



**UT Tyler**™ SCHOOL OF  
**NURSING**

## **PRECEPTOR GUIDE & ORIENTATION**

### **Bachelor of Science in Nursing**



**Revised 9/11/2023**

**Disclaimer Statement:** These guidelines have been prepared to inform you of the selected policies, procedures, and activities within The University of Texas at Tyler's Bachelor of Science in Nursing program.



# UT Tyler SCHOOL OF NURSING

Dear Preceptor,

Thank you so much for agreeing to precept! The success of our program depends on dedicated healthcare professionals such as you who are interested in contributing to the education of our students. Clinical preceptors hold a significant position as mentors for students. Please accept our sincere gratitude for your willingness to share your clinical expertise and professional time with our BSN students.

This Preceptor Guide was designed for both new and experienced clinical preceptors. It is intended to provide you with information and guidance on being an effective clinical mentor for BSN students. You may access the preceptor resources online at any time through the UTT website.

[UT Tyler Undergraduate Preceptors](#)

We appreciate your time and effort spent on the student's behalf and welcome your comments, suggestions, and feedback.

Best Regards,

*Janice Hawes*

Janice Hawes, DNP, RNC, CNS  
Assistant Dean of Undergraduate Programs  
The University of Texas at Tyler  
[jhawes@uttyler.edu](mailto:jhawes@uttyler.edu)

<p><i>Autumn Ladd</i> Autumn Ladd, MSN, RN Tyler Site Coordinator <a href="mailto:aladd@uttyler.edu">aladd@uttyler.edu</a></p>	<p><i>Deborah Crumpler</i> Deborah Crumpler, PhD, RN, CCRN-K Longview Site Coordinator <a href="mailto:dcrumpler@uttyler.edu">dcrumpler@uttyler.edu</a></p>	<p><i>Gina Dudley</i> Gina Dudley, MSN, CMSRN-BC, ACUE Palestine Site Coordinator <a href="mailto:gdudley@uttyler.edu">gdudley@uttyler.edu</a></p>
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## Preceptor Orientation

Welcome to the preceptor orientation for our undergraduate nursing students! We are grateful for your contribution as a clinical expert and nurse educator. Your role is pivotal in shaping the next generation of nurses. The **purpose of the preceptor program** is to provide students with a professional, such as yourself, whose guidance will enhance their learning. The Preceptor is a hands-on mentor, facilitator, and resource during the BSN students' clinical experience and participates in evaluating the students and their clinical performance.

The School of Nursing's **mission statement** is to empower students to excel as nurse clinicians, leaders, and scholars in a caring, learner-centered, strengths-based environment. Our **vision** is to aspire to be the leader in transforming lives through excellence and nursing education. Six key **values** are integral to our identity and underpin all programs offered by the School of Nursing and are outlined below.

1. **Caring:** Professional practice that embodies empathy, presence, and advocacy, resulting in compassionate, patient-centered care.
2. **Excellence:** The dynamic effort to exceed professional nursing standards of practice, education, and scholarship.
3. **Spirit of inquiry:** A relentless curiosity toward nursing practice resulting in the generation of new knowledge, evidence-based decision-making, and improved clinical outcomes.
4. **Professionalism:** The outward expression of an individual's respect for self and others; taking responsibility for behaviors that adhere to professional standards and codes of conduct. \*
5. **Integrity:** Actions that reflect moral accountability in practice, education, and scholarship consistent with professional nursing values.
6. **Leadership:** Establishing a clear-shared vision; providing the information, knowledge, and resources to realize that vision; coordinating and balancing varied interests of stakeholders; and inspiring others to engage in achieving mutual goals.

*\*ANA Code of Ethics.*

### **Diversity, Equity, and Inclusion Statement**

The University of Texas at Tyler School of Nursing aspires to create, foster, and sustain a culture of justice, equity, diversity, and inclusion irrespective of one's identity. We value and embrace all backgrounds, experiences, and identities, realizing that no one group, person, or perspective has all the answers. We are richer when our individual skills, knowledge, experiences, cultures, backgrounds, and identities are combined in an accepting community. We strive to ensure that every individual gets a fair and equal chance to participate and thrive in a nurturing environment where all feel a sense of belonging. We are committed to intentionally and deliberately creating a diverse community that instills a sense of equitable justice and belonging for everyone affiliated with our school.

### **Preceptor Benefits**

1. Preceptors receive the benefit of teaching the next generation of nurses.
2. Preceptors may request free access to the UT Tyler Robert R. Muntz Library. Please contact Janice Miles MSN, RN-BC at [jmiles@uttyler.edu](mailto:jmiles@uttyler.edu) to request library access.
3. Partial exemption from tuition is available for preceptors and their children. More information about this program can be found on the website [College for all Texans](#).

## BSN Program Objectives

Based on the philosophy and mission statements of both the university and the School of Nursing, the following behaviors reflect expected outcomes (terminal objectives) for the nursing program.

Graduates of the baccalaureate nursing program should be able to:

1. **Professionalism:** Uphold standards of practice using moral, altruistic, ethical, and humanistic principles, while maintaining legal and regulatory standards.
2. **Patient-Centered-Care:** Recognize individual's preferences, values, and needs; anticipate the uniqueness of all individuals, families, and populations; and incorporate the patient/family/population in the plan and implementation of care.
3. **EBP:** Synthesize and apply evidence, along with clinical expertise and patient values, to improve patient outcomes.
4. **Informatics & Technology:** Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.
5. **Quality Improvement:** Use a systematic, data-guided approach to continuously improve outcomes and processes for the patient and healthcare systems.
6. **Teamwork and Collaboration:** Function effectively in nursing and interprofessional teams and foster communication, mutual respect, and shared decision-making to achieve quality patient care.
7. **Wellness and Prevention:** Assess health and wellness in individuals, families, groups, communities, and populations to promote health outcomes.
8. **Leadership:** Promote the practice of professional nursing through leadership and advocacy.
9. **Safety:** Implement measures to promote quality and a safe environment for patients, self, and others.
10. **Strengths:** Determine how Strengths (signature talent themes) influence the role of the student nurse and clinical decision-making.

## **Texas Board of Nursing Precepted Clinical Learning Experience Guidelines**

### **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 students during the clinical session.
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 ensure 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 experiences for students and suggestions for program development.

### **Clinical 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 the clinical experience.

9. Adhere to safety principles and legal standards in the performance of nursing care.

### **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 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 an orientation for the Preceptor outlining 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. Collaborate with the Preceptor to ensure student learning needs are met through appropriate student assignments and clinical experiences.
11. Communicate assignments and other essential information to the agencies.
12. Meet regularly with the clinical Preceptor and the student in order to monitor and evaluate the learning experience.
13. Monitor student progress through rounds, student clinical seminars, student-faculty-preceptor conferences and review of student clinical assignments.
14. Be readily available, e.g., telephone, pager or email for consultation when students are in the clinical area.
15. Receive feedback from the Preceptor regarding student performance.
16. Provide feedback to Preceptor regarding performance as Preceptor and the clinical learning experience.
17. Provide recognition to the Preceptor for participation as a preceptor. Ex: adjunct faculty plaque, certificate.

Source:

[https://www.bon.texas.gov/pdfs/education\\_pdfs/education\\_nursing\\_guidelines/3.8Clinical Learning Experiences/3-8-3-a.pdf](https://www.bon.texas.gov/pdfs/education_pdfs/education_nursing_guidelines/3.8Clinical_Learning_Experiences/3-8-3-a.pdf)

## BSN Upper-Division Courses

### **NURS 3303 Pathophysiology of Acute Care**

This course focuses on the etiology, pathophysiology, and clinical presentation of selected human diseases across the life span.

### **NURS 3307 Pharmacological Basis for Nursing**

This course explores evidence-based pharmacotherapeutic nursing interventions to improve patient care. Emphasis is on principles of safe medication administration and patient education. Community, ethical/legal and cultural considerations are explored.

### **NURS 3308 Holistic Health Assessment**

This course focuses on patient assessment across the lifespan, including health history and physical assessment. Cultural perspectives, diversity, belief systems, and holistic healthcare are addressed.

### **NURS 3605 Fundamentals of Nursing**

This course introduces nursing concepts and skills essential to provide the foundation for safe and effective nursing practice. Clinical hours are focused on basic therapeutic nursing skills with an emphasis on core competencies: critical thinking skills, communication, assessment, and technical skills.

### **NURS 3309 Wellness and Health Promotion**

This course will explore factors that impact a healthy society, including vulnerable populations across the lifespan, and how these factors contribute to optimal health or premature illness. This course will introduce the concepts of chronic care, risk reduction, vaccinations, health promotion, and patient teaching.

### **NURS 3313 Mental Health**

This course utilizes theories and concepts related to human behavior and alterations in human behavior. Using a holistic nursing approach, the emphasis is on communication skills, self-awareness, and therapeutic use of self.

### **NURS 3615 Caring for the Chronically Ill**

This course introduces nursing care required for individuals who have been diagnosed with chronic physical or mental conditions. Emphasis is on using evidence-based practice for professional collaborative management of chronic illness. A variety of clinical experiences will be used to apply caring and evidence-based professional nursing care for persons with chronic conditions.



### **NURS 3617 Population Health**

This course focuses on professional nursing care of at-risk populations. Emphasis is on environmental and demographic factors that influence health. A variety of clinical experiences will be used to apply caring, evidence-based, professional nursing care for persons at risk for or living with chronic conditions.

### **NURS 4626 Caring for the Acutely Ill**

This course introduces nursing care required for individuals across the lifespan who have been diagnosed with acute physical or mental conditions. Emphasis is on using evidence-based practice for professional collaborative management of acute illness. A variety of clinical experiences will be used to apply caring, evidence-based, professional nursing care for persons experiencing acute illnesses. The focus will be on managing acute conditions, prevention of complications, patient safety and quality care.

### **NURS 4628 Special Populations**

This course introduces holistic nursing care for special populations across the lifespan. Emphasis is on using evidence-based practice for professional collaborative management of vulnerable populations. A variety of clinical experiences will be used to apply caring, evidence-based, professional nursing care for special populations. The focus will be professional collaborative management of vulnerable populations emphasizing patient safety and quality care.

### **NURS 4329 Evidence-Based Decision Making**

This course will focus on synthesis and application of evidence, along with clinical expertise and patient values, to improve patient outcomes.

### **NURS 4634 Transitions to Practice**

This course focuses on the role of the professional nurse as a leader and manager of health care for diverse populations. Emphasis is on integration of evidence-based practice, quality improvement, professional standards, client advocacy, and legal and ethical responsibilities. This course will use a variety of clinical experiences to apply leadership and management principles to care for persons in various settings.

### **NURS 4338 Clinical Immersion**

This course expands on previously learned knowledge and clinical skills and allows the student to explore an area of interest. Emphasis is on immersion in a selected environment.

### **NURS 4339 Capstone**

This course will integrate principles of evidence-based practice, health promotion, population health, quality and safety, and leadership to develop a project to improve client outcomes.

## **BSN Mastery Skills**

### **NURS 3605 Fundamentals of Nursing**

1. Foley catheter
2. Medication Administration
3. NG Tube insertion
4. IV Therapy
5. Oxygen Delivery
6. Suctioning
7. Clinical Judgement and Prioritization

### **NURS 3615 Caring for the Chronically Ill**

1. Total parenteral nutrition
2. Clinical Judgement and Prioritization

### **NURS 3617 Population Health**

1. Therapeutic Communication
2. Population-Based Assessment
3. Care Coordination
4. Genogram and Ecomaps
5. Clinical Judgement and Prioritization

### **NURS 4628 Special Populations**

1. Demonstrate placement of the external fetal monitor
2. Discuss Apgar score
3. Performs postpartum assessment, including vital signs
4. Perform newborn/Pediatric assessment & vital signs
5. Demonstrate use of bulb syringe
6. Demonstrate assessment of newborn reflexes
7. Performs newborn maturity rating assessment
8. Demonstrate newborn positioning and swaddling
9. Perform newborn intramuscular injection and ophthalmic medication administration
10. Discuss discharge teaching (mother, newborn, or Pedi pt.)
11. Clinical Judgement and Prioritization

### **NURS 4626 Caring for the Acutely Ill**

1. Head to Toe Assessment
2. Focus assessment of CV system
3. Focus assessment of neurological system
4. Score neurologically impaired patient according to Glasgow coma scale
5. Perform patient teaching
6. Apply ECG electrodes
7. Identify dysrhythmias
8. Coordinate care for multiple patients

9. Blood Administration
10. Airway Management
11. Chest Tube Management
12. ABGs
13. Clinical Judgement and Prioritization

#### **NURS 4634 Transitions to Practice**

1. Charge Nurse Role-Identify and participate in key roles of Charge RN:
  - a. Make staff assignments.
  - b. Report – receive and give.
  - c. Actively assists with unit problem-solving.
  - d. Participate in the delegation of appropriate tasks/skills
  - e. Review unit staffing plan, budgeted hours, and skill mix
2. Management Role – Identify key roles of Management Responsibilities:
  - a. Review budget and cost containment initiatives.
  - b. Explore and/or participate in the hiring process
  - c. Analyze quality data specific to the area.
  - d. Identify and participate in quality processes
3. Interdisciplinary Collaboration-Identify and participate in activities involving the Interdisciplinary Team:
  - a. Understand and apply standards of practice and roles
  - b. Provide clear, concise communication.
  - c. Demonstrate collaboration and teamwork for coordinated care

#### **NURS 4338 Clinical Immersion**

1. Head to Toe Assessment
2. Work up to a full patient load according to unit-specific patient care area
3. Receive report from outgoing/oncoming shift on Preceptor's patients
4. Navigate within the EMR and documents appropriately with Preceptor, reflecting the holistic plan of care
5. Demonstrate ability to administer all medications (direct supervision is required with IV meds) while adhering to the guidelines for students
6. Conduct Patient/Care Partners teaching, including discharge planning
7. Complete admission procedures during clinical rotation as appropriate for the unit
8. Complete discharge/transfer procedures during clinical rotation as appropriate for the unit
9. Participate in rounds with healthcare providers as appropriate for the unit
10. Demonstrates Clinical Judgement and Prioritization

## BSN Student Accountability

### Scope of Practice Skills Guidelines

Failure to comply with the Student Scope of Practice policy will result in disciplinary action. Disciplinary action can include remediation, course failure or dismissal from the program.

**Students are only allowed to perform skills/procedures in the clinical setting that they have received training to perform. However, some skills nursing students are trained to perform are not allowed during clinicals (see 'Students may NOT' section).**

<b>Students are allowed to perform the following independently (including but not limited to)</b>	<b>Students are allowed to perform the following only <u>under direct visual supervision</u> of either a clinical preceptor or UT Tyler clinical instructor (including but not limited to)</b>
<ul style="list-style-type: none"> <li>✓ Document in the medical record: shift assessments, vital signs, I&amp;O, etc. (preceptor to co-sign as appropriate)</li> <li>✓ Care/discontinuation of Foley catheter</li> <li>✓ Care/discontinuation NG/OG tube</li> <li>✓ Basic dressing changes</li> </ul>	<ul style="list-style-type: none"> <li>✓ Insertion of Foley catheter (only in patients over age 18)</li> <li>✓ Insertion of NG/OG tube (only in patients over age 18)</li> <li>✓ Medication administration via any route (see exceptions in the 'Students may Not' section)</li> <li>✓ Initiating a peripheral IV (only in patients over age 18)</li> <li>✓ Flush a peripheral or midline IV</li> <li>✓ Hang an IV solution, change IV tubing</li> <li>✓ Draw blood from a peripheral vein (only in patients over age 18)</li> <li>✓ Nursing skills the student has been trained in but is not proficient</li> </ul>

### **Students may NOT (including but not limited to)**

<ul style="list-style-type: none"> <li>☒ Possess or administer controlled substances via any route                             <ul style="list-style-type: none"> <li>○ Examples of controlled substances students may not administer include opioids, benzodiazepines, antipsychotics, depressants, stimulants, etc.</li> </ul> </li> <li>☒ Administer                             <ul style="list-style-type: none"> <li>○ Paralytic medications</li> <li>○ Chemotherapy</li> <li>○ Moderate sedation</li> <li>○ ACLS medications</li> <li>○ Emergency medications</li> <li>○ Experimental/research medications</li> </ul> </li> <li>☒ Mix, hang, or manipulate the rate of medications administered by IV infusion, including but not limited to:                             <ul style="list-style-type: none"> <li>○ Inotropes, Vasoactive agents, Analgesic agents, Insulin, Heparin, Pitocin</li> </ul> </li> <li>☒ Administer any medication or total parenteral nutrition (TPN) through a <b><u>long-term vascular access device</u></b> (such as mediport, portacath, central line, PICC line)</li> <li>☒ Initiate or adjust PCAs/epidurals</li> </ul>	<ul style="list-style-type: none"> <li>☒ Document initial admission assessment (students can do the initial admission assessment, but the RN must perform their assessment and document it).</li> <li>☒ Access or draw blood through a long-term central vascular access devices (such as mediport, portacath, central line, PICC line)</li> <li>☒ Access or draw blood from an arterial line</li> <li>☒ Discontinue an arterial line, long-term central vascular access device, or cardiac sheath</li> <li>☒ Change dressings for a long-term vascular access device</li> <li>☒ Restrain patients</li> <li>☒ Receive verbal or telephone orders</li> <li>☒ Witness legal documents (example: adoption, consents, power of attorney, advance directives)</li> <li>☒ Document monitoring a patient receiving moderate sedation</li> <li>☒ Cervical examinations</li> <li>☒ CPR on a newborn</li> <li>☒ Function as a translator/interpreter</li> <li>☒ Function as a hospital sitter</li> </ul>
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Note: For any blood or bodily fluid exposure, see policy (scan QR code):



## Student Daily Clinical Goals and Objectives

University of Texas at Tyler – College of Nursing

NURS \_\_\_\_\_ – \_\_\_\_\_

### Student Daily Clinical Goals and Objectives

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Students should develop 2 clinical goals and at least 5 objectives for each clinical day and share with preceptor at the beginning of the shift and review with your Clinical Instructor when they round.

Goals may relate to broad areas that are being studied in class, and objectives relate to specific things (example – skills) that need to be practiced or required for the course.

**For example:**

Goal – To learn about care of the patient with an arrhythmia.

Objectives: 1.) Practice analyzing EKG strips; 2.) Identify drugs that are used to treat a patient's arrhythmia; 3.) Place telemetry electrodes on a patient; 3.) Identify signs and symptoms that may be associated with an arrhythmia and the nursing interventions to address the problem; 4.) Teach a patient about medications that are used to control arrhythmias; 5.) Conduct a thorough cardiac assessment on patient with an arrhythmia and practice charting significant findings.

**\*Refer to Course Skill Checklist for listing of skills required for this course.**

**My goals for today are:**

1.) \_\_\_\_\_

2.) \_\_\_\_\_

**My clinical objectives for today are:**

1.) \_\_\_\_\_

2.) \_\_\_\_\_

3.) \_\_\_\_\_

4.) \_\_\_\_\_

5.) \_\_\_\_\_

**I understand that there may be skills a Student Nurse cannot perform. I understand that it is my responsibility to perform only those skills that are allowed in accordance with the School of Nursing policies and/or Clinical Facility.**

# Clinical Evaluation

The University of Texas at Tyler  
School of Nursing  
Clinical Performance Evaluation  
NURS 4338 Clinical Immersion

Student Name:

Faculty Name:

Semester:

**Clinical Student Learning Outcomes:**

At the completion of this course the student will:

1. **Professionalism:** Demonstrate the knowledge, skills, and attitudes consistent with professional nursing practice in providing care for individuals at selected stages of the patient lifespan.
2. **Patient-Centered Care:** Implement the nursing process according to the caring model including the cultural, ethnic, spiritual, and social dimensions of adults and their families as they cope with acute illness and varied lived experiences of wellness and illness. Employ clinical reasoning skills to provide high quality, safe, and effective care for patients in the care setting with varied experiences of wellness and illness.
3. **Evidenced-Based Practice (EBP):** Demonstrate understanding and application of research, evidence-based practice, and information technology in the care of patients with varied lived experiences of wellness and illness.
4. **Informatics & Technology:** Analyze and evaluate information systems augmented by technologies that support, enhance, and manage patient care.
5. **Quality Improvement:** Formulate a systematic approach using the acquired data to provide quality improvement for the patients and healthcare systems.
6. **Teamwork and Collaboration:** Use effective oral and written communication skills, applying principles of interpersonal relationships when interacting with patients, families, and members of the interprofessional team.
7. **Wellness and Prevention:** : Demonstrates knowledge of legal, ethical, and professional values and standards in the nursing care of patients and their families coping with varied lived experiences of wellness and illness. Demonstrate behaviors that reflect an attitude consistent with caring science, role development, professionalism, and life-long learning in planning and implementing care for patients and their families coping with varied lived experiences of wellness and illness.
8. **Leadership:** Compare leadership styles that positively impacts professional practice and patient advocacy.
9. **Safety:** Displays responsibility and accountability in determining one's own learning needs, using reflection to develop skills of self-awareness and self-monitoring to improve nursing care for patients with varied lived experiences of wellness and illness.
10. **Strengths:** Evaluate how strengths (signature talent themes) influence the role of the student nurse and clinical decision-making.

**Clinical Evaluation Rating Scale**

Rating	Grade	Independent Professional Practice	Knowledge, Skills & Attitudes	Overall Grade Computation
4	A	Rarely requires <ul style="list-style-type: none"> <li>• Direction</li> <li>• Guidance</li> <li>• Monitoring</li> <li>• Instructor assistance</li> </ul>	Consistently Exhibits <ul style="list-style-type: none"> <li>• A patient and family centered focus</li> <li>• Accuracy, safety, &amp; skillfulness</li> <li>• Assertiveness and initiative</li> <li>• Efficiency and organization</li> <li>• <u>An eagerness to learn</u></li> </ul>	<b>Computation Process:</b> Each of the specific competencies listed is of equal value. To compute the final clinical evaluation grade, add all the scores for the specific competencies and divide the sum by the total number of competencies. For items that were not observed, a NO (non-observed) should be entered in the blank and should not be counted when computing the final score.  The overall grade award is based on a 4-point scale: A 4.00 – 3.60 (100-90) B 3.59 – 3.20 (89-80) C 3.16 – 3.00 (79-75)
3	B	Intermittently requires <ul style="list-style-type: none"> <li>• Direction</li> <li>• Guidance</li> <li>• Monitoring</li> <li>• Instructor assistance</li> </ul>	Often Exhibits <ul style="list-style-type: none"> <li>• A patient and family centered focus</li> <li>• Accuracy, safety, &amp; skillfulness</li> <li>• Assertiveness and initiative</li> <li>• Efficiency and organization</li> <li>• <u>An eagerness to learn</u></li> </ul>	
2	C	Regularly requires <ul style="list-style-type: none"> <li>• Direction</li> <li>• Guidance</li> <li>• Monitoring</li> <li>• Instructor assistance</li> </ul>	Commonly Exhibits <ul style="list-style-type: none"> <li>• A patient and family centered focus</li> <li>• Accuracy, safety, &amp; skillfulness</li> <li>• Assertiveness and initiative</li> <li>• Efficiency and organization</li> <li>• <u>An eagerness to learn</u></li> </ul>	
1	D	Consistently requires <ul style="list-style-type: none"> <li>• Direction</li> <li>• Guidance</li> <li>• Monitoring</li> <li>• Instructor assistance</li> </ul>	Rarely Exhibits <ul style="list-style-type: none"> <li>• A patient and family centered focus</li> <li>• Accuracy, safety, &amp; skillfulness</li> <li>• Assertiveness and initiative</li> <li>• Efficiency and organization</li> <li>• <u>An eagerness to learn</u></li> </ul>	

Criteria marked with \*\* indicate critical knowledge, skills, and attitudes that directly relate to client safety. A minimum skill level of 2 is required at all times; ratings less than 2 may result in immediate clinical failure, in which event the student may not continue any clinical experiences for the remainder of the course.

In accordance with the School of Nursing policy the clinical grade must be a C or greater to successfully complete the course.

Core Competencies		Final 1 to 4 Faculty Student
Focusing on the impact of illness and wellness on a variety of selected populations, the student completing will be able to:		<b>NURS4338</b>
<b>Patient-Centered Care</b>		
1. Provide <u>patient</u> care <u>appropriate</u> to level of knowledge and skill in compliance with clinical agency policy and procedure		
2. Effectively assess levels of physical and emotional comfort		
3. Synthesize <u>pathophysiology</u> of <u>patient</u> conditions and associated pharmacological interventions, integrating understanding of physical and emotional support		
4. Demonstrate <u>caring behaviors, modifying</u> interventions to address actual and anticipatory physical, emotional, and spiritual comfort, pain, and/or suffering		
5. Demonstrate cultural sensitivity and respect for diverse patients/families in promoting health and maintenance in the health care setting		
6. Advocate for and include the patient and family as the center of the caregiving team, seeing through the patient's eyes when setting and modifying care goals		
7. Engage patients and families in <u>discharge planning</u> throughout the hospital stay that includes evidence-based strategies with attention to health literacy, using language that learners can understand to prevent avoidable readmissions.		
8. Evaluate effectiveness of patient and family teaching and modify plan of care as needed		
<b>Comments:</b>		

<b>Teamwork and Collaboration</b>		
9. Analyzes scope of practice and roles of healthcare team members and delegates appropriately		
10. Demonstrates effective communication used by the interdisciplinary team		
11. <b>** recognize</b> changing patient condition and communicate changes in patient status to the interprofessional team in a timely manner using standardized SBAR framework in the clinical and simulation setting		
12. Engage patient and family in a collaborative <u>relationship</u> by asking for and respecting their input and providing relevant information, resources, access, and support		
13. Reflect on own communication style and impact on teamwork and safe patient care		
14. Initiate requests for assistance from colleagues when appropriate to situation		
15. Provide assistance to colleagues to complete work efficiently when appropriate		
<b>Comments:</b>		
<b>Evidence-Based Practice</b>		
16. Describe evidence-based <u>practice</u> to include components of research evidence, clinical expertise, and patient/family values		
17. Identify how clinical practice incorporates the principles and priorities of the program's models: (Jean Watson's) Theory of Caring to clinical nursing practice		
<b>Comments:</b>		
<b>Quality Improvement</b>		

18. Recognize and communicate variations in care of nurse sensitive indicators: ie: ppressure injury prevention; UTI from urinary catheters; central line infection; etc		
19. Discuss the effect of nursing interventions on patient outcomes		
Comments:		
<b>Safety</b>		
20. Continuously assess the health care agency, home, and/or community environment to determine <u>patient</u> safety needs		
21. Employ effective strategies to improve organization time management and ability to prioritize		
22. ** Perform safe, timely medication administration in the clinical and simulation setting		
23. ... Perform clinical <u>procedures</u> with increasing proficiency at the expected level of knowledge and skill of a nursing student		
24. Demonstrate effective <u>strategies</u> to reduce risk of harm to self or others through built system effectiveness and individual performance (ie 2 patient identifiers, independent double checks)		
25. Support a Culture of <u>Safety</u> by communicating concerns related to hazards and errors without engaging in blaming behaviors		
Comments:		
<b>Informatics/Technology</b>		
26. Utilize the electronic health record to obtain information and document responses to care where appropriate in the clinical and simulation setting		

27... <b>Protect <u>privacy, confidentiality, and security</u> of electronic health records data, information, and knowledge of technology in an ethical manner</b>		
28. Utilize available <u>technology</u> and information <u>management</u> tools appropriately to support clinical reasoning that reinforces safe processes of care		
Comments:		
<b>Leadership/Professionalism</b>		
29. Demonstrate core <u>professional</u> values (caring, altruism, autonomy, integrity, human dignity, and social justice)		
30. Accept constructive feedback and co-develop a plan or motion for improvement with instructor/faculty member		
31. Maintain a <u>positive</u> attitude and interact with inter-professional team members, faculty, and Fellow students in a professional manner		
32. Arrive to clinical experiences at assigned times maintaining appropriate professional appearance		
33. Assume accountability for <u>professional</u> behavior during the clinical experience and perform within ethical/legal norms, discussing dilemmas arising from care for patients		
34. Assume responsibility for educational experiences by seeking opportunities to learn		
35. Comply with the ANA Code of Ethics (2015), Standards of Practice, and policies and procedures of UT School of Nursing, and clinical agencies		
36. Accept <u>responsibility</u> and <u>accountability</u> for nursing interventions, treatment outcomes, and the changes that occur during the provision of care		



Comments:

**Mastery Clinical Skills**

37. Completes Essential Clinical Skills for this course. (May be completed in clinical setting and/or in Skills Lab.) This is scored as either a 4 or 0.

Totals	#####	#####
Grade	#####	#####

Comments (Address Strengths and weaknesses: Include plan for any area of deficiency)

\_\_\_\_\_  
Student Signature | \_\_\_\_\_ | Date  
\_\_\_\_\_  
Faculty Signature | \_\_\_\_\_ | Date

**Final Comments** (Address Strengths and weaknesses)

\_\_\_\_\_  
Student Signature | \_\_\_\_\_ | Date  
\_\_\_\_\_  
Faculty Signature | \_\_\_\_\_ | Date

## **Preceptor Agreement**

The preceptor agreement is to be completed at the beginning of the clinical experience. The student will access the preceptor agreement Qualtrics survey on a mobile device or computer and enter the student information. The student will then ask the Preceptor to complete the preceptor information. The student, Preceptor, and instructor will automatically receive an email ~~with the completed preceptor agreement information when submitted~~ upon completing the Qualtrics surveys.

## **Preceptor Evaluation of Student**

The preceptor evaluation of the student is to be completed at the end of the clinical experience. The student will access the preceptor evaluation of student Qualtrics survey on a mobile device or computer ~~and enter the student information.~~ The student will then ask the Preceptor to complete the evaluation of the student confidentially. The instructor will automatically receive an email with the completed preceptor evaluation of the student ~~when it is submitted~~ upon completing the Qualtrics surveys.

## **Student Evaluation of Preceptor**

The student evaluation of the Preceptor is to be completed by the student at the end of the clinical experience. The instructor will automatically receive an email with the completed student evaluation of the preceptor upon completing the Qualtrics surveys.

## **Student Evaluation of Clinical Facilities**

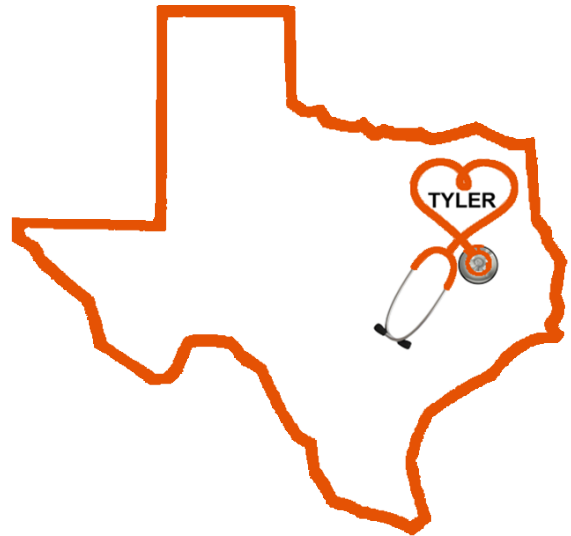
Clinical Facilities may have their own evaluation form (printed or electronic) that students are requested to complete to evaluate the clinical facility.

**THANK YOU** for your willingness to share your experience and expertise with our students!

**BSN Clinical Experience  
Liaison:**

Janice Miles, MSN, RN-BC

[jmiles@uttyler.edu](mailto:jmiles@uttyler.edu)



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