

**TEXAS A&M UNIVERSITY CORPUS CHRISTI**  
**COLLEGE OF NURSING & HEALTH SCIENCES**  
**PRECEPTOR GUIDE FOR MSN CLINICAL COURSES**  
**REVISED EDITION FOR Summer 2009-Spring 2010 COURSES**

May 5, 2009

TO: Graduate Students, Preceptors, and Clinical Faculty:  
FROM: Graduate Faculty, Texas A&M University Corpus Christi  
College of Nursing and Health Sciences

The Texas A&M University-Corpus Christi College of Nursing and Health Sciences Preceptor Guide contains documents that establish the Student-Preceptor-College relationship for a specified period of time. This relationship provides students with an opportunity to practice their newly acquired skills under the guidance of expert professionals. It is every student's responsibility to work with the clinical faculty to create the best clinical experience by negotiating the agreement that matches the course requirements. The student must initiate the agreement through discussion with the preceptor and consultation with the clinical instructor. The agreement must be signed **BEFORE** clinical experiences can start. Generally, the student should plan to complete clinical course requirements concurrently with the associated didactic course. Concurrently means that students should not wait to complete all of their clinical hours in a block of time at the end of the semester. Rather, the clinical hours should be distributed equally throughout the semester so that the content covered in the didactic course is practiced concurrently in the laboratory setting. Students should not wait until the middle or end of the semester to begin their clinical hours unless they have received approval to do so from their instructors. Students must discuss alternative arrangements with their clinical instructors if they cannot start their lab course at the beginning of the semester.

The Texas A&M University-Corpus Christi College of Nursing and Health Sciences Preceptor Guide is regularly modified to assure consistency with professional standards, Texas Board of Nursing rules, and Texas law. Students should read guide in preparing for each clinical laboratory section of specialty course. The content contained in this version should be used for students enrolled in any graduate clinical course for the Summer 2009 through Spring 2010 semesters. In addition to the preceptor agreement, all students should return to their clinical instructors the Preceptor Curriculum Vitae form included in this document with verification of their current license or credentials generally available on the web from the appropriate Texas Board.

**TEXAS A&M UNIVERSITY CORPUS CHRISTI  
COLLEGE OF NURSING & HEALTH SCIENCES**

**TABLE OF CONTENTS**

---

Letter to Students, Preceptors, and Clinical Instructors	2
General Expectations for MSN Program Students	4
Clinical Instructor Position Description	8
Clinical Preceptor Position Description	10
Summary of Required Preceptor Documents	13
Preceptor Agreement	14
.Preceptor Contact Information	17
Preceptor Curriculum Vita	18
Preceptorship Documentation	19
FNP Clinical Log Process	20
Summary of Evaluation Records	21
<b>Student</b> Evaluation of <b>Preceptor</b>	22
<b>Preceptor</b> Evaluation of <b>FNP Student</b>	24
<b>FNP Student</b> Clinical Evaluation	27
<b>APN</b> Skills Sheet	40
<b>Leadership Student</b> Clinical Evaluation	42
<b>Faculty</b> Agency Evaluation Form	45

**TEXAS A&M UNIVERSITY CORPUS CHRISTI  
COLLEGE OF NURSING & HEALTH SCIENCES**

**General Expectations For MSN Students**

The student is responsible for selecting a clinical site and preceptor. The clinical site should provide students with opportunities that allow students to demonstrate satisfactory completion of course objectives and progression in their development as nurses with advanced educational preparation. *Under no circumstances is it appropriate for a student to complete the clinical laboratory on a unit where the student is employed. Also, students are not to select family members for preceptors for any course.*

Successful clinical performance is achieved through the student-preceptor-clinical instructor relationship. Each member of this educational team contributes to the student's learning experience. Students must be actively involved in arranging, maintaining, and terminating the preceptor-student relationship over a course semester. The responsibilities delineated in this guide are consistent with current professional, Texas Board of Nursing, and Texas law requirements.

*Student Responsibilities for Clinical Laboratory Experiences*

Select Preceptor

The MSN courses are offered in a structure that promotes the development of specialized knowledge and skill set starting with the application of basic principles and skills and moving to the application of complex principles and skills in the delivery of healthcare. Students should select preceptors based on their qualifications to support student achievement of course objectives.

1. Review course objectives

It is the responsibility of the student to provide the preceptor with any student-specific clinical objectives that have been identified for the clinical laboratory. The student should also provide the preceptor a copy of the course objectives, evaluation criteria and Preceptor Agreement.

2. Review preceptor qualifications including verification of preceptor credentials

3. Verify appropriateness of clinical site with Clinical Instructor

Each student should complete required documents essential to establishing the formal preceptor, student, TAMU-CC relationship and submit to these documents to the clinical instructor. The clinical instructor must approve the preceptor arrangement before students begin their clinical hours. The clinical instructor has final authority over the appropriateness of a clinical site and preceptor arrangement.

4. Interview Preceptor as indicated.

Some preceptors require that the student seeking a placement interview with them. Students should use this opportunity to demonstrate their commitment to their coursework, knowledge of the patient-provider relationship and ethical responsibilities (confidentiality), and willingness to adapt their schedule to the preceptor's practice. The purpose of the interview is to:

- a. Provide the preceptor with an understanding of the level, ability, and personality of the student.
  - b. Enable the preceptor to assess if the student would be a “good fit” for the clinical site and the population it serves.
5. Provide documentation to clinical instructor that all current health forms, immunizations, CPR, and background check information is on file at College of Nursing and Health Sciences.

### Clinical Preceptor Agreement

Preceptor agreements specify a relationship between the student and preceptor for a specific time period. Therefore students have preceptors sign a new agreement each semester. A curriculum vita need not be completed each semester by the preceptor if the student has a copy of a current curriculum vita from a previous agreement. It is the student’s responsibility to verify that the curriculum vita on file accurately represents the preceptor’s work experience and education. If it is not accurate, the student should assist the preceptor to complete a new curriculum vita by providing the preceptor with the necessary forms. The preceptor agreement must be signed by the clinical faculty, student, and preceptor.

1. Complete and submit the Texas A&M University-Corpus Christi (TAMU-CC) College of Nursing and Health Sciences required documents by the date assigned.
2. Clearly write the name, address, telephone, fax and e-mail address of the clinical instructor as information to share with the preceptor.
3. Clearly write the name, address, telephone, fax and e-mail address of the preceptor. Preceptors must meet established criteria in accordance with the position description included in this Preceptor Guide. Once an individual has agreed to precept the student, the student should verify that the individual’s credentials are current and valid. The verification can be completed online through the Texas Board of Medical Examiners ([http://reg.tsbme.state.tx.us/OnLineVerif/Phys\\_NoticeVerif.asp?](http://reg.tsbme.state.tx.us/OnLineVerif/Phys_NoticeVerif.asp?)) or the Texas Board of Nurse Examiners (<http://www.bne.state.tx.us/>). A copy of the data should be attached to the Preceptor Agreement and submitted for retention in the TAMU-CC College of Nursing and Health Sciences Preceptor files. Students in the Leadership in Nursing Systems specialty area of study may have preceptors who do not hold a professional license. They will not submit verification of credentials unless the preceptor holds a professional credential.
4. The student is responsible for submitting updated health forms, immunizations, CPR certification, criminal background checks to the TAMU-CC College of Nursing and Health Sciences degree counselor.

### Scheduling of Clinical Hours

Clinical laboratory hours are to be scheduled at the convenience and availability of the preceptor. Students are not to ask preceptors to conform to a schedule that meets their personal and employment needs. The student's personal and work schedules are expected to accommodate participation in the required number of clinical hours prescribed by the clinical course. Students and preceptors need to agree on the days and times that the student will be in the clinical agency prior to beginning the laboratory experience. *Unless otherwise stated in the syllabus, students are expected*

*to begin the clinical laboratory when the course starts to insure adequate time to complete assignments.*

### Professional dress and behavior

1. Students are representatives of TAMU-CC College of Nursing and Health Sciences and must present themselves as ambassadors of this program. They are expected to be respectful to preceptors, faculty, staff, patients, and their families. Reports of unprofessional behavior will result in the student being counseled and possibly subject to review by the College of Nursing and Health Sciences Graduate Affairs Admission, Progression, and Graduation Committee.
2. Students should be professionally dressed and wear an ID badge that identifies them as a TAMU-CC College of Nursing and Health Sciences graduate student. Students should not identify themselves as residents. The appropriate use of uniforms or lab coats should be determined through the preceptor/student interview. Students are expected to conform to the dress of the clinical site where the coursework is completed.
3. Students should individually express their appreciation to their preceptors for their dedication, mentoring, and teaching at the end of the preceptored experience.

### Preparation for Clinical Laboratory

The clinical laboratory extends the learning environment of the classroom to integrate theoretical concepts with clinical practice. Students should prepare for the clinical laboratory by developing individual learning objectives, as previously discussed. Students should prepare for clinical by reading course texts and professional journals, and using other audiovisual and electronic learning aids

The preceptor may recommend materials and topics for review prior to the first clinical day. The student should review the common clinical problems relevant to the clinical site population. Follow-up reading of current reference material following the clinical day provides the student with the opportunity to increase the breadth of scientific and clinical knowledge from that gained in the clinical arena.

Guidelines for preparation include:

1. Students are expected to have full knowledge of entrance requirements for clinical, including credentials, dress, location, timing, etc., before scheduling the first clinical day at the clinical agency.
2. Students are responsible for their own health and other requirements, such as current CPR certification and immunizations, in order to fulfill the clinical requirements on the first day. In accordance with TAMU-CC College of Nursing and Health Sciences and agency policies, students without health clearance should not enter the clinical setting.
3. Documentation that Criminal Background checks have been completed should be in student files.
4. Whenever possible, discussion with other students who have had the same or similar placements may be beneficial.

### **Guidelines for preparation–continued:**

5. On the first clinical day, discuss questions about computer access, the procedure for preceptor cosigning documents, eating and parking arrangements, and the communication with other disciplines.
6. Learn something about the preceptor, when possible, in order to acknowledge the preceptor's background and broaden the student's educational experience.

### Attendance

Performance of clinical hours at the negotiated times and days with the preceptor is required. Careful attention to attend clinical on the days which the preceptor can accommodate the student is important. It is the student's responsibility to monitor the number of hours completed, and plan on completing the required number of hours for the term. The student is responsible for adjusting his/her personal and employment commitments so that the required number of clinical hours can be completed. If the student does not complete the required clinical hours for the term, *s/he cannot expect* the preceptor to continue the precepting relationship. Extension of the clinical period with the preceptor cannot be assumed but is granted only by agreement with the preceptor and TAMU-CC College of Nursing and Health Sciences faculty. Exceptions related to unexpected illness of the student/family and or preceptor should be discussed with course faculty and the parties involved.

When the student cannot attend clinical on a day that it is scheduled, the student must notify immediately the preceptor and course faculty. The student should obtain a telephone number and discuss the procedure of notifying the preceptor and faculty for unexpected absences. Failure to notify the preceptor as negotiated, prior to the beginning of the scheduled clinical day, is unacceptable and may place the student and clinical placement in jeopardy. The student should notify the course faculty as per the course guidelines. The student should then present the faculty with a plan to complete the lost clinical time.

**TEXAS A&M UNIVERSITY CORPUS CHRISTI  
COLLEGE OF NURSING & HEALTH SCIENCES  
Position Description**

**Title: Clinical Faculty for Advanced Practice Nurse, Family Nurse Practitioner, or Clinical Nurse Specialist**

**Qualifications**

- Hold a current, valid license to practice as a registered nurse in the State of Texas or reside in any party state and hold a current, valid registered nurse license in that state; (TAC 22.11.219.7);
- Hold a minimum of a master's degree in nursing or the equivalent thereof as determined by the Board ; (TAC 22.11.219.7);
- Be qualified through academic preparation to teach the subject assigned and shall meet the standards for faculty appointment by the governing institution; (TAC 22.11.219.7).
- Be authorized to practice as advanced practice nurses in the state in which they practice; (TAC 22.11.219.7);
- Have clinical practice experience at the advanced practice nursing level of at least two years. If a faculty member has less than two years advanced practice nursing experience, that faculty member must be responsible to a qualified faculty member; and
- Maintain clinical practice within the advanced role and specialty (TAC 22.11.219.7).
- Appropriate current unencumbered license when required for role.
- Appropriate national certification (N.O.N.P.F. Guidelines Checklist IV.B.3.a)

**Job Description:**

Supports preceptors in guiding students in the application of knowledge to practice, facilitating student autonomy in a specific role for nurses with advanced preparation, and promoting self-confidence that leads to clinical or administrative competency (Hayes & Harrell, 1994). Insures students have access to learning experiences essential to their development as advanced practice nurses. Represents the educational and professional values of Texas A&M University-Corpus Christi College of Nursing and Health Sciences to students and preceptors. Has the overall responsibility for monitoring and evaluating the clinical learning experience.

**Role Responsibilities**

At the onset of the clinical rotation:

1. Verify appropriateness of clinical site a contractual agreements;
2. Orient new preceptors to the preceptor role and TAMU-CC CONHS educational expectations
3. Review preceptor responsibilities with continuing preceptors related to course and level of student;
4. Prepare student for clinical experience through an orientation to policies and procedures, prerequisites for clinical rotation and faculty specific communication requirements;

## **Role Responsibilities–Continued**

5. Validate student qualifications (clinical requirements) for clinical practice, as well as prerequisite coursework.
6. Make known to students in writing the goals and requirements of each course, the nature of the course content and the methods of evaluation to be employed.
7. Understand the legal liability of the preceptor role.

Throughout course:

1. Mentor and is a role model for graduate students
2. Work with the student and preceptor to identify and discuss the learner's needs in order to meet the course objectives;
3. Use appropriate teaching methods to help the student negotiate the clinical experiences so that the student meets personal learning objectives and has confidence to experiment with newly learned skills.
4. Monitor use of accepted guidelines and standards of care.
5. Support student in his/her refinement of interpersonal skills that promote effective communication with patients and colleagues.
6. Alert student to focus on problematic areas early in the laboratory with preceptor, thereby providing each student an opportunity to refine interpersonal skills by the time the clinical laboratory is completed.
7. Communicate with preceptor regularly to monitor student's progress in course.
8. Evaluate whether the learner's objectives have been achieved through direct observation and preceptor feedback.
9. Provide the learner with feedback (DeWitt, 1996).
10. Demonstrate attitudes and qualities consistent with the ethics of the health professions, including
  - Leadership skills in the area of peer review, quality assurance, and community involvement while promoting the health of population groups; and
  - Respect for the student's faculty, curriculum, and program.
11. Implement academic and professional standards set forth in the TAMU-CC College of Nursing and Health Sciences Student Handbook.  
Provide students with formative and summative evaluations using the appropriate TAMU-CC Clinical Performance Evaluation.

**TEXAS A&M UNIVERSITY CORPUS CHRISTI  
COLLEGE OF NURSING & HEALTH SCIENCES  
Position Description**

**Title: Clinical Preceptor**

**Qualifications**

- Nursing or medical expertise in clinical practice derived from practical and theoretical preparation (N.O.N.P.F., I-7)
- Administrative or management expertise derived from practical and theoretical preparation for individuals in administrative positions.
- Authorized to practice as advanced practice nurses in the state, or currently licensed as a health care professional who can provide supervision and teaching in clinical settings appropriate for advanced practice nursing. (TAC 22.11.219.10- 2005; N.O.N.P.F. Guidelines Checklist IV.B.(3).(a & b))
- Appropriate current unencumbered license when required for role.
- State approval or recognition to practice in a specialty area. (N.O.N.P.F. Guidelines Checklist IV.B.3.a)
- Appropriate national certification (N.O.N.P.F. Guidelines Checklist IV.B.3.a)
- Preferably an earned Master's degree or its equivalent in a specialty area of practice

**Job Description:**

Guides students in the application of knowledge to practice, facilitates student autonomy in a specific role for nurses with advanced preparation, and promotes self-confidence that leads to clinical or administrative competency (Hayes & Harrell, 1994). Faculty will be readily available to Clinical Preceptors and students during clinical learning experiences. The Faculty member has the overall responsibility for monitoring and evaluating the learning experience.

**Role Responsibilities**

1. Mentors and is a role model for graduate students
2. Directs overall goals and objectives for the laboratory experience based on student outcome objectives provided by the student, and/or TAMU-CC College of Nursing and Health Sciences faculty.
3. Identifies and discusses the learner's needs in order to meet the course objectives;
4. Assesses the nature of particular clinical encounters that will enable the student to meet his/her learning objectives at varying levels of the specialty curriculum.
5. Utilizes appropriate teaching methods to help the student meet his/her learning objectives and allows each student to experiment with newly learned skills that will build confidence in his/her abilities
6. Directs use of accepted guidelines and standards of care.
7. Demonstrates and supports the critical analysis of guidelines/standards of care and determines how they should be implemented or adapted to unique clinical situations.

### **Role Responsibilities–Continued**

8. Supports student in his/her refinement of interpersonal skills that promote effective communication with patients and colleagues.
9. Alerts students to focus on problematic areas early in the laboratory, thereby providing each student an opportunity to refine interpersonal skills by the time the clinical laboratory is completed.
10. Evaluates whether the learner's objectives have been achieved.
11. Provides the learner with feedback (DeWitt, 1996).
12. Demonstrates attitudes and qualities consistent with the ethics of the health professions, including
  - Leadership skills in the area of peer review, quality assurance, and community involvement while promoting the health of population groups; and
  - Respect for the student's faculty, curriculum, and program.
13. Communicates the ability to cope with multiple variables in the clinical setting while carrying out all patient and colleague interactions.

### **Conditions of Student-Preceptor-TAMU-CC Educational Partnership**

#### *Preceptor Activities*

1. Implement academic and professional standards set forth in the TAMU-CC College of Nursing and Health Sciences Student Handbook.
2. Immediately report to the clinical instructor any student behaviors that influence or threaten the safety of the patient or place the clinical site at risk.
3. Monitor and report student performance according to course criteria.
4. Notify clinical instructor when student is at risk for failing or when minimally acceptable performance is demonstrated consistently by student.
5. Supervise students in the clinical setting. If the preceptor is managing a caseload of patients, the ratio of students to preceptors should not exceed one student per preceptor during a clinical day. If the preceptor is not managing patients, the ratio can not exceed two students per preceptor during a clinical day (T.A.C. Rule 219.10 4f).
6. Communicates with the office staff or institutional departments about the scheduling of patients, the availability of exam room space, and specific procedures that would enhance learning with a minimal disruption of the office routine for students in providing clinical care to patients.
7. Communicates with the administrators of departments that will provide resources or administrative experiences to students involved in leadership roles.
8. Provide students with formative and summative evaluations using the appropriate TAMU-CC Clinical Performance Evaluation.
9. Understand the legal liability of the preceptor role.

#### *Preceptors can expect students to:*

1. Meet with preceptor to clarify course objectives and focus of clinical activities.
2. Assist preceptor to complete required documents associated with preceptor role.
3. Verify preceptor's credentials that indicate preceptor is eligible for teaching role.

4. Generate a clinical schedule with the preceptor consistent with the preceptor's availability/schedule.

*Preceptors can expect students—continued*

5. Before clinical time begins, negotiate a procedure for contacting the preceptor in case of absence
6. Notify preceptors at the beginning of the clinical day if they will be absent for a scheduled clinical day, due to illness or emergency
7. Negotiate a policy with the preceptor policy for making up time, when possible any clinical absences.
8. Dress appropriately and behave in a professional manner at all times in keeping with the standards set forth by Occupational Safety and Health Administration (OSHA).
9. Adhere to clinical site dress code when specified.
10. Wear student identification badges not work employee badges.

*Preceptors can expect clinical faculty to:*

1. Provide them with course description, clinical objectives, and the required number of clinical hours required for the term of the clinical laboratory.
2. Clarify TAMU-CC rules regarding preceptors and preceptor-student arrangements.
3. Provide information about a MSN specialty program.
4. Provide information about the best times to reach the faculty member and phone numbers and e-mail addresses for key faculty members.
5. Consult on student or partnership problems that affect student progression in clinical coursework.
6. Collaborate on creating appropriate clinical experiences that prepare students for success as entry-level nurses in advanced practice roles.
7. Guide preceptor in the student evaluation process.
8. Provide feedback on their performance as preceptors.
9. Formally recognize the preceptors' role in the education partnership through a variety of mechanisms.

## **Summary of Required Preceptor Documents**

The Preceptor Curriculum Vita, Preceptor Agreement, and Documentation of Preceptor Hours must be completed by each MSN student for every preceptor. Students can print the Required Preceptor Documents from this .pdf file or contact the Graduate Nursing Department Chair for electronic documents.

**TEXAS A&M UNIVERSITY- CORPUS CHRISTI  
COLLEGE OF NURSING AND HEALTH SCIENCES**

**Preceptor Agreement**

---

Course # \_\_\_\_\_

The preceptor agreement permits nursing students of the College of Nursing, Texas A&M University- Corpus Christi (TAMU-CC) to participate in a student preceptorship in your facility,

\_\_\_\_\_. Conditions of this program are as follows:  
(Site Name)

The Affiliation period will be \_\_\_\_\_ to \_\_\_\_\_.

The student, \_\_\_\_\_, will be under the supervision of  
\_\_\_\_\_, acting as preceptor.  
(Preceptor Name)

Professor \_\_\_\_\_, of the College of Nursing, serves as the liaison with  
(Clinical Faculty Advisor)

your facility for the above course(s).

**Preceptor Responsibilities:**

1. Participate in a preceptor orientation.
2. Function as a role model in the clinical setting.
3. Facilitate learning activities for no more than two students per day.
4. Orient the student(s) to the clinical agency.
5. Collaborate with faculty to review the progress of the student toward meeting clinical learning objectives.
6. Provide feedback to the student regarding clinical performance.
7. Contact the faculty if assistance is needed or if any problem with student performance occurs.
8. Discuss with faculty/student arrangements for appropriate coverage for supervision of the student should the preceptor be absent.
9. Give feedback to the nursing program regarding clinical experience for student and suggestions for program development.

**Nursing Program/Faculty Responsibilities:**

1. Ensure that preceptors meet qualifications in Rule 215.10(f)(5).
2. Ensure that there are written agreements which delineate the functions and responsibilities of the clinical preceptor and associated agency and nursing program.

3. Ensure that clinical experiences using preceptors occur only after the student has received basic theory and clinical experiences necessary to safely provide care to clients (within course or curriculum).
4. Orient both the student and the preceptor to the clinical experience.
5. Provide the preceptor an orientation to the philosophy, curriculum, course, and clinical objectives of the nursing education program. Discuss student expectations, skills' performance, student guidelines for performance of procedures, and methods of evaluation.
6. Assume overall responsibility for teaching and evaluation of the student.
7. Assure student compliance with standards on immunization, screening, OSHA standards, CPR, criminal background check as needed and current liability insurance coverage.
8. Work cooperatively with the preceptor and the agency to determine student learning needs and appropriate assignments.
9. Make appropriate student assignments with the preceptor.
10. Communicate assignments and other essential information to the preceptors.
11. Meet regularly with the clinical preceptor and the student in order to monitor and evaluate the learning experience.
12. Monitor student's progress through rounds, student clinical seminars, student-faculty-preceptor conferences and review of student clinical assignments.
13. Be readily available, e.g., telephone, pager or e-mail for consultation when students are in the clinical area.
14. Receive feedback from the preceptor regarding student performance.
15. Provide recognition to the preceptor for participation as a preceptor.

#### **Agency Responsibilities:**

1. Retain ultimate responsibility for the care of clients.
2. Retain responsibility for preceptor's salary, benefits, and liability.

#### **Student Responsibilities:**

1. Verify clinician/administrators eligibility to function as preceptor.
2. Maintain open communications with the preceptor and faculty.
3. Maintain accountability for own learning activities.
4. Prepare for each clinical experience as needed.
5. Be accountable for own nursing actions while in the clinical setting.
6. Arrange for preceptor's supervision when performing procedures.
7. Contact faculty by telephone, pager or e-mail if faculty assistance is necessary.
8. Respect the confidential nature of all information obtained during clinical experience.
9. Wear appropriate professional attire and university name tags when in the clinical site.

**Signatures on following page confirm that the above conditions reflect correctly your understanding of and agreement to this affiliation.**

**Confirmation of Student-Preceptor-Faculty  
Agreement to Clinical Preceptorship**

**Texas A&M University-Corpus Christi  
Student**

\_\_\_\_\_ (Print) \_\_\_\_\_ (Sign) \_\_\_\_\_ (Date)

---

---

**Preceptor / Clinical Agency**

\_\_\_\_\_ (Print) \_\_\_\_\_ (Sign) \_\_\_\_\_ (Date)

---

---

**Texas A&M University-Corpus Christi  
College of Nursing and Health Sciences Faculty**

\_\_\_\_\_ (Print) \_\_\_\_\_ (Sign) \_\_\_\_\_ (Date)

---

---

**Site Name:** \_\_\_\_\_

**Site Address:** \_\_\_\_\_

**City, State, Zip** \_\_\_\_\_

**Location Phone #** \_\_\_\_\_

**TEXAS A&M UNIVERSITY CORPUS CHRISTI  
COLLEGE OF NURSING & HEALTH SCIENCES**

**Preceptor Contact Information**

**PLEASE PRINT CLEARLY**

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

**Preceptor E-mail:** \_\_\_\_\_

**Preceptor Mailing Address:** \_\_\_\_\_

**City/St** \_\_\_\_\_ **Zip** \_\_\_\_\_

**Telephone Numbers:** \_\_\_\_\_  
**Office** **fax**

**Social Security Number: (opt)** \_\_\_\_\_ **License #** \_\_\_\_\_

**TEXAS A&M UNIVERSITY CORPUS CHRISTI  
COLLEGE OF NURSING & HEALTH SCIENCES  
Brief Preceptor Curriculum Vita**

**PLEASE PRINT CLEARLY**

**Professional Education (post-secondary schools attended) and dates attended**

Institution	Degree Earned	Date

**Certifications:** \_\_\_\_\_

**Academic and Professional Honors** \_\_\_\_\_

\_\_\_\_\_

**Professional Experience:**

Position	Dates in Position	Institution

**Preceptor Experience: (specify educational program for preceptored student)**

Type of Student Preceptored	Role of Student in Preceptor Relationship	Date of Experience

**If you have not submitted a complete Vita in the last 10 months, please attach one to this form. Thank you.**

\_\_\_\_\_  
**Preceptor's Name** **Date**

**Student's Name** \_\_\_\_\_

**TEXAS A&M UNIVERSITY CORPUS CHRISTI  
COLLEGE OF NURSING & HEALTH SCIENCES**

**Preceptorship Documentation**

Students should use this form to provide preceptors with a summary of the hours they spent with a preceptor. This documentation should be left with the preceptor at the end of the preceptorship term. Preceptors are asked to submit this documentation with requests for confirmation of preceptor time as evidence of professional development required for board certification renewal.

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

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

Course \_\_\_\_\_ Semester \_\_\_\_\_ Year \_\_\_\_\_

Clinical Instructor's Name \_\_\_\_\_

Date of Clinical	Hours Completed	Preceptor Initials	Student Initials
Total Hours Completed			

**TEXAS A&M UNIVERSITY CORPUS CHRISTI  
COLLEGE OF NURSING & HEALTH SCIENCES**

**Clinical Activity Documentation**

Students are required to document their clinical activities using the Typhon Nurse Practitioner Student Tracking software for every clinical laboratory. Course fees associated with the first clinical course in the FNP program covers student access to this information management system for all of the specialty courses that include a clinical laboratory.

To access the tracking system, students must register and pay for NURS 5624- Advanced Health Assessment and Differential Diagnosis. They must then complete the Student Data Entry Video tutorials which will be available through a link in their course WebCT course shell. Upon completion of the tutorial, students will email the Graduate Nursing Department Secretary who will send them their userid and password.

Clinical and course faculty will guide students through the documentation requirements for each of the courses. All correspondence related to the course, clinical or lecture sections, should occur through the WebCT email tool.

## Summary of Evaluation Records

Students are responsible for insuring all evaluations are completed at the end of a course. Four evaluations are required for each MSN clinical course. The title of each form should assist students to determine who completes which form.

The *Graduate Student Evaluation of Preceptor Form* should be **completed by each MSN student** for every preceptor. The evaluation should be returned to your clinical instructor upon completion of the course.

The *Preceptor Evaluation of APN Student* should be **completed by the preceptor** for every student in the FNP specialty courses.

The *Preceptor Evaluation of Leadership in Nursing Systems Students* form must be completed by the preceptor for every student in the Leadership in Nursing Systems student.

The *FNP Student Clinical Evaluation* will be completed for every FNP student **by the clinical instructor**.

The *Leadership in Nursing Systems Student Clinical Evaluation* will be completed for every Leadership student **by the clinical instructor**.

**TEXAS A&M UNIVERSITY-CORPUS CHRISTI**  
**College of Nursing and Health Sciences**

**GRADUATE STUDENT EVALUATION OF PRECEPTOR**  
*(to be completed by the FNP Student)*

\_\_\_\_\_

Course Number/Course Name

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

Site: \_\_\_\_\_

Completed by: \_\_\_\_\_

Semester: \_\_\_\_\_

**Key**

1. Please mark an X in the most appropriate space after each statement below to provide summative feedback to the preceptor named above.
2. Space is provided after each statement if you choose to add any written comments.

	<b>Quality</b>	<b>Seldom</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>N/A</b>	<b>Comments</b>
1)	The preceptor's professional experience was appropriate.					
2)	Is available to student.					
3)	Demonstrates understanding of the Advanced Practice Role					
4)	Utilizes student's strengths and knowledge					
5)	Serves as good role model					
6)	Demonstrates effective rapport with clients.					
7)	Encourages student to assume increasing responsibility during semester.					
8)	Assists student in identifying goals and needs for experience.					
9)	Considers student's limits according to level of training.					
10)	Provides immediate and adequate feedback with questions and patient presentations.					

Graduate Student Evaluation of Preceptor contd.

Student \_\_\_\_\_

Preceptor \_\_\_\_\_

	<b>Quality</b>	<b>Seldom</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>N/A</b>	<b>Comments</b>
11)	Leads students through decision making rather than giving own impressions.					
12)	Reviews and signs each patient/client notes.					
13)	Offers constructive comments about chart notes.					
14)	Encourages questions.					
15)	Thoughtfully reviews differential diagnosis with student.					
16)	Discusses alternative management.					
17)	Allows student opportunities to suggest drug of choice, calculate dosages, and suggest lab and x-ray to be ordered.					
18)	Communicates clinical knowledge well.					
19)	Utilizes other members of the health care team (i.e., nutrition, PHN, school nurse, etc.)					
20)	Suggests and provides additional learning experiences, i.e., outside of clinic or interesting clients seen that day (hospital rounds).					
21)	Provides alternative experience when there are no clients.					
22)	Reviews evaluations with student and provides immediate and constructive feedback.					
23)	The professor/preceptor provided an environment that stimulates ideas for research.					

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

**Reviewed by Clinical Faculty** \_\_\_\_\_ **Date** \_\_\_\_\_

**TEXAS A&M UNIVERSITY-CORPUS CHRISTI**  
**College of Nursing and Health Sciences**  
**PRECEPTOR EVALUATION OF FNP STUDENT**  
*(To be completed by the Preceptor)*

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

Evaluator \_\_\_\_\_

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

*Please rate the student's performance using the following scale:*

Maximum                      Minimum                      Unsafe                      Not Observed  
4                      3                      2                      1                      0

		4	3	2	1	0	Comments
A.	<b><u>CLINICAL APPROACH</u></b>						
	1. Proceeds in a professional and Unhurried manner.						
	2. Responds to verbal and nonverbal clues of client and family						
	3. Utilizes appropriate style and level of communication.						
B.	<b><u>CLINICAL ASSESSMENT</u></b>						
	4. Obtains a complete health history in A systematic manner.						
	5. Adequately investigates the chief complaint.						
	6. Evaluates and critically analyzes a health history.						
	7. Performs a complete physical examination in an organized manner.						
	8. Performs a focused physical examination as it relates to chief complaint.						
	9. Suggests appropriate laboratory tests.						
	10. Performs accurately a developmental evaluation and/or mental status examination.						
	11. Identifies and describes patterns of behavior associated with developmental processes, lifestyles, and family relationships.						

Student Name \_\_\_\_\_ Preceptor \_\_\_\_\_

	Preceptor Evaluation of Advance Practice Nurse Student Page 2 of 3	4	3	2	1	0	Comments
<b>C.</b>	<b><u>ANALYSIS AND DECISION MAKING</u></b> 12. Establishes a diagnosis by discriminating between normal and abnormal findings in the history and physical examination.						
	13. Presents and explains data in systematic manner.						
	14. Exercises clinical judgments in differentiating between situations which the nurse practitioner can manage and those which require consultation and/or referral.						
<b>D.</b>	<b><u>CLINICAL MANAGEMENT</u></b> 15. Provides preventive healthcare and health promotion instruction for a given group of clients.						
	16. Instructs clients and their families about the growth and development, life crises, common illnesses, risk factors and accidents.						
	17. Manages common self-limiting, episodic health problems in consultation with preceptor.						
	18. Manages stabilized chronic illness problems in consultation with preceptor and other healthcare providers.						
	19. Assists clients assume greater responsibility for their own health maintenance by providing instruction, counseling and guidance.						
	20. Utilizes supportive learning materials when needed (e.g. audiovisuals, written demonstrations, etc.)						
	21. Arranges referrals for clients with health problems who need further evaluation and/or additional services.						
	22. Plans the therapeutic regimen so that it is appropriate to the developmental and functional status of the client and/or family.						



Student Name \_\_\_\_\_ Preceptor \_\_\_\_\_

	Preceptor Evaluation of Advance Practice Nurse Student Page 3 of 3	4	3	2	1	0	Comments
<b>E.</b>	<b><u>EVALUATION</u></b>						
	23. Collects systematic data for evaluating response of the clients and families to the therapeutic regiment.						
	24. Modifies the plan of care according to the response of the client.						
	25. Evaluates need and or time for follow-up.						

---

**General Comments and Overall Impression of Student (Strengths and Weaknesses)**

**Evaluator** \_\_\_\_\_ **Date** \_\_\_\_\_  
*Signature*

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_

**Reviewed by Clinical Faculty** \_\_\_\_\_ **Date** \_\_\_\_\_

Student Name \_\_\_\_\_ Preceptor name \_\_\_\_\_

## **FNP Student Clinical Evaluation**

Adopted from NONPF Recommendations  
(completed by FNP Clinical Faculty)

**Student's Name:** \_\_\_\_\_ **# of Hours Completed:** \_\_\_\_\_

**Preceptor's Name:** \_\_\_\_\_ **Course Title & #:** \_\_\_\_\_

<u><b>COMPETENCY DOMAIN 1: Management of Patient Health/Illness Status</b></u>	CONSIDERABLE guidance needed	MODERATE guidance needed	Fairly CONSISTENT in meeting competency goals	CONSISTENT & Self directed in meeting competency goals
<b>A. Health Promotion/Protection &amp; Disease Prevention</b>				
1. Differentiates between normal, variations, of normal and abnormal findings.				
2. Provides health promotion and disease prevention services to patients who are healthy or have acute and chronic conditions, based on age, developmental stage, family history, and ethnicity.				
3. Provides anticipatory guidance and counseling to promote health, reduce risk factors, prevent disease and disability, based on age, developmental stage, family history, and ethnicity.				
4. Develops or uses a follow up system within the practice to ensure that patients receive appropriate services.				
5. Recognizes environmental health problems affecting patients and provides health protection interventions that promote healthy environments for individuals, families and communities.				

Student Name \_\_\_\_\_ Preceptor name \_\_\_\_\_

<b><u>COMPETENCY DOMAIN 1: Management of Patient Health/Illness Status</u></b>	CONSIDERABLE guidance needed	MODERATE guidance needed	Fairly CONSISTENT in meeting competency goals	CONSISTENT & Self directed in meeting competency goals
<b>B. Management of Patient Illness</b>				
1. Analyzes and interprets history, including presenting symptoms, physical findings, and diagnostic information to develop appropriate differential diagnoses.				
2. Diagnoses and manages acute and chronic conditions while attending to the patient's response to the illness experience.				
3. Prioritizes health problems and intervenes appropriately including initiation of effective emergent care.				
4. Employs appropriate diagnostic and therapeutic interventions and regimens with attention to safety, cost, invasiveness, simplicity, acceptability, adherence, and efficacy.				
5. Formulates an action plan based on scientific rationale, evidence-based standards of care and practice guidelines.				
6. Provides guidance and counseling regarding management of the health/illness condition.				
7. Initiates appropriate and timely consultation and/or referral when the problem exceeds the nurse practitioner's scope of practice and/or expertise.				

Student Name \_\_\_\_\_ Preceptor name \_\_\_\_\_

<b><u>COMPETENCY DOMAIN 1: Management of Patient Health/Illness Status</u></b>	CONSIDERABLE guidance needed	MODERATE guidance needed	Fairly CONSISTENT in meeting competency goals	CONSISTENT & Self directed in meeting competency goals
<b>B. Management of Patient Illness</b>				
<p>8. Assesses and intervenes to assist the patient in complex, urgent or emergent situations</p> <p>a. Assesses rapidly the patient’s unstable and complex health care problems through synthesis and prioritization of historically and immediately derived data.</p> <p>b. Diagnoses unstable and complex health care problems utilizing collaboration and consultation with the multidisciplinary health care team as indicated by setting, specialty, and individual knowledge and experience.</p> <p>c. Plans and implements diagnostic strategies and therapeutic interventions to help patients with unstable and complex health care problems regain stability and restore health in collaboration with the patient and multidisciplinary health care team.</p> <p>d. Rapidly and continuously evaluates the patient’s changing condition and response to therapeutic interventions, and modifies the dynamic plan of care for optimal patient outcomes.</p>				
<b>C. Appropriate to BOTH Health Promotion/Protection/Disease Prevention &amp; Management of Patient Illness</b>				
1. Demonstrates critical thinking and diagnostic reasoning skills in clinical decision-making.				
2. Obtains a comprehensive and/or problem focused health history from the patient.				
3. Performs a comprehensive and/or problem focused physical examination				
4. Analyzes the data collected to determine health status				
5. Formulates a problem list.				
6. Assesses, diagnoses, monitors, coordinates, and manages the health/illness status of patients over time, and supports the patient through the dying process.				
7. Demonstrates knowledge of the pathophysiology of acute and chronic diseases or conditions commonly seen in practice.				
8. Communicates the patient’s health status using appropriate terminology, format, and technology.				

Student Name \_\_\_\_\_ Preceptor name \_\_\_\_\_

<b><u>COMPETENCY DOMAIN 1: Management of Patient Health/Illness Status</u></b>	CONSIDERABLE guidance needed	MODERATE guidance needed	Fairly CONSISTENT in meeting competency goals	CONSISTENT & Self directed in meeting competency goals
<b>C. Appropriate to BOTH Health Promotion/Protection/Disease Prevention &amp; Management of Patient Illness</b>				
9. Applies principles of epidemiology and demography in clinical practice by recognizing populations at risk, patterns of disease and effectiveness of prevention and intervention.				
10. Uses community/public health assessment information in evaluating patient needs, initiating referrals, coordinating care, and program planning.				
11. Applies theories to guide practice.				
12. Applies/conducts research studies pertinent to area of practice.				
13. Prescribes medications based on efficacy, safety and cost as legally authorized and counsels concerning drug regimens, drug side effects, and interactions with food supplements and other drugs.				
14. Integrates knowledge of pharmacokinetic processes of absorption, distribution, metabolism, and excretion, and factors that alter pharmacokinetics in drug dosage and route selection.				
15. Selects/prescribes correct dosages, routes, and frequencies of medications based on relevant individual patient characteristics, e.g., illness, age, culture, gender, and illness.				
16. Detects and minimizes adverse drug reactions with knowledge of pharmacokinetics and dynamics with special attention to vulnerable populations such as infants, children, pregnant and lactating women, and older adults.				
17. Evaluates and counsels the patient on the use of complementary/alternative therapies for safety and potential interactions.				
18. Integrates appropriate non-pharmacologic treatment modalities into a plan of management.				
19. Orders, may perform, and interprets common screening and diagnostic tests.				
20. Evaluates results of interventions using accepted outcome criteria, revises the plan accordingly, and consults/refers when needed.				

Student Name \_\_\_\_\_ Preceptor name \_\_\_\_\_

<b><u>COMPETENCY DOMAIN 1: Management of Patient Health/Illness Status</u></b>	CONSIDERABLE guidance needed	MODERATE guidance needed	Fairly CONSISTENT in meeting competency goals	CONSISTENT & Self directed in meeting competency goals
<b>C. Appropriate to BOTH Health Promotion/Protection/Disease Prevention &amp; Management of Patient Illness</b>				
21. Collaborates with other health professional and agencies as appropriate.				
22. Schedules follow-up visits to appropriately monitor patients and evaluate health/illness care.				
<b><u>COMPETENCY DOMAIN 2: The Nurse-Patient Relationship</u></b>				
1. Creates a climate of mutual trust and establishes partnerships with patients.				
2. Validates and verifies findings with patients.				
3. Creates a relationship with patients that acknowledges their strengths and assists patients in addressing their needs.				
4. Communicates a sense of “being present” with the patient and provides comfort and emotional support				
5. Evaluates the impact of life transitions on the health/illness status of patients and the impact of health and illness on patients (individual, families, and communities).				
6. Applies principles of self-efficacy/empowerment in promoting behavior change.				
7. Preserves the patient’s control over decision-making, assesses the patient’s commitment to the jointly determined, mutually acceptable plan of care, and fosters patient’s personal responsibility for health.				
8. Maintains confidentiality while communicating data, plans, and results in a manner that preserves the dignity and privacy of the patient and provides a legal record of care.				
9. Monitors and reflects on own emotional response to interaction with patient and uses this knowledge to further therapeutic interaction.				

Student Name \_\_\_\_\_ Preceptor name \_\_\_\_\_

<b><u>COMPETENCY DOMAIN 2: The Nurse-Patient Relationship</u></b>	CONSIDERABLE guidance needed	MODERATE guidance needed	Fairly CONSISTENT in meeting competency goals	CONSISTENT & Self directed in meeting competency goals
10. Considers the patient's needs when termination of the nurse-patient relationship is necessary and provides for a safe transition to another care provider.				
11. Evaluates the patient's and/or caregiver's support systems.				
12. Assists the patient and/or caregiver to access the resources necessary for care.				
<b><u>COMPETENCY DOMAIN 3: The Teaching-Coaching Function</u></b>				
<b><u>Timing</u></b> 1. Assesses the patient's on-going and changing needs for teaching based on a:) needs for anticipatory guidance associated with growth and developmental stage; b) care management that requires specific information or skills; c) patient's understanding of his/her health condition.				
2. Assesses patient's motivation for learning and maintenance of health related activities using principles of change and stages of behavior change.				
3. Creates an environment in which effective learning can take place.				
<b><u>Eliciting</u></b> 1. Elicits information about the patient's interpretation of health conditions as a part of the routine health assessment.				
2. Elicits information about the patient's perceived barriers and supports to learning when preparing for patient education.				
3. Elicits from the patient the characteristics of his/her learning style from which to plan and implement the teaching.				
4. Elicits information about cultural influences that may affect patient's learning experience.				

<p align="center"><b><u>COMPETENCY DOMAIN 3: The Teaching-Coaching Function</u></b></p>	<p align="center">CONSIDERABLE guidance needed</p>	<p align="center">MODERATE guidance needed</p>	<p align="center">Fairly CONSISTENT in meeting competency goals</p>	<p align="center">CONSISTENT &amp; Self directed in meeting competency goals</p>
<p><b><u>Assisting</u></b> 1. Incorporates psycho-social principles into teaching that reflect a sensitivity to the effort and motions associated with learning about how to care for one’s health conditions.</p>				
<p>2. Assists patients in learning specific information or skills by designing a learning plan that is comprised of sequential, cumulative steps and that acknowledges relapse and the need for practice, reinforcement, support, and re-teaching when necessary.</p>				
<p>3. Assists patients to use community resources when needed.</p>				
<p>4. Educates patients about self-management of acute/chronic illness with sensitivity to the patient’s learning ability and culture/ethnic background.</p>				
<p><b><u>Providing</u></b> Communicates health advice, instruction, and counseling appropriately using evidence-based rationale.</p>				
<p><b><u>Negotiating</u></b> 1. Negotiates a mutually acceptable plan of care based on continual assessment of patient’s readiness and motivation, resetting of goals, and optimal outcomes.</p>				
<p>2. Monitors the patient’s behaviors and specific outcomes as a useful guide to evaluating the effectiveness and need to change or maintain teaching strategies, such as weight-loss, smoking cessation, and alcohol consumption.</p>				
<p><b><u>Coaching</u></b> Coaches the patient throughout the teaching processes by reminding, supporting, encouraging, and the use of empathy.</p>				

Student Name \_\_\_\_\_ Preceptor name \_\_\_\_\_

<b><u>COMPETENCY DOMAIN 4. Professional Role</u></b>	CONSIDERABLE guidance needed	MODERATE guidance needed	Fairly CONSISTENT in meeting competency goals	CONSISTENT & Self sired in meeting competency goals
<b><u>Develops and Implements Role</u></b>				
1. Uses scientific theories to implement the nurse practitioner role.				
2. Functions in a variety of role dimensions: health care provider, coordinator, consultant, educator, coach, advocate, administrator, researcher, leader.				
3. Interprets and markets the nurse practitioner role to the public, legislators, policy-makers, and other health care professions.				
4. Advocates for the role of the advanced practice nurse in the health care system.				
<b><u>Directs Care</u></b>				
1. Prioritizes, coordinates, and meets multiple needs and requests for culturally diverse patients.				
2. Uses sound judgment in assessing conflicting priorities and needs.				
3. Builds and maintains a therapeutic team to provide optimum therapy.				
4. Obtains specialist and referral care for patients while remaining the primary care provider.				
5. Advocates for the patient to ensure health needs are met.				
6. Consults with other health care providers and private and/or public agencies.				
7. Incorporates current technology in care delivery appropriately.				
8. Uses information systems to support decision-making and to improve care.				
<b><u>Provides Leadership</u></b>				
1. Recognizes the importance of participating in professional organizations.				
2. Evaluates implications of contemporary health policy on health care providers and consumers.				
3. Participates in legislative and policy-making activities which influence advance nursing practice and the health communities.				
4. Advocates for access to quality, cost-effective health care.				
5. Evaluates the relationship between community/public health issues and social problems.				

Student Name \_\_\_\_\_ Preceptor name \_\_\_\_\_

<b><u>COMPETENCY DOMAIN 5: Managing and Negotiating Health Care Delivery Systems</u></b>	CONSIDERABLE guidance needed	MODERATE guidance needed	Fairly CONSISTENT in meeting competency goals	CONSISTENT & Self directed in meeting competency goals
<b><u>Managing</u></b>				
1. Demonstrates knowledge about the role of the nurse practitioner in case management.				
2. Provides care for individuals, families, and communities within integrated health care services.				
3. Considers access, cost, efficacy, and quality when making care decisions.				
4. Maintains current knowledge of the organization and financing of the health care system as it affects delivery of care.				
5. Participates in organizational decision-making, interprets variations in outcomes and uses data from information systems to improve practice.				
6. Manages organizational functions and resources with the scope of responsibilities as defined in a position description.				
7. Uses business and management strategies for the provision of quality care and efficient use of resources.				
8. Demonstrates knowledge of business principles that affect long-term financial viability of a practice, efficient use of resources, and quality of care.				
9. Demonstrates knowledge of relevant legal regulations for practice including reimbursement of services.				
<b><u>Negotiating</u></b>				
1. Collaboratively assesses, plans, implements, and evaluates primary care with other health care professionals using approaches that recognize each one's expertise to meet the comprehensive needs to patients.				
2. Participates as a key member of an interdisciplinary team through the development of collaborative and innovative practices.				
3. Participates in the planning, development, and implementation of public and community health programs.				

Student Name \_\_\_\_\_ Preceptor name \_\_\_\_\_

<b><u>COMPETENCY DOMAIN 5: Managing and Negotiating Health Care Delivery Systems</u></b>	CONSIDERABLE guidance needed	MODERATE guidance needed	Fairly CONSISTENT in meeting competency goals	CONSISTENT & Self directed in meeting competency goals
4. Participates in legislative and policy-making activities that influence health services/practice.				
5. Advocates for policies that reduce environmental health risks.				
6. Advocates for policies that are culturally sensitive.				
7. Advocates for increasing access to health care for all.				
<b><u>COMPETENCY DOMAIN 6: Monitoring and Ensuring the Quality of Health Care Practice</u></b>				
<b><u>Ensuring Quality</u></b>				
1. Interprets own professional strengths, role, and scope of ability to peers, patients, and colleagues.				
2. Incorporates professional/legal standards into practice.				
3. Acts ethically to meet the needs of patients.				
4. Assumes accountability for practice and strives to attain the highest standards of practice.				
5. Engages in self-evaluation concerning practice and uses evaluative information to improve care and practice.				
6. Collaborates and/or consults with members of the health care team about variations in health outcomes.				
7. Uses an evidence-based approach to patient management that critically evaluates and applies research findings pertinent to patient care management and outcomes.				
8. Evaluates the patient's response to the health care provided and the effectiveness of the care.				
9. Uses the outcomes of care to revise care deliver strategies and improve the quality of care.				
10. Accepts personal responsibility for professional development, maintenance of professional competence and credentials.				
11. Considers ethical implications of scientific advances and practices accordingly.				

Student Name \_\_\_\_\_ Preceptor name \_\_\_\_\_

<b><u>COMPETENCY DOMAIN 6: Monitoring and Ensuring the Quality of Health Care Practice</u></b>	CONSIDERABLE guidance needed	MODERATE guidance needed	Fairly CONSISTENT in meeting competency goals	CONSISTENT & Self directed in meeting competency goals
<b><u>Monitoring Quality</u></b>				
1. Monitors quality of own practice and participates in continuous quality improvement based on professional practice standards and relevant statutes and regulations.				
2. Evaluates patient follow-up and outcomes including consultation and referral				
3. Monitors research in order to improve quality care				
<b><u>COMPETENCY DOMAIN 7: Cultural Competence</u></b>				
1. Shows respect for the inherent dignity of every human being, whatever their age, gender, religion, socioeconomic class, sexual orientation, and ethnicity.				
2. Accepts the right of individuals to choose their care provider, participate in care, and refuse care.				
3. Acknowledges personal biases and prevents these from interfering with the delivery of quality care to persons of other differing beliefs and lifestyles.				
4. Recognizes cultural issues and interacts with patients from other cultures in culturally sensitive ways.				
5. Incorporates cultural preferences, health beliefs and behaviors, and traditional practices into the management plan				
6. Develops patient appropriate educational materials that address the language and cultural beliefs of the patient.				
7. Accesses culturally appropriate resources to deliver care to patients from other cultures				
8. Assists patients to access quality care within a dominant culture.				

Student Name \_\_\_\_\_ Preceptor name \_\_\_\_\_

<b><u>COMPETENCY DOMAIN 7: Cultural Competence</u></b>	CONSIDERABLE guidance needed	MODERATE guidance needed	Fairly CONSISTENT in meeting competency goals	CONSISTENT & Self directed in meeting competency goals
<b><u>Spiritual Competencies</u></b> 1. Respects the inherent worth and dignity of each person and the right to express spiritual beliefs as part of their humanity.				
3. Assists patients and families to meet their spiritual needs in the context of health and illness experiences, including referral for pastoral services				
4. Assesses the influence of patients' spirituality on their health care behaviors and practices.				
5. Incorporates patients' spiritual beliefs in the plan of care appropriately.				
6. Provides appropriate information and opportunity for patients and families to discuss their wishes for end of life decision-making and care.				

Student Name \_\_\_\_\_ Preceptor name \_\_\_\_\_

<b>Student Strengths:</b>	<b>Areas for development/improvement:</b>

**Clinical Faculty Signature/Date :** \_\_\_\_\_

**Student Signature/Date:** \_\_\_\_\_

Student Name \_\_\_\_\_ Preceptor name \_\_\_\_\_

**APN CLINICAL SKILLS & PROCEDURES CHECKLIST\***

**NAME:**

#	PROCEDURE (e.g. suturing)	SKILL LEVEL					PRECEPTOR' SIGNATURE & DATE  (PROCEDURE AND SKILL LEVEL TO BE SIGNED OFF BY PRECEPTOR WHEN COMPLETED)
		CONFIDENT & INDEPENDENT	FAIRLY CONFIDENT <i>MINIMAL</i> SUPERVISIO N NEEDED	MODERATE SUPER- VISION NEEDED	PERFORMED <i>ONCE</i> & WITH SUPERVISIO N	NEVER PERFORME D OR NOT APPLICABL E	
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

Student Name \_\_\_\_\_ Preceptor name \_\_\_\_\_

#	PROCEDURE (e.g. suturing)	SKILL LEVEL					PRECEPTOR'S SIGNATURE & DATE  (PROCEDURE AND SKILL LEVEL TO BE SIGNED OFF BY PRECEPTOR WHEN COMPLETED)
		CONFIDENT & INDEPENDENT	FAIRLY CONFIDENT T <i>MINIMAL</i> SUPERVISI ON NEEDED	MODERATE SUPER- VISION NEEDED	PERFORMED <i>ONCE</i> & WITH SUPERVISIO N	NEVER PERFORME D OR NOT APPLICABL E	
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							
21.							
*Checklist under revision . May be adapted based on clinical setting under clinical instructor direction							

Texas A&M University-Corpus Christi  
 College of Nursing and Health Sciences  
**Evaluation of Leadership in Nursing Systems Student**  
*(Completed by Clinical Instructor & Preceptor)*

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

Evaluator \_\_\_\_\_

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

Please rate the student's performance using the following scale:

Exceptional quality 4	Acceptable Quality 3	Minimal Quality 2	Unacceptable Quality 1	Not Observed 0
-----------------------------	----------------------------	----------------------	------------------------------	-------------------

		4	3	2	1	0	Comments
A	<b><u>Communication and Relationship-building</u></b>						
	1. Demonstrates effective written communication						
	2. Demonstrates effective verbal communication						
	3. Demonstrates effective presentation skills						
	4. Uses conflict resolution techniques appropriately						
B	<b><u>Relationship Management</u></b>						
	5. Acts in a way that builds trust with staff, peers, and other healthcare team members						
	6. Follows through on commitments						
	7. Initiates communication in difficult situations						
	8. Creates shared vision with team members						
	9. Demonstrates respect for diverse opinions when working in groups						
	10. Assumes follower role in appropriate situations.						

Student Name \_\_\_\_\_ Preceptor name \_\_\_\_\_

Exceptional quality 4	Acceptable Quality 3	Minimal Quality 2	Unacceptable Quality 1	Not Observed 0
-----------------------------	----------------------------	----------------------	------------------------------	-------------------

C	<u>Cultural Competence</u> 11. Analyzes environment to identify population cultures served by organization						
	12. Evaluates access to services depending on client culture.						
	13. Promotes cultural competence throughout organization						
	14. Confronts inappropriate behavior and attitudes toward diverse groups						
D	<u>Decision-Making</u> 15. Independently initiates actions that support quality organizational performance within the scope of the student role.						
	16. Seeks information from multiple perspectives when planning organization activities.						
	17. Assesses organization characteristics that influence work processes						
	18. Evaluates effect of decisions on organization processes and outcome.						
E	<u>Professionalism</u> 19. Demonstrates accountability for student behaviors and outcomes of behavior						

Student Name \_\_\_\_\_ Preceptor name \_\_\_\_\_

Exceptional quality 4	Acceptable Quality 3	Minimal Quality 2	Unacceptable Quality 1	Not Observed 0
-----------------------------	----------------------------	----------------------	------------------------------	-------------------

F	Business Skills 20. Considers financial implications of work process or proposed change in processes.						
	21. Uses information management technology in management of work projects						

General Comments and Overall Impression of Student (Strengths and Weaknesses)

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

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

Reviewed by Clinical Faculty \_\_\_\_\_

Date \_\_\_\_\_

Texas A&M University – Corpus Christi  
College of Nursing and Health Sciences  
Graduate Program  
**Faculty Evaluation of Clinical Site and Preceptor**

Course Number and Name \_\_\_\_\_ Date \_\_\_\_\_

Clinical Site Name \_\_\_\_\_ Preceptor Name \_\_\_\_\_

Instructor Name \_\_\_\_\_ Student Name \_\_\_\_\_

1. Do you recommend the clinical site for continued use?

Yes \_\_\_\_\_ Stipulations (if any) \_\_\_\_\_

No \_\_\_\_\_ Rationale \_\_\_\_\_

This site is appropriate for (check all that apply):

Health Assessment \_\_\_\_ A&C I \_\_\_\_ A&C II \_\_\_\_ Integrated \_\_\_\_

Strengths of site: \_\_\_\_\_

Weaknesses (if any) of site: \_\_\_\_\_

1. Do you recommend this preceptor for continued use?

Yes \_\_\_\_\_ Strengths: \_\_\_\_\_

Weaknesses (if any): \_\_\_\_\_

No \_\_\_\_\_ Rationale \_\_\_\_\_

Add any additional comments: \_\_\_\_\_