

**Colorado State University-Pueblo  
School of Nursing**



**Graduate Nursing Program  
Preceptor Handbook**

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## **Introduction**

The *Graduate Nursing Program Nurse Practitioner Preceptor Handbook* contains general information and policies/procedures for preceptors of nurse practitioner and nurse educator students at CSU-Pueblo. The handbook includes general guidelines for the nurse practitioner clinical experience, the nurse educator teaching practicum, responsibilities of preceptors, students, and faculty and contact information for program coordinators at CSU-Pueblo.

The School of Nursing (SON) reserves the right to change, delete, or add information to the handbook without previous notice and at its sole discretion. Changes that may be made to the policies in this handbook will be distributed to each enrolled student via their university email account and posted on Blackboard and to the CSU-Pueblo School of Nursing website.

The School of Nursing is grateful for the spirit of cooperation shown by health professionals who are willing to share their clinical and teaching expertise to increase the skills of the advanced practice nursing students.

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## **General Information**

In 2003, the Colorado State University System confirmed approval of the Master of Science with a major in Nursing (MS) at Colorado State University–Pueblo. The graduate nursing program was initially accredited in 2006 by the National League for Nursing Accrediting Commission (NLNAC) and reaccredited in 2011. The following program emphasis areas are offered:

- ❖ Adult/Gerontology Acute Care Nurse Practitioner
- ❖ Adult/Gerontology Acute Care/Family Nurse Practitioner
- ❖ Psychiatric-Mental Health Nurse Practitioner
- ❖ Nurse Educator

The CSU-Pueblo School of Nursing (SON) graduate program is approved by Colorado Board of Nursing, 1560 Broadway, Suite 1350, Denver, CO 80202 and accredited by Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, (404) 975-5000 and [www.acenursing.org](http://www.acenursing.org).

## Graduate Program Outcomes:

1. Eighty percent of graduates will:
  - Complete the program within one and one half times the length of the program.
  - Express satisfaction with the program.
  - Pass national certification exam the first time.
  - Be employed in role related professional practice within six months to one year.
2. Eighty percent (80%) of employers will express satisfaction with the program.

Specific student outcomes for each emphasis track are based on national competency expectations.

## End-of-Program Student Learning Outcomes:

At the completion of the program, graduates will be able to:

1. Integrate evidence-based practice, ethical decision making and technology into advanced nursing practice.
2. Utilize interprofessional collaboration to provide safe, quality patient-centered care.
3. Explore quality improvement initiatives that affect delivery of advanced nursing practice and health care services.

## References

- American Association of Colleges of Nursing (AACN). *The essentials of master's education in nursing* (2011). Retrieved from: <https://www.aacnnursing.org/Education-Resources/AACN-Essentials>
- Leininger, M. (1988). Leininger's theory of nursing: Cultural care diversity and universality. *Nursing Science Quarterly*, 1(4), 152-160. doi: 10.1177/089431848800100408
- National League of Nursing (2013). *Nurse educator core competencies*. Retrieved from <http://www.nln.org/professional-development-programs/competencies-for-nursing-education/nurse-educator-core-competency>
- National Organization of Nurse Practitioner Faculties (2016). *Criteria for evaluation for nurse practitioner programs*. Retrieved from <http://nonpf.org/displaycommon.cfm?an=1&subarticlenbr=15>
- National Organization of Nurse Practitioner Faculties (2017). *Nurse practitioner core competencies with curriculum content*. Retrieved from: <https://www.nonpf.org/page/14>
- Quality and Safety Education for Nurses (2012). *QSEN competencies definitions*. Retrieved from <http://qsen.org/competencies/>

## **Professional Standards**

Students are expected to comply with the current provisions published by the *American Nurses' Association (ANA) Code of Ethics for Nurses*, the Colorado Nurse Practice Act and the ANA Principles of Social Networking.

<http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.pdf>

<http://www.dora.state.co.us/nursing/statutes/NursePracticeAct.pdf>

Students are always expected to dress appropriately and behave in a professional manner in the classroom, laboratory and clinical sites.

Student nurse practitioners in the clinical setting should wear school insignia and/or student identification with photo badges.

Students nurse practitioners should wear business casual clothing with a laboratory coat and the appropriate insignia and/or name tags at all clinical sites unless the clinical site specifies the dress code.

## **Communication**

Communication between faculty, administration, and student preceptors is crucial for effective learning to take place. CSU - Pueblo School of Nursing utilizes several tools to facilitate the communication process. Information will be disseminated verbally, and/or electronically using university e-mail accounts or Blackboard posting. Students must routinely check their school email daily during the week.

Graduate nursing students should be able to effectively communicate, orally and in writing, elicit information from patients, describe changes in mood, activity and posture, and perceive nonverbal communication. Students must be able to communicate effectively and sensitively with patients and their families. Students also must be able to communicate effectively and efficiently, and work cooperatively, with all members of the health care team for patient care. Students must also be able to gather information appropriately, explain information in a patient-centered manner, listen effectively, recognize, acknowledge and respond to emotions, and exhibit sensitivity to social and cultural differences.

## **Family Education Rights and Privacy Act (FERPA)**

The SON adheres to the letter and intent of the Family Education Rights and Privacy Act (FERPA). FERPA governs requests for access to and release of information from student records.



## Nurse Practitioner Clinical Experience

1. Course faculty must approve all clinical experiences.
2. Travel to and from clinical experience is the student's responsibility.
3. Students are to engage in clinical experience and meet with the faculty member as part of coursework during the academic term for which they are registered.
4. The number of hours each student spends in practice with his or her preceptor is individualized with each clinical course and the student's academic plan. **Clinical times are allowed only during the regular semester schedule.** No clinical hours are allowed during the university recognized holidays, fall, winter, or spring breaks.
5. Clinical times are mutually set between the student and the preceptor.
6. Students are to share the course syllabus and/or course objectives with the preceptor for a review of the course description, learning objectives and course requirements.
7. Students are responsible to develop daily objectives and to review them with their preceptors.
8. The student provides the preceptor with the website for the *Graduate Nursing Program Nurse Practitioner Preceptor Handbook*  
<https://www.csupueblo.edu/nursing/preceptor-resources.html>
9. All preceptors must complete and sign a Clinical Preceptor Agreement Form, prior to or on the first clinical date. A Clinical Preceptor Agreement form must be completed for a student to start at the clinical site. Refer to appendix A for the Clinical Preceptor Agreement Form.
10. If the preceptor is contracted with an institution, the student must verify with the graduate nursing program associate that the institution has a current contract on file within the SON.
11. Students are not allowed in the clinical setting without a clinical preceptor and a signed Clinical Preceptor Agreement.
12. Students are expected to attend every clinical activity **as scheduled**. If unable to attend the full clinical day or missing any portion of the day due to unavoidable circumstances, it is mandatory that the student notify the clinical preceptor, clinical site visitor and lead instructor for the course **prior** to the start of clinical day.
13. Required clinical hours for NP synthesis:
  - a. AGACNP- 540 total over 3 semesters
  - b. FNP- 495 total over 3 semesters
  - c. PMHNP- 540 total over 3 semesters

## Nurse Educator Teaching Practicum

All nurse educator students are required to complete teaching hours in classroom, clinical, and nursing skills/simulation lab settings.

The faculty will provide classroom, clinical, and laboratory teaching objectives. Since the nurse educator emphasis is an online program, the student may be teaching at sites other than at CSU-Pueblo. The student will need to work closely with the practicum instructor to design the teaching experiences.

The student will:

- a. Meet with the instructor to obtain objective and discuss choice of preceptor.
- b. Obtain completed and signed Preceptor Memorandum of Agreement and submit to the school.
- c. Teach the assigned classroom, clinical, and lab sessions

### **Student Injury at a Clinical Site**

Worker's Compensation Claim Forms are available from the CSU-Pueblo website: [www.csupueblo.edu](http://www.csupueblo.edu) (Quick Links – Human Resources – Worker's Compensation - see Worker's Compensation Provider Designation Form)

If there is an injury, the employee (student) and supervisor (instructor) need to fill out worker's compensation claim.

The student will report to the university Human Resources Office with claim form filled out.

Human Resource (HR) Office

Phone: (719) 549-2076

If life or death situation will go to the nearest ER, otherwise go to St. Mary Corwin ER for treatment.

If needle stick or any exposure: baseline lab work is done through Centura Center for Occupational Medicine (CCOM).

HR will make the appointment at CCOM.

CCOM is located at:

4112 Outlook Blvd. Suite 37

Pueblo CO, 81008

(719) 526-6300

### **Drug Screen Policy**

Because of the profound effect that the use of certain drugs have on the performance of individuals, the School of Nursing is legally and ethically obligated to protect patients and others in the health care setting from students who are under the influence of drugs/alcohol that affect coordination, behavior, judgment and decision making ability. Health care facilities where students attend clinical rotations may require a negative drug screen before students are allowed to provide care for patients.

### **Policy: Preclinical Substance Abuse Testing**

1. Students scheduled to attend a clinical rotation in a facility that requires a drug screen will comply with the facility's requirements for drug screens, which may include the cost of the procedure.
2. If the drug screen is negative, the student may attend the assigned clinical rotation.

3. If the drug screen is positive for a substance not covered by a legitimate prescription, the student will not be allowed to continue in the clinical course and is considered ineligible for *any* clinical experiences during that semester. The student must withdraw from the clinical course or a grade of “F” will be assigned. In addition, the student will be dismissed from the nursing program with no opportunity for readmission.

Faculty may require a student to complete a blood alcohol test, drug screen and/or other substance abuse screen if there is reasonable cause to believe that the student is under the influence of drugs or alcohol during a clinical experience, off-campus and on-campus classes, lab classes and/or simulation (SIM). Reasonable cause can be defined as a personal observation of inappropriate behavioral conduct, inappropriate speech, body odors or impaired task functioning. See Reasonable Suspicion of Impairment section for more details.

### **Policy: Reasonable Suspicion of Impairment**

1. The student will be immediately removed from direct patient care by the preceptor.
2. The preceptor will notify the lead instructor.
3. The student will be required to be immediately report to a testing facility. Transportation and test(s) will be at the student’s expense.
4. The lead instructor will notify the Graduate Nursing Program Coordinator.
5. If the result of the drug/alcohol test is negative, the student will be allowed to continue in the clinical course.
6. If the result of the drug/alcohol test is positive for a substance not covered by a legitimate prescription, the student will receive a failing grade in that nursing clinical course and will be dismissed from the nursing program with no opportunity for readmission. In addition, this is a reportable event to the Colorado State Board of Nursing.

If a student refuses to submit to a drug screen, the result will be assumed positive and the student will be dismissed from the graduate nursing program with no opportunity for readmission.

If a drug screen is reported as “dilute,” the student must repeat the drug screen within 24 hours.

If a second “dilute” is reported, the drug screen will be considered positive and the student will be dismissed from the nursing program with no opportunity for readmission.

If a test result shows evidence of a *legal*, mood altering drug, students will be required to offer proof that the drug has been prescribed by a health care provider specifically for their use. A positive test for a substance with an accompanying prescription will be viewed as a negative screen. However, if the student is not able to perform safely in the clinical arena due to medication effects, he/she must meet with the Graduate Nursing Program Coordinator for further discussion of possible options to successfully meet clinical course requirements. It is possible that the student will not be allowed to continue in the clinical course while under the effects of this medication.

Students are encouraged to inform the clinical instructor if taking medications that could affect performance, keeping in mind that patient safety is at the forefront of our priority.

## **Clinical Progression in the Areas of Emphasis**

All NP students are required to complete clinical hours in their respective nurse practitioner emphasis areas.

All nurse educator students are required to complete teaching hours in classroom, clinical, and nursing skills/simulation lab settings

Upon student request, the clinical faculty/preceptor/site visitor will discuss the clinical evaluations with the student each semester in order to monitor the student's progress in the program and to allow the student to progress to the next clinical course.

By the end of the last clinical course, students must obtain a rating of competency in all areas of interest on the Evaluation of Nurse Practitioner Student by Preceptor in order to be eligible for graduation from the nurse practitioner program. The evaluation tool will be sent to each preceptor via email. The student is responsible to provide the correct information to the graduate nursing program associate on the agreement form. See Appendix B to review the questions on the preceptor evaluation.

## **Roles of the Preceptor**

The NP or nurse educator preceptor will:

- Collaborate with faculty and student to select patients and to provide learning activities appropriate to the clinical objectives.
- Collaborate with student to select appropriate classroom lectures and instructional strategies to use during those lectures.
- Review syllabus and teaching materials.
- Establish the student's preceptorship objectives, clarifying expectations of both parties.
- Orient student to clinical or teaching site's resource policies and other processes.
- Introduce the student to professional colleagues and provide for an orientation to clinical or teaching site.
- Observe the students directly and provide feedback on planned and actual management and teaching plans.
- Be available for consultation and review of patient history and physical examination, differential diagnosis, laboratory findings, working diagnoses and treatment plans.
- Consult on and review lesson plans for classroom, clinical, and lab teaching sessions.
- Provide ongoing feedback regarding the student's clinical progress, strengths and weaknesses, and modify clinical learning experiences.
- Provide ongoing feedback regarding the student's progress in the role of the nurse educator in classroom, clinical, and lab.

- Evaluate the student's teaching performance immediately after a teaching session in the classroom, clinical, and lab.
- Maintain a collegial relationship with student and faculty by communicating the student's progress.
- Contact faculty about actual or potential problems during the preceptorship.
- Involve as much patient-student interaction as possible in the preceptorship experience.
- Allow the student to independently interview and assess patients and evaluate the student's findings and planned management.
- Inform patients that a supervised nurse practitioner student is seeing them. (Patients of course can say no.)
- Review entries in the medical record and provide feedback and make corrections as needed.
- Document to demonstrate active involvement in the care of the patient even when the patient is being seen by a nurse practitioner student.
- Allow the student to participate in home visits, nursing home rounds and hospital rounds as appropriate. Night call is a reasonable part of their rotation. The student is to have the opportunity to observe the demands of a professional partnership.
- Validate student's progress through the *Evaluation of Nurse Practitioner Student by Preceptor* electronic evaluation tool. (Estimated time to complete tool is 10 minutes.) This evaluation must be completed by the preceptor within 3-5 days. **All documents must be completed by the last day of the semester for the student to receive a final grade.**

### **Role of the Student**

The NP student will:

- Establish a collegial relationship with the preceptor. Establish the student's preceptorship objectives, clarifying expectations of both parties.
- Provide course graduate nursing program associate with a signed **Clinical Preceptor Agreement** form for each preceptor, each semester on or before the first day of clinical scheduled.
- Provide the instructor, site visitor, preceptor and clinical site with dates and times for clinical dates agreed upon.
- Clarify own role and responsibilities.
- Request an orientation to clinical site, if not completed before first day at each clinical site.
- Act and dress professionally and wear a CSU-Pueblo name tag and/or lab coat with proper identification as a Nurse Practitioner student.
- Be responsible to know, meet, and communicate course objectives to the preceptor.
- Identify personal and professional educational needs, interests, and agreed upon individual *daily* learning objectives with preceptor to structure the student clinical experience.
- Arrive on time and adapt to the usual work pattern of the practice.
- Complete the designated number of clinical hours agreed upon with the preceptor and as required in the syllabi.

- Review the planned patient schedule with the preceptor each clinical day. Discuss pertinent patient information. Plan time for each patient, documentation and preceptor feedback.
- Identify, evaluate, and manage common acute conditions, emergent, stable chronic and complex conditions.
- Determine health promotion and disease prevention knowledge and practices to identify risk factors.
- Develop health education and health promotion interventions.
- Evaluate psychosocial factors related to patient condition.
- Identify health care needs within the context of the sociocultural environment.
- Recognize the influences of cultural diversity in health care and provide care to vulnerable populations.
- Collaborate with other health care professionals in the plan of care and make appropriate referrals.
- Present findings clearly and concisely, focusing on the reason for the contact. Document using legible notes when recording data in the patient's records.
- Maintain all clinical program requirements for the specific emphasis.
- Contact preceptor and faculty immediately regarding problems during the preceptorship.
- Complete e-Logs and course calendar weekly or as directed by course syllabus and e-Logs.
- Remain at the site until the work is completed.
- Adhere to all clinical and program policies and procedures outlined in the graduate student nursing handbook and university policy.
- Complete the electronic *Student Evaluation of Clinical Site* after clinical time is completed with each preceptor. See Appendix C to review questions on the student preceptor/site evaluation.

The Nurse Educator student will:

- The nurse educator student will explore the nurse educator role in structuring teaching strategies that ensure effective individual and group learning, safe clinical practice, and a commitment to lifelong learning. This immersion experience gives the student the opportunity to master new nursing expertise and skills in the education arena. Coursework will be put into practice. The student will demonstrate high-level communication, professionalism, evidence-based teaching practice, and quality improvement strategies.
- The Nurse Educator student will:
  1. Be prepared for the teaching experience.
  2. Demonstrate knowledge of teaching and learning strategies.
  3. Practice effective oral, written, and electronic communication.
  4. Show enthusiasm for teaching and learning?
  5. Use feedback from students, preceptor, and faculty to improve teaching effectiveness.

## **Role of the Faculty**

The faculty will:

- Provide objectives in the course syllabus for student learning experiences.
- Monitor and evaluate the student's clinical experience with input from the preceptor and site visitors
- Serve as a role model for the student.
- Minimize disruptions to the daily routine of the site and facilitate completion of the student's clinical or teaching experience.
- Facilitate the process for the student and preceptor to discuss learning objectives in order to structure the student experience and evaluate student progress.
- Encourage the student to work with interprofessional health care team members and educators.
- Provide a pre-clinical orientation that may include:
  1. Philosophy and characteristics of various clinical sites
  2. Role of the advanced practice nurse
  3. Course syllabus and course objectives
  4. Explanation of projects and course evaluation measures
  5. Grading criteria
  6. Student adaptation and etiquette in a busy practice or educational environment
  7. Legal limitations of activities
  8. Requirements for selecting preceptors
  9. Self-learning skills
  10. Student responsibilities
- Be available to communicate with the student and the preceptor regularly.
- Monitor and evaluate the student's overall performance in conjunction with the preceptor.

## **Clinical Site Evaluation by Faculty**

Site evaluations are planned in advance at the preceptor's convenience. Site evaluations are conducted periodically by the faculty to: 1) touch base with the preceptor or site manager, 2) observe the student in the clinical or educational site and, 3) gather information about the clinical or educational experience and about student progress toward meeting the course objectives.

Faculty evaluates the clinical site using the Faculty Evaluation of Clinical Site electronic form. See Appendix D to review criteria reviewed on site evaluation.

## **Dismissal from the Clinical Setting**

The nursing clinical instructor and/or clinical preceptor and/or the teaching mentor may execute professional judgment and dismiss a student from the clinical or teaching experience. Grounds

for dismissal from the clinical or teaching experience include, but are not limited to the following:

- Failure to adequately prepare in advance for the clinical or teaching experience
- Failure to dress appropriately for the experience
- Reason to question a student's ability to provide appropriate care for the client, or to provide supervision of students in the clinical setting, such as undue stress, illness, fatigue or suspected impairment
- Agency personnel request for student to be removed from site

If a student is dismissed by a clinical site and/or clinical preceptor, the student may not return to any clinical experience until the student meets with the graduate nursing program coordinator and the course instructor and/or clinical or teaching preceptor. This meeting will be based on the availability of the graduate faculty members.



# Appendices



SCHOOL OF NURSING
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Nurse Practitioner Student Clinical Preceptor Agreement Form

Student's Name: \_\_\_\_\_
Course Number / Instructor \_\_\_\_\_
Preceptor's Name / Credentials: \_\_\_\_\_
Preceptor's E-Mail: \_\_\_\_\_
Preceptor's Telephone / Fax: T: \_\_\_\_\_ /F: \_\_\_\_\_
Preceptor's Practice Specialty: \_\_\_\_\_
Office Manager / E-Mail: \_\_\_\_\_ / \_\_\_\_\_
Clinical Site's Name (Organization): \_\_\_\_\_
Clinical Site's Address: \_\_\_\_\_
Population Served: \_\_\_\_\_
Briefly Describe Facility: \_\_\_\_\_
Anticipated Dates of Clinical: \_\_\_\_\_
Estimated number of hours scheduled \_\_\_\_\_

All items must be completed before the agreement is returned to the Nursing Graduate Program Associate. Failure to do so will result in having the information not appear in e-logs. Please allow 48 to 72 hours for information to be available in e-logs.

All student evaluations will be done via email between CSU-Pueblo and the preceptor. For that reason, every preceptor must provide a working email address, which will be verified upon the return of this form by the Nursing Graduate Program Associate.

The preceptor agrees to the best of his/her abilities to facilitate student learning in accordance with course objectives. The preceptor agrees to provide clinical supervision for the student in the Master of Science Nursing Program at Colorado State University-Pueblo. Evaluation of the student will be completed by the preceptor within one week of completion of clinical hours. The clinical facility shall at all times retain ultimate control and responsibility for patient care. The student is responsible to provide a copy of the course syllabus to the preceptor. Students in clinical experiences must have advanced practice student malpractice insurance, current CPR, ACLS & PALS certification as appropriate, have undergone a background check & drug screen, current immunizations & TB test (on file in the School of Nursing).

Preceptor Signature: \_\_\_\_\_ Date of agreement: \_\_\_\_\_

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



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Nurse Educator Preceptor Agreement Form

Student's Name:
Course Number / Instructor: NSG 583 L Dr. Peg Rooney
Preceptor's Name / Credentials:
\*\*Preceptor's E-Mail:
Preceptor's Telephone / Fax: T: /F:
Office Assistant's Name / E-Mail: /
Teaching Site's Name:
Teaching Site's Address/ Phone number:
Anticipated Teaching Dates:
Estimated Number of Hours Scheduled:

\*\*Note: All nurse educator student evaluations by the preceptor are completed via email. For that reason, every preceptor must provide a working email address on this form.

Students: Please make sure that all items are filled in completely before this agreement is returned to: GradNursing@csupueblo.edu

Preceptors: Colorado State University-Pueblo School of Nursing is grateful to you for agreeing to be a nurse educator preceptor. Preceptors provide supervision, mentoring, support, and guidance during the nurse educator student's teaching experiences, and facilitate student learning in accordance with the course objectives.

Preceptor Signature:

Date:

Student Signature:

Date:



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### Preceptor Evaluation of Nurse Practitioner Student

**The following questions will be e-mailed:**

1. Approximately how many hours of clinical time did you complete with this student?
2. Did the Nurse Practitioner student make appropriate clinical judgments regarding safe prescribing using decision support tools to prescribe pharmaceutical agents? (Such tools may include, but are not limited to: electronic prescribing databases, clinical practice guidelines, evidence-based prescribing guides, pharmaceutical reference guides, professional journals, and textbooks).
3. Was the student consistently on time and professional (punctual, prepared, appearance)?
4. Was the student able to differentiate between variations of normal and abnormal findings?

If you are completing the electronic survey for an observational experience (30 hours) your evaluation is complete.

5. Did the student integrate evidence into an advanced nursing practice role using technology to make ethical decisions for safe patient-centered treatment plans?
6. Did the student develop interprofessional treatment plans as influenced by the patient's needs (ethical, legal, advocacy, etc.) utilizing available resources to participate in the improvement of health outcomes?
7. Did the Nurse Practitioner student check for allergies and use resources to suggest appropriate, safe patient-centered pharmacologic and non-pharmacologic treatments?
8. If your organization had an opening would you hire a CSU-Pueblo Nurse Practitioner graduate?
9. Did the student provide you with their syllabus listing the clinical objectives?

This is the most valuable part of your evaluation of the student, and we appreciate the time you take to do this. Comments are especially important for any marginal or exceptional ratings.

10. Required Comments: Strengths

If you believe this student is ready for certification, please provide examples as to why.

11. Required Comments: Areas Needing Improvement

Please include at least one area needing improvement.

12. Did you have a chance to sit and review this information with the student?



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### Final Teaching Practicum Evaluation

Please rate the nurse educator practicum student on the following scale (All ratings must be 2 or above in order for the student to pass the course).

- 4= Excellent-** Teaching is independent, accurate, complete; contributes to students’ learning.
- 3= Above Average-** Teaching contributes better than average to students’ learning; requires some assistance from preceptor.
- 2= Average-** Teaching contributes to students’ learning at an acceptable level, but skills need strengthening.
- 1=Below Average-** Teaching contributes only minimally to students’ learning; requires step-by-step assistance from preceptor. Cannot identify areas needed for improvement; does not benefit from special guidance.

<b>SLOs/Course Objectives/Practicum Application</b>	4	3	2	1
<b>SLO 1 &amp; 2</b> Integrate evidence-based practice, ethical decision-making and technology into advanced nursing practice. Utilize interprofessional collaboration to provide safe, quality, patient-centered care. <b>Course Objective 1:</b> Demonstrate nurse educator competencies in a variety of settings. <b>Master’s Essentials:</b> II, VII, IX <b>Nurse Ed Competencies:</b> V, VI, VII <b>Practicum Application:</b> <i>Verbalizes understanding of role of the nurse educator, and demonstrates ability to prioritize key aspects of the role.</i>				
<b>SLO 1&amp; 3</b> Integrate evidence-based practice, ethical decision-making and technology into advanced nursing practice. Explore quality improvement initiatives that affect delivery of advanced nursing practice and health care services. <b>Course Objective 2:</b> Implement evidence-based teaching techniques appropriate to the adult learner. <b>Master’s Essentials:</b> I, III, V, VI, VII, VIII, IX <b>Nurse Ed Competencies:</b> I, II, III, IV <b>Practicum Application:</b> <i>Incorporates creative teaching strategies which encourages active student learning. Plans, implements, evaluates effective teaching plans which are level-appropriate.</i>				
<b>SLOs 1 &amp; 3</b> Integrate evidence-based practice, ethical decision-making and technology into advanced nursing practice.				

<p>Explore quality improvement initiatives that affect delivery of advanced nursing practice and health care services</p> <p><b>Course Objective 3:</b> Synthesize knowledge from nursing research into the instructional process.</p> <p><b>Master’s Essentials:</b> III, IV, V VII, VIII</p> <p><b>Nurse Ed Competencies:</b> III, V, VI, VII, VIII</p> <p><b>Practicum Application:</b> <i>Uses research to develop evidence-based teaching and evaluation methods. Demonstrates awareness of how nursing education contributes to nursing practice.</i></p>				
<p><b>SLOs 1, 2, 3</b></p> <p>Integrate evidence-based practice, ethical decision-making and technology into advanced nursing practice.</p> <p>Utilize interprofessional collaboration to provide safe, quality, patient-centered care.</p> <p>Explore quality improvement initiatives that affect delivery of advanced nursing practice and health care services.</p> <p><b>Master’s Essentials:</b> VII, IX</p> <p><b>Nurse Ed Competencies:</b> IV, VI, VIII</p> <p><b>Course Objective 4:</b> Practice effective communication skills that convey ideas in a variety of situations.</p> <p><b>Practicum Application:</b> <i>Communication is clear and concise.</i></p>				
<p><b>SLO 2</b></p> <p>Utilize interprofessional collaboration to provide safe, quality, patient-centered care.</p> <p><b>Course Objective 5:</b> Maintain positive interpersonal relationships with students and colleagues.</p> <p><b>Master’s Essentials:</b> II, VII, IX</p> <p><b>Nurse Ed Competencies:</b> II, VI, VIII</p> <p><b>Practicum Application:</b> <i>Demonstrates courtesy and respect for students and colleagues.</i></p>				
<p><b>SLOs 2 &amp; 3</b></p> <p>Utilize interprofessional collaboration to provide safe, quality, patient-centered care.</p> <p>Explore quality improvement initiatives that affect delivery of advanced nursing practice and health care services.</p> <p><b>Master’s Essentials:</b> III, VI, VII</p> <p><b>Nurse Ed Competencies:</b> I, II, III, IV, VI, VIII</p>				

<p><b>Course Objective 6:</b> Provide timely, constructive feedback to learners.</p> <p><b>Practicum Application:</b> <i>Responds to students' needs within 24-48 hours. Provides immediate corrective actions, and immediate praise as warranted.</i></p>				
<p><b>SLO 3</b></p> <p>Explore quality improvement initiatives that affect delivery of advanced nursing practice and health care services.</p> <p><b>Course Objective 7:</b> Use feedback from students and colleagues to improve effectiveness as a nurse educator.</p> <p><b>Master's Essentials:</b> I, II, VII, IX</p> <p><b>Nurse Ed Competencies:</b> VI, VIII</p> <p><b>Practicum Application:</b> <i>Alters behavior to reflect use of feedback. Welcomes suggestions for improvement.</i></p>				
<p><b>SLO 1, 2, 3</b></p> <p>Integrate evidence-based practice, ethical decision-making and technology into advanced nursing practice.</p> <p>Utilize interprofessional collaboration to provide safe, quality, patient-centered care.</p> <p>Explore quality improvement initiatives that affect delivery of advanced nursing practice and health care services.</p> <p><b>Course Objective 8:</b> Integrate the American Nurses Association's <i>Scope and Standards of Practice and Code of Ethics</i> into nursing education.</p> <p><b>Master's Essentials:</b> II, III, VI, IV, VII, IX</p> <p><b>Nurse Ed Competencies:</b> II, III, IV, VII, VIII</p> <p><b>Practicum Application:</b> <i>Consistently role models safe, ethical, and effective clinical practice for students learning professional nursing.</i></p>				

Comments:

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Preceptor Signature and Date

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Student Signature and Date



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**Nurse Practitioner Student Evaluation of the Preceptor/Site**

The following criteria are reviewed by the student:

1. The clinical site provided opportunities for growth as an advance practice nurse.
2. This clinical site has resources to support a student practicum.
3. This clinical site has procedure and protocol manuals, educational materials, and personnel to adequately support a student in advanced practice nursing.
4. I was able to use a theoretical model to guide my practice in the clinical site with little or no difficulty.
5. The clinical preceptor was sensitive to my need for guidance.
6. The clinical preceptor was able to allow for latitude for my developing autonomy.
7. I was stimulated by the clinical preceptor to confront new problems and situations to prepare me for advanced practice.
8. The clinical site director, preceptor (circle one) assisted me to fulfill the objectives of the course of study for which the practicum was organized.
9. The clinical site personnel did not utilize my services as a worker except as contracted in my clinical course.
10. I was evaluated fairly and objectively by my clinical preceptor.
11. I would recommend this preceptor to my peers for practicum experience.
12. I would recommend this clinical site to my peers for practicum experience.



- 13. Patients are variable in age, diagnosis and numbers.
- 14. Diagnostic test results are readily available.
- 15. The philosophy of the personnel was directed toward quality care, health promotion and disease prevention.
- 16. Opportunities were readily available for my participation in management of care for patients.
- 17. My overall evaluation of this clinical practicum site is:



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**Clinical Site Evaluation Form**

The following criteria are reviewed:

- 1. The clinical site provided opportunities for growth as an advance practice nurse.
- 2. This clinical site has resources to support a student practicum.
- 3. This clinical site has procedure and protocol manuals, educational materials, and personnel to adequately support a student in advanced practice nursing.
- 4. The clinical preceptor was sensitive to the students need for guidance.
- 5. The clinical preceptor was able to allow for latitude for the student developing autonomy.
- 6. The clinical site manager, preceptor (circle one) was aware of the course objectives for the practicum experience.
- 7. Students are evaluated fairly and objectively by the clinical preceptor.
- 8. I would recommend this preceptor and/or site to other students for practicum experience.
- 9. Patients are variable in age, diagnosis and numbers.
- 10. Diagnostic test results are readily available.
- 11. The philosophy of the personnel was directed toward quality care, health promotion and disease prevention.
- 12. My overall evaluation of this clinical practicum site is: