

UNDERGRADUATE PRECEPTOR HANDBOOK

NUR 415 Gerontology and Palliative Care Nursing Practicum



School of Nursing

Northern Arizona University School of Nursing Authority and Certification

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

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/>

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.

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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). This handbook has been developed to assist you in this role. The information provided in this handbook will explain the responsibilities of the preceptor, nursing faculty and student related to the preceptored clinical experience.

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

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.

Information about Northern Arizona University School of Nursing

Mission of Northern Arizona University School of Nursing:

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.

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.

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. The student's goals and the learning outcomes of the particular course will be discussed prior to the student's arrival on site. 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.

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 undergraduate nursing students in the clinical area to promote attainment of the 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 course for the preceptor to follow. Specific nursing faculty, preceptor and student responsibilities are discussed in the following pages.

The full advisory opinion is available via the following URL:
<http://www.azbn.gov/media/1062/ao-preceptorship-for-pre-licensure-students-7-20-06.pdf>

Nursing Faculty Responsibilities

In order to be consistent with the Northern Arizona University School of Nursing 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. Ensure that the clinical contract between the School of Nursing and the clinical agency is in place.
2. Verify that the student in a preceptorship has demonstrated competencies for the level of progression in the nursing program.
3. Verify student understanding of the preceptorship experience including: responsibilities, evaluation criteria, learning goals, assignments, and the nature of the preceptorship.
4. Select preceptors according to established criteria collaboratively with clinical agency personnel.
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 outcomes, 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. Provide the preceptor with the course syllabus, designated course objectives, course outcomes, and guidelines for assisting the student in achieving these outcomes.
7. Ensure that students have all the required health documentation for the assigned healthcare agency.
8. Ensure that students have documented knowledge of the safety requirements for the assigned healthcare agency.
9. Assume responsibility and accountability for the over-all coordination of the student's clinical experience to meet the course learning outcomes.
10. Establish and maintain communication with the clinical preceptor and the student.
11. Be available to the clinical preceptor and student during the course, either physically or electronically.
12. Assure that preceptors meet the SON and AZBN qualifications for preceptor role.
13. Collaborate with the preceptor to evaluate student clinical competence.
14. Provide feedback to the preceptor on the effectiveness of the learning experience and their performance as a preceptor.
15. Provide the preceptor with an opportunity to evaluate relevant portions of the preceptorship experience.

Preceptor Responsibilities

The preceptor's role and responsibilities:

1. Maintain a current RN license in Arizona that is active and in good standing.
2. Possess clinical expertise appropriate to accomplish the goals of the preceptorship and have at least one year of work experience.
3. Provide contact information to the student and clinical faculty.
4. Participate in orientation to the preceptorship.
5. Serve as a role model as a practitioner, teacher and mentor.
6. Supervise no more than one student per shift in the clinical setting.
7. Document and report immediately to the course nursing faculty any unprofessional behavior or breach of contract by the student.
8. Collaborate and negotiate times, dates and appropriate clinical experiences with the nursing faculty and the student for the clinical experience.
9. Orient the student to the clinical practice setting, including identification of facility policies, procedures and all required safety and learning modules.
10. Provide ongoing 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 clinical outcomes.
11. Participate with the faculty and student in the evaluation of the student's clinical competence.

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. 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. Provide preceptor with SON Preceptor Handbook and all relevant clinical documents from NAU.
8. Attend all scheduled clinical days or notify the nursing faculty if an absence is necessary.
9. Prepare to collaborate with the course nursing faculty, and the clinical preceptor regarding specific learning goals for this clinical experience.
10. Students must show documentation of competence of each nursing skill to the preceptor prior to performing these skills.
11. Maintain the student role, at no time is the student to assume a staff nursing position.
12. Arrange appointments, either in person or electronically, with the course nursing faculty to discuss progress toward goal achievement.
13. Document and notify the nursing faculty **immediately** of any unprofessional behavior or breach of contract by the preceptor.
14. Participate in scheduled post conferences with nursing faculty and/or preceptor.
15. Complete the Student Evaluation forms and submit it to the nursing faculty at the end of the semester.

Student Health Policies

Each student must sign a Student Acknowledgement of NUR 415 Syllabus Course Requirements form prior to the beginning of each clinical rotation. It is the responsibility of the course nursing faculty to obtain this document.

Student health documents are kept on file electronically or in a physical file in the School of Nursing. Clinical documents must be on file two weeks prior to clinical rotations and be current or the entire semester. The SON requirements are listed below. Students must also meet any requirements set forth by the clinical agency.

Student Health/Clinical Requirements		
Document	Renewal requirements	Completed by:
Health Insurance	Ongoing throughout program enrollment	Prior to enrollment and annually
Liability Insurance	Ongoing throughout program enrollment	Prior to enrollment and annually
PPD (TB Skin test) or TB; QuantiFERON®-TB Gold (QFT-G) Numeric value not just “negative “ or “positive” required	Once a year: A chest x-ray will be required if the test is positive with annual symptom screening (per CDC guidelines) and repeated testing if symptoms develop that could be attributed to tuberculosis. Note: some facilities require more frequent testing and it is expected students will abide by facility policy. Students will be notified if more frequent testing is required.	Prior to enrollment and annually (unless facility requires more frequent testing)
CPR	Every 1-2 years MUST be American Heart Association healthcare provider card. On-line certifications will not meet this requirement	Prior to enrollment and maintained as current during all semesters thereafter
MMR	Proof of immunization – 2 inoculations - at a minimum, the 1st immunization must be completed prior to enrollment.	Prior to enrollment
Hepatitis B	Proof of immunization – 3 inoculations – at a minimum, the 1st immunization must be completed prior to enrollment.	Prior to enrollment
Varicella	Proof of immunization by documentation of inoculation or titer	Prior to enrollment
Tdap	Proof of immunization by documentation of inoculation within ten years or titer; one adult dose required followed by booster shots of Td every 10 years unless otherwise instructed	Prior to enrollment
Other	The student will be required to provide other documentation as required by individual facilities. Examples: drug testing, flu shot or additional background checks. Students will be notified of these requirements by course faculty.	As directed
Fingerprinting	Class I Clearance Card	Prior to enrollment
Physical Examination	Exam required for entry into program	Prior to enrollment

Student Health: Illness/Injury During

1. 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.
2. 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.
3. 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.
4. 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 outcomes.
- 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 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.

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

Course Structure and Learning Outcomes

Course Purpose

Gerontology and Palliative Care Practicum course integrates the liberal studies essential skills of critical thinking (reasoning), effective writing, and scientific inquiry. This course will provide senior nursing students the needed platform to review aging and end-of-life care theories. A thorough understanding of healthy aging, palliative, and end-of-life opportunities enables students to apply knowledge and skills from previous didactic courses of Gerontology (NUR 321) and Palliative Care (NUR 320). The role of this course is to synthesize related gerontological and palliative care knowledge. This is an experiential practicum to develop advocacy and competence in the care of the aging adult and those facing end-of-life issues. Self-identified values of the student will cultivate respect, diversity, and culture in the context of family centered care. The successful student will increase understanding of life planning and end-of-life issues for the older adult/family.

Course Description

This practicum will apply nursing care concepts for individuals experiencing aging and/or life-limiting illness. Emphasis is to explore successful aging, aging in place, transitions, and life limiting illnesses or events. Patient/family care is experienced in clinical, simulation, hospital, home, and community settings. This practicum will focus on health promotion/ prevention/palliative care activities through inter-professional communication/collaboration.

Student Learning Outcomes

Clinical Practice and Prevention:

- Demonstrate competence in providing safe, effective family-centered care that is holistic and based in evidence to protect and promote the health and well-being of older adults and those individuals facing life-limiting or end of life situations.

Communication:

- Demonstrate inter-professional communication skills in clinical and learning situations in both the care of older adults and those individuals facing life-limiting and end of life situations.

Critical Reasoning:

- Utilize theory and evidence-based practice framework for safe and effective family-centered care in home, clinical, and community settings.

Leadership:

- Demonstrate nursing advocacy for family-centered care of older adults and those individuals facing life-limiting or end of life situations.

Professionalism and Professional Values:

- Utilize self-identified values by respecting and supporting the individuals' and families' personal attitudes, beliefs, and environment in family-centered care.

Global Health:

- Demonstrate globally diverse approaches using compassionate, cultural competence with older adults, those individuals facing life-limiting situations, and with families and/or communities to implement culturally-reinforcing care.

Appendix-FORMS

Student Acknowledgement NUR 415 Syllabus/ Course Requirements

Instructions: Please fill in the information and submit via the NAU BB-learn NUR415 assignment Drop Box. This information may be shared with the clinical healthcare agency.

Student Name: _____

I have read and understand the NUR 415 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 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 that travel is required.

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 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 415 Clinical Preceptor Agreement

Semester: _____

Preceptor Name and Agency: _____

NAU Clinical Instructor: _____

Student Names: _____

I have been provided an orientation of the following information, but not limited to:

1. NAU SON Mission
2. Goals and curricular outline of the program
3. Student objectives
4. Course outcomes and outline
5. Roles and responsibilities of faculty, student, and preceptor
6. Student performance expectations
7. Evaluation responsibilities
8. Avenues of communication
9. Student assignments
10. Expected initial level of knowledge, skills, and abilities of the student
11. Guidelines for assisting the student to achieve expected course objectives

Furthermore, I have received, reviewed and understand the following documents and have had any/all questions/concerns addressed appropriately and to my satisfaction:

1. NAU Course Preceptor Handbook
2. Course syllabus with associated course objectives and outcomes.

I understand and agree to abide by the preceptor responsibilities as outlined within the Handbook. I attest that I am an active AZ licensed RN in good standing, possess the clinical expertise to accomplish the goals of the preceptorship, and have at least one (1) year of work experience.

License Number _____

Degree Diploma ADN BSN MS PhD

Preceptor Signature

Date

Faculty Signature

Date

Northern Arizona University School of Nursing NUR 415 Nursing Faculty Contact Information

Our course faculty will be contacting you at least once weekly, during your work hours, to 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 415	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: Donna Price	
Course Name: NUR 415	Northern Arizona University
Work Number: 928-523-0319	NAU School of Nursing: 928-523-0319
Cell Phone: 928-699-6866	E-mail: donna.price@nau.edu

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 415 Preceptor Contact Form

Agency Name:		
Agency Phone Number:		
Preceptor Name:	Degree:	RN License #
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:		

The original shall be submitted to the nursing faculty prior to the start of the preceptorship.

NUR 415 RN INFORMATION SHEET

STUDENT: _____ DATE: _____

Preceptor: _____

Clinical Faculty/Contact: _____

Students may not perform any skills without the presence of the faculty member or preceptor.

Student goals:

Using a 1-4 scale (1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree), please score the student’s performance during your rotation:

Clinical Practice and Prevention	
Provided safe, effective nursing care	
Demonstrated appropriate/evidence-based nursing care	
Communication	
Engaged therapeutically in clinical interactions with patients	
Demonstrate inter-professional communication skills in clinical and learning situations in both the care of older adults and those individuals facing life-limiting and end of life situations.	
Critical Reasoning	
Identified and prioritized nursing care appropriately in home and clinical setting using evidence based.	
Utilized evidence-based practice when assessing and then reviewing with preceptor the safe and effective family-centered care in the home and clinical setting.	
Global Health	
Demonstrated culturally sensitive care and identified areas of health disparity	
Leadership	
Observed and/or participated in interdisciplinary team meetings	
Collaborated appropriately with the interdisciplinary team to plan for and manage patient care	
Identified areas of advocacy in patient/family situations	
Professionalism and Professional Values	
Assumed accountability for self & practiced according to legal and ethical principles of nursing	
Demonstrated the use of compassion, self-assessment, empathy and respect for preceptor and the patient/family.	

Please note that N/A may be used in instances the student did not or was unable to perform the listed behavior.

Preceptor Comments: _____

Thank you for working with our students. Please return this form to the clinical instructor or send with the student to include in their clinical paperwork.

Preceptor Signature

Date

Northern Arizona University School of Nursing
NUR 415 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 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:	