PRECEPTOR ORIENTATION PACKET

Graduate Nursing Programs

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www.utrgv.edu/nursing
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INTRODUCTION

A clinical preceptorship is a supervised clinical experience which allows students to apply knowledge gained in the didactic portion of a program to patient care management situations in the clinical setting. Practice in the clinical setting provides the UTRGV Graduate Nursing students with the opportunity to observe and actively participate in the delivery of health care, incorporating advanced practice nursing concepts. Preceptors actively practicing in the clinical setting are uniquely qualified to facilitate the development of students in this advanced practice role.

Because each student enters the clinical preceptorship with a varied amount of past experience and technical competence, providing clinical learning opportunities which support the student’s individual learning needs may be challenging. Therefore, the purpose of this Preceptor Orientation Packet is to provide preceptors with helpful information and effective teaching strategies to optimize learning for students.
THE GRADUATE NURSING PROGRAMS

Philosophy

The Graduate Nursing Programs are designed to prepare the graduate to use an expanded skill, theory, research and knowledge base in advanced roles within various settings. The programs emphasize preparation of students to meet the dynamic needs of the international, multicultural, and multilingual society of the Rio Grande Valley. The curricula promote the development of advanced critical thinking and inter-collaborative skills to be used in conceptualizing, synthesizing, and evaluating nursing and health care.

The curricula of the Graduate Programs is designed to facilitate the accomplishment of the mission of the School of Nursing:

The School of Nursing supports the mission of the Division of Health Affairs through programs that educate individuals to meet the health care needs of a culturally diverse society. These programs facilitate the development of competent practitioners, educators and leaders within an interprofessional environment, to provide holistic nursing care to individuals, families, groups, and communities. Integral to the mission, the School of Nursing is committed to fostering research that enhances evidence-based practice and service within the profession. Furthermore, community engagement that enriches health promotion, maintenance, and restoration is highly valued.

The graduate’s curricula is derived from the premise that an undergraduate base in nursing, physiology, pharmacology, and health assessment is well established. There are five major concepts integrated throughout:

1. Critical Thinking;
2. Inter-Professional Practice;
3. Research and Evidence-Based Practice; and
4. Diversity, and
5. Leadership

Nursing in advanced practice uses a theory and research based nursing process to deliver and/or manage client care. Nursing focuses on a critical thinking process which is founded on concepts and principles leading to creative and intellectual processes.

The holistic individual is composed of integrated physiological, psychological, spiritual, cultural, and social needs. In recognition of the dynamic nature of these health needs and based upon an expanded knowledge base, the nurse in advanced practice uses a holistic approach to critically evaluate and conceptualize care. Using the holistic concept in the curriculum differentiates nursing from other health professions by virtue of its approach to the individual and health.
Since the health status of an individual or group is a changing phenomenon, it may be viewed as a process. In this process, individuals and groups respond to multiple stimuli by maintaining their present health status, moving toward increased wellness, or moving toward increased illness.

Society is composed of groups of individuals interrelating with one another, each from diverse cultural, ethnic, and environmental settings. Culture is composed of other values, behaviors, beliefs, and ideas shared by a group of individuals within society. The presence of many social groups, each with its unique culture, makes society multicultural.

Education facilitates change as evidence by intellectual and professional growth. The graduate learning environment incorporates the principles of adult learning to promote the development of advanced critical thinking and intercollaborative skills which may be used in conceptualizing, synthesizing, and evaluating management of nursing and health care problems.

**Graduate Student Learning Outcomes**

Graduate Student Learning Outcomes facilitate evaluation of learning as student’s progress in the curricula toward the intended Graduate Outcomes. Thus, the student will:

1. Function as a scholar with critical thinking skills supported by theories from the behavioral, physical, and nursing sciences.

2. Demonstrate organizational and systems leadership in the application of client/patient care interventions, incorporating informatics and health care technology to improve population health care outcomes.

3. Collaborate as a member of an inter-professional health care team to advocate for safe and effective client/patient care, being cognizant of cultural, societal, economic, political, and ethicolegal issues.

4. Promote quality improvement in the provision of culturally competent care to diverse populations through integration of health policy, planned programs, education, and advocacy.

5. Integrate scholarship and research into masters-level practice that is grounded in the sciences and humanities.
PRECEPTOR SELECTION CRITERIA

The advanced practice clinical experience must be supervised by a qualified preceptor. UTRGV follows the Advanced Nurse Practitioner Regulations in the Rules and Regulations of the Texas Board of Nursing (BON) (Rule 219.10) by requiring the following qualifications:

1. Nurses:
   - At least a Master of Science Degree in Nursing (MSN) from a nationally accredited university in the U.S.A.
   - Current State Licensure verified via State Board of Nursing (BON) or its equivalent with expiration dates noted.
   - Currently recognized by the State BON or its equivalent as an Advanced Practice Registered Nurse (APRN).
   - Currently practicing in an advanced practice (APRN) nursing role with a minimum of one year of clinical experience (See Preceptor Data Sheet/Form).

2. Physicians:
   - Doctor of Medicine (MD) or Osteopathy (DO) from an accredited university.
   - Current State Licensure (verified via State Medical Board website) with expiration dates noted.
   - Currently practicing with a minimum of one year of clinical experience (See Preceptor Data Sheet/Form).

3. Area of practice must be relevant to the educational clinical practice component.

4. Able to provide adequate supervision, teaching, and evaluation of students for the achievement of clinical course objectives and learning needs.

5. Able to facilitate active participation of students in the delivery of health care.

6. Commitment to the concept of advanced practice nursing.

7. Preceptors for graduate MSN, and post master’s certificate nursing students.
   - Nurses:
     i. All criteria for MSN and Post-Master’s certificate programs.
   - Physicians:
     1. Same criteria as above.
PRECEPTOR RESPONSIBILITIES

A. Orientation

1. The student should arrange to meet with the preceptor for orientation prior to the initiation of the actual clinical experience

2. During initial orientation to the clinical setting, the preceptor should
   a. Communicate general guidelines to be used for preceptor/student interactions and for review and feedback of student performance.
   b. Review advanced practice procedural and management protocols specific to the setting.
   c. Review expectations for documentation.
   d. Discuss overall plan for progression of student assignments in regards to number and complexity of patients.
   e. Review student’s previous learning experiences and clinical objectives to be accomplished.
   f. Encourage student to identify strengths and areas for continued professional growth.
   g. Perform initial assessment of student’s current level of proficiency through observation of physical assessment skills, and through directed, guided questioning.
   h. Involve student in assessment/validation/decision advanced practice procedural and management protocols specific to the setting.
   i. Negotiate a clinical schedule with the student. If the student will be absent on a scheduled clinical day, the student is responsible for notifying the preceptor prior to the designated time.
   j. Review other clinical site specific operational issues involved in the performance of advanced practice role responsibilities.
B. Clinical Supervision and Teaching

1. Assess the competence of the student providing care.

2. Ensure that care provided by the student is consistent with standards set forth in the clinical site policies, procedures, and advanced practice protocols.

3. Direct the progression of student assignments in regards to complexity of care.

4. Directly supervise the student in the performance of advanced practice role responsibilities. The student will require direct supervision until such time that the preceptor and the student deem it no longer necessary.

5. Review the student’s record documentation and make constructive suggestions for improvement. Student will sign all notations with their first name, last name, title, and school.

6. Schedule regular meetings with the student to discuss specific learning objectives and experiences. The meetings are expected to review:
   a. The student’s care management and documentation.
   b. Advanced practice skills attempted and completed.
   c. The student’s comprehension of physiology as it relates to care.
   d. Intervention strategies, including rationale for treatment decisions.
   e. The student’s ability to communicate and collaborate effectively with preceptors, families, staff, and other health care professionals.
   f. Professional issues related to advanced practice role implementation.
   g. Plans for future learning experiences based on an assessment of the student’s strengths and areas for continued professional growth.

C. Assessment of Student Performance

1. Assess student progress through a written evaluation at the completion of the clinical experience. This evaluation will be considered by the course faculty in determining the final evaluation of the student.

2. Assess daily progress through review of clinical log entries
3. Inform the designated Graduate Nursing faculty of concerns related to unsafe clinical practice by the student or if the student is identified as having difficulties in meeting the requirements of the preceptorship experience.

**STUDENT RESPONSIBILITIES**

The student is 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 is expected to:

1. Complete all preceptor agreements forms and clinical affiliation agreements fully executed prior to the initiation of the clinical experience.

2. Discuss specific clinical objectives and negotiate a clinical schedule with the preceptor prior to the actual clinical experience.

3. Provide the clinical site with the necessary licensure, liability insurance, and educational information as requested.

4. Perform the advanced practice role under the supervision of the preceptor recognizing the limitation of educational preparation and complying with professional standards, clinical site policies, and advanced practice protocols.

5. Demonstrate professional role behaviors of an advanced practice nurse.

6. Demonstrate accountability for thoroughness and timeliness in completing assigned role responsibilities including alerting assigned UTRGV faculty of any concerns.

7. Maintain a clinical log according to course requirements.

8. Demonstrate progressive independence and competency in the advanced practice role.

9. Actively seek input into evaluation process and participate in self-evaluation of strengths and identified areas for professional growth with the preceptor and designated faculty.

10. Complete clinical preceptor evaluation at the end of the clinical experience.

11. Respect the client’s right to privacy by protecting confidential information per HIPAA laws. Complete HIPAA training and submit certificate as required by faculty for each clinical course.
DESIGNATED FACULTY RESPONSIBILITIES

Faculty identify clinical learning objectives specific to the program, course, and learning needs of the students. Faculty 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 is expected to:

1. Provide the preceptor with a Preceptor Orientation Packet and the specific objectives of the clinical experience.

2. Review the expectations for the students, the preceptor, and the faculty with the preceptor and pertinent personnel at the facility/agency.

3. Assure establishment of affiliation and/or preceptor agreements prior to initiation of clinical experience.

4. Review the policies of the agency to be followed by faculty and assigned students.

5. Act as counselor, consultant, and teacher in supporting student success.

6. Serve as role model to demonstrate effective communication, leadership, and clinical expertise.

7. Provide feedback on the student’s clinical performance and other clinical related activities to support student success.

8. Make clinical site visits as scheduled and as needed in supporting student achievement of learning objectives.

9. Encourage student to verbalize and demonstrate the use of theoretical frameworks for care and decision making.

10. Provide an open environment to enhance the student’s cultural competency and diversity.

11. Maintain open communication with the preceptor, facility/agency managers, supervisors and all personnel involved in the teaching-learning process.

12. Conduct a final evaluation of the student’s performance in each clinical setting.
PRECEPTOR DATA SHEET
(Physician)

Name: ___________________________  Date: ___________________________

Position/Title: ___________________________

Facility Name: ___________________________

Address: ___________________________
Website: ___________________________

Phone Number: ___________________________

Email: ___________________________

State Medical Board License Number: ___________________________  Expiration: ___________________________

Board Certified in Specific Area:  
Yes [ ]  No [ ]  Area(s): ___________________________

Certifying Agency: ___________________________

Current Practice/Specialization: ___________________________

Background:

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Pertinent Work Experience:

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<th>Location</th>
<th>Type of Practice</th>
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Revised 10/01/2019 dzr
PRECEPTOR DATA SHEET
(Nurse Practitioner/Clinical Nurse Specialist/Educator/Administrator)

Name: __________________________ Date: __________________________

Position/Title: __________________________

Facility Name: __________________________

Address: __________________________
Website: __________________________

Phone Number: __________________________

Email: __________________________

State License Number: __________________________ Expiration: __________________________

Board Certified in Specific Area: [ ] Yes [ ] No Area(s): __________________________

Certifying Agency: __________________________

Current Practice/Specialization: __________________________

Background:

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<th>College or University</th>
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Pertinent Work Experience:

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<tr>
<th>Dates</th>
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<th>Type of Practice</th>
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Revised 10/01/2019 dzr
# PRECEPTOR/STUDENT COMMITMENT

The purpose of this agreement is to establish the specific dates and times agreed upon for preceptor activities for students in Graduate Nursing Programs.

1. **Name of Student:**

2. **Name of Preceptor:**

3. **Course number and title:**

4. **Number of clock hours agreed upon:**

5. **Dates and times of experience:**

6. **Responsible UTRGV faculty:**

7. **Faculty telephone:**

## SIGNATURES:

- **Student:**
  - ____________________________
  - ____________________________

- **Preceptor:**
  - ____________________________
  - ____________________________

- **Faculty:**
  - ____________________________
  - ____________________________

**Revised 10/01/2019 dzr**
PRECEPTOR AGREEMENT

The purpose of this agreement is to permit students in Graduate Nursing Programs to participate in a preceptorship in your agency.

Conditions of this preceptorship are as follows:

1. Name of Preceptor: 

2. The preceptor is the owner of/employee of: (Agency Name) 

3. Name of Course: 

4. Number of clock hours agreed upon: 

5. Arranged dates and times: 

6. The student will be under the supervision of any agency employee acting as a preceptor. 

Student Name 

7. The student will work with the preceptor in accomplishing goals identified by the student which are in accordance with course objectives. 

8. Faculty Member will serve as a liaison between the UTRGV School of Nursing and Agency. 

Faculty Name
Acceptance of the condition of this preceptorship is confirmed by the following signatures:

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Title</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preceptor</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Agency Director</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Course Instructor</td>
<td></td>
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</tbody>
</table>
Post Master’s Psychiatric Mental Health Certificate Student  
MSN: Family Nurse Practitioner Student  
MSN: Nurse Educator Student

<table>
<thead>
<tr>
<th>Student Name (Print):</th>
<th>Date of Evaluation:</th>
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<tbody>
<tr>
<td>Clinical Sites:</td>
<td></td>
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<tr>
<td>Total Hours at Site:</td>
<td>Student Signature:</td>
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</table>

**Directions:** Please evaluate the student’s performance for each item according to the following scale:

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<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/O</th>
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<tbody>
<tr>
<td>1</td>
<td>Unsafe, not acceptable</td>
<td>Minimally acceptable, needs additional work</td>
<td>Definitely acceptable</td>
<td>Outstanding, goes beyond expectations</td>
<td>Not observed</td>
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**Scientific Foundation**

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<tr>
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<th>N/O</th>
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<tbody>
<tr>
<td>1</td>
<td>Integrates nursing and related sciences into the delivery of advanced nursing care to diverse populations</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Demonstrates proficiency of scientific foundations such as advanced pathophysiology, pharmacology, physiology, population health, genetics, and communication skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>3</td>
<td>Critically analyzes data and evidence for the implementation of a patient-centered plan of care</td>
<td>1</td>
<td>2</td>
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**Leadership**

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<th>N/O</th>
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<tr>
<td>4</td>
<td>Demonstrates professionalism with individuals of other professions to maintain a climate of mutual respect and shared values</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>5</td>
<td>Advocates for the role of the advanced practice nurse</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>6</td>
<td>Maintains an environment of honesty and integrity with patients, families, and other team members</td>
<td>1</td>
<td>2</td>
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**Quality**

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<th>N/O</th>
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<tr>
<td>7</td>
<td>Monitors quality of care delivered</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>Assumes responsibility for practice</td>
<td>1</td>
<td>2</td>
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<td>9</td>
<td>Evaluates the relationships among access, cost, quality, and safety and their influence on health care</td>
<td>1</td>
<td>2</td>
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**Practice Inquiry**

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<tr>
<td>10</td>
<td>Demonstrates proficiency in translating and applying current research into the delivery of patient-centered care</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<td>11</td>
<td>Applies clinical investigative skills to help improve health outcomes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>12</td>
<td>Analyzes clinical guidelines for individualized application into practice</td>
<td>1</td>
<td>2</td>
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**Technology & Information Literacy**

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<th>N/O</th>
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<tr>
<td>13.</td>
<td>Able to utilize patient care technologies to deliver, enhance,</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/O</td>
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<tr>
<td></td>
<td>communicate, integrate and coordinate quality health care</td>
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<td>14.</td>
<td>Demonstrates information literacy skills in complex decision</td>
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<td>2</td>
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<td>4</td>
<td>N/O</td>
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<td></td>
<td>making</td>
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<td><strong>Policy &amp; Ethics</strong></td>
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<td>15.</td>
<td>Advocates for healthcare policies affecting family health care</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/O</td>
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<td>16.</td>
<td>Cognizant of ethical consequences of decisions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/O</td>
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<td>17.</td>
<td>Integrates ethical principles in decision making</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/O</td>
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<td><strong>Health Delivery System</strong></td>
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<td>18.</td>
<td>Able to incorporate access, cost, efficacy, and quality when</td>
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<td>2</td>
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<td>4</td>
<td>N/O</td>
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<td></td>
<td>making care decisions</td>
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<td>19.</td>
<td>Incorporates interprofessional collaborative concepts to the</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/O</td>
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<td></td>
<td>delivery of health care</td>
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<td>20.</td>
<td>Demonstrates knowledge of health care system financing as it</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>N/O</td>
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<td>affects reimbursement of services</td>
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<td>21.</td>
<td>Knowledgeable of insurance, Medicare and Medicaid regulations</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>N/O</td>
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<td><strong>Independent Practice</strong></td>
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<tr>
<td>22.</td>
<td>Able to accurately obtain a problem-focused and/or</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/O</td>
</tr>
<tr>
<td></td>
<td>comprehensive health history</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>23.</td>
<td>Performs and accurately documents between normal and</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/O</td>
</tr>
<tr>
<td></td>
<td>abnormal findings across the lifespan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>Identifies health and psychosocial risk factors of patients</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/O</td>
</tr>
<tr>
<td></td>
<td>across the lifespan and their families</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>25.</td>
<td>Initiates appropriate diagnostic and therapeutic interventions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/O</td>
</tr>
<tr>
<td></td>
<td>based on current evidence/standards of care with</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>consideration of the costs, risks, and benefits to patients</td>
<td></td>
<td></td>
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<tr>
<td>26.</td>
<td>Synthesizes data from a variety of sources to make clinical</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/O</td>
</tr>
<tr>
<td></td>
<td>decisions regarding appropriate management/consultation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>Formulates comprehensive differential diagnoses</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/O</td>
</tr>
<tr>
<td>28.</td>
<td>Manages common acute and chronic physical and mental</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/O</td>
</tr>
<tr>
<td></td>
<td>illnesses including acute exacerbations and injuries across the</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>lifespan to minimize complications and promote health</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>29.</td>
<td>Proposes medications with knowledge of altered</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/O</td>
</tr>
<tr>
<td></td>
<td>pharmacodynamics and pharmacokinetics with special populations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(infants, children, pregnant women, older adults)</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>30.</td>
<td>Facilitates family decision-making about health</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/O</td>
</tr>
<tr>
<td>31.</td>
<td>Incorporates the patient’s cultural and spiritual preferences,</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/O</td>
</tr>
<tr>
<td></td>
<td>values, and beliefs into health care</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>32.</td>
<td>Applies principles of self-efficacy/empowerment in</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/O</td>
</tr>
<tr>
<td></td>
<td>promoting behavior change</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>33.</td>
<td>Develops patient-appropriate educational materials that</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/O</td>
</tr>
<tr>
<td></td>
<td>address the language and cultural beliefs of the patient</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Comments:**

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Revised 10/01/2019 dzr
Preceptor Signature:
EVALUATION OF PRECEPTOR BY STUDENT

<table>
<thead>
<tr>
<th>Preceptor Name:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Agency Name:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Evaluation Time Frame:</th>
<th>Date of Evaluation:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Course:</th>
<th>Semester:</th>
</tr>
</thead>
</table>

Directions: Please use the following ratings in evaluating your preceptor.

<table>
<thead>
<tr>
<th>Strongly Disagree 1</th>
<th>Disagree 2</th>
<th>No Opinion 3</th>
<th>Agree 4</th>
<th>Strongly Agree 5</th>
</tr>
</thead>
</table>

This preceptor:

1. Functioned as a professional role model.
2. Motivated me to learn.
3. Related theoretical concepts to practice.
4. Provided me with meaningful feedback.
5. Was sensitive to my needs.
6. Was able to provide guidance without taking over.
7. Challenged me to learn.
8. Practiced good communication skills.
9. Used appropriate teaching methods.
10. Assisted me in meeting my objectives.
11. Made special efforts to include me in unique learning opportunities.

Strengths of this preceptor are:

Suggested improvements are:

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# EVALUATION SURVEY of CLINICAL SITE BY STUDENT

**Instructions:** As mandated for accreditation by our regulatory bodies, we are required to have our students provide us information that will assist us in strengthening our program. Please take a moment to complete the survey below. The information you provide will remain strictly confidential. Responses from those returning the survey will be combined before they are presented – individual responses will not be reported to protect confidentiality.

<table>
<thead>
<tr>
<th>Course Title and Number:</th>
<th>Semester:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐ Fall</td>
</tr>
<tr>
<td></td>
<td>☐ Spring</td>
</tr>
<tr>
<td></td>
<td>☐ Summer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dates at Clinical Site:</th>
<th>#Hours at Site:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Clinical Site</th>
<th>Location of Clinical Site:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Survey Statements

<table>
<thead>
<tr>
<th>Survey Statements</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The clinical site provided good to excellent learning opportunities for advanced practice nursing.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. Agency personnel were helpful and professional.</td>
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<td></td>
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<td></td>
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<tr>
<td>3. Sufficient supplies were available for my use.</td>
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</tr>
<tr>
<td>4. The necessary equipment and technology was available, current, and in good working for me to fulfill my objectives.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5. Resources were made available to enhance my learning (books, journals, AV, etc.).</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6. There was adequate space for my personal items (parking, purse, books, jackets, etc.).</td>
<td></td>
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<tr>
<td>7. I felt safe and comfortable at this clinical site.</td>
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<td></td>
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<tr>
<td>8. I was treated with respect at this clinical site.</td>
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</tr>
<tr>
<td>9. I recommended this site for future advanced practice nursing students.</td>
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</tr>
</tbody>
</table>

**Strengths of this site are:**

**Concerns regarding this site are:**

---

Revised 10/01/2019 dzr
STATEMENT OF CONFIDENTIALITY

All Graduate Nursing students including MSN, Post-Master’s Certificate, Family Nurse Practitioner, Nurse Educator students are aware of The Health Insurance Portability and Accountability Act (HIPAA) of 1996: Public Law 104-191 and the Subsection 217.11 (E) of the Texas Nursing Practice Act which states that “The RN shall respect the client’s right to privacy by protecting confidential information unless obligated or allowed by law to disclose the information.” Each student must sign a Statement of Confidentiality before initiating any clinical rotations. Preceptors and/or agencies may ask for an additional statement of confidentiality in which the student vows not to reveal any information concerning clients/patients to anyone not authorized to discuss the individual’s physical and psychological condition. Breach of this duty will cause removal from the Graduate Nursing Program.

All graduate nursing students (MSN, Post-Master’s Certificate, Family Nurse Practitioner, Nurse Educator) must provide a certificate of HIPAA Compliance Training for each clinical course while enrolled in the School of Nursing.

Any violations shall be reported from the preceptor to the assigned School of Nursing faculty. The nursing faculty shall report incident to Program Coordinator. The Program Coordinator shall conduct an assessment of the situation with the student and faculty. This assessment shall be followed by reporting incident to the Graduate Nursing School Development Committee charged with admission, progression and graduation policies. The Graduate Program Director and the Dean of the School of Nursing shall also be informed of the assessment.

The student has the right to due process through the university Student Rights and Responsibilities office therefore the program coordinator shall also inform the Student Rights and Responsibilities office of the violation. The Student Rights and Responsibilities office shall determine consequences of said violation and report findings to the student and the School of Nursing Coordinator who reported the violation in writing.
Student’s Signature

Student’s Name (printed)

Preceptor Signature

Preceptor’s Name (printed)

Faculty Name, Title, and Signature

Date
References

UTRGV School of Nursing Student Guidebook
UTRGV School of Nursing Graduate Nursing Programs
UTRGV Graduate College Student Handbook.