



**California State University  
San Marcos**

**School of Nursing**

**Undergraduate  
Preceptor Handbook**



Dear Preceptor:

Thank you for your continuing support and willingness to precept California State University San Marcos, School of Nursing Students. Your expert guidance provides our students with an opportunity to apply their newly acquired clinical skills and knowledge in preparation for various roles within the nursing profession.

The faculty, staff and I understand that you are a busy professional with numerous demands and responsibilities, which makes your commitment to this process is commendable. Your personal and professional dedication to producing qualified nursing professionals to benefit the nursing profession is remarkable. 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 School of Nursing. Please review the information included in the handbook, including instruction for completing a required online preceptor orientation.

The faculty and staff at the School of Nursing value your service as an excellent clinician, clinical preceptor and welcome your recommendations for making this role more effective and satisfying. Please feel free to contact the school of nursing at 760.750.7550 if you have any questions or concerns.

Sincerely,

Denise Boren, PhD, RN  
Director  
School of Nursing  
dboren@csusm.edu

## Table of Contents

<b>SECTION I: INTRODUCTION TO THE SCHOOL OF NURSING</b>	<b>4</b>
History of the School of Nursing	4
School of Nursing Approval/Accreditation	4
Nursing Programs Include:	4
CSUSM Mission Statement	4
School of Nursing Mission Statement	5
School of Nursing Philosophy	5
Goals of the Baccalaureate Program	7
<b>SECTION II: PRECEPTOR PROGRAM</b>	<b>8</b>
Preceptor Requirements (CCR1425(e))	8
Preceptor Selection	8
Preceptor Profile	9
Preceptor Orientation	9
CSUSM, School of Nursing Preceptor Online Training Module	9
Preceptor Recognition	10
Preceptorship Courses and Course Requirements	10
Communication Expectations	11
Student Evaluation	11
School of Nursing Program Evaluation	11
Student Professional Standards in Clinical Practice	12
Admission to Clinical Labs	13
Guidelines for the Preceptor	14
<b>APPENDIX I - Preceptorship Agreement</b>	<b>15</b>
<b>APPENDIX II – Preceptor Evaluation of Student’s Use of Program Learning Outcomes</b>	<b>17</b>
<b>APPENDIX III – Preceptor Evaluation Form</b>	<b>18</b>
<b>APPENDIX IV - Preceptor Course Journal Log</b>	<b>21</b>
<b>APPENDIX V – Verification of Student Work Hours</b>	<b>22</b>
<b>APPENDIX VI – Student Evaluation of Preceptor</b>	<b>23</b>

## **SECTION I: INTRODUCTION TO THE SCHOOL OF NURSING**

### **History of the School of Nursing**

In 2006 California State University, San Marcos established the School of Nursing (SoN). The University admitted its first Pre-Nursing Students in fall 2005 and the first nursing cohort in fall 2006.

In fall 2007 Extended Learning, a division within the university, which offers degree programs on a self-support basis, established a partnership with the School of Nursing (SoN). Extended Learning Division participates in the administration of the programs, including admission, enrollment and student services but the programs are contained within the School of Nursing and all program courses taught by SoN faculty. This partnership has provided the university an opportunity to offer expanded nursing degree options to meet the region's need for baccalaureate and masters prepared nurses and serve the health care demands of the community.

The university graduated its first nursing students in spring 2009, with graduates representing generic/TBSN, LVN-to BSN, RN-to-BSN, and Accelerated BSN programs.

The Master of Science in Nursing (MSN) programs began in fall 2009 through Extended Learning with current specializations in Clinical Nurse Specialist, Clinical Nurse Leader, Family Nurse Practitioner, Family Psychiatric Mental Health Nurse Practitioner, Advanced Public Health Nursing, Nursing Education, and the RN-to-MSN.

### **School of Nursing Approval/Accreditation**

The California Board of Registered Nursing (BRN) and Commission on Collegiate Nursing Education (CCNE) approve the nursing program.

### **Nursing Programs Include:**

1. Traditional BSN
2. RN - BSN
3. LVN - BSN
4. LVN – RN
5. Accelerated BSN (ABSBN)
6. RN to MSN
7. MSN

### **CSUSM Mission Statement**

California State University San Marcos focuses on the student as an active participant in the learning process. Students work closely with a faculty of active scholars and artists, whose commitment to sustained excellence in teaching, research, and community partnership enhances student learning. The university offers rigorous undergraduate and graduate programs distinguished by exemplary teaching, innovative curricula, and the application of new technologies. California State San Marcos provides a range of services that respond to the needs of a student body with diverse backgrounds, expanding student access to an excellent and affordable education. As a public university, California State

University San Marcos grounds its mission in the public trust, alignment with regional needs, and sustained enrichment of the intellectual, civic, economic, and cultural life of our region and state.

### **School of Nursing Mission Statement**

The mission of faculty and the staff of the School of Nursing is to prepare students for a career in professional nursing that focuses on assisting patients/clients to achieve health or health-related goals and to transition from a disease-oriented to a health-oriented system of health care. Faculty assist students who acquire general knowledge from sciences and arts and specific knowledge and skills from nursing practice and theories and to assume nursing leadership roles. These professional nursing roles are practiced as a provider of care, teacher, advocate, coordinator of care, and member of the profession. Faculty articulate a philosophy of nursing in which nurses provide health care for culturally and ethnically diverse individuals, groups, families, and communities in hospitals, homes, and community-based settings. (SON Mission Statement, Adopted May 2006)

### **School of Nursing Philosophy**

The School of Nursing's philosophy is congruent with the mission of the University and Orem's conceptual model (Orem, D.E., 1995 *Nursing: Concepts of practice*, 5th Ed., St. Louis: Mosby), upon which the nursing curriculum is broadly based but utilizes an eclectic theoretical approach to link to practice. The philosophical statements about the person, environment, health, nursing, and nursing education are as follows:

#### Philosophy of Person

The person may be defined as an individual, group, family or community and is the client recipient of health care. The focus of nursing is the client who possesses a set of self-care requirements related to health. This client either has the capability to initiate and perform self-care or needs the availability or access to assistance (dependent care) if the developmental stage or a disability interferes with maintenance of life, health, and/or well-being. Individuals are bio-psycho-social-spiritual beings that are constantly interacting with a changing environment. They perceive and respond to actual or potential health problems in unique ways that are influenced by their age, gender, education, occupation, socialization, religion, health status, and cultural background. To make the best use of their capabilities and potentialities while fulfilling their role responsibilities, individuals strive for self-direction and relative independence. Only in a dependent state or an extreme state of helplessness is there justification for health care providers to make a decision for, rather than with, a client.

Aggregate clients are groups, families, and communities and they are sociological units, composed of interacting, interdependent parts or sub-units. A family is defined as an interacting system which is composed of two or more members who identify themselves as being a family based on a social relationship. Groups and communities are defined as aggregates of individuals who share some important feature of their lives. Aggregates also strive for growth and are influenced by many factors, most notably, regional, developmental/historic, political, economic, and cultural factors. Moreover, they have potential and actual health problems.

### Philosophy of Environment

The concept of the environment is a central theme to the discipline and is reflected in its conceptual frameworks. The environment has physical, spatial, social and cultural aspects with intermingling boundaries in constant interaction with the person. The environment encompasses all external conditions and provides stimuli that influence life, development, and adaptation of the human organism. The constant interaction between the environment and the person yield, over time, specific individual patterns that affect a person's health. Nursing can influence the person's health through recognition and restructuring of harmful patterns.

### Philosophy of Health

Persons experience varying degrees of health and/or illness. Health and well-being is conceptualized as a dynamic state of being with flexible parameters, modified by individual perception, choice and ability. Optimal health and well-being is defined as a state in which self-care and dependent-care capabilities, actions, and role responsibilities are realized to the fullest extent possible. The maintenance of health is first and foremost an individual's responsibility through self-care actions. When the individual is unable to perform adequate self-care activities because of lack of knowledge, physical or cognitive condition, or dependent care status, a health care deviation exists. Nursing serves to restore or support self-care abilities, thereby assisting the client to maintain, regain or restore health. Opportunity for growth and change is every person's right regardless of social or economic status, personal attributes, or the nature of the health problem.

### Philosophy of Nursing

Nursing has as a central focus the diagnosis and treatment of a client's responses to actual or potential health problems. Nursing diagnoses are actual or potential health problems within the scope of nursing practice for which the nurse can intervene. Actual health problems are existing health care deficits that produce specific and identifiable physical, experiential, and/or biochemical changes that are confirmed by medical diagnosis. Potential problems are situations, behaviors or conditions that predispose clients to health threats. Nursing is a health care profession which systematically assists clients to achieve health or health-related goals through the development and maintenance of self-care practices. Nursing utilizes evidence-based practice to guide clinical decisions and interventions. As an applied science, nursing utilizes theories from its own discipline as well as other sciences to explain phenomena encountered in client care and to provide rationale for and to explicate appropriate nursing interventions in particular situations. Theory and research are essential components in the advancement of nursing as a professional discipline.

A baccalaureate program in Nursing prepares generalists, who by utilizing a comprehensive approach to health care, can assist individuals, families, groups, and communities in meeting health related self-care needs. Generalists practice in a variety of health care settings, including the hospital or acute care settings, long term care settings such as rehabilitation and hospice and in assisted living environments. Nurses also practice in the community including community clinics, public health service sites, and home health and respite care settings. The essential roles of professional nursing are as a client advocate, teacher, provider of care, researcher, and as a practitioner who coordinates care and/or collaborates with other health professionals. In these roles and as a member of the profession, nurses engage in making clinical judgments, in forming policy, and in the design and implementation of plans for the improvement of health care services. Members of the profession are expected to act responsibly,

always mindful of the public trust. Self-regulation to assure quality in performance is at the heart of Nursing's relationship with society.

### Philosophy of Nursing Education

The School of Nursing is part of a university that resides in a community populated by people from multiple ethnic and cultural backgrounds. A goal of the nursing program will be to recruit a student population, which is representative of the ethnic and cultural diversity in the local community, and to prepare its students to serve the nursing needs of this culturally diverse society. Students, endowed with the capacity for self-direction, are ultimately responsible for their own learning and self-development. It is anticipated that students will vary in aptitude, learning style, motivation, cultural orientation and other individual differences. Assessment of these factors provides the faculty member a basis for the selection of the most appropriate teaching-learning strategies and for referral to the multiple campus resources and services available should the student have academic or personal issues needing support and/or assistance.

The foundation for understanding the self and others will be provided through a balanced program of arts and humanities, social and biological sciences and professional courses. Critical thinking will be developed through application of problem-solving methods in clinical practice where analysis includes the weighing of alternatives in selecting a course of action most likely to achieve the desired outcome. Essential to the preparation of the professional nurse is the development of communication skills, cultural competency, professional values, ethical principles, and the technical expertise in assessment and clinical intervention. Effective social interaction, therapeutic communication and mastery of the technical skills are among the fundamental aptitudes needed by the professional nurse. An essential component of comprehensive nursing care is a concentration on health promotion and disease prevention.

The role of the faculty member will be to serve as an instructor, role model, preceptor, resource person, motivator and facilitator. Faculty members will be expected to combine teaching with other professional activities such as ongoing clinical practice, scholarly publications and presentations and research. Establishment of partnerships with local health care agencies will promote the development of faculty practice opportunities, collaborative research projects and joint appointments. Through these joint appointments and other part-time faculty positions, expert nurse clinicians/practitioners will participate as faculty.

### **Goals of the Baccalaureate Program**

The primary goal(s) of the baccalaureate-nursing program is to prepare professional nurse generalists to serve as leaders who collaborate with other members of the health care team in providing compassionate care to individuals, families and groups in institutional and community settings, and establish the foundation for graduate education in nursing. The curriculum is designed for self-directed study, creative expression and understanding of self and others. Throughout the nursing program there is an emphasis on critical thinking, synthesis and application of concepts drawn from the arts and humanities, natural, social, and medical sciences, personal and professional ethics and accountability.

### **Program Learning Outcomes**

1. Apply the nursing process through critical thinking and professional nursing judgment to provide and evaluate nursing care in acute and long-term care, and community settings.

2. Utilize the research process, its application to the discipline of nursing and its essential relationship to evidence-based nursing practice.
3. Function within the specific professional nursing roles to provide care, coordinate care, deliver health education, and advocate for individuals, families, groups, and communities.

## **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 Marcos (CSUSM) 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 BRN prior to implementation into the curriculum.

### **Preceptor Requirements (CCR1425(e))**

- Hold an active, clear license as a Registered Nurse in the state of California
- Verify at least one year employment with the CSUSM 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 School of Nursing (SoN) preceptor orientation or agency equivalent prior to serving as a preceptor and review the CSUSM, School of Nursing 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.

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.

**The CSUSM, School of Nursing webpage provides general information for both graduate and undergraduate preceptors and links to the handbook(s), orientation and training and preceptor profiles.**

<http://www.csusm.edu/nursing/community/preceptors.html>

### **Preceptor Profile**

The preceptor completes the online preceptor profile information from the webpage at:

The School of Nursing (SoN) verifies and manages the profile information, which includes:

- Preceptor names
- California Registered Nursing 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 CSUSM, School of Nursing, 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 CSUSM, SoN online preceptor module or completion of a CSUSM, SoN affiliated clinical facility preceptor training program.

#### **The Preceptor Orientation includes:**

- Preceptor Handbook, which provides a SoN overview and details preceptor requirements, program purpose, responsibilities of the Course Coordinator, clinical faculty and the student.
- Preceptor Online Training Module
- Course Coordinator and/or clinical faculty session

### ***CSUSM, School of Nursing Preceptor Online Training Module***

The Preceptor Online Training Module will begin to answer some questions by providing information about the CSUSM, School of Nursing preceptor course and experience by providing guidelines for developing into the role of nurse preceptor.

#### **Instructions:**

The School of Nursing is using web-based content to help you prepare for the clinical preceptorship experience.

Please log on directly to the following website or through the SoN webpage link.

<http://ca-hwi.org/udtv.cfm?i=13>

If you prefer, you may download this training into a pdf file and review in a hard copy format.

### **Online Training Module Objectives:**

1. Describe your role as a preceptor as it relates to your home hospital, the nursing program and the nursing profession as a whole.
2. Describe the roles, responsibilities and formal expectations in the preceptor/preceptee relationship.
3. Describe the attributes of a preceptor as role model.
4. Describe the challenges associated with the transition from student to novice nurse.
5. List six characteristics of adult learners.
6. Apply strategies to facilitate socialization of the student into the work environment and foster critical thinking.

### **Online Training Module Outline/Content:**

Each module follows the same outline

- **Discover** - includes learning objectives
- **Read** - the content to be considered
- **Explore** - relevant books, articles and websites for more information
- **Apply** - suggestions for ways to bring the principles into practice
- **Measure** - a brief posttest

### **Online Training Module Conclusion:**

- Complete the posttest/self-assessment.
- Complete the CSUSM Preceptor Training verification form at:  
NOTE: CSUSM is currently transitioning to use a new survey system.  
A new verification of preceptor training using Qualtrics is in development and begins summer 2017

### **Preceptor Recognition**

The School of Nursing 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 SoN faculty, administrators and staff hope the experience is enriching and rewarding for the preceptor, and serves to renew professional pride and personal achievement.

In an effort to support and celebrate the contributions and accomplishments of its preceptor colleagues, the California State University, School of Nursing hosts an Annual Preceptor Recognition Event at the end of the academic year where all preceptors are recognized and several are the recipients of a Preceptor Excellence Award.

### **Preceptorship Courses and Course Requirements**

Students enroll in the designated CSUSM NURS 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. The syllabi is on file in the SoN for the following courses:

- NURS 451
- NURS 491
- NURS 493
- NURS 445 (Online RN to BSN track)

### **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 is learning experiences.

The clinical instructor/faculty meets with the Course Coordinator and other members of the course teaching team (other clinical instructors) at least three times each semester 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 semester 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 semester and as needed
- The Course Coordinator will be available to the preceptor by phone or email as needed

### **Student Evaluation**

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

### **School of Nursing Program Evaluation**

As part of continuous quality improvement and program evaluation in the School of Nursing a preceptor and a course evaluation is completed each semester as follows:

- The preceptor completes a course evaluation for the preceptor course (NURS 491)
- The student completes a course evaluation for the preceptor course (NURS 491)
- The student completes an evaluation of the preceptor and clinical agency  
<http://www.surveygizmo.com/s3/1379781/Faculty-Evaluation-of-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 is 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.

### **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.

### **Admission to Clinical Labs**

Prior to the admission to the clinical laboratory experience the following items must be on file with the School of Nursing 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 CPR 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.
- 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). There is more discussion on this subject in the handbook section entitled "Professional Standards in Clinical Practice".
- 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!

## **APPENDIX I - Preceptorship Agreement**

### **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 Marcos clinical faculty, preceptor course coordinator, and agency/preceptor with respect to participation in the course. BRN approves that students may perform numerous skills including medication administration with after they have met agency or the School of Nursing requirements for such administration. California State University, San Marcos does not provide financial compensation for serving as a preceptor.

#### **I. Responsibilities of the Clinical Faculty and Preceptor Course Coordinator**

- Assume direct responsibility for coordinating the preceptor course.
- Serve as a liaison between the School of Nursing and the clinical agency.
- In conjunction with the Clinical Placement Coordinator, secure and evaluate clinical placements for the preceptor course experience.
- Assure that students are eligible for the clinical preceptor course.
- Verify that 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 semester and at the final evaluation for consideration of rewarding Credit (CR) or noncredit (NC) grade.
- Conduct class meeting at the beginning of the semester 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 medical/surgical nursing units and ensure that they are oriented and always working under the supervision of a Registered Nurse.
- Ensure that student responsibilities will be commensurate with student level of competence as indicated in the School of Nursing Skills Inventory 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 instructor/faculty and preceptor course coordinator.
- 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 semester.
- 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 tool.
- 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 the designated online Clinical Preceptor Course approved by CSUSM, School of Nursing.

### III. Responsibilities of the Student

- Comply with all policies of the agency and the policies of the School of Nursing.
- Communicate with clinical instructor/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 training 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 R.N.
- 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 on the School of Nursing Skills Inventory. 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.
- Attend required class meeting at the start of the semester and successfully complete ATI (Assessment Technology Institute) testing.
- Consult regularly with preceptor and clinical instructor/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 instructor/faculty.
- Communicate with clinical instructor/faculty regarding any problems, issues, or suggestions regarding the clinical preceptor experience.

Clinical Agency: \_\_\_\_\_

Preceptor Printed Name	Preceptor Signature	Phone	Date
Student Printed Name	Student Signature	Phone	Date
Faculty Printed Name	Faculty Signature	Phone	Date

**APPENDIX II – Preceptor Evaluation of Student’s Use of Program Learning Outcomes**  
**CSUSM School of Nursing**  
**Bachelor of Science in Nursing**

**Preceptor Evaluation of Student’s Use of**  
**Program Learning Outcomes**

Please evaluate the student on the following Program Learning outcomes:

<b>Program Learning Outcome</b>	<b>Met</b>	<b>Not met</b>
1. Apply the nursing process through critical thinking and professional nursing judgment to provide and evaluate nursing care in acute, ambulatory and community settings.		
2. Utilize the research process, its application to the discipline of nursing, and its essential relationship to evidence-based nursing practice.		
3. Function within the specific professional nursing roles to provide care, coordinate care, deliver health education, and advocate for individuals, families, groups, and communities.		

Comments:

## APPENDIX III – Course and Student Performance Evaluation Form (To Be Completed By Preceptor)

Student's Name \_\_\_\_\_ Agency \_\_\_\_\_

Semester/year \_\_\_\_\_ Preceptor's Name \_\_\_\_\_ Phone # \_\_\_\_\_

Instructions: The purpose of this preceptor evaluation is to permit CSUSM School of Nursing to evaluate and refine the educational experience. In addition, the information will provide an evaluation of the performance by the student assigned to the preceptor for determining credit.

Please consider each question and give your honest response by circling the appropriate selection. Please rate the following statements from Poor (1) to Excellent (5)

### STUDENT PERFORMANCE EVALUATION

_____	<b>Poor 1</b>	<b>Fair 2</b>	<b>Average 3</b>	<b>Very Good 4</b>	<b>Excellent 5</b>
1. Rate the students' communication skills and use of the chain of command in communicating patient/family needs to members of the healthcare team.	1	2	3	4	5
2. Interacts professionally and demonstrates confidence in providing nursing care in the acute care setting.	1	2	3	4	5
3. Administers safe and competent nursing care.	1	2	3	4	5
4. Performs clinical skills independently within hospital policy requiring minimal assistance from the preceptor	1	2	3	4	5
5. Demonstrates the ability to organize and prioritize patient care needs.	1	2	3	4	5

6. How many patients on the average were assigned to the student?

The least number? \_\_\_\_\_ The greatest number? \_\_\_\_\_

Comments:

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### **PRECEPTOR COURSE EVALUATION**

The following section is provided for your feedback about the preceptorship experience. Please feel free to give examples and negative aspects of this experience. Suggestions for improvement and what was valuable to you as well as what you would delete or change.

1. Was the information provided to you prior to the experience to determine your role as a preceptor and what was expected from the student?

Yes \_\_\_\_ No \_\_\_\_

Comments:

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2. What were the things about this precepting experience, which you felt, were positive? \_\_\_\_\_

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3. What were the things about this precepting experience, which you felt, were negative? \_\_\_\_\_

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4. What suggestions do you have for improvement? \_\_\_\_\_

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## APPENDIX IV - Preceptor Course Journal Log

Student \_\_\_\_\_ Log # \_\_\_\_\_

**(A)** Problematic patient/family or staff situation:

**(B)** Personal Reactions/Thoughts/Feelings:

**(C)** Resolution and Learning:

## APPENDIX V – Verification of Student Work Hours

**Verification of Student Work Hours**  
 (To Be Completed by Student & Signed by Preceptor)

Student: \_\_\_\_\_ Course Number: \_\_\_\_\_

Semester/ 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										

Preceptor(s) Name, Title, Initials:

Name

Title

Initials

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Name

Title

Initials

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**APPENDIX VI –Student Evaluation of Preceptor**  
**\*Example\***  
**COMPLETED ONLINE AT END OF PRECEPTORSHIP**  
 (To be completed by student)

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.						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: