

**TEXAS A&M UNIVERSITY CORPUS CHRISTI**  
**COLLEGE OF NURSING & HEALTH SCIENCES**  
**PRECEPTOR GUIDE FOR MSN CLINICAL COURSES**  
**REVISED EDITION FOR 2017-2018**

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 (TAMUCC) 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 graduate nursing students in the Family Nurse Practitioner, Leadership in Nursing Systems, and Nurse Educator tracks with an opportunity to practice their newly acquired skills under the guidance of expert professionals. Position descriptions and role responsibilities for each member of the educational team are presented in this guide.

The Preceptor Guide is regularly modified to assure consistency with professional standards and Texas Board of Nursing regulations. The content contained in this version should be used for students enrolled in any graduate clinical course for Fall 2016 through Summer 2017. Students should read the Preceptor Guide in preparing for each clinical laboratory section of specialty courses. Preceptors and clinical faculty will also use the Preceptor Guide as a reference during the clinical experience. The documents contained in this Preceptor Guide comprise the agreement and should be submitted directly to the student's clinical faculty. See page 20 for a list of required documents. The agreement must be signed ***BEFORE the student may begin*** clinical experiences.

The selection of clinical site and preceptor qualifications are key to designing an excellent clinical experience that will allow students to meet their course learning objectives. It is the graduate student's responsibility to consult with their clinical faculty as they negotiate and finalize the agreement. Students should schedule their clinical days with preceptors evenly throughout the semester thereby avoiding large blocks of clinical experiences in the beginning or the end of the semester. When clinical days are scheduled throughout the semester, the student will have an opportunity to apply the content learned in the didactic course concurrently in the clinical laboratory setting. If students require an exception to this rule, the student must discuss alternative arrangements with their clinical faculty at the start of the semester.

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**TEXAS A&M UNIVERSITY CORPUS CHRISTI  
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**General Expectations for MSN Students**

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 the course of the semester. The responsibilities delineated in this guide are consistent with current professional, Texas Board of Nursing, and Texas law requirements.

Students in the MSN program Family Nurse Practitioner, Leadership in Nursing Systems, and Nurse Educator tracks are responsible for selecting a clinical site and preceptor and completing preceptor agreements. 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. Students should consult with course faculty regarding the appropriateness of a clinical site.

*Under no circumstances, will students complete the clinical laboratory portion of any specialty course under the guidance of their work supervisors or family members. Students may complete clinical experiences in the institution where they are employed when, and only when, (1.) the selected preceptor does not have input into annual work performance evaluations and (2.) the physical unit where the clinical hours are completed is NOT the unit where the student is employed. Family members of students cannot be selected as preceptors for any course.*

**Student Responsibilities for Clinical Laboratory Experiences**

**Preceptor Selection**

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

Students should review their course objectives before beginning the process of preceptor selection. The clinical site and preceptor should provide learning opportunities that allow students to demonstrate satisfactory completion of the course objectives and progression in their development as nurses with advanced educational preparation. After students have a clear understanding of the learning objectives for their course, they should identify potential preceptors in their area. The Role Responsibilities and qualifications for Clinical Preceptor Position specific to the Family Nurse

Practitioner, the Leadership in Nurse Systems, and the Nurse Educator tracks are available later in this guide. For questions about the appropriateness of the clinical setting or preceptor, students should contact course faculty.

When professional licensure is required for preceptors, the preceptor must meet established criteria in accordance with the position description included in this Preceptor Guide. A preceptor must hold professional licensure for supervising student involved in direct clinical practice including teaching. All preceptors for clinical courses must have an "unencumbered license". "Unencumbered license" means that there is no disciplinary action against the license. Before contacting a potential preceptor, a preliminary license verification may be helpful to avoid hurt feelings or misunderstandings later. See "Preceptor License Verification" on page 19.

### **Set up a Meeting with the Potential Preceptor**

Contact the potential preceptor to set up a meeting. At the meeting the student should **provide the potential preceptor, a copy course objective, evaluation criteria, and Preceptor Agreement.** (see page 20 for Preceptor Agreement checklist)

Some preceptors require an interview with the student prior to signing the agreement. Students should use this opportunity to demonstrate their commitment to their coursework, knowledge of program content ethical responsibilities (confidentiality), and willingness to adapt their schedule to the preceptor's practice. The interview will also give the preceptor insight into the students level, ability, and personality.

The interview will enable the preceptor to assess if the student would be a "good fit" for the preceptor's teaching style, practice setting, and the patient population. At the end of the interview, the preceptor will determine if the setting provides appropriate learning opportunities for the students to meet the course learning objectives.

### **Clinical Preceptor Agreement**

Each student should complete required documents essential to establishing the formal preceptor-student-clinical faculty-CONHS relationship. Preceptor agreements establish a relationship for a specific time period. Therefore students and preceptors must sign a new agreement each semester. The entire packet of documents must be submitted to the student's assigned clinical faculty (see page 21). The clinical faculty must approve the preceptor agreement before students begin clinical hours. **It is the responsibility of the clinical faculty to approve the appropriateness of a clinical site and preceptor arrangement. Please refer to the Course Clinical Coordinator for any concerns.**

## **Castlebranch: Verification of Student Compliance with Immunization, License, Certifications**

Review the documentation stored in Castlebranch.com to assure that all information is current. Student's background check, license, drug screen, CPR, Hep A, Hep B, TB, Varicella, TDAP, and MMR must all be uploaded into the website. If any requirement is not met, students will not be able to attend clinical. Refer to the CONHS section of the TAMUCC Graduate Catalog for more details.

Students must verify with clinical faculty that all information is complete in Castlebranch.com (MyCB) before starting clinical. If the license, certifications, or immunizations expire during the course of the semester, students will be asked to stop attending clinical until Castlebranch.com (MyCB) information is up to date.

### **Scheduling of Clinical Hours**

Students and preceptors should agree on the days and times that the student will be in the clinical agency before starting the clinical experience. In general, clinical hours should be completed during the timeframe, Monday – Friday, 8 am – 5pm. It is recommended that a schedule of clinical hours must be given to the clinical faculty for approval as a part of the Preceptor Agreement packet before the start of clinical. The clinical schedule must also fit clinical faculty schedules because clinical faculty must be available to students by phone and for site visits and during the student's clinical hours. Clinical faculty are authorized to be in the clinic on day the student is schedule to be in clinical.

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 or employment needs. ***The student's personal and work schedules are expected to accommodate participation in the required number of clinical hours prescribed in the course requirements. Unless otherwise stated in the syllabus, students are expected to begin the clinical component of a course when the course starts to ensure adequate time to complete assignments.*** Students must not begin clinical until they have received clearance to begin clinical by their assigned clinical faculty.

### **Clinical dress and behavior**

1. Students are representatives of TAMUCC 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 and/or reported to the University Office of Student Affairs.

2. Students should be *professionally dressed* and wear an ID badge that identifies them as a Registered Nurse and TAMUCC College of Nursing and Health Sciences graduate student. These badges should only be worn by the student when the student is in the clinical setting in the student role. Students should clearly identify themselves as a MSN nursing students in an advanced nursing role. **Students must use the same name in the clinical setting and on all documents that they are using in the Blackboard course.** 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. Preceptors volunteer to help teach MSN students and often agree to do so because they enjoy learning and interacting with students. Students should remember to express their appreciation individually to their preceptors for their dedication, mentoring, and teaching at the end of the clinical experience. It is important to leave preceptors a copy of "Preceptorship Documentation" of hours for their records since some preceptors receive continuing education credit for preceptor activities.

### **Preparation for Clinical Laboratory**

The clinical laboratory extends the learning environment of the didactic or lecture portion of the course to integrate theoretical concepts with clinical practice. Students should prepare for the clinical laboratory by developing individual learning objectives associated with the course. Course work required in the didactic or lecture portion of the course is generally designed to prepare students for their clinical experiences. Therefore, students are expected to remain engaged in the course, prepare for clinical by completing the required readings and assignments, and reviewing additional relevant material that will ensure appropriate practice in the clinical setting.

The preceptor may recommend materials and topics for review prior to the first clinical day. Students involved in care delivery including nurse educators should review the common clinical problems relevant to the clinical site population. Students involved in system operations should review the structures and processes common to the clinical site. 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 gained through the clinical experience.

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 ensuring they are in compliance with agency requirements for the student learning experience. These requirements generally include current CPR certification, background check, urine drug screen and immunizations, by the first day.

In accordance with TAMUCC College of Nursing and Health Sciences and agency policies, students must have confirmation from clinical faculty that these requirements are met before entering the clinical setting.

3. Whenever possible, discussion with other students who have had the same or similar placements may be beneficial.
4. 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.
5. Learn something about the preceptor, when possible, in order to acknowledge the preceptor's background and allow for a fuller educational experience.
6. Students employed in the agency they have selected for a clinical experience must not combine work activities with course activities. It is illegal to access patient information associated with learning experiences using the student's employee identification or password. Each student must complete course requirements from the student role identified as a student.

### **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 relationship after the term has ended. Extension of the clinical period with the preceptor cannot be assumed but is granted only by agreement with the preceptor and TAMUCC 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 immediately notify the preceptor and clinical 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  
Role Responsibilities and Position Description**

**Title: Clinical Faculty for Nurse Practitioner, Leadership or Education Students**

The clinical components of major specialty courses are supervised by clinical faculty. These faculty members must meet state and national standards for nurse educators teaching in graduate nursing programs.

**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);
- Maintain clinical practice within the advanced role and specialty (TAC 22.11.219.7);
- Hold a current unencumbered license to practice in Texas when required for the specialty role.

Faculty teaching in the Family Nurse Practitioner specialty clinical courses must also:

- Be authorized to practice as advanced practice nurses in the Texas (TAC 22.11.219.7);
- Have clinical practice experience at the advanced practice nursing level of at least two years if supervising family nurse practitioner students. 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
- Family Nurse Practitioner faculty must hold 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. Ensures students have access to learning experiences essential to their development as specialists in advanced nursing roles. 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:**

At the onset of the clinical rotation:

1. Verify appropriateness of clinical site contractual agreements and sign the preceptor agreement when approved;
2. Orient new preceptors to the preceptor role and TAMUCC CONHS educational expectations;
3. Review 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 requirements for clinical laboratory experiences.
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. Understand the legal liability of the preceptor role.

Throughout course:

1. Mentor and serve as 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 TAMUCC College of Nursing and Health Sciences Student Handbook.
12. Provide students with feedback utilizing the appropriate TAMUCC Clinical Performance Evaluation.

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

**Title: Clinical Preceptor**

The clinical preceptor is a critical part of the educational team guiding students in their development as specialists. They are the model for practice in the primary care, administrative, or educational setting. As the expert, they help students identify key factors in each setting to frame clinical or operational decisions.

**Qualifications**

**For Family Nurse Practitioner specialty courses:**

- Nursing or medical expertise in clinical practice derived from practical and theoretical preparation (N.O.N.P.F., I-7)
- Authorized to practice as advanced practice nurses in Texas, 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))
- Current unencumbered Texas license.
- Board of Nursing or Medical Board recognition to practice in a specialty area in Texas. (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).

**For Leadership in Nursing Systems specialty courses:**

- Administrative or management expertise derived from practical and theoretical preparation for individuals in administrative positions.
- Minimum of Master of Science in Nursing in administrative nursing or equivalent.
- Current unencumbered Texas licensure to practice when required for practice.
- Currently holds management or executive leadership position in an organization licensed to provide health services.

**For Nurse Educator specialty courses:**

- Nursing or medical expertise in clinical practice derived from practical and theoretical preparation
- Minimum of Master of Science in Nursing.
- Current unencumbered Texas licensure to practice as a registered nurse.
- Currently holds educator position in an organization licensed to provide health services or in an accredited academic nursing program.

**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. 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 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. Uses 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. Demonstrates and supports the critical analysis of guidelines/standards of care and determines how they should be implemented or adapted to unique clinical situations.
7. Supports student in his/her refinement of interpersonal skills that promote effective communication with patients and colleagues.
8. Alert students to focus on problematic areas early in the laboratory, thereby providing each student an opportunity refine interpersonal skills by the time the clinical laboratory is completed.
9. Evaluates whether the learner's objectives have been achieved.
10. Provides the learner with feedback (DeWitt, 1996).
11. 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.

12. Communicates the ability to cope with multiple variables in the clinical setting while carrying out all patient and colleague interactions.

## **Conditions of Student-Preceptor-TAMUCC Educational Partnership**

### *Preceptor Activities*

1. Implement academic and professional standards set forth in the TAMUCC College of Nursing and Health Sciences Student Handbook.
2. Immediately report to the clinical faculty any student behaviors that influence or threaten the safety of patients or place the clinical site at risk.
3. Monitor and report student performance according to course criteria.
4. Notify clinical faculty 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 cannot 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 scheduling patients, availability of exam room space, and specific procedures to enhance learning with 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 TAMUCC 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.

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 descriptions, clinical objectives, and the number of clinical hours required for the term of the clinical laboratory either in telephone conversation or writing.
2. Clarify TAMUCC rules regarding preceptors and preceptor-student arrangements.
3. Provide information about the 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.

## **Start of Preceptor Agreement Packet**

## Explanation of Preceptor Agreement Packet Elements

1. Checklist - The checklist must be included as the first page of the agreement and is a listing of the required documents that must be submitted all at one time.
2. Preceptor Agreement (3 page form)
  - A separate agreement (and packet) must be completed for every preceptor.
  - The dates of the agreement period start at the beginning of the semester and end when the semester ends. If for some reason a student is scheduled for clinical dates beyond the end of the semester, the agreement must be modified.
  - The preceptor agreement must be signed by the clinical faculty, student, and preceptor.
  - If the preceptor practices at more than one location and the student will be traveling to multiple clinics with the preceptor, each site should be listed individually on the third page of the agreement.
  - The majority of agencies (clinics) rely on the preceptor agreement documentation to establish a relationship and do not require a formal contract with the University. Keep in mind, that some agencies require "contracts" or affiliation agreements between the agency and TAMUCC CONHS before students are allowed into their facilities. Should an agency require an affiliation agreement, students should contact their clinical instructors or the program coordinator immediately when they are informed this agreement is required. Students will not be allowed to start clinical until the agreement is signed.
3. Confirmation of Student-Preceptor-Faculty: Agreement to Clinical Preceptorship
4. Preceptor Contact Information - Have the preceptor fill in completely.
5. Curriculum Vitae (CV)
  - a. A CV form has been provided. Preceptors are not required to complete the form if they have a prepared CV. In this case, include the CV form writing "see attached" at the top and then attach the preceptor's CV behind the form.
  - b. If a preceptor has submitted a CV within the past year and it is on file with College of Nursing and Health Sciences, then the preceptor need not submit a duplicate. In this case, students should include the CV form in the packet writing "on file" on the form.
  - c. It is the student's responsibility to verify the CV 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 CV form.
    - i. FNP track - The preceptor's CV must be the same CV stored in their TYPHON account.
    - ii. Leadership in Nursing Systems and Nurse Educator tracks - Students are are not currently required to use TYPHON for their clinical documentation so will not have to verify the CV with TYPHON documentation.

6. Preceptor License Verification.

When professional licensure is required for preceptors, the preceptor must meet established criteria in accordance with the position description included in this Preceptor Guide. A preceptor must hold professional licensure for supervising student involved in direct clinical practice including teaching. Once an individual has agreed to precept the student, the student should verify that the individual's credentials are current and valid.

Students in the Leadership in Nursing Systems track may have preceptors who do not hold a professional license. Students will only submit verification of licensure when the preceptor practices in a profession that requires licensure (physician, registered nurse, medical social worker). Students should consult the course coordinator or the program coordinator when they have questions about their preceptor's credentials.

- a. FNP and Nurse Educator tracks - Must hold current unencumbered Texas Licensure to practice.
- b. Leadership in Nursing Systems track - Current unencumbered Texas licensure to practice when required by Texas Administrative Code (TAC).

7. Student Clinical Information (FNP TRACK ONLY) - Complete the form with each clinical date listed individually on the form. Students should include their mobile number on the form.

## Preceptor Packet Checklist/Coversheet – FOR ALL MSN TRACKS

The following documents must be submitted to your clinical faculty for approval **PRIOR** to the beginning of clinical hours. Please refer to the following and make sure that all documents are submitted to your clinical faculty as a **packet**.

All documents (with the exception of the license verification and the student clinical information form) can be found in the *Preceptor Guide for MSN Clinical Courses* located under the Information icon>Clinical Information on the Homepage of the web course.

**Please make sure that all documents are legible, complete, and have the correct dates.** Your clinical faculty will **NOT** approve any incomplete or illegible paperwork. Please be very deliberate and careful in completing and submitting this paperwork. Your clinical experience will be delayed if you do not follow these directions. Include this check sheet initialed when you send your packet to your clinical faculty.

All page numbers below refer to the *Preceptor Guide for MSN Clinical Courses*.

- Preceptor agreement (pages 21-22) \_\_\_\_\_ student initials \_\_\_\_\_ faculty initials
- Confirmation of Agreement to Clinical Preceptorship (page 23) \_\_\_\_\_ student initials \_\_\_\_\_ faculty initials
- Preceptor Contact Information (page 24) \_\_\_\_\_ student initials \_\_\_\_\_ faculty initials
- Preceptor CV form or complete CV (page 25) \_\_\_\_\_ student initials \_\_\_\_\_ faculty initials
- Preceptor license verification \_\_\_\_\_ student initials \_\_\_\_\_ faculty initials
- Complete if required. (See explanation on Page 19)
  - a. If your preceptor is an advanced practice nurse go to:  
<https://www.bon.texas.gov/forms/apninq.asp> Follow the directions. Retrieve and print the license verification.
  - b. If your preceptor is a MD, DO, or PA go to:  
[https://public.tmb.state.tx.us/HCP\\_Search/SearchInput.aspx](https://public.tmb.state.tx.us/HCP_Search/SearchInput.aspx) Follow the directions. Click on your preceptor's name to retrieve and print the appropriate information.
- Student clinical information (**FNP TRACK ONLY**) (page 26) \_\_\_\_\_ student initials \_\_\_\_\_ faculty initials

Date packet submitted to Clinical faculty \_\_\_\_\_

**Faculty Only:** Date packet submitted to Data Base Coordinator \_\_\_\_\_  
\_\_\_\_\_ scan/email \_\_\_\_\_ fax \_\_\_\_\_ in person

**TEXAS A&M UNIVERSITY- CORPUS CHRISTI  
COLLEGE OF NURSING AND HEALTH SCIENCES  
FOR ALL MSN TRACKS**

**Preceptor Agreement**

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

The preceptor agreement permits nursing students of the College of Nursing, Texas A&M University- Corpus Christi (TAMUCC) 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)

The CONHS faculty member \_\_\_\_\_, serves as the liaison with your  
(Clinical Faculty)  
facility for the above course(s).

**Preceptor Responsibilities:**

1. Participate in a preceptor orientation (The orientation will be sent to you on CD).
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) appropriate to the student's progress in the program.
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 program and specific courses.
6. Discuss student expectations, skills' performance, student guidelines for performance of procedures, and methods of evaluation.
7. Assume overall responsibility for teaching and evaluation of the student.
8. Assure student compliance with standards on immunization, screening, OSHA standards when appropriate, CPR, criminal background check as needed and current liability insurance coverage.
9. Work cooperatively with the preceptor and the agency to determine student learning needs and appropriate assignments.
10. Make appropriate student assignments with the preceptor.
11. Communicate assignments and other essential information to the preceptors.
12. Meet regularly with the clinical preceptor and the student in order to monitor and evaluate the learning experience.
13. Monitor student's progress through clinical site visits, student clinical seminars, student-faculty-preceptor conferences and review of student clinical assignments.
14. Be readily available, e.g., telephone, pager or e-mail for consultation when students are in the clinical area.
15. Receive feedback from the preceptor regarding student performance.
16. Provide recognition to the preceptor for participation as a preceptor.

**Agency/Preceptor Responsibilities:**

1. Retain ultimate responsibility for the care of clients.
2. Retain responsibility for preceptor's salary, benefits, and liability.
3. If preceptor is a nurse practitioner or physician assistant, notifies collaborating physician of preceptor/student arrangement.

**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 and behave in a professional manner when in the clinical site.

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



**TEXAS A&M UNIVERSITY CORPUS CHRISTI  
COLLEGE OF NURSING & HEALTH SCIENCES  
FOR ALL MSN TRACKS**

**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**

**FOR ALL MSN TRACKS  
Brief Preceptor Curriculum Vita \*\***

**PLEASE PRINT CLEARLY**

**Professional Education (post-secondary schools 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

**\*\*FOR FNP PRECEPTORS: If you have not submitted a complete Vita in the last 12 months, please attach one to this form. Thank you.**

**\*\* FOR LNS or EDUCATOR PRECEPTORS: a current cv may be submitted in lieu of this form.**

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

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

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

**Student Clinical Information Form FNP TRACK ONLY**

<b>Student Name:</b> Cell (# can be contacted at during clinical hours):		
<b>Preceptor's Name:</b> Medical Practice Name: Address: Phone:		
<b>Clinical Faculty Name:</b> Phone:		
<b>Total Semester Schedule</b>		
Day of the Week	Month/Day	Practice Hours (e.g. 8- 12, 1-5, lunch 12-1)

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

**Clinical Activity Documentation**

**FNP students**

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 BlackBoard course shell. Upon completion of the tutorial, students will email the Typhon Clinical Student Tracking 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 BlackBoard email tool

**Leadership and Educator Students**

Students are required to document their clinical activities in a Clinical Log. Details are available with courses.

## **Summary of Required End of Course Clinical Evaluations and Documentation**

Students are responsible for ensuring all end of course evaluations and documentation are completed. Evaluations should be completed and returned to the student's assigned clinical faculty upon completion of each clinical experience. The title of each form should assist students to determine how each form should be completed.

- A. **Family Nurse Practitioner track** end of course documents include four evaluations and the Preceptorship Document including:
1. *Graduate Student Evaluation of Preceptor Form* should be completed by each MSN student for every preceptor.
  2. *Preceptor Evaluation of FNP Student* should be completed by the preceptor for every student in the FNP specialty courses
  3. *Formative Clinical Evaluation Form* is completed by clinical faculty and signed by the student at the end of each clinical course leading up to the capstone clinical course. At the end of 5746 Integrated Clinical Practice: FNP (Capstone), the *Clinical Faculty Evaluation of FNP Student* should be completed for every FNP student by the clinical faculty.
  4. *Clinical Faculty Evaluation of Clinical Site and Preceptor* is completed by clinical for each student.
  5. *Preceptorship Documentation* is completed by the student and signed by the Preceptor.
- B. **Leadership in Nursing Systems track** end of course documents includes three evaluations and the Preceptorship Document including:
1. *Graduate Student Evaluation of Preceptor Form* should be completed by each MSN student for every preceptor.
  2. *Clinical Evaluation of Leadership in Nursing Systems Student* should be completed by the Preceptor and Clinical faculty.
  3. *Clinical Faculty Evaluation of Clinical Site and Preceptor* is completed by clinical for each student.
- C. **Nurse Educator track** end of course documents includes three evaluations and the Preceptorship Document including:
1. *Graduate Student Evaluation of Preceptor Form* should be completed by each MSN student for every preceptor.
  2. *Clinical Evaluation of Nurse Educator Student* should be completed by the Preceptor and Clinical faculty.
  3. *Clinical Faculty Evaluation of Clinical Site and Preceptor* is completed by clinical for each student.

## **FNP Specific Documents**

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

**Preceptorship Documentation  
For FNP TRACK ONLY**

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 and Health Sciences**

**ENP 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.					

FNP 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** \_\_\_\_\_



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.						

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

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

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

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

**Texas A&M University – Corpus Christi  
College of Nursing and Health Sciences  
Graduate Nursing Program  
FNP Student Formative Clinical Evaluation**

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

**Preceptor's Name:** \_\_\_\_\_ **Course Title:** \_\_\_\_\_ **Date** \_\_\_\_\_

<b>Competency *</b> <small>*Derived directly from the Outcome Competencies for FNP's developed by NONPF</small>	<b>Guidance needed</b>	<b>No guidance needed</b>	<b>Comments</b>
1. Obtained comprehensive and/or problem focused health histories utilizing therapeutic communication skills.			
2. Performed organized comprehensive and/or problem focused physical examinations.			
3. Differentiated normal, variations of normal and abnormal assessment findings.			
4. Analyzed and interpreted histories, including presenting symptoms, physical findings, and diagnostic information to develop appropriate differential diagnoses and appropriate prioritization of health problems.			
5. Employed appropriate diagnostic and therapeutic interventions and regimens with attention to safety, cost, invasiveness, simplicity, acceptability, adherence, and efficacy.			
6. Formulated an action plan based on scientific rationale, evidence-based standards of care and practice guidelines.			
7. Provided guidance and counseling regarding management of the health/illness condition.			
8. Initiated appropriate consultation and/or referrals.			
9. Incorporated cultural preferences, health beliefs and behaviors, and traditional practices into the management plan.			

**Patient genders, ages, chief complaints, and diagnoses that were seen with student:**

**Student's identified strengths (derived from SOAP notes, Typhon and participation in clinical discussion group):**

**Student's identified weaknesses:**

**Plan:**

**Additional Comments:**

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

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

**\*STUDENTS: Please send this attachment back and note in your email that you have read the evaluation (signing this evaluation indicates that you have received and read the evaluation, not that you agree with the evaluation).**

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 & #: \_\_\_\_\_

<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>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.				

<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.				

<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				

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

knowledge to further therapeutic interaction.				
<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.				

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

<p>4. Elicits information about cultural influences that may affect patient’s learning experience.</p> <p style="text-align: center;"><b><u>COMPETENCY DOMAIN 3: The Teaching-Coaching Function</u></b></p>	<p>CONSIDERABLE guidance needed</p>	<p>MODERATE guidance needed</p>	<p>Fairly CONSISTENT in meeting competency goals</p>	<p>CONSISTENT &amp; Self-directed in meeting competency goals</p>
<p><b><u>Assisting</u></b></p>				
<p>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></p>				
<p>Communicates health advice, instruction, and counseling appropriately using evidence-based rationale.</p>				
<p><b><u>Negotiating</u></b></p>				
<p>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></p>				
<p>Coaches the patient throughout the teaching processes by reminding, supporting, encouraging, and the use of empathy.</p>				

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

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

<p align="center"><b><u>COMPETENCY DOMAIN 5: Managing and Negotiating Health Care Delivery Systems</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>Managing</u></b></p>				
<p>1. Demonstrates knowledge about the role of the nurse practitioner in case management.</p>				
<p>2. Provides care for individuals, families, and communities within integrated health care services.</p>				
<p>3. Considers access, cost, efficacy, and quality when making care decisions.</p>				
<p>4. Maintains current knowledge of the organization and financing of the health care system as it affects delivery of care.</p>				
<p>5. Participates in organizational decision-making, interprets variations in outcomes and uses data from information systems to improve practice.</p>				
<p>6. Manages organizational functions and resources with the scope of responsibilities as defined in a position description.</p>				
<p>7. Uses business and management strategies for the provision of quality care and efficient use of resources.</p>				
<p>8. Demonstrates knowledge of business principles that affect long-term financial viability of a practice, efficient use of resources, and quality of care.</p>				
<p>9. Demonstrates knowledge of relevant legal regulations for practice including reimbursement of services.</p>				
<p><b><u>Negotiating</u></b></p>				
<p>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.</p>				
<p>2. Participates as a key member of an interdisciplinary team through the development of collaborative and innovative practices.</p>				
<p>3. Participates in the planning, development, and implementation of public and community health programs.</p>				

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 \_\_\_\_\_

<p align="center"><b><u>COMPETENCY DOMAIN 7: Cultural Competence</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>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.</p>				
<p>3. Assists patients and families to meet their spiritual needs in the context of health and illness experiences, including referral for pastoral services</p>				
<p>4. Assesses the influence of patients' spirituality on their health care behaviors and practices.</p>				
<p>5. Incorporates patients' spiritual beliefs in the plan of care appropriately.</p>				
<p>6. Provides appropriate information and opportunity for patients and families to discuss their wishes for end of life decision-making and care.</p>				

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

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

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

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

Texas A&M University – Corpus Christi  
College of Nursing and Health Sciences  
Graduate Program FNP Track  
**Faculty Evaluation of FNP 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: \_\_\_\_\_

\_\_\_\_\_

2. Do you recommend this preceptor for continued use?

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

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

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

\_\_\_\_\_

Add any additional comments:

\_\_\_\_\_

\_\_\_\_\_

## Leadership in Nursing Student Evaluations

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

**Leadership in Nursing Systems**

**STUDENT EVALUATION OF PRECEPTOR**  
**(To be completed by LNS student)**

Student Name:	
Preceptor name:	
Course Number/Course Name:	
Site:	
Semester:	

**INSTRUCTIONS:**

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

QUALITY	SELDOM	SOMETIMES	FREQUENTLY	NA	COMMENTS
1. The preceptor's professional experience was appropriate.					
2. Is available to student.					
3. Demonstrates understanding of the nurse educator role.					
4. Uses student's strengths and knowledge					
5. Serves as good role model					
6. Demonstrates effective rapport with learners.					
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.					
11. Leads students through decision making rather than giving own impressions.					
12. Offers constructive comments about student documentation.					
13. Encourages questions.					
14. Thoughtfully reviews course plans with student.					
15. Discusses alternative management of learning situations.					
16. Communicates clinical knowledge well.					
17. Uses other members of the health care team.					
18. Suggests and provides additional learning experiences.					
19. Reviews evaluations with student and provides immediate and constructive feedback.					
20. Provides an environment that stimulates ideas for research					

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

Date \_\_\_\_\_

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

Date \_\_\_\_\_

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

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
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		4	3	2	1	0	Comments
A	<u>Communication and Relationship-building</u> 1. Demonstrates effective written communication						
	2. Demonstrates effective verbal communication						
	3. Demonstrates effective presentation skills						
	4. Uses conflict resolution techniques appropriately						
B	<u>Relationship Management</u> 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.						

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

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 Nursing Program**  
Evaluation of Clinical Site  
**(To be completed by LNS student)**

*\*This form should be forwarded to Carol Edwards, Graduate Programs Secretary, and is confidential.*

Clinical Instructor Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Student Name: \_\_\_\_\_  
Course: NURS 5362 (Leadership Theory) \_\_\_\_ NURS 5469 (Capstone) \_\_\_\_

Clinical Site Name(s) \_\_\_\_\_

Preceptor Name(s) \_\_\_\_\_

1. Do you recommend the clinical site for continued use? (If multiple sites, please specify information.)  
Yes \_\_\_ Stipulations (if any) \_\_\_\_\_  
No \_\_\_ Rationale \_\_\_\_\_

2. For which clinical courses would this site be appropriate? (Check all that apply):

3. NURS 5362 (Leadership Theory) \_\_\_\_ NURS 5469 (Capstone) \_\_\_\_

Strengths of site(s): \_\_\_\_\_

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

4. Do you recommend this preceptor for continued use? (If multiple preceptors, please specify information.)

Yes \_\_\_

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

Strengths of each preceptor:

Weaknesses (if any) of preceptor:

**Please feel free to add any additional comments below.**

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## Nurse Educator Student Evaluations

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

**NURSE EDUCATOR STUDENT EVALUATION OF PRECEPTOR**  
*(completed by the Nurse Educator Student)*

\_\_\_\_\_

Course Number/Course Name

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

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

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

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

**INSTRUCTIONS:** Please mark an X in the most appropriate space after each statement below to provide summative feedback to the preceptor named above. 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 nurse educator role.					
4)	Uses student's strengths and knowledge					
5)	Serves as good role model					
6)	Demonstrates effective rapport with learners.					
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.					
11)	Leads students through decision making rather than giving own impressions.					
12)	Offers constructive comments about student documentation.					

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

Evaluation of Preceptor con't.

13)	Encourages questions.					
14)	Thoughtfully reviews course plans with student.					
15)	Discusses alternative management of learning situations.					
16)	Communicates clinical knowledge well.					
17)	Uses other members of the health care team.					
18)	Suggests and provides additional learning experiences.					
19)	Reviews evaluations with student and provides immediate and constructive feedback.					
20)	Provides 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

**Evaluation of Nurse Educator Student**

*(completed by Preceptor)*

Student \_\_\_\_\_

# of Hours Completed \_\_\_\_\_

Preceptor's Name: \_\_\_\_\_

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

Clinical Agency: \_\_\_\_\_

Overall Performance: \_\_\_\_\_ Meets Objectives      \_\_\_\_\_ Does Not Meet Objectives

<b>Competencies</b>	Considerable guidance needed	Moderate guidance needed	Fairly consistent in meeting competency goals	Consistent & Self-directed in meeting competency goals	Not Observed	Not Applicable
<b>Competency: Facilitates Learning</b>						
Implements a variety of teaching strategies appropriate to: content setting; learner needs; learning style; desired learner outcomes.						
Uses teaching strategies based on: educational theory.						

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

Competencies	Considerable guidance needed	Moderate guidance needed	Fairly consistent in meeting competency goals	Consistent & Self-directed in meeting competency goals	Not Observed	Not Applicable
Modifies teaching strategies and learning experiences based on consideration of learner's cultural background, past clinical experiences, and past educational and life experiences						
Uses information technologies to support the teaching-learning process						
Practices skilled oral and written (including electronic) communication that reflects an awareness of self and relationships with learners (e.g., evaluation, mentorship, and supervision).						
Communicates effectively orally and in writing with an ability to convey ideas in a variety of contexts.						
Models reflective thinking practices.						
Models critical thinking.						
Create opportunities for learners to develop their own critical thinking skills.						
Creates a positive learning environment that fosters a free exchange of ideas.						
Demonstrates awareness of cultural, gender, and previous experiences on teaching and learning.						
Shows enthusiasm for teaching, learning, and the nursing profession that inspires and motivates students						
Demonstrates personal attributes that facilitate learning (e.g., caring, confidence, patience, integrity, respect, and flexibility).						
Responds effectively to unexpected events that affect clinical and/or classroom instruction.						
Develops collegial working relationships with clinical agency personnel to promote positive learning environments.						
Uses knowledge of evidence-based practice to instruct learners.						
Demonstrates ability to teach clinical skills						

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

<b>Competencies</b>	Considerable guidance needed	Moderate guidance needed	Fairly consistent in meeting competency goals	Consistent & Self-directed in meeting competency goals	Not Observed	Not Applicable
Acts as a role model in practice settings.						
<b>Competency: Facilitate Learner Development and Socialization</b>						
Identifies individual learning styles and unique learning needs of learners with these characteristics: culturally diverse (including international); traditional vs. non-traditional; at-risk (e.g., educationally disadvantaged, learning and/or physically challenged, social, and economic issues).						
Provides resources for diverse learners to meet their individual learning needs.						
Advises learners in ways that help them meet their professional goals.						
Creates learning environments that facilitate learners' self-reflection, personal goal setting, and socialization to the role of the nurse.						
Fosters the development of learners in these areas: cognitive; psychomotor; affective.						
Adapts teaching styles and interpersonal interactions to facilitate learner behaviors.						
Assists learners to engage in thoughtful and constructive self and peer evaluation.						
Encourages professional development of learners.						
<b>Competency: Use Assessment and Evaluation Strategies</b>						
Enforces nursing program standards related to admission and progression.						
Uses a variety of strategies to assess and evaluate learning in these domains: cognitive; psychomotor; affective.						
Incorporates current research in assessment and evaluation practices.						
Uses existing evaluation tools for assessing clinical practice and educational outcomes.						

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

<b>Competencies</b>	Considerable guidance needed	Moderate guidance needed	Fairly consistent in meeting competency goals	Consistent & Self-directed in meeting competency goals	Not Observed	Not Applicable
Evaluates available resources for learner assessment and evaluation.						
Selects appropriate assessment instruments.						
Implements evaluation strategies that are appropriate to the learner and learning outcomes.						
Analyzes assessment and evaluation data.						
Designs tools for assessing clinical practice.						
Creates appropriate assessment instruments to evaluate educational outcomes.						
Uses assessment and evaluation data to enhance the teaching-learning process.						
Advises learners regarding assessment and evaluation criteria.						
Provides timely, constructive, and thoughtful feedback to learners.						
<b>Competency: Participate in Curriculum Design and Evaluation of Program Outcomes</b>						
Actively participates in the design of the curriculum to reflect: institutional philosophy and mission; current nursing and health care trends; community and societal needs; educational principles, theory, and research; use of technology.						
Demonstrates knowledge of curriculum development including: identifying program outcomes; developing competency statements; writing course objectives; selecting appropriate learning activities; selecting appropriate clinical experiences; selecting appropriate evaluation strategies.						
Implements curricular revisions using appropriate change theories and strategies.						
Updates courses to reflect the philosophical and theoretical framework of the curriculum.						
Designs courses to reflect the philosophical and theoretical framework of the curriculum.						

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

Competencies	Considerable guidance needed	Moderate guidance needed	Fairly consistent in meeting competency goals	Consistent & Self-directed in meeting competency goals	Not Observed	Not Applicable
Maintains community and clinical partnerships that support the educational goals.						
Evaluates educational goal attainment through community and clinical partnerships.						
Analyzes results of program evaluation and initiates curricular change.						
<b>Competency: Pursue continuous quality improvement in the academic nurse educator role</b>						
Engages in activities that promote one's socialization to the role						
Participates in professional development opportunities that increase one's effectiveness in the role.						
Selects professional development activities to continue to grow and evolve in the role						
Uses feedback gained from self, peer, learner, and administrative evaluation to improve role effectiveness.						
Acquires knowledge of legal and ethical issues relevant to higher education and nursing education.						
Engages in self-reflection and continued learning to improve teaching practices.						
<b>Competency: Function as a Change Agent and Leader</b>						
Models cultural sensitivity when advocating for change.						
Integrates a long term, innovative, and creative perspective into the academic nurse educator role.						
Evaluates organizational effectiveness in nursing education.						
Implements strategies for change within the: nursing program; institution.						

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

<b>Competencies</b>	Considerable guidance needed	Moderate guidance needed	Fairly consistent in meeting competency goals	Consistent & Self-directed in meeting competency goals	Not Observed	Not Applicable
Creates a culture for change within the nursing program.						
Promotes innovative practices in educational environments.						
Develops leadership skills in others to shape and implement change.						
Uses legal and ethical principles to influence, design, and implement policies and procedures related to learners, faculty, and the educational environment.						
Adapts to changes created by external factors.						
Supports changes as an early adopter.						
<b>Competency: Engage in Scholarship of Teaching</b>						
Exhibits a spirit of inquiry about teaching and learning, student development, and evaluation methods.						
Uses evidence-based resources to improve and support teaching.						
Develops an area of expertise in the academic nurse educator role.						
Shares teaching expertise with colleagues and others.						
Demonstrates integrity as a scholar.						
<b>Competency: Function Effectively within the Institutional Environment and the Academic Community</b>						
Identifies the influence of social, economic, political, and institutional forces on nursing and higher education.						
Integrates the values of respect, collegiality, professionalism, and caring to build an organizational climate that fosters the development of learners and colleagues.						

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

<b>Competencies</b>	Considerable guidance needed	Moderate guidance needed	Fairly consistent in meeting competency goals	Consistent & Self-directed in meeting competency goals	Not Observed	Not Applicable
Considers the goals of the nursing program and the mission of the parent institution when proposing change or managing issues.						

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

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

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

Texas A&M University – Corpus Christi  
College of Nursing and Health Sciences  
Graduate Program Nurse Educator  
**Evaluation of Nurse Educator Clinical Site**  
**TO BE COMPLETED BY STUDENT**

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 \_\_\_\_\_

\_\_\_\_\_

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: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_