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PRECEPTED CLINICAL LEARNING EXPERIENCES

The purpose of precepted clinical learning experiences is to provide the students 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 experiences and will participate in the evaluation of the student’s learning.

Functions and responsibilities of the agency

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

Functions and responsibilities of nursing faculty

1. Ensure that preceptors meet qualifications in Rule 214.10 or Rule 215.10, as appropriate. It is recommended that the preceptor has been licensed and in practice for at least one (1) year.
2. Ensure that there are written agreements which delineate the functions and responsibilities of the affiliating agency, clinical preceptor, nursing program, and student.
3. 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.
4. Inform the preceptor of the skill level of the student to guide the preceptor’s expectations of the student.
5. Orient both the student and the preceptor to the clinical experience.
6. Provide the preceptor an orientation to the philosophy, curriculum, course, and clinical objectives of the nursing education program. Discuss student expectations, skills performance, student guidelines for performance of procedures, and methods of evaluation.
7. Approve the scheduling arrangement for the student and preceptor to assure availability of the faculty member when needed during the precepting experience.
8. Assume overall responsibility for teaching and evaluation of the student.
9. Assure student compliance with standards on immunization, screening, OSHA standards, CPR, and current liability insurance coverage, as appropriate.
10. Work cooperatively with the preceptor and the agency to determine student learning needs and appropriate assignments.
11. Collaborate with the preceptor to ensure appropriate student assignments and clinical experiences.
12. Communicate assignments and other essential information to the agencies.
13. Meet regularly with the clinical preceptor and the student in order to monitor and evaluate the learning experience.
15. Be readily available, e.g., telephone, pager or email for consultation when students are in the clinical area.
16. Receive feedback from the preceptor regarding student performance.
17. Provide feedback to preceptor regarding performance as preceptor and the clinical learning experience.
18. Provide recognition to the preceptor for participation as a preceptor.

Functions and responsibilities of the preceptor

1. Participate in a preceptor orientation.
2. Function as a role model in the clinical setting.
3. Facilitate learning activities for no more than two (2) students during one (1) clinical rotation.
4. Orient the student(s) to the clinical agency.
5. 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.
6. Collaborate with faculty to review the progress of the student toward meeting clinical learning objectives.
7. Provide direct feedback to the student regarding clinical performance.
8. Contact the faculty if assistance is needed or if any problem with student performance occurs.
9. Collaborate with the student and faculty to formulate a clinical schedule.
10. Discuss with faculty/student arrangements for appropriate coverage for supervision of the student should the preceptor be absent.
11. Give feedback to the nursing program regarding clinical experience for student and suggestions for program development.

Functions and responsibilities of the student

1. Coordinate personal schedule with the preceptor's work schedule to avoid any conflicts.
2. Maintain open communications with the preceptor and faculty.
3. Maintain accountability for own learning activities.
4. Prepare for each clinical experience as needed.
5. Be accountable for own nursing actions while in the clinical setting.
6. Arrange for preceptor's supervision when performing procedures, as appropriate.
7. Contact faculty by telephone, pager or email if faculty assistance is necessary.
8. Respect the confidential nature of all information obtained during clinical experience.

TEXAS BOARD OF NURSING RULES AND REGULATIONS

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

Rule §215.1 General requirements

(a) The dean/director and faculty are accountable for complying with the Board’s rules and regulations and the Nursing Practice Act.

(b) Rules for professional nursing education programs shall provide reasonable and uniform standards based upon sound educational principles that allow the opportunity for flexibility, creativity, and innovation.

Source Note: The provisions of this §215.1 adopted to be effective January 9, 2005, 29 TexReg 12190; amended to be effective October 19, 2008, 33 TexReg 8509; amended to be effective October 23, 2012, 37 TexReg 8304

Rule §215.2 Definitions

Words and terms, when used in this chapter, shall have the following meanings unless the context clearly indicates otherwise.

(10) Clinical learning experiences--faculty-planned and guided learning activities designed to assist students to meet the stated program and course outcomes and to safely apply knowledge and skills when providing nursing care to clients across the life span as appropriate to the role expectations of the graduates. These experiences occur in actual patient care clinical learning situations and in associated clinical conferences; in nursing skills and computer laboratories; and in simulated clinical settings, including high-fidelity, where the activities involve using planned objectives in a realistic patient scenario guided by trained faculty and followed by debriefing and evaluation of student performance. The clinical settings for faculty-supervised hands-on patient care include a variety of affiliating agencies or clinical practice settings, including, but not limited to: acute care and rehabilitation facilities; primary care settings; extended care facilities (long-term care and nursing homes); residential care settings; respite or day care facilities; community or public health agencies; and other settings where actual patients receive nursing care.

(11) Clinical preceptor--a registered nurse who meets the requirements in §215.10(j)(6) of this title (relating to Clinical Learning Experiences), who is not employed as a faculty member by the governing entity, and who directly supervises clinical learning experiences for no more than two (2) students. A clinical preceptor assists in the evaluation of the student during the experiences and in acclimating the student to the role of nurse. A clinical preceptor facilitates student learning in a manner prescribed by a signed written agreement between the governing entity, preceptor, and affiliating agency (as applicable).

(25) Health care professional--an individual other than a registered nurse who holds at least a bachelor’s degree in the health care field, including, but not limited to: a respiratory therapist, physical therapist, occupational therapist, dietitian, pharmacist, physician, social worker, and psychologist.

Source Note: The provisions of this §215.2 adopted to be effective January 9, 2005, 29 TexReg 12190; amended to be effective February 19, 2008, 33 TexReg 1328; amended to be effective October 19, 2008, 33 TexReg 8509; amended to be effective December 27, 2010, 35 TexReg 11668; amended to be effective October 23, 2012, 37 TexReg 8304; amended to be effective August 9, 2018, 43 TexReg 5074

Rule §215.10 Clinical learning experiences

(a) Faculty shall be responsible and accountable for managing clinical learning experiences and observation experiences of students.
(b) Faculty shall develop criteria for the selection of affiliating agencies/clinical facilities or clinical practice settings which address safety and the need for students to achieve the program outcomes (goals) and course objectives through the practice of nursing care or observation experiences. Consideration of selection of a clinical site shall include:

1. client census in sufficient numbers to meet the clinical objectives/outcomes of the program/courses; and
2. evidence of collaborative arrangements for scheduling clinical rotations with those facilities that support multiple nursing programs.

(c) Faculty shall select and evaluate affiliating agencies/clinical facilities or clinical practice settings which provide students with opportunities to achieve the goals of the program.

1. Written agreements between the program and the affiliating agencies shall be in place before clinical learning experiences begin and shall specify the responsibilities of the program to the agency and the responsibilities of the agency to the program.
2. Agreements shall be reviewed periodically and include provisions for adequate notice of termination and a withdrawal of participation clause indicating a minimum period of time to be given for notice of such withdrawal.
3. Affiliation agreements are optional for those clinical experiences which are observation only.

(d) The faculty member shall be responsible for the supervision of students in clinical learning experiences and for scheduling of student time and clinical rotations.

(e) Clinical learning experiences shall include the administration of medications, health promotion and preventive aspects, nursing care of persons across the life span with acute and chronic illnesses, and rehabilitative care.

1. Students shall participate in instructor-supervised patient teaching.
2. Students shall also be provided opportunities for participation in clinical conferences/debriefing.
3. When a high-fidelity simulation laboratory is used to meet clinical learning objectives, the faculty shall be trained in planning and guiding the experience and in debriefing and evaluating students. Programs may use up to 50% simulation activities in each clinical course.

(f) Faculty shall be responsible for student clinical practice evaluations. Clinical evaluation tools shall be correlated with level and/or course objectives and shall include a minimum of a formative and a summative evaluation for each clinical in the curriculum.

(g) The following ratios only apply to clinical learning experiences involving direct patient care:

1. When a faculty member is the only person officially responsible for a clinical group, the group shall total no more than ten (10) students.
2. Patient safety shall be a priority and may mandate lower ratios, as appropriate.
3. Clinical learning experiences shall be designed for students to meet clinical objectives in all clinical activities (skills and simulation laboratories and hands-on care).
4. The faculty member shall supervise an assigned group in one (1) facility at a time, unless some portion or all of the clinical group are assigned to observation experiences or to preceptors in additional settings.
5. Direct faculty supervision is not required for an observation experience.

(h) Clinical preceptors may be used to enhance clinical learning experiences after a student has received clinical and didactic instruction in all basic areas of nursing.
(1) In courses which use clinical preceptors for a portion of clinical learning experiences, faculty shall have no more than twelve (12) students in a clinical group.

(2) In a course which uses clinical preceptors as the sole method of student instruction and supervision in clinical settings, faculty shall coordinate the preceptorship for no more than twenty-four (24) students.

(3) The preceptor may supervise student clinical learning experiences without the physical presence of the faculty member in the affiliating agency or clinical practice setting.

(4) The preceptor shall be responsible for the clinical learning experiences of no more than two (2) students at a time.

(i) Clinical teaching assistants may assist qualified, experienced faculty with clinical learning experiences.

(1) In clinical learning experiences where a faculty member is assisted by a clinical teaching assistant, the ratio of faculty to students shall not exceed two (2) to fifteen (15).

(2) Clinical teaching assistants shall supervise student clinical learning experiences only when the qualified and experienced faculty member is physically present in the affiliating agency or alternative practice setting.

(j) When faculty use clinical preceptors or clinical teaching assistants to enhance clinical learning experiences and to assist faculty in the clinical supervision of students the following applies:

(1) Faculty shall develop written criteria for the selection of clinical preceptors and clinical teaching assistants.

(2) When clinical preceptors or clinical teaching assistants are used, written agreements between the professional nursing education program, clinical preceptor or clinical teaching assistant, and the affiliating agency, when applicable, shall delineate the functions and responsibilities of the parties involved.

(3) Faculty shall be readily available to students and clinical preceptors or clinical teaching assistants during clinical learning experiences.

(4) The designated faculty member shall meet periodically with the clinical preceptors or clinical teaching assistants and student(s) for the purpose of monitoring and evaluating learning experiences.

(5) Written clinical objectives shall be shared with the clinical preceptors or clinical teaching assistants prior to or concurrent with the experience.

(6) Clinical preceptors shall have the following qualifications:

   (A) competence in designated areas of practice;
   (B) philosophy of health care congruent with that of the nursing program; and
   (C) current licensure or privilege to practice as a registered nurse in the State of Texas.

(7) When acting as a clinical teaching assistant, the registered nurse shall not be responsible for other staff duties, such as supervising other personnel and/or patient care.

(8) Clinical teaching assistants shall meet the following criteria:

   (A) hold a current license or privilege to practice as a registered nurse in the State of Texas; and
   (B) have the clinical expertise to function effectively and safely in the designated area of teaching.

Source Note: The provisions of this §215.10 adopted to be effective January 9, 2005, 29 TexReg 12190; amended to be effective May 2, 2007, 32 TexReg 2361; amended to be effective October 19, 2008, 33 TexReg 8509; amended to be effective October 23, 2012, 37 TexReg 8304; amended to be effective August 9, 2018, 43 TexReg 5074

ASSOCIATE DEGREE NURSING PROGRAM

Selected excerpts from the Tyler Junior College Associate Degree Nursing Student Handbook applicable to preceptors.

Program philosophy

The philosophy of the Tyler Junior College Associate Degree Nursing Program reflects the Mission and Philosophy of the College by

- Maintaining a high standard of excellence in education
- Creating an environment in which development of human potential is the highest priority
- Offering open access and equal opportunity for all qualified students
- Supporting upward mobility for all students
- Recognizing that prior educational experiences and successful work experience can form a valid basis for articulation
- Meeting the needs of business and industry for competency in a global marketplace
- Providing service to the community and opportunity for lifelong learning

Policies

The faculty of the nursing program is responsible for supporting the mission and philosophy of the college, insuring continuous approval of the program and facilitating the eligibility of the graduates to seek licensure. Therefore, program policies for placement, progression, and graduation of nursing students will differ in specific instances from those of the College.

Mission

The mission of The Associate Degree Nursing Program is to prepare Associate Degree Nursing graduates to be providers of care, coordinators of care, and members of the nursing profession. Associate Degree nursing graduates are committed to a culturally, racially and ethnically diverse community. They provide direct nursing care and/or coordinate care for clients with predictable and unpredictable health care needs in a variety of settings.

The Associate Degree Nurse is a vital member of the nursing profession who practices within the guidelines of the Nurse Practice Act, Standards of Care, and the Code for Nurses, and participates in professional nursing activities. The program prepares professional nurses through nursing education and the teaching-learning process.

Conceptual framework

We believe the domain of nursing is immersed within, and permeated by, the holistic interaction of person, health and environment.

Reference: Tyler Junior College Associate Degree Nursing Student Handbook, Spring 2019
**FREQUENTLY ASKED QUESTIONS**

1. **What skills can students perform?**
   Students will have a skills competency form with them which will indicate the skills that can (and should) be performed while in the clinical setting. Information regarding procedural and medication limitations can be found in the Student Handbook (Refer to Student Policies within this document).

2. **When do I contact the clinical professor?**
   Faculty are available by phone and/or beeper while students are in the clinical setting. Do not hesitate to call for questions, concerns and/or problems.

3. **Who is responsible for evaluating the student?**
   The ultimate responsibility for student evaluation lies with the clinical professor however, your input is invaluable. You will evaluate the student’s performance after each clinical rotation using the following rubric:

<table>
<thead>
<tr>
<th>Assessment skills</th>
<th>1 Below average</th>
<th>2 Average</th>
<th>3 Above average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actively sought clinical skills and experiences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reported to nurse: Patient information, lunch, breaks, etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Available to assist staff; Remained busy throughout shift</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


4. **How will I, the preceptor, be evaluated?**
   You will be evaluated by the student after each clinical rotation using the following rubric:

<table>
<thead>
<tr>
<th>Preceptor arrived promptly as scheduled</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preceptor was courteous and provided information pertaining to the agency.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Preceptor served as professional role model.</td>
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<tr>
<td>Preceptor introduced student to staff.</td>
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<tr>
<td>Preceptor was professional in attitude and appearance.</td>
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<tr>
<td>Preceptor was an enthusiastic teacher and helped guide clinical learning.</td>
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</tr>
<tr>
<td>Preceptor demonstrated collaboration with peers, staff, and other professionals according to the nursing process.</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

5. **What happens if a student becomes ill or is injured during the clinical rotation?**
   The student and/or preceptor must contact the faculty regarding the illness or injury as soon as possible. If injured while during a clinical rotation, the student is to notify the clinical professor and follow the hospital policy as outlined by that hospital. A copy of all expenses must be attached to the completed insurance form (which can be obtained from the ADN office).
STUDENT POLICIES

Selected policies from the Tyler Junior College Associate Degree Nursing Student Handbook

Attendance

Punctuality and regular clinical attendance are mandatory for the success of all students. Students are expected to:

1. Attend all assigned clinical rotations.
2. Remain in the clinical facility during the entire assigned time unless approved by professor.
3. Take breaks as scheduled or at approved times.
4. Students must report off to the appropriate staff person and clinical professor at times when leaving the nursing unit. Clinical professors will give guidelines for specific courses.

Clinical preparedness

Delivery of safe patient care in the clinical setting involves preparation of a nursing plan of care according to guidelines set forth in each course clinical syllabus and according to Rule 217.11 of the Texas Board of Nursing Rules and Regulations and as defined by “unsafe practice” in the student handbook. Therefore, students who do not come to clinical prepared to safely care for their assigned patients may be dismissed from clinical for that day. The missed hours will be unexcused.

Intravenous and drug therapy

1. General considerations
   a. All course prerequisites must be met prior to the initiation of any part of this policy.
   b. Prior to administration of any drug, the student will be responsible for a basic knowledge of the drug to be given.
   c. The student must seek approval within each course before administering drugs with direct licensed supervision.
   d. A licensed nurse must be present for all medication administration.
   e. Any questionable situation regarding the drug and/or intravenous therapy policy must be referred to a professor from the TJC ADN program.
   f. All drugs must be administered according to the policies of the clinical affiliate of assignment.
   g. The dosage for insulin and injectable anticoagulants must be checked by a licensed nurse.
   h. Refer to the ‘Prohibited Skills’ policy for restrictions.
   i. The licensed hospital staff member responsible for narcotics will obtain narcotics for the student. The licensed hospital staff member will verify the remaining balance of the medication in the narcotic box with the student and co-sign with the student in the narcotic book/record. The student will administer the narcotic to the patient.

2. The medication responsibilities of the Level 1 student may include:
   a. Administration of oral, nasal, topical, intramuscular, subcutaneous, otic, rectal and ophthalmic medications.
   b. Use of an anesthetic agent as a diluent for intramuscular medications.

3. In addition to the above, the Level 2 / Transition Level student may:
   a. Administer intradermal medications.
   b. Initiate, maintain, and discontinue IV therapy. Intradermal anesthetic may be used when initiating an IV. IV initiation MUST be observed by professor or other licensed nurse at the discretion of the professor.
   c. Administer piggyback solutions to primary fluids in peripheral and central venous lines with direct licensed nurse supervision, except for any antiarrythmics, positive inotropes, electrolyte replacement, vasoconstrictors, and vasodilators.
   d. Administer hyperalimentation solutions. Students may not administer the initial dose/volume of hyperalimentation.
   e. Convert IV line to heparin/saline lock.
f. Instill Sodium Chloride and/or Heparin Flush solution into peripheral heparin locks.
g. Administer IV push medications, EXCEPT acute cardiovascular drugs.
h. Instill Sodium Chloride and Heparin Flush solution into central venous and multi-lumen catheters according to procedure of the facility.
i. Use syringe pump.
j. Administer pediatric dosages of medications.

4. In addition to the above, and with licensed nurse supervision, the **Level 3** student may:
   a. Administer oxytocic preparations only after delivery.
   b. Give Magnesium Sulfate after delivery, with professor supervision ONLY.

5. In addition to the above, the **Level 4** student may administer continuous IV piggyback solutions, with licensed nurse supervision, such as:
   a. Antiarrythmics
   b. Positive inotrophs
   c. Electrolyte replacement
   d. Vasoconstrictors and vasodilators.

### Phone etiquette

Any student may answer the phone when no one else is available in the clinical site.

1. When answering the phone, state the name of the nursing unit, your name and title. Example: 2s, Kay Smith, Student Nurse.
2. The call should be referred to the appropriate personnel after answering the phone.
3. Further questions on phone etiquette should be directed to the current clinical professor.
4. Students may not take or disburse any information on the phone related to patient location or patient care or receive orders from physicians.

### Professional behavior

Tyler Junior College and the Allied Health and Nursing Programs have certain expectations of behavior. ADN students while on campus or while representing TJC at any clinical agency must conduct themselves in a professional manner as to reflect favorably upon themselves and the Program they represent. Students are expected to assume responsibility for their actions and will be held accountable for them. If at any time a student behaves in a manner which is inappropriate, unprofessional, disrespectful, argumentative, or endangers the health or safety of fellow students, professors, patients, health care team, they will be immediately placed on program probation for the duration of their time in the program. If at any time this behavior is exhibited again, the student may be dismissed from the program. Students will also be disciplined for academic dishonesty and unprofessional conduct.

Unprofessional conduct includes, but is not limited to:

1. Verbal or non-verbal language, actions, or voice inflections, or insubordination which compromise rapport or working relations with peers, faculty, patients, their family, healthcare team members, or community members (to include social networking).
2. Any behavior that may compromise contractual agreements and/or working relations with clinical affiliates, or constitute violations or legal or ethical standards.
3. Using or being under the influence of any drug (OTC, prescription, and/or illegal) or alcohol that may alter judgment and/or interfere with safe performance.
Violations of the professional behavior standards can result in immediate removal from the clinical site, probation, or administratively withdrawn from the program.

**Progressive discipline**

Please refer to the Tyler Junior College Associate Degree Nursing Student Handbook for full details. The following is an excerpt from the policy:

Some situations do not allow for the progressive discipline process due to the severity of nature or the timing of their occurrence. Incidents of this nature may require the student to be immediately dismissed from the program. Examples of these include, but are not limited to:

1. Violations of patient confidentiality
2. Academic dishonesty
3. Falsification of documentation
4. Unprofessional behavior that seriously jeopardizes patient, student, staff, or preceptor safety.

**Prohibited skills**

**Scope**

This policy applies to all student nurses and clinical faculty at all clinical affiliate sites. A nursing student may not perform these skills during clinical learning experiences. This policy does not apply to the Tyler Junior College Simulation Laboratory.

**Policy**

The nursing student can perform tasks for which he/she has been prepared in the education program. The student is responsible for ensuring the licensed nurse assigned to the client, or the faculty member, is present when performing skills, when preparing medications, and when administering medications.

According to the Texas Board of Nursing Standards of Nursing Practice, the nursing faculty member shall:

- Supervise nursing care provided by others for whom the nurse is professionally responsible [§217.11(1)(U)];
- Implement measures to promote a safe environment for clients and others [§217.11(1)(B)];
- Comply with any limitations placed on student participation in specific clinical areas that may be part of the contractual agreement between the nursing program and the clinical affiliating agency.

**Procedure**

1. The Associate Degree Program of Tyler Junior College shall provide the student appropriate content and clinical application of skills commensurate to skills and knowledge required for client care.

2. Students may perform procedures and treatments commensurate with education attainment of these skills with some exceptions.

3. Students may **NOT**
   a. Witness legal documents (such as consent, power of attorney)
   b. Take telephone / verbal orders
   c. Obtain consent, neither telephone nor in person
   d. Assess cervical dilation
   e. Insert an intravenous catheter into a client under 14 years of age
   f. Attempt more than two intravenous catheter insertions on any client
   g. Access an implanted vascular port
h. Flush an existing intravenous catheter to restore patency
i. Be in possession of narcotic keys
j. Pronounce death
k. Insert nasoduodenal, nasojejunal, or weighted enteral feeding tubes
l. Care for, or assist with the care for, a client currently involved in any type of investigational study
m. Care for, or assist with the care for, a client on airborne precautions, such as
   i. Disseminated zoster (shingles)
   ii. Mycobacterium tuberculosis (TB)
   iii. Rubeola (measles)
   iv. Severe Acute Respiratory Syndrome (SARS)
   v. Smallpox
   vi. Varicella zoster (chickenpox)

4. Students may **NOT** administer the following medication
   a. Intravenous chemotherapy
   b. Intravenous medications that require titration (for example antiarrhythmics, positive inotropes, electrolyte replacements, vasoconstrictors, and vasodilators)
   c. Research drugs
   d. Moderate sedation
   e. Blood and blood products (for example whole blood, packed red blood cells, fresh frozen plasma, platelets, RhoGAM, and clotting factors)
   f. Thrombolytics (alteplase, reteplase, tenecteplase, urokinase)
   g. Oxytocin drugs until after the placenta has been delivered
   h. Prostaglandin suppositories
   i. Epidural medications of any kind
   j. Intrathecal medications of any kind
   k. Any medication during resuscitation and stabilization of a client
   l. Any medication not prepared by the student

5. Students may **NOT** manipulate arterial catheters including
   a. Drawing blood from an existing arterial line
   b. Removing an existing arterial line
   c. Performing arterial punctures for blood collection or line insertion

6. Students may **NOT** perform hemodynamic monitoring including
   a. Inflating a pulmonary artery catheter (Swan-Ganz) balloon or assist with insertion
   b. Wedging a pulmonary artery catheter
   c. Manipulating a pulmonary artery catheter
   d. Obtaining blood from the pulmonary artery port for SVO2 calibration or mixed venous blood gas
   e. Injecting fluid for cardiac output measurement

7. Students may **NOT** perform point of care testing1 such as
   a. Glucose testing
   b. Urine dipsticks
   c. Urine pregnancy tests
   d. Stool guaiac tests
   e. Infant heel sticks
   f. Any laboratory test or procedure that requires color discrimination (for example pH paper)
   g. Any test that requires employee identification

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**Safe / unsafe clinical behaviors**

Please refer to the Tyler Junior College Associate Degree Nursing Student Handbook for full details. The following is an excerpt from the policy:
Utilizing Rule 217.12 of the Texas Board of Nursing Rules and Regulations as a guide regarding unprofessional conduct, unsafe clinical behaviors are defined as unprofessional or dishonorable behaviors of a nurse which the board believes are likely to deceive, defraud, or injure clients or the public. Actual injury to a client need not be established. Performing in an unsafe manner is grounds for immediate removal from the clinical area, failure of the course and dismissal from the nursing program.

**Tardiness**

All classroom, clinical and simulation experiences will begin on time. Students are expected to be punctual. Because we are teaching workplace behaviors, students are expected to appropriately notify the ADN office, the professor and/or the clinical unit if the student finds that he/she will be tardy. Tardiness to class, clinical, or lab is unacceptable and will be addressed using the Progressive Discipline policy.

**Uniform rules**

Please refer to the Tyler Junior College Associate Degree Nursing Student Handbook for full details. The following is an excerpt from the policy:

1. The student will wear full uniform, including picture I.D., in the clinical area as appropriate to the day's assignment (the clinical professor will be the judge of uniform appropriateness).
2. The uniform appropriate for direct patient care includes:
   a. For females, a black top with buttoned front placket or black unisex V-neck top and black pants (cargo pants are acceptable) or skirt.
   b. For males, a black unisex V-neck top and black scrub pants (cargo pants are acceptable). Only black or white tee shirts may be worn under the scrub top.
   c. Closed toe and heel nursing shoes that are predominately white or black. Athletic shoes are permitted. White or black socks or hose are to be worn with pants.
   d. No denim (of any color) or shorts are to be worn in the clinical area.
   e. Black lab coat with TJC patch may be worn over the uniform if needed for warmth.
   f. Hospital issued scrubs may be worn in designated areas.
3. Students must conform to clinical institutions dress/grooming code in addition to the TJC policies.
4. A student may be removed from the clinical setting by the clinical professor until appropriate uniform is acquired

Reference: Tyler Junior College Associate Degree Nursing Student Handbook, Spring 2019
EXEMPTION PROGRAM FOR CLINICAL PRECEPTORS AND THEIR CHILDREN

If you are interested in applying for the Exemption Program for Clinical Preceptors and their Children, please retain a copy of your signed preceptor agreement to submit with your application form. For more information about the program, go to http://www.collegeforalltexans.com/apps/financialaid/tofa2.cfm?ID=546.