

NORTHERN ARIZONA UNIVERSITY
SCHOOL OF NURSING
UNDERGRADUATE PRECEPTOR HANDBOOK
NUR 451/NUR 408 PRECEPTORSHIP
CAPSTONE COURSE

**NORTHERN
ARIZONA
UNIVERSITY**



FOUNDED 1899

Revised: 01/2017

P.O. Box 15035 Flagstaff, AZ 86011-5035

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Northern Arizona University School of Nursing Authority and Certification

Northern Arizona University, School of Nursing operates under the legal authority of, and is fully accredited by the Arizona State Board of Nursing, and the Commission on Collegiate Nursing Education.

According to the Arizona State Board of Nursing Statement of Scope (AZBN, 2006):

It is within the scope of practice of a registered nurse to serve as a preceptor to a pre-licensure student in an approved registered nursing program. It is consistent with the Nurse Practice Act for programs to offer preceptorships as part of student clinical learning.

It is recommended that a formal preceptorship as outlined in this advisory opinion be limited to a capstone course in the final session of a nursing program.

Registered nurses, not in a preceptor role, may assist in the education and supervision of students under the direct or indirect supervision of program faculty.

The School of Nursing is an academic unit in the College of Health and Human Services at NAU. The School of Nursing adheres to all of the Northern Arizona University mandates and guidelines developed to provide a safe and progressive university learning environment. Detailed information is provided on the Northern Arizona University website at: <http://home.nau.edu/>

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Introduction to the Preceptor Handbook

Thank you for agreeing to be a preceptor for nursing students from Northern Arizona University (NAU), School of Nursing (SON). The information provided in this handbook will explain the responsibilities of the preceptor, nursing faculty, and student related to the preceptored capstone clinical experience.

The nursing faculty member will contact you to set up an appointment at a mutually convenient time to provide a brief orientation and answer any questions or concerns you may have. Please review these materials prior to meeting with the NAU nursing faculty. The orientation will take place as early in the semester as possible.

For any questions, please feel free to call the NAU School of Nursing during business hours.

Northern Arizona University
School of Nursing
(928) 523-2671
FAX (928) 523-7171

After business hours you may contact the course faculty members, with the contact phone numbers provided by your preceptee at the beginning of the semester.

The Arizona State Board of Nursing website is an excellent resource for preceptorship guidelines:
<http://www.azbn.gov/>

Information about Northern Arizona University School of Nursing

Mission of Northern Arizona University:

The mission of Northern Arizona University's School of Nursing is to provide outstanding education to students at the undergraduate, master's and doctoral level who can provide high quality health care services to individuals and diverse communities in an environment of constant change and emerging health care trends. To achieve our mission, faculty plan, guide, and facilitate learning while supporting the learning needs of a diverse community of students. We believe that learning-centered experiences with rigorous expectations and actively-engaged students result in higher-order thinkers and graduates prepared for leadership in real world practice. We value incorporating rural and global healthcare into a variety of educational experiences. Thus, education not only expands the thinking of the learner, but increases opportunities for application. Our service mission is to encourage faculty and students to participate in consultative and professional health related services ranging from local to global settings.

Curriculum Model

Nursing is seen as the summative concept, encompassing the whole and made up of those concepts that are developed and reflected throughout the program. As the curriculum progresses, each of the component concepts is developed at increasingly complex levels. The outcome goal of this curricular approach is to integrate these concepts into a strong network that the faculty considers professional nursing.

The School of Nursing faculty has developed an organizing framework that serves as a guide and provides direction for faculty to organize its programs of education and to focus research, scholarship, clinical practice and community service. The framework represents a systematic organization of concepts which are the essential components of baccalaureate and graduate education.

- Professionalism and Professional values
- Clinical practice and prevention
- Critical reasoning
- Communication
- Global health
- Leadership

All students are evaluated using these concepts throughout the curriculum.

Preceptorship

Thank you for agreeing to be a preceptor! In serving as a preceptor to a baccalaureate nursing student from Northern Arizona University School of Nursing, you have the unique opportunity to make a profound professional impact. Your advanced knowledge, your skills and your attitude provide an important component to the developing competency in the professional nurse under your guidance.

According to the current AZBN Advisory Opinion (2006) being a preceptor in the final semesters of a pre-licensure nursing program allows the student to integrate the knowledge and skills learned in the program with the actual experience of being a professional nurse. The most important characteristic of a preceptor is to allow a student to integrate the knowledge and skills learned in a registered nursing program with the actual experience of functioning as a registered nurse in a supervised environment. Please access the online [AZBN \(2006\) advisory opinion](#) for specific preceptorship guidelines.

As a preceptor, you will be allowing the student to work directly with you in the planning, providing, and evaluation of patient care under your supervision. No NAU nursing faculty member will be with you or on-site on a continual basis. You and the student will decide which specific learning experiences need to take place to meet the student's goals and the learning outcomes of the particular course. An NAU nursing faculty member will make scheduled visits with you and the student. You may call upon a nursing faculty member at any time you have questions or concerns.

One very important aspect in precepting a nursing student is the active involvement in the evaluation process. The provision of timely feedback is very beneficial to the learning of the student and can promote the nursing student's improvement, with the SON clinical instructor's assistance.

Feedback is generally timely, professionally appropriate, and specific to the situation. As a preceptor you will be responsible for the actions of the student. Therefore, we encourage clear and specific plans be developed and discussed related to the various aspects of care for which you will be responsible, and for which the student will be held responsible. It is imperative that you continuously communicate with the nursing student the sharing of the responsibilities for safe patient care. The evaluation of the nursing student's performance with both positive and constructive feedback is a continuous daily occurrence.

In the extremely rare event that potential issues arise related to safety, professional misconduct, or possible chemical impairment, NAU School of Nursing has policies developed for appropriate actions to be followed. As soon as the nursing preceptor contacts the SON nursing faculty member with concerns, the situation will be immediately addressed. Personal safety for all members involved is paramount.

Toward the end of the clinical experience, the student will have the opportunity to evaluate the experience and complete a preceptor evaluation form. These are submitted directly to the NAU nursing faculty member who will share the results with you. A copy of the form the student will use is included for your review in this handbook.

You will also be asked to complete an evaluation form of the student's growth and development during your preceptorship. This too will be submitted directly to the NAU nursing faculty who will share it with the student. A copy of this form is also included for your review.

Although NAU provides no financial compensation for your preceptorship, the University acknowledges your participation in this program and graciously appreciates your endeavors in furthering the profession of nursing. Again, we appreciate your willingness to promote the education of future professional nurses. It is a valuable contribution that we hope will also be personally and professionally satisfying for you. Many thanks!

Nursing Preceptor Policy

The School of Nursing of Northern Arizona University defines preceptors as qualified Registered Nurses who work one on one with senior undergraduate nursing students in the clinical area to promote attainment of the capstone nursing course learning objectives. The specific preceptor guidelines are defined in the Arizona State Board of Nursing Advisory Opinion (2006).

Preceptors for undergraduate nursing students must be currently licensed registered nurses who have at least one year of nursing experience. Preceptors are not School of Nursing faculty members, do not need to meet Arizona State Board of Nursing minimum requirements for nursing faculty members, and are responsible to work with one nursing student at any given time. When possible, it is recommended that preceptors for undergraduate students have a minimum of a BSN. However, it is recognized that this is not always realistic in rural settings and a registered nurse with experience in the clinical specialty area may qualify as a preceptor.

NAU nursing faculty members, working in tandem with the clinical agency, determine the appropriate preceptorship experience for the students. Preceptors are utilized in upper division nursing courses to serve as role models, mentors and/or direct supervisors of students in the clinical area. Preceptors do not replace nursing faculty, but work closely with nursing faculty in facilitating student success. Nursing faculty members maintain the responsibility for the final evaluation of the student, however, will request specific input from the preceptor.

Nursing course faculty are responsible for developing guidelines specific to the capstone course for the preceptor to follow. Specific nursing faculty, preceptor and student responsibilities are discussed in the following pages.

Nursing Faculty Responsibilities

In order to be consistent with the Northern Arizona University School of Nursing capstone course preceptorship, and the Arizona State Board of Nursing advisory opinion on the preceptorship experience, for clarification of roles, the following pages summarize the NAU nursing faculty, preceptor, and student responsibilities:

The NAU nursing faculty role and responsibilities:

1. Faculty members are responsible for ensuring that the clinical contract between the School of Nursing and the clinical agency is in place.
2. Assume responsibility for the over-all coordination of the student's clinical experience to meet the capstone course learning objectives.
3. Faculty members will assure that preceptors meet the SON and AZBN qualifications for preceptor role.
4. Assure that the student has demonstrated competencies for the level of progression in the nursing program.
5. Provide assistance in the orientation of the preceptors for the clinical course. Orientation will include at least the following: a review of the Mission, goals and curricular outline of the program, student objectives, course objectives, course outline, role and responsibilities of the faculty, preceptor and student, performance expectations of the student, evaluation responsibilities, avenues of communication, student assignments and expected initial level of knowledge, skills and abilities of the student.
6. Faculty members will ensure that students have all the required health documentation for the assigned healthcare agency.
7. Faculty members will ensure that students have documented knowledge of the safety requirements for the assigned healthcare agency.
8. Provide the preceptor with the capstone course syllabus, designated course objectives, course outcomes, and guidelines for assisting the student in achieving these outcomes.
9. Establish and maintain communication with the clinical preceptor and the student.
10. Be available to the clinical preceptor and student during the course, either physically or electronically.
11. Meet with the student and the preceptor to discuss the student's progress and exchange ideas and/or counseling/suggestions to better achieve outcomes. These meetings may occur in person, by phone, e-mail or through computer mediated communication.
12. Course faculty, incorporating data from discussions with the student, preceptor and preceptor written documentation, will provide a midterm and final student evaluation and assignment of performance rating, or grade.
13. Provide the student with the opportunity to evaluate the clinical experience and the clinical agency.
14. Discuss with the preceptor any information from the student concerning ways to improve the clinical experience for future students.
15. Faculty members are responsible for having students sign a statement of confidentiality and a statement of responsibility for the capstone course, and clinical agency requirements.

Preceptor Responsibilities

The preceptor's role and responsibilities:

1. Maintain a current RN license and provide level of nursing education. Provide contact information to the student and clinical faculty.
2. Serve as a role model as a practitioner, teacher and mentor.
3. Supervise no more than one student in the capstone clinical setting.
4. Document and report immediately to the course nursing faculty any unprofessional behavior or breach of contract by the student.
5. Collaborate and negotiate times, dates and appropriate clinical experiences with the nursing faculty and the student for the capstone clinical experience.
6. In the case of preceptor absence, make arrangements for a qualified back-up RN preceptor, with notification of the course nursing faculty.
7. Orient the student to the clinical practice setting, including identification of facility policies, procedures and all required safety and learning modules.
8. Provide feedback, to the student and nursing faculty, information related to the student's ability to conduct organized and safe nursing care, with specific suggestions that will assist and improve student performance to achieve the capstone clinical outcomes.
9. Assist capstone course nursing faculty with a formal evaluation of the student's progress during the entire experience and at the end of the clinical experience.
10. Complete the Preceptor Evaluation of the preceptorship program, including suggestions for capstone clinical improvements, and submit it to the nursing faculty at the end of the semester.

Student Responsibilities

The student's role and responsibilities:

1. Adhere to all clinical agency policies and procedures.
2. Adhere to all Northern Arizona University, the School of Nursing, and Arizona State Board of Nursing policies and procedures, ANA Standards of Practice, ANA Code of Ethics. If an RN-BSN student, include the Nurse Practice Act of the State within which the clinical experience is occurring. Failure to exhibit integrity, ethical conduct, professional standards or any violation of the responsibilities listed herewith may result in a failing grade and/or dismissal from the nursing program and the University.
3. Comply with all health documentation and other professional requirements of the clinical agency *prior* to the start of the clinical experience.
4. Dress in a professional manner as required by the SON, and clinical agency dress code policy.
5. Maintain patient confidentiality, under no circumstance may records be copied, or removed from the agency.
6. Student conduct in the clinical setting must be in a manner which demonstrates safety, adherence to professional standards, and reflects positively upon the SON.
7. Be prepared to work the same shift and hours as the preceptor, and as agreed upon between the student, the preceptor and the nursing faculty.
8. Provide preceptor with SON Preceptor Handbook and all relevant clinical documents from NAU.
9. Establish with the preceptor a schedule of capstone clinical experiences and provide the information to the capstone course nursing faculty.
10. Attend all scheduled clinical days, or notify the nursing faculty and the clinical preceptor if an absence is necessary. Arrange for make-up time.
11. Prepare to collaborate with the course nursing faculty, and the clinical preceptor, specific learning goals for this clinical experience.
12. Students must demonstrate competence of each nursing skill to the preceptor prior to performing these alone.
13. Comply with the SON identified list of skills activities that may NOT be performed by a student.
14. Maintain the student role, at no time is the student to assume a staff nursing position.
15. Arrange appointments, either in person or electronically, with the course nursing faculty to discuss progress toward goal achievement.
16. Document and notify the nursing faculty **immediately** of any unprofessional behavior or breach of contract by the preceptor.
17. Maintain a weekly journal of capstone clinical experiences according to the course objectives. Participate in scheduled post conferences with nursing faculty and/or preceptor.
18. Complete the Student Evaluation forms and submit it to the nursing faculty at the end of the semester.

Frequently Asked Question about Precepting

1. Should the student work with only one preceptor?
 - A. Yes. Ideally, one preceptor should be assigned by the agency as the primary supervisor for the student. However, due to scheduling issues, a second preceptor may be assigned to the student. With approval from the nursing faculty, the primary preceptor may assign the student to other nurses during the capstone clinical experience, to achieve the capstone course objectives in a timely manner.
2. How are clinical experiences chosen?
 - A. The capstone course nursing faculty works closely with the healthcare agencies to place students in the appropriate clinical settings. The clinical healthcare agency identifies the appropriate preceptor, with final approval from the capstone course nursing faculty.
3. Can someone who does not work in the agency be a preceptor in that agency?
 - A. No. For the preceptor to effectively act as a mentor, she/he needs to be familiar with the agency and working colleagues.
4. How much time will be required of the preceptor?
 - A. Time requirements will vary depending upon the course and background experience of the student. The capstone course nursing faculty will provide this specific information.
 - B. It is suggested that at least a one half hour meeting with the student each week be planned to discuss weekly goals/objectives and progress.
5. Is the preceptor responsible for being with the student every minute of their clinical experience?
 - A. For undergraduate nursing students, the primary preceptor is responsible for being with the student during their clinical rotation or to assure that the student is under the supervision of another qualified preceptor. Students may function independently after the preceptor has ascertained that the student can safely and competently provide nursing care.
6. Must all undergraduate student preceptors have a BSN as the minimum criteria?
 - A. If at all possible it is recommended that preceptors have a BSN as the minimum requirement. The purpose of this is to facilitate professional role modeling. However, it is understood that appropriate placements may be difficult in rural areas for some clinical experiences.
7. Can students be precepted on evenings, nights and weekends?
 - A. Yes. Students may be assigned clinical experiences during any shift

8. What sort of support will the School of Nursing provide to the preceptor?

- A. Nursing faculty may conduct an orientation for preceptors at the beginning of the semester. Faculty will be available to the preceptors either in person, by phone, pager and/or electronically 24/7. The nursing faculty will ensure that the preceptor is supplied the appropriate capstone clinical paperwork.

9. Why would anyone want to be a preceptor?

- A. Preceptors are a critical component in designing the nursing curriculum. According to the AZBN Advisory Opinion (2006), "The role transition to an area of nursing practice can be less traumatic and more effective for students through a supportive preceptor experience."

10. How much flexibility do the student and preceptor have in designing the clinical experience?

- A. Quite a lot. Our goal is to provide the student with educational activities specific to their individual needs and career aspirations. The capstone course has general outcomes which guide the preceptor in helping the student select experiences intended to meet these criteria. This process is the joint effort of the preceptor, the student and the faculty.

11. Will there be a nursing faculty member on site during each student experience?

- A. No. Faculty members will be available by phone, e-mail, or by beeper 24/7. Faculty members will be present at the agency by request, and as mutually agreed upon between the faculty member, the preceptor and the student.

Student Health Policies

Each student must sign a Student Acknowledgement of NUR 451/NUR 408 Course Requirements form prior to the beginning of each clinical rotation. It is the responsibility of the course nursing faculty to obtain this document. Each student is required to carry his/her own health care insurance and liability insurance. The student, nursing faculty, and preceptor should be familiar with the contents of the SON Student Handbook. The healthcare agency will inform the student and nursing faculty of specific safety and professional requirements and documentation.

If an injury occurs during a clinical rotation experience, it is the responsibility of the preceptor and student, to alert the nursing faculty as quickly as possible. Appropriate care and documentation must be completed for the satisfaction of all parties involved.

All clinical absences due to illness or injury must be made up. The nature of the make-up clinical experience will be the decision of the nursing faculty in consultation with the preceptor.

Student Health Clinical Requirements

1. Student personal, health and immunization records are maintained in student services. It is the responsibility of the student to assure the documents are current.
2. Certain diagnostic tests may be required for the capstone clinical to meet contractual obligations with the clinical agency.
3. It is the responsibility of each student to provide his/her own health and liability insurance.
4. Rubella and rubeolla screens and routine blood work are to be submitted upon entry into the program. If results of rubella and rubeolla screens show that a vaccine is necessary, students will be required to obtain the vaccine at their own costs and provide evidence to the School of Nursing that they have done so. Students are to submit evidence of MMR vaccination.
5. Tuberculin tests will be done and submitted annually.
6. Students are required to submit evidence of having completed the Hepatitis B vaccination series before their first clinical experience.
7. All students are required to have a physical exam and submit the results to the School of Nursing.
8. All students are required to have a set of fingerprint clearance on file in student services with the exception of students who have an RN license.
9. All required health documentation must be on file in the SON Student Services department *prior* to the beginning of the capstone course. Failure to comply may result in the student being withdrawn from the course. Students not in compliance will be refused entry in the clinical site and will not be excused for absences to get the requirements fulfilled.

Student Health/Pregnancy

1. It is the intention of the School of Nursing not to unfairly prejudice the interest of the students who are pregnant. A student may choose to continue with her program during pregnancy with the understanding that she is expected to satisfactorily meet the same standards of clinical and classroom performance as are all other students enrolled in the program.
2. If at any time during pregnancy the student's ability to meet School of Nursing performance standards is questioned, the student may be required to submit a statement from her private health care provider. This statement shall indicate that the student is able to satisfactorily perform in the clinical and classroom area without undue detriment to herself and/or the unborn fetus or baby.
3. Without such medical assurances, the student may be required to discontinue her program until such medical assurances have been received and accepted.
4. The above policies do not mitigate the student's responsibility for maintaining her own well being as well as that of responsible behavior with respect to the fetus or baby. If at any time the student believes she is medically unable to continue with class or clinical responsibilities, the student must notify her clinical preceptor and the course nursing faculty.
5. Other resources for questions or concerns about this policy include NAU Affirmative Action, student services, and the student's faculty advisor.

Student Health: Illness/Injury During Clinical

1. In a medical emergency, sharps injury, or other clinical injury as defined by the clinical preceptor, the student should be seen in the agency's emergency room, or if none, sent to the nearest emergency room. The student will be responsible for any bills incurred for these events. The preceptor and student will immediately notify the nursing faculty of any such events.
2. In non-emergency situations, the student may verbally tell the nursing faculty that they elect to seek care from a private health care provider/clinic. Any costs incurred will be the responsibility of the student. The student's preceptor will notify the nursing faculty of any of these events as soon as possible.
3. Documentation of an injury requires the completion of the form contained in the Appendix. The student is responsible for completing the form and obtaining the comments of the preceptor or agency representative. The student is responsible for forwarding the completed form to the course nursing faculty as soon as possible following the incident. The nursing faculty will review the information, make appropriate recommendations. The document will be filed in the student's personal file in student services.

Impaired Student Policy: Perception of Impairment

Should the preceptor, nursing faculty or other nursing students perceive that a student is mentally or physically impaired, immediate action must be taken to relieve the student of his/her duties and place the student in a safe area away from the clinical setting. The immediate goal is to provide for the safety of patients, the public, other students and the student who is suspected of being impaired.

Procedure for Removing a Student Who is Suspected of Being Impaired From an Educational Setting

If the student is perceived to have the odor of alcohol, or marijuana, or observed behaviors such as, **but not limited to**, slurred speech, unsteady gait, confusion, sharp mood swings/behavior especially after an absence from clinical experience, lack of manual dexterity, excessive health problems, increased absenteeism, tardiness or irritability, severe weight loss, needle track marks especially in the inner elbow, carelessness in appearance and hygiene, or euphoria, which causes the preceptor to suspect the student could be impaired by a substance, the preceptor must:

1. Immediately inform the student as to why actions are being taken to relieve the student of his/her duties.
2. Immediately notify the NAU Faculty for further action.
3. Do not send the student home or permit them to leave the building.
4. For additional information – see the NAU School of Nursing student handbook on the SON website.

Course Specific Policies

Before you get started, here are a few suggestions:

- Become familiar with the course syllabus and learning objectives.
- Review and clarify, if necessary, the required outcomes for the course.
- Establish an agreed upon communication agenda with the course nursing faculty.
- Get to know your student by learning how he/she learns best, reviewing their clinical learning objectives and learning about their strengths and areas for improvement.

Once the capstone clinical experience has begun, you may want to:

- Introduce your student to the unit staff and explain their and your role.
- Show the student around the unit and orient him/her to the location of various supplies, manuals, etc... Verbally “walk” your student through a typical day. Show the student key areas within the facility, i.e., parking, toilets, cafeteria, etc...
- Review and sign the clinical preceptor agreement.
- Develop a calendar of clinical days.
- Orient the student to the agency's methods of documentation.

Because each clinical course has its own unique aspects, specific preceptor and student policies may vary. To determine the requirements for the capstone course you will be precepting, refer to the specific documentation and forms that will be provided at the beginning of the semester.

Appendix – FORMS

- Student, and preceptor capstone course acknowledgement forms, and contact information forms are included. Correct contact information is imperative for effective communication, and safety. The capstone clinical hours documentation form is an important form to maintain accurate records of the required clinical hours attended. This information is shared by the student, preceptor, and nursing instructor.
- Evaluation of the Preceptorship Program
Evaluation forms of the capstone course are to be completed by the student, and preceptor, and returned to the nursing faculty at the end of the clinical rotation. These evaluations assists the School of Nursing in making improvements in the program on an on-going basis.
- Student Incident Report Related to Clinical Experience
The Student Incident Report Related to Clinical Experience form is completed by the student and the instructor and/or preceptor and forwarded to the course nursing faculty for review and appropriate disposition. The form is filed in the student's personal file in student services.
- Guidelines related to skills performance:
The skills list identifies, for the students and preceptor, which skills a student may perform with direct supervision of the preceptor and which a student may not perform under any circumstances. Included are some specific reminders for the capstone experience.

NORTHERN ARIZONA UNIVERSITY SCHOOL OF NURSING
Student Acknowledgement
NUR 451/NUR 408 CAPSTONE COURSE REQUIREMENTS

Instructions: Please fill in the information and submit via the NAU NUR 450 Vista Assignment Drop Box. This information may be shared with the clinical healthcare agency.

Student Name:

I have read and understand the NUR 451/NUR 408 course materials for the current semester, including the syllabus, policies, and assignments. I have also read and understand the NAU and School of Nursing Undergraduate Student and Preceptor Handbooks (current versions). I agree to abide by the guidance, policies and expectations set forth in the course materials and the NAU and NAU School of Nursing Undergraduate Student Handbooks.

I have completed all capstone course requirements, and have provided the required documentation to the School of Nursing office, current through the end of this semester: MMR, TB, Hep B, Varicella, Rubella/Rubeola vaccinations, or proof of immunity, CPR certification, liability insurance, healthcare insurance (current through the end of the semester). Proof of approved AZ fingerprinting background check, as required by the state and many clinical agencies has been provided. Proof of urine drug screening, and any other documentation required by specific clinical agencies in which I have been assigned to work has been filed in the SON Student Services office.

I understand how to communicate with course nursing faculty and acknowledge that it is my responsibility as an adult learner to seek clarification and assistance when needed.

I will abide by all mandated HIPPA and FERPA confidentiality guidelines during the capstone clinical experience.

Signature (electronic is acceptable, name and user ID)

(Date)

OPTIONAL STUDENT QUESTIONNAIRE

Submission of the questionnaire is optional, but will help your instructors to facilitate your learning experience.

What do you see as your strengths?

What do you see as your challenges?

What are your learning objectives for this course?

How can the instructors/preceptors best assist you in the accomplishment of your objectives?

Any other information that may be helpful for the faculty to know about your learning needs?

**Northern Arizona University School of Nursing
NUR 451/NUR 408 Clinical Preceptor Agreement**

Student Name: _____ **Semester:** _____

Preceptor Name and Agency: _____

NAU Clinical Instructor: _____

This agreement specifies the number of clinical hours required by the student in order to have the opportunity to successfully demonstrate NUR 451/NUR 408 course objectives.

The student must complete the entire direct patient care hours required for completion of the NUR 451/NUR 408 course. These hours are to be completed in the semester time frame agreeable to the preceptor, the student and the faculty.

All clinical requirements will begin on the first day of class, _____, and need to be completed prior to last day of NUR451, no later than _____. If, for some reason, the clinical hours cannot be completed, a conference between the preceptor, nursing faculty, and student will occur in order to successfully resolve any discrepancies. Documentation of clinical hours is the responsibility of the student, with the preceptor verifying the time by signature.

Upon completion of the required clinical hours, the Clinical Preceptorship Documentation form will be forwarded to the capstone course faculty. It is acknowledged that completion of clinical hours does not assure a passing grade for the course.

The student has identified and discussed at least 6 specific, measurable learning objectives for this experience (excludes specific nursing skill acquisition):

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Student's Signature

Date

Preceptor's Signature

Date

Faculty's Signature

Date

Northern Arizona University School of Nursing
NUR 451/NUR 408 Nursing Faculty Contact Information

Our course faculty will be contacting you at least once weekly, during your work hours, to briefly discuss the student's progress and any concerns or feedback you may have. Please feel free to contact nursing faculty at any time.

Primary NAU Nursing Faculty Name:	
Course Name: NUR 451/NUR 408	Date:
Work Number:	
Pager:	E-mail:
Cell phone:	
The best time to reach primary nursing faculty:	

Back Up Course Coordinator/Nursing Faculty, available 24/7. Contact if unable to reach the primary nursing faculty.	
Name:	
Course Name: NUR 451/NUR 408	Northern Arizona University
Work Number:	NAU School of Nursing:
Cell Phone:	E-mail:

Messages may also be left at the NAU School of Nursing Office, Monday through Friday, 8:00 AM-5:00 PM. 928-523-2671

**Northern Arizona University School of Nursing
NUR 451/NUR 408 Preceptor Contact Form**

Agency Name:		
Agency Phone Number:		
Preceptor Name:	Degree:	RN lic #
Preceptor's Unit:		
Preceptor's Unit Phone Number:		
Preceptor's Contact Phone/Pager/Cell Phone Number:		
Preceptor's Email Address:		
Best Time(s) to Reach Preceptor:		

Name of Student Assigned to This Preceptor:
Student's Contact Phone Number:
Student's NAU Email Address:
Best Time to Reach Student:

Planned Schedule of Student for This Experience:

Days of Week:
Time of Day:
Start Date:
Completion Date:

The preceptor and the student will complete this form and maintain a copy.

The original shall be submitted to the nursing faculty within 1 week of the start of the preceptorship. Failure to submit your clinical schedule and preceptor contact information within 1 week will result in a halt in the clinical experience until compliance is met.

NAU NUR 451/NUR 408 Capstone Clinical Preceptorship Hours Documentation Form

Student Name: _____

Semester: _____

Date	Clinical Experience: unit, hours worked	Student's Initials	Preceptor's signature
TOTAL HOURS:			

Note: Signature on this form is verification that the above information accurately documents the number of scheduled clinical hours completed under RN supervision during this clinical preceptorship. More copies may be needed to document all of the clinical hours.

Student: Please return the completed form to your Clinical Instructor at the end of the semester

Northern Arizona University School of Nursing
NUR 451/NUR 408 FACULTY/PRECEPTOR Evaluation of Student

Student Name: _____ Semester: _____

Evaluator Name: _____ RN Preceptor _____ Course Faculty _____

RATING: The student's performance, related to each BSN outcome strand, will be rated using the criteria in the Clinical Evaluation Criteria rubric, on a 1 (dependent) to 4 (independent) scale. Performance ratings must be at least 3 to receive a passing grade for the course. Return completed form to the nursing faculty to be placed in student's file. **A final score of less than 3 is not passing NUR 451/NUR 408.**

Student has demonstrated required competencies (listed in clinical syllabus) derived from the following:	Ratings:		Comments to support rating (required for rating of 3 or below)
	Midterm	Final	
Clinical Practice and Prevention			
Communication			
Critical Reasoning			
Leadership			
Professionalism and Professional Values			
Global Health			

Nursing Faculty/Preceptor: See the clinical syllabus for detailed descriptions of clinical competencies for each specific nursing course. Complete this form at **MIDTERM**, and again at the **END** of the capstone clinical rotation. Use backside for additional comments:

MIDTERM EVALUATION SIGNATURES:

 Student signature/date

 Preceptor/Faculty signature/date

FINAL EVALUATION SIGNATURES:

 Student signature/date

 Preceptor/Faculty signature/date

NUR 451/NUR 408 STUDENT Final Clinical SELF-EVALUATION

Using the clinical syllabus and criteria in the Clinical Evaluation Criteria rubric, review the clinical competency categories for each of the following outcome strands. Please rate yourself on a 1 (dependent) to 4 (independent) scale and justify that rating. **A final score of less than 3 is not passing in NUR 451/NUR 408**

Student:	Semester/Year:		
Student has demonstrated required competencies (listed in clinical syllabus) derived from the following strands:	Ratings: Midterm	Ratings: Final	Comments to support rating (required for rating of 3 or below)
Clinical Practice and Prevention			
Communication			
Critical Reasoning			
Leadership			
Professionalism and Professional Values			
Global Health			

Student: Please return the completed form to your NAU nursing faculty.

Student signature/date

Preceptor/Faculty signature/date

Northern Arizona University School of Nursing

Clinical Performance Evaluation Criteria

NUR 451/NUR 408

Scale/label	Performance of Nursing Care	Degree of Direction	Performance capability
4 PASSING Self- directed	Safe Accurate Competent Efficient	Minimal cues	Consistently meets criteria using self-directed approach to learning. <ol style="list-style-type: none"> 1. Accurately assesses clients, formulates appropriate interventions and evaluates outcomes using the nursing process. 2. Organizes and plans care safely and efficiently. 3. Integrates research-based knowledge and skills to provide competent care.
3 PASSING Supervised	Safe Accurate Competent Efficient	Occasional cues and support	Frequently meets criteria with occasional input. <ol style="list-style-type: none"> 1. Accurately assesses clients, formulates appropriate interventions and evaluates outcomes using the nursing process. 2. Organizes and plans care safely and efficiently. 3. Integrates research-based knowledge and skills to provide competent care.
2 MARGINAL Guided MID TERM: AT RISK FINAL: FAILING	Inefficient Risk for Harm	Frequent cues and support *Develop Improvement Plan when indicated	Inconsistently meets criteria. Requires repeated guidance for the performance of nursing care at a safe level. <ol style="list-style-type: none"> 1. Inaccuracies in assessments, interventions and evaluations of nursing care. 2. At times, unorganized and inefficient when planning and providing care. 3. Gaps in integrating research-based knowledge and skills that could negatively affect patient outcomes.
1 FAILING Directed	Inefficient Unsafe	Constant direction and redirection *Initiate Learning Contract when indicated	Does not meet criteria. Requires constant instruction and intervention. <ol style="list-style-type: none"> 1. Unable to accurately assess clients, formulate appropriate interventions and evaluate outcomes using the nursing process. 2. Lacks organization and time management skills. Unable to set priorities. 3. Inadequate knowledge, preparation or skills to provide safe and accurate nursing care.

PLEASE NOTE: A score less than 3 in NUR 451/NUR 408 is not a passing final grade. A score of 2 at mid term will require an improvement contract.

Northern Arizona University School of Nursing
NUR 451/NUR 408 STUDENT Evaluation of Preceptor

Preceptor Name:	Semester:
Agency:	Student Name:

Please circle the most appropriate response (1 = strongly disagree, 3= neutral, 5 = strongly agree):

1. My preceptor facilitated my learning in the clinical area.	1	2	3	4	5
2. My preceptor assisted me in meeting my clinical objectives.	1	2	3	4	5
3. My preceptor oriented me to the facility.	1	2	3	4	5
4. My preceptor included me in staff meetings and activities.	1	2	3	4	5
5. My preceptor fully explained her/his role as preceptor and her/his job description.	1	2	3	4	5
6. My preceptor was a role model for professional behaviors and skills.	1	2	3	4	5
7. My preceptor created an environment of open communication, trust, support and guidance.	1	2	3	4	5
8. I would recommend this preceptor for future students.	1	2	3	4	5
<p>9. Optional feedback: What about the preceptor's style helped you to learn?</p> <p>What things could be changed to help you learn?</p> <p>Other comments:</p>					

Student: Please return the completed form to your nursing faculty at the end of the semester.

NORTHERN ARIZONA UNIVERSITY SCHOOL OF NURSING
Student Agency Evaluation
FOR NUR 451/NUR 408PRECEPTORSHIP
(NOW AVAILABLE ONLINE)

Northern Arizona University School of Nursing
PRECEPTOR Evaluation of NAU Capstone Preceptorship Program

Please complete the Preceptor Evaluation at the end of the capstone clinical experience. The preceptor may return this form to the student, the nursing faculty, or fax it to the SON: 928-523-7171. Thank you for your comments and feedback.

Date:

Agency:	
Preceptor Name (Optional):	
In terms of your experience as a preceptor for the NAU CAPSTONE PRECEPTOR PROGRAM:	<p>What about the program is working?</p> <p>What about the program needs changing?</p>
In terms of your experience as a preceptor for the NAU senior NURSING STUDENT:	<p>Is the student prepared for the capstone clinical experience?</p> <p>Is there something that could assist the student to be more prepared for the capstone clinical experience?</p>
In terms of your experience as a preceptor with the NURSING FACULTY:	<p>What worked in your interactions with the nursing faculty?</p> <p>How could the interactions with the nursing faculty be improved?</p>
Additional Comments: (May use back of form)	

Northern Arizona University
School of Nursing
Student Incident Report Related to Clinical Experience
(1 of 2)

Date of Incident:	Time of Incident:
Semester:	Course:
Student's Account of Incident:	
Signature of Student:	
Date of Report:	

Northern Arizona University
School of Nursing
Student Incident Report Related to Clinical Experience
(2 of 2)

Comments by Clinical Instructor or Preceptor:

Signature and Title:	
Agency Name:	
Agency Address:	
Phone Number:	Ext:
Date of Report:	

Northern Arizona University School of Nursing
Guidelines Related to Skills Performance by *Pre-licensed* Students

****PRINT AND KEEP THESE GUIDELINES AVAILABLE AT ALL TIMES****

RN PRECEPTOR SUPERVISION IS REQUIRED FOR THE FOLLOWING PROCEDURES UNTIL COMPETENCY IS VERIFIED BY THE RN PRECEPTOR:

If your patient requires nursing care, which you are unable to do without supervision, and your preceptor is unable to supervise you, the staff nurse assigned to the patient is required to deliver the nursing care.

1. All medications – oral and parenteral, IV push medications, IL flushes, IV piggyback medication calculations, administration, documentation (must be countersigned by an RN): only after the student has reviewed each of the medications for compatibility and rate of administration with the RN
2. Dressing changes
3. Changing peripheral IV solution bags or tubing not attached to central lines
4. Urethral catheterization
5. Tube feedings/irrigations
6. Any new procedure or one with which the student is uncertain or unfamiliar.
7. Venipuncture and initiation of IV therapy

RN PRECEPTOR SUPERVISION IS REQUIRED THROUGHOUT THE CLINICAL ROTATION FOR ANY OF THE FOLLOWING PROCEDURES:

1. Administration of blood products
2. Checking and hanging TPN
3. Drawing blood from a central line or PICC
4. Invasive monitoring, e.g. arterial lines, pulmonary artery pressure monitoring
5. Patient transfers, e.g. from ICU to floor
6. Transcribing orders
7. Removing controlled substances from locked storage
8. Documentation of waste of a controlled substance
9. Any therapy related to central, PICC, arterial lines including but not limited to flushing, medications, dressing and tubing changes, and removal.
10. Routine chest tube removal on stable non-cardiac patient
11. **ALL documentation in the patient's medical record (computer or paper chart).**

PROCEDURES NOT ALLOWED UNDER ANY CIRCUMSTANCES:

The following procedures may not be done by NUR 451/NUR 408 students under any circumstances:

1. Arterial blood draws directly from the artery
2. Defibrillation or cardioversion
3. Administration of chemotherapeutic agents
4. Accepting verbal or telephone orders from a physician. (The student may call a provider, but a licensed RN must take any orders.)
5. Administer conscious sedation
6. All invasive monitoring calibrations
7. Count controlled substances at change of shift
8. Mediastinal or pleural chest tube removal post-op open heart
9. Sheath removal post cardiac catheterization