



TEXAS A&M UNIVERSITY
College of Nursing

Clinical Handbook for Graduate Programs

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Texas A&M College of Nursing

As part of Texas A&M University System (TAMUS), Texas A&M (TAMU) is the oldest and largest public university in Texas with three campuses, over 3,700 faculty, and an enrollment of over 65,000 students. The University is a member of the Association of American Universities and a Tier 1 research university, ranking in the nation's top 20 for total research expenditures with \$922 million in FY2018. The College of Nursing (CON), one of nineteen colleges and schools at TAMU, became a part of TAMU in July 2013 when the CON's former home, Texas A&M Health Science Center (TAMU), merged with TAMU.

Since its founding in 2008, the College of Nursing has developed rapidly into an outstanding college of nursing. Enrollment has grown from an initial cohort of 40 undergraduates to over 400 undergraduate and graduate students. In addition to offering traditional and second-degree BSN programs, the CON launched the online RN-to-BSN program in 2010, the MSN in Nursing Education program in 2014, the MSN Family Nurse Practitioner program in 2015, and the MSN in Forensic Nursing in 2018. Doctoral degree programs are planned for implementation in the near future. The College was designated a Center of Excellence in Nursing Education by the National League of Nursing in 2016. The baccalaureate and master's degree programs in nursing at Texas A&M University are accredited by the Commission on Collegiate Nursing Education (CCNE) (<http://www.ccnaccreditation.org>). The programs are also approved by the Texas Board of Nursing. Its graduates are among the best-prepared baccalaureate and master's level nurses, with overall 97 to 100 percent pass rates on the National Council Licensure Exam (NCLEX-RN) and nurse practitioner certification exams. CON graduates seeking employment have a 95 percent job placement rate within three months of graduation.

The CON aspires to continue its growth while maintaining an unwavering dedication to educating exceptional nurses, providing an outstanding student experience, building its research profile, and addressing health disparities and outcomes.

College of Nursing Conceptual Foundations

Vision

Our vision is to be a premier college of nursing and to educate and empower a diverse population of nurse leaders who will transform health and health systems through service, discovery and knowledge.

Mission

The mission of the Texas A&M College of Nursing is to educate the professional nurses of today and leaders of tomorrow through the provision of excellent educational programs in the nursing profession. The College will identify, attract, and graduate students of high potential, especially those from groups who have been historically under-represented in Texas health care.

Furthermore, this mission will facilitate individuals, families, and groups in achieving the maximum state of well-being through education of highly skilled nurses, research and service. The mission of the College is enhanced through faculty contributions to community service, leadership, practice and research.

Philosophy

Professional Nursing Practice Philosophy: Nursing is a balance of both art and science. The art of nursing involves the concepts of caring that foster respectful relationships and individual dignity and worth. The science of nursing is supported through inquiry, research and other scholarly activities, and is manifested by evidence-based practice.

The professional nurse is a partner and an advocate for the health care consumer in an increasingly diverse and aging population. Professional nursing provides culturally competent care to individuals, families and groups within their environments. Care of the physical, psychosocial and spiritual needs is essential to the promotion, protection and maintenance of health.

The professional nurse functions in the roles of provider of care, coordinator of care and contributor to the profession. Care is provided in and across all settings and health care systems, and uses a number of treatment modalities. As a provider of care, the nurse contributes a unique blend of knowledge, skill and caring. As a coordinator of care, the nurse has the knowledge and authority to delegate nursing tasks to other health care personnel and to supervise patient care outcomes. As a member of the profession, the nurse conforms to the laws and code of ethics governing professional standards of nursing practice. In all these roles, the professional nurse accepts personal responsibility for lifelong learning.

Professional Nursing Education Philosophy: Nursing education is a collaborative process among students, faculty and the learning environment. It draws from the fields of physical and social science and liberal arts to support the acquisition of knowledge and skills essential for nurses to meet client, family, organization and system needs. Course and clinical experiences throughout the curriculum are designed from simple to complex, beginning with foundational courses in liberal arts and sciences, which are then built upon in nursing classes.

College of Nursing Graduate Programs

About the Master of Science in Nursing Program

The College of Nursing offers 3 specialty areas to prepare the registered nurse at the Master's level. The Master of Science degree is designed in accordance with the Essentials of Master's Education in Nursing (American Association of Colleges of Nursing, 2011).

The 3 tracks are:

1. **Master of Science/Nursing Education (MSN-ED)** - designed to prepare the nurse for teaching in the academic or clinical setting. Registered nurses will be prepared through graduate education and clinical experience to deliver an advanced scope of health care practice to individuals of all ages. Emphasis is placed on the collaborative role of the nurse within the integrated health system through health promotion, disease prevention, and management of common acute and chronic illnesses. Upon completion of course requirements, graduates of the MSN-ED program are eligible to take the Certified Nurse Educator (CNE®) Examination offered by the National League for Nursing. MSN-ED students will complete a total of 225 clinical hours.
2. **Master of Science/Family Nurse Practitioner (MSN-FNP)** - designed to prepare registered nurses through graduate education and clinical experience to deliver primary health care through an advanced scope of practice. The program reflects the National Organization of Nurse Practitioner Faculties (NONPF) core competencies and population focus competencies (Appendix B). Upon completion of course requirements, graduates are eligible to sit for the American Nurses Credentialing Center's FNP and American Academy of Nurse Practitioners Certification Exams. MSN-FNP students will complete a total of 630 clinical hours.
3. **Master of Science/Forensic Nursing (MSN-FRNR)** - prepares the graduate to care for victims and perpetrators of traumatic events or criminal acts that result in trauma or death. While caring for their patients, the forensic nurse is also responsible for observing, recognizing, collecting and documenting forensic evidence related to the traumatic event or criminal act for subsequent use in civil or criminal legal proceedings. MSN-FRNR students will complete 135 clinical hours.

Master of Science in Nursing Education graduates will

Student Outcomes

At the completion of the M.S.N.-Education program, the graduate will be prepared to:

1. Integrate scientific findings from nursing, biophysical science, genetics, public health, quality improvement and organizational sciences for the continual improvement of nursing care across diverse settings.
2. Utilize organizational and systems leadership in developing working relationships and making ethical and critical decisions to promote quality, safe care.
3. Apply principles, methods and tools of quality improvement within an organization to promote quality care.
4. Work as a change agent to apply and disseminate research outcomes within the practice setting.
5. Use patient care and communication technologies to enhance patient care.
6. Intervene at the system level to develop and implement policies that influence health care.
7. Collaborate with other health care professionals to manage and coordinate care.
8. Integrate organizational, client centered and culturally centered approaches to plan, deliver and evaluate health care for individuals, families, and populations.
9. Influence health care outcomes by integrating advanced knowledge into direct and indirect care.
10. Apply educational theory, techniques and strategies to facilitate and assess learner development in diverse environments.
11. Develop curriculum utilizing pedagogical strategies to advance nursing practice in educational and clinical environments.

Master of Science in Forensic Nursing graduates will:

Student Outcomes

At the completion of the M.S.N. Forensic track, graduates of the College of Nursing will be prepared to:

1. Integrate scientific findings from nursing, biophysical science, forensic science, genetics, public health, quality improvement and organizational sciences for the continual improvement of nursing care across diverse settings.
2. Utilize organizational and systems leadership in developing working relationships, and making ethical and critical decisions to promote quality, safe care.
3. Apply principles, methods and tools of quality improvement within an organization to promote quality care.
4. Work as a change agent to apply and disseminate research outcomes within the practice setting.
5. Use patient care and communication technologies to enhance patient care.
6. Intervene at the system level to develop and implement policies that influence health care.

7. Collaborate with other healthcare professionals to manage and coordinate care.
8. Integrate organizational, client centered and culturally centered approaches to plan, deliver and evaluate health care for individuals, families, and populations.
9. Influence healthcare outcomes by integrating advanced knowledge into direct and indirect care.
10. Respond to victims and perpetrators of trauma, injury, accidents, neglect, abuse, exploitation, and all forms of violence within complex systems using evidence-based protocols.
11. Design interdisciplinary education and crime prevention strategies to address community needs at the primary, secondary and tertiary prevention levels.
12. Provide nurse advocacy for victims of violence through unbiased, thorough documentation of assessments, and proper evidence collection and preservation in a manner useful in civil and criminal court proceedings.

Master of Science in Nursing: Family Nurse Practitioner graduates will:

Student Outcomes

At the completion of the M.S.N. Family Nurse Practitioner Program, the graduate will:

1. Conduct a comprehensive and systematic assessment of health and illness incorporating ethical, diverse and culturally sensitive approaches.
2. Design, implement, and evaluate therapeutic and preventative interventions based on nursing science, and other sciences and humanities.
3. Develop and sustain therapeutic relationships and partnerships with individuals, families or populations.
4. Use effective communication strategies to develop, participate, and lead interprofessional teams and partnerships.
5. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.
6. Demonstrates organizational and systems leadership in the provision of quality and safe patient care.
7. Integrate principles of quality improvement, informatics and current and emerging technologies to optimize patient outcomes.
8. Guide, mentor, and support nurses and others to achieve excellence in patient care.
9. Educate and guide individuals and groups in health-related transitions throughout the lifespan.
10. Analyze the links among practice, organizational, population, fiscal, and policy issues to advocate for improved patient outcomes.

Accreditation

Commission on Colleges of the Southern Association of Colleges and Schools (SACS)

Texas A&M University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, master's, doctoral, and professional degrees. While SACS accredits the institution as a whole, many of the academic degree programs offered at the university also undergo accreditation by specialized accrediting bodies. More information on the accreditation report is available through the Office of the Provost.

Commission on Collegiate Nursing Education (CCNE)

The Commission on Collegiate Nursing Education is an autonomous accrediting agency, contributing to the improvement of the public's health. A specialized/professional accrediting agency, CCNE ensures the quality and integrity of baccalaureate and graduate nursing programs and of post-baccalaureate nurse residency programs. The College of Nursing was granted a full 10 year accreditation in October 2014 by the CCNE. For more information on accreditation, visit the American Association of Colleges of Nursing, CCNE Accreditation webpage.

Texas Board of Nursing (TBON)

Approval of nursing education programs is one of the primary functions that the Texas Board of Nursing performs in order to fulfill its mission to protect and promote the welfare of the people of Texas. The Board has the responsibility and legal authority to decide whether a nursing education program can meet the Board's established minimum standards for educational programs. The College of Nursing was granted full approval on April 22, 2010 upon graduation of the first class of students with 100% pass rate on the NCLEX exam.

Clinical Practicum

The College of Nursing will allow a student to propose clinical preceptors/placements in their community of residence that align with course objectives but the final decision on appropriate preceptor/placement is determined by the appropriate Program Coordinator or designee. In the event the student does not have a clinical preceptor/placement by the requested date, The College will place them with a qualified preceptor at a qualified location but it may involve travel and lodging at their own expense.

Clinical/practicum experiences may involve direct faculty supervision or indirect faculty supervision with the guidance of a preceptor. Faculty must approve the preceptor and clinical site. Students who relocate out-of-state during the course of their enrollment may be unable to continue due to the regulations, which many state boards of nursing impose regarding use of preceptors. Clinical preceptors will be chosen according to the learning needs of the student, course content, the experience/expertise of the preceptor and the opportunity within the clinical agency for student access to clinical services. The criteria for selection of clinical preceptors are adapted from the Texas Administrative Code, Chapter 219.10, Texas Board of Nursing.

Preceptors

A preceptor is one who guides the student's clinical learning experience while acting as a role model. A preceptor promotes role socialization, facilitates student autonomy, and promotes self-confidence that leads to clinical competency (Hayes & Harrell, 1994).

Role of the Preceptor as Clinician and Educator

A preceptor as both clinical and educator fulfills many roles. These roles include but are not limited to:

1. Directs overall goals and objectives for the practicum experience based on student outcome objectives provided by the student, and/or college faculty
2. Identifies and discusses the learner's needs in order to meet the course objectives
3. Assesses the nature of particular patient-care encounters that will enable the student to meet his/her learning objectives at the appropriate level
4. Utilizes appropriate teaching methods to help the student meet his/her learning objectives
5. Evaluates whether the learner's objectives have been achieved
6. Provides the learner with feedback (DeWitt, 1996)
7. Demonstrates attitudes and qualities consistent with the ethics of the health professions, including:
8. Leadership skills in the area of peer review, quality assurance, and community involvement while promoting the health of population groups
9. Respect for the student's faculty, curriculum, and program
10. Communicates the ability to cope with multiple variables in the clinical setting while carrying out all patient and colleague interactions

References

- DeWitt, Thomas. (1996). Faculty development for community practitioners. (Pediatric Resident Education in Community Settings: Proceedings of a Conference Held on March 23 and 24, 1996 in Chicago, Illinois) *Pediatrics*, 98,(6), 1273-7.
- Hayes, E. and Harrell, C. (1994). On being a mentor to nurse practitioner students: the preceptor- student relationship. *Nurse Practitioner Forum*, 5,(4), 220-226.

Student, Faculty and Preceptor Responsibilities

Successful clinical learning is achieved through a student-preceptor-faculty team with each member contributing to the student's overall professional development. The following information outlines the responsibilities of each team member and is derived from current professional (i.e. National Organization of Nurse Practitioner Faculties (NONPF)), Texas Board of Nursing (TBON), and Texas law requirements.

Student Responsibilities and Guidelines in the Clinical Setting

1. Identify a preceptor that is willing to precept you.
 - a. Complete the *Preceptor Request Form* following course registration; submit this form to the course coordinator.
 - i. It is important to review preceptor qualifications (as outlined below, item iv) prior to submission of the *Preceptor Request Form*.
 - ii. Students should also review recommendations regarding clinical site/setting. Information regarding clinical sites can be found in ECampus or distributed to students by faculty. Students are encouraged to contact faculty with questions about the appropriateness of a clinical site/setting.
 - iii. Faculty will review preceptor requests and must approve the preceptor and clinical site before students begin their clinical rotation. Faculty has final authority over

determining the appropriateness of a student's request.

iv. Preceptor qualifications for FNP include:

- 1) Nursing or medical expertise in clinical practice derived from practical and theoretical preparation (NONPF I-7)
- 2) Authorized to practice as advanced practice nurses in the state, or currently licensed as a health care professional who can provide supervision and teaching in clinical settings appropriate for advanced practice nursing. (TAC 22.11.219.10- 2005; NONPF Guidelines Checklist IV.B.(3).(a & b))
- 3) Appropriate current unencumbered license.
- 4) State approval or recognition to practice in a specialty area. (NONPF Guidelines Checklist IV.B.3.a)
- 5) Appropriate national certification (NONPF Guidelines Checklist IV.B.3.a)
- 6) Preferably an earned Master's or Doctoral degree or its equivalent in a specialty area of practice

v. Preceptor qualifications for MSN-ED include:

- 1) Nursing expertise in clinical practice derived from practical and theoretical preparation.
- 2) Appropriate current unencumbered license.
- 3) An earned Master's degree in Nursing with 2 years' experience as an MSN or as approved by course faculty (pertaining to MSN experience).

vi. Preceptor qualifications for MSN-FRNR include:

- 1) Forensic expertise in clinical practice derived from practical and theoretical preparation.
- 2) Appropriate current unencumbered license.
- 3) An earned Master's degree in Nursing with 2 years' experience as an MSN or physician medical examiner or forensic physician's assistant (PA) or other healthcare professional as approved by course faculty.

2. Provide the preceptor with a *Preceptor Intent Form*.

- a. This form provides the preceptor with basic information about the course (focus, hours) as well as your contact information.
 - b. Obtain the preceptor's contact information such as phone number and email; discuss the preceptor's preference for methods of being contacted (i.e. times it is appropriate to call, turnaround time for emails, etc). This contact information is critical and will enable you to update your preceptor if any changes occur to your start date, etc. Students are expected to maintain professional communications with preceptors at all times; social media (i.e. Facebook, Twitter) is discouraged as a method of communicating with preceptors.
3. Once the preceptor and clinical site has been approved, contact the preceptor to schedule your first clinical day.
- a. Prior to attending the first clinical day, agency orientation requirements must be

- completed. Time spent completing these requirements do not count towards required clinical hours.
- b. See eCampus and/or the course coordinator for details regarding agency orientation requirements.
 - c. For MSN Education students, please contact preceptor for agency orientation requirements.
4. Attend your first clinical day. During this day, you should orient to the agency/practice, discuss preceptor expectations and review important course documents with the preceptor.
- a. Review course expectations (student learning outcomes) and provide the preceptor with a copy of the course specific *Clinical Evaluation Tool (CET)*.
 - b. Discuss any additional personal learning outcomes with the preceptor (i.e. as a student you would like additional practice performing pelvic exams).
 - i. Complete and submit *Clinical Preceptor Agreement* to clinical faculty and/or course coordinator.
 - ii. Preceptor agreements specify a relationship between the student and preceptor for a specific time period.
 - iii. Students have preceptors sign a new agreement each semester.
 - iv. The preceptor agreement must be signed by faculty, student, and preceptor.
 - c. Schedule clinical hours with the preceptor.
 - i. Clinical hours are scheduled at the convenience and availability of the preceptor. Students are not to ask preceptors to conform to a schedule that meets their personal and employment needs.
 - ii. Clinical hours must be completed within the semester timeframe.
 - iii. When the student cannot attend clinical on a day that it is scheduled, the student must notify the preceptor and faculty prior to the start of the clinical day.
 - 1. The student is responsible for making up missed clinical time; this should be done at the convenience of the preceptor.
5. Submit your clinical schedule to clinical faculty.
- a. At the beginning of the semester, students should submit a clinical schedule to clinical faculty. Faculty must be available to the student by phone during clinical hours.
 - b. In general, clinical hours should be completed during the timeframe, Monday – Friday, 8 am– 5pm or as agreed upon with preceptor and faculty approval.
 - c. Clinical hours must be completed within the semester timeframe.
6. While in the clinical setting, maintain professional standards of a TAMU CON student.
- a. Students are representatives of TAMU College of Nursing and therefore ambassadors of the University, College and program. Students must be respectful to preceptors, faculty, staff, patients, and their families.
 - b. Unprofessional behavior will result in counseling and possible review by the College of Nursing Graduate Admission, Progression, and Graduation Committee.
 - c. Students are expected to immediately notify faculty of any urgent and/or emergent clinical situations (i.e. needle stick exposure in clinical). This includes problems/concerns with a preceptor and/or staff.
 - d. Students should be professionally dressed and wear an ID badge that identifies them as a TAMU College of Nursing graduate student.
 - i. Students are expected to conform to the dress of the clinical site where the clinical rotation is completed.

- ii. Students should discuss dress requirements with their preceptor prior to the start of a clinical rotation.
- e. Students must log clinical hours and experiences. Students should refer to course materials posted in eCampus for additional details. Additionally, all clinical time must be verified by the preceptor. See course materials for verification of hours form and process.
- f. Students should prepare in advance for each clinical experience.
 - i. Preparation includes; developing individual learning objectives, reading course texts and professional journals, utilizing other audiovisual and electronic learning aids as needed and reviewing common clinical problems relevant to the clinical site population.
 - ii. To augment learning, students should complete follow-up reading in texts and resources based upon cases encountered during the clinical day.

Faculty Responsibilities and Guidelines in the Clinical Setting

1. Course coordinators working in conjunction with clinical faculty and the Program Coordinator review student *Preceptor Request Forms*.
 - a. Faculty must ensure preceptors meet qualifications and clinical sites are appropriate given course-specific student learning outcomes.
 - b. Verify written agreements (contracts) which delineate the functions and responsibilities of the clinical preceptor and associated agency and nursing program are current.
 - c. Verify student compliance with required immunizations, screenings, OSHA standards when appropriate, CPR, criminal background check as needed and current liability insurance coverage.
 - d. Course coordinators notify students regarding preceptor request decisions.
2. Clinical faculty orient both the student and the preceptor to the clinical experience and the course.
 - a. Provide the preceptor with a basic orientation to the philosophy, curriculum, course, and clinical objectives of the program and specific courses.
 - b. Refer the preceptor to additional resources as needed.
 - c. Discuss student expectations, skills' performance, student guidelines for performance of procedures, and methods of evaluation.
 - i. Ensure the preceptor has a copy of the course specific *Clinical Evaluation Tool (CET)*.
 - ii. Review the *CET* with the preceptor, clarify criteria as needed, review expectations for completion (midterm and final).
 - d. Provide the preceptor with clinical faculty contact information.
3. Clinical faculty assume overall responsibility for teaching and evaluation of the student.
 - a. Work cooperatively with the preceptor and the agency to determine student learning needs and appropriate assignments.
 - b. Communicate assignments and other essential information to the preceptor.
 - c. Seek feedback from the preceptor regarding student performance; review preceptor feedback via course specific *CET* at midterm and final.
4. Clinical faculty monitor student's progress through clinical site visits, student clinical seminars, student- faculty-preceptor conferences and review of student clinical assignments.
 - a. Expectations include at least one on-site visit per semester with more frequent visits

- required for new preceptors, clinical sites or student performance concerns.
 - b. Clinical faculty should evaluate student clinical performance by utilizing course specific *Clinical Evaluation Tool (CET)*. At the end of the semester, clinical faculty submit CETs to course coordinators.
 - c. Be readily available (telephone, e-mail) for consultation when students are in the clinical area.
5. Clinical faculty provide recognition to the preceptor for his/her role in the student's professional development.
 6. At the end of the semester, faculty review and sign preceptor verification of hours forms; a copy should be returned to the preceptor.
 7. In addition to student evaluations, clinical faculty evaluate preceptors and clinical sites by utilizing the *Faculty and Student Evaluation of Preceptor and Clinical Site Form*.
 - a. Evaluations should be submitted to the course coordinator.
 8. Clinical faculty should promptly notify course coordinator and/or Program Coordinator of problems or concerns.

Preceptor Responsibilities and Guidelines in the Clinical Setting

1. Review preceptor materials. Sign and return the *Clinical Preceptor Agreement* to the student.
2. Function as a role model in the clinical setting.
3. Facilitate learning activities for no more than two students per day.
4. Orient the student(s) to the clinical agency/practice as well as your expectations.
5. Collaborate with faculty to review the student's progress toward meeting clinical learning objectives.
6. Provide constructive feedback to the student regarding clinical performance.
 - a. Complete and share results of the *Clinical Evaluation Tool (CET)* at midterm and at the end of the semester with the student and faculty. Preceptors are encouraged to request faculty presence during the review of *CETs* if needed.
 - b. Contact faculty if assistance is needed or if any problem with student performance occurs.
7. Preceptors assume ultimate responsibility for patient safety and care.
 - a. Observe any procedures or skills performed by student.
 - b. Immediately notify faculty regarding patient safety concerns.
8. Discuss with faculty/student arrangements for appropriate coverage should the preceptor be absent.
9. Provide feedback to the faculty regarding student experiences and suggestions for program improvement. Complete and submit the *Preceptor Course Evaluation* to student and/or clinical faculty.

Policy for Requesting Out-of-State Practicums

MSN FNP students are expected to complete precepted clinical experiences in Texas with a licensed and approved preceptor, reside in the state of Texas and hold an active, unencumbered RN license. Students who relocate out-of-state during the course of their enrollment may be unable to continue due to the regulations, which many state boards of nursing impose regarding use of preceptors. Under extenuating circumstances, students may need to request clinical

experiences out-of-state. These requests must be submitted in writing along with evidence of extenuating circumstances to the MSN Program Coordinator at least six (6) months in advance. Requests are reviewed on a case-by-case basis by the MSN Program Coordinator, Associate Dean for Student Affairs and Associate Dean for Academic Affairs. Approval for completing clinical experiences outside the State of Texas will be determined after review of the following:

- State's participation in the National Council for State Authorization Reciprocity Agreements (NC-SARA)
- Board of Nursing rules and regulations governing "out-of-state" nursing programs; for example, other states may request: evidence of TAMU program accreditation, formal review and approval of TAMU programs, visits and/or presentation to the state's Board of Nursing, faculty licensure/residence in host state, etc.
- Out-of-state agency/clinical site must be willing to establish an affiliation agreement with TAMU in a timely manner so as not to delay the student's progression in the program
- Costs incurred to the Texas A&M College of Nursing College of Nursing Administration will consider the criteria above as well as any other concerns that may arise when determining feasibility of an out-of-state clinical experience for MSN students.

Students who are admitted into the MSN Education and Forensic tracks and relocate to another state during the course of their enrollment may be unable to continue due to regulations imposed by state boards of nursing. It is the responsibility of the student to keep the program coordinator apprised of any move or change in location as this could significantly impact the student's ability to complete required courses. Due to higher education regulations, the CON is not able to admit students from California.

Important Clinical Documents

A description of important clinical documents is found below.

Preceptor Intent Form

Students are encouraged to identify preceptors at least one semester before beginning a clinical course. The *Preceptor Intent Form* is given by a student to a clinician once he/she agrees to precept, and is intended to provide the preceptor with essential information such as student contact information and course details. Once the student formally begins the clinical course, the preceptor receives detailed clinical and course materials.

Preceptor Request Form

Faculty must approve a student's preceptor and clinical site before students begin their clinical rotation. Students submit clinical requests utilizing the *Preceptor Request Form*.

Clinical Preceptor Agreement

This agreement outlines roles and responsibilities of the student, faculty and preceptor. Students should submit the *Clinical Preceptor Agreement* with all necessary signatures to clinical faculty during the first week of class.

Preceptor Verification of Hours

This form verifies clinical hours completed by the student and should be signed by the preceptor and student and submitted to clinical faculty at the end of precepted clinical experience. A copy of the *Preceptor Verification of Hours* form will be given to preceptors.

Clinical Site Visit Guideline

Clinical faculty will conduct at least one on-site visit during the course of the semester. The clinical site visit guideline is a tool intended to support faculty in conducting the visit.

Evaluation forms

Clinical Evaluation Tools (CETs)

Course specific *Clinical Evaluation Tools (CET)* outline expectations of student clinical performance utilizing national standards, and reflect the student's progression in the curriculum. At the beginning of the semester, a student should review the course specific CET with the preceptor. The preceptor will evaluate the student's clinical progress at midterm using the CET and should collaborate with the student and faculty to discuss any areas of concern. At the end of the semester, the preceptor will re-evaluate the student using the CET to determine if clinical criteria were achieved. Completed CETs should be submitted directly to clinical faculty.

Following a clinical site visit, clinical faculty will also evaluate student clinical performance utilizing the CET. Clinical faculty will submit all CETs to the course coordinator at the end of the semester or earlier as needed.

Preceptor Course Evaluation

The College of Nursing is eager to receive feedback from preceptors regarding their experience in the program; the preceptor course evaluation form is designed to solicit input and recommendations and should be submitted to clinical faculty at the end of the semester. Preceptors are encouraged to contact clinical faculty or the Program Coordinator at any time, however, if they have questions, concerns or recommendations.

Faculty and Student Evaluation of Preceptor and Site

Clinical faculty and students will evaluate both the preceptor and clinical site/agency during the course of the semester. Evaluations should be submitted to the course coordinator. Course coordinators and/or the Program Coordinator are responsible for providing preceptors and clinical sites feedback from the student and faculty evaluations.

Texas A&M University: College of Nursing
Preceptor Intent Form

Howdy! Thank you for agreeing to precept a graduate student in the Master of Science in Nursing (MSN) program at Texas A&M University- College of Nursing. Preceptors play a crucial role in clinical education and training; we appreciate you sharing your time and expertise with our student!

The *Preceptor Intent Form* is designed to provide you with preliminary preceptor information. Detailed information such as course expectations and evaluation tools will be distributed at the beginning of the semester. You are always encouraged, however, to contact the College of Nursing whenever a need or question arises.

Thank you once more supporting an Aggie nurse!

(TO BE COMPLETED BY STUDENT)

Student Name: _____

Email: _____ Phone: _____

Anticipated Time Frame of Precepted Clinical Experience (*Example: Sept-Nov 2020*): _____

Course Information with Clinical Hours and Recommended Clinical Activities

(Student, please circle appropriate course)

NURS 634 TEACHING in NURSING PRACTICUM (90 CLINICAL HRS)

This course allows the student to synthesize knowledge gained in the education track courses by working with a faculty mentor to actualize the faculty role. The student will implement effective teaching strategies in content/curriculum development, test construction and clinical supervision in a variety of settings. Interprofessional collaborative teaching strategies will be evidence based and promote critical thinking scholarship and innovation.

NURS 638 ADVANCED CLINICAL PRACTICUM AND PROJECT (90 CLINICAL HRS)

This course provides the opportunity for the student to develop advanced clinical proficiency with a population of interest or professional role. Using direct and indirect care approaches, the student will develop and implement a plan to improve patient outcomes utilizing a variety of advanced skills and knowledge, including health promotion/illness management, quality improvement, health care finance, leadership, policy, evidence-based practice and informatics. The course will include 90 hours of clinical practice.

NURS 622 PRIMARY CARE OF FAMILIES I (135 CLINICAL HRS, ADULT HEALTH)

This is the first of a 3 course sequence designed to provide advanced knowledge of acute and chronic health problems. NURS 622 focuses on adult health. Students complete 135 clock hours of clinical practicum with a preceptor. Students are expected to complete clinical hours with a qualified and approved preceptor in a primary care setting that provides exposure to adult clients. Recommended clinical activities include; performing comprehensive assessments, formulating diagnoses including a

differential list, developing a treatment plan, reviewing and interpreting laboratory results with a preceptor, providing patient education, identifying therapeutic interventions with the guidance of a preceptor.

NURS 623 PRIMARY CARE OF FAMILIES II (135 CLINICAL HRS: 64 PEDS, 40 WOMEN'S HEALTH, 24 OB)

This is the second of a 3 course sequence designed to provide advanced knowledge of acute and chronic health problems. NURS 623 focuses on women's and children's health. Students are expected to complete clinical hours with a qualified and approved preceptor in a primary care setting that provides exposure to women and children. Students complete 135 clock hours of clinical practicum with a preceptor with 64 hours in pediatrics, 40 hours in women's health and 24 hours in obstetrics. Recommended clinical activities include; conducting well-woman and well-child visits, reviewing immunization schedules with a preceptor, providing anticipatory guidance, performing pelvic and breast exams, calculating weight-based medication dosages.

NURS 624 PRIMARY CARE OF FAMILIES III (135 HRS: ADULT HEALTH, COMPLEX, 80 GERIATRICS)

This is the third of a 3 course sequence designed to provide advanced knowledge of acute and chronic health problems. NURS 624 focuses on the care of adults and older adults with complex health problems. Students are expected to complete clinical hours with a qualified and approved preceptor in a primary care setting that provides exposure to adult and older adult clients. Students complete 135 clock hours of clinical practicum with a preceptor with 80 hours reflecting a geriatric focus. Recommended clinical activities include; performing comprehensive assessments, formulating diagnoses including a differential list, creating a treatment plan that includes therapeutic interventions, interpreting laboratory and diagnostic results, identifying recommended screening tests, providing patient education, discussing management of complex health conditions over time, identifying specific needs of older clients.

NURS 625 PRIMARY CARE OF FAMILIES PRACTICUM (180 HRS: FAMILY PRACTICE)

This clinical course represents the culmination and integration of all previous course work and provides opportunity for the student to continue to master the domains and competencies of the family nurse practitioner. Students complete 180 clock hours of clinical practicum with a preceptor. Students are expected to conduct the majority of required clinical hours with a qualified and approved preceptor in a primary care, family practice setting that provides exposure to a variety of clients. Students have an option of completing no more than 30% (54 hours) of clinical hours in an approved second, specialty setting. Recommended clinical activities include; referring clients to and collaborating with other health care providers, practice coding client encounters, managing a client schedule (equivalent to a new APN graduate), discussing reimbursement and insurance policies/considerations with a preceptor.

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Preceptor Request Form

Student Name	
Address	
Professional Experience	<i>Current employer:</i> <i>Status (FT/PT/PRN):</i> <i>Please describe the type of unit or agency where you presently work:</i> <i>Certification/specialty:</i>

PRECEPTOR INFORMATION

Name & Credentials	
Practice Site & Address	
Contact Information	<i>Phone:</i> <i>Email:</i>
Facility Contact for Contractual Purpose	<i>Name:</i> <i>Title:</i> <i>Phone:</i> <i>Email:</i>
Date preceptor agreed to precept	____/____(Month/Year) <i>Note: It is the responsibility of the student to secure a clinical preceptor. This process requires identifying and asking a preceptor to serve in this role. A student should provide the preceptor with an intent form prior to formal approval by faculty.</i>

COURSE INFORMATION

Course Name & Number	
Semester	
Describe how the requested preceptor/site will support achievement of course objectives	

[] By initialing in this box, I acknowledge that; a) the requested preceptor meets requirements outlined in the Clinical Handbook, b) faculty must approve preceptor, c) a contract between the facility, TAMU and the CON must be in place, and d) I must complete all required facility orientation prior to attending clinical.

Date Received by Faculty w/ initials:	Date Contract verified w/ initials:
Date Preceptor/Site Approved w/ initials:	Date Student Notified of Approval w/ initials:
Clinical Faculty signature:	Course Coordinator signature:

Texas A&M University: College of Nursing
Clinical Preceptor Agreement

It is mutually agreed upon that by signing below confirms we have read, understood and agree to abide by the roles and responsibilities delineated by this agreement:

I AS FACULTY WILL a) provide preceptor with course and program clinical objectives, student expectations, guidelines and methods of evaluation, b) assure student compliance with orientation and standards on immunizations, OSHA, CPR and current liability insurance coverage, c) communicate regularly with the preceptor and student in order to monitor, receive feedback, and evaluate the learning experience, d) be available via telephone or e-mail for consultation as requested and e) assume ultimate responsibility for evaluating the student's performance through observation and consultation with the preceptor.

Signature – CON Faculty Date

I AS PRECEPTOR WILL a) guide, facilitate, supervise, and monitor the student in achieving clinical objectives, b) supervise the student's performance of skills and activities to assure safe practice, c) provide constructive feedback regarding clinical performance, d) communicate student progress, needs, difficulties and issues to clinical faculty as appropriate, e) serve as a professional role model, f) review preceptor materials, g) facilitate learning activities for no more than two students per day, h) facilitate orientation to the site/agency, and i) discuss with the student/faculty arrangements for coverage should I be absent.

Signature –Preceptor Date

I AS STUDENT WILL a) be self-directed in identifying initial and ongoing learning needs, b) discuss specific clinical objectives and negotiate a clinical schedule with the preceptor, c) perform within the limitations of educational preparation standards set forth by the nursing program and The Board of NurseExaminers for The State of Texas, d) be accountable for my own actions while in the clinical setting, e) demonstrate progressive independence and competency, g) participate in self-evaluation of strengths and identified areas for professional growth with faculty and preceptor, h) maintain open communication with preceptor and faculty, i) contact faculty by telephone or email as necessary, j) arrange for preceptor's supervision when performing procedures and skills, k) respect the confidential nature of all information obtained during clinical experience, and l) exhibit professionalism in communications, attire and behavior.

Signature- Student Date

I AS FACILITY REPRESENTATIVE WILL inform and insure that the student is compliant with agency policies.

Signature – Facility Representative or Office Manager Date

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Preceptor Verification of Hours

Students are expected to document and verify clinical dates and times with their preceptor. At the end of the semester, students must submit this original form to clinical faculty and provide the preceptor with a copy.

Preceptor (print): _____

Student (print): _____

Clinical Faculty (print): _____

Course: _____ Semester: _____ Year: _____

Date of Clinical	Clinical Hours	Preceptor Initials	Student Initials
TOTAL CLINICAL HOURS			

Preceptor Signature	
Student Signature	
Faculty Signature	

Clinical Site Visit Guideline

Faculty are expected to conduct at least one on-site visit during the course of the semester with more frequent visits required for new preceptors, clinical sites or student performance concerns. The following checklist is a guideline intended to assist faculty in preparing and conducting the visit.

Preparation

- Obtain a clinical schedule from the student
 - Identify 2-3 potential dates for a site visit. Plan for a minimum of 2-3 hours to conduct the site visit.
 - It is recommended to schedule a site visit once a student has had sufficient time to orient to the agency, site and preceptor as well as exposure to course content (around midterm).
- Contact the student, provide potential dates, review the basic purpose/objectives of the visit, have student review proposed dates with the preceptor and notify you within 1 week of suitable dates/times.
- Confirm date/time with the student and preceptor.
- Recommended materials to bring on a site visit include
 - Two copies of course *Clinical Evaluation Tool*, copy of the Clinical Handbook, business card
 - Attire: business casual with lab jacket and ID badge

Visit

- Introduce yourself to the preceptor and staff, review purpose/objectives of the visit with the student and preceptor, provide the student, preceptor and staff an opportunity to ask immediate questions
- Observe the student in clinical encounters with clients, utilize the course *Clinical Evaluation Tool* to evaluate clinical performance
 - Ideally, it is best to observe the student in a variety of clinical encounters
 - Make notes/comments on the *CET* as needed; specific feedback is most effective (i.e. "student did not ask about family history" versus "poor history")
- Observe the student's interactions and communications with clients, preceptor and staff
- Note the atmosphere of the site/agency and availability of clinical opportunities
- In a private office and/or setting, solicit feedback from the preceptor regarding
 - student clinical performance and progress (utilize the *CET* to guide this discussion)
 - student concerns
 - course and/or program concerns or questions (paperwork, curriculum, etc)
 - willingness to precept in the future
- At the close of the visit, provide student with general feedback from observations, arrange a date/time to formally counsel student on performance, thank preceptor/staff, provide contact information/business card

Follow-up

- Complete course *Clinical Evaluation Tool* based upon observations
 - Scan and electronically submit copy to course coordinator
 - Arrange time to review *CET* with student (online, phone, face-to-face)
 - Note: faculty should immediately notify the course coordinator of unsafe/unprofessional behaviors as well as unsatisfactory clinical performance
- Complete and submit the *Faculty and Student Evaluation of Preceptor and Clinical Site Form* to the course coordinator

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Preceptor Evaluation of Course

Name (optional):_____ Course/Year:_____

The College of Nursing values feedback from preceptors. Please take a few moments to evaluate your experience as a preceptor in the Master of Science in Nursing (MSN) program.

1. Did you receive adequate information regarding your role in this course?

2. If you could change anything about this experience, what would you change? If not, what additional information would you need?

3. Please comment on your interaction with faculty (e.g.: knowledgeable, collegial, receptive, professional, flexible, created a partnership with you).

4. Please indicate how, if at all, this course provides a service to or enhances your organization.

5. When would you be willing to serve as a preceptor again? (Circle One)
Fall Spring Summer Year

Thank you for your valuable contribution to this course and our program.

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Faculty and Student Evaluation of Preceptor

Name: _____ Course/Year: _____

Preceptor: _____

Clinical Site: _____

The Preceptor:

	Rarely	Occasionally	Sometimes	Always	N/A
Is available to the student					
Has appropriate professional experience					
Demonstrates understanding of the advanced practice nurse role					
Serves as a professional role model					
Utilizes the student's strength and knowledge					
Demonstrates effective and professional communication with the student, faculty and clients					
Encourages the student to assume increasing responsibility during the semester					
Assists the student in identifying goals and needs for clinical experiences					
Considers student's limits according to educational level					
Provides timely and adequate feedback					
Leads student through decision making					
Reviews and signs student documentation					
Encourages and is open to questions					
Thoughtfully reviews differential diagnoses with student					
Allows student opportunities to suggest pharmacological and non-pharmacologic treatment regimens including laboratory/diagnostic approaches					
Discusses alternative management of client problems					
Collaborates with members of the health care team					
Suggests and provides additional learning experiences					
Provides alternative experiences when no clients are available					
Reviews student evaluation with student and faculty and provides timely and constructive feedback					

Do you recommend this preceptor for continued use?

YES _____

NO _____

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Faculty and Student Evaluation of Clinical Site

Name: _____ Course/Year: _____

Preceptor: _____

Clinical Site: _____

The Clinical site/Agency:

	Rarely	Occasionally	Sometimes	Always	N/A
Orients the student to the facility and site/agency specific policies, procedures, expectations.					
Provides adequate room/space for the student (i.e. place to review charts, document, etc).					
Exhibits a student-friendly atmosphere.					
Offers a variety of clinical experiences that contribute to the student's overall professional development.					

Do you recommend this clinical site/agency for continued use? YES _____ NO _____