

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD  
DEPARTMENT OF NURSING

**BSN PRECEPTOR HANDBOOK**

2016-2018



Dear CSUB Department of Nursing Preceptor:

Thank you for your support in helping our nursing students apply nursing practice concepts in your clinical area. Your willingness to be a preceptor is greatly appreciated by the students and faculty of California State University, Bakersfield (CSUB).

This Preceptor Handbook is designed to provide both the preceptor and the student with an understanding of the roles and responsibilities in this collaborative effort. It includes: information about the CSUB Nursing Program, The Preceptor Program expectations, and tips for you as a preceptor.

Undergraduate students in our program have performed basic nursing skills and some complex care nursing skills in the clinical area; however, many are not at an independent level yet. The undergraduate student will provide you with his/her learning contract, maintain a skill/performance checklist, and request your input to ensure that clinical experiences are planned which will allow for a positive and productive learning experience in managing care for a group of patients. Your guidance will be of benefit as students build upon their previous learning.

The clinical rotation covers one academic semester. Your support and guidance can prove beneficial for both the student and the hospital, and contributes to the next generation of professional nurses. The Nursing faculty is readily available to students and their preceptors for consultation and assistance.

At the end of this rotation please complete and return the enclosed forms as indicated. Your evaluation feedback is greatly appreciated, because it will aid us in our program's performance improvement efforts. Again, thank you for your participation in the CSUB Nursing Department Preceptor Program.

Respectfully,

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**CALIFORNIA STATE UNIVERSITY, BAKERSFIELD**  
**Department of Nursing**

**MISSION AND VISION STATEMENTS**

***Department of Nursing Mission, Vision, and Values***

**Mission**

The Department of Nursing provides nursing education to undergraduate and graduate students seeking entry into professional nursing or advanced nursing education. The faculty provides a collaborative, inclusive, and interactive learning environment committed to excellence in teaching, scholarship, service, and practice. The Department of Nursing accomplishes the mission through collaboration with the communities of interest.

The Department of Nursing fosters an environment that encourages lifelong learning and advancement within the profession. Graduates will have the acquired knowledge, skills, attitudes, and values essential to the practice of advanced professional nursing. As professional nurses, our graduates will engage in evidence-based practice in an inter-professional healthcare environment. In recognition of the health needs of a multicultural society, advanced professional nurses who are graduates of CSUB will address healthcare issues and needs of their community.

**Vision**

The CSUB Department of Nursing pursues innovative ways to advance nursing practice and address the growing complexities associated with creating a healthier population in California's Central Valley.

**Values**

The Department's values align with those of the university, including academic excellence, freedom of inquiry and statement, global awareness and cultural sensitivity, diversity, honesty and fairness, democratic governance, community engagement, and personal responsibility. The DON embraces professionalism and a respect for the inherent ethical values of altruism, autonomy, human dignity, integrity, and social justice as fundamental to the discipline of nursing.

Revised March 1, 2012; January 9, 2014; December 8, 2015; May 12, 2016

By the Undergraduate Program Committee

**CALIFORNIA STATE UNIVERSITY, BAKERSFIELD**  
**Department of Nursing**

**PRECEPTOR PROGRAM**

Preceptor Policies and Procedures (based on California BRN Regulations for Preceptorships)

- 1) Definition: The Preceptor Program at California State University, Bakersfield (CSUB) is a component of the Nursing Program that includes a teaching strategy designed to provide students with learning experiences that guided by an experienced registered nurse who may also be an expert in his or her area of specialty.
- 2) Preceptor shall be licensed as a Registered Nurse (RN) in the state of California and be employed by a CSUB affiliated health care facility for at least one year.
  - a. The preceptor shall be a RN with a Bachelor of Science in Nursing and/or who is highly experienced in the assigned clinical unit with demonstrated competence in customer relations/communication and clinical nursing skills. The preceptor is selected by the nurse manager and is willing and able to teach and serve as a role model for nursing students. S/he oversees the student's clinical practice in the facility. Along with the nursing student, the Preceptor is responsible for the patients for whom the student and the preceptor give care.
  - b. A relief preceptor, who meets the qualifications specified by CSUB Nursing Department, shall be available on the designated preceptor's days off to:
    - i. Ensure continuity of the student's precepted learning experience.
    - ii. Ensure that a preceptor is present and available on the patient care unit at all times while the student is providing care/nursing services.
  - c. Preceptors who have not completed a preceptor course through their facility must complete the CSUB Nursing Preceptor Orientation prior to serving as a preceptor (The Preceptor Orientation consists of completion of an online or in-class course as specified by the CSUB Nursing Department available at:  
<http://www.csub.edu/nursing/Resources/Preceptor/index.html>.)
- 3) Students shall be enrolled in the designated CSUB course in which he/she is assigned to a preceptor and will not be compensated by the clinical facility where the clinical rotation occurs.
- 4) The Preceptor Program files shall be kept in the CSUB Nursing Department office and includes the following information for the designated semester/year assigned:
  - a. Dates of preceptorship
  - b. Preceptor names
  - c. Preceptor's licensure as RN in California
  - d. Preceptor responsibilities (as designated by the assigned course)
- 5) Preceptorship
  - a. The Preceptor Handbook serves as the written guidelines regarding the role and responsibilities of Nursing Faculty (Course Team Leader, Clinical Instructor), Preceptor, and Students and the various forms.
  - b. The Preceptor Handbook and syllabi are on file for N4901, N4121, and N4221.
  - c. Selection of Preceptors
    - i. A preceptor is an experienced registered nurse, employed by a clinical facility affiliated with CSUB, assigned to assist and supervise CSUB nursing students during educational experiences that are designed and directed by a CSUB faculty member. At a minimum, the preceptor must meet the requirements for a clinical teaching assistant as described in CA BRN regulations Section 1425(e).

- ii. As part of the affiliated agreement to assist with student learning experiences, each CSUB affiliated clinical facility identifies preceptors based on CA BRN regulation Section 1425.
  - iii. The Course Team leader facilitates and assigns preceptors for students.
  - d. Faculty/Student ratio shall not exceed 1:15.
  - e. Orientation Plan-The Preceptor Orientation consists of completion of an online or in-class course as specified by the CSUB Nursing Department available at: <http://www.csub.edu/nursing/Resources/Preceptor/index.html>. The Preceptor Orientation includes:
    - i. Overview of the CSUB Nursing Program
    - ii. Purpose of Preceptor Program
    - iii. Responsibilities of Nursing faculty (Team Leader, Clinical Instructor), Preceptor, Student
    - iv. Frequency and method of faculty/preceptor/student contact during preceptorship
      - 1. Phone/Email contact with Clinical Instructor ongoing and as needed
      - 2. Scheduling of face-to-face student/preceptor/faculty conferences.
        - a. Beginning of the semester
        - b. Midterm
        - c. End of semester
    - v. Faculty availability during preceptor learning activities-faculty shall be readily available to the preceptor and student during the entire semester that the student is assigned to a preceptor for clinical learning experiences.
      - 1. Clinical Instructor
        - a. Clinical Instructor shall be available by phone as well as make rounds at each facility.
      - 2. Team Leader
        - a. Available to be contacted by phone or email as needed.
    - vi. Communication Plan during preceptorship
      - 1. The Clinical Instructor shall periodically meet with the Preceptor and student to monitor progress of student's learning experiences.
      - 2. The Clinical Instructor meets with the Team Leader and other members of the course teaching team at least three times each semester to communicate progress of the learning experience and preceptor input/feedback.
    - vii. Student Evaluation:
      - 1. The syllabus and clinical evaluation forms serve as resources for conveying student performance requirements and course evaluation criteria.
      - 2. The preceptor provides input into evaluation of the Nursing student's performance to aid in determining if the student's abilities meet or fail to meet the course evaluation criteria.
      - 3. The Clinical Instructor, with input from the preceptor for supportive evidence of ratings, shall be responsible for the final evaluation of the student.
- 6) Ongoing evaluation of Preceptor Program
- a. Preceptor evaluations of course: Courses are evaluated by the assigned preceptors.
  - b. Student evaluation of preceptor: Nursing students evaluate their assigned preceptors, as an ongoing evaluation of the preceptor.
  - c. Clinical Instructor's will regularly review preceptor performance via evaluation input from students and faculty, as an ongoing evaluation of the preceptor.
  - d. Clinical Instructor's will review Preceptor evaluations of the course.

**CALIFORNIA STATE UNIVERSITY, BAKERSFIELD**  
**Department of Nursing**

**NURSING PROGRAM OVERVIEW**

**Department Regulations**

1. Students must attain a grade of ‘C’ or better in all courses required for the major in order to progress in the program. Nursing courses in which students earn less than a ‘C’ may be repeated for credit only once, and this repetition requires departmental consent.
2. Nursing students must carry malpractice insurance in the amount of not less than \$1,000,000 per occurrence and \$3,000,000 per year to be admitted to clinical courses. The malpractice insurance must be purchased from CSUB.
3. Students are required to obtain a Health Clearance form from the Student Health Center at the beginning of the school year. This clearance includes tuberculosis skin testing, physical assessment, immunizations, and drug testing.
4. Students are required to have a background check.
5. Students must have access to transportation for their clinical experience.
6. Students must adhere to the dress code of both the CSUB Department of Nursing and the clinical facility, including a CSUB identification badge.

**BSN Courses**

Courses are provided that include theory and clinical experiences in caring for clients across the life span who are from diverse backgrounds. A wide range of health care agencies are used for clinical experiences. The intent of the program is to graduate generalists in nursing who are concerned with promoting optimum health in a variety of settings.

<p><b><u>Prerequisite Courses</u></b>            Biol2210: Human Anatomy with Lab (B2,B3)            Biol2220: Human Physiology with Lab (B2, B3)            Biol2230: Microbiology with Lab            Chem1000: Foundations of Chemistry (B1)            Math1209 or Psych200: Elementary Statistics or Intro. to Statistical Methods (A4)            Comm1008: Public Speaking (A1)            Eng1109: Writing and Research (A2)            Phil1019 or Soc1018: Critical Thinking (CSU Area A3)</p> <p><b><u>Cognate Courses</u></b>            Biol2240: Nutrition            Biol3220: Pathophysiology            Psych1018: Explorations in Psychology            N2190: Lifespan Development            Soc1008 or Anth1318: Intro to Sociology or Cultural Anthropology</p> <p><b><u>GE Courses</u></b>            CSUB 1009: First Year Seminar I            CSUB1019: First Year Seminar II Area C (C1 and C2)            American Institution (Poli Sci &amp; US History)            GEAR (or Upper Division Writing Course) Upper Division C</p>	<p><b><u>Traditional Nursing Courses</u></b>            N2110: Health Assessment and Physical Examination (Theory)            N2111: Health Assessment and Physical Examination (Clinical)            N2120: Fundamentals of Nursing Practice (Theory)            N2121: Fundamentals of Nursing Practice (Clinical)            N2140 Pharmacology I</p> <p>N2130: Medical/Surgical Nursing (Theory)            N2131: Medical/Surgical Nursing (Clinical)            N2150: Pharmacology II</p> <p>N3140: Gerontological Nursing Perspectives (Theory)            N3141: Gerontological Nursing Clinical Aspects (Clinical)            N3120: Nursing Care of Children and Adolescents (Theory)            N3121: Nursing Care of Children and Adolescents (Clinical)            N3150: Nursing Research            N3160: Pharmacology III</p> <p>N3110: Health Care of Women and the Childbearing Family (Theory)            N3111: Health Care of Women and the Childbearing Family (Clinical)            N3130: Psychiatric and Community Mental Health Nursing (Theory)            N3131: Psychiatric and Community Mental Health Nursing (Clinical)            N3170: Pharmacology IV</p> <p>N4110: Critical Care Nursing (Theory)            N4111: Critical Care Nursing (Clinical)            N4120: Community and Public Health Nursing (Theory)            N4121: Community and Public Health Nursing (Clinical)            N4180: Pharmacology V</p> <p>N4900: Leadership in Nursing (Capstone)            N4901: Professional Nursing Practicum            N4140: Becoming a Nursing: NCLEX Preparation</p>	<p><b><u>RN-BSN Nursing Courses</u></b>            N3210: RN-BSN Transitions            N3250: Foundations of Nursing Research            N3220: Professional Nursing: Influence, Policy &amp; Issues</p> <p>N4220: Community &amp; Public Health Nursing (Theory)            N4221: Community &amp; Public Health Nursing (Clinical)            Nursing 4230: Pathophysiologic Basis of Illness &amp; Disease</p> <p>Nursing 4210: Healthcare Ethics            Nursing 4240: Professional Nursing Career Development</p> <p>Nursing 4250: Special Leadership Project            Nursing 4918: Leadership in Nursing (Capstone)</p>
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**CALIFORNIA STATE UNIVERSITY, BAKERSFIELD**  
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**TIPS FOR THE PRECEPTOR**

As the preceptor, you are the main source of experienced information for the student. It is not uncommon for you to want to explain everything there is to know about the patients, procedures, medications, patient care systems, etc. In addition to role modeling nursing practice for the student, the following tips may help you to maximize the learning experience.

- 1) Be patient, patient, patient. What seems like logical sense for the experienced nurse can be quite a challenge for students.
- 2) Keep your hands behind your back and lips sealed. Allow the student to make the decisions as you watch, unless he/she is proceeding in an unsafe manner. If you need to stop them, try and have them identify what they needed to correct before you assist them.
- 3) Use guided questioning with the student, allowing the student to give the rationale for an action. Talk the student through decisions and procedures, but ask them, “what do you think you should do?” After they answer, ask them for their rationale. This helps them with their critical thinking ability. Even though it puts them on the spot, in the long run they will benefit.
- 4) Make the students use their critical thinking skills. Do not be too quick to give them the answers (Unless it is a life-threatening situation). Ask them “what else could they do?”. Would something else be better practice? If so why? Why not?
- 5) Seek clinical skills they can perform based on their skills checklist. Not all students have had the opportunity to perform every nursing procedure.
- 6) Encourage the student to communicate patient status and needs with the physician and other health care professionals. Have them ask questions if appropriate for time and place and situation.
- 7) Have the student give the verbal report to the next nurse.
- 8) Provide plenty of verbal feedback, both positive and negative. Most students want to be told if they have done it wrong. It helps for them to also evaluate why it was wrong.
- 9) Complete the student evaluation; the evaluation is a written report of student performance. It will be used in conjunction with the Clinical Instructor’s evaluation and other assignments to determine the student’s final grade (see forms).
- 10) Have fun and relax, you have a senior Nursing student who is eager to help you during this semester! And thanks, heaps and heaps.



**CALIFORNIA STATE UNIVERSITY, BAKERSFIELD**  
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**ROLES AND RESPONSIBILITIES**

**Nursing Student**

- 1) Identifies their own learning style and learning needs to ensure a successful and positive learning experience for meeting the course objectives. Develops a written Learning Contract based on self-evaluation (review of clinical course skills checklists and may use the hospital's/facility's RN orientation check list).
  - a. Conveys the learning style to the Preceptor and Clinical Instructor in terms of how the student learns best-visual, auditory, or tactile/kinesthetic; as well as how the student approaches a task (one specific way or through a combination of ways for data input) and the amount of input needed from others.
  - b. Conveys to the Preceptor, the teaching technique(s) that best fits his/her learning style: role model, gatekeeper, advisor, coach/teacher, protector, prescriber, or motivator.
  - c. Actively pursues opportunities to practice nursing skills/procedures and leadership skills to meet individualized goals/objectives and nursing course objectives.
- 2) Collaborates with the Clinical Instructor and Preceptor regarding progress during the learning experience to communicate the effectiveness of the experience.
- 3) Provides safe, ethical, and legal nursing care.
- 4) Solicits assistance from the preceptor (or other staff member, if appropriate) when needed.
- 5) Communicates as required with the preceptor and instructor, using contact information and directions provided.
- 6) Conducts ongoing and final self-evaluation of performance to determine if his/her abilities include meeting the course objectives.

**Clinical Instructor**

- 1) Collaborates with the clinical facility to verify the availability of preceptors. The Team Leader identifies the number of preceptors needed based on course enrollment.
- 2) Collaborates with the Nursing Student, Preceptor to ensure adequate identification of performance expectations and goals/objectives for the student's learning experience. This includes assisting with the assessment, planning, implementation, and evaluation of the student's individualized learning experience.
- 3) Provides guidance and learning materials or tools to assist in identifying and meeting the student's learning needs.
  - a. Serves as a resource to the Nursing Student and to the Preceptor; assisting as needed with the implementation of an action plan to address areas for improvement of student performance.
- 4) Provides reliable contact information to preceptors and students. Maintains availability by phone with prompt message return during each shift that a student is engaging in patient care. Can respond in person, as needed, for emergencies or serious concerns expressed by the preceptor or student. Identifies a qualified substitute in advance if unavailable, notifies all students and provides contact information for the substitute.
- 5) Makes announced and unannounced visits to the clinical site during the semester to meet with the preceptor and the student, evaluate the student's progress, and address any questions or concerns.
- 6) Provides feedback and assigns grades for all required written assignments and on-campus conference participation/performance.

- 7) Completes student's evaluation and determines midterm and final grade, with input from the Preceptor and the nursing student.

**Preceptor**

- 1) Assists the student by arranging opportunities and resources to obtain learning experiences appropriate to the course and individual learning objectives.
- 2) Signs the student's individual learning objectives following negotiation for appropriate learning experiences.
- 3) Assists the student in his/her orientation to the agency. This includes philosophy, policies, and procedures of the agency and expectations of the student. Examples include dress code, special equipment, emergency situations (fire, disaster, and codes), documentation, charting, medication administration, access to computer system for nursing documentation and retrieval of information, telephone and facsimile use.
- 4) Maintains sufficient availability during the same schedule as the student. The student will need to match the preceptor schedule rather than the preceptor accommodating the student's schedule. In rare situations, the preceptor may designate another agency member to assist the student. Designee must be an RN with sufficient experience to assist the student.
- 5) Signs the clinical timesheet verifying student attendance. Provide ongoing and culminating evaluation of the student's performance to the student and the assigned Clinical Instructor (see forms: Preceptor Evaluation of Student Performance; Clinical Performance Evaluation Tool).
- 6) Meets with the student during or at the end of each shift to discuss and document student achievement or lack of achievement of clinical objectives and individual student learning objectives. This is documented on the Individual Student Objectives and Learning Contract.
- 7) Notifies the student and Clinical Instructor at any time during the course that clinical or individual learning is not being met or when a student is not making sufficient progress toward achieving the course and individual objectives.
- 8) Evaluates the student's learning, in conjunction with the Clinical Instructor, based on the course and individual learning objectives. Completes a "Preceptor Evaluation of Student Performance" Form at the end of each clinical shift completed.
- 9) Evaluates the preceptor experience for the course.
- 10) Submits a completed evaluation of the course (Preceptor Evaluation of Clinical Preceptor Experience) to be filed in the CSUB Department of Nursing as required by the Board of Registered Nursing.
- 11) Submits a completed Preceptor Profile Form which includes information on his/her education, qualifications and work experience and Confirmation of Agreement To Precept to be filed in the CSUB Department of Nursing as required by the Board of Registered Nursing (see forms).

**Functions the students WILL NOT be able to perform, but are not limited to:**

Administer conscious sedation

Administer IV chemotherapeutic agents

Defibrillate (exemption: auto defibrillator used in BLS)

Pass instruments on sterile field in operating room

Draw ABGs (exemption: if arterial line present)

Remove arterial lines or venous sheaths following invasive diagnostic studies

Receive telephone orders from a physician, taking or noting physicians' orders

Administer emergency drugs during a code

Start IV on pediatric patients less than 5 years of age

Vaginal exams

**\*In addition, CSUB students cannot be counted as a "licensed personnel" when checking insulin, heparin, blood products or any medications requiring 2 licensed personnel.**

**CALIFORNIA STATE UNIVERSITY, BAKERSFIELD**  
**Department of Nursing**

**DRESS CODE POLICY**

**CSUB nursing students must follow CSUB and agency policy regarding uniform dress and professional behavior.**

***Dress***

CSUB nursing students represent the University and the Department of Nursing when interacting with patients, their families, staff, and others in the health care environment. The way students dress demonstrates respect for the University they represent and for the patients and families they serve. Students purchase and wear the uniform of the Department throughout their clinical experience, unless the clinical instructor advises otherwise. While wearing the CSUB uniform, students are clearly recognized at the University and by the clinical agencies accommodating the student experience. Professional attitudes and clothing reflect the same respectful behavior and professional attitudes even when the CSUB uniform is not required in the clinical area. Information regarding uniform purchase is provided during orientation. Uniform purchase, including the polo shirt worn during community health experiences, is mandatory. Students who fail to purchase their uniform in a timely fashion will be dropped from clinical courses.

The uniform top is light blue and includes the monogrammed CSUB Department of Nursing (DON) logo (with optional first name). The community uniform top is a darker blue polo shirt, with the monogrammed CSUB DON logo.

The uniform's pants are a regulation type of opaque white or light blue (the same color and fabric as the traditional top and lab jacket) with straight leg pants (men or women), or knee to mid-calf length skirts or culottes (women only). The community uniform pants are a khaki colored pant (men or women) or knee to mid-calf length skirt or culottes. If culottes are worn, pantyhose must be worn underneath. Community students may also wear the CSUB scrub uniform. RN to BSN students are not required to purchase CSUB uniforms. For their community clinical rotation, the RN to BSN student is expected to follow the clinical facility's dress code; if healthcare scrubs are allowed by the facility, scrubs must be clean and in good condition. Women students must wear pantyhose with skirts. Only a regulation blue CSUB lab coat with the CSUB monogrammed Department of Nursing logo with optional student first name may be worn over the uniform. Appropriate undergarments must be worn and must be covered by the uniform. Students may opt to wear a white T-shirt under the uniform if desired.

Casual attire, such as shorts, jeans, thongs, or short midriff tops is not permissible in the clinical setting at any time. Faculty may have additional requirements for specific clinical areas. Please clear any exceptions to these items with your Clinical Instructor.

***Identification Badge***

The CSUB Identification badge includes: student picture, student name and title "Nursing Student" in a minimum of 18-point font. This complies with a Board of Registered Nursing requirement. The identification badge must be worn above the waist. The identification badge must be worn at all times during clinical hours at agencies, and in the CSUB Nursing Skills/SIM Lab(s) and Computer Lab(s).

***Footwear***

Wear clean white, navy blue, black or dark brown shoes with closed toe and heel, with nonskid soles of nonporous material. Be sure shoe laces are white and clean. Women wear white or beige hose or solid white socks.

***Hair***

Hair is neatly maintained, clean and kept off the collar. Hair is pulled back to prevent it from falling forward over the face while performing routine nursing duties. Any extreme look or color is not permitted. Plain barrettes or combs are allowed. Men may choose a neatly trimmed mustache or beard. Facial hair is maintained in short style to insure adequate seal for respiratory isolation masks/particulate respirators. No handle bar style mustaches or long beards are acceptable.

### ***Makeup***

Makeup is fresh and natural. Extremes in color, glitter, or amount are not acceptable.

### ***Nails***

No acrylic nails, extenders, polish or long nails are permitted. Hands and nails are clean and free of any stains.

### ***Perfume***

Close contact with patients and staff requires students to not wear fragrance/perfume or after shave.

### ***Sunglasses***

Sunglasses may be perceived as blocking interpersonal communication. Do not wear them indoors; however, polarized glasses that tint light gray in bright light are acceptable.

### ***Jewelry***

The following jewelry is allowed: a) One small post earring (with no dangles) in each ear; b) One small ring; c) Small necklaces and neck chains inside the uniform; d) ankle chains that are not visible or audible; and e) small wrist watches with second hands. No other jewelry and/or visible body piercing is allowed in the clinical area. (Please do not assume because the pierced ornament is in your tongue that it is invisible. It is not acceptable professional dress).

### ***Tattoos***

No visible tattoos are permitted. Cover any tattoos that may be visible.

### ***Hygiene***

Personal hygiene must be of high standards. Absence of body, mouth and clothes odor is necessary. Do not chew gum or smokeless tobacco while in clinical areas. Students may smoke only in the designated areas during assigned meal or break time.

### ***Exceptions***

Requests for exceptions must be submitted to the Clinical Instructor and/or agency in writing a minimum of five working days prior to the day of the clinical experience.

**The guidelines, established by CSUB students and nursing faculty, will be enforced for all students in the Nursing program. Any student failing to comply will be asked to leave the clinical area and may not return until modifications are made. This action will result in an unexcused absence for the day. Any desired deviation from this code must be presented to the Clinical Instructor for their consideration. Students should be aware that additional dress restrictions and infection control policies might be required in specific departments of agencies or hospitals.**

## **FORMS**

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD  
Department of Nursing

**CLINICAL FACILITY ORIENTATION**  
*This form is completed for each clinical course.*

Course: \_\_\_\_\_ Instructor: \_\_\_\_\_

Facility: \_\_\_\_\_ Unit: \_\_\_\_\_

**For each nursing clinical course, the instructor/preceptor is responsible for:**

- |   | <u><b>Date Completed</b></u> |
|---|------------------------------|
| <input type="checkbox"/> Introduction of Nursing Personnel                                      | _____                        |
| <input type="checkbox"/> Tour of clinical agency  | _____                        |
| <input type="checkbox"/> Instruction on charting procedures and forms                           | _____                        |
| <input type="checkbox"/> Demonstration of use and care of commonly used equipment               | _____                        |
| <input type="checkbox"/> Introduction of student safety and clinical care policies & procedures | _____                        |

**Students are responsible for knowing and/or locating in the work area the following:**

- |   |       |
|---|-------|
| <input type="checkbox"/> Policy & Procedures Manuals &/or Computer Database | _____ |
| <input type="checkbox"/> MSDS Manual  | _____ |
| <input type="checkbox"/> Fire Safety Policy & Fire Extinguisher Location    | _____ |
| <input type="checkbox"/> Evacuation Route                                   | _____ |
| <input type="checkbox"/> Occurrence Reporting Policy                        | _____ |
| <input type="checkbox"/> Emergency Preparedness Policy                      | _____ |
| <input type="checkbox"/> Infection Control Policy                           | _____ |
| <input type="checkbox"/> Universal Precautions Policy                       | _____ |
| <input type="checkbox"/> HIPAA  | _____ |
| <input type="checkbox"/> Hospital Emergency Codes                           | _____ |

Print Student Name \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

*Return form to your designated nursing faculty when all areas are completed.*

**CALIFORNIA STATE UNIVERSITY, BAKERSFIELD**  
**Department of Nursing**

- N4901: Professional Nursing Practicum** or
- N4121: Community/Public Health Nursing Practicum** or
- N4221: Community & Public Health Nursing Practicum**

***PRECEPTOR PROFILE FORM***

Undergraduate Preceptor Professional Information & Resume

***Section 1:***

Name: \_\_\_\_\_ Date: \_\_\_\_\_

RN License #: \_\_\_\_\_ Date of Expiration: \_\_\_\_\_

Employer: \_\_\_\_\_ # of years: \_\_\_\_\_

Title/Position: \_\_\_\_\_ Assigned Unit: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Phone: \_\_\_\_\_

Work Phone: \_\_\_\_\_ Work Fax: \_\_\_\_\_

Email Address: \_\_\_\_\_

***Section 2:***

**Nursing Education:** List your basic nursing education/advanced education in nursing or other fields

Name of College Location Degree Earned Dates of Attendance

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**Nursing Certifications:** List any certifications that you hold

Name of Certification Organization Providing Certification Dates of Certification

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**Clinical Experience:** List your most recent clinical experience other than your present employment

Name of Employer Job Title/Responsibilities Dates of Employment

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**Professional Honors and Awards:** List any special professional honors/awards you have received (e.g., Sigma Theta Tau and other professional organizations; conference presentations; scholarships; publications; recognition)

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**Preceptor Experience:** List prior preceptor experience with CSUB, other colleges, hospitals, & health care organizations

Name of Organization Type of Student Dates/Length of Preceptorship

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**CALIFORNIA STATE UNIVERSITY, BAKERSFIELD**  
**Department of Nursing**

- N4901: Professional Nursing Practicum** or
- N4121: Community/Public Health Nursing Practicum** or
- N4221: Community & Public Health Nursing Practicum**

**RELIEF PRECEPTOR PROFILE FORM**  
Undergraduate Preceptor Professional Information

Name: \_\_\_\_\_ Date: \_\_\_\_\_

RN License #: \_\_\_\_\_ Date of Expiration: \_\_\_\_\_

Assigned Unit: \_\_\_\_\_ # of years at this unit: \_\_\_\_\_

Title/Position: \_\_\_\_\_

Have you ever been a preceptor      Yes      No

**Nursing Education:** List your highest nursing education

Name of College: \_\_\_\_\_

Location: \_\_\_\_\_

Degree Earned: \_\_\_\_\_ Dates of Attendance: \_\_\_\_\_

(Have the relief preceptor complete this form and communicate with Clinical Faculty prior to start of shift)

**CALIFORNIA STATE UNIVERSITY, BAKERSFIELD**  
**Department of Nursing**

- N4901: Professional Nursing Practicum** or
- N4121: Community/Public Health Nursing Practicum** or
- N4221: Community & Public Health Nursing Practicum**

**CONFIRMATION of AGREEMENT TO PRECEPT**

I, \_\_\_\_\_ (Printed name of Preceptor) agree to act as Clinical Preceptor to \_\_\_\_\_ (Printed name of Student) as part of his/her enrollment in the CSUB Nursing Program clinical course.

I have completed the online Preceptor Orientation and/or hospital-specific preceptor program. I am aware that I will need to confer with the Clinical Instructor during and at the end of the semester to provide any information I believe is necessary regarding the student's progress in the clinical practicum. A written evaluation of the student, on the provided form should be submitted at the end of the semester.

I can be reached at: Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Email: \_\_\_\_\_

Facility: \_\_\_\_\_ Unit: \_\_\_\_\_

Student's objectives:

1.
2.
3.

**Agreement to Learning Contract:** to be signed during first clinical shift.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Preceptor's Signature

\_\_\_\_\_  
Date

**CALIFORNIA STATE UNIVERSITY, BAKERSFIELD**  
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- N4901: Professional Nursing Practicum** or  
 **N4121: Community/Public Health Nursing Practicum** or  
 **N4221: Community & Public Health Nursing Practicum**

*PRECEPTOR EVALUATION OF STUDENT PERFORMANCE*

Student: \_\_\_\_\_ Preceptor Name: \_\_\_\_\_  
 Clinical Area: \_\_\_\_\_ Preceptor Signature: \_\_\_\_\_  
 Clinical Instructor: \_\_\_\_\_ Date(s) of Care: \_\_\_\_\_

Please evaluate the student's performance using the 0-5 for each clinical shift  
**(5=Independent; 4=Supervised; 3=Assisted; 2=Provisional; 1=Dependent)**

<b>Student Behaviors</b>	<b>Day 1 score</b>	<b>Preceptor Comments</b>	<b>Day 2 score</b>	<b>Preceptor Comments</b>
<b>Professionalism:</b> -Arrives on schedule, on time, in appropriate attire, & appropriately groomed -Interacts in a professional manner with patients, families and hospital staff -Wears CSUB ID badge - No Electronic Devices per Hospital Policy				
<b>Preparedness:</b> -Arrives to clinical site with appropriate reference books and equipment -Is prepared to meet assigned objectives				
<b>Communication Skills:</b> -Effective with patients/families -Effective with Preceptors/Physicians/Staff/Faculty				
<b>Safety:</b> -Follows agency policies regarding nursing procedures -Seeks clarification when unsure of how to perform a procedure				
<b>Motivation:</b> -Actively seeks out learning opportunities -Is attentive to preceptor -Seems enthusiastic about assignment				
<b>Clinical Skills:</b> -Able to competently perform basic medical surgical nursing care. -Asks appropriate questions for clinical level				
<b>Clinical Hours of attendance:</b>				

Student comments are welcome: \_\_\_\_\_

\*Please contact the faculty if any questions or concerns. \*\*Please see next page for explanation of evaluation criteria.

**\*\*Grading Criteria for Weekly Performance Evaluations:**

5. Independent performance: Performance safely and accurately each time without supportive cues from preceptor or instructor. Demonstrates dexterity and spends minimal time on task. Focuses on client. Applies theoretical knowledge each time.
  4. Supervised performance: Performs safely and accurately each time, requires supportive cues occasionally during performance of tasks. Demonstrates coordination, spends reasonable time on task. Focuses on client with some focus on task. Applies theoretical knowledge with occasional cues.
  3. Assisted performance: Performs safely and accurately each time, requires frequent supportive and occasional directive cues. Demonstrates partial lack of dexterity. Focuses primarily on task or own behavior, not on client. Can identify principles but needs direction to coordinate with application.
  2. Provisional performance: Performs safely under close supervision. Not always accurate, requires continuous supportive and directive cues. Demonstrates lack of skill and/or performs tasks with considerable delay with omissions and delays. Focuses entirely on task or own behavior. Applies principles inappropriately or adequately.
  1. Dependent performance: Performs in an unsafe manner, requires continuous supportive directions and cues. Performs in an unskilled manner. Attempts activity or behavior yet is unable to complete. Focuses entirely on task or own behavior. Unable to identify principles or apply them.
  0. Negative Pattern: Demonstrates a pattern of unacceptable performances
- ❖ This criterion is to be used to evaluate the student's performance during each shift completed. Each performance evaluation should be thorough, honest, and fair. The total for each evaluation is scored out of 30 points possible. Each performance evaluation will be totaled and apply toward the student's final clinical performance grade for the course.

**CALIFORNIA STATE UNIVERSITY, BAKERSFIELD**  
**Department of Nursing**

- N4901: Professional Nursing Practicum** or
- N4121: Community/Public Health Nursing Practicum** or
- N4221: Community & Public Health Nursing Practicum**

***PRECEPTOR EVALUATION OF CLINICAL PRECEPTOR EXPERIENCE***

**Agency/Unit:** \_\_\_\_\_ **Course:** \_\_\_\_\_ **Sem/Yr:** \_\_\_\_\_

**Instructions:** Rate each item below on a 5-point scale; note your additional comments or suggestions in the area provided. Place your completed Evaluation Form in the envelope provided and return it to the student for delivery to the CSUB Department of Nursing. Thank you.

*Rate the usefulness and effectiveness of the following course activities by circling the appropriate number (1=not very useful or effective, 3= neutral, 5 = very useful and effective).*

**Part 1: Course Materials and Performance**

**Expectations: RATING**

- |  |   |   |   |   |         |
|--|---|---|---|---|---------|
| 1. The Preceptor Handbook helped me understand the preceptor program, and ensure the student received a meaningful and beneficial experience.              | 1 | 2 | 3 | 4 | 5       |
| 2. The student learning objectives were relevant for use in my designated and my level of practice.  | 1 | 2 | 3 | 4 | 5       |
| 3. Interacting with the clinical instructor on the student's learning objectives increased my understanding of the expectations for student's performance. | 1 | 2 | 3 | 4 | 5       |
| 4. The course objectives and student's learning objectives helped me identify clinical experiences to better assist the students' learning needs.          | 1 | 2 | 3 | 4 | 5       |
| 5. The course expectations seemed appropriate for preparing the student to function in a beginning nursing role.   |   |   |   | 1 | 2 3 4 5 |
| 6. I had the resources I needed from CSUB nursing faculty to fulfill my role as a preceptor.   | 1 | 2 | 3 | 4 | 5       |

**Part 2: Clinical Experiences/Activities:**

**RATING**

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 7. Overall, I rate the effectiveness of the clinical experience as:                           | 1 | 2 | 3 | 4 | 5 |
| 8. Overall, I rate my ability to perform the preceptor role as:                               | 1 | 2 | 3 | 4 | 5 |
| 9. In order to improve the effectiveness of the clinical experience, I suggest the following: |   |   |   |   |   |

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**Part 3: Additional comments/suggestions I wish to offer for quality improvement of the course:**

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**CALIFORNIA STATE UNIVERSITY, BAKERSFIELD**

**Department of Nursing**

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- N4221: Community & Public Health Nursing Practicum**

***STUDENT EVALUATION OF PRECEPTOR PERFORMANCE***

Preceptor: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

Student: \_\_\_\_\_ Facility/Unit: \_\_\_\_\_

This form is to be used for performance evaluation of the preceptor as he/she works with Nursing Students. The scoring is based on Benner's Novice to Expert Scale with an expectation that the preceptor is functioning at a proficient level (4) in most areas. Rating of expertise can be based on the student's evaluation, the preceptor's self-evaluation, and direct observation in the clinical setting of the preceptor's performance using the following scale: 1 = Novice/rarely, 2 = Advanced Beginner/Sometimes, 3 = Competent/Regularly, 4 = Proficient/Most of the time, and 5 = Expert/Always.

<b>Preceptor</b>	<b>Actions:</b>	<b>Level of Expertise:</b>
1. Taught from a foundation of clinical expertise.		1 2 3 4 5
2. Demonstrated professionalism and peer respect.		1 2 3 4 5
3. Discussed department expectations related to student's role.		1 2 3 4 5
4. Introduced student to social/work culture of the unit.		1 2 3 4 5
5. Evaluated student's clinical performance.		1 2 3 4 5
6. Planned experiences to address student's learning needs.		1 2 3 4 5
7. Collaborated to develop a learning plan based on student's individual learning needs.		1 2 3 4 5
8. Provided scheduled learning opportunities.		1 2 3 4 5
9. Met regularly to evaluate/discuss learning plan goal and outcomes.		1 2 3 4 5
10. Encouraged development of critical thinking skills in the student through discussion of alternative actions/priorities.		1 2 3 4 5
11. Applied effective teaching skills/techniques.		1 2 3 4 5
12. Provided an environment conducive for learning.		1 2 3 4 5
13. Provided resources and assistance appropriately.		1 2 3 4 5
14. Provided timely, sensitive, respectful feedback; in a quiet, private place.		1 2 3 4 5
15. Encouraged, coached, and motivated the student.		1 2 3 4 5
16. Was consistently available to provide support and assistance.		1 2 3 4 5
Additional Comments: _____		

**CALIFORNIA STATE UNIVERSITY, BAKERSFIELD**  
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***EVALUATION OF CLINICAL AGENCY***

**PURPOSE:** To evaluate appropriateness and effectiveness of the clinical agency for student learning.

**DIRECTIONS:** Check appropriate column and provide comments and/or examples.

**AGENCY NAME:** \_\_\_\_\_

**UNIT/SPECIFIC LOCATION:** \_\_\_\_\_

	<u>Always</u>	<u>Usually</u>	<u>Seldom</u>	<u>Never</u>
1. Nursing staff were open and helpful.	_____	_____	_____	_____
2. Paraprofessional staff was open and helpful.	_____	_____	_____	_____
3. The environment of clinical setting was conducive to learning.	_____	_____	_____	_____
4. The clinical setting provides for application of theory, knowledge, and skills to meet course and individual objectives.	_____	_____	_____	_____
5. The agency practices the principles of safe patient care.	_____	_____	_____	_____
6. Current nursing practices are reflected in agency policies and procedures.	_____	_____	_____	_____
7. Nursing staff welcomed the opportunity to work with students.	_____	_____	_____	_____

Other comments and/or examples:

Suggestions to Improve Agency Experience:

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

Semester/Year: \_\_\_\_\_

Name (Print): \_\_\_\_\_

Date: \_\_\_\_\_

Name (Signature): \_\_\_\_\_

Position: Student   
 Faculty

**CALIFORNIA STATE UNIVERSITY, BAKERSFIELD**  
**Department of Nursing**

**COURSE SPECIFIC DOCUMENTS**

**Overview of Leadership Theory and Clinical Courses (N4908 and N4901)**

The nursing leadership courses for pre-licensure students include theory units and clinical units. These culminating courses of the BSN program require students to synthesize all previous learning and implement concepts in the clinical settings. Clinical assignments are based on the student's academic progress in the nursing program; the student's reported area(s) of interest, and availability at the clinical sites.

The nursing leadership courses cover the leadership theories and principles related to the management of nursing care for groups of clients through other nursing personnel. Specific content areas include but are not limited to, leadership theories and roles, problem solving and decision making, prioritization and time management, patient classification, staffing and scheduling, delegation, communication and collaboration, conflict resolution, quality improvement and risk management, budgeting and resource allocation, legal and ethical issues related to the leadership role, staff development, employee performance and managing personnel problems, and information systems.

Clinical Hours: To meet the requirements of the course, each student must complete 75 hours of patient care under the direct supervision of a RN Preceptor, clinical conference, on-line or face to face with the Clinical Instructor, and various written assignments that are outlined in the Course Syllabus.

**N4901 Professional Nursing Practicum Learning Objectives:**

- i. Perform patient-centered care and the nursing roles (clinician, educator, researcher, and leader) at a beginning level of independent professional nursing practice while utilizing the CSUB Department of Nursing Conceptual Model.
- ii. Incorporate legal and ethical responsibilities into each of the nursing roles (clinician, educator, researcher, and leader).
- iii. Collaborate with other members of the interdisciplinary team to promote client (individual, family, group, aggregate, or community) system stability.
- iv. Synthesize nursing research in the professional nursing practice setting incorporating Evidence Based Practice.
- v. Apply critical thinking and evaluation skills of a beginning professional leader and advanced beginning clinician in the practice setting.
- vi. Integrate professional behavior as described in specific codes of nursing practice, agency, and departmental policies.
- vii. Formulate a leadership/management project relevant to the practice setting and communicate findings of the leadership/management project to a professional group and/or faculty.



**CALIFORNIA STATE UNIVERSITY, BAKERSFIELD**  
**Department of Nursing**

**N4901: Professional Nursing Practicum**

***Written Notice to Clinical Instructor of Clinical Setting and Calendar of Clinical Hours***

Student is required to submit this form to instructor before beginning hours in your agency.

**Student Information:**

Student Name: \_\_\_\_\_

Student Phone #: \_\_\_\_\_  
\_\_\_\_\_

Student Email: \_\_\_\_\_

**Clinical Setting Information:**

Facility/Unit: \_\_\_\_\_

Unit Phone #: \_\_\_\_\_

Preceptor Name: \_\_\_\_\_

Please list the scheduled shifts that will meet clinical hours (75 required). Updates and changes to this schedule must be submitted in writing, in advance, to the instructor, preceptor, & facility scheduler.

<b>Date</b>	<b>Shift Time</b>

**CALIFORNIA STATE UNIVERSITY, BAKERSFIELD**  
**Department of Nursing**  
**N4901: Professional Nursing Practicum**

***CLINICAL PERFORMANCE EVALUATION TOOL***

Student Name: \_\_\_\_\_

Clinical Instructor: \_\_\_\_\_

Course Name/#: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluation will be based on the degree to which the student meets the course objectives as they are delineated by the criteria stated in this evaluation tool. The Preceptor provides feedback, which is incorporated into the midterm and final evaluations of the students' performance.

**A. To achieve a passing grade, the student must meet the criteria in one of the following ways:**

**5. Independent Performance:**

- \*Performs safely and accurately each time without supportive cues from preceptor or instructor
- \*Demonstrates dexterity and spends minimal time on task
- \*Focuses on client
- \*Applies theoretical knowledge each time

**4. Supervised Performance:**

- \*Performs safely and accurately each time, requires supportive cues occasionally during performance of tasks
- \*Demonstrates coordination and spends reasonable time on task
- \*Applies theoretical knowledge with occasional cues

**3. Assisted Performance:**

- \*Performs safely and accurately each time, requires frequent supportive and occasional directive cues
- \*Demonstrates partial lack of dexterity
- \*Focuses primarily on own behavior, not on client
- \* Can identify principles but needs direction to coordinate with application

**B. A student fails the objectives if any of the following are indicated:**

**2. Provisional Performance:**

- \* Performs safely under close supervision. Not always accurate, requires continuous, supportive, and directive cues
- \*Demonstrates lack of skill and/or performs tasks with considerable delay or omissions
- \*Focuses entirely on task or own behavior
- \*Applies principles inappropriately or inadequately

**1. Dependent performance:**

- \*Performs in an unsafe manner, requires continuous supportive directions and cues
- \*Performs in an unskilled manner
- \*Attempts activity or behavior yet is unable to complete
- \*Focuses entirely on task or own behavior
- \*Unable to identify principles or apply them

**0. Negative pattern:**

- \* Demonstrates a pattern of unacceptable performances

<b>NSO</b>	Not sufficiently observed
<b>N</b>	No opportunity
<b>P</b>	Preceptor
<b>CI</b>	Clinical Instructor

Adapted from: Bondy, K. N. (1983). Criterion-Referenced definitions for rating scales in clinical evaluation. *Journal of Nursing Education*, 22(9), 376-382.

**CALIFORNIA STATE UNIVERSITY, BAKERSFIELD**  
**Department of Nursing**  
**N4901: Professional Nursing Practicum**

***CLINICAL PERFORMANCE EVALUATION TOOL***

**Student Name:** \_\_\_\_\_ **Agency:** \_\_\_\_\_

**Preceptor Name:** \_\_\_\_\_ **Unit:** \_\_\_\_\_

**Course Objectives:** **To be completed by Preceptor [P] or To be completed by Clinical Instructor [CI]**  
Please evaluate using the 0-5, NSO (Not sufficiently observed), N (No opportunity)

<b>1. Perform patient-centered care utilizing the various nursing roles at an advanced beginner level of professional nursing practice.</b>	<b>Midterm</b>	<b>Final</b>	
	<b>CI</b>	<b>P</b>	<b>CI</b>
A. Document the use of the nursing process in the care and management of patients			
B. Demonstrate, through the use of a nursing care plan, the process for improving and revising evidence based practice			
C. Perform nursing skills that are entry level expectations in the selected clinical setting			
D. Identify the ANA Standards of Nursing for the specific clinical area			
	___/1pt		___/1pt

<b>2. Integrate legal and ethical responsibilities into each of the nursing roles.</b>	<b>Midterm</b>	<b>Final</b>	
	<b>CI</b>	<b>P</b>	<b>CI</b>
A. Identify legal issues for the specific clinical setting and mode			
B. Discuss ethical concerns with the preceptor for the specific clinical experience			
	___/1pt		___/1pt

<b>3. Collaborate with other members of the inter-professional team to promote patient-centered care while maintaining system stability and maximum functional health status.</b>	<b>Midterm</b>	<b>Final</b>	
	<b>CI</b>	<b>P</b>	<b>CI</b>
A. Attend multidisciplinary team meetings (rounds)			
B. Document multidisciplinary team meetings (rounds)			
C. Sustain collaborative relationships with other health care personnel			
	___/1pt		___/1pt

<b>4. Synthesize nursing research based on evidence-based practice in the professional nursing practice setting.</b>	<b>Midterm</b>	<b>Final</b>	
	<b>CI</b>	<b>P</b>	<b>CI</b>
A. Share recent research Article (last 5 years) relevant to the clinical area			
B. Suggest change in nursing practice based on nursing research			

C. Assess or implement a change in nursing procedure based on nursing research			
	___/1pt	___/1pt	

5. Assess issues related to use of technology/informatics and be compliant with regulatory mandates in the practice setting.	Midterm	Final	
	CI	P	CI
A. Describe examples of how technology and information management are related to the quality and safety of patient care			
B. Explain technologies that support clinical decision-making, error prevention, and care coordination			
C. Demonstrate the use of high quality electronic sources of healthcare information			
	___/1pt	___/1pt	

6. Apply clinical reasoning and evaluation skills of a beginning professional leader and advanced beginner clinician in the practice setting.	Midterm	Final	
	CI	P	CI
A. Report on the effectiveness (outcome) of nursing procedures			
B. Demonstrate critical thinking skills in staff assignments, delegation of assignment, and client management			
C. Use initiative to think through problems, examine alternatives, and make decisions within capabilities			
	___/1pt	___/1pt	

7. Integrate professional behavior as described in specific codes of nursing practice, agency, and departmental policies.	Midterm	Final	
	CI	P	CI
A. Behave consistently within the ANA Code of Ethics for Nursing			
B. Follow agency and departmental policies for the following: <ul style="list-style-type: none"> <li>1. Accurate documentation and record-keeping</li> <li>2. Maintain confidentiality of records and client communication</li> <li>3. Use appropriate agency forms</li> <li>4 Follow policy for use of agency equipment</li> <li>5. Arrive on time for clinical experience</li> <li>6. Notify preceptor/clinical instructor of absence</li> </ul>			
C. Informs preceptor/instructor of progress/problems in the clinical experience			
	___/1pt	___/1pt	

VII. Individual Objectives. See directions for criteria. Please Attach Individual Student Objectives	Midterm	Final	
	CI	P	CI
1.			
2.			
3.			
	___/3pts	___/3pts	

**CALIFORNIA STATE UNIVERSITY, BAKERSFIELD**  
**Department of Nursing**

**N4901: Professional Nursing Practicum**

***CLINICAL PERFORMANCE EVALUATION TOOL***

**Midterm Evaluation**

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Clinical Instructor Signature (CI): \_\_\_\_\_ Date: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Final Evaluation**

**Completion of Learning Contract (Final Evaluation): Attach to previous pages with objectives. Student has completed 75 hours and met the objectives of this N4901 course. Student and Preceptor completed required forms and must submit final evaluation and all signatures before a final grade can be awarded by the Clinical Instructor (CI).**

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Preceptor Signature (P): \_\_\_\_\_ Date: \_\_\_\_\_

Clinical Instructor Signature (CI): \_\_\_\_\_ Date: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**CALIFORNIA STATE UNIVERSITY, BAKERSFIELD**  
**Department of Nursing**

**N4121 / N4221: Community/Public Health Nursing Practicum**  
**COURSE SPECIFIC DOCUMENTS**

Overview of Community Health Nursing Practicum

The community/public health nursing courses include a total of 3 theory units and 3 clinical units the courses cover community health nursing process as applied to individuals, families and communities. Specific content areas include, but are not limited to principles of epidemiology, health education, community resources and referrals, nursing research, and sociocultural, environmental and political factors that impact health.

Clinical Hours: To meet the requirements of the course, each student must complete a total of 135 clinical hours; this includes the 90 clinical hours required by the California Board of Registered Nursing to obtain a Public Health Nursing Certificate.

**Course Objectives:**

1. Apply family and community health concepts to the nursing process with individuals, families, and communities and function in a variety of nursing roles including clinician, educator, leader, and researcher.
2. Describe social determinants of health including environmental factors, ecological factors, and the availability of equitable community resources.
3. Utilize community assessment data to develop an understanding of health needs, prioritize goals, and implement population health interventions.
4. Identify policy issues that impact the health of individuals, families, and groups in a population and provide nursing care and documentation consistent with laws and regulations.
5. Design health education strategies in consideration of physiological, psychological, sociocultural, and developmental issues for effective teaching with diverse populations using a variety of methods.
6. Demonstrate culturally appropriate community/public health nursing practice and discuss the impact of health disparities.
7. Develop strategies based on epidemiological data to plan and implement measures for health promotion, disease prevention, risk reduction, and reduce the incidence of disease for individuals, families, and communities.
8. Incorporate ethical standards into all aspects of community/ public health nursing practice, and utilize these standards to promote social justice at the individual, family, and community level.
9. Develop competence in collaboration with individuals, families, communities and other partners of the inter-professional team to achieve improved health outcomes.
10. Utilize evidence based research relevant to community / public health nursing to guide interventions for individuals, families, and communities.

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**Department of Nursing**

**N4121/N4221: Community Health Nursing Clinical**  
**RN-BSN Timesheet**

**Student Name:**

<b>Date</b>	<b>Activities / Site</b>	<b>Hours</b>	<b>Cumulative Hours</b>

## N442 Community Health Nursing Practicum CLINICAL PERFORMANCE EVALUATION TOOL

Evaluation will be based on the degree to which the student meets the course objectives.

**Students:** Review the objectives and provide brief, specific examples of how each objective was met. Then complete a self-assessment for each objective using the rating scale below. You will rate one number for each objective, so you should have a total of 10 scores. Your preceptor and your instructor will each complete this process. You will then meet with your instructor to determine your final score for each objective. This process will be completed twice, at mid-term and during the final week.

**Preceptors:** Review the objectives and rate the student for each objective using the rating scale below. You will rate one number for each objective, so you should have a total of 10 scores. The student does not need to be present. Return the form to the student. The instructor/student will meet at midterm and during the final week to determine their final scores for each objective. You may be present if you desire, but this is not required.

**Students who fail any objective (score of 1 or 0) on the final assessment will fail the course.**

### 5=Independent Performance

- \*Performs safely & accurately each time without supportive cues from preceptor or instructor.
- \*Focuses on client, spends minimal time on tasks.
- \*Applies theoretical knowledge each time.

### 4=Supervised Performance

- \*Performs safely & accurately each time, requiring supportive cues occasionally.
- \*Focuses on client with some focus on task; spends reasonable time on task.
- \*Applies theoretical knowledge.

### 3=Assisted Performance

- \*Performs safely & accurately each time, requiring frequent supportive & occasional directive cues.
- \*Focuses primarily on task or own behavior, not on client.
- \*Can identify principles, but needs direction to coordinate with application.

### 2=Provisional Performance

- \*Performs safely under close supervision. Not always accurate, requiring continuous supportive & directive cues.
- \*Focuses entirely on task or own behavior.
- \*Demonstrates lack of skill.
- \*Applies principles inappropriately or inadequately.

***A student fails the objectives if any of the following are indicated:***

### 1=Dependent Performance

- \*Performs in an unsafe manner, requiring continuous supportive directions or cues.
- \*Focuses entirely on tasks or own behavior.
- \*Attempts activity or behavior, yet is unable to complete it.
- \*Unable to identify principles or apply them.

### 0=Negative Performance

- \*Demonstrates a pattern of unacceptable performances.

NSO indicates not sufficiently observed. N indicates no opportunity.

Adapted from Krichbaum et al. (1994). Criterion referenced definitions. *Journal of Nursing Education*, 22, 376.



**N442 Community Health Nursing Practicum  
CLINICAL PERFORMANCE EVALUATION TOOL**

Student Name:

Semester /Year:

<p><b>5= Independent Performance; 4= Supervised Performance; 3= Assisted Performance; 2= Provisional Performance (Passing); 1= Dependent Performance; 0= Negative Performance (Failing); NSO= Not Sufficiently Observed; N= No Opportunity</b></p>			
<p><b>I. Apply family and community health concepts to the nursing process with individuals, families, and communities and function in a variety of nursing roles including clinician, educator, leader, and researcher.</b></p> <ol style="list-style-type: none"> <li>1. <b>Assessment:</b> Recognize the significance of abnormal findings and establish appropriate priorities</li> <li>2. <b>Diagnosis:</b> Based upon the presenting data, develop suitable nursing diagnosis (es) and prioritize.</li> <li>3. <b>Plan:</b> Develop mutually agreed-upon plan of care that falls within the client's ability to achieve change and will be a guide to determine continuing or closing nursing services.</li> <li>4. <b>Interventions:</b> Implement appropriate interventions, case management, treatment and/or referral.</li> <li>5. <b>Evaluate:</b> Effectiveness of nursing interventions</li> </ol>			
<u>Midterm Examples:</u>	Midterm Score Student:	Midterm Score Preceptor:	Midterm Score Instructor:
<u>Final Examples:</u>	Final Score Student:	Final Score Preceptor:	Final Score Instructor:
<p><b>II. Describe social determinants of health including environmental factors, ecological factors, and the availability of equitable community resources.</b></p> <ol style="list-style-type: none"> <li>1. Assess individual, family, or community health based upon biological, psychosocial and environmental risk factors.</li> <li>2. Examine social patterns affecting community health.</li> <li>3. Examine risk factors in the physical environment.</li> <li>4. Elicit and analyze data to determine patterns of health and illness, family life patterns, current use of services (e.g., health, social, legal), and patterns of high risk (e.g., parents, infants, family, environment).</li> <li>5. Examine the availability of community resources for health services (e.g., interpreter services, transportation, financial assistance, social, and other services).</li> </ol>			
<u>Midterm Examples:</u>	Midterm Score Student:	Midterm Score Preceptor:	Midterm Score Instructor:
<u>Final Examples:</u>	Final Score Student:	Final Score Preceptor:	Final Score Instructor:

<p>III. Utilize community assessment data to develop an understanding of health needs, prioritize goals, and implement population health interventions.          (See Community Assessment Guide)</p> <ol style="list-style-type: none"> <li>1. Assessment: Gather community data through research, observation, and interviewing skills.</li> <li>2. Diagnose: Develop community diagnoses by analyzing assessment data.</li> <li>3. ID Outcomes: Describe desired outcomes and goals that reflect strengths and weaknesses of the community.</li> </ol> <p>(See Community Intervention Guide)</p> <ol style="list-style-type: none"> <li>4. Plan: Identify objectives for improved health outcomes.</li> <li>5. Implement: Nursing interventions to inform, educate, empower, and/or link to providers.</li> <li>6. Evaluate: Evaluate progress toward meeting goals and objectives and effectiveness of nursing interventions.</li> </ol>			
<u>Midterm Examples:</u>	Midterm Score Student:	Midterm Score Preceptor:	Midterm Score Instructor:
<u>Final Examples:</u>	Final Score Student:	Final Score Preceptor:	Final Score Instructor:
<p>IV. Identify policy issues that impact the health of individuals, families, and groups in a population and provide nursing care and documentation consistent with laws and regulations.</p> <ol style="list-style-type: none"> <li>1. Identifies issues and outcomes of health policy relevant to PHN practice.</li> <li>2. Practice within the scope of the Nurse Practice Act, adhere to health laws, agency, and CSUB regulations.</li> <li>3. Maintain an accurate documentation of all client services provided.</li> <li>4. Obtain informed consent prior to collaboration with other health and social service agencies.</li> <li>5. Maintain client confidentiality.</li> <li>6. Mandated Reporter: Appropriate use of available community resources for the protection and support of neglected/abused children and adults.</li> <li>7. Practice within Health department guidelines and follow the chain of command.             <ul style="list-style-type: none"> <li>• Records returned at end of day, no photocopies</li> <li>• Use correct forms</li> <li>• Follow policies for use of agency equipment</li> <li>• Follow dress code</li> <li>• Arrive on time/Utilize clinical time appropriately</li> <li>• Notify faculty of absences</li> </ul> </li> </ol>			
<u>Midterm Examples:</u>	Midterm Score Student:	Midterm Score Preceptor:	Midterm Score Instructor:
<u>Final Examples:</u>	Final Score Student:	Final Score Preceptor:	Final Score Instructor:

<p>V. Design health education strategies in consideration of physiological, psychological, sociocultural, and developmental issues for effective teaching with diverse populations using a variety of methods.</p> <ol style="list-style-type: none"> <li>1. Recognize normal physiological, psychological, and socio-cultural/behavioral conditions.</li> <li>2. Identify the family developmental level and support system.</li> <li>3. Apply concepts of health teaching and health promotion in the nursing care of individuals, families, and groups in the community.</li> <li>4. Teach the individual and family appropriate self-care techniques, procedures, and skills.</li> <li>5. Provide appropriate interventions for illnesses and conditions that come under community health nursing management.</li> </ol>			
<u>Midterm Examples:</u>	Midterm Score Student:	Midterm Score Preceptor:	Midterm Score Instructor:
<u>Final Examples:</u>	Final Score Student:	Final Score Preceptor:	Final Score Instructor:
<p>VI. Demonstrate culturally appropriate community/public health nursing practice and discuss the impact of health disparities.</p> <ol style="list-style-type: none"> <li>1. Identify the usual coping patterns of the individual, family, or group and evidence of dysfunctional coping.</li> <li>2. Recognize cultural beliefs and behavior that can influence individual, family, and community health.</li> <li>3. Demonstrate respect for people with differing values, behaviors, and lifestyle</li> <li>4. Recognize health risks of ethnic groups and the association between ethnicity and health disparities.</li> <li>5. Incorporate cultural beliefs, life experiences, and views when assessing, planning, and implementing care for individuals, families or communities.</li> </ol>			
<u>Midterm Examples:</u>	Midterm Score Student:	Midterm Score Preceptor:	Midterm Score Instructor:
<u>Final Examples:</u>	Final Score Student:	Final Score Preceptor:	Final Score Instructor:
<p>VII. Develop strategies based on epidemiological data to plan and implement measures for health promotion, disease prevention, risk reduction, and reduce the incidence of disease for individuals, families, and communities.</p> <ol style="list-style-type: none"> <li>1. Describe the process utilized in investigation of a suspected communicable disease (i.e. Host, Agent, and Environment).</li> <li>2. Understand the concept of risk reduction and its application in C/PHN practice</li> <li>3. Plan appropriate nursing interventions to prevent disease, reduce risk or resolve health problems of the individual, family, and/or community.</li> <li>4. Implement strategies that include the three levels of prevention.</li> </ol>			

<u>Midterm Examples:</u>	Midterm Score Student:	Midterm Score Preceptor:	Midterm Score Instructor:
<u>Final Examples:</u>	Final Score Student:	Final Score Preceptor:	Final Score Instructor:
VIII. Incorporate ethical standards into all aspects of community/ public health nursing practice, and utilize these standards to promote social justice at the individual, family, and community level.			
<ol style="list-style-type: none"> <li>1. Demonstrates professional behaviors that uphold the standards of nursing: care and compassion; advocacy; accountability to clients, peers, agency, and faculty; positive demeanor; responsibility for actions; and effective communication.</li> <li>2. Demonstrates respect for the inherent ethical values of altruism, autonomy, human dignity, integrity and social justice within the context of C/PHN nursing.</li> <li>3. Uses ethical problem-solving strategies to address dilemmas related to care of individuals, families communities and populations</li> <li>4. Assists clients in developing skills for self-advocacy</li> <li>5. Promote social justice by utilizing strategies that improve population health outcomes.</li> </ol>			
<u>Midterm Examples:</u>	Midterm Score Student:	Midterm Score Preceptor:	Midterm Score Instructor:
<u>Final Examples:</u>	Final Score Student:	Final Score Preceptor:	Final Score Instructor:
IX. Develop competence in collaboration with individuals, families, communities and other partners of the inter-professional team to achieve improved health outcomes.			
<ol style="list-style-type: none"> <li>1. Meet with faculty regularly to review client records and discuss progress toward attaining course objectives.</li> <li>2. Integrate feedback and constructive criticism from faculty, and agency personnel.</li> <li>3. Maintain professional relationship with peers, faculty, agency staff, and other health team members.</li> <li>4. Demonstrate use of effective communication and collaborative skills as part of an inter-professional team to deliver patient-centered care.</li> <li>5. Make appropriate referrals to partner agencies or professionals, based upon individual or family needs.</li> <li>6. Follows through with clients and agencies or professionals to evaluate outcome of referrals made.</li> <li>7. Use self-reflection to examine the effectiveness of nursing actions that contribute to the team collaborative process.</li> <li>8. Effectively contributes meaningful comments and insights into group discussions.</li> </ol>			
<u>Midterm Examples:</u>	Midterm Score Student:	Midterm Score Preceptor:	Midterm Score Instructor:

<u>Final Examples:</u>	Final Score Student:	Final Score Preceptor:	Final Score Instructor:
X. Utilize evidence based research relevant to community / public health nursing to guide interventions for individuals, families, and communities. 1. Engage in self-reflection, dialogue and collaboration with professional colleagues to adapt evidence-based guidelines to C/PHN practice. 2. Demonstrate the ability to analyze, critique, and integrate research findings to inform nursing practice and improve nursing care. 3. Identifies sources of C/PHN health data and evidenced based practice 4. Incorporate evidence based practices when planning, implementing and evaluating care of individuals and families within the community setting.			
<u>Midterm Examples:</u>	Midterm Score Student:	Midterm Score Preceptor:	Midterm Score Instructor:
<u>Final Examples:</u>	Final Score Student:	Final Score Preceptor:	Final Score Instructor:
<b>Total Points</b>		/50	/50

**MIDTERM EVALUATION:** Objectives met / partially met / not met (circle one)

Student Self Evaluation:

Faculty Evaluation:

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Faculty Signature \_\_\_\_\_ Date \_\_\_\_\_

**FINAL EVALUATION:** Objectives met / not met (circle one)

Student Self Evaluation:

Faculty Evaluation:

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Faculty Signature \_\_\_\_\_ Date \_\_\_\_\_

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