



**Master of Science in Nursing
Clinical Handbook for Students, Course Faculty, and
Preceptors/Mentors**

2019-20

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Background to the Clinical Handbook for Students, Faculty, and Preceptors/Mentors

The Master of Science in Nursing (MSN) Clinical Handbook is designed to provide guidelines and clarify the clinical practicum-related roles and responsibilities of MSN students, supervising course faculty, and clinical preceptors/community mentors/faculty preceptors.

CSUSB Department of Nursing students and faculty are deeply grateful to nursing colleagues who agree to serve as clinical preceptors, community mentors, and faculty preceptors. We appreciate your time and the investment you are making in the education of our students.

This handbook is written with the aim to include necessary resources and tools so help make the clinical practicum experience pleasant and enjoyable. Should you have a question please contact the supervising course faculty member or the Graduate Coordinator. Course faculty member contact information will be included in course-related communication.

2019-20 Department of Nursing Graduate Coordinator
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Department of Nursing Approval/Accreditation:

The undergraduate pre-licensure Bachelor of Science in Nursing (BSN) program is approved by the California Board of Registered Nursing (BRN). The BSN program, both the prelicensure and RN to BSN pathways, is accredited by the Commission on Collegiate Nursing Education (CCNE). The Master of Science in Nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE).

Master of Science in Nursing Program:

The University offers a Master of Science in Nursing degree with three concentrations:

1. Population-Based Nursing
2. Advanced Public/Community Health Nursing
3. Nursing Education

Department of Nursing Mission, Vision, and Values

Mission

The mission of the CSUSB DON is to promote and support:

- development of students in preparation for professional practice, scholarship, leadership, and lifelong learning.
- collaboration to address health needs and promote health equity of diverse populations in the community.
- respect, inclusivity, and collegiality among diverse students, faculty, and staff.
- faculty professional development in teaching, scholarship, service and practice.
- wellness among students, faculty, staff, and the larger community whom we serve.

Vision

To be a center of collaboration and innovation in nursing education, scholarship, practice, and service.

Values

Integrity, Professionalism, and Ethical Accountability
Excellence, Innovation, and Leadership
Caring, Respect, and Cultural Sensitivity
Community Collaboration and Social Justice

Department of Nursing Philosophy

The Department of Nursing (DON) at California State University, San Bernardino (CSUSB) is committed to the university's broad mission of teaching and service, research excellence, and intellectual interaction and creativity included in the full range of programs offered through the DON.

The philosophy of the Department of Nursing is derived from a synthesis of beliefs and values shared by faculty, staff, students, alumni and clinical agencies, and community stakeholders concerning nursing, nursing education, nursing students and the university. This philosophy and purpose stems from the mission, vision, and core values of the department. The mission and vision speak to collaboration, innovation, and excellence. The core values are integrity and ethical accountability; excellence, innovation, and leadership; caring, respect, and cultural sensitivity; community collaboration and social justice.

Professional nursing is both an art and a science, entrusted by society to provide services to promote, maintain, and restore the health and well-being of individuals, families and communities from diverse backgrounds in a variety of settings. Nursing as a discipline is grounded in theory and research that directs and validates clinical practice decisions and actions and generates knowledge for practice. Nursing as a profession derives its authentic authority over nursing education, research, practice and service from a social and ethical contract with the public. This contract mandates that the profession act responsibly in promoting person-centered, safe, evidence-based collaborative care, utilizing informatics with a focus on quality improvement for the public's health and well-being.

The faculty recognizes that student-centered learning requires an environment which promotes strategies that encompass students learning styles and facilitates learning outcomes which are cognitive, affective and psychomotor and driven by the idea of continuous improvement. Rich and varied educational opportunities are an integral part of lifelong learning and demonstrating professionalism in partnership with communities. Successful CSUSB nursing students are expected to learn, to lead, and to transform themselves, the profession, and the community by fulfilling leadership roles and providing evidence-based nursing practice.

Purpose of the MS in Nursing Program:

The CSUSB Department of Nursing offers a graduate program leading to a Master of Science in Nursing. The graduate nursing education builds upon the baccalaureate curriculum to prepare nursing students for advanced nursing roles by promoting the development of advanced knowledge, concepts and skills. The Graduate Program curriculum reflects the Essentials of Master's Education in Nursing (AACN, 2011), with course and clinical concentration in one of three tracks: Population-Based Advanced Practice Nursing, Nurse Educator, and Advanced Community/Public Health Nursing. Each student selects a target population, which is ideally selected for all clinical experiences. The core curriculum prepares students to assume leadership roles in culturally diverse, pluralistic communities, and to create health care programs, which will provide equality of access, high standards of care and caring, and the cost-effective use of resources. The Population Based Advanced Practice Nursing track prepares the graduate student to apply the principles of population health with selected populations in a variety of settings. The Advanced Community/Public Health track prepares the graduate student in health policy, population-based care, and the principles of public health and nursing. The students who complete the Advanced Community/Public Health option have more extensive clinical experience with opportunities to implement the pilot projects they designed during the core courses. The Nurse Educator track prepares students to be nursing faculty and/or to function as an educator in hospitals or other healthcare agencies.

CSUSB MS in Nursing Program Learning Outcomes:

1. Apply knowledge from natural, human, and nursing sciences to advanced nursing practice.
2. Integrate pertinent research findings and other high-quality evidence into specific proposals for practice changes to improve care safety and quality.
3. Demonstrate assessment, program planning, interventions, and evaluation skills to promote health as well as prevent disease in a population.

4. Apply skills in informatics and statistical analysis of datasets to identify and prioritize population health needs as well as evaluate the impact of practice improvement efforts.
5. Demonstrate leadership, management, and interprofessional communication and collaboration skills to promote agency/ organizational/ health care system efficiency and effectiveness and improve population health outcomes.
6. Advocate for the health of a population by addressing legal and ethical issues and health policies in the public, private, and voluntary agency/organization/system arenas.
7. Demonstrate advanced specialty competencies.

Program Delivery: The curriculum is delivered in a hybrid online format, which is a combination of virtual and face-to-face sessions. All courses will have an online component and course instruction using the CSUSB-approved Learning Management System, Blackboard. Face-to-face sessions require attendance in the published location.

Graduate Faculty: The CSUSB MS in Nursing Program faculty are doctorally prepared and have expertise in various nursing practice specializations. They serve as educators, professional mentors, facilitators, and role models.

Clinical Practicum Basics:

Clinical courses have specific requirements for learning activities, site affiliations, and clinical preceptor/community mentor qualifications. The number of required clinical hours range from six (6) to nine (9) hours per week depending on the course requirements. Students complete a total number of clinical hours based on the particular track in the MS in Nursing: Population-based and Nurse Educator (330 hours), and Advanced Community/Public Health Nursing (510 hours). Clinical hour requirements are broken down by courses, as follows:

- NURS 600, NURS 610, NURS 620 = 90 hours in each course
- NURS 681 and 682 = 90 hours in each course
- NURS 688 = 60 hours

Clinical preceptors are assigned to assist and supervise graduate nursing student during clinical experiences; the clinical experiences are designed and directed by a CSUSB graduate faculty member. Clinical practicums in the MS in Nursing program are planned according to American Association of Colleges of Nursing (AACN) guidelines for master's-level practicums. Details of the student's clinical experience are guided by the course learning outcomes and clinical assignment descriptions in the syllabus. Preceptors assist/supervise students voluntarily; they are not paid by the University.

1. Departmental Compliance Requirements—All MS in Nursing students must meet departmental compliance requirements by published due dates prior to attending clinical activities. This includes possession of a current unrestricted RN license. *Be aware that compliance requirements are subject to change.*
2. Clinical Site Affiliation Contracts - The supervising course faculty must verify there is a current clinical site Affiliation Contract before a student may begin clinical practicum activities.
3. Clinical Preceptors or Community Mentors/Faculty Preceptors -
 - a. Each student must have an advanced-level clinical preceptor/mentor.
 - b. The clinical preceptor must hold a current unrestricted RN license and be prepared at the graduate level with a Master's degree in nursing (MSN or MN).
 - c. On occasion, a clinical agency will have on staff an RN who does not hold a

graduate degree in nursing, rather holding a graduate degree in a non-nursing field, but who has the experience and knowledge in the selected clinical area to contribute to the student's learning. In these cases the above-mentioned RN could be permitted to serve as a Community Mentor with approval by the supervising course instructor and the Graduate Coordinator(s). A Community Mentor will be paired with a doctorally-prepared Faculty Preceptor (Community Mentor/Faculty Preceptor dyad) who will together mentor the student in the advanced nursing perspectives required for advanced nursing practice.

- d. The Clinical Preceptor/Community Mentor shall have worked at least one (1) year in their role/specialty.
4. Planning of Clinical Learning Activities -
 - a. Each student must discuss and finalize plans with the course instructor for appropriate clinical placement related to advanced practice in the community.
 - b. This clinical placement must be a new and separate learning experience outside of the student's employment role.
 - c. Appropriate activities depend on the Program Track selected.
 - d. Students are expected to write specific learning goals and objectives relevant and specific to their clinical placement and the clinical objectives for the quarter. These individual goals and objectives will be part of the clinical journal and may be discussed during seminar meetings, and/or individually with the course instructor.
 - e. The supervising course faculty must approve the selection of the clinical preceptor or community mentor before clinical practicum activities begin.
5. Conduct of Clinical Practicum Activities -
 - a. The student must meet/communicate weekly with the clinical preceptor or community mentor/faculty preceptor.
 - b. Students are expected to incorporate theoretical concepts from class into clinical learning experiences. Making the link between the course theoretical concepts and clinical practicum experience should be evident in the clinical journal.
 - c. Students are expected to demonstrate professional behaviors and appropriate skills in initiating and completing all clinical competencies.
 - d. Students are expected to keep a clinical journal. The journal should include:
 - Documentation of clinical hours and clinical activities for the week.
 - Documentation of activities as they relate to the five advanced nursing roles (educator, consultant, research, advanced clinical practice, leadership)
 - Documentation of course or specialty competencies and objectives met.
 - Reflection/comments on clinical experiences.
6. Clinical Practicum Activities Are Uncompensated -
 - a. Graduate students will receive no compensation from the clinical facility where the student completes course-related clinical practicum activities.

Graduate Student Guidelines & Responsibilities:

The graduate student will:

1. Be current in all MS in Nursing student Compliance requirements.
2. Establish and communicate to faculty a mutually agreeable schedule for clinical time with the clinical preceptor or community mentor/faculty preceptor.
3. Submit a completed Student Clinical Course Contract (Appendix I) to the faculty for approval prior to the first clinical day.

4. Provide the clinical preceptor or community mentor with the Graduate Clinical Handbook, the course syllabus including objectives, and evaluation tools.
5. Provide the clinical preceptor or community mentor with an approved Student Clinical Course Contract (Appendix I) on the first clinical day.
6. Complete the Clinical Agency Information Form (Appendix IV) with the assistance of the clinical preceptor/community mentor.
7. Prepare for and participate in the clinical experience to perform in accordance with the assigned learning activities in accordance to the course.
8. Uphold professional standards of clinical practice; a student who demonstrates unprofessional or unsafe behavior will fail the practicum.
 - a. Wear the professional attire approved by the clinical agency.
 - b. Wear a CSUSB student badge at all times while in the clinical setting.
 - c. Adhere to the agreed-upon schedule for the practicum experience.
 - d. Function within the scope of practice of the Registered Nurse under the Nurse Practice Act
 - e. Adhere to policies and procedures established in the clinical agency/site, including safety and privacy (HIPAA) standards.
 - f. Safely perform any clinical skills that are part of the learning experience.
 - g. Communicate professionally with clinical preceptor/community mentor, faculty, patients, and clinical facility staff.
 - h. Communicate important patient problems identified during the clinical experience to the appropriate persons accurately and without delay.
 - i. Be accountable for own actions.
 - j. Demonstrate organizational skills and priority-setting appropriate to the clinical setting.
 - k. Exhibit clinical reasoning and clinical judgment skills appropriate for a nurse in advanced nursing practice.
 - l. Adhere to ethical standards of the nursing profession including honesty, respect for human dignity, and advocacy.
9. Keep the clinical preceptor/community mentor informed about the learning activities.
10. Take the initiative in seeking faculty consultation if you deem it necessary.
11. Notify the clinical preceptor or community mentor/faculty preceptor, and supervising faculty member immediately if an error occurs or safety has been compromised.
12. Schedule weekly conferences (virtual, phone, and/or face-to-face sessions) at mutually agreed upon times with the clinical preceptor/community mentor, to discuss clinical experiences and progress toward learning outcomes.
13. Turn in completed clinical log, Student Clinical Record (Appendix V), and Graduate Student Evaluation of Preceptor/Mentor form (Appendix VII) by due dates. Failure to turn in all required documentation will result in an incomplete grade.

Supervising Course Faculty Guidelines & Responsibilities:

The supervising course faculty member will:

1. Consult with each student regarding possible clinical site and clinical preceptor/mentor placements based upon the student's concentration and population of interest.
2. Approve the Student Clinical Course Contract (Appendix I) prior to commencement of the student's clinical practicum activities.
3. Ensure the clinical preceptor/mentor has received and understands the MS in Nursing Graduate Clinical Handbook, course syllabus, Preceptor/Mentor Information Form (Appendix II), and Preceptor/Mentor Clinical Evaluation of Student form (Appendix VI).
4. Collect the Clinical Agency Information form (Appendix IV) from the student.

5. Arrange regular meetings with preceptor/mentor during the quarter, at least mid-way and at the conclusion, for evaluation purposes.
6. Be available by eMail and/or phone to provide immediate consultation and/or support of the clinical preceptor/mentor when needed or when problems are reported.
7. Seek preceptor/mentor input regarding the students' performance (Appendix VI).
8. Review student's clinical log, Student Clinical Record (Appendix V), and the Preceptor/Mentor Clinical Evaluation of Student form (Appendix VI) prior to preparing the student's final clinical evaluation.
9. Collect each student's Graduate Student Evaluation of Preceptor/Mentor form (Appendix VII) at the end of the term. Failure by students to turn in all required documentation will result in an incomplete grade.
10. Collect and forward Graduate Student Evaluation of Preceptor/Mentor forms (Appendix VII) to the Graduate Coordinator for review by the Graduate Affairs Committee.

Clinical Preceptor and Community Mentor/Faculty Preceptor Guidelines & Responsibilities:

The clinical preceptor or community mentor and faculty preceptor (CM&FP) will:

1. Be given a copy of the course syllabus, the MS in Nursing Clinical Handbook, and the Student Clinical Course Contract (Appendix I) by the student.
2. Complete and submit to the supervising faculty member the Preceptor/Mentor Information Form (Appendix II) and the Preceptor/Mentor Agreement (Appendix III).
3. Orient herself/himself to the nature of the MS in Nursing clinical practicum as described in the MS in Nursing Clinical Handbook, course syllabus, and Student Clinical Course Contract.
 - a. The preceptor/mentor will acknowledge the details of the Student Clinical Course Contract with a signature.
4. Assist the student in completing the Clinical Agency Information Form (Appendix IV).
5. Supervise the student as she/he carries out the planned clinical activities in/related to the clinical setting.
 - a. Oversee the student's orientation to the setting.
 - b. Facilitate the student's access to pertinent policies, procedures, and information needed to carry out clinical activities.
 - c. Mentor the student in the advanced nursing practice activities associated with the clinical course (e.g., assessment of the health and health-related factors of a population, development/implementation/evaluation of a program to improve health outcomes of a population, design lesson plan/ teach/ evaluate learning).
6. Schedule weekly conferences (virtual, phone, and/or face-to-face sessions) at mutually agreed upon times with the preceptor or community mentor and faculty preceptor, to discuss clinical experiences and progress toward learning outcomes.
7. Arrange regular meetings with the supervising faculty member during the quarter, at least mid-way and at the conclusion, for evaluation purposes.
8. Review the Student Clinical Record (Appendix V) at the conclusion of the term for accuracy and sign the form.
9. Complete the Preceptor/Mentor Clinical Evaluation of Student (Appendix VI) and forward it to the supervising faculty member.

Evaluation of Student Clinical Performance:

1. Course learning outcomes and the students' individual learning outcomes are used in evaluating student performance during the clinical practicum.

2. Feedback from the preceptor/mentor, using the Preceptor/Mentor Clinical Evaluation of Student form, will inform the supervising course instructor's evaluation of student performance. A written clinical evaluation summary will be completed by the supervising course faculty, discussed with the student, and placed in the student's file.
3. The student's clinical work will be graded Pass/Fail. A clinical grade of Pass is required to pass the course.

Tips for the Clinical Preceptor/Community Mentor

How Can I Best Help the Student?

As the Preceptor/Mentor, you are the main source of experienced information for the student. It is not uncommon for you to want to explain everything there is to know about the patients, procedures, medications, patient care systems, etc. In addition to role modeling for the student, to maximize the learning experience, here are some tips of what you can use.

- Spend some time getting to know your student. These students are registered nurses and have a wealth of knowledge and experience. Consideration to previous experiences should be given when planning clinical experiences.
- Be patient, patient, patient. What seems like logical sense for the experienced provider, nurse or advanced practice nurse, can be quite a challenge for students.
- Provide constant feedback and support to the student. Effective feedback is descriptive of specific situations and skills. This reinforces what has been done correctly, reviews what needs improvement, and corrects mistakes.
- Consider the level of the student when trying to decide which teaching method to use. The beginner student generally needs preceptor/mentor support in all areas of clinical learning while the competent proficient student will generally need minimal support. Also recognize that your style of learning might not be the same as your student.
- Participation, repetition, and reinforcement strengthen and enhance learning. Repeat the important points!
- Sometimes less is more, not everything can or should be taught all at once. Teaching can be broken into short, focused interactions. This can help fit precepting into a busy schedule.
- Direct questioning is helpful in fostering critical thinking skills. Questions such as "what do you think?" and "why do you think that?" help to stimulate critical thinking and discussions. Know when to answer the student's questions and when to have them find the answers on their own.
- Encourage self-directed learning so that they know what to do when they aren't with you. Only if they proceed in an unsafe manner jump in.
- It is important to remember that both roles of preceptor/mentor and student are stressful. It is important for both preceptor and student to be flexible.
- Students learn best when there is ongoing feedback, close communication, trusting relationships, mutual respect, and acceptance as part of the team.
- Teaching can be done on busy days. This can be achieved by rotating tasks when seeing one patient together, or by assigning the student elements of non-direct care tasks. For example, the student takes the history and you do the physical exam. Try to assign the student to patients you know take extra time or that you know well.

Biagioli, F. E., & Chappelle, K. G. (2010). How to be an efficient and effective preceptor. *Family Practice Management, 17*(3), 18-21.

Burns, C., Beasuchesne, M., Ryan-Krause, P., & Sawin, K. (2006). Mastering the preceptor role: Challenges of clinical teaching. *Journal of Pediatric Health Care, 20*(3), 172-183.

APPENDIX I
STUDENT CLINICAL COURSE CONTRACT
(Turn in to Course Faculty for Final Approval)

Student _____
Student ID # _____
CSUSB eMail: _____ Phone () _____

Your Concentration:
____ Population-Based Advanced Practice Nursing
____ Nurse Educator
____ Advanced Community/Public Health Nursing

Course #: _____ Course Title _____

PRECEPTOR/MENTOR

Name: _____ Title: _____
Phone:() _____ Best time to call: _____
eMail: _____

AGENCY

Name: _____
Address: _____ City: _____ Zip: _____

NURSING ADMINISTRATOR OF AGENCY

Name: _____ Title: _____
Phone:() _____ Best time to call: _____
eMail: _____

Field Experience Hours: The number of hours required for field experience is specified for each course. Please consult the syllabus for required hours and arrange dates and times accordingly.

Beginning Date: _____ Final Date at Agency: _____

STUDENT'S PERSONAL LEARNING GOALS FOR THE PRACTICUM

Student's personal learning goals for the practicum, based on the Course Learning Outcomes:

- 1.
- 2.
- 3.
- 4.
- 5.

STUDENT CLINICAL COURSE CONTRACT (P. 2)

Student Signature: _____ Date: _____
Signature indicates approval of the Contract

Supervising Faculty Signature: _____ Date: _____
Signature indicates approval of the Contract

Make a copy of the approved contract for the preceptor/mentor.

Preceptor/Mentor Signature: _____ Date: _____
Signature indicates approval of the Contract

Make a final copy of the approved contract for the supervising faculty member.

**APPENDIX II
PRECEPTOR/MENTOR INFORMATION FORM**

Contact Information

Preceptor/Mentor Name			
Title			
Phone		eMail	
Present Position			# of Years in Position
Population Focus			
Practice Specialty (check all that apply)	Primary Care		Public Health
	Specialty Ambulatory Care		School Health
	Acute Care		Occupational Health
	Long-Term Care		Rehabilitation
	Home Care		Mental Health
	Hospice		Substance Abuse
	Other (please enter)		
Agency Name			
Address	Street	City	Zip Code
Agency Administrator Name			
Title			
Phone		eMail	

Professional Information

Note: You may attach your resume' in lieu of completing the required information below.

Preceptor Licensure	State of RN License	License Number	Expiration Date
Preceptor Education	School	Degree Awarded	Date Degree Awarded
Professional Certification(s)	Area of Certification	Certifying Body	Expiration Date

APPENDIX III

PRECEPTOR/MENTOR AGREEMENT

I, _____ agree to act as Clinical Preceptor/Mentor to
(print clinical preceptor/mentor name)
_____ as part of his/her enrollment at CSUSB MS in
(print student name)
Nursing Program clinical courses.

I agree to provide basic information about my qualifications and professional role using the provided form.

I agree to mentor and supervise the student's activities as they help her/him achieve the learning outcomes associated with the clinical practicum.

I will communicate at least weekly with the student throughout each quarter to provide guidance and answer questions.

I agree to facilitate the student's orientation to the clinical agency and access to needed policies, procedures, and information.

I agree to confer with the supervising faculty member for the course before, during, and at the end of the term to provide any information I believe is necessary for progress in the clinical practicum.

I agree to contact the supervising course faculty member or the Graduate Coordinator if I have questions about clinical requirements or student issues.

I agree to monitor and verify student clinical practicum activities using the provided form.

I agree to submit a written evaluation of the student on the provided form at the end of the term.

Preceptor/Mentor Signature

Date signed

Please sign and return to the supervising course faculty member.

**APPENDIX IV
CLINICAL AGENCY INFORMATION FORM**

To be filled out by graduate student with consultation from the preceptor/mentor

Student Name				
Date Form Completed				
Agency Name				
Address	Street	Address	Street	
Agency Administrator Name		Agency Administrator Name		
Title		Title		
Agency Service Categories (check all that apply)	Primary Care		Public Health	
	Specialty Ambulatory Care		School Health	
	Acute Care		Occupational Health	
	Long-Term Care		Rehabilitation	
	Home Care		Mental Health	
	Hospice		Substance Abuse	
	Other (please enter)			

What is the primary service category of the agency?

Approximately how many patients/clients does the agency serve annually in the primary service category?

What other educational institutions does the agency serve for clinical experiences?

**APPENDIX V
STUDENT CLINICAL RECORD**

To Be Completed by Student, Signed by Preceptor/Mentor, & Returned to Course Faculty

Instructions: Please complete this form in its entirety for each preceptor/mentor in each clinical site with whom you arrange a clinical experience. Return the completed form to your supervising course faculty when clinical time is completed. Preceptor/mentor signature is required for the form to be complete.

Student Name: _____

Course Number: _____ Course Name: _____

Preceptor/Mentor Name: _____

Email Address: _____ Telephone #: _____

Agency Name: _____

Agency Address: _____

Agency Phone Number: _____ Fax #: _____

Date	Total Time (in hours)	Student Initials	Preceptor/Mentor Initials	Date	Total Time (in hours)	Student Initials	Preceptor/Mentor Initials

Student: I verify that I have completed all the recorded hours with this preceptor/mentor.

Student Signature

Date

Preceptor/Mentor: I verify that I have completed all the recorded hours with this student.

Preceptor/Mentor Signature

Date

**APPENDIX VI
PRECEPTOR/MENTOR CLINICAL EVALUATION OF STUDENT**

Please complete and eMail form to the supervising faculty member of the course.

STUDENT NAME: _____

1. How well did the student meet his/her learning objectives?
2. Does the student's progress demonstrate ability to practice at an advanced level?
3. What are the student's greatest strengths?
4. What are areas or skills in which the student needs improvement?
5. What is your overall evaluation of this student (e.g., satisfactory achievement, unsatisfactory achievement)?

Preceptor/Mentor Name: _____

Preceptor/Mentor Signature

Date: _____

**APPENDIX VII
GRADUATE STUDENT EVALUATION OF PRECEPTOR/MENTOR**

To be completed and turned in to the supervising faculty for the course at the end of the term

Name of Preceptor/Mentor	
Clinical Agency	
Clinical Course	
Term	
Student	

Please highlight the most appropriate answer after each statement regarding the clinical preceptor/mentor.

RESPONSES: 4=Strongly Agree 3=Agree 2=Disagree 1=Strongly Disagree NA=not applicable

1. The preceptor /mentor is available to student.	4	3	2	1	NA
2. The preceptor/mentor demonstrates understanding of the advance practice role or Nurse Educator role.	4	3	2	1	NA
3. The preceptor/mentor utilizes student's strengths, knowledge, and past experience.	4	3	2	1	NA
4. The preceptor/mentor serves as a professional role model.	4	3	2	1	NA
5. The preceptor/mentor demonstrates effective rapport with clients.	4	3	2	1	NA
6. The preceptor/mentor encourages the student to assume increasing responsibility during the semester.	4	3	2	1	NA
7. The preceptor/mentor assists the student in identifying goals & need for experience.	4	3	2	1	NA
8. The preceptor/mentor considers student's limits according to level of training.	4	3	2	1	NA
9. The preceptor/mentor provides immediate and adequate feedback with questions and patient presentations.	4	3	2	1	NA
10. The preceptor/mentor leads the student through diagnostic reasoning rather than giving own impressions.	4	3	2	1	NA
11. The preceptor/mentor reviews and signs each office/clinic note.	4	3	2	1	NA
12. The preceptor/mentor offers constructive comments about chart notes.	4	3	2	1	NA

Continued on next page.

RESPONSES: 4=Strongly Agree 3=Agree 2=Disagree 1=Strongly Disagree NA=not applicable

13. The preceptor/mentor encourages questions.	4	3	2	1	NA
14. The preceptor/mentor thoughtfully reviews differential diagnoses with the student.					NA
15. The preceptor/mentor discusses alternative management.	4	3	2	1	NA
16. The preceptor/mentor allows student opportunities to suggest ideas to implement.	4	3	2	1	NA
17. The preceptor/mentor communicated clinical knowledge well.	4	3	2	1	NA
18. The preceptor/mentor utilizes other members of the health care team (i.e. nutrition, PHN, mental health, primary care, specialists).	4	3	2	1	NA
19. The preceptor/mentor suggests and provides additional learning experiences (i.e. outside of clinic or interesting clients seen at hospital rounds or other clinical site; discusses current journal article or research; discusses & shares CEU/conference materials).	4	3	2	1	NA
20. The preceptor/mentor provides alternative experiences when there are no clients.	4	3	2	1	NA
21. The preceptor/mentor provides ongoing constructive feedback regarding student's strengths and learning needs throughout the clinical experience.	4	3	2	1	NA
22. The preceptor/mentor reviews evaluations with student and provides immediate positive and constructive feedback.	4	3	2	1	NA

Open-Ended Items:

23. List ways the preceptor/mentor provides a good clinical experience for students (i.e. individual strengths):

24. List areas in which this preceptor/mentor needs improvement in order to provide an optimal student experience:

25. Do you recommend this preceptor/mentor for other students (Yes or No)?

26. Why would you or would you not recommend this preceptor/mentor?