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 activities
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
Undergraduate Director
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 Fall/Spring/Summer 20__**

Department of Nursing: N 425 Senior Clinical Study  
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

<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<td>Work Phone</td>
<td>Cell Phone</td>
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**Professional Liability Insurance** Lloyd's of London  
**Policy #** SLS 107500510

| CPR Valid Date | TB Test Date |

### NURSING FACULTY AND SCHOOL INFORMATION

<table>
<thead>
<tr>
<th>Faculty Advisor Name</th>
<th>email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeanette Koshar, RN, NP, PhD</td>
<td><a href="mailto:jeanette.koshar@sonoma.edu">jeanette.koshar@sonoma.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cell Phone</th>
<th>Home Phone</th>
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<tbody>
<tr>
<td>(707) 480-0858</td>
<td>(707) 762-5996</td>
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<tr>
<th>SSU Nursing Department Chair</th>
<th>email</th>
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<tbody>
<tr>
<td>Deborah Roberts, RN, DEdM</td>
<td><a href="mailto:deborah.roberts@sonoma.edu">deborah.roberts@sonoma.edu</a></td>
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<tr>
<th>Cell Phone</th>
<th>Work Fax</th>
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<tbody>
<tr>
<td>(707) 495-4607</td>
<td>(707) 664-2653</td>
</tr>
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</table>

### NURSE PRECEPTOR INFORMATION

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<tr>
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<th>email</th>
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<tbody>
<tr>
<td>Agency Name:</td>
<td>City:</td>
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<tr>
<td>Work Phone</td>
<td>Cell Phone</td>
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</tbody>
</table>

| RN License # | Expiration Date |

| Nursing Degree(s) | please circle | Hospital Diploma | ADN | BSN | MSN |

| Specialty Area(s) | Certification(s) |

| Number of Years in Nursing | Number of Years in Specialty | Number of Years at Institution |

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 PRESEPTORSHIP

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:

1. Develop inter-subjective nurturing relationships that support the fulfillment of potentials of both client and nurse. (Caring) QSEN: (Patient-Family Centered care): 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. Make informed choices through critical analysis that promote nurse/client well-being (Critical Thinking) QSEN (Safety): Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.

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

4. Exemplify moral and ethical professional standards. (Advocacy)

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

6. Continue the process of self-transformation in the profession of nursing and in the world community. (Professionalism) QSEN (Quality Improvement): 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. Actualize inter-subjective choices guided by vision and commitment to the well being of the client. (Leadership)

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

9. Participate in the development of care which identifies, respects and addresses differences in patients’ values, beliefs, preferences and culturally influenced health behaviors (cultural competency).
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

- Please read the preceptor handbook. If you would like 6 CEUs you must also complete the two activities.
- 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
- Follow agency policies for student exposure to student injuries (e.g. exposure to blood born blood born pathogens).

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 425 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
- **Follow agency policies for student exposure to injuries (e.g. exposure to blood born pathogens).** Contact faculty advisor as soon as possible

**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 425 Core Concept learning objectives according to moderators' directions (in Moodle).
- As a core concept moderator: Guide on-line discussions with colleagues

**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 425 course evaluation and final nursing program exit survey.
- **Complete N425 student/faculty clinical preceptorship agreement**
- Complete N425 student evaluation of preceptor
- Complete N425 student evaluation of preceptorship

**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 425 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 on line 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-LICENSEURE 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

<table>
<thead>
<tr>
<th>SIGNATURES</th>
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<tbody>
<tr>
<td>Student</td>
<td>Date</td>
</tr>
<tr>
<td>Faculty Advisor</td>
<td>Date</td>
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<tr>
<td>Preceptor</td>
<td>Date</td>
</tr>
</tbody>
</table>
N425 PRECEPTOR EVALUATION OF STUDENT

Department of Nursing • Sonoma State University

CLINICAL EVALUATION (at 90 hours and final).

The preceptor and student are to complete this together. Note: Bolded, italicized concepts are critical indicators of patient safety. If any of these are not being met the preceptor and the student need to call the Sonoma State University clinical instructor within 24 hours.

Student: __________________________________  Course:  Nursing _____________

Preceptor: _________________________________  Semester/Year: _______/_______

<table>
<thead>
<tr>
<th>Foundational Concepts and Student Clinical Competencies</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mid Term</td>
</tr>
<tr>
<td>Caring</td>
<td>M  U  NO</td>
</tr>
<tr>
<td>1. Demonstrates nurturing behaviors that support the fulfillment of client and nurse potentials.</td>
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<tr>
<td>a. Supports personal health by employing appropriate body mechanics in the provision of care.</td>
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<tr>
<td>b. Utilizes holistic pain management strategies.</td>
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<tr>
<td>2. Demonstrates compassion, empathy, respect and presence in relating to clients, professional colleagues and community organizations and self.</td>
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<tr>
<td>3. Involves clients, families, professional colleagues and other health care providers in the provision of care.</td>
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<tr>
<td>4. Provides safe care.</td>
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<tr>
<td>a. Performs psychomotor skills safely and accurately.</td>
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<tr>
<td>b. Administers medications based on scientific knowledge and in accordance with agency policy.</td>
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<tr>
<td>c. Administers treatments based on scientific knowledge and in accordance with agency policy.</td>
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<tr>
<td>d. Uses universal precautions.</td>
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<td>5. Understands the effect of global community policies on health care.</td>
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</table>

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.
## Foundational Concepts and Student Clinical Competencies

<table>
<thead>
<tr>
<th>Competency</th>
<th>Progress</th>
<th>Mid Term</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<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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<tr>
<td>a. Applies knowledge from previous courses in nursing, the sciences and the humanities.</td>
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<tr>
<td>b. Considers the effect of environment in the provision of health care.</td>
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<tr>
<td>c. Demonstrates the nursing process relative to client health promotion, risk reduction and disease prevention.</td>
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<tr>
<td><strong>d. Performs assessments</strong></td>
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<tr>
<td><strong>e. Plans interventions</strong></td>
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<td><strong>f. Implements care</strong></td>
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<tr>
<td><strong>g. Evaluates outcomes</strong></td>
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<tr>
<td>2. Interacts in an open-minded, flexible manner.</td>
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<tr>
<td>3. Demonstrates honesty in facing personal biases and is willing to reconsider assessments and solutions.</td>
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<tr>
<td>4. Identifies areas of needed clinical growth and makes appropriate plan for change</td>
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### Communication

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<thead>
<tr>
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<th>U</th>
<th>NO</th>
<th>M</th>
<th>U</th>
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<tbody>
<tr>
<td>1. Uses scientific and intuitive perceptions to support humanizing exchanges with clients and professional colleagues.</td>
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<tr>
<td>a. Identifies client’s strengths and needs.</td>
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<tr>
<td>b. Uses knowledge of human development in providing age and developmentally appropriate care.</td>
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<tr>
<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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<tr>
<td>a. Recognizes and reports deviations in expected outcomes.</td>
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<tr>
<td>3. Demonstrates affirming dialogue with clients and professional colleagues.</td>
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<tr>
<td>a. Develops skill in conflict resolution.</td>
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<td><strong>4. Uses designated protocols to record and communicate data.</strong></td>
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### Advocacy/Social Justice

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<tr>
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<th>M</th>
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<tbody>
<tr>
<td>2. Demonstrates an understanding of ethical principles in clinical practice.</td>
<td></td>
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<tr>
<td>a. <strong>Maintains confidentiality.</strong></td>
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<tr>
<td>3. Demonstrates accountability and responsibility to the self, client, organization and profession.</td>
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<tr>
<td>a. Uses agency policy to advocate within a system.</td>
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<tr>
<td>b. Includes client rights in providing care.</td>
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<tr>
<td>c. Progressively develops independence in practice based on self-understanding of competence.</td>
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<tr>
<td>4. Provides for a continuum of care through the identification of resources and intra-agency referral.</td>
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### Teaching/Learning

<table>
<thead>
<tr>
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<th></th>
<th>U</th>
<th>NO</th>
<th>M</th>
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</thead>
<tbody>
<tr>
<td>1. Demonstrates directed and deliberate actions based on principles of teaching and learning in educating clients.</td>
<td></td>
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<tr>
<td>a. Provides instruction to clients as individuals, families and groups.</td>
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<tr>
<td>2. Recognizes learning as self-active, resulting in a change in a person caused by experience.</td>
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<tr>
<td>3. Recognizes the teaching/learning process as a complex, cooperative and</td>
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</tbody>
</table>
### Foundational Concepts and Student Clinical Competencies

**Personal Relationship**
- The personal relationship between faculty, students, and nurses and clients.

**Professionalism**

1. Demonstrates individual professional development in authenticity with self, intellectual awareness and commitment.
   - a. Manages time, reports promptly, completes care on time.
   - b. Completes projects and assignment
   - c. Maintains personal professional appearance appropriate to the setting.
2. Initiates and persists in behaviors that demonstrate the art and science of nursing.

3. **Demonstrates legal standards of care.**

**Leadership**

1. Demonstrates the ability to influence change guided by vision and commitment to the well-being of the client as individual, group or organization.
   - a. Applies theories of leadership and management
   - b. Includes understanding of socio-political principles in making change.
2. Exhibits leadership behavior in actualizing inter-subjective choices between individuals and among group members.

**Research**

1. Acquires knowledge essential for evidenced-based practice through the critique of research.
   - a. Uses theory and research in clinical decision-making.
   - b. Recognizes the need for and lack of evidenced-based practice.
2. Demonstrates skill in information management.

**Cultural Competency**

1. Demonstrates progression toward cultural competence based upon an understanding of cultural diversity.
2. Understands cultural differences by treating all clients as unique individuals
   - 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 |

### Mid Term Progress

<table>
<thead>
<tr>
<th>Mid Term</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Areas That Exceed Expectation</td>
<td>Areas That Exceed Expectation</td>
</tr>
<tr>
<td>Areas That Need Improvement</td>
<td>Areas That Need Improvement</td>
</tr>
</tbody>
</table>

### Student Comments

- **Areas That Exceed Expectation**
- **Areas That Need Improvement**
<table>
<thead>
<tr>
<th>PRECEPTOR COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Areas That Exceed Expectation</td>
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<tr>
<td>Areas That Need Improvement</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Signatures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student:</td>
</tr>
<tr>
<td>Preceptor:</td>
</tr>
<tr>
<td>Faculty:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
</table>
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)
N425 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
N425 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.
   
2. The preceptor created an atmosphere conducive to learning.
   
3. The preceptor was interested in the student as an individual.
   
4. The preceptor was organized in direction and guidance.
   
5. The preceptor communicated effectively.
   
6. The preceptor demonstrated objectivity.
   
7. The preceptor functioned as a role model.
   
Comments:

_____________________________________
Student’s Signature
# N425 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.

<p>| | | | | | |</p>
<table>
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</tr>
</thead>
<tbody>
<tr>
<td>1. The hospital and unit orientation was useful</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. My clinical preceptor experiences facilitated learning.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. My clinical preceptor experience was positive.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. My clinical judgment improved during the preceptor experience.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. I learned to coordinate nursing care for a group of patients.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. The staff demonstrated general support of my experience.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. Faculty provided support and guidance during the experience.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. The preceptorship written assignments facilitated my learning</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. I feel more prepared for graduation after the preceptorship experience.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. I would recommend providing this experience again.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**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 activities.

Activity one:

Hello: The nursing faculty at SSU thanks you for the valuable role you serve in our students’ educations. As you may know when working with a student, you too learn a lot about your own nursing practice and critical thinking. Therefore, according to the BRN we can offer 6 CEUs for contributing to the Quality Improvement Assignment

What you need to do:

- Complete these brief activities related to Quality Improvement assignment. We aren’t grading you!!!
- Send this to Jeanette Koshar either by e-mail (koshar@sonoma.edu) as an attachment or fax it to her (707.664.2653).
- Fill out the CEU documentation form below.
- She will mail you your CEU certificate
- If you have any questions please call me at: 664-2649 or e-mail:koshar@sonoma.edu

Background:

In 1999 the Institute of Medicine (IOM) published shocking results about healthcare errors in the book: To Err is Human. From this they developed a list of "never events" (such as amputating the wrong leg or a lethal medication error). Much of the information focuses on the hospital setting. The fundamental difference between their findings and recommendations and those of other institutions is the focus on system wide problems. Most errors are system wide and the usual pattern of blame has been to single out one person who "caused" the error. Individuals certainly make errors through being sloppy, cutting corners and because of a lack of knowledge and skills. These tend to be isolated incidences. Though not to be ignored, they usually represent a system wide problem such as working faster (think 5 patients with complex needs!), not receiving proper training in say inserting PICC lines or a system that relies on memory for knowing drug-drug interactions. From the IOM findings, they identified a Culture of Safety.

A Culture of Safety minimizes risk of harm to patients and providers through both system effectiveness and individual performance.
Acknowledgment of the high-risk, error-prone nature of an organization’s activities
- a blame-free environment where individuals are able to report errors or close calls without fear of reprimand or punishment
- an expectation of collaboration across ranks to seek solutions to vulnerabilities
- a willingness on the part of the organization to direct resources for addressing safety concerns

Quality & Safety Education in Nursing (QSEN) Six Competencies:
- Patient-Family Centered care
- Teamwork and Collaboration
- Evidence-Based Practice (which includes the literature, nurse expertise and patient preferences)
- Quality Improvement
- Safety
- Informatics

Activity: Assist student in identifying:

Factors Contributing to the Problem: (using the Fishbone Problem Diagram)
- **Equipment**: (design, availability and maintenance)
- **Environment**: (staffing levels and skills, workload and shift patterns, administrative and managerial support, physical space)
- **Processes**: As the problem was developing, when were key factors occurring?
- **Management/Organization**: (financial resources and constraints, organizational structure, policy standards and goals, safety culture and priorities)
- **Regulation**: (economic and regulatory situation, availability and use of protocols, availability and accuracy of tests)
- **People/Teamwork**: (knowledge and skills/training, competence, physical and mental health, verbal and written communication, supervision and assistance)

Factors Contributing to the Solution: What can be done to keep it from happening again? (using the Fishbone Solution Diagram).
- Standardize/Simplify/Make Protocol Automation/Computerize
- Education/Training
- Improve or Change Devices/Equipment
- Communication
- Other (Describe)

Provide an opportunity for student and you to co-present the Quality Improvement Project to other staff

Complete these CEU Objectives:

**Quality Improvement Project**

Name:
RN License #:
1. Describe how you assisted the student in identifying the Quality Improvement Problem:

2. Describe how you assisted the student in identifying the Quality Improvement Solution:

3. Describe how you assisted the student in identifying Evidence Based Practice (the literature, nurse expertise and patient preferences):

4. Describe how you and the student co-present the Quality Improvement Project to other staff

5. Additional comments and Feedback related to the Quality Improvement Project:

We will need this information to send you your certificate for 4 CEUs

Your address where you want CEU certificate sent:

Thanks so much! Jeanette Koshar RN, NP, PhD
Activity two:

Sonoma State University
Preceptor 2 CEU Activity

Hello: The nursing faculty at SSU thanks you for the valuable role you serve in our students’ educations. As you may know when working with a student, you too learn a lot about your own nursing practice and critical thinking. Therefore, according to the BRN we can offer 6 CEUs for your understanding of SSU’s theoretical framework.

The philosophical foundation of the SSU Department of Nursing is based upon Humanistic Nursing Theory (HNT) (Paterson & Zderad, 1988). HNT is a multi-dimensional meta-theory 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 HNT is the consideration of students as unique individuals with varied ethnic and cultural backgrounds, learning styles and goals. Below are activities based on our philosophical foundation.

What you need to do:

• Complete these brief activities related to SSU’s Humanistic Theoretical Framework. Honest! We aren’t grading them!!!
• Send this to Jeanette Koshar either by e-mail (koshar@sonoma.edu) as an attachment or fax it to her (707.664.2653).
• Fill out the CEU documentation form she has.
• She will mail you your CEU certificate for 2 CEUs
• If you have any questions please call me at: 664-2649 or e-mail:koshar@sonoma.edu
  The activities will be reviewed and used as aggregate information to better prepare our students for clinical rotations.
• If you do not want your information used please circle: NO. Thank you, Jeanette Koshar

Name:

RN License #:

1. Leadership styles: List two strengths and two challenges you bring to the professional relationship with your SSU student preceptee.
2. **Teaching-Learning Processes:** How can the SSU department of nursing facilitate your role with students?

3. **Critical Thinking:** How do you stimulate clinical decision-making by asking questions about what is happening to the patient rather than telling the SSU student preceptee what to do?

4. **Research and Evidence Based Practice:** Describe an idea you have for clinical research based on your own practice: How might you and an SSU student preceptee work on your idea?

5. **Professionalism:** How do you guide your SSU preceptee to look up standards, policies and procedures?

6. **Communication:** How do you help your SSU preceptee to differentiate patient care priorities? How do you avoid just telling her/him what to do?

7. **Advocacy:** How do you advocate for your SSU preceptee’s learning related to patient care?

8. **Caring:** How do you validate the strengths your SSU student preceptee brings to nursing care?

9. **Cultural Competency:** How do you work with students to assist them in identifying, respecting and addressing 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:

We will need this information to send you your certificate for 4 CEUs

Your address where you want CEU certificate sent:

Thanks s much! Jeanette Koshar RN, NP, PhD

We will need this information to send you your certificate for 6 CEUs

RN License #:

Your name and address:

If you want your CEU activity to be anonymous please send this information separately! Thanks s much! Jeanette Koshar RN, NP, PhD
Insert Syllabus for course
CONTACT INFORMATION