California State University, San Bernardino

Department of Nursing

Undergraduate
Preceptor Handbook

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College of Natural Sciences
Department of Nursing

Dear Preceptor:

Thank you for your continuing support and willingness to precept California State University, San Bernardino Department of Nursing students. Your expert guidance provides our students with an opportunity to apply their newly acquired clinical skills and knowledge in preparation for diverse roles within the nursing profession. The faculty, staff and I understand that you are a busy professional with many demands and responsibilities, which makes your commitment to this process admirable. Your personal and professional dedication to producing qualified nursing professionals to benefit the nursing profession is significant. Students will gain confidence and validation through your exemplary teaching, coaching, and role modeling. It is difficult to imagine successfully preparing qualified professionals without the collaboration of such nursing colleagues.

The preceptor handbook will orient you to the preceptor course(s) and the Department of Nursing. Please review the information included in the handbook, including instruction for completing a required preceptor orientation.

The faculty and staff in the Department of Nursing value your service as an excellent clinician and clinical preceptor. Additionally, I welcome your recommendations for making this role more effective and satisfying. Please feel free to contact the Department of Nursing at 909-537-5380, if you have any questions or concerns.

Sincerely,

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SECTION I: INTRODUCTION to the DEPARTMENT OF NURSING

California State University, Department of Nursing Our Mission

To provide exemplary nursing education in order to graduate scholarly professionals who demonstrate: evidence-based and excellent clinical practice; responsiveness to the health needs of diverse populations and environments; commitment to global awareness; and community collaboration in addressing determinant of health.

Our Vision

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

Our Values

Integrity 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 DON 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.

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.

Overview of Leadership Theory and Clinical Courses

The nursing leadership course includes a total of 4 theory units and 4 clinical units. These culminating courses require students to synthesize all previous learning and implement the concepts in the clinical settings. Every attempt is made to place the student in the area in which they would like to make a career. The Nursing Leadership course covers the leadership theories and principles related to the management of nursing care for groups of clients through other nursing personnel.
Specific content areas include:
- Leadership theories and roles,
- Problem solving and decision making,
- Patient classification,
- Staffing and scheduling,
- Delegation,
- Communication and collaboration,
- Quality improvement and risk management,
- Budgeting
- Resource allocation,
- Legal and ethical issues related to the leadership role,
- Staff development,
- Employee performance and managing personnel problems,
- Management information systems.

The course ends with the Nursing Leadership Project.

AACN Essentials of Baccalaureate Education for Professional Nursing Practice

The Commission on Collegiate Nursing Education (CCNE) approved the CSUSB Nursing Program in 2011. CSUSB subscribes to the nine AACN Essentials of Baccalaureate Education (2008) that are integrated across the curriculum. The nine BSN Essentials are: x Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice. A solid base in liberal education provides the cornerstone for the practice and education of nurses.

x_ Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care. x_ Essential III: Scholarship for Evidence Based Practice Professional nursing practice is grounded in the translation of current evidence into practice. x_ Essential IV: Information Management and Application of Patient Care Technology Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.

x_ Essential V: Healthcare Policy, Finance, and Regulatory Environments Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice. x_ Essential VI: Inter-professional Communication and Collaboration for Improving Patient Health Outcomes Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.

x_ Essential VII: Clinical Prevention and Population Health. Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice. x_ Essential VIII: Professionalism and Professional Values Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to nursing. x_ Essential IX: Baccalaureate Generalist Nursing Practice The baccalaureate-graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments. The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients (AACN, 2008).

NCLEX Content Areas

The following NCLEX Competency areas are integrated throughout the curriculum:

x_ CLIENT NEEDS
      x_ SAFE, EFFECTIVE CARE ENVIRONMENT
      x_ SAFETY AND INFECTION CONTROL
      x_ HEALTH PROMOTION AND MAINTENANCE
      x_ PSYCHOSOCIAL INTEGRITY
      x_ PHYSIOLOGIC INTEGRITY

          1.   Basic care and comfort
          2.   Pharmacologic and parenteral therapies
          3.   Reduction of risk potential
          4.   Physiologic adaptation
x_ INTEGRATED PROCESSES x_ NURSING PROCESS
x_ CARING
x_ COMMUNICATION AND DOCUMENTATION
x_ TEACHING/LEARNING
x_ CULTURE AND SPIRITUALITY

Course Requirements

Department Information

Courses are provided that include theory and clinical experience in caring for clients across the life span that are from diverse psychosocial and cultural backgrounds. A wide range of health care agencies is used for clinical experience. The intent of the program is to graduate generalists in nursing who are concerned with promoting optimum health in a variety of settings. Requirements (180 quarter units)

Department Regulations

1. Students in the Nursing major must earn grades of "C" or better in all courses prerequisite or co-requisite to the major. If a grade less than "C" is earned in any nursing major course, the student will be dropped from the Nursing program. Upon successful re-application to the nursing major, nursing courses for which the student has earned less than a grade of "C" may be attempted or repeated only one time. Students may not enroll in any course that requires other nursing prerequisites unless the prerequisite courses are completed with grades of "C" or better. Additional academic policies can be found in the DON BSN Nursing Student Handbook.
2. Students on academic probation must remove grade-point deficiencies before progressing further in the nursing program.
3. Nursing students are provided by CSUSB malpractice insurance in the amount of not less than $1,000,000 per occurrence and $3,000,000 per year or more in order to be admitted to clinical courses.
4. Prior to the first quarter of classes, students must submit a report of a recent physical examination, including tuberculosis skin testing, indicating that they are able to engage in activities required to meet the expectations of the program. Exams are available by appointment through the Student Health Center for a fee. Immunizations and/or proofs of immunity are required. Contact the DON for more information.
5. Students must have current Health Insurance. Contact the DON for more information.
6. Students must have a current background check prior to their clinical experience. Contact the DON for more information.
7. Students must have access to insured transportation for their clinical experience.
8. Clothing required by the clinical facility appropriate for that setting must be provided by the students with appropriate identification by name and school. (Name pin and arm patch are available for purchase at the Coyote Bookstore).
9. Advisement with a faculty member is recommended prior to registration each quarter.   10 Students must participate and pass all course competency.

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
BACHELOR OF SCIENCE DEGREE NURSING
COURSES CURRICULUM PLAN

NOTE: All courses must be completed with a grade of "C" or higher. This plan does not include all required General Education (GE) courses needed for graduation.

COURSE NUMBER	COURSE TITLE	UNITS	THEORY HOURS	CLINICAL HOURS
FIRST QUARTER				
NURS 200	Foundations of Nursing Process, Roles and Skills	4	40	
NURS 201	Foundations of Nursing Process, Roles and Skills: Laboratory	3		90
NURS 316	Health Assessment	4	40	
SECOND QUARTER				
NURS 204	Beginning Nursing Process, Roles and Skills	4	40	
NURS 205	Beginning Nursing Process, Roles and Skills: Laboratory	3		90
NURS 382	Pharmacology and Therapeutics for Nursing Practice	2	20	
THIRD QUARTER				
NURS 220	Intermediate Nursing Process, Roles and Skills	4	40	
NURS 221	Intermediate Nursing Process, Roles and Skills: Laboratory	4		120
NURS 380	Pathophysiological Concepts as Applied to Nursing Practice	4	40	
FOURTH QUARTER				
NURS 334	Maternal Child and Women's Health	4	40	
NURS 335	Maternal Child and Women's Health: Laboratory	3		90
FIFTH QUARTER				
NURS 332	Families and Children	4	40	
NURS 333	Families and Children: Laboratory	3		90
SIXTH QUARTER				
NURS 400	Psych/Mental Health Nursing	4	40	
NURS 401	Psych/Mental Health Nursing: Activity	4		120
NURS 340	Theories of Nursing	2	20	
SEVENTH QUARTER				
NURS 322	Advanced Nursing Process, Roles and Skills	3	30	
NURS 323	Advanced Nursing Process, Roles and Skills: Laboratory	4		120
NURS 422	Nursing Research	4	40	

EIGHTH QUARTER				
NURS 406	Community/Public Health Nursing	4	40	
NURS 407	Community/Public Health Nursing: Clinical	4		120
NINTH QUARTER				
NURS 404	Leadership in Nursing: Nursing Management	4	40	
NURS 405	Leadership in Nursing: Clinical	4		120

CSUSB Nursing Program Learning Outcomes (PLOs)

1. Demonstrates competent practice, and evidence-based care from the foundations of biological, physical, social, and nursing sciences in caring for individuals, families, and communities.
2. Demonstrates competence in critical thinking and clinical reasoning skills in the practice of nursing.
3. Applies the nursing process & provides care to individuals, families, and communities as full partners across the life span from diverse psychosocial and cultural backgrounds.
4. Demonstrates competence in the application of nursing interventions that aims to promote, maintain or restore health.
5. Applies knowledge of healthcare policies to support the nursing process.
6. Utilizes various forms of communication, including oral, written, and technological applications for disseminating accurate patient information and plans of care; in order to maximize safety and optimize health outcomes.
7. Demonstrates leadership as professional nurse and collaborate in clinical practice within a multidisciplinary team to monitor outcomes, improve patient care, and promote comprehensive and safe delivery of healthcare.
8. Exhibits safe, competent, ethical culturally and spiritually appropriate care.
9. Applies evidence as bases for practice and support, facilitate and participate in research.
10. Participates fully in processes to monitor outcomes and improve patient care.
11. Assumes the responsibility for knowledge acquisition of nursing science, excellence in clinical practice, nursing professional code of conduct and nursing values, which serves as the basis for lifelong learning and professional development.

Course Learning Outcomes (CLOs)

The following objectives identify the knowledge, dispositions, and performances that are to be attained by the end of this course. Students who successfully complete this course will:

1. Integrate concepts of leadership into the professional role of nurse.

2. Analyze the philosophy, goals, and organizational structure of a healthcare system in the relationship to the delivery of quality health care.

3. Compare selected theories of leadership, management, and organizations in relation to health care agencies.

4. Identify how collaborative leadership styles might be utilized in various community agencies to enhance the role of a nurse leader.

5. Discuss the management process and its impact on the delivery of health care.

6. Analyze how accountability, advocacy, and collaboration augment the management of care.

7. Apply the nursing process to personal/ professional development of leadership skills.

SECTION II: PRECEPTOR PROGRAM

Preceptor Policies and Procedures (based on California BRN Regulations for Preceptor Learning Activities (Preceptorships) CCR1426.1; 1426.1(a); 1426.1(b); 1426.1(b)(2); 1426.1(b)(3); 1426.1(b)(4);
1426.1(b)(5); 1426.1(b)(6); 1426.1(b)(7); 1426.1(c).

The Preceptor Program at California State University, San Bernardino (CSUSB) is a component of the Nursing Program that includes a teaching strategy designed to provide students with a learning experience guided by an experienced registered nurse who may also be an expert in his or her area of specialty.

Preceptor courses are presented at the end of a board-approved curriculum, which provides students with a faculty-planned and supervised experience comparable to that of an entry level registered nurse position. All preceptor courses are approved by the Board of Registered Nursing prior to implementation into the curriculum.

Preceptor Requirements 16 CCR § 1425 (e)
- Hold an active, clear license as a Registered Nurse (RN) in the state of California
- Verify at least one-year employment with the CSUSB affiliated healthcare facility
- Hold a Bachelor's of Science in Nursing **and/or** demonstrate high-level experience and competence in customer relations/communication and clinical nursing skills.
- Directs the students' clinical practice in the facility.
- Share responsibility for the care of the student's assigned patients with the nursing student
- Complete the CSUSB DON preceptor orientation or agency equivalent prior to serving as a preceptor and review the CSUSB, DON Preceptor Handbook and course syllabus.

Preceptor Selection
The unit nurse manager at the facility selects all Preceptors (primary and relief) based upon interest and ability to teach and serve as a role model for nursing students. These are communicated to the DON Program Director or her designee. Preceptor selection considerations include:
- Student/preceptor needs
- Effectual faculty supervise
- Student assignment nursing area/specialty
- Agency/facility requirements

A relief preceptor, who meets the same qualifications as the primary preceptor, shall be available when the designated preceptor is unavailable to ensure continuity of the student's preceptor learning experience and to ensure that a preceptor is present and available on the patient care unit at all times while the student is providing patient care/nursing services.

Preceptor Handbook (Effective Fall 2018)

Preceptor Information

The preceptor completes the preceptor profile information.
The DON Program Director or her designee verifies and manages the profile information, which includes:
- Preceptor names
- California RN licenses ● Dates of preceptorship
- Preceptor responsibilities (as designated by the assigned course)

Preceptor Orientation

The intent of the preceptor orientation is to assist the preceptor in serving the CSUSB DON, the clinical agency and the nursing student to succeed. As a preceptor, you will demonstrate the agency's values, serve as a role model, and mentor a student preparing   to graduate and transition into the workplace. The Preceptor Orientation requires completion of the CSUSB Nursing Program curriculum and clinical course or completion of a CSUSB DON affiliated clinical facility preceptor training program. The Preceptor will complete preceptor orientation to the CSUSB Nursing Program curriculum and clinical course.

   The Preceptor Orientation includes:
- Preceptor Handbook, which provides the DON overview and details, preceptor requirements, program purpose, responsibilities of the Lead Faculty, clinical faculty and the student.
- Complete preceptor orientation to the CSUSB Nursing Program curriculum and clinical course.
- Course Coordinator and/or clinical faculty session

Preceptor Instructions:

 The DON is using content for you to review in the Preceptor Handbook. By completing preceptor orientation to the CSUSB Nursing Program curriculum and clinical course, the information will help you prepare for the clinical preceptorship experience.

Preceptor Recognition

  The DON understands that committed, enthusiastic, energetic and generative professionals are necessary and willing to take responsibility for the student learning experiences, if those students are to become excellent professionals. The DON faculty, administrators and staff hope the experience is enriching and rewarding for the preceptor, and serves to renew professional pride and personal achievement.

Preceptorship Courses and Course Requirements

Students enroll in the designated CSUSB NURS 405 course in which he/she is assigned to a preceptor and do not receive compensation for his or her time from the clinical facility for the clinical rotation.

The course syllabus serves as the written plan for the preceptor course; it will provide objectives, evaluation rubrics, and student performance expectations to serve as guidelines for the preceptor.

Communication Expectations

The clinical instructor/faculty will consult with the preceptor to schedule meetings with the preceptor and student to monitor progress of the student learning experiences.

The clinical instructor/faculty meets with the Lead Faculty and other members of the course teaching team (other clinical instructors) at least once each quarter and more often as needed to communicate progress of the learning experience and preceptor input/feedback.

Frequency and method of faculty/preceptor/student contact during preceptor experience includes:

- Clinical instructor/faculty will be available by phone and email for preceptor contact as needed and through the entire quarter the student is assigned to the preceptor for the clinical experience
- In-person student/preceptor/instructor/faculty conferences, will occur one (1) to two (2) times per quarter and as needed
- The Lead Faculty will be available to the preceptor by phone or email as needed

Student Evaluation Information

The syllabus and clinical evaluation forms serve as resources for communicating and confirming student performance in accordance with course requirements and course evaluation criteria as follows:

- The preceptor completes a performance evaluation for the student which is included as input into the clinical faculty/instructor evaluation of the student's performance
- The clinical faculty/instructor, using preceptor evaluation feedback completes the final student performance evaluation

Program Evaluation

As part of continuous quality improvement and program evaluation in the DON, a preceptor and a course evaluation is completed each quarter as follows:

- The preceptor completes a course evaluation for the preceptor course (NURS 405)
- The student completes a course evaluation for the preceptor course (NURS 405)
- The student completes an evaluation of the preceptor and clinical agency.
- Clinical instructor/faculty complete an evaluation of the preceptor incorporating student feedback into the evaluation

Student Professional Standards in Clinical Practice

Professional standards are always expected. A student who demonstrates unprofessional behavior or behavior which indicates unsafe practice or improper classroom behavior (online and in person) may be denied progression or may be dismissed from the program. When an instructor becomes aware of a student failing to meet one or clinical standards for professional practice he/she will notify the student immediately. (See Pre-licensure BSN Student Handbook).

Safety

- Demonstrates safe clinical performance skills.
- Notifies the instructor or agency immediately if an error has been made or safety has been violated.
- Protects the patient from environmental hazards and provides for the safety of the patient, self, and others.

Personal/Professional Accountability

- Consistently takes initiative in seeking faculty consultation and supervision.
- Seeks assistance in aspects of patient assessment in which student lacks confidence or skills.
- Communicates online and in person, in a manner, which maintains and promotes professional relationships with co-workers, patients, staff faculty and adjunct educators.
- Communicates important patient problems identified during the clinical experience to the appropriate persons accurately and immediately.
- Performs all clinical assignments or informs the instructor of inability to do so in adequate time or with the required level of competence.
- Recognizes and assumes responsibility for the consequences of own actions.
- Demonstrates organizational skills and priority setting appropriate to the clinical setting.
- Assumes responsibility for attempting to identify and organize data for problem solving.
- Exhibits decision-making and leadership skills appropriate for an independently functioning professional.
- Demonstrates judgment appropriate for an independently functioning professional.
- Demonstrates professional conduct at all times while performing clinical assignment (non-professional conduct includes use of abusive language, substance abuse — alcohol and drugs, and other behavior indicating loss of emotional control).
- Demonstrates honesty at all times.
- Reports to the agency prepared for assignment on time and dressed appropriately (hair and clothes clean and appropriate for the assignment).
- Notifies appropriate persons of absences or when late in arriving for clinical experience.
- Demonstrates ethical behavior as outlined in the ANA Code of Ethics (2001).
- Provides services with respect for human dignity and the uniqueness of the client, unrestricted by consideration of social or economic status, personal attributes, or the nature of the health problem.
- Safeguards the client right to privacy by judiciously protecting information of a confidential nature.
- Acts to safeguard the client and the public when health care and safety are affected by the incompetent, unethical or illegal practice of any person.
- The student will arrive on time and turn in all clinical assignments on time.

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Admission to Clinical Labs

Prior to the admission to the clinical laboratory experience the following items must be on file with the DON who will verify the currency and completeness of the record to the clinical agencies.

- Proof of student malpractice insurance ($1,000,000. per occurrence and $3,000,000.), which is currently being provided by the CSU Chancellor's Office.
- Proof of current health insurance
- Annual negative TB skin test and if converted, follow CDC guidelines for x-ray
- Evidence of required immunity to tetanus/diphtheria or titer; mumps or titer; measles or titer; rubella or titer; rubeola or titer; varicella zoster or titer; & hepatitis B or titer. Proof of annual flu immunization or signed declination form. Immunizations and vaccinations are available for minimal fees at the Student Health Center or they may be completed through the student's personal health care provider.
- Current and appropriate American Heart Basic Cardiac Life Support certification for the healthcare provider BLS with AED.

All students must complete HIPAA training prior to admission to the clinical setting. Information concerning access to the HIPAA module and other agency specific requirements will be provided during the first day of orientation. (See Pre-licensure BSN Student Handbook).

- With all clinical lab experiences, students will conduct themselves professionally and maintain confidentiality on all personal and sensitive information obtained in this course. This includes, but is not limited to, avoiding discussions that would allow others to identify the subject of the information and removing patient names from course papers/class assignments. To discuss patient information in a student forum, you may use initials or a name that is not the patients. Failure to protect the privacy of others may have serious repercussions and is a violation of the Health Information Protection and Privacy Act (HIPAA). (See Pre-licensure BSN Student Handbook). "Copying or Transmitting Client Records/HIPAA".

- Due to recent changes in requirements by health care agencies, all nursing students must have a criminal background check and urine drug screen completed. Positive findings may result in denial of clinical placement by some health care agencies.

- Additional content on infection control and universal precautions, abuse reporting, and waste disposal may be required.

Guidelines for the Preceptor

How Can I Best Help the Student?
The preceptor is the primary resource for the student. In addition to role modeling nursing practice for the student please refer to the following as a guideline:

1. Please have patience, patience, patience! Things that seem logical for the expert nurse may be a challenge for the novice.
2. Allow the student to make the decisions as you observe and intervene only if he or she proceeds in an unsafe manner.
3. Use guided questioning with the student, allowing the student to give rationale for actions. Process the decisions and choices about care and procedures with the student. Ask open-ended questions; for example, "what do you think should be done?", and require a rationale.
4. Help the student to critically think by guiding him or her to correct conclusions by asking additional questions. Please refrain from quickly responding to questions that require more thoughtful consideration by the student, unless the circumstance requires immediate action.
5. Seek clinical skills that the student can perform based on his or her skills checklist. The student may need opportunities to perform procedures that he/she has not recently performed or has not mastered.
6. Encourage the student to communicate patient status and needs with the provider.
7. Have the student give the verbal report to the next nurse.
8. Provide plenty of verbal feedback, both positive and negative. Part of the learning process includes critique of performance including honest communication regarding errors and mistakes.
9. Complete the student evaluation; the evaluation is a written report of student performance. The evaluation combines with the instructor's evaluation, and other assignments to determine the final grade.
10. Have fun and enjoy the senior nursing student who is eager to learn and assist!

Assignments

The course is comprised of 120 clock hours divided as follows: 100 hours of the clinical portion of the experience + 20 hr. project.

For the **clinical portion** of the experience (100 clock hours):

The time is largely devoted to direct and indirect patient care-including: a) provision of direct care progressing toward being able to care for the case load specified for the assigned unit (or as close to the full case load as possible) by the end of the quarter, b) demonstration of beginning skills for managing a group of patients, functioning as a nurse leader using the care delivery system for the assigned unit (e.g. Team Nursing or Primary Nursing), and c) interdisciplinary patient care planning or staff development.

Some time must be devoted to a participant/observer role in one of the two following opportunities:

4-8 hours: Charge Nurse Observation/Assistance – to observe Charge Nurse role (or similar role as specified at the facility) with opportunity for question-answer session/clarification regarding role performance and nursing leadership concepts or theories that apply to the Charge Nurse Role.

4-8 hours: Nurse Manager (or other Nurse Leader) Observation – Observation and/or scheduled meetings with opportunity to observe role performance and discuss nursing leadership concepts or theories related to managing a nursing unit, using change theory, decision-making theories and techniques, human resource issues (recruitment, hiring performance evaluation, and discipline); and quality improvement and risk management in action on the unit. This may include manager/staff meetings and/or interviews.

Performance evaluation is Satisfactory/Unsatisfactory and is based on observations of both the instructor and the preceptor. The preceptor and the student will each complete an evaluation form of student's clinical experience. The clinical instructor will complete the final evaluation and will meet with the student for review and signature.

PLEASE NOTE: Clinical placement may NOT be the same unit on which you are employed!

DO NOT SCHEDULE ANY CLINICAL TIME ON CLASS OR SEMINAR (POST CONFERENCE) DAYS

STRATEGIC PLAN FOR SUCCESS POLICY

The faculty at CSUSB DON is committed to assisting students to achieve their maximum potential. However, there are times when certain factors prohibit/prevent students from achieving their goal. In order to afford the student due process and time for remediation and improvement the following sequence of events will be observed. All reference to standards is based on the current editions of the following documents:

- Student Policy and Procedure Manual

- Relevant Course Syllabus

- American Nurses Association (ANA) Standards

- California State University, San Bernardino Bulletin of Courses

1. The student or faculty recognizes unresolved or ongoing difficulties in any of the following areas: professional conduct, clinical proficiency, excessive absence or tardiness, as defined by the current student policy and procedure manual and relevant course syllabus.

2. An instructor will develop a Strategic Plan for Success Guidelines identifying the deficiency and a Strategic Plan for Success. The following steps will be implemented:

    a) Following a meeting of relevant involved parties, the student may be removed from the clinical setting as determined by the instructor, to allow time for further clarification and verification of information.

    b) The instructor will contact the Chief Nurse Administrator

    c) The Strategic Plan for Success will be ready for the student's signature by the next clinical day from the identification of the deficiency.

3. Within five (5) workdays, the instructor and the Chief Nurse Administrator will meet with the student to define details of the Strategic Plan for Success for completion.

    The plan may include referral to:
    a) Theory and/or Clinical Instructor of the course.

    b) The Student Health and Psychological Counseling Center for solution of personal problems interfering with learning.

    c) The Learning Center for assessment of possible learning disabilities and/or remediation work in deficient areas and tutorial support.

    d) Referral to Skills Lab Coordinator for clinical remediation support.

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During this meeting, an opportunity will be provided for student input.

4.   An instructor may schedule weekly meetings with the student during the term of the Strategic Plan for Success to review progress.

5.   At the conclusion of the improvement date identified in the Strategic Plan for Success, the student and instructor will meet. Progress will be reviewed; however, all Strategic Plan for Success are maintained throughout the remainder of the program.

If, in the professional assessment of the faculty and the Chief Nurse Administrator/Department Chair, the student has not satisfied the terms of the Strategic Plan for Success, the student will be notified verbally and in writing during a meeting with the instructor and the Chief Nurse Administrator/Department Chair. The student will be unable to attend the clinical portion of the course. **This will result in failure of both theory and clinical courses.**

Within three (3) working days, an appeal meeting will be scheduled to determine the student's eligibility to continue in the course/program. During this meeting, students may respond in writing regarding the reasons for having not satisfied the terms of the Strategic Plan for Success.

This final meeting will include, but not limited to the instructor, Chief Nurse Administrator, Department Chair and the student. The student may have a maximum of two (2) student peers present to give additional input. A decision will be provided to the student, verbally at the meeting and in writing, within five (5) working days.

Upon completion of the appeal meeting, if the appeal is not granted the student will be administratively dropped from nursing courses.

After the above process, if the issue is still unresolved, the student may:

1. Request a meeting with the Dean of Natural Sciences, to review the findings and student input.

2. The Dean may, after consideration of the circumstances, recommend the issues be brought to the Ombuds Services.

3. Students are expected to follow the guidelines identified in the Grade/Academic Grievance Procedures policies in accordance to the CSUSB Bulletin of Courses.

Strategic Plan for Success Form

Date:_____   Student:_____   Faculty:_____

Beginning Date of Strategic Plan for Success:_____

End Date of Strategic Plan for Success:_____

Name of the Problem	Supportive Evidence of the Problem
__ Absenteeism __ Tardiness __ Exam Failure __ Unprofessionalism	
__ Unprepared for Clinical: 　__ Unsatisfactory Plan of Client Care 　__ Did not research client problems/diagnosis, lab 　　values, medications, potential complications, etc.	
__ Unsafe Clinical Practice 　__ Did not demonstrate mastery of basic skills 　__ Unable to calculate medication dosages, IV rate, 　　heparin drips, etc. 　__ Unable to communicate clearly or comprehend 　　the English language 　__ Other	
__ Noncompliance with dress code	
__ Noncompliance with required paperwork 　(PPD, CPR, titers, health/car insurance, etc.)	
__ Did not follow through on faculty recommendations 　for remediation	
__ Lacking in professional demeanor: 　__ Does not relate effectively with faculty, staff, 　　clients, and peers 　__ Violated client confidentiality 　__ Does not communicate truthfully/honestly with 　　faculty and staff 　__ Demonstrates irresponsible behavior by: 　__ Does not follow faculty instructions/directions 　__ Other:	
__ Written Work Deficit	

__ Other:

Recommendations for overcoming the problem(s): (check all that apply)
__ Improve academic/clinical preparation
__ Seek counseling for personal and/or academic concerns
__ Reduce outside work hours if possible
__ Improve written communication skills
__ Improve verbal communication skills
__ Improve psychomotor skills
__ Must participate in Nursing Skills Lab with Faculty (Specific arrangements documented below) Faculty to initial the Strategic Plan for Success Evaluation Progress form
Remediation Limitations/Obligation: (check all that apply)
__ Must meet with faculty on a frequent basis
__ Must be present in proper attire with appropriate equipment
__ Must visit the Writing Center and produce a satisfactory written assignment Other:
Specific Strategic Plan for Success (not addressed above): NOTE: All Strategic Plans for Success are enforced for the entire specific Nursing Program. Noncompliance can result in possible course failure.
Plan of action:

Signatures:

Student:_____   Date:_____

Instructor:_____   Date:_____

Instructor:_____   Date:_____

Chief Nurse Administrator:_____   Date:_____

Strategic Plan for Success Evaluation Progress Form

Date	Comments	Student Initials	Instructor Initials

Outcomes:

Date of Evaluation Conferences:

_____   _____   _____   _____

____ Course Withdrawal   ___ Course Failure   ___ Program Withdrawal

Signatures:

Student:_____   Date:_____

Instructor:_____   Date:_____

Instructor:_____   Date:_____

Chief Nurse Administrator:_____   Date:_____

SECTION III: FORMS NEEDED

**PRECEPTOR PROFILE NOTE: THIS PROFILE IS
<u>REQUIRED BY THE BRN</u>. PLEASE COMPLETE AND GIVE
TO THE CLINICAL INSTRUCTOR (page 1 of 2)**

Name: _____

Position/Title: _____

Contact information:
Place of employment (organization/hospital and department/unit):

Employer's Address and Phone Number:

Manager's Name and Phone Number:

EDUCATION:

Degree	Year	School/Program	Address

CERTIFICATION/LICENSURE	# of Years Held	Date Expires
Please write California RN License Number below:		

Preceptor Training/Orientation (also list others completed)

Month & Year Received	Training/Orientation
	CSUSB Preceptor Guidelines

PRECEPTOR PROFILE
(page 2 of 2)

WORK EXPERIENCE (Please include all related experience): *Years of Experience as:*	

_____ Staff Nurse; _____ Charge Nurse; _____Team Leader; _____ Nurse Manager; _____Other Leadership Role;

Years of Experience in Nursing Specialty:
____Med-Surg; _____ Telemetry; ____Critical Care; ____L&D; ____Pediatrics; ____
Intensive Care Nursery; ____ Other (specify)_____

PLEASE COMPLETE THE FOLLOWING OR ATTACH YOUR RESUME

Date	Position Held	Employer's Name and Address

Preceptorship Agreement (Student, Faculty, Preceptor)
Statement of Understanding between Student, Faculty
Coordinator, and Agency/Preceptor

This memorandum sets forth the provision of understanding between the students, California State University, San Bernardino clinical faculty, preceptor course coordinator, and agency/preceptor with respect to participation in the course. The BRN approves that students may perform numerous skills including medication administration after they have met the agency or the DON requirements for such administration. California State University, San Bernardino does not provide financial compensation for serving as a preceptor.

I.   Responsibilities of the Clinical Course Faculty
- Assume direct responsibility for coordinating the preceptor course.
- Serve as a liaison between the DON and the clinical agency.
- In conjunction with the Program Director, secure and evaluate clinical placements for the preceptor course experience.
- Assure that students are eligible for the clinical preceptor course.
- Verify the registration of students.
- Ensure that each student assigned to an agency is covered by student's professional liability insurance.
- Visit or contact the agency at least once during the experience to monitor the student's progress.
- Maintain proper records on student's work schedule and evaluation reports.
- Review the student's progress with the preceptor during the quarter and at the final evaluation for consideration of rewarding Credit (CR) or noncredit (NC) grade.
- Conduct class meeting at the beginning of the quarter to go over course requirements
- Communicate on a regular basis with the clinical agency to provide necessary information for the effective and efficient administration of the program
- Review student journals in a timely manner and give feedback.

II.   Responsibilities of the Clinical Agency/Preceptor
- Assign students to nursing units and ensure that they are oriented and always working under the supervision of a RN.
- Ensure that student responsibilities will be commensurate with student level of competence as indicated by the DON Skills List and within policies of the clinical agency. At no time are students to be assigned nursing responsibilities and functions, which are beyond the scope of their abilities.
- Discontinue serving as preceptor for any student whose performance is unsatisfactory, after consulting with the clinical course faculty
- Serve as a role model for the student.
- Serve as a resource, consultant and teacher.
- Work collaboratively with the student and the faculty to achieve optimal learning experience for the student.
- Provide the student specific and constructive feedback about performance during the quarter.
- Evaluate student's performance and discuss the performance appraisal with the

student and faculty coordinator using the appropriate form.
- Participate in the student's final evaluation by completing student evaluation.
- Communicate with the clinical instructor/faculty and/or course coordinator to discuss issues, problems and suggestions for the effective and efficient administration of the preceptor course experience.
- Provide a copy of verification of a completed agency Preceptor Course or complete preceptor orientation to the CSUSB Nursing Program curriculum and clinical course.

III.   **Responsibilities of the Student**
- Comply with all policies of the agency and the policies of the DON.
- Communicate with clinical course faculty regularly with scheduled clinical hours **prior** to beginning the scheduled hours.
- Ensure that all immunizations, other medical requirements such as TB testing and CPR certification are current.
- Work at least 12 – 16 hours a week on a schedule arranged between agency, student, and clinical instructor/faculty and always under the supervision of an RN.
- Maintain professional liability insurance and private medical insurance.
- Review skills learned in the nursing programs to meet responsibility associated with skill performance.
- Perform nursing skills and procedures listed as approved by the DON Skills List. <u>At no time may a student perform a skill that they were not been previously taught or accept a nursing responsibility beyond the scope of their confirmed skill level and ability</u>.
- Attend required class meeting at the start of the quarter and successfully complete all ATI (Assessment Technology Institute) testing.
- Consult regularly with preceptor and clinical course faculty to assess progress and discuss any problems or concerns arising from the clinical preceptor experience.
- Participate in the performance evaluation at the end of the preceptor experience.
- Submit agency's evaluation report and any other progress reports required by the clinical course faculty.
- Communicate with clinical course faculty regarding any problems, issues, or suggestions regarding the clinical preceptor experience.

Clinical Agency:
_____

_____
Preceptor Printed Name   Preceptor Signature/Date   Phone

_____
Student Printed Name   Student Signature/Date   Phone

_____
Faculty Printed Name   Faculty Signature/Date   Phone

Preceptor Evaluation of Student's Use of Course Learning Outcomes

CSUSB Department of Nursing Bachelor of Science in Nursing

Please evaluate the student on the following Course Learning outcomes:

Student name: _____

Preceptor name: _____

Date: _____

Course Learning Outcome	Met	Not met
1. Integrate concepts of leadership into the professional role of nurse.		
2. Analyze the philosophy, goals, and organizational structure of a healthcare system in the relationship to the delivery of quality health care.		
3. Compare selected theories of leadership, management, and organizations in relation to health care agencies.		
4. Identify how collaborative leadership styles might be utilized in various community agencies to enhance the role of a nurse leader.		
5. Discuss the management process and its impact on the delivery of health care.		
6. Analyze how accountability, advocacy, and collaboration augment the management of care.		
7. Apply the nursing process to personal/ professional development of leadership skills.		

Comments:

Preceptor Verification of Student Work Hours (Record of Completed Hours)

(To be completed by Student & Signed by Preceptor)

Student _____**Course Number:** _____

Quarter/Dates: _____**Instructor:** _____

Agency/Unit: _____**Preceptor:** _____

Date of Shift Worked	Shift Hours (7-3, 7-7, 8-4, 3-11, 11-7)	Hours Completed	Documentation with Preceptor's Initials	Date Faculty Visited
	Total Hours			

Preceptor(s) Name, Title, Initials:

Name_____

Name_____

Preceptor Evaluation Scale of Student Performance

Scale to be used for the <u>Preceptor Course Evaluation</u>

Student_____

Clinical Site_____

Student must obtain no less than a '2' in all competencies at the Final Evaluation to pass the Course.

Directions: Use the rating scale listed below for the Preceptor Course Evaluation.

Rating Scale: Circle best response

1. Unsafe/Unsatisfactory – Unable to meet the objectives without guidance and instruction to avoid errors in carrying out activities described in the objectives thus needs improvement to be able to fulfill the objectives.

2. Satisfactory – Met the objectives with moderate guidance. Frequently needs more instruction and guidance with decision-making than expected of an average student.

3. Average – Met objectives with some supervision and guidance. Usually showed confidence when applying knowledge to new situations.   Needs instruction and guidance with decision making as would be expected of an average student

4. Above Average – Met objectives with minimal supervision and guidance. Confident when applying knowledge to new situations. Occasionally needs assistance with decision-making. Needs little guidance in routine and moderately complex situations.

5. Exceptional – Met objectives with self-direction. Requires minimal guidance in complex or unique situations. Rarely needs assistance with decision-making. Able to maintain a high level of performance.

PRECEPTOR COURSE EVALUATION OF STUDENT PERFORMANCE
(incorporate student feedback)

Student_____

Clinical Faculty_____

Clinical Site_____

Quarter _____

RESPONSES: 5=Always, 4=Usually, 3=Occasionally, 2=Rarely, 1=Never

The clinical preceptor retained the responsibility for patient care while overseeing the student:

1. Apply the nursing process and nursing roles in caring
    for diverse clients across the life span…………………………………1   2   3   4   5

2. Provide professional nursing care for clients with varying self-care
    needs in primary, secondary, and tertiary settings. …………………….1   2   3   4   5

3. Apply knowledge of nursing trends, theory and research…..………….1   2   3   4   5

4. Demonstrate leadership as a professional nurse in collaboration
    with other health care personnel………………………………………1   2   3   4   5

5. Apply knowledge of ethical, legal, political, financial, behavioral
    biological sciences, and the humanities in nursing practice………….1   2   3   4   5

6. Demonstrate the responsibility and accountability for own learning
    and practice that serve as the basis for continued development
    as a professional nurse………………………………………………1   2   3   4   5

Total Points Given……………………. _____

Additional Comments:

Preceptor (Evaluator): _____

PRECEPTOR EVALUATION OF COURSE (NURS 405)

CLINICAL FACILITY: _____

QUARTER/YEAR: _____

INSTRUCTIONS: Rate each item below on a 5-point scale.

  1= **Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree**

01. The Preceptor Packet helped me to mentor the student

                    1   2   3   4   5

02. The course objectives are relevant

                    1   2   3   4   5

03. The clinical instructor was available for consultation

                    1   2   3   4   5

04. The student's learning plan helped guide me

                    1   2   3   4   5

05. The course expectations were appropriate for the beginning RN

                    1   2   3   4   5

COMMENTS:

SIGNED (OPTIONAL): _____

Student Evaluation of Preceptor
(Revised Summer 2017)
(To be completed by student via ONLINE)

Student Name: _____

 Preceptor Name: _____

Agency: _____

 Unit: _____

Dates of clinical rotation: _____

In order to provide preceptors with helpful feedback, please complete the following evaluation by circling your response. If you had more than one preceptor, please complete one form for each preceptor with whom you worked for 2 or more shifts.

RESPONSES: 5=Always 4=Usually 3=Occasionally 2 =Rarely 1 =Never NA=not applicable

1. Identified (with me) my goals for the day.	5	4	3	2	1	NA
2. Assessed my skill level before introducing new learning experiences	5	4	3	2	1	NA
3. Provided instructional guidance	5	4	3	2	1	NA
4. Provided feedback (positive & negative) about my work throughout the day.	5	4	3	2	1	NA
5. Is sensitive about when and where feedback is given.	5	4	3	2	1	NA
6. Raised challenging questions/ issues for discussion.	5	4	3	2	1	NA
7. Encouraged me to think for myself.	5	4	3	2	1	NA
8. Promoted an atmosphere conducive to learning.	5	4	3	2	1	NA
9. Pointed out location of appropriate resources (i.e. helped me find equipment, unit ref manuals …)	5	4	3	2	1	NA
10. Is an effective teacher.	5	4	3	2	1	NA
11. Reflected an enthusiastic attitude toward clinical nursing.	5	4	3	2	1	NA
12. Seemed concerned about my progress and was actively helpful	5	4	3	2	1	NA
13. Provides adequate support, and is available to me.	5	4	3	2	1	NA
14. Is a professional role model.	5	4	3	2	1	NA
15. Provides up to date current knowledge of unit and specialty area.	5	4	3	2	1	NA

a) Most helpful about my preceptor's instruction:

b) Least helpful about my preceptor's instruction:

STUDENT COURSE EVALUATION NURS 405

CLINICAL FACILITY: _____

QUARTER/YEAR: _____

INSTRUCTIONS: Rate each item below on a 5-point scale.

1= **Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree**

01. The Preceptor Packet helped me to be mentored

          1   2   3   4   5

02. The course objectives are relevant

          1   2   3   4   5

03. My clinical instructor was available for questions

          1   2   3   4   5

04. My learning plan helped me to be guided by my preceptor

          1   2   3   4   5

05. The course expectations were appropriate for the beginning of a senior nurse

          1   2   3   4   5

COMMENTS:

SIGNED (OPTIONAL): _____

Student Learning Contract California State University, San Bernardino

Department of Nursing

Students must begin the NURS 405 clinical course by completing a Student Learning Contract and reviewing these objectives with the clinical instructor and with the preceptor. This will enable the instructor and the preceptor to guide the student in ways that will allow the student to meet these objectives.
(Submitted to clinical course faculty for review and the preceptor before the start of preceptorship experience)

DURING THIS QUARTER, I WANT TO WORK WITH MY PRECEPTOR TO ACHIEVE THE FOLLOWING OBJECTIVES:

| **LEARNING OUTCOME** | **EVIDENCE** |

1.

2.

3.

Student Signature: _____

Preceptor Signature: _____

Instructor Signature: _____

STUDENT SELF EVALUATION

CALIFORNIA STATE UNIVERSITY SAN BERNARDINO
DEPARTMENT OF NURSING
BSN PROGRAM

Clinical Performance Evaluation Tool
NURS_405__ Level III

Self Evaluation _____
Faculty Evaluation _____

Student Name_____

Faculty_____   Course: NURS 405
Quarter:_____

Fill in appropriate fields to the right & below:
Student must obtain a Satisfactory "S" grade in all competencies at the Final Evaluation to pass the Course.

Core Competencies	Midterm			Final	
Focusing on wellness, health promotion, illness and disease management across the lifespan in a variety of settings while recognizing the diverse uniqueness of individuals, providing directed care to individuals with well-defined health alterations, the student at the end of NURS405, I should be able to:	**S**	**NI**	**U**	**S**	**U**
Patient-Centered Care					
Create and refine individualized plan of care using the nursing process					
Model caring behaviors and respect for diversity.					
Conduct a comprehensive assessment and analyze findings to create a patient-centered care plan.					
Advocate for health promotion and injury prevention and disease management for individuals, families, communities & populations across the lifespan.					
Advocate for ongoing alleviation of pain and suffering, using appropriate pain scale.					
Demonstrate mastery of intermediate to advanced competency in skills (See Skills book)					
Teamwork and Collaboration					
Model effective verbal and non-verbal communication skills with patients, team members, and family including accurate SBAR reporting and diligent documentation.					
Advocate for the patient and their family to be the center of care planning and implementation.					
Analyze relevant data and create information-based approaches to clinical decision-making for a patient or group of patients in selected environments of care.					
Maintain collegiality with various healthcare team members and model leadership behaviors.					
Model rapport-building and collaborate with healthcare team members					

Core Competencies	Midterm			Final	
Focusing on wellness, health promotion, illness and disease management across the lifespan in a variety of settings while recognizing the diverse uniqueness of individuals, providing directed care to individuals with well-defined health alterations, the student at the end of NURS405, I should be able to:	S	NI	U	S	U
Demonstrate competence in delegation and team-building.					
Initiate and provide learning opportunities for self and others.					
Evidence-Based Practice					
Model use of EBP in patient education using literature provided by the healthcare facility and/or professional agencies' websites.					
Demonstrate and advocate for EBP in clinical interventions and patient assessments.					
Quality Improvement					
Deliver prioritized care in timely and cost effective manner					
Lead by example and uphold healthcare facilities, Department of Nursing, CSUSB university, state and federal policies and regulations pertinent to clinical practice.					
Support aspects of research protocols in the optimization of health outcomes.					
Safety					
Model safe and effective use of appropriate and approved technology.					
Advocate for and execute standardized EB practices that support patient safety and implement strategies to reduce risk of harm to self or others.					
Demonstrate competent clinical decision making to reduce harm to patient or others.					
Lead by example in promoting the National Patient Safety Goals and Core Measures.					
Evaluate hazards to patient safety and formulate a plan to reduce harm.					
Informatics					
Demonstrate competence and advocate for consistent use of appropriate and approved technology.					
Demonstrate competency in providing accurate and complete documentation in the electronic health record.					
Demonstrate competence in management of EHR to inform clinical decisions and disseminate appropriate information.					
Protect and advocate for confidentiality of electronic health records and follow healthcare facility and Department of Nursing's policy on HIPPA.					
Evaluate costs and benefits of nursing and medical information systems used by the healthcare agency.					
Professionalism					
Model core professional values including caring, altruism, autonomy, integrity, human dignity, and social justice.					
Model a positive and professional behavior and appearance.					
Demonstrate exemplary use of the Code of Ethics, standards of practice, and policies and procedures of California State University, CSUSB Department of Nursing student handbook and affiliated clinical agencies.					
Construct and execute evidence of preparation for clinical/simulated learning experiences					
Arrive to clinical/simulated experiences at designated times					

Core Competencies	Midterm			Final	
Focusing on wellness, health promotion, illness and disease management across the lifespan in a variety of settings while recognizing the diverse uniqueness of individuals, providing directed care to individuals with well-defined health alterations, the student at the end of NURS405, I should be able to:	S	NI	U	S	U
Maintain compliance with clinical requirements including meeting submission deadlines.					
Assume responsibility for learning by engaging in self-evaluation, accepting constructive criticism, developing a plan of action to improve performance and patient outcomes.					

For non-observed or non-applicable, mark (NA)
Student must earn Satisfactory (S) on all items by Final to pass the course. If a student receive a Needs Improvement (NI) or Unsatisfactory (U) by finals, the student may not progress to the next course.

Midterm Comments (Address Strengths and weaknesses)

Faculty

Student

Please reflect on this clinical experience and discuss your personal growth, clinical reasoning, and nursing skills development relative to meeting each of the student learning outcomes (SLO) for this course.

The SLO's are listed below:

1. Integrate concepts of leadership into the professional role of nurse.

2. Analyze the philosophy, goals, and organizational structure of a healthcare system in the relationship to the delivery of quality health care.

3. Compare selected theories of leadership, management, and organizations in relation to health care agencies.

4. Identify how collaborative leadership styles might be utilized in various community agencies to enhance the role of a nurse leader.

5. Discuss the management process and its impact on the delivery of health care.

6. Analyze how accountability, advocacy, and collaboration augment the management of care.

7. Apply the nursing process to personal/ professional development of leadership skills.

Student Signature   _____   **Date**   _____

Faculty Signature   _____   **Date**   _____

Mid-clinical Evaluation: faculty and student must complete documentation for remediation of unsatisfactory areas. Remediation Strategy Table must be initiated for any unsatisfactory areas.

Unsatisfactory Area	Remediation Strategy

Student Signature   _____   **Date**   _____

Faculty Signature   _____   **Date**   _____

Final Comments (Address Strengths and weaknesses)

Faculty

Student

Please reflect on this clinical experience and discuss your personal growth, clinical reasoning, and nursing skills development   relative to meeting each of the student learning outcomes (SLO) for this course.

The SLO's are listed below:

1. Integrate concepts of leadership into the professional role of nurse.

2. Analyze the philosophy, goals, and organizational structure of a healthcare system in the relationship to the delivery of quality health care.

3. Compare selected theories of leadership, management, and organizations in relation to health care agencies.

4. Identify how collaborative leadership styles might be utilized in various community agencies to enhance the role of a nurse leader.

5. Discuss the management process and its impact on the delivery of health care.

6. Analyze how accountability, advocacy, and collaboration augment the management of care.

7. Apply the nursing process to personal/ professional development of leadership skills.

Student Signature _____ **Date** _____

Faculty Signature _____ **Date** _____

Unsatisfactory Area	Recommendation Strategies

Student Signature _____ **Date** _____

Faculty Signature _____ **Date** _____

STUDENT EVALUATION OF FACILITY

Quarter_____   Facility_____

Year_____   Unit   _____

PLEASE RATE THE LEARNING OPPORTUNITIES AVAILABLE IN THIS FACILITY USING THE 3-POINT SCALE PROVIDED:

	Very Poor	Below Average	Average	Above Average	Excellent
01. Orientation to agency protocols/policies	1	2	3	4	5
02. Orientation to emergency procedures	1	2	3	4	5
03. Orientation to student assignments/roles	1	2	3	4	5
04. Availability to resources (supplies, equipment)	1	2	3	4	5
05. Variety & numbers of clients to meet learning needs	1	2	3	4	5
06. Staff attitudes toward student learning	1	2	3	4	5
07. Nursing management attitudes toward student learning	1	2	3	4	5
08. Communication & reports about client conditions	1	2	3	4	5
09. Access to client information	1	2	3	4	5
10. In my opinion, this agency met my learning objectives	1	2	3	4	5

COMMENTS: Please continue on back

Student Signature:_____

Clinical Instructor/Faculty Evaluation of Preceptor
(Revised Summer 2017)
Incorporate student's feedback into evaluation (to be completed on line)

Student Name: _____

Preceptor Name: _____

Agency: _____Unit: _____

Dates of clinical rotation: _____

Faculty signature: _____

In order to provide preceptors with helpful feedback, please complete the following evaluation by circling your response. If the student had more than one preceptor, please complete one form for each preceptor with whom the student worked for 2 or more shifts.

RESPONSES: 5=Always 4=Usually 3=Occasionally 2=Rarely 1=Never NA=not applicable

1. Identified with the student, goals for the day.	5	4	3	2	1	NA
2. Assessed skill level before introducing new learning experiences with the student	5	4	3	2	1	NA
3. Provided instructional guidance for the student.	5	4	3	2	1	NA
4. Provided feedback (positive & negative) about the students work throughout the day.	5	4	3	2	1	NA
5. Is sensitive about when and where feedback is given.	5	4	3	2	1	NA
6. Raised challenging questions/issues for discussion	5	4	3	2	1	NA
7. Encouraged the student to think for themselves.	5	4	3	2	1	NA
8. Promoted an atmosphere conducive to learning for the student.	5	4	3	2	1	NA
9. Pointed out location of appropriate resources.	5	4	3	2	1	NA
10. Is an effective teacher.	5	4	3	2	1	NA
11. Reflected an enthusiastic attitude toward clinical nursing	5	4	3	2	1	NA
12. Seemed concerned about the student's progress and was actively helpful	5	4	3	2	1	NA
13. Provides adequate support, and is available to the student.	5	4	3	2	1	NA
14. Is a professional role model.	5	4	3	2	1	NA
15. Provides up to date current knowledge of unit and specialty area.	5	4	3	2	1	NA

a) Most helpful about the preceptor's instruction:

b) Least helpful about the preceptor's instruction: