

**Missouri Valley College School of Nursing**



**BSN**  
**PRECEPTOR HANDBOOK**

**For use in: NU 482 Senior Practicum**

**BUILDING 109 FITZGIBBON CAMPUS**

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## MISSOURI VALLEY COLLEGE SCHOOL OF NURSING

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# MISSOURI VALLEY COLLEGE SCHOOL OF NURSING

## PRECEPTOR'S WELCOME

The faculty and staff at Missouri Valley College School of Nursing thank you for your willingness to serve as a clinical preceptor for undergraduate students from our nursing program. We realize that as preceptors, you not only dedicate your time and energy, but you are also challenged with patience as you help students learn new skills that will help them navigate the path of becoming a registered nurse. Your leadership skills along with your expertise, self-confidence, and role modeling will help students gain knowledge and skills necessary to practice safely and competently as a professional nurse. The faculty appreciates these valuable learning experiences and look forward to working with you as we improve our program and work with other disciplines to meet the demands of an ever changing health care system.

Please read the handbook as it will help you understand your role as a preceptor. If you have questions, don't hesitate to contact the clinical coordinator or the program director. Emails and phone numbers can be found under faculty profiles in the handbook. Also, if you would like communication at specific times regarding the student's performance, please contact the clinical coordinator/instructor/professor with how and when you would like to be contacted. It is our desire to make this a positive experience for all parties.

Before the semester begins, a faculty member will contact you to discuss course requirements, and provide emails and phone numbers for faculty providing oversight for the student(s). Other documents discussed and/or provided include but are not limited to a copy of the syllabus, a student schedule, preceptor agreement form for your signature and our files, and a clinical/preceptor form. In the appendix of the handbook, you will find copies of necessary documents.

Once again, thank you for agreeing to share your skill and expertise with our undergraduate students. The faculty and administration from Missouri Valley College and the School of Nursing recognize and appreciate your contributions to our College and to the profession of nursing.

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### THE MISSION and PHILOSOPHY of the MVC NURSING PROGRAM

**MISSION:** The mission is to advance the art and science of nursing through innovative teaching, research, and clinical practice. To educate and train diverse groups of nursing professionals to interact with interdisciplinary teams thus promoting optimal health outcomes in individuals, families, and global communities while promoting a culture of lifelong learning.

**PHILOSOPHY:** The foundation for professional nursing education is embedded in the natural sciences, social sciences, and humanities which enhances critical thinking and reasoning, while promoting high ethical standards in providing holistic care for individuals, families, global communities, and societies. The baccalaureate of science in nursing prepares a nurse generalist and lays the foundation for graduate education to promote personal, professional and intellectual growth. The graduate of the School of Nursing will be able to assimilate theory, concepts, research, and leadership to help reshape the future of nursing practice while meeting the demands of an ever changing healthcare environment.

**NURSING FACULTY BELIEFS:** Nursing is both an art and a science. The practice of nursing occurs in a dynamic and changing healthcare environment. Patient's individual needs are met by using the holistic approach and through the use of the nursing process. Practicing nurses must be caring and compassionate, have critical thinking skills, be competent, be self-directive, be ethical, practice within their scope, practice with cultural sensitivity, promote health and wellness across the lifespan, be a lifelong learner, and also be a patient advocate.

**FACULTY COMMITMENT:** The faculty is committed to academic and clinical excellence in preparing students to become professional nurses. Nursing educators are committed to a learner-centered process which uses knowledge gained from general education courses and knowledge and skills gained from nursing courses to prepare the nurse to practice safely and competently. Acquisition of knowledge and skills are achieved through various means such as the teaching-learning process, research, instructional design/methodologies, and internal and external resources. The faculty members are lifelong learners and instill this trait in their students. Lifelong learning increases knowledge, skills, professionalism, and is beneficial for medical communities in caring for diverse populations with complex needs in a variety of health care settings.

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## PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

The Missouri Valley College School of Nursing faculty designed the curriculum to encompass principles from both science and liberal arts. Students gain knowledge and skills in courses such as leadership, mental health and community nursing, health-care delivery systems, healthcare technology, nursing research, and best practices to enter the healthcare arena as nurse generalists. The nurse is compassionate and demonstrates leadership skills, critical thinking skills, clinical reasoning, and utilization of best practices necessary to provide safe and quality care to diverse groups with chronic and acute needs in a variety of settings within a medical community.

### **Upon graduation, students shall meet the following outcomes:**

1. Complete a solid base in liberal education which provides the cornerstone for the practice and education of nurses while using knowledge from other disciplines emphasizing clinical judgment and best practices in transforming nursing practice.
2. Provide compassionate, holistic, competent person-centered care to the individual patient with complex/complicated needs including ones' identified family and "important others", using best practices and is "developmentally appropriate" regardless of expertise, skills, or area of interest.
3. Collaborate with other disciplines and stakeholders to form partnerships focusing on disease prevention and health promotion across the lifespan and to improve population health outcomes for diverse groups and those facing disparities in healthcare.
4. Integrate current nursing knowledge gained through theory, science, research, and best practices to enhance healthcare and effect positive changes in healthcare.
5. Select credible bodies of knowledge that focus on approaches to improve quality and safety, minimize risk to patients/providers while facilitating best practices in treatment Outcomes.
6. Use purposeful collaboration with interprofessional teams, "patients, families, communities and other stakeholders" to promote high quality patient care, optimize the patients' healthcare experience, and to achieve positive health outcomes.
7. Coordinate appropriate resources within a complex healthcare system necessary to provide high quality, safe, ethical, and equitable care to diverse populations.

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8. Analyze data from information technologies to increase knowledge, promote decision making, and use best practices to deliver high quality, accessible, and cost effective healthcare while adhering to professional and regulatory standards/guidelines.
9. Demonstrate professionalism and role model the inherent values of accountability, social responsibility, autonomy, compassion, integrity, cultural humility, lifelong learning, promotion of personal health and well-being, while maintaining competency and leadership skills which are fundamental to the discipline of nursing.

\*Student Learning Outcomes were developed utilizing the Baccalaureate Essentials from the Commission on Collegiate Nursing Education (CCNE, 2021).

### GENERAL INFORMATION: CLINICAL PRECEPTOR PROGRAM

**PURPOSE:** To assist the student in making a timely and smooth transition from the student role to the entry-level registered nurse role.

**IMPORTANCE:** Students need the opportunity to see expert nurses in action. A preceptor program provides the opportunity for these nurses to mentor/precept students that will become future health care leaders of tomorrow. Students must come prepared to take advantage of every learning experience. Mentors/preceptors can assist students to improve communication skills, find ways to handle role conflict, work as effective team members, become better clinicians by using best practices, use critical thinking skills to help in priority making, and also to improve time management and organizational skills. This experience allows students to see first-hand the need for peer networking and support of the nursing profession. It also builds professional and personal friendships that can last a lifetime.

**PRECEPTOR:** An experienced, competent, caring, non-faculty registered nurse (RN) who agrees to serve as a role model, leader, consultant, mentor, and teacher, helping students to bridge the gap between academia and what can be expected in the “real world” of taking care of patients.

**PRECEPTEE:** A pre-licensure student who will spend time with a preceptor (1:1) to increase learning opportunities through realistic nursing experiences in a designated clinical setting.

**AGENCY:** Clinical setting that is approved by the College and where the student will do the preceptorship.

**FACULTY ADVISOR:** Nursing instructor/professor who oversees the experience and works closely with the preceptor to assure the student’s success.

**PRECEPTOR CRITERIA:** The preceptor must have an active Missouri license as an RN, prepared at a minimum of an Associate level, a minimum of one year of clinical experience with satisfactory evaluations, desire and commitment to help the student grow as a professional nurse, and also be committed to excellence in nursing practice.

**FACULTY PRESENCE:** There will not be a faculty member at the site on a continual basis. The faculty member will make scheduled visits with the preceptor and the student to assure learning objectives are being met and that lines of communication are open and that all understand the importance of effective communication.

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**STUDENTS AS ADULT LEARNERS:** Our students are adult learners (both traditional and nontraditional) that want to learn, be self-directed, use life experiences in the learning process, and are motivated to achieve personal and professional goals by returning to school. Faculty at this college realize that not all students are alike and learn the same way, thus we support the diversity found in our student population while creating positive learning environments/experiences allowing students to reach their educational goals.

**COLLABORATION:** Faculty members work with the clinical agency staff to decide on the appropriate preceptors for each student. The course instructor/professor is responsible for developing the Clinical Practicum Learning Objectives. He or she will share these with the preceptor. However, nursing faculty are responsible for the final evaluation of the student.

**FEEDBACK IS IMPORTANT:** Constructive feedback helps students grow professionally. It is encouraged and needed for students to take advantage of new and challenging learning opportunities and to also enhance practice methods. Feedback should be specific and done in a positive and timely manner. Provide specific examples of what they have done well and not so well. For things not done so well, educate the student on how to use best practices to improve patient care. Create a learning environment that is conducive to positive learning that assures accountability and responsibility. Take every opportunity to promote professionalism within the clinical setting.

**PRECEPTOR EVALUATION OF THE STUDENT/EXPERIENCE:** The preceptor will be asked to evaluate the student's performance in the clinical setting and also how the experience went overall. A copy of the form(s) are found in the handbook.

**STUDENT EVALUATION OF EXPERIENCE/PRECEPTOR:** Before the clinical experience ends, the student will evaluate the experience and the preceptor. A copy of the form(s) are found in the handbook.

**PRECEPTOR EVALUATION OF THE STUDENT:** The preceptor will evaluate the student at the end of the practicum. A student will provide you with a stamped envelope to submit to the Missouri Valley School of Nursing.

**CLINICAL HOURS FORM:** The preceptor shall document and sign the form attesting to the number of clinical hours each student spends in the agency. A copy of the form(s) are found in the handbook.

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## ROLES AND RESPONSIBILITIES

### NURSING STUDENT:

#### ORIENTATION:

- Participate in the agency and unit orientation.
- Become familiar with the skills and orientation lists.
- Schedule hours early with a preceptor to guarantee required hours will be met at the end of semester.
- Provide accurate information on past learning/working experiences.
- List 3 personal strengths and 3 personal weaknesses
- Provide the preceptor with the Nursing Student Learning Outcomes to help plan the clinical learning experience and in meeting the outcomes.

#### PRACTICE:

- Provide safe, competent, and ethical nursing care.
- Ask for assistance from the preceptor/supervisor when needed/indicated to perform care safely.
- Documents patient information in an accurate and timely manner.
- Demonstrates use of best practices, priority setting, and organizational skills.
- Reports patient status or changing status to appropriate medical/nursing personnel.
- Assesses patients and modifies care according to nursing and legal standards.
- Effectively collaborates/communicates with all disciplines to assure positive patient outcomes.
- Portrays a professional image at all times including communication, attendance, dress code, and working with all disciplines.
- Accepts responsibility for own behavior and looks for opportunities to learn and improve nursing practice.

#### COMMUNICATION:

- Communicates early with the preceptor/clinical instructor/professor any needed schedule changes, tardiness, or sickness.
- Post response in the course platform at least weekly on how objectives are being met.
- Keep clinical log hours current and assure the preceptor has signed them.
- Communicate schedule changes with instructor and preceptor before making changes in previously approved schedule.

#### EVALUATION OF CLINICAL EXPERIENCE:

- Provide frequent and objective feedback to preceptor regarding learning experience.
- Complete the preceptor and program evaluation in a timely manner and submit as directed in the Syllabus.



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## ROLES AND RESPONSIBILITIES

### CLINICAL INSTRUCTOR/PROFESSOR:

#### ORIENTATION:

- Assigns preceptor and organizes meetings with preceptor and nursing students.
- Assures that agency, preceptor and department supervisors are ready for the student to begin learning experience(s).
- Provides a preceptor with all necessary material/information for the student's learning experiences.
- Assures questions are answered to the preceptor's expectations.
- Assures that the clinical agency will have appropriate supervision for the student should the preceptor be absent.

#### SUPERVISION AND EDUCATION:

- Assumes overall responsibility for educating and evaluation of the student.
- Assures students are compliant with immunizations.
- Assures students are compliant with CPR certification and professional liability insurance coverage.
- Serves as a liaison to the preceptor in evaluating the student's performance of clinical skills and in taking advantage of learning/educational opportunities.

#### COMMUNICATION:

- Collaborates/communicates with nursing student and preceptor and/or designee to make sure all understand the performance expectations, personal goals/objectives, and student learning outcomes.
- Provides guidance to assure the student's learning needs are being met.
- Serves as a resource to the nursing student and preceptor.
- Completes the student's evaluation with input from student and preceptor and uses this to determine final grade in the course.

#### EVALUATION OF CLINICAL EXPERIENCE:

- Meet with or provide frequent feedback regarding the student's performance in the clinical agency/setting.
- Meet with the preceptor and student at the clinical site a minimum of three times during the clinical rotation.

## ROLES AND RESPONSIBILITIES

### PRECEPTOR:

- Completes and submits the Preceptor Profile regarding qualifications needed to be a preceptor. Must be on file in Nursing Office before students can begin practicum.
- Assists the student/clinical instructor/professor in identifying patients and making assignments that will help meet the personal goals/objectives and learning objects of the practicum/course.
- Assures that all department staff are aware of student's presence and what the preceptor's role and responsibilities are.

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- Assist students with receiving adequate hours per week to meet objectives of practicum.
- Assists the student to identify his/her weakness and provides opportunities for professional growth and development such as professionalism, critical thinking, and learning new skills for implementing and evaluating plans of care.
- Seeks guidance from the instructor/professor and/or nurse manager if they have concerns with the student's competencies/professionalism to allow for early intervention(s).
- Communicates regularly with the nursing student and the instructor/professor on the student's progress in meeting objectives in the clinical setting.
- Provides input to instructor/professor through meetings/student evaluation to determine if the student abilities/skills did or did not meet the clinical practicum learning objectives.
- Preceptors shall not supervise more than two students on any given shift. Preceptor supervision denotes that the preceptor is present and available to the students in the clinical/rotation setting.

### **HEALTH CARE AGENCY:**

- Retains ultimate responsibility for all patient care and needs.
- Retains responsibility for the preceptor's salary, benefits, and liability.

## **CLINICAL PRACTICUM LEARNING OBJECTIVES**

- 1) Use summative knowledge, acquired technical skills, pharmacological principles, advanced critical thinking skills and current literature/research findings in the nursing process when providing safe care for multiple clients with complex healthcare problems (PSLO #2, 3, 4, & 5; QSEN #1 & 6).
- 2) Assess cultural background, developmental level, and religious/spiritual practices when planning nursing care for diverse and complex patients across the health care spectrum (PSLO #6, 8, & 9; QSEN #1).
- 3) Modify therapeutic and professional communication skills to collaborate with patients, families, and other health care disciplines (PSLO # 6 & 7; QSEN #2).
- 4) Devise individualized evidence-based teaching plans for clients with complex health care needs to improve outcomes (PSLO #4, 6, & 8; QSEN #1).
- 5) Assess for accountability, responsibility, and adherence to legal/ethical guidelines, professional standards when providing quality, safe, and cost-effective care for diverse populations in complex settings (PSLO #2, 3, 8, & 9) (QSEN #5)
- 6) Assess opportunities to act as a patient advocate (PSLO # 6, 7, & 9).

# MISSOURI VALLEY COLLEGE SCHOOL OF NURSING

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## MISSOURI VALLEY COLLEGE SCHOOL OF NURSING

### Professional Dress/Attire Code Clinical Settings

**POLICY:** Students must meet standards of professional dress/attire while representing MVC Nursing Program in participating/attending clinical experiences.

**PROCEDURE: (Failure to comply with the policy will result in the student being sent home)**

1. **Uniforms:** Uniforms/scrubs must be clean and ironed. The pants length must not touch the floor or ground. The top must cover the student's hips. Neutral or white undergarments are to be worn under uniform scrubs. Colors and designs are not to show through uniform scrubs. Solid white or black knit tops can be worn under the uniform.
2. **Identification:** MVC nursing students must include the school photo ID badge and/or badges from other agencies on the school uniform.
3. **Shoes/Hosiery:** White socks may also be worn with the uniform/scrubs. Shoes must be enclosed at both the heel and the toe. Students may select either nursing or athletic leather shoes in a neutral color. Shoelaces must be clean, tied and the same color as the shoes.
4. **Lab Jackets/Coats:** When indicated, an approved lab jacket (purple) may be worn. No other type of sweater or jacket is permitted over the uniform.
5. **Nails:** Nails must be clean and trimmed to a length no longer than the tip of your finger. Clear nail polish may be acceptable in certain areas, please check on hospital policy first. No acrylic/artificial nails are to be worn in the hospital setting as they can harbor germs that can cause infections and place patients at risk.
6. **Hair:** Hair is to be off the shoulders, clean, and styled for the work setting. Mustaches, sideburns, and/or beards must be neatly trimmed and clean.
7. **Jewelry:** No hoop-or dangling earrings are allowed. One small stud or post earring per ear is allowed. No visible body piercing, including tongue rings are allowed. Necklaces, bracelets, pendants, or large watches are not allowed. Med alert bracelets are allowed.
8. **Body Art:** Body art or tattoos must be covered by professional clothing. A professional white T-Shirt may be worn to cover tattoos extending down the arms/or to the wrists.
9. **Make-Up/Perfume:** Makeup must be professional and kept to a minimum. No perfume, cologne, or aftershave is to be worn in the patient care areas and worn in moderation in non-patient care areas.
10. **Miscellaneous:** Students are to be bathed and without odor, including tobacco smoke. Fragrance-free deodorant is to be worn at all times unless a note from the provider that the student is unable to do so due to health reasons. Teeth are to be clean and breath free from odor including tobacco products. Contact lenses should be a natural eye color.



# MISSOURI VALLEY COLLEGE SCHOOL OF NURSING

## PROFESSIONAL CONDUCT CLINICAL SETTING

**POLICY:** The student's conduct in the clinical setting shall promote professionalism. The student will represent the College and the Nursing Program in a positive manner at all times.

**PROCEDURE:** Nursing students will display professional behavior at all times in the academic and clinical setting.

**The student is expected to:**

1. Adhere to all policies of the clinical agency, including drug screening and criminal background checks.
2. Adhere to HIPAA guidelines including electronic, written or verbal communication.
3. Adhere to OSHA and Universal Precaution/Blood Borne Pathogen guidelines at all times.
4. Comply with regulations/policies of the agency, including parking/nursing procedures
5. Arrive at the unit on time.
6. Keep instructor/professor notified of patient's status at all times, especially if it changes
7. Provide a patient status report before leaving the assigned unit.
8. Use your appropriate name and title while in the clinical facility.
9. Adhere to the MVC Nursing Program policy on uniform/attire guidelines.
10. Turn off cell phones/pagers during clinical rotation.
11. Stay on the assigned unit unless granted permission to leave by the instructor/professor.
12. Socialize only at lunch/break time and only in designated areas.
13. Avoid physical contact with a peer.
14. Address all patients, staff, and peers using appropriate name and title.
15. Be free of alcohol and drugs.
16. Avoid using offensive language, conduct, and expressions at any time in the clinical setting.
17. Leave the clinical unit after the rotation has ended.
18. Destroy all written material before leaving unit, unless it is needed for assignments, if so only use the patient's initials and let the instructor know you have this material.
19. Demonstrate patient advocacy at all times.
20. Seek guidance and use feedback to promote professional/personal growth.
21. Attend and participate in all clinical practice debriefings unless excused by the instructor.

**VIOLATION OF POLICY AND PROCEDURE:** Violation of this policy/procedure may/will result in disciplinary action(s) including but not limited to a verbal warning, written warning, reporting to the Compliance Officer, being sent home and/or failure for the day. Clinical make-up day/assignments will be required. See Policy on Tardiness/Absences. Also review student's right to Grievance and Due Process.

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**BSN PROGRAM  
FORMS**

**Part I: Preceptor Application (To be completed by applicant)**

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

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

Cell/Work/ or House Phone: \_\_\_\_\_

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

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

Employment Information:

Health Agency \_\_\_\_\_

Shift and Unit worked: \_\_\_\_\_

Average number of hours worked: Per Week: \_\_\_\_\_ Per Shift: \_\_\_\_\_

Number of years in Nursing: \_\_\_\_\_ At Facility: \_\_\_\_\_ In Unit: \_\_\_\_\_

Served as a previous preceptor: Yes: \_\_\_\_\_ No: \_\_\_\_\_ Number of times: \_\_\_\_\_

Applicant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Best way to contact you: \_\_\_\_\_

**Part II: (Signature of manager/supervisor means you support the staff person to precept)**

I support this individual to be a preceptor and also a part of the learning process of the student at MVC School of Nursing.

Manager/Supervisor Name/Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Agency Name: \_\_\_\_\_ Contact Number: \_\_\_\_\_

**Part III: Preceptor Personal Education:**

Degree	Year granted	School/Program	Address
Certification/ Licensure:	License Number	License Expiration Date	State

**OR MAY SUBMIT A CURRENT RESUME TO CLINICAL COORDINATOR**

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**BSN PROGRAM  
PRECEPTOR AGREEMENT  
Agreement to Precept Nursing Student in Clinical Setting**

Course/Practicum: NU482 – Senior Seminar

Preceptor: \_\_\_\_\_ Nursing Student: \_\_\_\_\_

By signing this form, I agree to act as a clinical preceptor for the aforementioned student as part of his/her senior practicum.

I have received and read the Preceptor Handbook. Yes / No (circle one)

I agree to contact/confer with the clinical instructor/professor at the beginning, during, and at the end of the clinical practicum to assure the student is progressing smoothly and is meeting the practicum learning objectives safely and in a timely manner.

My phone number for reaching me is: \_\_\_\_\_

FAX: \_\_\_\_\_

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

Institution: \_\_\_\_\_

Preceptor Signature and Date Signed: \_\_\_\_\_

Please contact the instructor/professor should you have questions or concerns:

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**BSN PROGRAM  
PRECEPTOR EVALUATION OF THE PRACTICUM EXPERIENCE**

**Instructions:** This is an evaluation of the overall experience, not the student. Mark the selected response using the following scale. Upon completion of the evaluation, please send by email to the [eddyt@moval.edu](mailto:eddyt@moval.edu) . If you have concerns or need assistance also email or call Tonya Eddy, Clinical Coordinator.

**Preceptor:** \_\_\_\_\_ **Student:** \_\_\_\_\_

**Key: 1: Strongly Agree, 2: Agree, 3: Neutral, 4: Disagree, and 5: Strongly Disagree**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The preceptor handbook helped me to understand my roles and responsibilities as a preceptor					
The practicum objectives are realistic and can be obtained in the clinical setting					
Communicating with the instructor/professor regarding course objectives helped me to understand the expectations/performance of the student					
Communicating with the student helped me select patients, etc that will meet his/her learning needs					
Regular communication with the faculty liaison helped me identify learning opportunities for the student in order to progress in meeting personal goals/objectives as well as practicum objectives					
The MVC nursing faculty were available and helped me to fulfill my obligations of the preceptor role					
The time commitment was reasonable					
The student came to the clinical setting prepared and excited to learn new skills					
The experience with the student was a positive one					
I am willing to serve in the preceptor role for future students					

**For any item scored 3 or higher, please provide information for how we can improve:**

**Please contact Tonya Eddy if you wish to provide more feedback or have questions or concerns about serving again in the preceptor role. Thank you for taking the time and energy in helping our nursing students learn. It is greatly appreciated.**

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**BSN PROGRAM**

**STUDENT EVALUATION OF PRECEPTOR AND LEARNING EXPERIENCE**

**Key: 1: Strongly Agree, 2: Agree, 3: Neutral, 4: Disagree, and 5: Strongly Disagree**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Used expertise when teaching new skills					
Used best practices when caring for patients					
Demonstrated professionalism at all times					
Introduced student to staff/nurses on unit					
Aware of my role/expectations as a student					
Communicated my progress on a continual basis					
Selected patients and opportunities to help meet the practicum/course objectives					
Available to help when needed					
Encouraged the use of critical thinking skills					
Created an environment conducive to learning					
Provided both positive and negative feedback in a constructive and non-threatening manner					
Enjoyed the experience and would recommend the preceptor to others					
Enjoyed the clinical site and would recommend the site to others					

**Please provide details for any item scored 3 or higher so that we can improve our future students' experiences.**

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

Agency Name: \_\_\_\_\_

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

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**BSN PROGRAM  
PRECEPTOR STUDENT EVALUATION (Midterm and Final evaluation)**

**Instructions:** Mark the selected response using the following scale. Please complete this form around the 6-8th practicum day and at the completion of the practicum experience. Upon completion of the evaluation, please send by email to [eddyt@moval.edu](mailto:eddyt@moval.edu). You may use the ‘scannable’ free app to scan your document. If you have concerns or need assistance also email or call Tonya Eddy, Clinical Coordinator.

**Student:** \_\_\_\_\_ **Preceptor:** \_\_\_\_\_

**Key: 1: Strongly Agree, 2: Agree, 3: Neutral, 4: Disagree, and 5: Strongly Disagree**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The student came to clinicals on time					
The student was dressed appropriately for the clinical					
The student presented himself/herself in a professional manner					
The student was knowledgeable about his/her patients					
The student sought out learning opportunities					
The student has a knowledge base to care for multiple complex patients					
The student demonstrated critical thinking/reasoning skills					
The student demonstrated organizational skills					
The student provided care safely and with a caring approach.					
The student demonstrated understanding of the nursing process when providing care					
The student involved patients and families in plans of care					
The student worked as an effective team member					
The student completed work on time					
The student met the learning objectives (page 11 of the preceptor handbook)					
The student followed regulatory guidelines (HIPAA, OSHA etc)					
The student anticipated and recognized changes in the patient’s condition					

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The student took appropriate action when there was a change in the patient's condition					
The student acted calmly when caring for a patient with a changing status.					
The student's documentation accurately reflected the care provided					
The student used constructive feedback to enhance patient care					
The student kept the preceptor current in patient care needs					
The student provided care based on the patient's spiritual, cultural needs, and psychosocial needs					
The student demonstrated awareness of all internal and external resources available to enhance patient safety and care					
The student demonstrated safe technical skills in providing patient care					
The student worked collaboratively with all members of the healthcare team.					

**For any items scored 3-5, please indicate behavior examples and how the student may improve in that area:**

Nursing Student: \_\_\_\_\_

Preceptor: \_\_\_\_\_ Date evaluation complete: \_\_\_\_\_

