Preceptor Orientation & Guidelines

The web version of this document can be found at:
http://www2.austin.cc.tx.us/adn/preceptor
# Preceptor Orientation & Guidelines

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Welcome!

Thank you for sharing your clinical expertise with students as a preceptor in the ADN Program. **The overall goal of the clinical preceptorship is to allow students to work closely with an experienced nurse in a clinical area of interest to the student.** Each student will develop personal learning objectives and work with the preceptor to achieve these objectives.

Returning preceptors must submit a profile update that will assist the faculty liaison in making student assignments. Each new preceptor must complete the on-line orientation program prior to precepting a student. Once the orientation forms have been submitted, the preceptor will receive a certificate documenting the completion of four contact hours of continuing education.

As a token of our appreciation for participating in the clinical preceptorship, the preceptor will receive a coupon for a "free" continuing education offering at Austin Community College once the evaluation forms are submitted at the conclusion of the experience.

Thank you for your commitment to associate degree nursing education. Enjoy the rotation!
ADN Program Mission

The Associate Degree Nursing faculty at Austin Community College is committed to implementing ACC's mission statement through:

• Facilitating excellence in education.
• Respecting the individuality of students.
• Meeting community needs through several avenues for entry into Associate Degree Nursing.
• Providing the at-risk student an opportunity for entry into Associate Degree Nursing.
• Fostering student success through a variety of educational and financial resources.

ADN Program Goals

The Associate Degree Nursing faculty developed the following program goals based on faculty beliefs and a commitment to the mission of the college:

• Prepare the graduate to attain and maintain RN licensure.
• Provide access to quality nursing education for a culturally diverse population.
• Establish a learning environment that promotes the development of traditional nursing values including caring, compassion, and competency.
• Provide a foundation for career and educational mobility.
• Foster the development of critical thinking and problem solving skills for program participants.

ADN Program Philosophy

Nursing and Nursing Practice

Individuals are beings and function dynamically through the integration of mind, body, and spirit with inherent dignity, worth and the capacity for growth. Each individual is unique and has spiritual, social, and ethical beliefs and values which influence the perception of self, others, and the world. Individuals exist within an internal and external environment and both environments have significant impact on the individual's pursuit of meaning, dignity, worth and growth. The individual is a complex being with needs. Individuals strive to meet their needs through efforts to maintain a balance between their internal and external environments. The ability to maintain and fulfill these needs is influenced by one's interpretation of and response to stressors in the environments.

Individuals construct meaning through dynamic interaction with the environment. Within this dynamic interaction, individuals strive for a balanced integration of relationships,
choices, and the development of human potential in the framework of mind, body and spirit. The individual's perception of this balance is unique and will change throughout the life cycle.

Nursing is an art and science that focuses on human beings. This focus assists individuals, families, groups, and communities to achieve and maintain an integrated balance with their internal and external environments. Nursing is an interpersonal process characterized by the systematic use of problem solving and critical thinking skills, management of rapidly changing information/data, achievement of increasing clinical competency, effective use of communication skills, acceptance of personal accountability and a commitment to the value of caring.

The practice of nursing involves the integration of cognitive, affective and psychomotor skills to provide a nurturing and safe environment for those receiving nursing care. The goal of nursing is to assist individuals to achieve an integrated balance through health restoration, Health promotion, and health maintenance activities. Therefore, nursing practice is grounded in the integrated application of nursing knowledge, and knowledge from the natural behavioral and physical sciences.

The Practice of the ADN Graduate

The variety of nursing practice settings continues to expand. We believe this trend will continue as numerous forces move to impact and develop more effective health care delivery systems. We believe beginning practice settings for ADN graduates should provide direct access to other practitioners with greater levels of clinical expertise. Additionally settings for beginning nursing practice of the AD graduate should have clearly identified policies/ procedures/protocols and lines of communication to support the new graduate. Within this environment, the new graduate has the opportunity and resources for the continuation of personal and professional growth.

The faculty subscribes to the educational outcomes concerning the roles and competencies of associate degree graduates as set forth by the National League for Nursing (NLN) and the Board of Nurse Examiners for the State of Texas (BNE). The three roles are:

- **Provider of Care** - The graduate of the Associate Degree Nursing Program provides safe, competent nursing care to individuals and families, which reflects the value of caring. Using problem solving and critical thinking skills, the nurse assesses, plans, implements and evaluates the care provided.

- **Coordinator of Care** - The graduate of the Associate Degree Nursing Program collaborates with other health care providers, coordinates care and delegates specific aspects of nursing care to others as appropriate. The graduate implements nursing care in a cost-effective manner and assumes an advocate
role for clients and families as needed.

- **Member of the Profession** - the graduate of the Associate Degree Nursing Program practices within the ethical/legal framework of the profession and assumes accountability for nursing practice. The graduate recognizes the myriad farces affecting nursing practice, and through promotion of excellence in nursing and a commitment to lifelong learning, projects positive image of nursing.

**Nursing Education**

We believe the education of nurses belongs in institutions of higher learning. In this setting, the teaching and learning process is valued, critical thinking and problem solving are fostered and scientific inquiry is supported. Additionally, access to an ever-expanding body of knowledge is available and collaborative linkages with contemporary clinical practice are well established. This learning environment provides for the acquisition of specific knowledge and skills in nursing as well as in the biological, physical and social and behavioral sciences. The environment also supports and promotes the growth of the individual student as a beginning practitioner and a life long learner.

We believe that the teaching and learning process are a reciprocal life long activity which fosters growth for the participants. Effective teaching and learning recognize the uniqueness of learners and different learning styles. It is characterized by an open exchange and examination of accepted truths and values within the reality of the situation. The outcome of the process is a change in perception and/ or behavior.

Learning occurs through meaningful interaction and requires the active participation of both the teacher and the learner. The process of learning is most meaningful when placed in context, is relevant to the learner and reflects the real world. We believe a structured learning environment potentiates the growth and development of the individual learner. Within this structure the learners are held accountable for their own learning.

We believe the advent of the information age will continue to have significant impact upon the teaching and learning process. There is a rapid increase in the amount of information and data available from a vast array of resources. Learners must have the skills to readily access and evaluate information, place it within context, and effectively use it for making appropriate judgement and decisions.

Within the teaching and learning process, the teacher assumes many roles which foster the development of caring, competent and safe practitioners. The major focus is the role modeling of professional behaviors in a variety of settings and situations which enable the student to gain the ability to integrate knowledge and skills to make appropriate nursing decisions. Teachers facilitate this integration by utilizing strategies adapted to the individual learners needs and serving as role models for life long
learning.

We believe that nursing education must provide our graduates with the knowledge, skills, and abilities to be effective practitioners in contemporary health care delivery systems.
Degree Plans

Associate of Applied Science Degree

The Associate Degree Nursing program is a two-year course of study that includes classroom, laboratory, and clinical learning experiences. Upon successful completion of the program the graduate will be eligible to apply to take the national licensure examination to become a registered nurse (R.N.). The Board of Nurse Examiners for the State of Texas determines eligibility for licensure. Applicants for licensure must provide necessary information regarding drug, alcohol, or conviction history for determination of licensure eligibility.

Registered nurses prepared at the associate degree level possess a high degree of technical nursing skills and apply scientific principles to all nursing care. Graduates of an associate degree-nursing program may continue their education for two or more years at a four-year college to earn a bachelor's degree. ADMISSION TO THE COLLEGE DOES NOT GUARANTEE ADMISSION TO THE ASSOCIATE DEGREE NURSING PROGRAM. All nursing courses must be taken in the following sequence. Students may choose to complete any of the corequisite general education courses prior to enrolling in the nursing courses. Students must be accepted into the program prior to enrolling for any nursing (RNSG or NSG) course.

Admission criteria may be obtained from the Associate Degree Nursing Program office. CPR (Cardiopulmonary Resuscitation) training must be completed prior to enrollment and maintained throughout the Associate Degree Nursing Program. The Associate Degree Nursing Program is fully accredited by the National League for Nursing Accrediting Commission, 61 Broadway, New York, NY, 10006; (212) 363-5555 Ext.153.

Traditional Track Degree Plan

The ADN Program - Traditional Track offers basic nursing education to the unlicensed individual. The degree plan consists of 33 semester credit hours of non-nursing course work and 36 semester credit hours of nursing course work that includes classroom, laboratory and clinical learning experiences.

Mobility Track Degree Plan

The ADN Program - Mobility Track is an accelerated program of study for selected experienced licensed vocational nurses and paramedics. The degree plan consists of 33 semester credit hours of non-nursing course work and 24 semester credit hours of nursing course work that includes classroom, laboratory and clinical learning experiences.
Rule 215.10, (e) sets forth the criteria for use of clinical preceptors. Written agreements shall delineate the functions and responsibilities of the affiliate agency, clinical preceptor and nursing program. Preceptored experiences may occur after the student has received basic theory and clinical experiences necessary to safely provide care to clients (within course or curriculum).

Nursing Program/Faculty Responsibilities:

1. Ensure that preceptors meet the following requirements:
   a. Licensed as a Registered Nurse in Texas
   b. Preferably have a bachelor's degree in nursing or shall have a bachelor's degree as a health care professional (Non-RNs)
   c. Competence in designated area of practice
   d. Philosophy of health care congruent with that of the nursing program.
2. Orient both the student and the preceptor to the preceptored experience.
3. Provide the preceptor an orientation to the philosophy, curriculum, course, and clinical objectives of the nursing education program. Discuss student expectations, skill performance, student guidelines for performance of procedures, and methods of evaluation.
4. Assume overall responsibility for teaching and evaluation of the student.
5. Assure student compliance with standards on immunization, screening, OSHA standards, CPR, and current liability insurance coverage.
6. Work cooperatively with the preceptor and the agency to determine student learning needs and appropriate assignments.
7. Make appropriate student assignments with the preceptor.
8. Communicate assignments and other essential information to the agencies.
9. Meet regularly with the clinical preceptor and the student in order to monitor and evaluate the learning experience.
10. Monitor student progress. Examples include rounds, student clinical seminars, student-faculty-preceptor conferences and review of student clinical assignments.
11. Be readily available, e.g., telephone, pager or e-mail for consultation when students are in the clinical area.
12. Receive feedback from the preceptor regarding student performance.
13. 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 students.
4. Orient the student(s) to the clinical agency.
5. Guide, facilitate, supervise, and monitor the student in achieving the clinical objectives.
6. Supervise the student's performance of skills and other nursing activities to assure safe practice.
7. Collaborate with a faculty to review the progress of the student toward meeting clinical learning objectives.
8. Provide feedback to the student regarding clinical performance.
9. Contact the faculty if assistance is needed or if any problem with student performance occurs.
10. Discuss with faculty/student arrangement 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. Arrange preceptors' work schedule so they are available on student clinical days.
4. Interpret the preceptor program and expectations of students to other agency personnel who are not directly involved with preceptorship.

Student Responsibilities:

1. Maintain open communications with the preceptor and faculty.
2. Maintain accountability for his or her learning activities.
3. Prepare for each clinical experience as needed.
4. Be accountable for his/her nursing actions while in the clinical setting.
5. Arrange for preceptor supervision when performing procedures.
6. Contact faculty liaison by telephone, pager or e-mail if faculty assistance is necessary.
7. Respect the confidential nature of all information obtained during clinical experience.

Factors to be considered when developing criteria for selection of preceptored experiences include but are not limited to:
• The role of nursing in the setting
• Location and accessibility of the setting
• Safety of students
• Diversity of population served
• Willingness to accommodate student experiences
• Number of other programs/students using the setting
• Interdisciplinary nature of setting
• Present health care trends of health care delivery
Frequently Asked Questions

1. Why do I have to complete the preceptor orientation?

To ensure consistent quality experiences for the students, you need to know about our program. In order for you need to feel encouraged and supported, you need to understand the responsibilities of each participant, as well as, the role of the faculty liaison.

2. How can I help the student feel a part of the unit where I work?

- Introduce the student to the entire staff.
- Make rounds with the student.
- Give the student a tour of the unit.
- Include the student in all aspects of your job and decision making.
- Touch base with the student throughout the day.
- Refer staff members to the student, as appropriate.
- Treat the student like a staff member.
- Keep the student's goals in mind.
- Let the student set own pace.
- Give the student responsibility.
- Give the student feedback on a regular basis.
- Provide someone to answer questions when the preceptor is off the unit.

3. What kinds of issues can I or should I discuss with the faculty liaison?

The main functions of the faculty liaison are to solve problems and answer questions. Feel free to contact the faculty liaison for questions about the clinical preceptorship, concerns about student performance or problems that arise.

The faculty liaison must be notified immediately if the student engages in unsafe or
unprofessional conduct. Interactions with the faculty liaison are confidential so feel free to express yourself completely.

4. **How can I be sure I have the knowledge and skill to teach students?**

You may not believe you have what it takes, but your supervisors and the faculty believe in you. That is why you were recommended and selected for the clinical preceptorship.

You have practical, day to day knowledge and expertise to function effectively as a registered nurse. Students learn from watching and working with experienced nurses no matter how routine or complex the task.

5. **What if the student is critical of the way I do things?**

The student will be busy accomplishing personal objectives and completing delegated tasks. The student will not be following your every move or have time to critique your nursing practice. In most situations, there is more than one way to accomplish the same goal while the underlying principles remain the same. Showing the student alternative approaches can be effective in increasing overall learning.

If you make a mistake, you can serve as an effective role model to the student by acknowledging the error and taking corrective action.

6. **What if I just can't work with the student?**

Occasionally personality differences occur. If you are having a problem, talk with the faculty liaison who may be able to help. The clinical experience is relatively short (approx. 32 hours). If the situation is intolerable, it is possible to reassign the student.

7. **How closely do I have to watch the student?**

**RNSG 2361** students are preparing for graduation and should be able to function as novices in the profession. You and the student should discuss the amount of supervision anticipated based on the student's assignment. You will want to observe the student more closely at first. As you get to know the student's capabilities, less supervision is needed. The student should progressively accept more responsibility.

**RNSG 1463** students are licensed health care professionals, however, they are new to the role of a "registered nurse" and are functioning in the student role during the clinical preceptorship. They may require less supervision in task-related activities and more supervision in decision making activities. Discuss these issues with the student assigned to work with you.
RN Refresher students may be currently licensed, preparing for reactivation of their license, or changing their area of clinical expertise. Their skill levels will vary depending on their personal goals for reeducation. Discuss skill and supervision issues with the student assigned to work with you.

8. What if the student isn't successful in this rotation?

The fact that a student fails does not mean that you have failed as a preceptor. If you are concerned with a student's performance, contact the faculty liaison as soon as possible.

9. Is the student working under my license?

The student is NOT working on your license. No one works under another's license. Under the law, each person is responsible for his or her own actions. The student has the right by law to practice incidental to the educational process. The standard of care must be the same as that rendered by a registered nurse.

Be sure to be clear about what the student can and cannot do. (Refer to the student's Self Assessment form.) You have the responsibility to delegate according to the student's abilities and to supply adequate supervision.
Course Descriptions & Objectives


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<thead>
<tr>
<th>Provider of Care</th>
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<tbody>
<tr>
<td>The student will apply critical thinking skills to provide safe, quality, comprehensive care for individuals with psychiatric mental health needs and their families using the nursing process.</td>
</tr>
<tr>
<td>...examine the effects of therapeutic communication with psychiatric mental health clients.</td>
</tr>
<tr>
<td>...integrate the teaching-learning process in the delivery of care for psychiatric/mental health clients and families to meet their needs for health promotion, maintenance and/or restoration.</td>
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<table>
<thead>
<tr>
<th>Coordinator of Care</th>
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</thead>
<tbody>
<tr>
<td>The student will initiate collaboration with members of the health care team to provide safe and effective care for clients with complex needs and their families.</td>
</tr>
<tr>
<td>...appropriately modify material and human resources in an organized manner while providing care for adult clients with complex health care needs.</td>
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<tr>
<td>...evaluate communication with members of the health care team.</td>
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<tr>
<th>Member of the Profession</th>
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<tbody>
<tr>
<td>The student will integrate the role of member of the profession in own nursing practice.</td>
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<tr>
<td>...integrate ethical principles and legal guidelines when making decisions.</td>
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</table>

RNSG 1363 - Nursing Practice II - Application of the theories, concepts and knowledge base presented in RNSG 1542 - Concepts of Nursing Practice for Articulating Students. [Provides the articulating student the opportunity to examine the roles of the associate degree nurse and apply systematic problem solving processes and critical thinking skills; focuses on the utilization of leadership and management skills in the provision of care to small groups of adult clients and their families in selected settings and competency in knowledge, judgment, skills, and professional values within a legal/ethical framework.]

<table>
<thead>
<tr>
<th>Provider of Care</th>
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<tbody>
<tr>
<td>The student will develop critical thinking skills to provide safe, quality, comprehensive nursing care for adult individuals with selected medical-surgical needs and their families using the nursing process.</td>
</tr>
<tr>
<td>The student will demonstrate therapeutic communication techniques with adult clients and their families.</td>
</tr>
<tr>
<td>The student will utilize individualized teaching-learning strategies that assist clients and families to meet their needs for health promotion, maintenance, and/or restoration.</td>
</tr>
<tr>
<td>Coordinator of Care</td>
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<tr>
<td>The student will coordinate with members of the health care team to provide safe and effective care for medical-surgical clients.</td>
</tr>
<tr>
<td>The student will effectively organize material and human resources in an organized manner while providing care for adult clients and their families.</td>
</tr>
<tr>
<td>The student will demonstrate effective professional communication with members of the health care team.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Member of the Profession</th>
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<tbody>
<tr>
<td>The student will demonstrate responsibility and accountability for own learning needs and nursing practice while caring for clients and their families.</td>
</tr>
<tr>
<td>The student will incorporate ethical and legal guidelines while caring for adult clients and their families.</td>
</tr>
</tbody>
</table>
Teaching & Learning

Principles of Learning

• Humans have a natural potential for learning
• Moderate anxiety tends to stimulate learning; low or extreme anxiety tends to inhibit learning
• Meaningful material is learned more readily & remembered longer
• An individual must be motivated in order to learn
• Significant learning is often acquired through doing
• Physical & mental readiness are necessary for learning
• Readiness is related to ability to learn, not willingness or motivation to learn
• New learning is based on previous knowledge & experience
• Retention is fostered by finding meaning in the material, applying the material & learning over a period of time
• Repetition strengthens learning
• If learning is painful or embarrassing, it will be avoided
• Trial & error is a way of learning that takes a lot of time & energy
• Learning occurs through imitation
• Self initiated learning is the most lasting & pervasive

Principles of Teaching

• Good teacher-learner rapport is important to teaching
• Teaching requires effective communication
• Learning needs must be determined
• Objectives serve as guides in planning & evaluation teaching
• Teaching & learning requires planning
• Learning principles must be applied appropriately
• Teaching skill can be acquired through practice and observation
• Feedback & evaluation of teaching skills is important

Effective Communication

• Listen
• Ask for clarification
• Pay attention to feeling
• Avoid prejudging
• Be aware of inconsistencies in verbal & nonverbal communication
• Be accepting of others

The Effective Preceptor

• Interpersonal Qualities
• sensitive
• respectful
• interested
• accessible
• supportive
• open
• concerned

• Professional Qualities
• competent
• confident
• creative
• stimulating
• skilled
• relaxed

• Personal Qualities
• enthusiastic
• honest
• cheerful
• considerate
• calm
• poised
• humorous
• controlled
• flexible
• admits mistakes
Evaluating Student Performance

Purpose of Evaluation

- Identify strengths
- Identify behaviors that need improvement
- Facilitate a positive change in behavior when identified

Types of Evaluation

- Formative
  - informal feedback
  - occurs throughout the learning process
  - assists in improving performance
- Summative
  - formal feedback
  - occurs at predetermined times during the learning process
  - summarizes performance

Principles of Evaluation

- Specificity - focus feedback on specific behaviors rather than general
- Objectivity - base feedback on clearly defined learning outcomes
- Mutual Involvement - include student input

Factors Affecting Student Reactions to Evaluation

- Previous experiences
  - positive
  - negative
- Personal characteristics
  - personality
  - stress level

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<tr>
<th>Student Reactions</th>
<th>Preceptor Responses</th>
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<tbody>
<tr>
<td>Becomes defensive</td>
<td>Remain calm and objective</td>
</tr>
<tr>
<td>Denies any problems</td>
<td>Review the behavior and consequences</td>
</tr>
<tr>
<td>Accepts the need for change</td>
<td>Support and encourage</td>
</tr>
<tr>
<td>Becomes overwhelmed or threatened</td>
<td>Group behaviors into areas of concern</td>
</tr>
</tbody>
</table>
Techniques of Evaluation

• Provide rationale for feedback to diminish emotional reactions & provide impartial basis for change
• Help student identify need for & value of change to increase motivation to change
• Balance positive & corrective comments to decrease hopelessness & resistance
• Examine alternative behaviors enhances commitment & cooperation to assist in problem solving

Components of Effective Feedback

• Describe expected behavior change
• Establish target date for behavior change
• Specify consequences if target date not met
• Validate student understanding of expectations
• Document feedback conference writing
Preceptor Orientation Post Test

To receive CE credit (3 contact hours) for completion of this orientation, mark the single best response for each item and return the post test to:  
Jere Hammer, RN, MSN  
Associate Degree Nursing Program  
1020 Grove Blvd  
Austin, Texas 78741  
FAX 223-6750

1. Which activity is primarily the responsibility of the preceptor?
   - Assumes overall responsibility for teaching and evaluating the student.
   - Orient the student to the clinical agency.
   - Assures student compliance with standards for immunizations, OSHA regulations, CPR training and current liability coverage.
   - Interprets the preceptor program and expectations of students to other agency personnel who are not directly involved with the preceptorship.

2. Which educational track within the ADN program is designed for LVNs and paramedics?
   - Traditional Track
   - Mobility Track
   - VN Track
   - EMT Track

3. The focus of study in RNSG 2361: Clinical Decision Making III Clinical is
   - foundations of nursing practice and clinical skills development
   - advanced medical-surgical nursing and leadership skills development
   - maternal-child health nursing
   - psychiatric-mental health nursing

4. Which action is an example of unsafe or unprofessional conduct by a student that requires the preceptor to notify the faculty liaison? The student
   - is late reporting to the preceptor at the end of the shift
   - does not fully meet the personal objectives established for the preceptorship
   - administers the wrong dose of medication to an assigned patient
   - documents assessment data on the wrong patient’s medical record

5. The nursing program at ACC offers which degree?
   - Diploma
   - AAS
   - BSN
   - MSN
6. Which action demonstrates attainment of the course objective, "Provides safe, quality and comprehensive nursing care for clients, small groups and their families through effective use of the nursing process"? The student

- gives a brochure about Type I diabetes to the parents of a 6 year old patient with DKA
- listens attentively as a patient expresses her fears about the surgical procedure scheduled for the next morning
- determines a patient's level of pain 30 minutes after administration of an opioid analgesic
- offers to assist other staff members with patient care activities

7. Students may independently perform nursing skills and procedures for which they have been checked off by a nursing program instructor.

- True
- False

8. The mission of the ADN program is to

- graduate the maximum number of students each semester
- train students to work in area hospitals
- double the enrollment and number of applicants accepted each year
- provide educational excellence and produce outstanding graduates

9. Which quality is a characteristic of an effective teacher?

- strict
- busy
- respectful
- vigilant

10. The faculty liaison can be reached by pager at the following number.

- 606-6105
- 875-2471
- 606-HELP
- 606-1968

Preceptor name:
<table>
<thead>
<tr>
<th><strong>Clinical Preceptor Profile &amp; Application</strong></th>
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<tbody>
<tr>
<td><strong>Last Name:</strong></td>
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<td><strong>First Name:</strong></td>
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<td><strong>SS #</strong></td>
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<tr>
<td><strong>or RN License #:</strong></td>
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<td><strong>Home Address:</strong></td>
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<td><strong>City:</strong></td>
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<td><strong>Shift:</strong></td>
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<tr>
<td><strong>Routine Work Schedule:</strong></td>
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<tr>
<td><strong>Unit Manager:</strong></td>
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<tr>
<td><strong>Manager Work Phone:</strong></td>
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<tr>
<td><strong>Past Clinical Practice Experience:</strong></td>
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<tr>
<td><strong>Personal Philosophy of Health Care:</strong></td>
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<tr>
<td><strong>Dates available to participate in the clinical preceptorship:</strong></td>
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</tbody>
</table>

I have completed the Preceptor Orientation.  ○ YES  ○ NO

I understand & agree to follow the principles, guidelines and responsibilities for the precepted clinical experience(s).  ○ YES  ○ NO

**Signature:** ____________________________  **Date:** __________

**Return to:**  Jere Hammer, RN, MSN  
Associate Degree Nursing Program  
1020 Grove Blvd, Austin, Texas 78741  
(FAX 223.6750)
Preceptor Evaluation of Student

At the conclusion of the preceptorship experience, evaluate the student's performance for each item listed. Fax completed form to 223-6750 or mail to: Jere Hammer, RN, MSN
Associate Degree Nursing Program
1020 Grove Blvd
Austin, Texas 78741

1. Preceptor's name:

2. Student's name:

3. The student provides safe, quality nursing care using the nursing process.
   - Strongly Disagree
   - Disagree
   - Indifferent
   - Agree
   - Strongly Agree

4. The student demonstrates caring.
   - Strongly Disagree
   - Disagree
   - Indifferent
   - Agree
   - Strongly Agree

5. The student applies critical thinking to nursing decisions.
   - Strongly Disagree
   - Disagree
   - Indifferent
   - Agree
   - Strongly Agree

6. The student implements the teaching-learning process.
   - Strongly Disagree
   - Disagree
   - Indifferent
   - Agree
   - Strongly Agree
7. The student effectively manages materials and human resources related to client care.

- Strongly Disagree
- Disagree
- Indifferent
- Agree
- Strongly Agree

8. The student utilizes appropriate resources to address ethical and legal concerns.

- Strongly Disagree
- Disagree
- Indifferent
- Agree
- Strongly Agree

9. The student communicates in an effective, professional manner.

- Strongly Disagree
- Disagree
- Indifferent
- Agree
- Strongly Agree

10. The student demonstrates responsibility and accountability for personal learning needs and nursing practice.

- Strongly Disagree
- Disagree
- Indifferent
- Agree
- Strongly Agree

11. The student collaborates with other members of the health care team to foster excellence in nursing.

- Strongly Disagree
- Disagree
- Indifferent
- Agree
- Strongly Agree

12. Comments:

Thank you for supporting Associate Degree Nursing education!
Preceptor Evaluation of the Clinical Preceptorship

At the conclusion of the preceptorship, evaluate the experience for each item listed. Fax completed form to 223-6750 or mail to: Jere Hammer, RN, MSN
Associate Degree Nursing Program
1020 Grove Blvd
Austin, Texas 78741

1. Preceptor’s name:

2. Clinical Area:

3. A preceptorship experience in this clinical area provides adequate opportunities to enhance the student’s clinical skills and knowledge.

   ☐ Strongly Disagree
   ☐ Disagree
   ☐ Indifferent
   ☐ Agree
   ☐ Strongly Agree

4. A preceptorship experience in this clinical area provides adequate opportunities to strengthen the student’s communication skills with other members of the health care team.

   ☐ Strongly Disagree
   ☐ Disagree
   ☐ Indifferent
   ☐ Agree
   ☐ Strongly Agree

5. A preceptorship experience in this clinical area provides adequate opportunities to individualize learning experiences in the role of provider of care.

   ☐ Strongly Disagree
   ☐ Disagree
   ☐ Indifferent
   ☐ Agree
   ☐ Strongly Agree

6. The length of the clinical preceptorship is adequate to meet the student’s objectives.

   ☐ Strongly Disagree
   ☐ Disagree
   ☐ Indifferent
   ☐ Agree
   ☐ Strongly Agree
7. The length of the clinical preceptorship is adequate to evaluate the student's performance.
   - Strongly Disagree
   - Disagree
   - Indifferent
   - Agree
   - Strongly Agree

8. The clinical preceptorship enhanced patient care.
   - Strongly Disagree
   - Disagree
   - Indifferent
   - Agree
   - Strongly Agree

9. The faculty liaison was available for questions, concerns or problems.
   - Strongly Disagree
   - Disagree
   - Indifferent
   - Agree
   - Strongly Agree
   - Not Applicable

10. The preceptor orientation adequately prepared me for the clinical preceptorship experience.
    - Strongly Disagree
    - Disagree
    - Indifferent
    - Agree
    - Strongly Agree

11. The clinical preceptorship is a valuable experience for nursing students.
    - Strongly Disagree
    - Disagree
    - Indifferent
    - Agree
    - Strongly Agree

Thank you for supporting Associate Degree Nursing education!
12. I will consider participating in the clinical preceptorship in the future.

- Strongly Disagree
- Disagree
- Indifferent
- Agree
- Strongly Agree

13. Comments: