THE UNIVERSITY OF TEXAS AT BROWNSVILLE
AND
TEXAS SOUTHMOST COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM
Level III
RNSG 2361 CLINICAL: RN: PRECEPTOR
EVALUATION TOOL

Spring 2012

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PRECEPTORS from:

Harlingen Medical Center
Valley Baptist Medical Center-Brownsville
Valley Baptist Medical Center-Harlingen
Valley Regional Medical Center
Solara Brownsville
Solara Harlingen

PLEASE PRINT

Student Name: __________________________________
Preceptor Name: __________________________________
Faculty Name: ____________________________________
THE UNIVERSITY OF TEXAS AT BROWNSVILLE
AND
TEXAS SOUTHMOST COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM

RNSG 2361 Clinical: RN: Preceptor

**COURSE DESCRIPTION:** (WECM)

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. Cl 9 Cr. 3

**KEY CONCEPTS AND COURSE PLAN**

This Level III course provides the student the opportunity to integrate knowledge and skills acquired throughout the curriculum and in the pre-requisite courses RNSG 2341, RNSG 2263 and RNSG 2121. Working under the supervision of a preceptor, the student will be responsible for the care of group of clients (defined by usual maximum client load in the student’s assigned care area: i.e. critical care -2; telemetry -4; medical/surgical – 5-8). Workplace communication skills with clients, families and other health care professionals will be used effectively. The student will implement management skills, including delegation under the supervision of a preceptor. The focus of the Practicum is on mastering skills in health assessment, critical thinking, time management, prioritization, communication, and therapeutic nursing interventions as provider of care, coordinator of care, and member within the profession in a real work situation.

**PRE-REQUISITES**

LVN Advanced Placement Track: RNSG 2207, RNSG 1327, RNSG 2260, SPCH 1318, RNSG 2341, RNSG 2263, RNSG 2121

Generic Track: RNSG 2213, RNSG 2160, RNSG 2201, RNSG 2262, RNSG 2208, RNSG 2261, SPCH 1318, ENGL 1301, RNSG 2341, RNSG 2263, RNSG 2121

**CO-REQUISITES**

HUMANITIES ELECTIVE
END-OF-COURSE OUTCOMES (WECM)

As outlined in the learning plan, the student will apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

END-OF-COURSE OUTCOMES (UTB/TSC)

Upon completion of this course the student should be able to meet the following course learning outcomes:

**PROVIDER OF CARE**

1. Is skillful in using assessment skills to determine the health status and health needs of a group of clients (individuals and families) based upon analysis of physical, psychosocial, cultural and educational health data and preventive health practices in collaboration with clients (individual and family) and interdisciplinary health care team members.
2. Adapt a critical thinking approach to analyze clinical data and current literature as a basis for decision making in nursing practice.
3. Formulate goals/outcomes and plan of care based on nursing diagnoses for a group of clients in collaboration with clients (individual and family) and interdisciplinary health care team members.
4. Develop teaching plans for clients (individual and family) within a group of clients concerning promotion, maintenance, and restoration of health.
5. Manage the implementation of the plan of care, including teaching plans based on priorities for a group of clients within legal and ethical parameters, including scope of practice, in collaboration with the client (individual and family) and interdisciplinary health care team to assist client (individual and family) in meeting health care needs.
6. Evaluate clients’ (individual and family) responses and outcomes to therapeutic interventions.
7. Revise goals/outcomes, plan of care, and implementation of care based on evaluation of client responses and changes in client status.
8. Provide for the safe, competent, culturally competent, therapeutic care of multiple clients (individual and family) administered with caring attitudes and actions either through direct care or assignment and/or delegation of care to other members of the health care team.
COORDINATOR OF CARE

9. Effectively coordinate human and material resources for the provision of care for a group of clients (individual and family) based on leadership and management principles and collaboration with other members of the health care team.

10. Effectively collaborate with clients (individual and family) and the interdisciplinary health care team for the planning and delivery of care for a group of clients.

11. Accomplish collaborating with case manager or other team members to refer clients (individual and family) to resources that facilitate continuity of care.

12. Function within the organizational framework of the assigned unit/health care setting.

MEMBER OF A PROFESSION

13. Integrate actions in the provision of care that demonstrate accountability and responsibility for the quality of nursing care provided to a group of clients (individuals and families).

14. Excel in acting as an advocate to promote the provision of quality health care for a group of clients (individuals and families).

15. Select activities that promote the development and practice of professional nursing.

TEACHING METHODS

The student will work in the clinical setting under the direct supervision of a clinical preceptor. Each preceptor will supervise a maximum of two students at a time. Faculty supervising students working with preceptors will maintain the 1:24 faculty/student ratio as recommended by the Texas Board of Nursing in §215.10. Faculty will meet with students weekly either individually or in a seminar forum.

TEACHING PERSONNEL

Faculty members
Preceptors
Faculty members are available during office hours and by appointment.
METHODS AND CRITERIA FOR EVALUATION

Pass/fail based on 100% completion of essential behaviors designated on the clinical evaluation tool. Evaluation will be done by faculty in collaboration with the preceptor.

Grading

RNSG 2361 will be graded on a Pass (P)/Fail (F) basis. Each essential behavior will be graded as “S” or “U”. To pass the course the following standards must be met by the completion of the course:

<table>
<thead>
<tr>
<th>STANDARDS</th>
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SCANS

The Secretary’s Commission on Achieving Necessary Skills (SCANS) has identified Reading, Writing, Arithmetic or Mathematics, Speaking and Listening, Thinking Skills, Personal Qualities, Work Place Competencies and Basic Use of Computers as competencies required to enter employment. This course is part of a program in which all eight of these competencies are integrated. Reading, Writing, Arithmetic or Mathematics, Speaking and Listening, Thinking Skills, Personal Qualities and Work Place Competencies are practiced in this course.

AMERICANS WITH DISABILITIES ACT (ADA)

Students with disabilities, including learning disabilities, who wish to request accommodations in this class, should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide documentation of his/her disability to the Disability Services counselor. For more information visit Disability Services in the Lightner Center, call 956 882-7374 or email steve.wilder@utb.edu.
**UTB/TSC BOOKSTORE STATEMENT**

“Unauthorized photocopying of copyrighted works, including musical works, may be unlawful and may infringe the copyright of the copyright owner. Students in possession of unauthorized duplications of copyrighted material are subject to appropriate disciplinary action as well as those civil remedies and criminal penalties provided by federal law.” *(In other words, copying textbooks, lab manuals, published checklists, software, videotapes, etc. without the copyright owner’s permission can get you into serious trouble.)*

**EMERGENCY POLICY STATEMENT**

In compliance with the Emergency UTB/TSC Academic Continuity Program, academic courses, partially or entirely, will be made available on the MyUTBTSC Blackboard course management system. This allows faculty members and students to continue their teaching and learning via MyUTBTSC Blackboard http://myutbtsc.blackboard.com, in case the university shuts down as a result of a hurricane or any other natural disaster.

The university will use MyUTBTSC Blackboard to post announcements notifying faculty members and students of their responsibilities as a hurricane approaches our region. If the university is forced to shut down, faculty will notify their course(s). To receive credit for a course, it is the student’s responsibility to complete all the requirements for that course. Failure to access course materials once reasonably possible can result in a reduction of your overall grade in the class.

To facilitate the completion of classes, most or all of the communication between students and the institution, the instructor, and fellow classmates will take place using the features in your MyUTBTSC Blackboard and UTB email system. Therefore, all students must use Scorpion Online to provide a current email address. Students may update their email address by following the link titled “Validate your e-Mail Account” in MyUTBTSC Blackboard Portal. In the event of a disaster that disrupts normal operations, all students and faculty must make every effort to access an internet-enabled computer as often as possible to continue the learning process.

**EMERGENCY NOTIFICATION SYSTEM**

UTB/TSC has implemented an emergency communication system to provide students, faculty, staff and visitors with important information in the event of an impending threat. This system allows UTB/TSC to send time sensitive notifications via telephones, computers, indoor speakers in classrooms and laboratories, outside speakers, e-mail messages, and announcements on the University’s home page: www.utb.edu. The notification methods used will vary depending on the level of the emergency. Messages will communicate the current situation and provide guidance for what action needs to be taken immediately.
SATISFACTORY ACADEMIC PROGRESS (SAP)

UTB/TSC monitors academic progress every fall and spring semester to identify those students who are experiencing difficulty with their courses. Satisfactory Academic Progress (SAP) is based upon two components: **GPA of 2.0 or higher** and **successful course completion of at least 70% of course work attempted**. Students remain in good standing with the university and Financial Aid when both criteria are met. Students who do not maintain these required minimum standards will be placed on probation or suspension as appropriate. The complete Satisfactory Academic Progress policy and the Undergraduate Satisfactory Academic Progress for Financial Aid policy can be found in the current Undergraduate Catalog. **For more information, please visit** [http://blue.utb.edu/vpaa/sap/](http://blue.utb.edu/vpaa/sap/).
**COURSE INFORMATION**

**Assignments**

All clinical assignments will be made collaboratively by the preceptor and the student to facilitate meeting the student’s goals. The faculty reserves the right to make additional or alternate assignments in order to assess student’s progress in the program.

The following policy applies to all clinical assignments for the practicum experience:

**Students in the Preceptor Course (RNSG 2361) may not do their clinical experience in the unit where they are gainfully employed.**

**Only LVN-RN track students may be assigned to critical care areas (ICU’s, CCU, ER). The practicum coordinator must have a recommendation from the students’ RNSG 2263 clinical instructor in order to assign a student to one of these areas.**

**Attendance Policy**

The attendance and absence policy as stated in the current UTB/TSC Catalog applies to this course. Attendance at clinical experiences is essential for the student. Students must notify the faculty member and the preceptor of an absence **PRIOR** to the scheduled clinical experience so that arrangements can be made for the care of the clients. Students will be governed by agency policy regarding absence for illness. Following an illness, students may be required to obtain medical clearance without restrictions prior to returning to the clinical agency. (Refer to UTB/TSC Student Guide)

Students who are tardy are expected to notify the instructor and the preceptor as soon as possible to assure appropriate client care is provided.

**Scholastic Dishonesty**

Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student, or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. (Board of Regents Rules and Regulations)

All scholastic dishonesty incidents will be reported to the Dean of Students. Do not allow your peers to pressure you to cheat. Your grade, academic standing and personal reputation are at stake.
Students’ Academic Responsibilities

Students are expected to be diligent in their studies and attend class regularly and on time. Students are responsible for all class work and assignments. On recommendation of the instructor concerned and with the approval of the Dean, students may, at any time, be dropped from courses. This may result in a “W” or “F” on the student’s permanent record.

Clinical Attire

Good personal hygiene and grooming are essential. Hair should be neat, dry, and worn in a conservative style. Long hair must be restrained. Hair ribbons and ornaments are not permitted. Mustaches and beards must be clean and trimmed. Make-up should be conservatively worn. Perfume and cologne are discouraged. Fingernails should be trimmed to a moderate length; bright colored polish/nail designs will not be accepted. Body piercing and tattoos are not appropriate attire for nurses. Visible body piercing will not be allowed.

The complete uniform will be in compliance with the ADN program policy and the name pin, white shoes and socks/stockings. The length of the dress must be no shorter than the knee. Students must follow clinical agency regulations concerning uniform.

Shoes are to be white, conservative, in good repair, clean, without logos, with rubber or composition soles and heels. Laces, in shoes requiring them, should be clean. Plain white hose are to be worn by females wearing the uniform dress. Plain white hose/socks are to be worn with pants.

The lab coat, with emblem and name pin, must be worn over street clothes to a clinical facility when the experience involves reviewing client’s charts or interviewing clients. It may be worn over the uniform between home and the hospital, but should not be worn when providing client care. Shorts, blue jeans, beach thongs are not professional attire and are NOT to be worn with the lab coat. Street clothes may be worn to the clinical unit in certain circumstances (i.e. RNSG 2163: Clinical: Nursing RN: Mental Health Nursing).

A watch with a second hand is required. Wearing jewelry is limited to a wedding band and plain, small stud earrings. Identification or religious medal worn around the neck may not be visible. No other jewelry, scarves, handkerchiefs or other items may be worn with the uniform.
Clinical Practicum

The clinical Practicum experience is planned to provide the student the opportunity to develop nursing skills and become proficient in the nursing process. All students are expected to be prepared to provide nursing care for the clients to whom they are assigned and to have completed any other assignments that constitute preparation for activities in which they are going to engage. Nursing faculty have a right and an obligation to remove a student from the clinical setting/agency if the student is not prepared for the clinical experience or the student’s physical condition places the client at risk. Students assume responsibility and are liable for their own actions. Students must maintain the confidentiality of client information. Students are expected to achieve the essential behaviors within the allotted time. Students are expected to attend every clinical session in its entirety. Students are required to attend the orientation session prior to the start of the Practicum experience and the evaluation session at the end of the Practicum. Students are also required to attend one 2 hour clinical conference each week during the 4 week Practicum experience (total of 4 sessions).

Employment Prior to Clinical Experiences

Students may not work the eight hours immediately preceding (before) a clinical assignment.

Guidelines for Clinical Experiences

Students are expected to abide by the guidelines as outlined in the UTB/TSC Student Guide.

Extra Assistance

It is the responsibility of the student to seek assistance as necessary. Faculty members are available to assist students during office hours or by appointment. Counselors are available in the Learning Assistance Center to assist students with such skills as time management and prioritizing.

Physical Requirements for Clinical Performance (Instructor Statement)

There are physical and mental abilities essential to providing nursing care. The student will be expected to stand for up to 80% of the clinical time; walk; use hands to finger, handle, or feel objects, tools or controls; reach overhead with hands and arms; possess sufficient gross and fine motor coordination to perform procedures; see, talk and hear with sufficient acuity for accurate preparation and administration of medications, and for patient assessment. The student will be required to occasionally bend, stoop, kneel, squat, push/pull equipment and lift and carry up to 50 pounds and push/pull up to 100 pounds. Student will also be expected to tolerate exposure to disinfectants, soaps, cleansers, plastic, Tyvek and other materials used in protective equipment and for performing procedures.
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STUDENT BEHAVIOR EVALUATION PRECEPTOR EVALUATION

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PROVIDER OF CARE

ASSESSMENT

*1. Based on data gathered during shift report, demonstrate the ability to prioritize the initial shift assessment of a group of clients.

*2. Organize client care responsibilities so that the accurate performance of a head-to-toe physical assessment of a group of clients is completed within the first 3 hours of the shift.

*3. Organize client care responsibilities so that accurate documentation of the head-to-toe physical assessment of a group of clients is completed as close to the time of the assessment as possible.

*4. Demonstrate skill in prioritizing ongoing assessment during the shift, including assessing laboratory and diagnostic studies, of a group of clients.

*5. Perform an admission assessment to determine clients’/family physical and psycho/socio/cultural needs.

*6. During the admission assessment of an individual client/family and during ongoing assessment of a group of clients, accurately assess clients’/family teaching and/or discharge planning needs with attention to health risk factors.

*7. Demonstrate skill in performing a discharge assessment.

*8. Demonstrate skill in accurately documenting admission and discharge assessments.

STANDARDS REQUIRED PERCENTAGE ABBREVIATION DEFINITIONS

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Definition of group of clients: usual maximum client load in the student’s assigned care area: i.e. critical care -2; telemetry -4; medical/surgical – 5-8
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**DIAGNOSIS AND PLANNING**

*1. Independently analyzes assessment data collected on a newly admitted client to determine client/family problems/needs.

*2. Independently formulates an individualized care plan or critical/restorative pathway based on analysis of client assessment data and current literature for a newly admitted client that includes appropriate goals and interventions.

*3. Skillfully prioritizes the client’s problems/needs, goals and interventions.

*4. Accurately documents the individualized care plan of a newly admitted client within 8 hours of admission.

*5. Independently revises planned interventions (actions) based on ongoing assessments, including interpretation of lab/diagnostic results.

*6. Is skillful in devising appropriate teaching plans for clients/families based on assessed needs.

*7. Demonstrate skill in documenting the revision of the care plan or critical/restorative pathway when ongoing assessment indicates resolution of problems/needs and/or assessed new needs require adding goals and interventions.

**IMPLEMENTATION**

*1. Independently carry out plan of care for a group of clients according to priorities.

*2. Manage the nursing care of a group of clients based on ongoing analysis of client assessment data, including laboratory and diagnostic findings.

**STANDARDS**

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*Designates all essential behaviors*
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*3. Revise priorities for implementation of care based on reassessment of each individual in the group of clients.*

*4. Exhibit cultural sensitivity and compassion when providing care to a group of clients/families.*

*5. Demonstrate competence in implementing care to a group of clients within the guidelines of nursing and legal standards and ethical principles.*

*6. Demonstrate confidence in accurately and safely performing all nursing skills.*

*7. Demonstrate the ability to delegate care of a group of clients within the Nursing Practice Act delegation guidelines.*

*8. Accomplish implementing care to a group of clients within the time frame of the assigned shift.*

*9. Demonstrate the ability to supervise delegated care of a group of clients within the Nursing Practice Act delegation guidelines.*

*10. Demonstrate confidence in implementing teaching plans within a group of clients/families.*

*11. Excel in the ability to clearly and concisely document the status of each client and the care provided to each client in the assigned group of clients within the time frame of the assigned shift.*

**STANDARDS**  
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## Student Behavior Self-Evaluation

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**EVALUATION**

*1. Excel in evaluating the response of a client or clients to nursing interventions, including implementation of teaching plans.*

*2. Excel in comparing client’s responses to nursing interventions to the desired goals of care to determine effectiveness.*

*3. Based on the evaluation of the effectiveness, revise the plan of care or clinical/restorative pathway as needed.*

### Coordinator of Care

Under the supervision of the preceptor:

*1. Demonstrate skill in effectively communicating with members of the health care team during the pre-shift report to ensure continuity of care.*

*2. Demonstrate confidence in collaborating with other members of the health care team to plan care and health care teaching, establish priorities of care and accomplish expected outcomes for a group of clients.*

*3. Based on principles of leadership and management, demonstrate skill in coordinating the efforts of members of the health care team toward accomplishing care goals.*

*4. Demonstrate coordination of care using the leadership principle for delegating nursing care in compliance with the rights of delegation.*

### Standards

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**COORDINATOR OF CARE (Continued)**

*5. Demonstrate skill in coordinating, in conjunction with other health care team members, the material resources needed for the provision of care to a group of clients.*

*6. Demonstrate the ability to supervise and support the staff members that are performing delegated care.*

*7. Excel in the ability to effectively communicate relevant information about the clients/families to appropriate members of the health care team to ensure continuity of care during the shift.*

*8. Demonstrate skill in effectively communicating relevant information to appropriate members of the health care team during the post-shift report to ensure coordination and continuity of care.*

*9. Demonstrate skill in collaborating with the case manager and/or other health care team members to plan a client’s care during the acute care stay and upon discharge, including referrals to resources available in the facility and/or community health or social support resources.*

*10. Demonstrate the ability to function within the organizational framework of the assigned unit/health care setting.*

**STANDARDS REQUIRED**

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**STUDENT BEHAVIOR SELF-EVALUATION PRECEPTOR EVALUATION**

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*1. Integrate actions while providing care that exhibit professional responsibility and accountability to provide quality nursing care such as, but not limited to:

* a. adhering to the Nursing Practice Act (NPA) and reporting to the appropriate person(s) any practice that violates the NPA.

* b. adhering to health care agency’s policies and protocols.

* c. reporting incidents/accidents that place the client and or staff at risk.

* d. making decisions and performing care according to the legal standards of the NPA and nursing standards of care.

*2. Integrate actions of client advocacy into the care of a group of clients such as, but not limited to, maintaining client confidentiality and showing respect for each client/family’s rights, opinions, beliefs and values.

*3. Integrate activities during the provision of client care that increase clinical competence, knowledge and skills and contribute to the goal of developing own personal and professional growth.

*4. Excel in the ability to apply the guideline from the Nursing Practice Act of seeking assistance from the preceptor and/or other appropriate health care team members when recognizing own limitations.

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<td></td>
<td>NI = Needs Improvement</td>
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<tr>
<td></td>
<td></td>
<td>UPP = Unsafe Professional Practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EB = Essential Behavior * Designates all essential behaviors</td>
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*Designates all essential behaviors*
<table>
<thead>
<tr>
<th>WEEK</th>
<th>STUDENT COMMENTS</th>
<th>PRECEPTOR COMMENTS</th>
<th>FACULTY COMMENTS</th>
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Student Signature: ___________________  Preceptor Signature: _____________  Faculty Signature: ________________
Date: __________  Date: __________  Date: __________
1. Is skillful in using assessment skills to determine the health status and health needs of a group of clients (individual and families) based upon analysis of physical, psychosocial, cultural and educational health data and preventive health practices in collaboration with clients (individual and family) and interdisciplinary health care team members.

2. Adapted a critical thinking approach to analyze clinical data and current literature as a basis for decision making in nursing practice.

3. Formulated goals/outcomes and plan of care based on nursing diagnoses for a group of clients in collaboration with clients (individual and family) and interdisciplinary health care team members.

4. Developed teaching plans for clients (individual and family) within a group of clients concerning promotion, maintenance, and restoration of health.

5. Managed the implementation of the plan of care, including teaching plans based on priorities for a group of clients within legal and ethical parameters, including scope of practice, in collaboration with the client (individual and family) and interdisciplinary health care team to assist client (individual and family) in meeting health care needs.

6. Evaluated clients’ (individual and family) responses and outcomes to therapeutic interventions.

7. Revised goals/outcomes, plan of care, and implementation of care based on evaluation of client responses and changes in client status.
**PROVIDER OF CARE (Continued)**

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>8.</td>
<td>Provided for the safe, competent, culturally competent, therapeutic care of multiple clients (individual and family) administered with caring attitudes and actions either through direct care or assignment and/or delegation of care to other members of the health care team.</td>
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**COORDINATOR OF CARE**

<table>
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<tr>
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<th>COMMENTS</th>
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<tbody>
<tr>
<td>9.</td>
<td>Effectively coordinated human and material resources for the provision of care for group of clients (individual and family) based on leadership and management principles and collaboration with other members of the health care team.</td>
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<tr>
<td>10.</td>
<td>Effectively collaborated with clients (individual and family) and the interdisciplinary health care team for the planning and delivery of care for a group of clients.</td>
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<tr>
<td>11.</td>
<td>Accomplished collaborating with case manager or other team members to refer clients (individual and family) to resources that facilitate continuity of care.</td>
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<tr>
<td>12.</td>
<td>Functioned within the organizational framework of the assigned unit/health care setting.</td>
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**MEMBER OF A PROFESSION**

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<tbody>
<tr>
<td>13.</td>
<td>Integrated actions in the provision of care that demonstrate accountability and responsibility for the quality of nursing care provided to a group of clients (individuals and their families).</td>
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<tr>
<td>14.</td>
<td>Excelled in acting as an advocate to promote the provision of quality health care for a group of clients (individuals and families).</td>
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<tr>
<td>15.</td>
<td>Selected activities that promote the development and practice of professional nursing.</td>
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**Student Signature** ____________________________ **Faculty Signature** ____________________________

**Date:** _______________ **Date:** _______________
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<tr>
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<th>U</th>
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<td>5. Managed the implementation of the plan of care, including teaching plans based on priorities for a group of clients within legal and ethical parameters, including scope of practice, in collaboration with the client (individual and family) and interdisciplinary health care team to assist client (individual and family) in meeting health care needs.</td>
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# RNSG 2361 Clinical: Nursing RN: Preceptor

## Spring 2012

### FINAL EVALUATION (PRECEPTOR AND FACULTY EVALUATION)

<table>
<thead>
<tr>
<th>PROVIDER OF CARE (Continued)</th>
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<th>NI</th>
<th>COMMENTS</th>
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###COORDINATOR OF CARE

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| 10. Effectively collaborated with clients (individual and family) and the interdisciplinary health care team for the planning and delivery of care for a group of clients. | | | | |
| 11. Accomplished collaborating with case manager or other team members to refer clients (individual and family) to resources that facilitate continuity of care. | | | | |
| 12. Functioned within the organizational framework of the assigned unit/health care setting. | | | | |

###MEMBER OF A PROFESSION

| 13. Integrated actions in the provision of care that demonstrate accountability and responsibility for the quality of nursing care provided to a group of clients (individuals and their families). | S | U | NI |
| 14. Excelled in acting as an advocate to promote the provision of quality health care for a group of clients (individuals and families). | | | | |
| 15. Selected activities that promoted the development and practice of professional nursing. | | | | |

**Student Signature______________________ Date:________________**

**Preceptor Signature:_________________ Date:________________**

**Faculty Signature_______________ Date:________________**
The University of Texas at Brownsville and Texas Southmost College  
Associate Degree Nursing Program  
RNSG 2361 Clinical: Nursing RN: Preceptor  
Spring 2012  
FINAL EVALUATION (FACULTY EVALUATION)

<table>
<thead>
<tr>
<th>CLINICAL TOOL ESSENTIAL BEHAVIORS</th>
<th>STUDENTS ESSENTIAL BEHAVIORS</th>
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<tr>
<td>TOTAL # OF EB = 46</td>
<td>TOTAL OF EB MET AS OF FINAL EVALUATION</td>
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<td>FACULTY SIGNATURE</td>
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STUDENT COMMENTS:

FACULTY COMMENTS:

PRECEPTOR COMMENTS:

STUDENT FINAL GRADE FOR RNSG 2361 PRECEPTOR ___________________________DATE REVIEWED ____________

STUDENT SIGNATURE _________________________________________________

FACULTY SIGNATURE ________________________________________________

Original: 11/2009
Revised 11/2010
Revised 11/11