

**PRECEPTOR
ORIENTATION
PACKET**

Master of Science in Nursing Program

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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 UTPA Master of Science in 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 MASTER OF SCIENCE IN NURSING PROGRAM

Philosophy

The curriculum in the UTPA Master of Science in Nursing program is designed to facilitate the accomplishment of the mission of the Department of Nursing:

The Department of Nursing supports the mission of the College of Health Sciences and Human Services through programs that educate individuals to meet the nursing care needs of a culturally diverse society. These programs facilitate the development of competent practitioner with critical thinking skills to provide holistic nursing care to individuals, families, aggregates, and communities. A commitment to fostering research and service that enhance health promotion, maintenance, and restoration is integral to the Department of Nursing.

The curriculum assumes an undergraduate base in nursing, physiology, pharmacology, and health assessment. There are five major concepts integrated throughout:

1. Nursing as a critical thinking process
2. The individual as a holistic being;
3. Society as multicultural; and
4. Education as a facilitator of change.

Nursing is 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, the nurse in advanced practice uses a holistic approach of critically evaluate and in the conceptualize care based upon an expanded knowledge base. Using the holistic concept in the curriculum differentials nursing from other health professions by virtue of its approach to the entirely to individuals 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 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.

Mission

The mission of the Master of Science in Nursing program and the expected outcomes for its graduates focus on the relationship between advanced practice and the unique nature of the students and the region.

The Master of Science in Nursing program is designed to prepare the graduate to use an expanded skill, theory, research and knowledge base in advanced practice nursing. The program emphasizes preparation of minority students to meet the dynamic needs of the international, multicultural, and multilingual society of the Rio Grande Valley. The curriculum promotes the development of advanced critical thinking and intercollaborative skills to be used in conceptualizing, synthesizing, and evaluating nursing and health care.

Expected Outcomes

Upon completion of the MSN program, graduates have been provided the opportunity to enable themselves to:

1. Function as a scholar clinician with critical thinking skills;
2. Synthesize theories from natural, behavioral, and social science to support advanced clinical nursing and role development;
3. Evaluate the use of nursing theories as a base for advanced practice;
4. Participate in, evaluate, and use research to promote the body of nursing knowledge;
5. Practice at a beginning level in an advanced nursing role by:
 - a. Demonstrating critical thinking and diagnostic reasoning skills in clinical decision-making in the identification, evaluation, and management of health needs of clients.
 - b. Demonstrating development of a healing nurse-client relationship; and
 - c. Reflecting competency in the teaching-counseling aspects of practice;
6. Demonstrate cultural competence in meeting the dynamic health care needs of the international, multicultural, and multilingual society of the Rio Grande Valley;
7. Demonstrate beginning competency in the organizational and work role aspects of advanced practice;
8. Function as a nursing leader in the professional association activities, health policy formation, and legislative and regulatory issues;
9. Function as a multi-disciplinary collaborator in the assessment, planning, implementation, and evaluation of health care; and
10. Demonstrates preparation for continuing education in formal and informal programs of study.

PRECEPTOR SELCTION CRITERIA

The advanced practice clinical experience must be supervised by a qualified preceptor. UTPA follows the Advanced Nurse Practitioner Regulations in the Rules and Regulations of the Board of Nurse Examiners (BNE) for the State of Texas (Subsection 219) by requiring the following qualifications:

1. Nurses: Master's of Degree in Nursing from an accredited university
 - Current Texas Licensure
 - Currently recognized by the BNE as an advanced practice nurse
 - Practicing in an advanced nursing role
2. Physicians: Doctor of medicine or Osteopathy from an accredited university
 - Currently licensed and practicing
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 tot facilitate active participation of students in the delivery of health care.
6. Commitment to the concept of advanced practice nursing.

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. Review expectations for documentation.
 - j. 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.
 - k. 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 should 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. Evaluation of Student Performance

1. Assess student progress through a formal, written evaluation at the completion of the clinical experience.
2. Assess daily progress through review of clinical log entries
3. Inform the designated MSN faculty of concerns related to unsafe clinical practice by the student or if the student identifies 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 will:

1. Complete all preceptor agreements 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.
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.

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 will:

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 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.
6. Serve as role model to demonstrate effective communication, leadership, and clinical.
7. Provide feedback on the student's clinical performance and other clinical related activities.
8. Make clinical site visits as scheduled and as needed.
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.
11. Maintain open communication with the preceptor/facility/agency and all persons involved.

MICROSKILLS FOR CLINICAL TEACHING

(Gordon, Meyer, & Irby, 1995)

1. Agree on the central issue. Get the learner's opinion and refocus if necessary.

“What do you think is going on?”

2. Make the central issue the educational focus. Meet the client's needs and the learner's needs at the same time. Probe for supporting evidence.

“What led you to that conclusion?”

“What evidence is there to support your conclusion?”

3. Ask targeted questions to define learner's needs.
4. Teach general clinical rules.
5. Reinforce the principles of care whenever possible.
6. Positively reinforce good clinical skills and appropriate professional behavior. Reinforce what is right.
7. Demonstrate/critique skills in client and family education.
8. Promote critical thinking skills.

GIVING CONSTRUCTIVE FEEDBACK

Effective Feedback is

- 1. Specific**
- 2. Factual**
- 3. Descriptive**
- 4. Clearly understood**
- 5. Timed to be most useful**
- 6. Sensitive to the learner**
- 7. Constructive**
- 8. Directed at behavior**

Elements of Feedback:

- 1. Describe what was observed: who, what, when, where, how.**
- 2. Be as specific as possible: avoid judging and generalizing.**
- 3. Relate how the observed behavior made you feel.**
- 4. Suggest an alternate behavior**

Principles of Providing Feedback:

- 1. Whenever possible, provide positive feedback.**
- 2. When necessary, provide constructive feedback.**
- 3. Unless an emergency situation arises, avoid giving negative feedback.**