Preceptorship

The purpose of precepted clinical learning experiences is to provide the student with a professional role model whose guidance will enhance the attainment of student learning. The preceptor will act as a facilitator and resource person to the student during the clinical learning experience and will participate in the evaluation of the students learning.

Functions and Responsibilities of the Preceptor

- Participate in a preceptor orientation.
- Function as a role model in the clinical setting.
- Facilitate learning activities for no more than two students during one clinical rotation.
- Orient the student(s) to the clinical agency.
- Guide, facilitate, supervise, and monitor the student in achieving the clinical objectives.
- Supervise the student's performance of skills and other nursing activities to assure safe practice.
- Collaborate with faculty to review the progress of the student toward meeting clinical learning objectives.
- Provide direct feedback to the student regarding clinical performance.
- Contact the faculty if assistance is needed or if any problem with student performance occurs.
- Give feedback to the nursing program regarding clinical experience for student and suggestions for program development.

Functions and Responsibilities of the Student

- Maintain open communications with the preceptor and faculty.
- Maintain accountability for own learning activities.
- Prepare for each clinical experience as needed.
- Be accountable for own nursing actions while in the clinical setting.
- Arrange for preceptor’s supervision when performing procedures, as appropriate.
- Contact faculty by telephone, message, or email if faculty assistance is needed.
- Respect the confidential nature of all information obtained during clinical experience.
- Adhere to safety principles and legal standards in the performance of nursing care.

Functions and Responsibility of the Agency

- Retain ultimate responsibility for the care of clients.
- Retain responsibility for preceptor’s salary, benefits, and liability.
- Provide basic information about the agency’s expectation of the preceptor experience to the program and nurses.
- Interpret the preceptor program and expectations of students to other agency personnel who are not directly involved with preceptorship.

Functions and Responsibilities of Nursing Education Program

- Ensure that preceptors meet qualifications in Rule §215.10, Professional Nursing Education, Clinical Learning Experiences (for Associate Degree Nurses).
- It is recommended that the preceptor has been licensed and in practice for at least one year.
- Ensure that there are written agreements which delineate the functions and responsibilities of the affiliating agency, clinical preceptor, nursing program, and student.
• Ensure that clinical experiences using preceptors should usually occur only after the student has received applicable theory and clinical experiences necessary to safely provide care to clients (within course or curriculum), as appropriate.
• Inform the preceptor of the skill level of the student to guide the preceptor’s expectations of the student.
• Approve the scheduling arrangement for the student and preceptor to assure availability of the faculty member when needed during the precepting experience.
• Assume overall responsibility for teaching and evaluation of the student.
• Assure student compliance with standards on immunization, screening, Occupational Safety and Health Administration (OSHA) standards, cardiopulmonary resuscitation (CPR), and current liability insurance coverage, as appropriate.
• Work cooperatively with the preceptor and the agency to determine student learning needs and appropriate assignments.
• Collaborate with the preceptor to ensure appropriate student assignments and clinical experiences.
• Communicate assignments and other essential information to the agencies.
• Meet regularly with the clinical preceptor and the student in order to monitor and evaluate the learning experience.
• Monitor student progress through rounds, student clinical seminars, student-faculty-preceptor conferences and review of student clinical assignments.
• Be readily available (telephone or email) for consultation when students are in the clinical area.
• Receive feedback from the preceptor regarding student performance.
• Provide feedback to preceptor regarding performance as preceptor and the clinical learning experience.

**TBON Rules and Regulations**

Selected Texas Board of Nursing Rules and Regulations that apply to the use of preceptors.

• Rule 215 applies to Professional Nursing Education.
  o The dean/director and faculty are accountable for complying with the Board’s rules and regulations and the Nursing Practice Act.
• Rules for professional (§215.1) nursing education programs shall provide reasonable and uniform standards based upon sound educational principles that allow the opportunity for flexibility, creativity, and innovation.
• Rule 215.10- Regulations for faculty
  o [https://www.bon.texas.gov/pdfs/education_pdfs/education_nursing_guidelines/3.8Clinical_Learning_Experience/3-8-3-a.pdf](https://www.bon.texas.gov/pdfs/education_pdfs/education_nursing_guidelines/3.8Clinical_Learning_Experience/3-8-3-a.pdf)
Kilgore College Policies

STUDENT CLINICAL RESPONSIBILITIES

- Students are expected to report on-time for clinical.
  - Students who arrive one minute late will be marked tardy for the clinical day.
  - Two tardies from clinical will count as a clinical absence.
  - Student who arrives late to clinical, fifteen minutes or more, will be sent home and counted as absent for that days’ clinical hours. Students will not be permitted to make up these missed hours.
  - See Clinical Grading Policy within this handbook for specific details on how hours missed affect overall grade.
- Students unable to attend clinical must contact the clinical instructor at least two hours before the time they are expected to arrive at the clinical facility.
- Reporting on/off – All students will report to their instructor and staff nurse assigned to patient when arriving and leaving the patient area for any reason. (Notify the Instructor and staff nurse for all breaks and meals).
- This report should include what was done for the patient(s), the patient’s reactions, other observations about the patient, any ordered procedures not done and the reason why not done, all medications given, any ordered medications not given, and the reason for not giving the medication.
  - This report is essential to ensure adequate care for the patient after the student has left the unit. Report will be given in an SBAR format.
  - All documentation of medications, assessment, intake and output, and any vital signs must be up to date before leaving the unit. This includes at breaks and meals. Failure to do so, may result in a PIP. Patient Care – The student is expected to seek help from their instructor and/or assigned staff nurse to safely perform procedures that he/she has been taught and or checked off in the nursing program.
  - Supplements to the clinical learning experiences such as reading journal articles, library books, watching videos and/or films or working in the computer lab, and or case studies, will be assigned based at the discretion of each nursing instructor. Know the guidelines for the Hazardous Substance Control:
    - Know where the Personal Protection Equipment (PPE) is located on each unit.
      - Know what hazardous substances that you work around:
        - Chemicals
        - Gases
        - Medications
        - Chemotherapy
        - Radiation
      - Know where to find the Material Safety Data Sheets (MSDS)
      - Understand Warning Labels
      - No tobacco products may be used during clinical or on the Kilgore College campus.
Attendance

Clinical attendance is required to successfully pass the course. If a student is late to clinical, the Nursing Instructor will determine if the student will be able to continue with the clinical day. If a student is unable to attend clinical for illness, death in family, etc., it is the Nursing Instructor’s discretion on how to address the missed clinical time. All clinical time will be made up. Make up clinical may include the student writing a 10-page APA paper on professional behavior, simulation day, case studies, etc. Tardiness is not tolerated. Attendance is mandatory for both class and clinical days.

Appearance in Clinical, Skills Lab, Simulation Lab, and Lecture/Lab:

- Hair length and style should be conservative and appropriate to a professional environment. Long hair must be pulled back and secured in a way that it cannot fall into the patient care area. Hair must be off the shoulders and cannot fall to the front of the uniform (for clinical, simulation lab, and skills lab). Hair must always be neat and well-groomed. Hair color should be appropriate, conservative, and may not include non-typical colors (i.e. blue, green, purple, etc.). Excessive hair accessories; i.e. large bows, etc. and styles may not be worn at clinical, simulation lab, or while in the skills lab. Sideburns, mustaches, and beards should be neatly trimmed (no more than one inch in length).
- Body hygiene will consist of a daily bath and unscented deodorant. (No perfumes or scented lotions.)
- Fingernails will be clean and neatly trimmed to no longer than fingertips. No nail polish of any kind; including clear polish. Sculptured fingernails and fake fingernails are not permitted.
- Make-up must be conservative. No false eyelashes or eyelash extensions of any kind. Excessive make-up is not permitted.
- Tattoos must be covered completely in clinical, simulation lab, and skills. Students are not required to cover tattoos during lecture.
- Appropriate undergarments will be worn.
  - A plain white, black, gray, or royal blue t-shirt, short or long sleeve, may be worn under the uniform top.
- Jewelry worn may consist of:
  - Wristwatch with a second hand.
  - Plain rings without raised stones or designs (fancy rings can scratch patients and harbor bacteria).
  - Stud earrings; no loops or dangles are acceptable and earrings are limited to one pair on the lower ear lobe.
  - No bracelets or necklaces will be permitted.
  - Body piercings (other than conservative ear piercing on the lower ear lobe and one small nasal stud) are not considered appropriate and are not permitted.
    - Students who have other body piercings, must not wear the jewelry item or it must be completely covered.
    - Included in this category are lips, eyebrows, cheeks, ears (other than lobes), tongue, face, etc.
    - No clear spacers are allowed to be worn.
- No alcohol products may be used in public while wearing any Kilgore College NP uniform or name tag.
- No tobacco products may be used while attending Clinical.
- Mouth care (oral hygiene) is to be a regular part of the student’s hygiene. Students should ensure that their breath is not offensive to their patients. The odor of smoke should not be on clothes or on breath.
- Comfortable, clean, non-slip, shoes are to be worn. Shoes should be kept clean; along with clean shoelaces. Shoes will be closed toe and closed heel. Low heel shoes only.
- Students must have the following items in the clinical, simulation lab, or skills lab area:
• A simple wristwatch with a second hand.
• Black ink pen; except while in Simulation Lab and Skills Lab; where you can only have pencils.
• A small pocket note pad.
• Stethoscope. (provided in skills bag)
• Penlight.
• KC NP name tag and Level tag to be worn at all times. (Visible and on the upper front part of your uniform).
• Masks and goggles are considered part of the uniform and must be worn when requested or required for clinical, simulation, lab, and/or lecture.
• All of the items listed above must be followed with all uniforms listed below:

**Clinical/Skills/Simulation Uniform:**
• The KC NP uniform is solid royal blue scrubs (top, skirt-knee length or long pants). The uniform identifies you as a KC NP student. Uniforms will be clean and pressed, with the KC NP patch (purchased through the KC Bookstore) on the upper left chest.
• Pant length should be hemmed to appropriate length as to not drag on the ground.
• Tops must be long enough to cover your stomach area.
• A royal blue scrub jacket (no fleece type material; material type should mimic your scrubs) may be worn for warmth with the KC NP patch on the upper left chest
• The KC Bookstore also has clinical jackets that are acceptable to wear. (no fleece material)
• No other type jacket may be worn during clinical, simulation lab, or skills lab. This is your Clinical, Simulation Lab, Skills Lab Uniform and must be worn the entirety of the day. Please wash frequently.

Non-compliance with the Professional Code of Dress and Hygiene Policy listed above can result in the student being sent home, counted absent for the day, and/or put on PIP if the problem continues (see Student Personal Improvement Plan Policy).
RNSG 2363 Clinical Objectives

Student Learning Outcomes:

After completion of the program, students will be able to:

- Provide a safe and effective care environment for their patients, through appropriate management of patient care and promotion of safety and infection control. I-A3a, I-A3b, I-C5, II, II-A2b, II-B4, III, III-A5a, III-B1, III-C2a
- Provide for patient’s psychosocial integrity. I-B3b, II-B9a, II-E1, II-E2c, II-E9, II-G1, II-G4, II-G5a, II-G1, II-G4, II-G5a, II-G6, II-G7, IV-B1a, IV-B3c, IV-B5a, IV-C1a, IV-C1b
- Provide for patient’s physiological integrity through basic care and comfort, pharmacological and parenteral therapies, reduction of risk potential, and physiological adaptation. I-B6c, II-B4
- Provide for patient health promotion and maintenance. II-B6, II-C7, II-E2a, II-E2b, II-E2c, II-G1, II-G5a, IV-B3c, IV-C1c, IV-C2a
- Provide care for patient’s utilizing the nursing process, including assessment, analysis, planning, implementation, and evaluation. I-A2, II-C1, II-C5, IV-A1
- Provide patient care utilizing critical thinking to prioritize, set goals, apply knowledge with inferential and interpretive reasoning, and predict or evaluate outcomes. I-A2, I-B6c, II-A1, II-A2a, II-B5, II-B7, II-C2, II-D2a, II-D2b, II-D2c, II-E3a, II-E12a, II-F1b, II-F1c, II-F2a, II-F2b

Course Objectives

Upon completion of this course the student will:

1. Utilize a systematic process to analyze selected health care concepts for diverse patients across the lifespan. I-A2, I-B3c, II-A2c, II-B4
2. Describe nursing management for selected health care concepts. I-A1
3. Relate the learned concepts to other concepts or exemplars. II-C1
4. Describe the interrelatedness between health care concepts to assist in developing clinical judgment. II-C1

DECS can be found at
https://www.bon.texas.gov/pdfs/publication_pdfs/Differentiated%20Essential%20Competencies%202021.pdf
RNSG 2360 Clinical Objectives

Program and Learning Outcomes:
After completion of the program, students will be able to:

- Provide a safe and effective care environment for their patients, through appropriate management of patient care and promotion of safety and infection control. I-A3a, I-A3b, I-C5, II, II-A2b, II-B4, III, III-A5a, III-B1, III-C2a
- Provide for patient’s psychosocial integrity. I-B3b, II-B9a, II-E1, II-E2c, II-E9, II-G1, II-G4, II-G5a, II-G1, II-G4, II-G5a, II-G6, II-G7, IV-B1a, IV-B3c, IV-B5a, IV-C1a, IV-C1b
- Provide for patient’s physiological integrity through basic care and comfort, pharmacological and parenteral therapies, reduction of risk potential, and physiological adaptation. I-B6c, II-B4,
- Provide for patient health promotion and maintenance. II-B6, II-C7, II-E2a, II-E2b, II-E2c, II-G1, II-G5a, IV-B3c, IV-C1c, IV-C2a
- Provide care for patient’s utilizing the nursing process, including assessment, analysis, planning, implementation, and evaluation. I-A2, II-C1, II-C5, IV-A1
- Provide patient care utilizing critical thinking to prioritize, set goals, apply knowledge with inferential and interpretive reasoning, and predict or evaluate outcomes. I-A2, I-B6c, II-A1, II-A2a, II-B5, II-B7, II-C2, II-D2a, II-D2b, II-D2c, II-E3a, II-E12a, II-F1b, II-F1c, II-F2a, II-F2b

Course Objectives:
Upon completion of this course, the student will:

1. Utilize a systematic process to analyze selected advanced health care concepts for diverse patients across the lifespan. I-A2, I-B3c, II-A2c, II-B4
2. Critique nursing management for selected advanced health care concepts. I-A1
3. Relate the learned concepts to a variety of health care situations. II-C1
4. Analyze the interrelatedness of health care concepts to make clinical judgements for optimum patient care outcomes. II-C1

DECS can be found at
https://www.bon.texas.gov/pdfs/publication_pdfs/Differentiated%20Essential%20Competencies%202021.pdf
STUDENT:

Student Full Name: (Please Print) __________________________________________________________

Clinical Course Number: _________________________________________________________________

Clinical Facility: ________________________________ Location: ________________________________

Unit in facility where you (the student) will be doing your clinical: _______________________________

The student is expected to clarify the course and individual objectives with the preceptor in order to accomplish their requirements.

Student Signature______________________________________________ Date: ___________________

Preceptor:

I will serve as a preceptor for __________________________________, an undergraduate nursing student at Kilgore College Nursing Program. This signed preceptor agreement is used to facilitate the student’s application of knowledge and skills in the nursing profession.

I have received preceptor information and reviewed the materials and requirements with the student. I understand if I have any questions, I may call the faculty member at any time.

Preceptor name and license number: ___________________________________Lic. ________________

Preceptor Signature: ____________________________________________ Date: __________________

Signature of KC clinical faculty representative: _______________________________________________

KC clinical faculty contact number: ________________________________________________________

** KC is required to verify all nursing licenses. Please provide accurate information that can be verified via the Texas Board of Nursing.

STUDENT PRECEPTOR AND FACULTY EVALUATION SURVEY FORM

NAME OF KILGORE COLLEGE CLINICAL INSTRUCTOR___________________________________________
<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tr>
<td>The nurses/staff were courteous and friendly.</td>
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<td>The nurses/staff were professional and competent.</td>
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<td>The nurses/staff were receptive to questions asked and gave constructive feedback.</td>
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<td>There was adequate space, equipment, and supplies for clinical practice.</td>
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<td>The staff was helpful in assisting to locate supplies, medication, and equipment needed for patient care.</td>
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<td>I would return to this unit if given a choice.</td>
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<td>The preceptor provided relevant learning opportunities to foster application of clinical practice.</td>
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<td>The clinical experience met my expectation.</td>
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<td>Student comment using positive or constructive criticism approach. Do not use your name.</td>
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<tr>
<td>Expected Behavior</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neutral</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
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<td>Reports to clinical on time.</td>
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<td>Introduces self and exemplifies professionalism.</td>
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<td>Participates in taking and giving report.</td>
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<td>Demonstrates initiative in completing patient care.</td>
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<td>Accepts professional guidance and constructive criticism.</td>
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<td>Demonstrates ability to critically think and make logical nursing judgement.</td>
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<td>Completes required head to toe physical assessment.</td>
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<td>Demonstrates effective verbal &amp; nonverbal communication explaining all procedures to patient prior to performing.</td>
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<td>Implement nursing interventions that improve patient status.</td>
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<td>Reinforces or initiates patient teaching during the day.</td>
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<td>Appropriate use of all resources, computer, chart, equipment, supplies</td>
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<td>Maintains standard PPE, asepsis, and sterility as appropriate</td>
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<td>Administers medication safely and on time with patient teaching.</td>
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<td>Appropriate student level in performing clinical skills</td>
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<td>Provides preceptor with objectives, evaluation tool, and skills list.</td>
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<td>Remains on unit assisting healthcare team throughout the shift.</td>
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<td>Comments:</td>
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