



Master of Science in Nursing Program

**PRECEPTOR / STUDENT
ORIENTATION HANDBOOK**

Angelo State University

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ANGELO STATE UNIVERSITY
Department of Nursing

Dear Preceptor:

Thank you for agreeing to precept a student in the Angelo State University Master's degree program. Your expert guidance in providing students the opportunity to apply their clinical skills and knowledge is critical to preparing them for the advanced practice role. As a busy professional with numerous demands and responsibilities, your commitment to this process demonstrates personal dedication to the continuing quality development of the nursing profession. The student will gain confidence and validation as you provide teaching, coaching, and role modeling opportunities. It is difficult to imagine successfully preparing these individuals without the collaboration of our colleagues in the community!

Please review the mission statement of the MSN program at Angelo State University enclosed in this packet. The student should supply you with a copy of the course syllabus communicating course and clinical objectives. In addition, the student is required to formulate both semester and daily objectives, subject to approval of the faculty member and the preceptor. You and the student should review and refine these objectives which are specific to the student's goals for the experience and the opportunities available in your practice. Review the objectives occasionally for those accomplished and not yet attained. Copies of the Student Clinical Evaluation forms to be filled out by you for each semester will be provided by the student. Please complete the following forms (included in this packet) before the student begins the experience and give to student for submission:

- Preceptor Profile (Biographical Data Sheet) indicating professional preparation and licensure is required for all preceptors. (Many preceptors submit a current curriculum vitae to satisfy this requirement).
- Preceptor Agreement acknowledging your willingness to serve as a preceptor for the specified student.

The Angelo State University graduate nursing faculty values your service as a preceptor and welcomes your recommendations for making the preceptor role more effective and satisfying. Please feel free to contact me or the course instructor if you have any questions or concerns. Thank you for your service on behalf of continuing excellence in the clinical education of professional nurses.

Sincerely,

A handwritten signature in blue ink that reads 'Molly J. Walker'.

Molly Walker PhD, RN, CNS, CNE
Professor
Graduate Program Coordinator and Advisor
Angelo State University
Department of Nursing and Rehabilitation Sciences
325-486-6872 molly.walker@angelo.edu

ASU Station #10902 | San Angelo, Texas 76909-0902
Phone: (325) 942-2224 | Fax: (325) 942-2236 | www.angelo.edu/dept/nursing

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Preceptor Criteria

A qualified preceptor must supervise the clinical experience. Angelo State University follows the Advanced Practitioner Regulation Subsection 219.10. The provisions of this 219.10 adopted to be effective September 13, 2001, 26 TexReg 6889; amended to be effective January 8, 2008, 33 TexReg 184 by requiring the following qualifications:

- a. Nurses:
 - a. Master's Degree in Nursing from an accredited university.
 - b. Current RN license in Texas.
 - c. Authorized to practice as advanced practice nurse in Texas.
 - d. Currently licensed health care professionals who provide supervision and teaching in clinical settings appropriate for advanced practice nursing.
- b. Physicians:
 - a. Doctor of Medicine or Osteopathy from an accredited university.
 - b. Currently licensed and practicing in the state of Texas.
- c. Preceptor must have a minimum of one year of experience in the specialty and practice.
- d. Area of practice must be relevant to the educational clinical practice component.
- e. Able to provide adequate supervision, teaching, and evaluation of students for the achievement of clinical course objectives and learning needs.
- f. Able to facilitate active participation of students in the delivery of health care.
- g. Committed to the concept of advanced practice nursing.
- h. Familiar with written clinical objectives specific to preceptor experience.

Responsibilities within the Preceptorship

The preceptor will provide a setting in which the student may see patients and gain experience in clinical practice.

1. Preceptor Responsibilities

- a. Orients the student to clinical setting, organizational policies and key personnel.
- b. Precepts the advanced practice nurse practitioner student on a one-to-one clinical basis.

- c. Serves as an exemplary role model, host, sponsor and teach to the advanced practice nursing student.
- d. Allows the advanced practice nursing student the opportunity to assess, diagnose and form a treatment plan BEFORE providing feedback and suggestions.
- e. Reviews all student documentation in clinical records and co-signs same.
- f. Provides the advanced practice nursing student with the clinical experiences as appropriate to meet the course requirements/objectives and specific education expectations.
- g. Critique the advanced practice nursing student's clinical skills and knowledge during the designated preceptor period.
- h. Maintains communication with the nurse practitioner faculty; discuss/evaluate advance practice nursing student progress in the clinical area.

2. Advanced Practice Nursing Student Responsibilities

The advanced practice nursing students are responsible for being self-directed in identifying initial and ongoing learning needs, for seeking learning opportunities to meet identified needs, and for being accountable for their performance in the advanced practice nursing role. The student should:

- a. Provide the preceptor with the Preceptor Handbook and complete all preceptor agreements, preceptor profiles and collect a current preceptor CV prior to the initiation of the clinical experience.
- b. Discuss specific written clinical objectives and negotiate a clinical schedule with the preceptor.
- c. Provide the clinical site with the necessary licensure, liability insurance, and educational information as requested. Submit a completed student profile to the preceptor and to faculty on or before the first clinical day.
- d. Assumes responsibility for individual learning needs recognizing own limitations and strengths while complying with professional standards, clinical site policies, and advanced practice protocols.
- e. Demonstrate professional role behaviors of an advanced practice nurse. Dress should be professional and appropriate according to the clinical practice setting. A lab coat or appropriate attire fitting to the office setting is required.
- f. Demonstrate accountability for thoroughness and timeliness in completing assigned role responsibilities.
- g. Maintain a clinical log (may use elogs) according to course requirements and submit it to the faculty at designated intervals.

- h. Demonstrate increased independence and competency in the advanced practice role in accordance with his/her academic progression.
- i. Actively seek input into the evaluation process and participate in self-evaluation.
- j. Contact faculty by telephone, or email if faculty assistance if necessary.
- k. Respect the confidential nature of all information obtained during the clinical experience.
- l. Complete clinical preceptor/site evaluation at the end of the clinical experience.

3. Designated Faculty Responsibilities

Faculty identify clinical learning objectives specific to the program, course, and learning needs of the students. They facilitate student achievement of these objectives through provision of didactic instruction, identification of appropriate clinical facilities and preceptors, observation and evaluation of students in the clinical setting, and establishment of close working relationships with preceptors.

The faculty should:

- a. Identify and evaluate clinical sites for appropriateness of learning experiences.
- b. Be available to discuss the program requirements and objectives with the preceptor.
- c. Assure establishment of affiliation or preceptor agreements prior to initiation of clinical experience.
- d. Be responsible for providing expedient consultation and/or support of the preceptor when needs or problems are reported.
- e. Serve as role model to demonstrate effective communication, leadership and clinical expertise.
- f. Seek preceptor input regarding student's clinical performance and other clinical related activities.
- g. Maintain communication with the preceptor/facility/agency and make clinical site visits as needed.
- h. Encourage student to verbalize and demonstrate the use of theoretical frameworks and the application of relevant research as well as evidence-based findings for care and decision making.
- i. Document the student's clinical progress for the semester using the appropriate course evaluation form.

The One-Minute Preceptor

(Neher, Gordon, Meyer and Stevens, 1992)

The One-Minute Preceptor summarizes five user-friendly techniques that you can put to use in a busy clinic setting.

Microskill 1: Get a Commitment

Situation: After presenting a case to you, the student stops to wait for your response or asks you what to do.

Preceptor: Ask the student what he or she thinks about the issue. The student's response will allow you to assess the student's knowledge and focus more precisely on learning needs.

Sample questions:

- "What do you think is going on with this patient?"
- "What would you like to accomplish in this visit?"
- "Why do you think the patient has been non-compliant?"

Microskill 2: Probe for Supporting Evidence

Situation: The student has committed to a position on the issue presented and looks to you to confirm or correct.

Preceptor: Before giving an opinion, ask the student what evidence supports his or her opinion.

Alternatively, ask what other alternatives were considered and how they were rejected in favor of the student's choice.

Sample questions:

- "What were the major findings that led to your conclusion?"
- "What else did you consider?" "How did you reject that choice?"
- "What are the key features of his case?"

Microskill 3: Teach General Rules

Situation: You have ascertained that there is something about the case which the student needs or wants to know.

Preceptor: Provide general rules at the level of the student's understanding. A generalizable teaching point can be phrased as, "When this happens, do this. . . ." General rules are more memorable and transferable than specific facts.

Example:

- "If the patient has only cellulitis, incision and drainage is not possible. You have to wait until the area becomes fluctuant to drain it."
- "Patients with UTI usually experience pain with urination, increased frequency and urgency, and they may have hematuria. The urinalysis should show bacteria and WBCs, and may also have some RBCs."

Microskill 4: Tell Them What They Did Right

Situation: The student has handled a situation effectively.

Preceptor: At the *first opportunity*, comment on the *specific* good work *and* the effect that it had. As Belasco (1989) wrote, "What gets measured gets produced; what gets rewarded gets produced again."

Example:

- “You didn’t jump into working up her complaint of abdominal pain, but kept open until the patient revealed her real agenda. In the long run, you saved yourself and the patient a lot of time and unnecessary expense by getting to the heart of her concerns first.”
- “Obviously you considered the patient’s finances in your selection of a drug. Your sensitivity to this will certainly contribute to improving his compliance.”
- “Why do you think the patient has been non-compliant?”

Microskill 5: Correct Mistakes

Situation: The student has made mistakes, omissions, or demonstrated distortions or misunderstandings.

Preceptor: As soon as possible after the mistake, find an appropriate time and place to discuss what was wrong and how to correct the error or avoid it in the future. Let the student critique his or her performance first. The student is likely to repeat mistakes that go uncorrected.

Example:

- “You may be right that this patient’s symptoms are probably due to a viral upper respiratory infection. But you can’t be sure it isn’t otitis media unless you’ve examined the ears.”
- “I agree that the patient is probably drug-seeking, but we still need to do a careful history and physical examination.

Neher, J.O., Gordon, K.C., Meyer, B., & Stevens, N. (1992). A five-step “microskills” model of clinical teaching. *Journal of the American Board of Family Practice*, 5, 419-424.

Mission and Philosophy

The Department of Nursing and Rehabilitation Sciences supports the Mission of Angelo State University by offering undergraduate and graduate programs that prepare nurse professionals to provide high quality, safe care for a multi-cultural society.

As nursing faculty members, we use certain beliefs and values as a guide and framework for excellence in teaching and learning. We believe the art and science of nursing involves critical thinking, decision-making, leadership, teamwork, and collaboration to optimize patient outcomes. Advocacy and quality improvement strategies are a foundation for quality care. Nursing requires caring, culturally sensitive, therapeutic partnerships that respect patient values and preferences. We are committed to excellence in nursing education, offering a supportive and caring environment that facilitates personal and professional growth and life-long learning.

The faculty believes the health care needs of the community are best served by multiple levels of nursing practice that produce competent, safe practitioners at the AASN, BSN, and MSN levels. Each level of nursing education builds and expands on prior knowledge and competency. Course experiences at all levels assist students to develop as critical thinkers and ethical decision makers.

Our undergraduate degrees prepare students for generalist practice. Both the AASN and BSN undergraduate degrees focus on care of the individuals and families across the life span in various health care settings. Baccalaureate nursing further encompasses health promotion of families, individuals, and communities in a variety of settings. Both undergraduate nursing programs emphasize evidence-based practice, quality improvement, safety, informatics, patient-centered care, teamwork, and collaboration.

The Master of Science in Nursing Degree is built upon the foundation of undergraduate nursing educational elements and provides graduate students with advanced skills and knowledge for their professional roles. The graduate program choices are: the Advanced Practice Registered Nurse (FNP and CNS); the Nurse Educator or the Registered Nurse First Assistant.

Faculty members encourage and support collaborative endeavors with students in a variety of scholarly activities within a wide range of health care settings. These programs position graduates for leadership roles in a broad range of health care and educational settings.

At all levels, nursing faculty members are committed to respecting individual diversity and offering access to quality learning resources. By fostering professionalism, science-based care, and life-long learning, graduates are prepared for practice and leadership in current and future health care environments.

Reviewed May 1999, 2000; Revised 2001, 2004, 2006, 2007, 2009, 2010, 2011

Important Links

Clinical Readiness Checklist –

<https://www.angelo.edu/content/files/16630-clinical-readiness-checklistpdf>

Preceptor Agreement –

<https://www.angelo.edu/content/files/16632-preceptor-agreementpdf>

Preceptor Profile –

<https://www.angelo.edu/content/files/16633-preceptor-profilepdf>

Clinical Hours Documentation Form –

<https://www.angelo.edu/content/files/16634-msn-student--clinical-hours-documentation-sheetpdf>

Student Evaluation of Preceptor/Clinical Facility –

<https://www.angelo.edu/content/files/16635-msn-student-evaluation-of-preceptor--clinical>

Student Name Tag Form

<https://www.angelo.edu/content/files/16636-msn-student-name-tag-formpdf>

MSN Student Self-Evaluation –

<https://www.angelo.edu/content/files/16637-msn-student-selfevaluationpdf>

“How to be a Good Preceptor” – www.preceptor.ca/

Note: Free website for preceptors and students on the entire Preceptor experience.