Dear Preceptor:

Thank you so much for agreeing to be a preceptor for a nursing student from Andrews University. The faculty has designed a curriculum that provides a variety of clinical experiences for our students. Community Health Nursing requires a clinical and Nursing Leadership requires a practicum. In these courses, our students (registered nurses) observe and participate in professional roles related to these courses under the guidance and supervision of a preceptor and Andrews University faculty.

That is where you as a preceptor come into the picture. We rely upon a number of experienced professional nurses to be a part of our students' clinical education in these courses. As a preceptor, we would like you to be a guide and mentor to students as they learn and experience the roles in these specialties. Our students appreciate the opportunity of working with an experienced professional nurse. They will ask questions, share their thoughts and feelings, and learn new skills as nurses.

We hope that your time working with our students is rewarding to you; we know that it is extremely beneficial to our students, who consistently rate their precepted experiences very highly. Again, we thank you for your time, energy and wisdom! You make a difference in the professional education of nursing students!

Sincerely,

Jochebed Bea Ade-Oshifogun
PhD, RN-BC, CNE, CCRN
Chair, Department of Nursing
Andrews University
Marsh Hall, Room 200
8475 University Boulevard
Berrien Springs, MI  49104
Phone: 269-471-3363
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jochebed@andrews.edu

Seek Knowledge. Affirm Faith. Change the World
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DESCRIPTION OF PROGRAM

RN–BSN Online Program
The RN–BSN online program provides the RN who has an associate degree with an opportunity to complete their Bachelor of Science in nursing. The curriculum focuses on the professional and leadership roles of the BSN-prepared nurse. Normally students complete the program in two years (four semesters and two summers). The program requirements will involve clinical activities that may not be carried out in the student’s work unit.

Andrews University recognizes the associate degree as a whole package, leaving a minimum of 32 credit hours to be completed at the University for the bachelor’s degree. Applicants from countries other than the U.S. will need to have equivalent transcripts evaluated by Andrews University. Some general education courses (Andrews Core Experience) may have been fulfilled within the associate degree package. See Andrews Core Experience: Professional Degrees. Additional general education courses needed to complete the BSN requirement can be taken online through the School of Distance Education & International Partnerships.

This program is offered in an interactive online format. In the interactive online format, courses have specific start and end dates. The interactive online program does not require any time on campus. Students in the interactive online program are encouraged to come to campus for graduation. 60 hours of practicum are required for critical care and 60 hours for community health nursing.

RN–BSN Student Learning Outcomes
Students who successfully complete the bachelor program will:

1. Reflect in their nursing care the application of Christian values and formula for health for the purpose of “Restoring humans to the image of God.”
2. Demonstrate cultural sensitivity using verbal, non-verbal and written methods.
3. Foster open and effective communication using verbal, non-verbal, written and technological methods.
4. Utilize critical thinking, clinical reasoning, judgment, evidence-based practice and research in implementation of the nursing process, while delivering patient-centered care.
5. Apply leadership concepts, principles of advocacy and decision making in the provision of quality patient care.
6. Function effectively as part of intra- and inter-professional teams, fostering open communication, mutual respect and shared decision-making to achieve quality patient care.

Contacts
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Bea Ade-Oshifogun, PhD, RN-BC, CNE, CCRN 269-471-3363
Chair, Department of Nursing jochebed@andrews.edu

Vision
To prepare professional nurses to reflect Christian spirituality, caring attitudes, clinical excellence, and cultural competence for service and practice in concert with the four main initiatives from the Institute of Medicine and the Robert Wood Johnson Foundation’s report on the future of nursing (October 5, 2010):

- Nurses should practice to the full extent of their education and training.
- Nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression.
- Nurses should be full partners, with physicians and other healthcare professionals, in redesigning healthcare in the United States.
- Effective workforce planning and policy making require better data collection and information infrastructure.
Mission Statement
The Andrews University Department of Nursing, a program based on Seventh-day Adventist precepts and Restoration to the Image of God, provides transformational nursing education which equips students to function as professional nurses in direct care, advanced practice, research and education. Through the following activities, the Department of Nursing encourages students to Seek Knowledge, Affirm Faith and provide Changes that impact the World of healthcare:

<table>
<thead>
<tr>
<th>SEEK KNOWLEDGE</th>
<th>AFFIRM FAITH</th>
<th>CHANGE THE WORLD</th>
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<tbody>
<tr>
<td>• Prepare nurses that provide culturally competent, high quality, evidence-based, patient-centered care</td>
<td>• Prepare nurses to practice within the Christian context of “Restoration to the Image of God”</td>
<td>• Teach with service/mission focus; medical evangelism</td>
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<tr>
<td>• Prepare nurses for first-time licensing and certification success</td>
<td>• Promote personal spiritual growth</td>
<td>• Teach current whole-person nursing care across the life span, which addresses wellness and illness</td>
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<td>• Encourage lifelong learning</td>
<td>• Teach theoretical underpinning of wellness, illness and disease within the context of the Great Controversy</td>
<td>• Prepare nurse leaders with a mindset for professional and ethical practice which incorporates communication (all venues), teamwork and collaboration</td>
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ONLINE RN TO BSN CURRICULUM:

The RN to BSN degree plan articulates with community college programs and provides a baccalaureate completion program for LICENSED RNs with an associate degree in nursing or its equivalent. Students are individuals already licensed by the state to practice as registered nurses and are seeking to advance their nursing knowledge and education. The RN to BSN curriculum gives students an opportunity to broaden their base of liberal education through upper-division courses. RN to BSN students complete eight-week courses online.

Nursing courses enhance knowledge of human development, assessment skills, theories of nursing, ethics and current issues in the practice of professional nursing, community health, leadership and research. Upper-level nursing coursework includes:

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<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>NRSG 305</td>
<td>Health Assessment</td>
<td>3</td>
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<td>NRSG 320</td>
<td>Professional Nursing Concepts</td>
<td>3</td>
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<td>NRSG 315</td>
<td>Pathophysiology</td>
<td>3</td>
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<td>NRSG 466</td>
<td>Complimentary Wellness II</td>
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<td>NRSG 470</td>
<td>Global Health Nursing</td>
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<td>NRSG 443</td>
<td>Nursing Informatics</td>
<td>3</td>
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<td>NRSG 448</td>
<td>Leadership in Nursing Practice</td>
<td>4</td>
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<tr>
<td>NRSG 445</td>
<td>Nursing Research</td>
<td>4</td>
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<td>NRSG 450</td>
<td>Community Nursing with Clinical Component</td>
<td>4</td>
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<td>NRSG 438</td>
<td>Intercultural Mission Service</td>
<td>2</td>
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<tr>
<td><strong>Total Number of Nursing Credits</strong></td>
<td><strong>32</strong></td>
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CLINICAL PLACEMENTS FOR PRACTICUM EXPERIENCE

Overview
The student, in consultation with the course instructor and clinical director, usually initiates clinical placements for a semester prior to registration of the clinical course. Each student is placed with a preceptor who serves as an appropriate role model as well as a clinical instructor at the practicum site. Placement is arranged in consultation with the clinical preceptor and student. The course instructor verifies that the student objectives are appropriate to the practicum and assures that the preceptor has been approved by the Department of Nursing. The instructor maintains appropriate contact with the preceptor, and awards the final grade. In addition to the supervised clinical hours, a one-hour seminar (online via Zoom) will be held every two weeks during the term. This will help the students to discuss their learning and ensure that course objectives are followed and met.

Procedure
The student must hold RN licensure in the state in which the practicum takes place. The RN–BSN student practices under his or her own RN license and is covered by the University professional liability insurance for course-related incidents. Interpretation and proof of University’s insurance status can be documented and provided for the agency if required.

Appropriate student placement with a qualified preceptor is determined by course objectives, student objectives and experiential background.

Sites or practices may require additional paperwork prior to the student beginning their clinical. It is the responsibility of the student to complete these requirements prior to the first day of class.

It is the student’s responsibility to provide the Department of Nursing office with a completed Preceptor Curriculum Vitae or Résumé which is sent to the course instructor and nursing office.

The completed and signed Agency/Preceptor Contract Letter of Agreement should be sent to the Department of Nursing before students can start clinical or practicum experience.

SELECTION CRITERIA

Preceptors
Preceptors who participate in teaching in clinical sites must meet specific qualifications, to include the following:

1. Have an earned BSN degree or higher and be licensed as an RN in the state of practice. Have at least one year of experience in practicum-related specialty.
2. Have an interest in teaching, role modeling, mentoring and counseling. Be willing to assume the additional responsibility of a student’s learning.
3. Must be willing to complete the Preceptor Curriculum Vitae or Résumé and the Agency/Preceptor Contract Letter of Agreement and submit it to the Department of Nursing prior to the beginning of the course.
4. If a preceptor with a BSN is not available, an RN with at least two years of experience in the area of specialty may serve as a preceptor.

Practicum Site
1. Student clinical sites should be in settings applicable to practicum-related specialty.
2. Patient characteristics represent the appropriate population age and diversity.
3. Patient volume is adequate to provide sufficient numbers of patients for the student to learn skills related to course objectives and give opportunity for skills’ practice.
4. Adequate resources available on-site:
   a. Preceptor
   b. Medical Record System
5. Students may not be placed in the same unit where they are currently employed.
ROLES AND EXPECTATIONS

Faculty
In general, the course faculty will coordinate and facilitate the orientation of the student to the expectations of the preceptorship; meet with the preceptor to answer questions and explain expectations; assist the preceptor by identifying student learning needs; describe role of student, faculty and preceptor; and be available as a consultant. Additionally, the faculty member will mutually plan meetings/conferences as needed to discuss student progression.

In order to be consistent with preceptor policy and provide clarification of roles, the following faculty responsibilities are further identified:

1. Assume responsibility for the overall coordination of the student’s clinical experience. Assist students in selecting experiences that match learning objectives.
2. Provide the preceptor with the course syllabus, designated course objectives, course outcomes and directions on how to assist the student in achieving these outcomes.
3. Establish and maintain communication with the clinical preceptor and the student during the course by email, phone or Zoom sessions.
4. Meet with the student and the preceptor at least twice to discuss expectations, monitor progress, and exchange ideas and/or suggestions to better achieve outcomes.
5. Incorporating data from discussions with the student, preceptor and preceptor-written documentation, will provide the final student evaluation and assignment of performance rating, or grade.
6. Provide the student with the opportunity to evaluate the clinical experience and the clinical agency.
7. Discuss with the preceptor any information from the student concerning ways to improve the clinical experience for future students.
8. Assist in the orientation of the preceptors for the clinical course. Orientation will include the following:
   a. A review of the mission, goals and curricular outline of the program;
   b. Student objectives, course objectives, course outline;
   c. Role and responsibilities of the faculty, preceptor and student;
   d. Performance expectations of the student;
   e. Evaluation responsibilities;
   f. Avenues of communication;
   g. Student assignments; and
   h. Expected initial level of knowledge, skills and abilities of the student.
9. Responsible for ensuring that the clinical contract between the Andrews University Department of Nursing and the clinical agency is in place.
10. Ensure that students have met all agency compliance requirements for practice in the clinical facility.
11. Completes preceptor orientation before the clinical semester starts. Preceptors will be oriented to the following:
   a. Their responsibilities,
   b. The responsibilities of the faculty member,
   c. The responsibilities of the student,
   d. The objectives of the course, and
   e. The evaluation strategies during the initial meeting.
12. Communicate with each preceptor at least three times during the clinical experience by phone, email or Zoom.
13. Responsible for the evaluation of the student with input from the preceptor.

Students
In general, the role of the student is to provide the preceptor with weekly objectives and learning goals, and identify a plan to meet these objectives and goals; to discuss outcomes of the experience daily with the preceptor; to achieve the clinical objectives at a satisfactory level; to accept accountability and responsibility for assignments; to communicate with other healthcare professionals as needed when providing patient care; to be respectful in all interactions with patients and others; and to communicate with the course faculty.
Roles include:

1. Adhere to all clinical agency policies and procedures.
2. Adhere to all University policies and procedures identified in the Student Handbook, ANA Standards of Practice and ANA Code of Ethics, within which the clinical experience is occurring.
3. Establish with the preceptor a schedule of experiences and provide it to the course faculty.
4. Collaborate with the course faculty and the clinical preceptor, learning goals for this clinical experience. This may be provided in the form of the learning portfolio. Come to the first clinical day prepared to discuss these learning objectives.
5. Maintain a weekly journal of activities and clinical experiences according to the course objectives. Upload the journal in LearningHub as directed by course faculty.
6. Participate actively in Zoom sessions with faculty. Be prepared to discuss journal entries with preceptor and faculty.
7. Comply with all health and other professional requirements of the clinical agency prior to the start of the clinical experience.
8. Dress in a professional manner as required by the clinical agency with Andrews University Nursing patch on the lab coat.
9. Comply with the Andrews University Department of Nursing and agency guidelines with respect to the required skills list of activities that may not be performed by a student.
10. Maintain patient confidentiality. Do not remove records from the agency for any reason.
11. Conduct him/herself in the clinical setting in a manner that demonstrates safety, adherence to professional standards and that reflects positively upon Andrews University.
12. Be prepared to work the same shift and hours as the preceptor, and as agreed upon between the student, the preceptor and the faculty.
13. Demonstrate any new skills to the preceptor prior to performing these alone.
14. Maintain the student role. Do not allow yourself to fill a staff nursing position. Perform only the role agreed upon by you, the faculty and the preceptor to meet the course objectives.
15. Make routine appointments with the faculty to discuss progress toward goal achievement.
16. Document and notify the faculty immediately of any issues or concerns with preceptor experiences.
17. Complete the Student Evaluation of Clinical Site form and the Student Evaluation of Preceptor form.

Preceptors
Responsibilities include the following:

1. Complete the clinical preceptor information form and CV prior to the first clinical experience. Student will submit to the program director for approval.
2. Provide a copy of the license and national certification to Andrews University RN–BSN program director. Student will submit prior to the first clinical experience.
3. Discuss with student the preferred method of communication. Orient student to the facility and their policies.
4. Discuss with student the patient population for the site and most common diagnoses and procedures.
5. Discuss the expectations of patient encounters and documentation.
6. Communicate to Andrews University course faculty immediately of any issues of concern or unsafe practice.
7. Discuss course objectives and learning opportunities to enhance learning.
8. Direct student to resources for evidence-based readings.
9. Provide feedback to student for improvement of student’s assessment, presentation and management skills.
10. Provide a variety of learning experiences with appropriate client populations.
11. Encourage participation in interdisciplinary team meetings.
12. Support student’s autonomous assessment and evaluation and facilitate progression towards independence.
13. Complete clinical evaluation and review with clinical faculty during required phone conference and/or email communication as well as with the student. The final grade will be awarded by the clinical faculty.
14. Students will sign in to Typhon at minimum every two weeks to review and approve clinical log.

Student Health Requirements for Clinical Practicum
1. Immunization records are maintained in electronic form according to Department of Nursing policy. It is the student’s responsibility to make sure the documents are current.
2. Current RN license—Must have an unencumbered license in the state where you are doing practicum.
3. Health Insurance—It is the student’s responsibility to provide his/her own health insurance throughout the program. Students will not be allowed into the clinical setting unless they show evidence of health insurance. No waivers are accepted.
4. CPR—Students must maintain a current American Heart Association CPR card.
5. Physical Exam—Within six months prior to starting the first practicum, a health history and physical exam are required and documentation of current immunization is required. The completed form must be in the Department of Nursing prior to the beginning of the semester of enrollment in the practicum course. This data is used to confirm that a student is in good physical and mental health for participation in the practicum.

6. Tuberculin Skin Test—Required annually. If positive, proof of follow-up medical care is required. (If diagnosis of active tuberculosis is made, clearance from the Public Health Department is required before admission or for continuation in the nursing program.)

7. Hepatitis B Vaccine—The Hepatitis B vaccine or titers are required for all students. It may be obtained through your private physician or healthcare institution.

8. Tetanus/Tdap—Tetanus, diphtheria, and acellular pertussis (Td/Tdap) vaccinations require one-time dose of Tdap to adults younger than age 65 years who have not received Tdap previously or for whom vaccine status is unknown to replace one of the 10-year Td boosters.

9. Varicella—Evidence of immunity to varicella in adults includes any of the following:
   a. Documentation of two doses of varicella vaccine at least four weeks apart.
   b. Laboratory confirmation of immunity through IgG antibody detections.

10. Current Immunization Records—Some agencies will require documentation of PPD, MMR, Varicella and Hepatitis B immunizations or titers.

11. Professional Liability Insurance—RN professional liability insurance is strongly suggested prior to attending any clinical, even though the University will provide some coverage.

12. Photo ID.

Student Evaluation by Preceptor

One very important area that the preceptor will be involved in is the evaluation of the students. When a student’s performance needs to be corrected or improved, constructive feedback can create a learning opportunity. Constructive feedback is conveyed with supportive language and is intended to modify performance.

In summary, feedback should be:
1. Specific rather than general;
2. Factual rather than opinionated;
3. Descriptive rather than judgmental;
4. Timely;
5. Appropriate; and
6. Complete.

Important Tips for Feedback:
1. Inform the student about things they are doing well and provide concrete examples (praise).
2. Inform the student about things they need to improve upon (constructive criticism).
3. Motivate the student with positive comments about their performance (praise).

Using these tips will cushion the constructive feedback between two positive comments. This sandwich approach allows the preceptor to provide the feedback in a specific and timely manner.

Student Evaluation of the Preceptor

Toward the end of the clinical experience, the student will have the opportunity to evaluate the experience and complete a preceptor evaluation form. A copy of the form the student will use is included for your review in this handbook.

Some Tips from Expert Preceptors

1. Remember how you felt when you started a new job and how incompetent you felt. If you can remember how overwhelmed you felt, then you can understand the student.
2. Make the student feel welcome by introducing him/her to other staff members.
3. Listen to what the students need or want to learn, and don't present only what you want to teach. One teaches more by what one does than by what one says.
4. Take time in the beginning to explain explicitly what will be expected. This decreases anxiety and helps both parties know what to expect of the other. Be sure you are accurate in what is expected.
5. Remember that every individual is unique and that you must tailor the learning to the individual.
6. Get to know the student’s strengths and weaknesses as soon as possible, and then help find experiences to address the weaknesses and capitalize on the strengths.
7. Learn from your student: they usually bring a wealth of information with them.
8. Be patient and understanding.
9. Give the student some independence; don’t do too much for them.
10. Don’t rush the teaching.
11. Communicate!
12. Be open and honest.
13. Encourage the student to either ask for advice or consult with any member of the staff if unsure of his/her assessment of a patient.
14. Let people make mistakes—as long as it doesn’t jeopardize patient safety. This is an excellent way for learning to have an impact.
15. Encourage questions, and make sure the student understands that no question is stupid.
16. Make sure to take 10–15 minutes at the end of the shift to review what was learned, answer questions and set goals for the next time.
17. Go step by step. Students cannot be taught shortcuts—they first need to learn things the established way. On the other hand, if there is a safe shortcut, share it!
18. Build on previously learned knowledge.
19. Create a non-threatening environment that is friendly because learning can be stressful.
20. Give feedback along the way—find the positives and share them; don’t wait to “drop a bomb” till the end of the experience.
21. Keep a brief outline of what was covered each day—better still, have the student do it!
22. Set clear goals with time for feedback in both directions.
23. Be open and available after the new training time has ended.
24. Have fun! Laughter can be most helpful sometimes.
25. Remember that everyone has a contribution to make.
PRECEPTOR CURRICULUM VITAE

**Preceptors may submit an up-to-date professional vita in lieu of this form.
**Please attach business card if available & additional sheets as
needed. Name: __________________________

Preferred mailing address: __________________________

______________________________________________________

Preferred telephone number: __________________________

FAX: __________________________

Email address (if available): __________________________

Education
School & location Degree obtained Year completed

______________________________________________________

______________________________________________________

______________________________________________________

EXPERTISE (limit to past 2 years) Employment:
Agency & location Title Length in position

______________________________________________________

______________________________________________________

______________________________________________________
Agency/ Preceptor Contract
Letter of Agreement

The student is responsible for making copies of agreement, agreed clinical schedule, and providing copies of the documents to both the preceptor and the course faculty.

NRSG

Dear Preceptor,

The Department of Nursing at Andrews University appreciates your willingness to assist in the learning of ________________, as an RN-BSN nursing student. This contract is to formalize the verbal agreement made with you by the above student. Please read the following and sign that you are willing to accept this responsibility. One copy is for you to keep, one is for the student, and the other copy will be returned to me by the student. As the course instructor, I will arrange a brief visit to meet you and answer any additional question you may have. We welcome any questions, feedback, or concerns you may wish to bring to our attention during this student’s experience.

Andrews University agrees to ensure that:
1. The student is a registered nurse with a current license to practice.
2. The student has current certification in CPR.
3. The student meets current health requirements for tuberculin testing, rubella, and hepatitis B immunity.
4. The student is covered by the university professional liability insurance for courses with preceptors.
5. Practicum course is monitored by Andrews University faculty member.

The student agrees to:
1. Communicate with preceptor his/her personal learning objectives based on student learning outcomes and course objectives.
2. Fulfill all obligations as arranged with the agency and/or preceptor.
3. Demonstrate initiative, responsibility, accountability, and honesty throughout the practicum experience.
4. Carry out activities with adequate speed and autonomy in order to avoid requiring excessive time and effort on the part of the preceptor.
5. Maintain professional confidentiality regarding all concerns of patients as well as of the agency.

The preceptor is expected to:
1. Be willing to serve as a preceptor.
2. Complete a written evaluation of the student’s progress and competence.
3. Allow the student to gain experience in varied aspects of the RN specialty role. (Course objectives are attached).
4. Communicate any problems to the faculty instructor or chair of the nursing department.
5. The preceptor acknowledges that this is an evidence based practice site.

Preceptor Printed Name

Preceptor Work Address

Preceptor’s work phone number

Preceptor Cell Phone Number

RN, BSN, APRN

Type of practice (circle)

Preceptor Signature

Date
# Student Self-Evaluation Tool for NRSG

**Points:** 4-5 = Satisfactory; 0-3 = Unsatisfactory

<table>
<thead>
<tr>
<th>Course:</th>
<th>Formative</th>
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<th>Summative</th>
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<tbody>
<tr>
<td><strong>Professional Behaviors</strong></td>
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<tr>
<td>1. Is punctual</td>
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<tr>
<td>2. Assumes responsibility for own actions</td>
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<td>3. Is neat, clean and well groomed</td>
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<td><strong>Communication</strong></td>
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<td>4. Reports discrepancies/changes in health status to appropriate person</td>
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<td>5. Documents accurately, objectively, legibly. Uses proper terminology</td>
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<td>6. Uses effective verbal &amp; non-verbal communications with staff and patients of all ages</td>
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<td>7. Spontaneously offers patient teaching</td>
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<td><strong>Nursing Process</strong></td>
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<td>8. Completes comprehensive nursing assessment of patient(s) including physical, emotional, coping abilities</td>
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<td>9. Relates pathophysiology to patient’s disease process</td>
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<td>10. Sets priorities and implements nursing care according to Priority of needs.</td>
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<td>11. Has knowledge of and executes procedures safely</td>
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<td>12. Has knowledge of medications and medication calculations</td>
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<td>13. Administers medications safely</td>
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<td>14. Seeks assistance when uncertain about care</td>
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<td>15. Uses good time management skills</td>
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<tr>
<td>16. Evaluates effectiveness of nursing care/medications</td>
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<tr>
<td>17. Revises nursing plans of care as appropriate</td>
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<td><strong>Personal/Professional Development</strong></td>
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<td>18. Has a positive attitude; is enthusiastic</td>
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<tr>
<td>19. Takes the learning initiative; seeks opportunities for learning</td>
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<tr>
<td>20. Has knowledge of and executes care accordingly</td>
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</tr>
</tbody>
</table>

* Must have written comment addressing a deficit.

**COMMENTS:**

________________________

Preceptor Signature/Date           Student Signature/Date           Faculty Signature/Date

________________________

Preceptor Signature/Date           Student Signature/Date           Faculty Signature/Date
#### Semester ________

**NRSG ___________________**

### Student’s Evaluation of Preceptor

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>I participated in an orientation at the beginning of the clinical.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Preceptors were readily accessible to me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>I was given clear explanations and directions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>I had adequate opportunities to practice skills and documentation.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>My preceptor gave me adequate opportunity to utilize critical thinking skills.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>I was encouraged to accept increasing responsibility with patient care in this clinical.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>I was given specific, constructive feedback</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>I was able to achieve my clinical goals for this rotation.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Overall, my assigned preceptor was an effective clinical teacher.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Overall, this was an effective clinical rotation.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

Student Name: ___________________________________________ Date: _______________
_______ Semester _______

NRSG _______________________

Student’s Evaluation of Clinical Site

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Receptivity to accepting students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>2. Adequate orientation to the facility</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>3. Provided opportunity to meet student learning outcomes and program outcomes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>4. Adequate patient caseload to support high quality learning experience</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>5. Organization and planning that facilitate an excellent learning experience</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>6. Supportive and receptive staff</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>7. Appropriate resources for learning experience</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>8. Access to patient records and documentation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>9. Clean, well-organized and updated facility</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>10. Access and availability to use EHR</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

Student Name: ___________________________________________ Date: ____________

Clinical Site ____________________________________________
## PRECEPTOR ORIENTATION

Preceptor Name _______________________________ Orientation Start Date: _____________

Class Name and Number ________________________

Student Name ________________________________

<table>
<thead>
<tr>
<th>Group</th>
<th>Item</th>
<th>Date Completed</th>
<th>Instructor Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basics</strong></td>
<td>Welcome</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review of Organizational chart and job description</td>
<td></td>
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<tr>
<td></td>
<td>Provide current Nursing license and/or APRN license, certifications etc</td>
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<tr>
<td></td>
<td>Preceptor Handbook</td>
<td></td>
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<tr>
<td></td>
<td>Zoom meetings</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Sign and submit Preceptor Contract/Letter of Agreement</td>
<td></td>
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<tr>
<td></td>
<td>Submit Curriculum Vitae or Resume to the Department of Nursing</td>
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</tbody>
</table>

| **Teaching** | Distance Learning                           |                |                    |
|              | Method for course evaluation                 |                |                    |
|              | Student Evaluation                           |                |                    |
|              | Typhon                                      |                |                    |

Preceptor Signature _______________________________ Date ______

Course Instructor Signature _______________________________ Date ______
Preceptor Evaluation of Clinical Course

We welcome your comments regarding your experience as a preceptor for the following course:

Course name _____________________________ Semester, Year

1. I felt I was adequately prepared for my role in this course. (Circle One)
   Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree   N/A

2. I felt the course outcomes were adequately explained and I understood them. (Circle One)
   Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree   N/A

3. Please comment any suggestions below for course improvement.

4. Please comment on your interaction with the faculty liaison (e.g.: knowledgeable, collegial, receptive, professional, flexible, created a partnership with you).

5. Please indicate how, if at all, this course provides a service to or enhances your organization.

6. Are you willing to serve as a preceptor again? (Circle One)
   Fall   Spring   Summer   Year ________

Preceptor Name: ____________________________________________

Preceptor Signature: __________________________________________

Agency______________________________________________Date: __________

Thank you for your valuable contribution to this course!
(RN-BSN) Preceptor Clinical Evaluation Tool for NRSG

Student Name ______________________

_During this clinical rotation, please rate the achievement of the following course objectives accordingly._

<table>
<thead>
<tr>
<th>Course</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Behaviors</td>
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<tr>
<td>1. Is punctual</td>
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<tr>
<td>2. Assumes responsibility for own actions</td>
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<tr>
<td>3. Is neat, clean and well groomed</td>
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<tr>
<td>Communication</td>
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<td>4. Reports discrepancies/changes in health status to appropriate person</td>
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<td>5. Documents accurately, objectively, legibly. Uses proper terminology</td>
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<tr>
<td>6. Uses effective verbal &amp; non-verbal communications with staff and patients of all ages</td>
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<td>7. Uses effective communication in inter-professional collaboration.</td>
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<td>8. Spontaneously offers patient teaching</td>
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<tr>
<td>Nursing Process</td>
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<tr>
<td>9. Completes comprehensive nursing assessment of patient(s) including physical, emotional, coping abilities</td>
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<td>10. Relates pathophysiology to patient’s disease process</td>
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<td>11. Sets priorities and implements nursing care according to Priority of needs.</td>
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<tr>
<td>12. Has knowledge of and executes procedures safely</td>
<td></td>
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<tr>
<td>13. Has knowledge of medications and medication calculations</td>
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<tr>
<td>14. Administers medications safely</td>
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<td>15. Seeks assistance when uncertain about care</td>
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<td>16. Uses good time management skills</td>
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<td>17. Evaluates effectiveness of nursing care/medications</td>
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<tr>
<td>21. Has knowledge of and executes care accordingly</td>
<td></td>
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<tr>
<td>22. Utilizes enhanced clinical skills in the restoration of clients to the image of God (addresses physical, mental, social or spiritual health)</td>
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</tbody>
</table>

* Must have written comment addressing a deficit, areas with scores of ‘1’ or ‘2’.

COMMENTS:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Preceptor Signature/Date  _______________  Student Signature/Date  _______________  Faculty Signature/Date  _______________
PRECEPTOR HANDBOOK: 2018-2019

As an Andrews University nursing student, I understand that I must follow the procedures and policies that are included in this handbook, as well as the Andrews University Bulletin. I have given a copy of the preceptor handbook to my preceptor.

I acknowledge that I am responsible for this material.

Student’s Name (please print) ______________________________________________________

Student’s Signature ____________________________________________________________

Date: __________________________________________________________________________

This page is the property of the Andrews University Department of Nursing, and shall remain in the department files online.
As an Andrews University nursing student, I understand that I must follow the procedures and policies that are included in this handbook, as well as the Andrews University Bulletin. I have given a copy of the preceptor handbook to my preceptor. I acknowledge that I am responsible for this material.

Student’s Name (please print)

Student’s Signature

Date:

This page is the property of the Andrews University Department of Nursing, and shall remain in the department files online.