



California State University, San Bernardino

Department of Nursing

**RN-to-BSN
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, San Bernardino****Department of Nursing (DON)****OUR MISSION**

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

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

OUR VISION

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

OUR VALUES

Integrity, Professionalism, and Ethical Accountability

Excellence, Innovation, and Leadership

Caring, Respect, and Cultural Sensitivity

Community Collaboration and Social Justice

Department of Nursing Philosophy

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

The philosophy of the Department of Nursing is derived from a synthesis of beliefs and values shared by faculty, staff, students, alumni and clinical agencies, and community stakeholders concerning nursing, nursing education, nursing students and the university. This philosophy and purpose stems from the mission, vision, and core values of the department. The mission and vision speak to collaboration, innovation, and excellence. The core values are integrity, professionalism, 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 recognize 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.

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

CSUSB Institutional Learning Outcomes (ILOs)

1. ***Breadth of Knowledge.*** Students identify, explain, and apply multiple approaches to problem solving and knowledge production from within and across disciplines and fields to intellectual, ethical, social, and practical issues.
2. ***Depth of Knowledge.*** Students demonstrate a depth of knowledge in a specific discipline or field and apply the values and ways of knowing and doing specific to that discipline or field to intellectual, ethical, social, and practical issues.
3. ***Critical Literacies.*** Students analyze the ways artistic, oral, quantitative, technological and written expression and information both shape and are shaped by underlying values, assumptions and contexts, so that they can critically contribute to local and global communities.
4. ***Ways of reasoning and inquiry.*** Students engage in diverse methods of reasoning and inquiry to define problems, identify and evaluate potential solutions, and determine a course of action.
5. ***Creativity and Innovation.*** Students develop and use new approaches to thinking, problem solving and expression.
6. ***Integrative Learning.*** Students connect disciplines and learning experiences to frame and solve unscripted problems using lenses from multiple fields, contexts, cultures and identities.
7. ***Engagement in the Campus, Local and Global Communities.*** Students develop dispositions and apply intellect and behaviors to respect and promote social justice and equity on campus and across local and global communities.
8. ***Diversity and Inclusion.*** Students understand how dynamics within global communities influence the ways in which people see the world. They develop dispositions to respectfully interact and collaborate with diverse individuals and groups and acknowledge their own perspectives and biases.

Program Learning Outcomes (PLOs)

BSN graduates will:

1. Demonstrate competent practice, and evidence-based care on the foundations of biological, physical, social, and nursing sciences in caring for individuals, families, and communities.
2. Demonstrate competence in critical thinking and clinical reasoning skills in the practice of nursing.
3. Apply the nursing process to provide ethical, patient-centered, holistic, culturally sensitive, and precise care, health promotion, and disease and injury prevention to individuals, families, communities, and populations across the lifespan, including care of acute and chronic health conditions and during public health disasters.
4. Utilize 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.
5. Demonstrates leadership as a professional nurse and collaborate in clinical practice within a multidisciplinary team to monitor outcomes, improve patient care, and apply and promote health policies and regulatory standards that advocate for comprehensive and safe delivery of healthcare.
6. Apply evidence as basis for practice, and support, facilitate and participate in research.
7. Assume 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.

NURS 4612 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. Assess the staffing pattern of the specific unit assigned for the clinical experience.
2. Evaluate change of shift report and scheduling principles at the clinical setting.
3. Apply leadership theory/ concepts, decision making, and critical thinking in the provision of nursing care delegation, healthcare team coordination, and the oversight and accountability for care delivery.
4. Demonstrate appropriate team-building and collaborative strategies when working with interprofessional teams.
5. Identify effective communication techniques, including negotiation and conflict management strategies, to produce positive professional working relationships.
6. Identify leadership behaviors that promote optimal team outcomes.
7. Collaborate with clinical partners to identify practice problems.
8. Propose an evidence-based leadership practice change project and disseminate findings.
9. Create a safe care environment that results in high quality patient outcomes.
10. Adhere to professional standards of moral, ethical, and legal conduct.
11. Demonstrate accountability for personal and professional behaviors.
12. Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families as well as among caregivers.

Overview of Leadership Practicum

This course is just one of the courses in the post-licensure BSN program track. The course has been planned to be consistent with the Department of Nursing (DON) mission, vision, and values. It has been designed to help you attain the BSN Program Learning Outcomes as well as the CSUSB Institutional Learning Outcomes, to make sure graduates have met the learning outcomes of the Bachelor of Science degree in Nursing from CSUSB.

Course Description

Application of organizational, leadership, and management theory in health care settings. Development of skills and competencies for the nurse leader and manager across health care settings. Operationalizes the role of the nurse as leader and change agent in the delivery of care to patient groups, populations and communities within complex and diverse health care settings. Formerly offered as NURS 461; students may not earn credit in both courses. Enrollment restricted to Registered Nurses admitted to the RN to BSN program track. Department consent required. Materials fee required.

The nursing leadership courses include a total of 3 theory units and 3 clinical units. These culminating courses require students to synthesize all previous learning and implement the concepts in the clinical settings. 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.

Course Assignments/ Evaluation

The course is comprised of 60 clock hours. The student will spend 4-8 hours each week in the clinical setting learning the functions of a nurse leader. The course ends with the Nursing Leadership Project.

Student performance evaluation is based on observations of both the instructor and the preceptor. The preceptor will complete Preceptor Evaluation of Student's Performance and Preceptor Evaluation of Course.

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 on the same unit on which the student is employed!

SECTION II: PRECEPTOR PROGRAM

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.

DON understands that committed, enthusiastic, and energetic professionals are necessary 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 Course Requirements guided by Cal. Code Regs. Tit. 16, § 1426.1

A preceptorship is a course presented at the end of a board-approved curriculum, that provides students with a faculty-planned and supervised experience comparable to that of an entry-level registered nurse position.

Preceptor Selection

The unit nurse manager at the facility selects all preceptors (primary and relief) based upon their interest to precept, and ability to teach and to serve as a role model for nursing students. These are communicated to the DON Program Director or her designee.

Preceptor selection considerations include:

1. Student/preceptor needs
2. Faculty's ability to effectively supervise
3. Students' assigned nursing area
4. Agency/facility requirements.

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. Preceptors are expected to demonstrate the agency's values, serve as a role model, and mentor to a student who is furthering his/ her education with a goal to obtain the BSN degree.

Preceptor completes preceptor orientation offered by clinical agency or the CSUSB DON before serving as a preceptor. The course syllabus serves as the written plan for the preceptor course; it provides objectives, evaluation rubrics, and student performance expectations that serve as guidelines for the preceptor.

The Preceptor Handbook:

- Provides the overview of the CSUSB DON, nursing program curriculum, and NURS 4612 clinical course
- Discusses preceptor selection process and preceptorship required qualifications and identification

- Explains program purpose, responsibilities of the lead faculty, clinical faculty, and the student.
- Offers guidelines for preceptors
- Lists communication expectations
- Includes Guidelines for the Preceptor, Preceptor Profile, Preceptorship Agreement, Student Learning Contract, Preceptor Verification of Student's Practicum Hours, and evaluation forms (Preceptor Evaluation of Course, Preceptor Evaluation of Student's Performance, Student Evaluation of Clinical Agency, and Student Evaluation of Preceptor).

Qualifications for both the primary and the relief preceptor

(Guided by Cal. Code Regs. Tit. 16, § 1426.1)

1. An active, clear license issued by the board
2. Clinically competent, and meet the minimum qualifications specified in section 1425(e):
A clinical teaching assistant shall have at least one (1) year continuous, full-time or its equivalent experience in the designated nursing area within the previous five (5) years as a registered nurse providing direct patient care.
3. Employed by the health care agency for a minimum of one year.
4. Completed a preceptor orientation program prior to serving as a preceptor.

A relief preceptor, who is similarly qualified to be the preceptor is present and available on the primary preceptor's days off. Both primary and relief preceptors offer mentoring services to students voluntarily without any financial compensation.

Preceptor Identification

The preceptor completes the preceptor profile information.

The DON Program Director or her designee verifies and manages the profile information, which includes:

1. Preceptor's name
2. California RN license number
3. Preceptor's contact information
4. Manager's contact information
5. Preceptor's education/ certifications
6. Preceptor's training/orientation
7. Preceptor's work experience

Communication plan

1. Preceptor is present and available on the patient care unit the entire time the student is rendering nursing services during the preceptorship.
2. Faculty is available to the preceptor and student by phone and email during the entire time the student is involved in the preceptorship learning activity.
3. 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.
4. At least one in-person and two in person or virtual student/preceptor/faculty conferences will occur per semester and more often if needed.

5. The clinical instructor/faculty meets with the Lead Faculty at least two times each semester and more often as needed to communicate progress of the learning experience and preceptor input/feedback.

Responsibilities of the faculty, preceptor, and student for the learning experiences and evaluation during preceptorship

1. Faculty member conducts pre-semester, mid-term, and post-semester meetings/conferences with the preceptor and the student
2. Faculty member completes and conducts the final evaluation of the student with input from the preceptor

Program Evaluation

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

- The preceptor completes the Preceptor Evaluation of Program
- The student completes the Student Evaluation of Clinical Agency and the Student Evaluation of Preceptor

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 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.

Criteria for Unsafe Clinical Practice may include, but are not limited to the following:

- Unable to perform expected clinical performance objectives and/or skills.
- Assumes inappropriate independence in action or decisions.
- Fails to recognize own limitations, incompetence and/or legal responsibilities.
- Fails to accept ethical and legal responsibility for his/her own actions thereby violating professional integrity as expressed in the NSNA Code of Academic and Clinical Conduct
- Violates client confidentiality

Student Performance Expectations:

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.
- Communicates online and in person, in a manner, which maintains and promotes professional relationships with co-workers, patients, staff faculty and adjunct educators.
- Recognizes and assumes responsibility for the consequences of own actions.
- Demonstrates organizational and prioritizing skills
- Assumes responsibility for attempting to identify and organize data for problem solving.
- Exhibits judgement, decision-making, and leadership skills appropriate for an independently functioning professional.
- Demonstrates professional conduct (non- professional conduct includes use of abusive language, substance abuse — alcohol and drugs, and other behavior indicating loss of emotional control).
- Exhibits 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 (2015).
- 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.

Student Course Enrollment Requirements

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 RN license
- Proof of current health insurance
- Annual negative TB skin test and if converted, follow CDC guidelines for x-ray
- Annual Influenza and COVID-19 vaccine, or approved exemption
- 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 a signed declination form
- Evidence of HIPAA training
- A criminal background check and urine drug screen completed.
- Current American Heart Basic Cardiac Life Support certification for the healthcare provider
- An 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. 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.
6. 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.
7. Have fun and enjoy the senior nursing student who is eager to learn and assist!

SECTION III: FORMS NEEDED**PRECEPTOR PROFILE**

This profile is required by the BRN. Please complete it and give to the clinical instructor.

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	Expiration Date
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)

**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. 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 three times 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

- 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 and share the schedule of clinical hours **before** beginning the practicum.
- Ensure that all immunizations, other medical requirements such as TB testing and CPR certification are current.
- Maintain professional liability insurance and private medical insurance.
- 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

Student Learning Contract
California State University, San Bernardino
Department of Nursing

Students must begin the NURS 4612 clinical course by completing a Student Learning Contract and reviewing these objectives with the clinical instructor and 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 SEMESTER, I WANT TO WORK WITH MY PRECEPTOR TO ACHIEVE THE FOLLOWING OBJECTIVES:

LEARNING OUTCOME

EVIDENCE

1.

2.

3.

Student Signature: _____

Preceptor Signature: _____

Instructor Signature: _____

Preceptor Verification of Student's Practicum Hours

(To be completed by Student & Signed by Preceptor)

Student _____ Course Number: _____

Semester/Dates: _____ Instructor: _____

Agency/Unit: _____ Preceptor: _____

Date of Practicum	Practicum Hours (military time)	Total Completed Hours per Practicum Day	Preceptor's Initials	Date Faculty Visited
Total Hours				

Preceptor's Signature/ Initials _____

Relief Preceptor Signature/Initials _____

Preceptor Evaluation of Student's Performance

Student name: _____

Preceptor name: _____

Date: _____

Course Learning Outcome	Met	Not met
1. Assess the staffing pattern of the specific unit assigned for the clinical experience.		
2. Evaluate change of shift report and scheduling principles at the clinical setting.		
3. Apply leadership theory/ concepts, decision making, and critical thinking in the provision of nursing care delegation, healthcare team coordination, and the oversight and accountability for care delivery.		
4. Demonstrate appropriate team-building and collaborative strategies when working with interprofessional teams.		
5. Identify effective communication techniques, including negotiation and conflict management strategies, to produce positive professional working relationships.		
6. Identify leadership behaviors that promote optimal team outcomes.		
7. Collaborate with clinical partners to identify practice problems.		
8. Propose an evidence-based leadership practice change project.		
9. Create a safe care environment that results in high quality patient outcomes.		
10. Adhere to professional standards of moral, ethical, and legal conduct.		
11. Demonstrate accountability for personal and professional behaviors.		
12. Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families as well as among caregivers.		

Comments:

PRECEPTOR EVALUATION OF COURSE**CLINICAL FACILITY:** _____**SEMESTER / 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 CLINICAL AGENCY

Semester _____

Facility _____

Year _____

Unit _____

PLEASE RATE THE LEARNING OPPORTUNITIES AVAILABLE IN THIS FACILITY USING THE 5-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 of resources (supplies, equipment)	1	2	3	4	5
05. Staff attitudes toward student's learning	1	2	3	4	5
06. Nursing management attitudes toward student's learning	1	2	3	4	5

COMMENTS:

Student Signature: _____

Student Evaluation of Preceptor

Student Name: _____

Preceptor Name: _____

Agency: _____ Unit: _____

Dates of clinical rotation: _____

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.	5	4	3	2	1	NA
3. Provided instructional guidance for the student.	5	4	3	2	1	NA
4. Provided positive feedback and constructive criticism when needed.	5	4	3	2	1	NA
5. Raised challenging questions/issues for discussion.	5	4	3	2	1	NA
6. Encouraged critical thinking.	5	4	3	2	1	NA
7. Promoted an atmosphere conducive to learning.	5	4	3	2	1	NA
8. Demonstrated effectiveness in teaching.	5	4	3	2	1	NA
11. Reflected an enthusiastic attitude toward nursing leadership and management.	5	4	3	2	1	NA
13. Provided adequate support and was available to the student.	5	4	3	2	1	NA
14. Acted as a professional role model.	5	4	3	2	1	NA