

SAINT FRANCIS MEDICAL CENTER COLLEGE OF NURSING



Undergraduate Preceptor Handbook 2023-2025

A TRADITION OF EXCELLENCE IN NURSING EDUCATION

Saint Francis Medical Center
College of Nursing
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MISSION

The College of Nursing provides supportive, faculty-supervised clinical learning experiences necessary to prepare qualified entry-level practitioners to work in a variety of health care and educational settings. This Handbook establishes the College of Nursing guidelines for using preceptors to assist with clinical, practicum, and/or residency instruction of our students. Preceptors are carefully selected for their knowledge, skills, and ability to foster the growth of students. This document defines the roles and responsibilities of faculty, students, and preceptors engaged in a professional relationship that is consistent and lasts for a specific period of time. In designated courses, the student will work under the direct instruction of the preceptor who will guide and monitor student learning. The faculty retains the responsibility for student instruction and supports both the student and preceptor by providing expertise to ensure that the learning experiences meet the course/practicum outcomes. The preceptor and the faculty member collaborate in planning, monitoring, and evaluating the student. Faculty retains ultimate responsibility for the student's evaluation.

ABOUT THE COLLEGE

Saint Francis Medical Center College of Nursing is a private, Catholic, specialized institution. The College, founded and operated by The Sisters of the Third Order of Saint Francis, is enriched by the heritage of the Sisters who have a mission of caring and commitment to quality health care.

The College provides nursing education programs at the undergraduate and the graduate levels. The upper division baccalaureate program prepares the student for the practice of professional nursing. This program builds on and incorporates theories, concepts, and principles from behavioral, natural, and social sciences. The College serves the community by educating competent entry level in a tradition of excellence in nursing, who deliver caring, comprehensive, and complex care responsive to the changing needs of society in a dynamic healthcare environment. The faculty and students of the College participate in both scholarly and service activities that contribute to knowledge development related to education, nursing, and healthcare.

PHILOSOPHY

The philosophy of Saint Francis Medical Center College of Nursing, developed by the faculty, is congruent with the Corporate Philosophy and Corporate Mission Statement of the Sisters of the Third Order of St. Francis. It is in accord with Catholic philosophy and follows the ideals of St. Francis of Assisi, who had a great love for God and humankind, especially the sick and the poor.

Philosophy of Nursing

We believe each person is created by God with a mortal body and an immortal soul whose ultimate aim is eternal salvation. We believe each person, born with intellect and free will, has personal dignity and natural rights with associated responsibilities to God, humankind, and society.

The individual, as a member of society, is an adaptive being who is constantly interacting with the environment while striving toward self-actualization throughout the life cycle. We believe society is a multicultural system composed of interdependent individuals, families, groups and communities. Society has the responsibility to provide a health care system, which is responsive to changing knowledge, technology, and human resources, and is accessible to its members. The faculty believes health is a dynamic state in which the individual adapts to one's internal and external environments so that there is a state of physical, emotional, intellectual, social and spiritual well-being. We believe that health encompasses both wellness and illness. Inherent in the individual's rights is the right to attain optimal health and the right to health care.

We believe professional nursing is an art and an applied science which builds on the behavioral, natural, and social sciences. Nursing utilizes selected concepts, theories, principles, and research in the implementation of the nursing process. The nurse, through application of the nursing process, assists the patient in achieving optimal health status by facilitating adaptation within the individual's social system. As the health care system changes, the professional nurse must be prepared to assume a variety of emerging roles. The goals of nursing are the promotion and maintenance of health, the care and rehabilitation of the sick and the injured, and the support of the dying. To achieve the goals of nursing, the professional nurse collaborates with the patient, family, and members of the interprofessional health care team in planning and providing care, and in promoting health of the individual, the family, and the community.

We believe caring is an essential element of both the art and science of nursing. Caring permeates all areas of nursing practice and facilitates the achievement of nursing goals. Caring is a helping relationship which is influenced by cultural and spiritual values and which promotes growth and self-actualization of the patient and the nurse.

Philosophy of Nursing Education

The faculty believes that the purpose of nursing education is to promote a student centered learning environment that develops critical thinking, skills of inquiry, creative thinking and problem solving in the process of obtaining knowledge. The faculty believes that learning, a life-long process, occurs when the individual is an active participant. Learning is both an independent and interdependent process. We believe that students learn through cyclical processes in which theory and practice reinforce one another. The faculty accepts responsibility as educators to foster a student centered learning environment which maximizes each individual's unique potential. The learner in a student centered learning environment draws from previous experiences to make meaning of current situations.

We believe that the student is a unique individual who has intrinsic worth, is deserving of respect, and is capable of making informed decisions regarding learning. The faculty recognizes that the learner comes from a sociocultural background with diverse life experiences and varied attitudes and values. The faculty believes that the student is at the center of the curriculum and is an active participant in learning and "coming to know". The faculty acts as a guide and facilitator in the learning process and is responsible for the development, implementation, and evaluation of the learning experience. Planned learning activities advance intellectual inquiry, self-reflection, critical thinking, effective communication, and self-directed, independent learning.

We believe that the goal of the academic programs is to facilitate deep learning which involves the critical analysis of new ideas, linking them to already known theories, concepts, and principles. This type of learning leads to understanding and long-term retention of concepts so that they may be used as the basis for problem solving in unfamiliar contexts. Deep learning promotes understanding and application for life.

Baccalaureate Education

The faculty believes that the baccalaureate nursing education builds upon and incorporates the natural and social sciences and the liberal arts. This broad foundation provides the understanding of humankind and society necessary for the learner to begin the implementation of the nursing process. We believe professional nursing education integrates theories, principles, and knowledge from the general studies with nursing theories, concepts, and experiences. Baccalaureate nursing education prepares the graduate for the practice of professional nursing as a generalist who is able to function independently and interdependently with individuals, families and groups in a variety of health care settings. Students integrate theory, research, and practice for the improvement of patient care and the advancement of nursing practice and the profession.

We believe the Judeo Christian tenets underlying the nursing education at Saint Francis Medical Center College of Nursing promote values essential for the personal and professional philosophy of God and humankind. These values, inculcated throughout the curricula, guide the learner to evolve into an ethical and accountable professional nurse.

STATEMENT OF VALUES

The philosophy of Saint Francis Medical Center College of Nursing is congruent with the Corporate Philosophy and Corporate Mission Statement of The Sisters of the Third Order of St. Francis. It is in accord with Catholic philosophy and flows from the ideals of St. Francis of Assisi who had a great love for God and humankind, especially the sick and the poor. The following values flow from this philosophy and permeate all aspects of the College.

The purposes of the College of Nursing Value Statements are to support the mission and philosophy, provide direction for the day-to-day activities and decisions, specify how individuals should behave, and provide meaning to each person's work. The values are articulated below.

Values Related to Personal & Professional Development-

Learning is a lifelong, interactive process in which critical thinking and intellectual inquiry skills are developed and a change of behavior, attitude or thought patterns occur. Learners are valued as unique individuals, with diverse life experiences and varied attitudes and values, who are active participants in the process.

Caring develops helping relationships influenced by cultural and spiritual values and promotes the growth and self-actualization of the client, nurse, student, and employee. The College values open and honest communication, which fosters trusting relationships among ourselves and those we serve.

Leadership is facilitating action by developing people to achieve and maintain change. Leadership embraces the importance of responsibility, accountability, and commitment. It is the ability to have a vision for the College, enable and empower other to attain the vision through using and developing trusting relationships.

Personal worth & dignity recognizes the unique value of each person as an individual, regardless of race, color, age, gender, ethnic background, or religion. Born with intellect and free will, the individual is a member of society and an adaptive being who is constantly interacting with the environment while striving toward self-actualization throughout the life cycle.

Values Related to Service

Integrity is drawn from Judeo-Christian tenets, which permeate the curriculum and promote the ethical values of human dignity, justice, service, and respect for life. These values provide a foundation for the institution in its practices and relationships and are essential in the College's commitment to high standards of institutional and individual integrity.

Responsibility is the obligation to accomplish a task or assignment. Accepting responsibility for one's work or life provides a sense of inner control, which leads to owning responsible for what is happening in one's life.

Accountability is defined as the act of accepting ownership for one's responsibilities and the results or the lack of results, without blame and rationalizations. Accountability focuses on outcomes. Accountability is a personal choice to demonstrate ownership necessary for achieving the desired, clearly identified outcomes and results. We believe that each student will ask what else I can do to achieve, advance, grow, or enhance the achievement of the outcomes of the College and their personal life. The College accepts responsibility and holds each other accountable for carrying out the Mission of the College through quality nursing education, qualified faculty and preceptors, and sufficient support for excellence in student learning outcomes. The College strives to educate students about the need for personal and professional accountability.

Values Related to Quality

We believe in achieving the best results possible; not just doing a job.

Excellence is the commitment to quality nursing education programs at the undergraduate and graduate levels. Quality and excellence are ensured through the collection, analysis, and use evidence based practice and education and data from the Systematic Evaluation Plan for development, maintenance, or revision of the educational programs and outcomes of the College. The College is committed to being the best of the best.

Agility is the commitment to being future focused and forward thinking in planning and delivering nursing education programs. This forward and focused thinking propels the College towards its Mission of excellence in nursing education.

BSN PROGRAM OUTCOMES

Students enrolled in the pre-licensure and post-licensure (RN-BSN) nursing programs experience a curriculum which is designed to develop specific knowledge, skills and competencies. The program consists of four semesters completed over two typical academic years. The Baccalaureate Program Outcomes are outlined below.

The graduate:

1. Synthesizes theories, concepts, and principles from behavioral, natural and social sciences, technologies, and nursing as a foundation for the practice of professional nursing.
2. Implements culturally appropriate caring behaviors in nursing practice.
3. Integrates written, oral, technology, and information literacy skills to facilitate communication within the nurse patient relationship and interprofessional collaboration in a variety of health care settings.
4. Models critical thinking, skills of inquiry, and problem solving skills for effective decision making in nursing practice based on best evidence.
5. Implements the nursing process to assist patients and families throughout the life cycle in reaching optimal health by facilitating adaptation of physical, emotional, intellectual, social, and spiritual well-being.
6. Applies leadership through engaging in professional nursing within a political, legal, ethical, social, and financial framework to implement patient safety and quality within the context of the interprofessional team and healthcare system.
7. Demonstrates responsibility and accountability for personal and professional growth and development and is responsive to emerging roles within the profession.
8. Employs the process of self-reflection to continually improve practice and engage in lifelong learning.

STUDENT LEARNING OUTCOMES

Outcome Category	Institutional Outcome	BSN Outcome
Communication	Communicates effectively to articulate ideas using writing, technological and oral skills.	Demonstrates effective communication skills which foster mutual respect to enhance knowledge and experience.
Critical Thinking	Engages in critical thinking to examine relevant issues and solve problems.	Analyzes and evaluates data relevant to nursing.
Managing Information	Engages in managing information effectively and responsibly.	Applies information from a variety of data sources within the healthcare setting to develop a plan to improve patient outcomes.
Diversity Awareness	Interacts in diverse environments to develop awareness related to society.	Implements culturally appropriate caring behaviors in nursing practice.
Leadership	Develops leadership and decision-making skills.	Analyzes decision-making skills and appropriate leadership styles for a variety of healthcare settings.
Caring	Creates an environment that promotes caring with consideration for the patient's beliefs and practices.	Demonstrates caring during interactions with patients, families, and colleagues.
Evidence-Based Practice	Integrates and evaluates current evidence to make practice decisions for quality outcomes.	Analyzes evidence for use in planning and delivering nursing care.
Professionalism	Demonstrates accountability for delivery of high quality, safe and effective care and contributes to the profession.	Demonstrates accountability in providing safe and effective patient care.

PRECEPTOR OVERVIEW

The College of Nursing uses preceptors in the Undergraduate Nursing Programs to provide orientation, supervision, and guidance to students in specific clinical experiences. When professionals who do not hold a faculty position participate in these educational activities the term preceptor is used. The word “preceptor” means teacher or instructor. In the medical profession, preceptorship, then, is defined as a time of practical, real-world training. The preceptor also serves as a role model and mentor to students. Finally, preceptors have the ability to fill the gap between nursing education and nursing practice. Clearly the preceptor has a significant influence on individual students, the College and the nursing profession.

The preceptor may be a qualified healthcare provider, such as a registered nurse, advanced practice nurse, nurse practitioner and/or physician from clinics, private, or group practice settings. The preceptor is supported by and works in collaboration with a course faculty member. The College maintains responsibility for student learning as faculty plan, monitor, and evaluate student experiences.

The College recognizes that preceptors need preparation for and assistance in their role with students. Preparation and assistance are provided through this handbook and through interaction as frequently as needed from the course faculty member and program dean.

QUALIFICATIONS OF THE PRECEPTOR

Because of the influential nature of the preceptor, there are specific qualifications associated with the role. The preceptor:

1. may be a qualified healthcare provider, such as a registered nurse, advanced practice nurse, nurse practitioner, physician assistant and/or physician from clinics, private, or group practice settings. Whenever possible, the preceptor for the baccalaureate student should have a Bachelor’s degree in nursing but must have exceptional competence as a nurse and a desire to teach learners.
2. must be able to provide a practice setting and patient population that facilitates student learning and achievement of course outcomes.
3. must be able to provide adequate space in the practicum facility to allow learning to occur without interfering with patient flow.
4. must be able and willing to precept the student in the practicum setting for the required number of hours within the time-frame of the course.
5. must be able to make time available to periodically review the student’s learning outcomes and provide the student with direction related to his/her achievement in that setting.
6. must provide feedback in the evaluation of the student’s performance during and at the end of the clinical experience including achievement of learning outcomes.
7. must be willing to meet with the College faculty as needed during the semester to facilitate the student’s progress.

PEDAGOGICAL PRINCIPLES FOR PRECEPTORS

The art and science of the teaching/learning process is termed “pedagogy”. At Saint Francis Medical Center College of Nursing, we employ a student-centered curriculum that embraces experiential learning methods of pedagogy. What does this mean to our preceptors? Student centered learning places responsibility for learning on the student who works cooperatively with peers and faculty (including preceptors) to establish mutual learning goals. The premise of student-centered learning is that students will have greater motivation to learn if they perceive that they have a vested interest in their own learning. Instead of the teacher being the sole, infallible source of information, the teacher shares control of the learning environment. Students are encouraged to explore, experiment, and discover on their own and in cooperation with peers. An important aspect of student-centered learning is the practice of experiential learning. Such “hands-on” opportunities facilitate the student’s ability to make connections in such a way that the student is able to successfully apply previously learned concepts to new and unfamiliar situations.

Important premises of student centered/experiential learning include the following concepts: the student is an active participant in the learning process; the student assumes responsibility for his/her own learning; the student and teacher (preceptor) form a partnership for the achievement of learning outcomes; the student works collaboratively with peers, faculty, preceptors, and health care staff to master concepts as outlined by the curriculum; and the student, through the process of experiential learning, is able to appropriately employ previously learned information when faced with new situations.

The curriculum emphasizes experiential learning which affords students the opportunity to integrate abstract, conceptual knowledge into concrete applications, leading to broader, more enduring learning outcomes. Experience is crucial to the process of learning because it brings people together and encourages participation. The real-world experiences in the clinical setting which allow the student to work with actual patients, as well as simulated experiences in the clinical laboratory, are invaluable to the student’s development as a competent practitioner.

The curriculum of the College facilitates the ability of students to comprehend and apply fundamental concepts by fostering the students’ ability to relate abstract ideas to the concrete practical realities of life; assisting students to clearly readily see the application and “need to know” of new information related to their own accumulated experience and wisdom; facilitating the development of time-management and teamwork skills in response to societal and workplace expectations; and developing partnerships with students, faculty, and employers to provide graduates with the knowledge, skills and experience they need to lead successful professional lives.

In keeping with the pedagogical practices of the College, preceptors are asked to serve as “guides on the side” and allow students to progressively develop increasing autonomy in clinical practice. The student, preceptor, and faculty all play crucial roles and share responsibility in the learning process. Close communication between all three individuals is critical for student success.

ROLES AND RESPONSIBILITIES

The preceding information establishes the foundation and anticipates outcomes of preceptor guided clinical experience. This information provides the framework for the roles and responsibilities of the primary professional participants: preceptor, student, and College Of Nursing faculty. These roles and responsibilities are delineated as follows.

Preceptor Roles and Responsibilities

1. Acts as a role model and support system for the student.
2. Facilitates and guides the learning process of the student.
3. Orients the student to the health care facility and staff including policy and procedures related to the experience.
4. Assists the student in the attainment of course outcomes and student learning outcomes.
5. Collaborates with the student to evaluate measures to determine the attainment of outcomes, and appropriate learning opportunities and activities to meet the outcomes.
6. Assists the student with communication (EHR) within the health organization.
7. Meets with the student as needed and reviews accuracy of student written work.
8. Contacts faculty as needed to clarify any issues and concerns.
9. Provides feedback in the evaluation of the student's performance and achievement of learning outcomes.
10. While the faculty is responsible for writing the summative student evaluations, the preceptor may contribute to student evaluations.

Student Roles and Responsibilities

1. Reviews course requirements, course outcomes, clinical outcomes, and goals with faculty and practicum preceptor.
2. Collaborates with the faculty and preceptor to establish mutually acceptable measurable clinical objectives/outcomes within the framework of the existing clinical outcomes.
3. Students use the course specific mechanism for tracking/documenting clinical hours.
4. Becomes familiar with and follows agency policies and procedures.
5. Participates in the established clinical schedule and is present in the clinical area during scheduled days and times.
6. Follows the College dress code and dress code of preceptor's facility. Wears College ID badge. Always dresses professionally and has a professional demeanor.
7. Follows College Code of Conduct. Maintains confidentiality and follows HIPAA guidelines.
8. Arrives at clinical site with necessary equipment (stethoscope, etc.) and is prepared for patient care (See Student Handbook).
9. Promptly notifies preceptor and faculty in the event of a schedule change or absence from the scheduled time or date for the clinical experience. Takes initiative to arrange conference times with faculty and/or preceptor as needed.
10. Completes assignments and submits to course faculty on designated due dates.
11. Participates in ongoing self-evaluation with feedback from faculty and clinical preceptor.
12. Evaluates the student/preceptor relationship and practicum experience at the end of the clinical experience.
13. Obtains instruction related to facility's electronic health record (EHR) process prior to or during the first clinical experience.

14. Complete process required by agency prior to clinical.
15. Responsible for following guidelines such as in Undergraduate Preceptor Handbook, College policies, course policies, etc.

Faculty Roles and Responsibilities

1. Ensures that potential preceptor(s) are at an approved agency. If a signed agency agreement is not in place, the faculty must begin the agency site approval process prior to the beginning of the course.
2. Collaborates with the clinical site personnel to select and approve preceptor(s) prior to the course start date.
3. Verifies appropriateness of preceptors including documentation of qualifications and credentials.
4. Verifies the presence of existing clinical affiliation agreement or letter of understanding. If no agreement or letter of understanding is on file, the faculty informs the dean of a need for such by completing the Request for Standard Clinical Affiliation Agreement or Letter of Understanding and Clinical Facility Evaluation.
5. Ensures required agency paperwork and preceptor agreement have been completed by the faculty and is on file in the office of the administrative secretary.
6. Ensures the preceptor receives the Preceptor Handbook and the preceptor agreement is signed.
7. Provides the preceptor with contact information, course syllabus, expected competencies associated with the clinical experience, and expected course outcomes.
8. Orients the preceptor to the role using the orientation checklist. See Appendix E.
9. Provides course orientation for students during the first week of the semester.
10. Monitors and assists in facilitation of student learning and maintains communication with students and clinical preceptors throughout the semester.
11. Participates in ongoing evaluation of student's learning experiences with student and preceptor. Evaluates student clinical performance and achievement of learning outcomes, using input from the preceptor and student.
12. Assesses the student's evaluation of the clinical experience and the preceptor's evaluation of the student.
13. Completes a midterm and final evaluation of students with feedback from the preceptor.

How Does the Preceptor Benefit?

Preceptors continually state that precepting brings back the joy of clinical practice, and many say they feel as though they are giving back to the profession. Preceptors feel less isolated and enjoy the reward of sharing their knowledge. Not only does the learner improve clinical skills, but preceptors also report that they, too, benefit from reviewing the basics and seeking new knowledge. Preceptors are recognized as role models, increase their visibility in their practices, and potentially advance in their career track.

What Do Learners Expect From Their Preceptorship?

Students want to be able to practice interpersonal skills, collect subjective and objective data, opportunities to interpret the data, and manage the patient's care. Students want the preceptor to be a guide but to encourage independence when the student is ready.

Dedicated Education Unit (DEU)

Definition: A clinical experience which allows an opportunity for students to advance their knowledge and skills in providing patient care while partnered with an RN “DEU instructor” and supervised by a nursing faculty member at an OSF clinical site.

Clinical Agency Goals:

- Enhance traditional clinical teaching models.
- Expand student clinical experiences in the acute care settings (expand essential competencies).
- Meet organizational need to prepare new graduate nurses.

Roles

College of Nursing Faculty:

- Liaison between the university/college and the department DEU Instructors.
- Mentors the DEU Instructors in best teaching practices.
- Does NOT work directly with the students when on the unit, however, runs weekly student sessions that bring the learning into the bigger picture.
- Responsible for classroom education and academic activities each week.

DEU Instructor:

- Provides at the bedside teaching for students under the supervision of College of Nursing Faculty.
- Has two students 1 day per week each semester.
- Nurses selected for role must have desire to teach and be committed to mentoring, guiding, and supporting the student learnings in a collaborative learning environment.
- Qualifications:
 - Minimum two years’ experience and considered clinical experts by their Nurse Managers.
 - OSF Advance Points awarded annually.

Student:

- Apply to participate in the DEU clinical experience during the first and/or second semester senior year.
- Active participation in patient care under the supervision of the qualified DEU instructor and course faculty.
- Coordinate schedule with DEU instructor.
- Completion of course clinical evaluation tool each week.

Process:

- Identify appropriate Clinical unit and qualified RNs to serve as instructors.
- Students apply through their clinical course for the DEU clinical option.
- Students selected to participate in DEU clinical experience.
- DEU instructors complete two virtual modules preceptor training and a face to face training with College of Nursing faculty.
- Student works closely with DEU instructor and faculty to meet course and program outcomes during clinical experience.

APPENDIX A



Saint Francis Medical Center College of Nursing

“A Tradition of Excellence in Nursing Education”

January 12, 2023

Dear _____ :

I am very pleased you have agreed to work with _____ (student) as a preceptor for the required practicum experience in the _____ course at Saint Francis Medical Center College of Nursing (“College”). Course faculty will e-mail a copy of our Preceptor Handbook to you. The Handbook is a valuable resource and includes course descriptions and evaluation tools helpful in facilitating the student’s learning experience.

The student will contact you to discuss a clinical learning contract specifying the student’s learning outcomes, learning strategies, and evaluation criteria. The clinical contract requires approval by the course faculty as well as the preceptor.

The student’s experience may be observational, involve project development, or provision of direct care, following the roles and responsibilities outlined in the Handbook. The student may not assume complete responsibility for patient care, though he or she may assist and provide care under the supervision of the preceptor. The student is expected to assume responsibility for accomplishing the goals and outcomes in the practicum contract, adhere to agency policies, and assume all cost for the experience.

The College retains professional liability insurance for students and faculty and agrees to send verification of insurance upon request. Each party agrees to indemnify, defend and hold otherwise harmless from any claim with respect to any suit, cost of expense resulting there from, to the extent that the student, employees, agents or other persons for whom one of the parties is responsible, are found to be negligent in the discharge of their professional responsibilities.

The College will insure students have professional ethics, patient confidentiality, and OSHA standards of safety and infection control training. Should you determine that this student may not participate at your facility due to practicum conduct, health, etc. or that you must cancel the experience at your site, please notify my office.

Again, we truly appreciate your willingness to contribute to our student's education

Please complete and sign the agreement on the following page and return to the attention of the Administrative Assistant, Nicole Roahrig, Nicole.M.Roahrig@osfhealthcare.org. Please contact Nicole at 309-624-8973 with any questions.

(Faculty Name)
Saint Francis Medical Center
College of Nursing
511 NE Greenleaf Street
Peoria, IL 61603
(Faculty Email)
(Faculty Phone Number)

Sincerely,

A handwritten signature in black ink, appearing to read "Suzanne Brown". The signature is fluid and cursive, with the first name "Suzanne" and the last name "Brown" clearly distinguishable.

Suzanne Brown, RN, PhD, DNP
Dean, Undergraduate Program



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of Nursing

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655-2201, Fax (309) 624-8973
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PRECEPTOR AGREEMENT

January 12, 2023

Semester:

Student Name:

Course Faculty:

Course Number:

I agree to function in the preceptor role to facilitate the above named student in achieving identified goals. I will provide opportunities for this student to observe me in my role, provide direct supervision of the student during performance of any procedures as needed, provide feedback to the student regarding clinical performance, complete the evaluation tools, and return them to the course faculty. I have received and reviewed the undergrad preceptor handbook and understand my responsibility.

Preceptor Signature

Date

Preceptor Printed Name and Credentials:

Practicum Site Name:

Practicum Site Address:

Practicum Site Name:

Practicum Site Address:

Practicum Site Name:

Practicum Site Address:

Preceptor E-Mail:

Preceptor Phone Number:

Preceptor Fax Number:

College Faculty Use Only:

Active License Verified by Faculty? Yes No Faculty Initials _____

Please fax this form to the attention of the Administrative Assistant, Nicole Roahrig 309-624-8973.

APPENDIX B

Saint Francis Medical Center
College of Nursing
Peoria, Illinois

STUDENT'S EVALUATION OF THE PRACTICUM EXPERIENCE

DATES: _____ STUDENT'S NAME _____

INSTRUCTIONS:

This form is designed to determine the student's perception of the preceptorship. Read each item carefully before you respond. Mark your responses by circling the number that corresponds to your choice.

	Strongly Agree	Agree	Slightly Disagree	Strongly Disagree	NA
1. My practicum experience integrated theory, research, and allow me to practice critical thinking for the improvement of client care.	4	3	2	1	
2. During my practicum experience I was able to see my preceptor demonstrate autonomy in a variety of professional roles in responding to the social, economic, ethical, political, and legal issues impacting the needs of the patients.	4	3	2	1	
3. My practicum preceptor expressed caring in professional interactions, supporting values and promoting the growth and self-actualization of individuals, groups, and communities.	4	3	2	1	
4. My practicum experience provided collaborative leadership within the complex health care system in a culturally diverse society.	4	3	2	1	
5. During my practicum, I was able to synthesize the principles of education to develop interventions that promote, maintain, and restore health.	4	3	2	1	

DESCRIPTIVE USE:

1. What positive experiences did you have?
2. What experiences did you find frustrating?
3. What would you change?

APPENDIX C

Saint Francis Medical Center
College of Nursing
Peoria, Illinois

STUDENT EVALUATION OF PRECEPTOR

PRECEPTOR'S NAME _____ DATE _____

STUDENT'S NAME _____

CLINICAL SITE _____

INSTRUCTIONS:

This form is designed to determine your perception of the preceptor's effectiveness. Read each item carefully before you respond. Mark your responses by **putting an X** in the box that corresponds to your choice. "4" = strongly agree, "3" = agree, "2" = slightly disagree, and "1" = strongly disagree.

Please rate how the preceptor...	Strongly Agree 4	Agree 3	Slightly Disagree 2	Strongly Disagree 1
1. acted as a role model.				
2. was approachable.				
3. provided opportunities to achieve the course outcomes.				
4. gave appropriate clinical assignments for your course and personal growth needs.				
5. fostered your development of critical thinking skills.				
6. facilitated your independence as appropriate for this course and program level.				
7. used evidence-based best practices to insure safe and effective patient outcomes.				
8. provided real time feedback on performance each day.				
9. provided midterm and final evaluations to you and your course faculty in a timely fashion.				
10. performed so well you would recommend this preceptor to other students.				

Additional Comments:

APPENDIX D

Saint Francis Medical Center
College of Nursing
Peoria, Illinois

STUDENT EVALUATION OF CLINICAL SITE

Semester _____ Course _____

INSTRUCTIONS: This form is designed to determine your perception of the appropriateness of the **clinical agency or agencies**. Read each item carefully before you respond. Mark your responses by **putting an X** in the box that corresponds to your choice. Mark number "4" when you strongly agree, number "3" when you agree, number "2" when you slightly disagree, and number "1" when you strongly disagree.

Clinical Site#1 Agency Name: _____	Strongly Agree 4	Agree 3	Dis-Agree 2	Strongly Disagree 1
1. Helped me meet the course outcomes.				
2. Provided an adequate variety of clients/families.				
3. Provided a comfortable learning environment.				
4. Provided interdisciplinary collaboration experiences.				
5. Clinical staff was courteous and helpful in meeting my learning needs.				
6. I would recommend continued use of this clinical site.				

What did you learn most from this clinical setting?

What was least helpful?

If you scored the final item above (I would recommend this clinical site) as a 3,2 or 1, please provide your reasoning. Please be specific.

APPENDIX E

Preceptor Orientation Checklist

1. Mission, philosophy, goals, vision, values of college
2. Roles and responsibilities of student, preceptor, and faculty
 - a. Course syllabus including course description, course outcomes, number of clinical hours, faculty contact information
 - b. What counts as clinical hours
3. Explain student's level, track, and appropriate skills
4. Frequency of contact-three times per semester
 - a. Responsibilities related to evaluation of student
 - b. Criteria for satisfactory achievement of clinical competencies
 - c. Criteria for satisfactory achievement of clinical course outcomes
5. Contact faculty with *any* problems, concerns, or questions such as those listed below:
 - a. Student unprepared
 - b. Student not performing well
 - c. Pt. care incident

Contact number _____