



Master of Science in Nursing (MSN) Clinical Handbook: Students, Faculty, and Expert Preceptors/Mentors 2026-27

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Table of Contents

Background to the Clinical Handbook for Students, Faculty, and Expert Preceptors/Mentors	3
Department of Nursing Program Approval/Accreditation	4
Master of Science in Nursing Program	4
Department of Nursing Mission, Vision, and Values	4
Mission	4
Vision	4
Values	4
Philosophy	4
Purpose of the MS in Nursing (MSN) Program	5
CSUSB MS in Nursing Program Learning Outcomes	6
Program Delivery	6
Graduate Faculty	6
Practicums in the MSN Program	6
MSN Clinical Practicum Basics	6
Establishment of Practicum Sites (Affiliation Contracts)	8
Graduate Student Practicum Guidelines & Responsibilities	9
Supervising Course Faculty Guidelines & Responsibilities	10
Preceptor and Community Mentor/Faculty Preceptor Guidelines & Responsibilities	11
Evaluation of Student Practicum Performance	11
Tips for the Preceptor/Community Mentor	12
How Can I Best Help the Student?	12
APPENDIX I: MSN Student Practicum Contract	13
APPENDIX II: Preceptor/Mentor Information Form	15
APPENDIX III: Preceptor/Mentor Agreement	16
APPENDIX IV: Clinical Agency Information Form	17
APPENDIX V: Record of Student Collaboration with Preceptor/Mentor	18
APPENDIX VI: Preceptor/Mentor Evaluation of Student	19
APPENDIX VII: Graduate Student Evaluation of Preceptor/Mentor	20

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

The MSN Clinical Handbook is designed to provide guidelines and clarify the clinical practicum-related roles and responsibilities of MSN students, faculty, and practicum preceptors/community mentors.

CSUSB Department of Nursing students and faculty are deeply grateful to nursing colleagues who agree to serve as practicum 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 of describing necessary resources and tools to help make the clinical practicum experience easy to navigate. 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.

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Department of Nursing Program Approval/Accreditation

The undergraduate pre-licensure BSN nursing program is approved by the California Board of Registered (BRN). The undergraduate BSN program, both the pre-licensure and RN to BSN tracks, is accredited by the Commission on Collegiate Nursing Education (CCNE). The graduate 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. Advanced Public/Community Health Nursing
2. Population Health for Clinical Leaders
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 social justice and health equity of diverse populations in the community and globally.
- 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 local and global communities whom we serve.

Vision

The Vision of the Department of Nursing

To be a center of transformation, collaboration, and innovation in nursing education, scholarship, practice, and service to improve the well-being of the community.

Values

The Values of the Department of Nursing

Integrity, Professionalism, and Ethical Accountability
Excellence, Innovation, and Leadership
Caring, Well-Being, Respect, Diversity, Equity, and Inclusivity
Cultural Humility, Community Collaboration, and Social Justice

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 (MSN) 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 MSN Program curriculum reflects The Essentials of Master's Education in Nursing (American Association of Colleges of Nursing, 2011) and includes core courses as well as specialty courses in one of three concentrations: Advanced Community/Public Health Nursing, Population Health for Clinical Leaders, and Nurse Educator.

Each student selects a target population on which to focus population health promotion efforts. The core curriculum prepares students to assume leadership roles in culturally diverse, pluralistic communities, and to create health promotion programs aimed at providing equality of access, high standards of care and caring, and cost-effective use of resources. The Advanced Community/Public Health concentration prepares the graduate to deliver expert nursing care to community-based populations in positions in public health departments, home health agencies, and other community-based organizations. The Population Health for Clinical Leaders concentration prepares the graduate to apply a population-focused perspective in delivery of expert nursing care in a wide range of clinical settings including hospitals, ambulatory settings, skills nursing facilities, and more. The Nurse Educator concentration prepares the graduate for nurse educator positions in both academic and clinical settings. Clinical focus on a selected patient population is included.

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 asynchronous virtual learning and synchronous face-to-face class sessions that may be held in-person on campus or via Zoom. All courses have an online component with delivery of instruction using the CSUSB-approved Learning Management System, currently Blackboard Learn. A limited number of synchronous sessions require attendance at the published class time and location.

Graduate Faculty

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

Practicums in the MSN Program

MSN Clinical Practicum Basics

Practicum courses have specific requirements for learning activities, site affiliations, and practicum preceptor/community mentor qualifications. The number of required practicum hours are three (3) “clock hours” for each academic unit/credit of practicum or lab. Some examples follow:

- NURS 6000 and NURS 6100 = 90 practicum hours in each course
- NURS 6585 = 45 hours practicum hours
- NURS 6752 = 90 hours practicum hours
- NURS 6880 = 90 hours practicum hours

Preceptors are assigned to assist and supervise graduate nursing student during practicum experiences; the practicum experiences are designed and directed by a CSUSB graduate faculty member.

Clinical practicums in the MSN program are planned according to American Association of Colleges of Nursing (AACN) guidelines for master’s-level practicums. Details of the student’s practicum experience are guided by the course learning outcomes and practicum assignment descriptions in the syllabus. Preceptors assist/supervise students voluntarily; they are not paid by the University.

1. Departmental Compliance Requirements—All MSN students must meet departmental compliance requirements by published due dates prior to attending practicum 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 MSN Program Coordinator must verify there is a current clinical site Affiliation Contract before a student may begin clinical practicum activities.
3. Preceptors or Community Mentors/Faculty Preceptors -
 - a. Each student must have an advanced-level clinical preceptor/mentor.
 - b. The 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 MSN Program 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 Preceptor/Community Mentor shall have worked at least one (1) year in their role/specialty.
4. Planning of Practicum Learning Activities -
 - a. Each student must discuss and finalize plans with the MSN Coordinator, in discussion as needed with the course instructor, for appropriate practicum placement related to advanced practice in the community.
 - b. The practicum placement must be a new and separate learning experience

outside of the student's employment role.

- c. Appropriate practicum activities will be determined based on the course description and course learning outcomes.
- d. Appropriate practicum activities may depend on the concentration selected by the student (e.g., NURS 6880 Advanced Role Practicum).
- e. Students are expected to write specific learning goals and objectives relevant and specific to their practicum placement and the practicum objectives for the term. These individual goals and objectives will be part of the student's practicum log/ reflection journal and may be discussed during seminar meetings and individually with the course instructor.
- f. The MSN Coordinator and supervising course faculty must approve the selection of the preceptor or community mentor before practicum activities begin.
- g. All documentation required by the practicum agency/organization must be submitted before practicum activities may begin.

5. Conduct of Practicum Activities -

- a. The student must plan to spend at least half of the required practicum hours on-site with the designated preceptor or with other pertinent agency personnel as arranged by the preceptor.
- b. On-site activities with preceptors typically include but are not limited to: observing direct patient contact if the preceptor delivers direct patient care, attending meetings with preceptors and other appropriate resource persons within the agency/ organization, reviewing internal sources of information about services provided by the agency/organization, planning the details of a program/project, carrying out activities to implement a program/project, and evaluating the outcomes of a program/project.
- c. The student must meet/communicate weekly with the practicum preceptor or community mentor/faculty preceptor.
- d. Students are expected to incorporate theoretical concepts from class into practicum learning experiences. Making the link between the course theoretical concepts and practicum experiences should be evident in the practicum journal.
- e. Students are expected to demonstrate professional behaviors and appropriate skills in initiating and completing all practicum activities and demonstrating MSN competencies.
- f. Students are expected to keep a practicum log/ reflection journal; a template will be provided. The log/journal should include:
 - Documentation of practicum hours and activities for each 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 practicum experiences.

6. Students' Practicum Activities Are Uncompensated -

- a. Graduate students will receive no compensation from the clinical facility where the student completes course-related practicum activities.

Establishment of Practicum Sites (Affiliation Contracts)

Graduate students' practicums take place in faculty-approved settings that are selected based on the students' concentration, population, and the learning outcomes of the practicum.

Supervising course faculty may suggest new possible affiliating agencies/organizations and can work with the MSN Program Coordinator to establish formal Affiliation Contracts between CSUSB and the clinical agency.

A graduate student may not begin practicum activities at a selected clinical site unless and until an approved Affiliation Contract is in place.

Graduate Students: Practicum Guidelines & Responsibilities

The graduate student will:

1. Be current in all MSN student Compliance requirements, as evidenced by submission of required documents in the online compliance management system (e.g., CastleBranch®).
2. Draft a Student Clinical Practicum Contract (Appendix I), based on the learning outcomes of the practicum course, and discuss it with the supervising faculty member for approval prior to the first day of the practicum.
3. Provide the preceptor or community mentor with a copy of the MSN Clinical Handbook with Appendices and a copy of the course syllabus including objectives.
4. Provide the preceptor or community mentor with an instructor-approved Student Clinical Practicum Contract (Appendix I) to sign on the first practicum day.
 - a. Collect the signed Contract form, leave a copy with the preceptor/mentor, and submit the signed Contract original to the faculty member, keeping a copy for yourself.
5. Complete the Clinical Agency Information Form (Appendix IV) with the assistance of the preceptor/community mentor.
6. Establish with the practicum preceptor or community mentor/faculty preceptor a mutually agreeable schedule for on-site practicum time and communicate the schedule to faculty.
7. Establish with the supervising faculty member a mutually agreeable schedule for regular weekly faculty-student conferences. The supervising faculty member may establish specific blocks of time during which he/she is available to meet with graduate students.
8. Prepare for and participate in the practicum experience to perform in accordance with the assigned learning activities consistent with the course description and learning outcomes.
9. Devote the required time (i.e., practicum hours), stipulated in the practicum course syllabus, to the required activities of the practicum.
10. 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 California Nurse Practice Act.
 - e. Adhere to policies and procedures established in the clinical agency/site, including health, safety, and privacy (HIPAA) standards.
 - f. Communicate professionally with the preceptor/community mentor, faculty, patients, and clinical facility staff.
 - g. Communicate important patient problems identified during the practicum experience to the appropriate persons accurately and without delay.

- h. Be accountable for own actions.
 - i. Demonstrate organizational skills and priority-setting appropriate to the clinical setting.
 - j. Exhibit clinical reasoning and clinical judgment skills appropriate for a nurse in advanced nursing practice.
 - k. Safely perform any direct patient care activities that are part of the learning experience.
 - l. Adhere to ethical standards of the nursing profession including honesty, respect for human dignity, and advocacy.
11. Keep the preceptor/community mentor informed about the learning activities.
 12. Take the initiative in seeking faculty consultation outside of regularly scheduled meeting times if you deem it necessary.
 13. Notify the preceptor or community mentor/faculty preceptor and the supervising faculty member immediately if an error occurs or safety has been compromised.
 14. Schedule weekly conferences (virtual, phone, and/or face-to-face sessions) at mutually agreed upon times with the preceptor/community mentor, to discuss clinical experiences and progress toward learning outcomes. Should the preceptor/community mentor be unavailable to conference at any point, arrange to exchange “check-in” email messages until the preceptor/community mentor is again available to conference.
 15. Turn in completed practicum log/reflection journal, Record of Student Collaboration with Preceptor/Mentor (Appendix V), and Graduate Student Evaluation of Preceptor/Mentor form (Appendix VII) by posted 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. In collaboration with the MSN Program Coordinator, consult with each student regarding possible clinical site and preceptor/mentor placements based upon the student's concentration and population of interest.
2. Approve the finalized Student Clinical Practicum Contract (Appendix I) prior to commencement of the student's practicum activities.
3. Ensure the preceptor/mentor has received and understands the MSN Clinical Handbook, course syllabus, Preceptor/Mentor Information Form (Appendix II), and Preceptor/Mentor Evaluation of Student form (Appendix VI).
4. Collect the Clinical Agency Information form (Appendix IV) from the student.
5. Establish with the student a mutually agreeable schedule for regular weekly faculty-student conferences.
6. Arrange regular meetings with preceptor/mentor during the term, at least mid-way and at the conclusion, for evaluation purposes. Whenever possible, arrange to meet the preceptor/mentor in person, preferably at the clinical site, at least once during the term.
7. Be available by email and/or phone to provide timely consultation and/or support of the preceptor/mentor when needed or when problems are reported.
8. Seek preceptor/mentor input regarding the students' performance (Appendix VI).
9. Review student's practicum log/ reflection journal, Record of Student Collaboration with Preceptor/Mentor (Appendix V), and the Preceptor/Mentor Evaluation of Student form (Appendix VI) prior to preparing the student's final practicum evaluation.
10. Prepare a written practicum evaluation summary, discuss with the student, and place in the student's file.

11. 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.
12. Collect and forward Graduate Student Evaluation of Preceptor/Mentor forms (Appendix VII) to the MSN Program Coordinator for review by the Graduate Affairs Committee.

Preceptor [Or Community Mentor & Faculty Preceptor]: Guidelines & Responsibilities

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

1. Complete and submit to the supervising faculty member the Preceptor/Mentor Information Form (Appendix II) and the Preceptor/Mentor Agreement (Appendix III).
2. Orient herself/himself to the nature of the MSN practicum as described in the MSN Clinical Handbook, course syllabus, and Student Clinical Practicum Contract.
3. Acknowledge the details of the Student Clinical Practicum Contract (Appendix I) with a signature and return the signed copy of the Contract to the student, who should make a copy for the preceptor/mentor.
4. Assist the student in completing the Clinical Agency Information Form (Appendix IV).
5. Supervise the student as she/he carries out the planned practicum activities in/related to the practicum 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 practicum activities.
 - c. Mentor the student in the advanced nursing practice activities associated with the practicum course (e.g., demonstrate advanced practice activities to the student including but not limited to direct care delivery activities as appropriate, reviewing internal documents to gain familiarity with services offered by the agency/organization, attending meetings of groups of which the preceptor is a member, meeting with and learning from other pertinent stakeholders at the preceptor's recommendation, collecting internal information to assess the health and health-related factors of a population, developing/implementing/evaluating a program/project to improve health outcomes of a population, designing lesson plan, teaching instructional sessions, evaluating 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 practicum experiences and progress toward learning outcomes.
7. Attend regular meetings with the supervising faculty member during the term, at least mid-way and at the conclusion, for evaluation purposes.
8. Review the Record of Student Collaboration with Preceptor/Mentor (Appendix V) at the conclusion of the term for accuracy and sign the form.
9. Complete the Preceptor/Mentor Evaluation of Student (Appendix VI) and forward it to the supervising faculty member.

Evaluation of Student Practicum Performance

1. Course learning outcomes and the students' individual learning outcomes are used in evaluating student performance during the practicum.
2. Feedback from the preceptor/mentor, using the Preceptor/Mentor Evaluation of Student form (Appendix VI), will inform the supervising course instructor's evaluation of student performance.

3. A written practicum evaluation summary will be completed by the supervising course faculty using a standard template, discussed with the student, and placed in the student's file.
4. The quality of the student's professional conduct of practicum work will be graded Pass/Fail or Credit/No Credit. A practicum grade of Pass or Credit is required to pass the course.

Tips for the 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 practicum 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, even graduate students.
- Students learn best when there is ongoing feedback, close communication, trusting relationships, mutual respect, and acceptance as part of the team.
- 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 precepting/mentoring strategy to use. The student who has limited familiarity with your specialty generally needs preceptor/mentor support in all areas of clinical learning while the student with an existing background in your specialty 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. Precepting/mentoring can be broken into short, focused interactions. This can help fit precepting/mentoring into your 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.

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), 172-18

APPENDIX I: MSN Student Practicum Contract
(Turn in to Course Faculty for Final Approval)

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

Student's Concentration:

_____ Advanced Community/Public Health Nursing
_____ Population-Based Nursing (this concentration is being sun-setted)
_____ Population Health for Clinical Leaders
_____ Nurse Educator

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.

MSN Student Practicum 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(s).

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		School Health
	Ambulatory Care		
	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 Preceptor/Mentor to
(Print clinical preceptor/mentor name)
_____ as part of his/her practicum in a CSUSB MS in
(Print student name)
Nursing Program practicum course.

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 practicum.

I will communicate at least weekly with the student throughout each term to provide guidance and answer questions, either through in-person or web-based conferences, telephone calls, or by email.

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 practicum requirements or student issues.

I agree to monitor and verify student 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		School Health	
	Ambulatory Care		Occupational Health	
	Acute Care		Rehabilitation	
	Long-Term Care		Mental Health	
	Home Care		Substance Abuse	
	Hospice			
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: Record of Student Collaboration with Preceptor/Mentor

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 practicum experience. You will document your contacts with your preceptor/mentor on this form. Return the completed form to your supervising course faculty when your practicum 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 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 practicum 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 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 nursing 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 term.	4	3	2	1	NA
7. The preceptor/mentor assists the student in identifying goals & needs for the experience.	4	3	2	1	NA
8. The preceptor/mentor considers student's limits according to level of training and education.	4	3	2	1	NA
9. The preceptor/mentor provides timely and adequate feedback to students.	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 clinical documentation, if appropriate.	4	3	2	1	NA
12. The preceptor/mentor offers constructive comments about clinical documentation if that is part of the practicum.	4	3	2	1	NA

Continued on next page.

Graduate Student Evaluation of Preceptor/Mentor (P. 2)

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 allows student opportunities to suggest ideas to implement.	4	3	2	1	NA
15. The preceptor/mentor communicated clinical knowledge well.	4	3	2	1	NA
16. 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
17. 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
18. The preceptor/mentor provides alternative experiences when there are no clients, if direct client contact is part of the practicum experience.	4	3	2	1	NA
19. The preceptor/mentor provides ongoing constructive feedback regarding student's strengths and learning needs throughout the clinical experience.	4	3	2	1	NA
20. The preceptor/mentor reviews evaluations with student and provides immediate positive and constructive feedback.	4	3	2	1	NA

Open-Ended Items:

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

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

23. Do you recommend this preceptor/mentor for other students (yes or no)?

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