



Critical Care and Leadership NUR 3634

School of Nursing



SCHOOL OF
NURSING

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Innovative nursing excellence...
Meeting dreams in your community.

Undergraduate

Preceptor Handbook

Summer, 2009

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INTRODUCTION

University of Houston-Victoria (UHV) has made higher education accessible to able students who might otherwise lack the opportunity since 1973. This upper-level and graduate university emphasizes student learning, related research, responsiveness to student needs, and collaboration in the development and delivery of academic programs. The university graduates approximately 700 students per year from 33 undergraduate and graduate degree programs.

The UHV School of Nursing (SON) opened the RN-BSN program on two campuses in 2006. The Second Degree BSN program accepted the first students on the Sugar Land campus in fall 2008. The MSN program also admitted graduate students to both the Administration and Education tracks in 2008. The nursing programs provide educational, informational, and cultural opportunities to students from several counties in South Texas. The faculty understands the importance of face-to-face learning in nursing education. The SON provides many learning modalities in order to provide exemplary education across a continuum of cultural/educational preparation and generational learning concepts. The SON has graduated two groups of RN to BSN students and, with offerings of advanced educational programs in nursing, hope to contribute to the quality and excellence in nursing and health care delivery throughout Texas and the world. Located in Victoria and Sugar Land, Texas the SON provides a program with both rural and large inner-city medical center technologies and mutual partnerships. The SON continues to celebrate its growth and enhancement through expansion of programs, community involvement and newly constructed educational facilities in Victoria and Sugar Land.

The SON preceptors will provide supervised clinical experience that will allow students to apply knowledge gained in didactic courses to the clinical practice courses. Since our students enter the clinical preceptorship with a varied amount of past experience and technical competence, preceptors will be essential to providing a bridge from previously learned professional behaviors to nursing practice. The purpose of this Preceptor Handbook is to provide University of Houston-Victoria, School of Nursing Undergraduate Program preceptors with helpful information and effective teaching strategies to optimize student learning. The clinical preceptorship is a critical component in the educational process of undergraduate students. The clinical experience allows the student to develop and refine skills necessary to successfully perform in the generalist role upon graduation.

Philosophy and Conceptual Framework of the School of Nursing

The following values and beliefs govern the educational program. They are the framework for all faculty and student activities, including the design of the curriculum, selection of teaching strategies, and participation in scholarship, community service, and practice activities.

The conceptual framework of the School of Nursing is based on the recognition that as professionals, the students who enter it will already be members of a profession. They come to the program with expertise and experience. Most are practicing professionals employed either full-time or part-time in other fields. The decision to pursue a nursing degree represents a major commitment to furthering their education.

The program is designed to recognize and value the educational background and experience of these students both by incorporating previous education and by emphasizing self-directed learning and collaboration. This role will enable the graduate to assume a leadership role in various health care settings. The program will recognize the demands on the time and energies of the students. Classes will be Web-enhanced to accommodate the students' ability to arrange work and study schedules in order to attend classes.

The focus of the School of Nursing is healthcare in diverse settings. The graduate will utilize scientific inquiry, evidence-based practice and nursing leadership concepts.

Persons are holistic beings of intricate worth who are affected by physiological, psychological, socio-cultural, developmental and spiritual variables. A person interacts with and reacts to environment, family, groups, and the community to move toward fulfillment as members in society.

Health is a dynamic state of being in which the individual, family, or community realizes optimal well-being. Individuals, families, and communities have worth, the right and responsibility to participate in decisions regarding the management of health, and access to teaching-learning consistent with their culture and beliefs. Health is experienced by the individual, family, or community on a wellness-to-illness continuum.

The environment is the internal and external influences acting on the individual, family, or community. It encompasses the person and nursing within the health-wellness continuum. The faculty believes that the person is an active participant in the lifelong teaching-learning process and is responsible for their own learning.

Nursing is the protection, promotion and optimization of health and abilities. Nurses prevent illness and injury and alleviate suffering through the diagnosis and treatment of human responses and advocacy in the care of individuals, families, communities and populations to actual or potential problems affecting health (ANA, 2004 p. 7). The graduate will have the knowledge and skills to implement evidence-based care and manage macro and microsystems of care to provide for the health care needs of the patient, family and community. Professional nursing is the application of this knowledge in a caring and collaborative partnership with the individual, family, or community across the lifespan to maintain, promote or restore health, or to achieve a peaceful death.

UNDERGRADUATE PROGRAM GOALS

At the end of the educational programs, the graduate will have had the opportunity to:

1. Synthesize knowledge from the biological sciences, social sciences, behavioral sciences, humanities and nursing to provide appropriate culturally sensitive care to individuals, families and communities.
2. Demonstrate effective interpersonal communication and collaboration with other professionals.
3. Assume accountability for client care outcomes to nursing practice related to disease prevention, health promotion, illness care and restoration of health across the continuum of care.
4. Utilize critical thinking skills to evaluate the outcomes of nursing care provided to clients throughout their life span.
5. Serve as client advocates by providing health education and in monitoring and promoting access to cost-effective care.
6. Acknowledge the need for lifelong learning and create a foundation for advanced study.
7. Integrate professional values and ethical, moral and legal aspects of nursing into practice in a variety of settings.

Specific Course Information

COURSE NUMBER NUR 3635

COURSE TITLE **CLINICAL NURSING PRACTICE III**

COURSE DAY AND TIME AS ARRANGED WITH PRECEPTOR/CLINICAL FACULTY

INSTRUCTOR DR. NOWAZEK, DR. VARGHESE, MR. SCOTT STOVER

PHONE 281-275-3054

FAX 281-275-3056

Course Description

Provides clinical practice opportunities in high acuity and community settings to enable the student to acquire advanced nursing care and leadership/management skills with patients who have complex health care needs.

Course Objectives

Upon completion of this course the student will

1. Demonstrate clinical judgment, critical thinking and a holistic perspective necessary for nursing practice with a population focus, for clients with complex health care needs.
2. Demonstrate effective communication skills and professional values as a member and leader of the health care team in a variety of clinical settings.
3. Exhibit competence, confidence and commitment to nursing values when assuming professional role responsibilities in diverse clinical and community settings.
4. Provide interdisciplinary patient care to meet the needs and goals of the patient.
5. Utilize the nursing process to evaluate the impact of social, cultural, economic and political factors on the health of families and groups.
6. Apply epidemiological principles, concepts of public health, leadership for change, evidenced based nursing knowledge and research to provide technologically focused care for families, groups and high-risk populations.
7. Compare and contrast health promotion needs within the community and identify moral and ethical issues in the delivery of care.
8. Analyze factors and health care policy that can affect productivity, cost containment, and fiscal management in care of patients with complex care needs.

RN-BSN Curriculum

Advanced Placement - Students will be given 30 semester hours of credit for successful completion of nursing courses and subsequent RN licensure.

Upper-Level Degree Requirements

ENG 3430 Professional Writing	4
NUR 3210 The Role of Professional Nursing	2
NUR 3311 Health Assessment Across the Life Span	3
NUR 3315 Pathophysiology	3
NUR 4322 Trends and Issues in Professional Nursing	3
NUR 4314 Nursing Research	3
NUR 4312 Leadership and Management in Nursing Practice	3
NUR 4320 Concept Integration of Complex Patient Care	3
NUR 4321 Community Health Nursing	3
NUR 4421 Clinical Concepts in the Professional Role	4

Second Degree BSN Curriculum

Upper-Level Degree Requirements

ENG 3430 Professional Writing	4
NUR 3130 Synthesis of Nursing Professional Role I	2
NUR 3132 Synthesis of Nursing Professional Role III	2
NUR 3231 Synthesis of Nursing Professional Role II	3
NUR 3247 Pharmacology for Collaborative Nursing Practice	2
NUR 3337 Reading and Interpreting Scientific Literature	3
NUR 3440 Introduction to Evidence-Based Nursing Practice	4
NUR 3631 Nursing Process for Symptom Management	6
NUR 3736 Nursing Process for Collaborative Practice I	7
NUR 3737 Nursing Process for Collaborative Practice II	6
NUR 3833 Clinical Nursing Practice I	6
NUR 3834 Clinical Nursing Practice II	7
NUR 3835 Clinical Nursing Practice III	7
NUR 4342 Nursing Research	3

SON/FACULTY RESPONSIBILITIES

Undergraduate faculty will:

- Contact the clinical site and request clinical placements for a designated number of students for the upcoming semester. The agency site coordinator is responsible for selection of clinical sites and preceptors.
- Send a verification letter to the agency site coordinator with names of the students and faculty site coordinator and the dates in which the students will be completing a rotation at the clinical site.
- Send a copy of the course syllabi, which includes the course objectives to the preceptor and agency site coordinator.
- Send a copy of all needed forms to preceptor.
- Assure student compliance with standards on immunization, screening, confidentiality, HIPAA, OSHA standards, CPR, and current liability insurance.
- Ensure that a current contract/letter of agreement exists between the clinical agency and the SON.
- Ensure that the student has received didactic and clinical experiences necessary to provide care to patients.
- Orient the preceptor to the preceptored experience. This orientation shall include philosophy and curriculum of the nursing program course and clinical objectives, student expectations and skills performance, student guidelines for performance, and methods of evaluation.
- Provide syllabi and clinical manuals that describe assignments and identify specific learning needs.
- Regularly meet with preceptor and be available through telephone, pager or e-mail for consultation as requested by the student, preceptor and clinical site in order to monitor and evaluate student progress and learning experience.
- Work cooperatively with the preceptor and the agency to determine student learning needs and appropriate assignments.
- Jointly evaluate the undergraduate student's performance with the preceptor by coordinating student-faculty-preceptor conferences.
- Evaluate clinical sites and preceptors using a standard program form.
- Provide recognition to the preceptor for participation as a preceptor.

The faculty member and site coordinator are responsible to the student for:

- Assistance in scheduling clinical experiences to meet objectives.
- On site clinical visit(s) as determined by the faculty and student.
- Consultation at the clinical site as requested by the student.
- Ongoing support and guidance.

Preceptor Selection Criteria and Responsibilities

Preceptor selection criteria shall include:

- Current license to practice as a Registered Nurse in The State of Texas (preferably with a baccalaureate nursing degree).
- Employment by a clinical agency with resources deemed adequate to meet the needs and clinical objectives of UHV SON
- Demonstration of competence in assigned area of practice and documented practice within the scope of the current Texas Nurse Practice Act.
- Demonstration of excellent communication skills and the ability to teach undergraduate students effectively.
- A philosophy of health care congruent with that of the nursing program.
- Documented willingness to orient and participate actively in the education of the student.

The preceptor is responsible for:

- Attending preceptor orientation with the faculty
- Providing student orientation prior to the student beginning clinical experiences.
- Communicate general guidelines to be used for preceptor/student interactions and for review and feedback of student performance.
- Review policies, procedures, and practice protocols specific to the setting and role.
- Review expectations for documentation.
- Review student's previous learning experiences and clinical objectives to be accomplished.
- Encourage student to identify strengths and areas for continued professional growth.
- Perform assessment of student's current level of proficiency, through observation of student performance and through directed, guided questioning.
- Involve student in assessment/validation/decisions about learning strategies to be employed.
- Review clinical site educational and licensure documentation, parking, dress code, and other pertinent policies.
- Negotiate a clinical schedule with the student. All students are required to arrange their clinical schedules to assure continuity of clinical experiences as applicable to the role. If the student will be absent on a scheduled clinical day, the student is responsible for notifying the preceptor and the faculty prior to the assigned shift.
- Ensure that care, education, and administration duties provided by the student are consistent with standards set forth in clinical site policies, procedures, and practice protocols.
- Direct the progression of student assignments based on the preceptor and student's evaluation of readiness, knowledge and skill competencies. Upon completion of the clinical preceptorship, it is expected that the student will be able to perform role responsibilities as a generalist consistent with a nurse's level of responsibility upon graduation.
- Directly supervise the student in the performance of role responsibilities. The student will require direct supervision until such time that the preceptor and the student deem it is no

longer necessary. The preceptor should remember, however, that she/he is ultimately responsible for the client, and thus should remain available to the student for consultation and ongoing evaluation throughout the entire preceptorship.

- Review the student's documentation and make constructive suggestions for improvement. The student will sign documentation using name and title (UT-H, SON).
- Schedule regular meetings with the student to discuss specific learning objectives and experiences.
- Inform faculty of concerns related to student performance or if the student is identified as having difficulties in meeting the requirements of the preceptorship experience. Undergraduate faculty will be available for consultation.
- Provide feedback on clinical performance.
- Provide timely faculty notification of preceptor absence so that coverage can be arranged for the supervision of the student.

Undergraduate 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 her/his performance in the selected role.
- Meeting all undergraduate program preceptorship pre-requisites prior to the actual preceptorship.
- Discussing specific clinical objectives and negotiate a clinical schedule with the preceptor prior to the actual preceptorship.
- Providing the clinical site with the necessary educational information as requested.
- Performing the role within the limitations of educational preparation standards set forth by and The Texas Board of Nursing regarding the practice of nursing, and clinical site policies, procedures, practice protocols.
- Demonstrating professional role behaviors.
- Maintaining open communications with the preceptor and faculty.
- Being accountable for own actions while in the clinical setting.
- Respecting the confidential nature of all information obtained during clinical experience preceptorship and adhering to HIPAA regulations.
- Arranging for preceptors or designee's supervision when performing advanced procedures.
- Contacting faculty by telephone, pager, and e-mail if faculty assistance is needed.
- Maintaining a log of clinical skills, activities, clients, teaching-learning activities and educational experiences attended throughout the duration of the preceptorship.
- Demonstrating progressive independence and competency in the specified role as dictated by their current placement within the Undergraduate Program curriculum and preceptorship clinical experiences.
- Actively seeking input into evaluation process and participating in self-evaluation of strengths and identified areas for professional growth with faculty member and preceptor(s).
- Completing clinical preceptor and clinical site evaluations and provide feedback to preceptor.

Clinical Grades

The program clinical hours may be independent of didactic courses. Each clinical course will have specific clinical grading criteria described in the course syllabi. The students will be awarded a letter grade for clinical practice based on feedback from preceptors, patients and faculty. At the end of the course, students will schedule an appointment with the faculty of record to review the final clinical evaluation after completing the student evaluation of clinical faculty.

Evaluation of Student Clinical Performance

Preceptors may be asked to contribute feedback on the clinical performance of the students. Each student will a written clinical evaluation at the completion of each clinical course or for courses with a clinical component. The written evaluation will be discussed with the student. The student will be asked to sign and date the final clinical evaluation before it is filed in the permanent record. If for any reason, the student disagrees with the clinical evaluation, the student may challenge the evaluation by following UHV student “Rights and Responsibilities” policy on resolution of student grievance of academic evaluation.

Professional Behavior

The following guidelines are applicable to the behavior of all UHV nursing students. The guidelines apply to the educational preparation, experience, knowledge, and ability of the professional nursing student enrolled at University of Houston-Victoria, School of Nursing. Failure to adhere to this policy will result in counseling and other actions as decided by faculty and administration.

- A. Professional student nurses are expected to treat all persons with respect and to conduct themselves in a professional manner.
- B. Standards of Student Nursing Practice: These standards for professional student nursing practice shall establish a minimum acceptable level of professional student nursing practice. The professional nursing student shall:
 - 1. Provide, without discrimination, nursing services regardless of the age, disability, economic status, gender, sexual orientation, national origin, race, religion, or health problem of the client served.
 - 2. Use a systematic approach to provide individualized, goal-directed nursing care by:
 - a. performing nursing assessments regarding the health status of the client;
 - b. making nursing diagnoses which serve as the basis for the strategy of care;
 - c. developing a plan of care based on assessment and nursing diagnoses;
 - d. implementing nursing care;
 - e. evaluating the client’s responses to nursing intervention;

- f. revising plan of care based on evaluation.
3. Institute the appropriate nursing intervention, which might be required to stabilize a client's condition and/or prevent complications.
 4. Clarify any order or treatment regimen that the professional nursing student has reason to believe is inaccurate, non-efficacious or contraindicated by consulting with the appropriate licensed practitioner.
 5. Know the rationale for the effects of medications and treatments and shall correctly administer the same.
 6. Accurately report and document the client's symptoms, responses, and progress in a timely manner.
 7. Implement measures to promote a safe environment for clients and others.
 8. Implement measures to prevent exposure to infectious pathogens and communicable conditions.
 9. Respect the client's right to privacy by protecting confidential information unless obligated or allowed by law to disclose the information.
 10. Promote and participate in client education and counseling based on health needs.
 11. Collaborate with the client, members of the health care team, and when appropriate, the client's significant other(s) in the interest of the client's health care.
 12. Consult with the appropriate licensed practitioner to make referrals to appropriate community agencies and health care resources to provide continuity of care.
 13. Accept only the nursing assignments that are commensurate with one's own educational preparation, experience and knowledge and ability.
 14. Obtain instruction and supervision as necessary when implementing nursing procedures and practice.
 15. Be responsible for one's own continuing competence in nursing practice and individual professional growth.
- C. Professional Clinical Conduct: The unprofessional conduct rules are intended to protect clients and the public from incompetent, unethical, or illegal conduct. The purpose of these rules is to identify unprofessional or dishonorable behaviors of the professional student nurse, which the faculty of the school believes are likely to deceive, defraud or injure clients or the public. These behaviors include but are not limited to:
1. Failing to assess and evaluate a client's status or failing to institute nursing intervention which might be required to stabilize a client's condition or prevent complications;
 2. Failing to administer medications or treatments or both in a responsible manner;
 3. Failing to accurately or completely report and/or document a client's status including signs, symptoms, or responses and nursing care delivered;
 4. Failing to make entries, destroying entries, and/or making false entries in records pertaining to care of clients;
 5. Causing or permitting physical, emotional or verbal abuse or injury to the client or the public or failing to report the same to the appropriate licensed practitioner;

6. Disclosing confidential information or knowledge concerning the client except where required or allowed by law;
7. Accepting an assignment when one's physical or emotional condition prevents the safe and effective delivery of care or accepting an assignment that does not take into consideration patient safety or for which one lacks the educational preparation, experience, knowledge or ability;
8. Failing to obtain instruction or supervision when implementing nursing procedures when one lacks educational preparation, ability, knowledge and/or experience;
9. Leaving a nursing assignment without notifying one's appropriate unit nursing supervisor [and faculty];
10. Failing to follow the policy and procedure for the wastage of medication in the facility where the student is functioning at the time of the incident;
11. Misappropriating, in connection with the practice of nursing, medications, supplies, equipment, or personal items of the client, employer, or any other person or entity or failing to take precautions to prevent such misappropriation;
12. Offering, giving, soliciting, or receiving or agreeing to receive, directly or indirectly, any fee or other consideration to or from a third party for the referral of a client in connection with the performance of professional student nursing duties;
13. Providing information that was false, deceptive, or misleading in connection with one's practice as a professional student nurse.

Adapted from [Statutes Regulating the Practice of Professional Nursing](#), Texas Board of Nursing. (Rule 217.11). "Standards of Professional Nursing Practice"; Rule 217.12 "Unprofessional Conduct".

Texas Board of Nursing (January 2005) (Rule 215.10). [New Education Policies & Guidelines](#).

Confidentiality Statement

Any information, either written or oral, having any relevance to patient care is considered strictly confidential. Discussion regarding patients is restricted to the proper professional environment under supervision of appropriate health care professionals. Under no circumstances is it ever appropriate to discuss one patient with another patient, nor to discuss a patient case in a public area. A breach of confidentiality may be grounds for dismissal from the nursing program. All students will be required to complete HIPAA training sessions during clinical orientation.

Calculations Proficiency Test:

Prior to medication administration in NUR 3633 Clinical Nursing Practice I, NUR 3634 Clinical Nursing Practice II or NUR 3735 Clinical Nursing Practice III in the clinical agency, Second Degree BSN students will pass with 90% accuracy a test of 10 questions on dosage and solutions. The students will be given practice and self-diagnostic tests in NUR 3247 Pharmacology for Collaborative Practice prior to taking the test in the first semester. Two attempts will be granted for taking this test. Students who are identified at risk will be advised to take advantage of UHV tutoring services. Students not passing on the second attempt will be administratively withdrawn from the course with a “WF”.

Clinical dress code:

- Each student will wear the designated student nurse uniform that includes royal blue scrub pant set or knee length scrub dress, and white finger-tip length lab coat purchased from the University of Houston Victoria (UHV) bookstore or designated vendor.
- The uniform will be clean and wrinkle free.
- The student will affix the UHV School of Nursing patch to above the left front chest pocket of the scrubs and lab coat.
- The UHV School of Nursing student photo ID will be visible on the left chest of the scrubs or lab coat at all times.
- Shoes must be all leather with closed toes and heel straps or closed back. The students will wear white, black, royal or navy blue shoes with white or matching hose or socks.
- Students will follow nursing unit or facility policies on personal grooming (e.g. shoulder length hair must be pulled back, perfume or fragrant lotions are prohibited, body piercing rings must be removed and tattoos must be covered in most facilities).

Clinical Agency Policy and Procedures:

As a guest of the agency, it is the student’s responsibility to follow agency policies/procedures in all matters pertaining to client contact and other learning activities. Individual agencies may have unique clinical requirements such as completion of learning modules or classes related to restraints, blood glucose monitoring, etc. Select hospitals have a mandatory random drug testing policy which includes nursing students. The student's clinical instructor will inform students of these miscellaneous requirements.

Blood, Body Fluid and Hazardous Exposure Protocol

When there is a needlestick, cut or mucous membrane exposure to blood or other body fluids, the student is to follow this protocol:

- Wash the skin exposure site well with soap and water. Avoid using damaging substances such as bleach. Do not bleed tissue. Rinse well.
- Treat a splash to the eye or mouth immediately with a water bath/rinse to the area.
- Inform the Faculty member, who will advise you.
- Inform the clinical unit manager.
- Complete the “UHV SON Student Safety Report” and other necessary incident or agency reports. The UHV SON Student Safety Report is available on the SON web site.
- Leave the clinical area immediately to obtain medical care and advice. Contact your own health care provider immediately.

Depending on the nature of the exposure, it may be necessary to begin treatment within hours of the exposure. For this reason, the SON recommends that students seek medical advice immediately after informing the faculty member and the unit manager.

Neither the clinical agency nor the University is responsible for the cost of the care that is involved in the treatment, management or surveillance of exposure to blood or body fluids. For this reason, the SON requires that all students have personal health insurance. Students who need insurance information may call UHV Student Services at 361-570-4137 or toll free at 1-877-970-4848 ext. 142.

Student Absence from Clinical

Extenuating circumstances may prevent a student from attending a clinical assignment. It is the responsibility of the student, with aid from the clinical instructor, to meet the objectives of the clinical courses.

Specified clinical hours shall be met. An excused absence is an absence from the scheduled clinical experience, which is the result of illness of the student or an immediate family member, a religious holiday, or the result of an unforeseen catastrophic event. The student must be excused directly by the clinical instructor. If so directed by the instructor, the student must bring a written excuse from the health care provider.

In the event of an imminent absence, the student will:

1. Call the specific assigned area in the clinical facility or follow the policy set by the agency for notification of absence.
2. Notify the agency at least one (1) hour prior to the scheduled clinical experience.
3. Notify the clinical faculty according to written instructions in course syllabi.
4. Leave a telephone number where the student can be reached during the absence.
5. Contact the faculty immediately upon returning to the clinical area for clearance and further directions.
6. An unexcused absence will be considered unprofessional clinical performance.

CLINICAL HOURS VERIFICATION TO BE COMPLETED ON NSST WEBSITE

PRECEPTOR CONTRACT AGREEMENT

I, _____, do agree to act as preceptor
(Preceptor Name)

to: _____, in NUR _____
(Student Name)

and to abide by all rules and requirements set forth in the Preceptor Handbook.

Date

Preceptor Signature

Student Signature

Faculty Signature

Preceptor Credentials Form

Preceptor Name: _____

Address: _____

Telephone: _____

Texas Nursing License Number-(RN): _____

Area of clinical practice:
(eg. ICU, Med-Surg) _____

Name of Facility/Employer where clinical preceptor
practices: _____

Highest level of degree held: BSN__ MSN___ PhD_____

Certifications: _____

Preceptor's Signature: _____

Date: _____

STUDENT EVALUATION OF PRECEPTOR

Student Name: _____

Preceptor Name: _____

Semester: _____ Year: _____ Course Number: _____

Directions: Please rate the Preceptor as satisfactory or unsatisfactory for the following objectives:

Satisfactory=S

Unsatisfactory=U

Objectives	Satisfactory/Unsatisfactory
Availability to schedule clinical hours.	
Demonstrated clinical competence in his/her area of expertise.	
Effectively communicates with student to foster development of student's skills and knowledge base.	
Communicates with interdisciplinary health care team members effectively.	
Exhibits culturally sensitive considerations in nursing care of client.	
Utilizes evidence based practice nursing care methods.	

Comments:

Students signature: _____