the first model, or as a long-term mentor for no more than two (2) students as described in the second model. There are differences in the students' clinical assignments when the faculty is supervising the total experience and when preceptors are used:

- When no preceptors are being used, a student may be assigned to a patient or a group of patients under the supervision of the faculty member and in collaboration with the patient or patients' assigned primary (staff) nurse. **The student nurse is learning to provide competent, safe care for the assigned patients** focusing on their diagnoses and total assessment.
- When the student is assigned to a preceptor, **the student is learning the nurse's role in providing all aspects of nursing care** to one (1) or more patients. The faculty member is accountable for the learning experience but the preceptor collaborates in the supervision and evaluation of the student's clinical performance.

Clinical affiliating agencies may select nurses to serve as preceptors for nursing students and may provide an orientation for nurses serving as preceptors. Nursing programs who use preceptors should also provide a preceptor orientation to familiarize the preceptor with the program objectives and curriculum, as well as the program's expectations of the preceptor.

Rule 214.10 sets forth the requirements for use of clinical preceptors in vocational nursing education programs. Rule 215.10 sets forth the requirements for use of clinical preceptors in professional pre-licensure nursing education programs (diploma, associate degree, baccalaureate degree, or entry-level master's degree).

<p>Rule 214.10(i) related to <i>Clinical Learning Experiences</i> requires, in pertinent part, that “When faculty use clinical preceptors to enhance clinical learning experiences and to assist faculty in the clinical supervision of students, the following applies: (1) Faculty shall develop written criteria for the selection of clinical preceptors. (2) When clinical preceptors are used, written agreements between the vocational nursing education program, clinical preceptor, and the affiliating agency, when applicable, shall delineate the functions and responsibilities of the parties involved. . .”</p>	<p>Rule 215.10(j) related to <i>Clinical Learning Experiences</i> requires, in pertinent part, that “When faculty use clinical preceptors or clinical teaching assistants to enhance clinical learning experiences and to assist faculty in the clinical supervision of students the following applies: (1) Faculty shall develop written criteria for the selection of clinical preceptors and clinical teaching assistants. (2) When clinical preceptors or clinical teaching assistants are used, written agreements between the professional nursing education program, clinical preceptor or clinical teaching assistant, and the affiliating agency, when applicable, shall delineate the functions and responsibilities of the parties involved. . .”</p>
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The following are suggested items to be included in a written agreement between program, clinical preceptor and/or affiliating agency, and student, indicating delineation of functions and responsibilities, as appropriate. An actual written agreement should include areas for appropriate signatures and dates.

Nursing Education Program/Faculty Responsibilities:

1. Ensure that preceptors meet qualifications in Rule 214.10 or Rule 215.10, as appropriate. It is recommended that the preceptor has been licensed and in practice for at least one (1) year.
2. Ensure that there are written agreements which delineate the functions and responsibilities of the affiliating agency, clinical preceptor, nursing program, and student.
3. Ensure that clinical experiences using preceptors should usually 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.
4. Inform the preceptor of the skill level of the student to guide the preceptor’s expectations of the student.
5. Orient both the student and the preceptor to the clinical experience.
6. Provide the preceptor an orientation to the philosophy, curriculum, course, and clinical objectives of the nursing education program. Discuss student expectations, skills performance, student guidelines for performance of procedures, and methods of evaluation.
7. Approve the scheduling arrangement for the student and preceptor to assure availability of the faculty member when needed during the precepting experience.
8. Assume overall responsibility for teaching and evaluation of the student.
9. Assure student compliance with standards on immunization, screening, OSHA standards, CPR, and current liability insurance coverage, as appropriate.
10. Work cooperatively with the preceptor and the agency to determine student learning needs and appropriate assignments.
11. Collaborate with the preceptor to ensure appropriate student assignments and clinical experiences.
12. Communicate assignments and other essential information to the agencies.
13. Meet regularly with the clinical preceptor and the student in order to monitor and evaluate the learning experience.
14. Monitor student progress through rounds, student clinical seminars, student-faculty-preceptor conferences and review of student clinical assignments.
15. Be readily available, e.g., telephone, pager or email for consultation when students are in the clinical area.
16. Receive feedback from the preceptor regarding student performance.
17. Provide feedback to preceptor regarding performance as preceptor and the clinical learning experience.
18. Provide recognition to the preceptor for participation as a preceptor. Ex: adjunct faculty plaque, certificate.

Preceptor Responsibilities:

1. Participate in a preceptor orientation.
2. Function as a role model in the clinical setting.
3. Facilitate learning activities for no more than two (2) students during one (1) clinical rotation.
4. Orient the student(s) to the clinical agency.
5. Guide, facilitate, supervise, and monitor the student in achieving the clinical objectives.
Supervise the student's performance of skills and other nursing activities to assure safe practice.
6. Collaborate with faculty to review the progress of the student toward meeting clinical learning objectives.
7. Provide direct feedback to the student regarding clinical performance.
8. Contact the faculty if assistance is needed or if any problem with student performance occurs.
9. Collaborate with the student and faculty to formulate a clinical schedule.
10. Discuss with faculty/student arrangements for appropriate coverage for supervision of the student should the preceptor be absent.
11. Give feedback to the nursing program regarding clinical experience for student and suggestions for program development.

Agency Responsibilities:

1. Retain ultimate responsibility for the care of clients.
2. Retain responsibility for preceptor's salary, benefits, and liability.
3. Provide basic information about the agency's expectation of the preceptor experience to the program and nurses.
4. Interpret the preceptor program and expectations of students to other agency personnel who are not directly involved with preceptorship.

Student Responsibilities:

1. Coordinate personal schedule with the preceptor's work schedule to avoid any conflicts.
2. Maintain open communications with the preceptor and faculty.
3. Maintain accountability for own learning activities.
4. Prepare for each clinical experience as needed.
5. Be accountable for own nursing actions while in the clinical setting.
6. Arrange for preceptor's supervision when performing procedures, as appropriate.
7. Contact faculty by telephone, pager or email if faculty assistance is necessary.
8. Respect the confidential nature of all information obtained during clinical experience.
9. Adhere to safety principles and legal standards in the performance of nursing care.

Some Factors to be Considered in Selecting Precepted Experiences:

1. The preceptor's nursing responsibilities that might impact his/her teaching time with the students.
2. The location and accessibility of the facility for the student.
3. Safety measures taken into account.
4. The diversity of population served.
5. Willingness to accommodate nursing students.
6. Number of other programs/students using the same setting.
7. The interdisciplinary nature of the setting.
8. Current trends in health care delivery in the setting.
9. Appropriateness of the precepted experience for the level of educational preparation for the students.

Important: Please be aware that references to Rule 214 and Rule 215 are not all inclusive.

Appendix – FORMS

Student Acknowledgement Course Requirements

Faculty Contact Information

Preceptor/Mentor Agreement

Clinical Experience Log

Preceptor/Mentor Formative Evaluation of Student

Student Evaluation of Preceptor

Student Evaluation of Agency

Preceptor/Mentor Evaluation of Preceptorship Program

Adjunct Faculty Status

Student Acknowledgement

Instructions: Please fill in the information and submit via the UTHSCSA BbLearn Assignment Drop Box. This information may be shared with the clinical healthcare agency.

Student Name: _____ **ID#:** _____

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 UTHSCSA and School of Nursing Undergraduate Student and Preceptor Handbooks (current versions). I agree to abide by the guidance, policies and expectations set forth in the course materials and the UTHSCSA and UTHSCSA School of Nursing Undergraduate Student Handbooks.

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 HIPPA and FERPA confidentiality guidelines during the clinical experience.

Signature (electronic is acceptable, name and user ID)

(Date)

UTHSCSA Faculty Contact Information for Preceptor/Mentor

Our course faculty will be contacting you during your work hours, to briefly discuss the student's progress and any concerns or feedback you may have. Please feel free to contact nursing faculty at any time. If you are unable to reach the primary faculty, you may contact the course coordinator.

Course Coordinator UTHSCSA Nursing Faculty Name:	
Primary UTHSCSA Nursing Faculty Name:	
Course Name:	Date:
Work Number:	E-mail:
Pager:	
Cell phone:	
The best time to reach primary nursing faculty:	
Course Name:	Date:
Work Number:	E-mail:
Pager:	
Cell phone:	
The best time to reach the course coordinator:	

UTHSCSA Preceptor Mentor Agreement

I have reviewed the attached Guidelines for Preceptored Clinical Experiences and I agree to complete the preceptor training and serve as a preceptor/mentor for the:

____ **Spring** ____ **Summer** ____ **Fall** **Semester of 20** ____

Course: _____

Student name (s): _____

Agency/Hospital: _____

Preceptor/Mentor Name as shown on Texas Nursing License: _____

Signature: _____

Preceptor Telephone contact: _____ **Email:** _____

License: State _____ **Expires:** _____

Credentials: Diploma ADN BSN MSN Other: _____

Days of Week:
Time of Day/Shift:
Start Date:
Completion Date:

Name of Student Assigned:
Student's Contact Phone Number:
Student's UTHSCSA Email Address:
Best Time to Reach Student:

There are ____ clinical hours required by the student in order to have the opportunity to successfully demonstrate course objectives. The student must complete the entire direct patient care hours required for completion of the course.

If, for some reason, the clinical hours cannot be completed, a conference between the preceptor, nursing faculty, and student will occur in order to successfully resolve any discrepancies. Documentation of clinical hours is the responsibility of the student, with the preceptor verifying the time by signature.

The preceptor and the student will complete this form and maintain a copy. The original shall be submitted to the nursing faculty within 1 week of the start of the preceptorship.

UTHSCSA Preceptor/Student Clinical Experience Log

Student Name (signature): _____

Student Name (print): _____

Initials: _____

Faculty of Record: _____

Preceptor Name (printed): _____

Initials: _____

Preceptor Signature: _____

If you have a different preceptor for any reason, they must print and sign their name in box for Preceptor Initials.

You may "sign in" no earlier than 10 minutes prior to your scheduled shift and please put actual time left shift. There is 30 minutes that are for lunch that do not count in total hours "worked".

UNIT	DATE m/d/y	Time In	Time Out	STUDENT Initials	Preceptor Initials

UNIT	DATE m/d/y	Time In	Time Out	STUDENT Initials	Preceptor Initials

Note: Signature on this form is verification that the above information accurately documents the number of scheduled clinical hours completed under RN supervision during this clinical preceptorship. More copies may be needed to document all of the clinical hours.

It is acknowledged that completion of clinical hours does not assure a passing grade for the course.

Student: Please return the completed form to your Clinical Faculty at the end of the semester.

Preceptor/Mentor Midterm and Final Evaluation of UTHSCSA Student

Student Name: _____ Agency: _____

Preceptor Name: _____ Preceptor Signature: _____

Date(s) worked: _____

Instructions: The staff nurse/Preceptor's evaluation of the student in this course is very important to the faculty members and the nursing program. **Circle either midterm or final evaluation.** Please mark the selected response using the scale below and return to faculty member (or to student if desired).

5 = Exceeds expectations	4 = Acts independently	3 = Consistent; minimal prompting	2 = Developing independence; occasional prompting	1 = Inconsistent; needs frequent prompting	0 = Needs constant prompting and supervision
Goal 1: Incorporates knowledge, skills, and attitude from the liberal arts and sciences into professional practice.					5 4 3 2 1 0
<ul style="list-style-type: none"> • Used in the nursing practice • Demonstrated intra- and inter-personal collaboration 					
Goal 2: Applied knowledge and skills of organizational and leadership, quality improvement, and patient safety.					5 4 3 2 1 0
<ul style="list-style-type: none"> • Promotes safe, high quality care for diverse patients across healthcare systems and environments. 					
Goal 3: Analyzed and applied evidence from research and other credible information sources as a basis for nursing practice.					5 4 3 2 1 0
<ul style="list-style-type: none"> • Identified clinical problems and applied knowledge of research and inquiry to analyze best practice recommendations. • Collaborates with clinical partners to identify clinical problems, make appropriate recommendations and promote safe, quality patient care. 					
Goal 4: Incorporated knowledge and skills in using information systems and a range of patient care technologies to facilitate delivery of quality patient care.					5 4 3 2 1 0
<ul style="list-style-type: none"> • Uses electronic medical records or medication delivery systems • Use of technology within the clinical environment 					
Goal 5: Advocates for financial and regulatory healthcare policies, processes, and environments that improve the nature and functioning of the healthcare delivery system and nursing practice.					5 4 3 2 1 0
<ul style="list-style-type: none"> • Identified and interpreted healthcare policies that impact patient care. • Incorporated an understanding of individuals and family needs associated with financial and healthcare concerns into the delivery of care. 					

5 = Exceeds expectations	4 = Acts independently	3 = Consistent; minimal prompting	2 = Developing independence; occasional prompting	1 = Inconsistent; needs frequent prompting	0 = Needs constant prompting and supervision
Goal 6: Collaborated and communicated effectively with healthcare professionals to promote positive working relationships, improve patient health outcomes, and deliver high quality, safe patient care. <ul style="list-style-type: none"> Communicates effectively with health care team members to relay information on patient status and need for assistance 					5 4 3 2 1 0
Goal 7: Promoted individual and population health by assessing factors which influence individual and population health and applying principles and culturally appropriate health promotion and disease prevention strategies. <ul style="list-style-type: none"> Taught health promotion and disease prevention strategies to patients and families from diverse populations. 					5 4 3 2 1 0
Goal 8: Demonstrate consistent application of the core values of the discipline of nursing and the professional standards of moral, ethical, and legal conduct. <ul style="list-style-type: none"> Provides care in a manner consistent with professional, moral, ethical, and legal standards. Exhibits professional behavior and attitude. Adheres to professional codes of conduct and standards in providing care. 					5 4 3 2 1 0
Goal 9: Integrate the knowledge, skills, and attitudes expected of a baccalaureate prepared nurse by providing professional nursing care to diverse patients and populations across the lifespan, healthcare settings, and healthcare environments. <ul style="list-style-type: none"> Provided compassionate, patient-centered care, reflecting knowledge of best practices and evidence, with respect for patient and family preferences. Facilitated patient-centered transitions of care. Demonstrated ability to manage multiple functional problems affecting patients across the lifespan. Applied appropriate clinical judgment and reasoning in prioritizing and managing multiple delivery of care needs. Incorporated knowledge of professional nursing practice standards when delegating to and supervising members of a healthcare team. 					5 4 3 2 1 0
Comments:					

Student: Please return the completed form to your UTHSCSA nursing faculty.

Student signature/date

Preceptor/Faculty signature/date

Thank you for your participation!!

UTHSCSA Student Evaluation of Preceptor/Mentor

Preceptor Name:	Semester:
Agency:	Student Name:

Please circle the most appropriate response (1 = strongly disagree, 3= neutral, 5 = strongly agree):

1. My preceptor facilitated my learning in the clinical area.	1	2	3	4	5
2. My preceptor assisted me in meeting my clinical objectives.	1	2	3	4	5
3. My preceptor oriented me to the facility.	1	2	3	4	5
4. My preceptor included me in staff meetings and activities.	1	2	3	4	5
5. My preceptor fully explained her/his role as preceptor and her/his job description.	1	2	3	4	5
6. My preceptor was a role model for professional behaviors and skills.	1	2	3	4	5
7. My preceptor created an environment of open communication, trust, support and guidance.	1	2	3	4	5
8. I would recommend this preceptor for future students.	1	2	3	4	5
9. Optional feedback: What about the preceptor's style helped you to learn? What things could be changed to help you learn? Other comments:					

UTHSCSA Student Evaluation of Agency

Agency: _____

Semester/year: _____

Please complete this form to help us evaluate your clinical learning and submit this form to your UTHSCSA nursing faculty at the end of the course. The response is numbered from 1 to 7. Number 1 corresponds to the response word to the left of the numbers. Number 7 corresponds to the response to the right of the numbers. Numbers 2-6 correspond to levels between the responses 1 and 7.

Circle the number that best describes your experience. Explain any answers in the space provided.

LEARNING OPPORTUNITIES	COMMENTS
<p>1. I had the opportunity to apply theory from classes to clinical experience:</p> <p>Rarely 1 2 3 4 5 6 7 Every Clinical.</p>	
<p>2. I was able to have many different learning experiences:</p> <p>Very Few 1 2 3 4 5 6 7 Many</p>	
<p>3. The experience improved my understanding of holistic nursing</p> <p>Not at all 1 2 3 4 5 6 7 Very Much</p>	

Preceptor/Mentor Evaluation of UTHSCSA Preceptorship Program

Please complete the Preceptor Evaluation at the end of the clinical experience. The preceptor may return this form to the nursing faculty, or fax it to the SON: 210-567-1719. Be sure to include the nursing faculty's name in the subject line. Thank you for your comments and feedback.

Date:

Agency:	
Preceptor Name (Optional):	
In terms of your experience as a preceptor for the UTHSCSA PRECEPTOR PROGRAM:	<p>What about the program is working?</p> <p>What about the program needs changing?</p>
In terms of your experience as a preceptor for the UTHSCSA senior NURSING STUDENT:	<p>Is the student prepared for the clinical experience?</p> <p>Is there something that could assist the student to be more prepared for the clinical experience?</p>
In terms of your experience as a preceptor with the NURSING FACULTY:	<p>What worked in your interactions with the nursing faculty?</p> <p>How could the interactions with the nursing faculty be improved?</p>
Additional Comments: (May use back of form)	

Guidelines Related to Skills Performance by Pre-licensed Students

RN PRECEPTOR SUPERVISION IS REQUIRED FOR THE FOLLOWING PROCEDURES UNTIL COMPETENCY IS VERIFIED BY THE RN PRECEPTOR:

If your patient requires nursing care, which you are unable to do without supervision, and your preceptor is unable to supervise you, the staff nurse assigned to the patient is required to deliver the nursing care.

1. Calculations, administration, and documentation of oral, enteral, parenteral, intermittent needle therapy (e.g. saline lock), flushes, and IV piggyback medications only after the student has reviewed each of the medications for compatibility and rate of administration with the RN
2. Dressing changes
3. Changing IV solution bags or tubing
4. Urethral catheterization
5. Tube feedings/irrigations
6. Venipuncture and initiation of IV therapy
7. Any new procedure or one with which the student is uncertain or unfamiliar

RN PRECEPTOR SUPERVISION IS REQUIRED THROUGHOUT THE CLINICAL ROTATION FOR ANY OF THE FOLLOWING PROCEDURES:

1. IV push medications
2. Checking and hanging TPN
3. Drawing blood from a central line or PICC
4. Invasive monitoring, e.g. arterial lines, pulmonary artery pressure monitoring
5. Patient transfers, e.g. from ICU to floor
6. Removing controlled substances from locked storage
7. Administration of any high risk medication
8. Any therapy related to central, PICC, arterial lines including but not limited to flushing, medications, dressing and tubing changes, and removal
9. **ALL documentation in the patient's medical record (computer or paper chart)**

PROCEDURES NOT ALLOWED UNDER ANY CIRCUMSTANCES:

The following procedures may not be done by students under any circumstances:

1. Transcribing orders
2. Documentation of waste of a controlled substance
3. Administration of blood products
4. Arterial blood draws directly from the artery
5. Defibrillation or cardioversion
6. Administration of chemotherapeutic agents
7. Accepting verbal or telephone orders from a physician. (The student may call a provider, but a licensed RN must take any orders.)
8. Administer procedural sedation
9. All invasive monitoring calibrations
10. Count controlled substances at change of shift
11. Mediastinal or pleural chest tube removal
12. Sheath removal post cardiac catheterization

PLEASE NOTE THAT AGENCY POLICIES SUPERSEDES GUIDELINES RELATED TO SKILLS PERFORMANCE BY PRE-LICENSED STUDENTS

Adjunct Faculty Appointment Without Salary

Philosophy and Purpose

The faculty of the University of Texas Health Science Center at San Antonio School of Nursing draw upon qualified members of the community to assist in providing quality education for the students. Adjunct Faculty without salary is one mechanism for recognizing and utilizing the outstanding contributions of these individuals. We believe that Adjunct Faculty contribute to our program by adding both breadth and depth to the school faculty, helping to bridge the gap between nursing education and nursing service, and providing interdisciplinary exchange among health care professionals.

Areas of contributions by the Adjunct Faculty to the nursing program could include: increasing the breadth or depth of the theoretical component of any portion of the curriculum, increasing the breadth or depth in clinical practice or conduct, serving as a role model, or serving as a preceptor. Some specific examples include but are not limited to: presentation of lectures to faculty, residents and/or students; Masters' prepared preceptors; clinical teaching activities to residents and/or students (non HSC related patients); research and/or teaching activities with faculty, residents and/or students.

Adjunct Faculty are non-voting members of the Faculty of The University of Texas Health Science Center at San Antonio School of Nursing, and are invited to participate in Faculty Assembly meetings.

Qualifications

Adjunct Faculty Without Salary

(official title –Adjunct Assistant Professor, Adjunct Associate Professor, Adjunct Professor)

1. A professional who is actively engaged in advancing the mission of the School of Nursing.
2. Academically qualified (at least at the Assistant Professor level) or meets other comparable academic requirements for appointment to the faculty of The University of Texas Health Science Center at San Antonio School of Nursing.
3. Has made or has the potential to make outstanding contributions to the School of Nursing.

Term of Appointment

Adjunct Faculty without salary will be appointed for a term of one year, conforming to the academic year of the University, with opportunity for reappointment every year.

Rank

Academic rank will be recommended by the Chair in accordance with the criteria for appointment and advancement of The University of Texas Health Science Center at San Antonio School of Nursing.

Parking/ID Cards/Library Privileges

Adjunct Faculty without salary are eligible for free parking, ID card, and library privileges. Deposits are required for the ID cards. Department personnel will send a letter to the individual. The individual is responsible for taking their appointment letter to UT Police to get a parking permit and ID card (permits are for one year), and to the library for library privileges.

Mechanism for Appointment

Faculty members who desire to recommend someone for an appointment as an Adjunct Faculty without salary will complete the Recommendation for Adjunct Faculty Without Salary form and submit to the appropriate Department Chair. Recommended appointments are reviewed and approved by the department chair and processed in accordance with the HSC Handbook of Operating Procedures. Documentation required for the appointment includes official transcripts sent directly to the department from the faculty member's academic institution, Biographical Data Sheet, Security/Background Check, Curriculum Vitae. This documentation and any other that might be required to complete the appointment process will be requested by the appropriate department staff member. The Assistant to the Dean and the Department Administrators have a copy of the Adjunct Faculty without Salary appointment procedures in their respective Job Manuals.

Mechanism for Reappointment

Department chairs make a recommendation based on documented contributions made to the department and/or the SON. The Department Chair may consult with faculty to determine recommendation for reappointment. If recommended for reappointment, the department will complete the reappointment process.