Sonoma State University

Clinical Preceptor Packet

Nursing 414
Please verify that your packet includes the following information. If any document is missing, please inform the Sonoma State University clinical instructor. Thank you very much for your time and assistance.

- Welcome Letter
- SSU and Department of Nursing’s Mission and Philosophy
- Definition of a Preceptor
- Preceptorship Course and Objectives
- Clinical Preceptorship Contract
- Clinical Preceptor Role and Responsibilities
- Student Roles and Responsibilities
- Faculty Roles and Responsibilities
- Signature page
- Clinical Evaluation tool

Preceptor Forms:
- Preceptor Evaluation of Preceptor Experience (return after completion of final practicum experience)

Student Forms:
- Student/Faculty Clinical Preceptorship Agreement (completed by student prior to first experience)
- Student Evaluation of Preceptor (student returns after completion of final practicum experience)
- Student Evaluation of Preceptorship (student returns after completion of final practicum experience)
- Clinical Evaluation Tool (completed by student then reviewed/commented by preceptor and/or course faculty at the end of the practicum)

CEU activity
WELCOME

The faculty and staff at Sonoma State University are very grateful for your decision to volunteer as a clinical preceptor for undergraduate nursing students in the pre and post licensure tracks. The program has a rich history of providing quality, off-campus clinical rotations to its students. It is indeed to the credit of our many fine preceptors throughout the region that such an enriching educational environment has developed.

Information is provided in this packet that explains the qualifications and responsibilities of the clinical preceptor, as well as the responsibilities of the student and faculty during the clinical experiences. Please review the preceptor expectations with your nurse manager/leader to determine the scope and realistic time commitment, in relationship to your employment responsibilities. Most importantly, we want you to understand the degree of trust we place in preceptors and the critical role you have in the education of the student. It takes a special person with unique abilities and the willingness to devote the necessary effort to fulfill the preceptor role.

Please complete the brief professional qualifications form, and sign the completed Preceptor Agreement prior to your first clinical time with the student. These two documents may be scanned and returned to the online clinical coordinator for the course. Preferred return is by e-mail.

On behalf of Sonoma State University Baccalaureate Nursing Program, again I extend my sincere appreciation for your willingness to serve as a clinical preceptor.

Sincerely,
Deborah A Roberts RN EdD
Chair
Mission Statement
Sonoma State University’s mission (U) is reflected in the Department of Nursing’s (N) commitment to:
N: Providing a foundation for lifelong professional learning U: Have a foundation for lifelong learning
N: Practicing nursing within a broad cultural perspective U: Have a broad cultural perspective
N: Affirming intellectual and aesthetic achievements as part of the human experience U: Have a keen appreciation of intellectual and aesthetic achievements
N: Developing professional leadership and active citizenship. U: Will be leaders and active citizens
N: Fostering flexibility and resilience for a career in nursing within a dynamic world
U: Are capable of pursuing fulfilling careers in a changing world
N: Contributing to the health and well-being of the community within a perspective of the world at large U: Are concerned with contributing to the health and well-being of the world
at large

Philosophy
The philosophical foundation of the SSU Department of Nursing is based upon Humanistic Nursing Theory (HMT) (Paterson & Zderad, 1988). Departmental values are based in HMT from which faculty tailor curriculum and pedagogical methods. HMT is a multi-dimensional metatheory centered on the essence of nursing, the nurse client (individual, family, community, organization) interaction, providing an inclusive bridge from theory to practice. The Department of Nursing recognizes nursing as a nurturing response, based upon a blend of art and science, occurring within a subjective and objective environment with the aim of developing the wellbeing of both nurse and client (client as individuals, families, communities and organizations). Consistent with HMT is the consideration of students as unique individuals with varied ethnic and cultural backgrounds, learning styles and goals. Therefore Department of Nursing curriculum and policy are structured by the following philosophical statements.
1. Nursing centers on shared experiences and these interactions hold client nurse potentials for achieving growth, development and greater well-being.
2. Fulfilling health potentials for the client and nurse is the outcome of choices and the mutually determined inter-subjective relating of those involved.
3. Humans have a basic need for being heard and affirmed. All nursing actions have the potential for being humanizing.
4. Humans have an “all at once” or gestalt existence including perceptions of the past, hopes, fears, environment and future. This inherent wholeness cannot authentically be reduced to separate needs, pathologies, cultures and parts.
5. The nurse must be aware of what he/she individually holds as truth so assumptions, preconceived ideas and expectations do not interfere with understanding the client’s perceptions of the experience.
6. Nurses perceive clients scientifically and intuitively through synthesis of subjective and objective accumulated knowledge.
7. Nurse client interactions are mutually dynamic in that they organize diverse data to create something new.
8. Nurses are members of an interrelated nursing community and a global community with obligations to each to promote a greater well-being.
DEFINITIONS OF A PRECEPTOR AND PRECEPTOR ROLES
FOR THE BACCALAUREATE NURSING PROGRAM

Generally, a registered nurse employed in a clinical setting who serves as a role model and clinical resource person for a specific period of time to an individual enrolled in an approved nursing education program. The preceptor has four general roles, as described below.

1. **Role Model** - As a role model, the preceptor demonstrates effective leadership and interpersonal skills, is clinically competent, is skilled in the use of the nursing process, and demonstrates the ability to apply the nursing process in both routine and complex nursing situations. Decision-making by the preceptor is based on scientific and behavioral principles. Clinical expertise also includes patient teaching, knowledge and use of resources, and expertise in both basic and advanced nursing skills.

2. **Educator** - As an educator, the preceptor must be familiar with principles of adult learning. Integration of these principles into the educational process help meet the needs of the learner. The preceptor, faculty, and student will collaborate to identify the expected outcomes and to design experiences to meet individual learning needs.

3. **Advisor** - As an advisor, the preceptor is in a helping role. The preceptor provides support by creating an environment to facilitate a sense of psychological safety. The student is guided toward self-direction using the strategies of collaborative goal-setting. The preceptor facilitates the social and professional transition of the student into the clinical practice setting.

4. **Evaluator** - As an evaluator, the preceptor is to provide formal and informal feedback to the learner that is objective and based on achievement of expected outcomes. The preceptor participates in the evaluation process, providing feedback which motivates learning by validating that the student is achieving the expected outcomes or by identifying additional needed knowledge or skills. Achievement of goals is reviewed periodically. Evaluation conferences are held on a regular basis. Final evaluations will be completed by the preceptor and reviewed by the faculty. The preceptor may make written recommendations for future learning experiences.
**Contract for Clinical Preceptorship for Spring 20__**

Department of Nursing: N 414 Clinical Nursing Preceptorship

Sonoma State University

1801 E Cotati Ave.

Rohnert Park, CA 94928

Phone: (707) 664-2465; Fax: (707) 664-2653

Web address: [http://www.sonoma.edu/nursing/](http://www.sonoma.edu/nursing/)

### NURSING STUDENT INFORMATION

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### NURSING FACULTY AND SCHOOL INFORMATION

**Faculty Advisor Name**  Jeanette Koshar, RN, NP, PhD or Kathleen Rockett RN, MSN  
**email**  koshar@sonoma.edu or rockett@sonoma.edu

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<tr>
<th>Cell Phone  Koshar: (707) 480-0858</th>
<th>Cell Phone  Rockett: (707) 486-5080</th>
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**SSU Nursing Department Chair**  Deborah Roberts, RN, EDD  
**email**  deborah.roberts@sonoma.edu

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<th>Cell Phone  (707) 495-4607</th>
<th>Work Fax  (707) 664-2653</th>
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# Nurse Preceptor Information

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### Nursing Degree(s)  
- **Hospital Diploma**
  - ADN
  - BSN
  - MSN

### Specialty Area(s)  
- Certification(s)

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<tr>
<th>Number of Years in Nursing</th>
<th>Number of Years in Specialty</th>
<th>Number of Years at Institution</th>
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**By my signature here, I am agreeing to serve as an SSU nursing preceptor.**  
____________________________  ______________________________
Signature                    Date

**Supervisor who is agreeing to support my involvement as an SSU preceptor**  
Name: ___________________________  
Phone: ___________________________
SONOMA STATE UNIVERSITY
PRECEPTORSHIP

Course Description:

Clinical Laboratory, 12 hours. Clinical application of Humanistic Nursing Theory and Quality & Safety Education for Nurses (QSEN). Informed choices through critical analysis of evidence-based practice, and moral and ethical standards are applied to nursing care. Integration and synthesis of concepts, personal development and leadership/management abilities are expanded through professional nursing practice.

The overall goal for the Quality and Safety Education for Nurses (QSEN) project is to meet the challenge of preparing future nurses who will have the knowledge, skills and attitudes (KSAs) necessary to continuously improve the quality and safety of the healthcare systems within which they work.

Course Objectives:

The Department of Nursing curriculum is based on a conceptual framework, determined by the faculty, and drawn from the work of Josephine Paterson and Loretta Zderad (Humanistic Nursing, 1976). Nine concepts operationalize the philosophy of the Sonoma State University, Department of Nursing in this course through the following objectives.

At the completion of the course, the student will be able to:

1. **Caring:** Develop inter-subjective nurturing relationships that support the fulfillment of potentials of both client and nurse. Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.

2. **Critical thinking:** Make informed choices through critical analysis that promote nurse/client well-being. Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.

3. **Communication:** Demonstrate humanizing interactions that are grounded in the integration of the art (subjective) and science (objective) of nursing. Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

4. **Social Justice/Advocacy:** Exemplify moral and ethical professional standards.

5. **Teaching/Learning:** Develop directed and deliberate actions for self and clients intended to result in learning. Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.

6. **Professionalism:** Continue the process of self-transformation in the profession of nursing and in the world community. Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.

7. **Leadership:** Actualize inter-subjective choices guided by vision and commitment to the well being of the client.

8. **Evidence-Based Practice:** Acquire knowledge to support theory and evidenced based practice. Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

9. **Cultural Competency:** Participate in the development of care which identifies, respects and addresses differences in patients’ values, beliefs, preferences and culturally influenced health behaviors.
PRECEPTOR'S, STUDENT'S AND FACULTY'S RESPONSIBILITIES

PRECEPTOR'S ROLE & RESPONSIBILITIES

A preceptor is an experienced, competent, registered nurse selected and prepared to serve as a role model, teacher, supervisor and evaluator while guiding the student toward competence in providing nursing care to clients in a health care setting. The preceptor holds a current, active California RN license and has competence in the clinical setting and experience in the institution for at least one year.

Preceptors provide students with realistic clinical staff experience by:

- caring for individuals and/or groups of patients in a clinical setting
- providing opportunities to implement leadership and management skills
- providing opportunities to develop expertise and skill in clinical practice
- minimizing the probability of culture shock when the student begins working as an RN

A. ORIENTATION

- Preceptor handbook (http://www.sonoma.edu/nursing/handbooks/414_preceptorhandbook-2015.pdf). If you would like 6 CEUs you must also complete the CEU activity.
- Agree to serve as a role model in the clinical setting.
- Provide the student with adequate orientation to the clinical environment.
- Meet with the faculty advisor to discuss the preceptorship process.

B. CLINICAL SUPERVISION & TEACHING

- Work closely with student to shape positive experience.
- Guide, facilitate, supervise and monitor the student in achieving clinical objectives.
- Supervise the student’s performance of skills and educational opportunities and activities to assure safe practice.
- Serve as a role model in the clinical setting

C. COMMUNICATION

- Discuss with faculty advisor and student arrangements for appropriate coverage for supervision of the student should the preceptor be absent.
- Contact faculty advisor if assistance is needed or if any problem with student performance occurs.

D. EVALUATION OF THE CLINICAL EXPERIENCE

- Provide frequent feedback to student regarding clinical performance.
- Offer feedback to faculty advisor regarding any clinical experience for student and/or suggestions for program development.
- Collaborate with the student and faculty advisor to review the progress of the student towards meeting the 9 core concepts and terminal objectives.
- Complete mid-term clinical evaluation and final clinical evaluation. Please note: Bold Italicized Items are Critical Indicators
  If one or more of the critical indicator competencies are not being met at any point in the semester, faculty and student agree to a standardized written performance contract that indicates specific goals to meet competency.
STUDENT'S ROLE & RESPONSIBILITIES

The senior level student incorporates concepts from nursing knowledge, humanities, and sciences to assist individual clients, groups, and communities to attain and/or maintain an optimal level of wellness.

A. ORIENTATION

• Complete the N 414 contract, sign it and have your preceptor and the faculty advisor sign before you begin clinical.
• Participate in an agency and unit orientation.
• Be familiar with skills and orientation lists.
• Organize schedule with preceptor to guarantee required hours for completion of semester.

B. CLINICAL EDUCATION & LEARNING

• Come to each clinical prepared to participate fully in safe patient care.
• Actively seek out learning opportunities.
• Provide preceptor with the 9 core concepts and course objectives to map out preceptorship. This will ensure that all objectives will be met.
• Keep a clinical log of all patients for whom you provided care.
• Pass the ATI Comprehensive Predictor

C. COMMUNICATION

• Communicate with preceptor about schedule changes, sickness or questions
• Initiate contact with faculty advisor related to clinical changes, problems or clinical errors
• Timely participation in the N 414 Core Concept postings.

D. EVALUATION OF THE CLINICAL EXPERIENCE

• Provide on-going feedback to preceptor regarding experience.
• Clinical evaluation: Complete the midterm and final student comment sections.
• Complete N 414 course evaluation and final nursing program exit survey. Complete the evaluations in the N 414 Preceptor Handbook.
FACULTY ADVISOR'S ROLE & RESPONSIBILITIES

The faculty prepares students to think critically and exercise leadership in planning, implementing, and evaluating nursing care. Students and faculty work closely together to choose clinical practicums which meet the interests of the student and the needs of the community. The faculty is responsible for delineating course and behavioral clinical objectives, defining the faculty, preceptor and student responsibilities, and providing the on-going student/preceptor evaluation plan.

A. ORIENTATION

- Orients students to N 414 objectives, assignments and evaluation criteria
- Attends the initial meeting with preceptor and student.
- Provides the preceptor with adequate orientation to the clinical process of preceptorship.

B. CLINICAL SUPERVISION & TEACHING

- Defines clinical learning objectives and outcomes
- Develops plan for ongoing student/preceptor/faculty evaluation
- Assumes overall responsibility for teaching and evaluation of the student.
- Acts as a liaison to the preceptor’s supervision of the student’s performance of skills and educational opportunities.

C. COMMUNICATION

- Meets with preceptor and student before the start of the clinical rotation
- Meets with preceptor at midterm and for final evaluation either in person, by phone or in e-mail communication
- Is accessible via phone during the time students are in the clinical settings
- Participates with students in online Moodle forums
- Is available to meet with students during office hours and by appointment

D. EVALUATION OF THE CLINICAL EXPERIENCE

- Provides frequent feedback to the student regarding clinical performance via Moodle
- Evaluation of student involves input from preceptor and student, but is responsible for clinical and course evaluation

E. NCLEX PREPARATION FOR PRE-LICENSE STUDENTS

- Provides students with non-proctored ATI Comprehensive exams
- Reviews test taking strategies
- Proctors the ATI comprehensive predictor
- Recommends remediation for students especially those who are at increased risk for failing NCLEX

SIGNATURES

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<th>Student</th>
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<tr>
<td>Faculty Advisor</td>
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<td>Preceptor</td>
<td>Date</td>
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**Foundational Concepts and Student Clinical Competencies**

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<thead>
<tr>
<th>CARING</th>
<th>Progress</th>
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<td>Mid Term</td>
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<tr>
<td><strong>1.</strong> Demonstrate the integration of respect for human diversity, social justice and self in the nursing role</td>
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<td>a. Values active partnership with patients or designated surrogates in planning, implementation, and evaluation of care</td>
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<td>b. Demonstrates comprehensive understanding of the holistic concepts of pain and suffering, including physiologic models of pain and comfort</td>
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<td><strong>2.</strong> Demonstrates compassion, empathy, respect and presence in relating to clients, professional colleagues and community organizations and self.</td>
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<td><strong>3.</strong> Involves clients, families, professional colleagues and other health care providers in the provision of care.</td>
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<td><strong>4.</strong> Provides safe care: Integrates understanding of multiple dimensions of patient centered care through the coordination of care</td>
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<td>a. Performs psychomotor skills safely and accurately.</td>
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<td>b. Administers medications based on scientific knowledge and in accordance with agency policy.</td>
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<td>c. Administers treatments based on scientific knowledge and in accordance with agency policy.</td>
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<td>d. Uses universal precautions.</td>
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<td><strong>5.</strong> Understands the effect of global community policies on health care.</td>
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*M = Competency Met  U = Competency Unmet  NO = Competency Not Observed

**Bold Italicized Items are Critical Indicators**

If one or more of the critical indicator competencies are not being met at any point in the semester, faculty and student will agree to a standardized written performance contract that indicates specific goals to meet competency.

Minimum number of competencies that must be met to earn passing grade for clinical performance is 43/59 at time of final evaluation. All critical indicator competencies must be met to earn a passing grade for clinical.
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<td></td>
<td>Mid Term</td>
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<td>NO</td>
<td>Final</td>
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<tr>
<td>CRITICAL THINKING</td>
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<tr>
<td>1. Demonstrates commitment to inquiry, is well informed, diligent in seeking relevant information and prudent in making judgments.</td>
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<td>a. Applies knowledge from previous courses in nursing, the sciences and the humanities.</td>
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<tr>
<td>b. Participates appropriately in analyzing errors and designing system improvements</td>
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<td>c. Demonstrates the nursing process relative to client health promotion, risk reduction and disease prevention.</td>
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<tr>
<td>d. Uses universal precautions.</td>
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<tr>
<td>e. Performs assessments</td>
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<tr>
<td>f. Plans interventions</td>
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<tr>
<td>g. Implements care</td>
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<td>h. Evaluates outcomes</td>
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<tr>
<td>2. Participate in initiatives that support health promotion and disease prevention</td>
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<td>3. Participates appropriately in analyzing errors and designing system improvements</td>
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<td>4. Describes factors that create a culture of safety (such as, open communication strategies and organizational error reporting systems)</td>
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<td>COMMUNICATION</td>
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<tr>
<td>1 Uses scientific and intuitive perceptions to support humanizing exchanges with clients and professional colleagues.</td>
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<td>a. Communicates within a team framework to promote optimal client outcomes</td>
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<td>b. Uses knowledge of human development in providing age and developmentally appropriate care.</td>
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<td>2. Demonstrates presence in client interaction in which a call or need is recognized and followed with an appropriate and fulfilling response.</td>
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<td>a. Recognizes and reports deviations in expected outcomes.</td>
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<td>3. Demonstrates affirming dialogue with clients and professional colleagues.</td>
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<td>a. Act with integrity, consistency and respect for differing views</td>
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<td>4. Uses designated protocols to record and communicate data.</td>
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<td>ADVOCACY/SOCIAL JUSTICE</td>
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<td>2. Delineates ethical principles on which to base practice decisions</td>
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<td>a. Confidentiality: Manages data, information, and knowledge of technology in an ethical manner</td>
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<td>3. Demonstrates that continuous quality improvement is an essential part of the daily work of all health professionals</td>
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<td>a. Clarify roles and accountabilities under conditions of potential overlap in team member functioning</td>
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<td>b. Contrasts benefits and limitations of different communication technologies and their impact on safety and quality</td>
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<td>c. Progressively develops independence in practice based on self-understanding of competence.</td>
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4. Provides for a continuum of care through the identification of resources and intra-agency referral.

**TEACHING/LEARNING**

1. Demonstrates directed and deliberate actions based on principles of teaching and learning in educating clients.
   
a. Identifies nurses’ involvement in design, selection, implementation, and evaluation of information technologies to support patient care.

2. Demonstrates the role of the nurse in specific, client centered teaching.

3. Recognizes the teaching/learning process as a complex, cooperative and personal relationship between faculty, students and between nurses and clients.

**PROFESSIONALISM**

1. Demonstrates individual professional development in authenticity with self, intellectual awareness and commitment.
   
a. Engages in self evaluation
   
b. Values vigilance and monitoring by patients, families and members of health care team
   
c. Commit to life long learning and participation in the profession

2. Initiates and persists in behaviors that demonstrate the art and science of nursing.
   
3. **Demonstrates legal standards of care.**

**LEADERSHIP**

1. Applies leadership theories specific to delegation, shared decision making and influencing change.

2. Includes understanding of socio-political principles in making change.

3. Participates in changes to promote improvement in patient care.

**RESEARCH AND EVIDENCE-BASED PRACTICE**

1. Acquires knowledge essential for evidenced-based practice through the critique of research.

2. Participates in structuring the work environment to facilitate integration of new evidence into standards of practice.

3. Demonstrates skill in information management.

4. Demonstrates the use of theoretical foundations of nursing and engagement in scholarship to guide clinical practice.

**CULTURAL COMPETENCY**

1. Demonstrates progression toward cultural competence based upon an understanding of cultural diversity.

2. Demonstrates respect for the unique care of clients in all aspects of the nurse client relationship.
   
a. Demonstrates knowledge and understanding of a client’s culture, health related needs and culturally specific needs related to health and illness.

**TOTAL COMPETENCIES MET**

/59 /59
<table>
<thead>
<tr>
<th>STUDENT COMMENTS</th>
<th>FACULTY COMMENTS</th>
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<tr>
<td>Areas That Exceed Expectation</td>
<td>Areas That Exceed Expectation</td>
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<td>Areas That Need Improvement</td>
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<tr>
<td><strong>Student:</strong> ___________________________</td>
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<td><strong>Faculty:</strong> ___________________________</td>
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N414 EVALUATION OF PRECEPTOR EXPERIENCE BY THE PRECEPTOR

PRECEPTOR’S NAME: ___________________________ DATE: __________

NURSING AGENCY & UNIT: ___________________________

INSTRUCTIONS:
This form is designed to determine your perception of the preceptor experience. Read each item carefully before you respond.

Mark your responses by circling the number that corresponds to your choice. Circle number “5” when you strongly agree, number “4” when you agree, number “3” when you are neutral, number “2” when you slightly disagree, and number “1” when you strongly disagree.

1. The preceptorship experience was positive.
   1 2 3 4 5

2. Faculty provided preceptor a packet with written explanations and forms for evaluating the experience.
   1 2 3 4 5

3. Faculty provided support and guidance when needed during the preceptorship experience.
   1 2 3 4 5

4. I would recommend this experience to other staff nurses.
   1 2 3 4 5

5. I would participate in this experience again.
   1 2 3 4 5

6. I would recommend continuing this experience as part of the curriculum.
   1 2 3 4 5

Comments:

1. What positive experience did you have?

2. What experiences did you find frustrating?

3. What would you change?

________________________________________
Signature of Preceptor (Optional)
N414 STUDENT/FACULTY CLINICAL PRECEPTORSHIP AGREEMENT

*To be completed and signed by the student and copies given to the preceptor and faculty

I, _______________________, agree to fulfill the following:

1. Complete ____ hours at ______________________ agency, under the supervision of the designated preceptor, ________________________:
   a. Notify the preceptor prior to the beginning of the clinical experience to reschedule preceptorship hours for any absence that occurs.
   b. Submit documentation of preceptorship hours (clinical logs).

2. Assume responsibility in accomplishing goals and experiences, when opportunities are available, as agreed upon by the student, course facilitator, and preceptor.

3. Submit all Preceptorship assignments on time in Moodle

4. Assume all costs involved in the experience such as transportation and food. Follow specific agency requirements, such as dress code and agency policies.

5. Adhere to expected clinical behaviors and polices of both Sonoma State University and ______________________ in providing nursing care.

__________________________________________  ____________________________________
Student                                                                                   Date
N414 STUDENT EVALUATION OF PRECEPTOR

PRECEPTOR’S NAME: ___________________________ DATE: ___________________

STUDENT EVALUATOR’S NAME: ___________________________

CLINICAL AGENCY AND UNIT: ___________________________

INSTRUCTIONS:
This form is designed to determine your perception of the preceptor experience. Read each item carefully before you respond.

Mark your responses by circling the number that corresponds to your choice. Circle number “5” when you strongly agree, number “4” when you agree, number “3” when you are neutral, number “2” when you slightly disagree, and number “1” when you strongly disagree.

1. Opportunities were provided to meet the student’s learning objectives.
   1 2 3 4 5

2. The preceptor created an atmosphere conducive to learning.
   1 2 3 4 5

3. The preceptor was interested in the student as an individual.
   1 2 3 4 5

4. The preceptor was organized in direction and guidance.
   1 2 3 4 5

5. The preceptor communicated effectively.
   1 2 3 4 5

6. The preceptor demonstrated objectivity.
   1 2 3 4 5

7. The preceptor functioned as a role model.
   1 2 3 4 5

Comments:

______________________________________________
Student’s Signature
N414 STUDENT EVALUATION OF PRECEPTORSHIP

STUDENT EVALUATOR’S NAME: ___________________________ DATE: ______________

CLINICAL AGENCY AND UNIT: __________________________

INSTRUCTIONS:
This form is designed to determine your perception of the preceptor experience. Read each item carefully before you respond.

Mark your responses by circling the number that corresponds to your choice. Circle number “5” when you strongly agree, number “4” when you agree, number “3” when you are neutral, number “2” when you slightly disagree, and number “1” when you strongly disagree.

1. The hospital and unit orientation was useful
   1  2  3  4  5

   1  2  3  4  5

3. My clinical preceptor experience was positive.
   1  2  3  4  5

4. My clinical judgment improved during the preceptor experience.
   1  2  3  4  5

5. I learned to coordinate nursing care for a group of patients.
   1  2  3  4  5

6. The staff demonstrated general support of my experience.
   1  2  3  4  5

7. Faculty provided support and guidance during the experience.
   1  2  3  4  5

8. The preceptorship written assignments facilitated my learning.
   1  2  3  4  5

9. I feel more prepared for graduation after the preceptorship experience.
   1  2  3  4  5

10. I would recommend providing this experience again.
    1  2  3  4  5

DESCRIPTIVE USE:

1. What positive experiences did you have?

2. What experiences did you find frustrating?

3. What would you change?

__________________________________________
Student’s Signature

__________________________________________
Faculty’s Signature
Preceptor CEU activities

The SSU Department of Nursing can provide 6 CEUs by completing the following activity.

| Sonoma State University  
| Preceptor 6 CEU Activity |

Thank you for precepting a Sonoma State University (SSU) student. Your contributions to your student’s professional development is of great benefit to nursing and the greater health care system. The SSU faculty also realizes that serving as a preceptor comes with opportunities for an experienced nurse’s professional growth and introspection. This Continuing Education (CEU) activity provides you with a way to formalize what you have learned. If you would like to obtain 6 CEUs, please read these articles and answer the nine questions below. You may e-mail the CEU activity directly to Jeanette Koshar at koshar@sonoma.edu or give them to your student and she or he will get them to me. Please let me know the address to which you would like me to send your CEU certificate. Thank you, Jeanette Koshar RN, NP, PhD

Continuing education requirements for Nurses: The content of all courses of continuing education must be relevant to the practice of nursing. Learning experiences are expected to enhance the knowledge of the registered nurse at a level above that required for licensure. Courses must be related to the scientific knowledge and/or technical skills required for the practice of nursing, or be related to direct and/or indirect patient/client care (http://www.rn.ca.gov/licensees/ce-renewal.shtml#content).

Articles to be read:


Continuing Education Experience Objectives:

1. Identify your role in assisting the SSU student preceptor to further develop critical thinking skills.
2. Identify how you challenged the student’s clinical reasoning and clarifying actions with knowledge and research (evidence-based practice).
3. Define strategies used to assist the SSU student preceptor identify unit specific knowledge and skills such as policy and procedure manuals.
4. Identify ways you assisted the SSU student preceptor in demonstrating safe nursing practice through professional accountability.
5. Identify ways you demonstrated best nursing practice by role modeling holistic care.

Nurses who precept student nurses have a critical professional role in supporting the next generation of nurses. Use the above articles to reflect on your role as a preceptor for your SSU student enrolled in N 414 Clinical Nursing Preceptorship. Through integration of the references provided and your experiences of working with an SSU preceptor, please answer the following questions:

1. **Leadership styles:** 1. As a staff RN, describe how you demonstrated leadership at your clinical facility with your SSU student preceptor? 2. How did you encourage leadership for your preceptor?

2. **Teaching-Learning Processes:** 1. How did you support the student’s use of information and technology to communicate, manage knowledge, mitigate error, and support decision-making? 2. What tools are available to you for teaching student nurses?

4. **Critical Thinking:** How did you assist your preceptor in minimizing risk of harm to patients and providers through both system-wide effectiveness and individual care planning and evaluation of outcomes?
5. **Research and Evidence Based Practice:** 1. How did you and your preceptee integrate the best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care? 2. What tools are available to you to support evidence-based practice?

6. **Professionalism:** What methods did you and you preceptee use to improve the quality and safety of your hospital’s health care systems?

7. **Communication:** How did you assist your preceptee to function effectively within nursing and interprofessional teams to foster open communication, mutual respect, and shared decision-making to achieve quality patient care?

8. **Social Justice/Advocacy:** In your role as client advocates, how did you and your preceptee use available resources and referrals?

9. **Caring:** How did you assist your preceptee in recognizing the patient or designee as a partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs?

10. **Cultural Competency:** How did you assist your preceptee in participation in the development of care which identifies, respects and addresses differences in patients' values, beliefs, preferences and culturally influenced health behaviors?

**Comments and Feedback related to your experience as a resource nurse for SSU students:**

**Please send my CEU certificate to (address):**