





Dear Nursing Preceptor:

Thank you for your willingness to participate in the education of our Andrews University senior nursing students. Your knowledge and experience is an extremely valuable part of preparing them for the real world of nursing. The faculty has designed a curriculum for our students that balances nursing theory and practice. The Senior Nursing Internship course is one way to foster this integration of theory and practice. This course, with the expert guidance of an experienced nurse preceptor, will allow our students an opportunity to apply their acquired clinical skills and knowledge in preparing for various roles within the nursing profession as they transition into new professional baccalaureate-prepared nurses.

That is where you as a preceptor come in to the picture, so to speak. We rely upon a number of experienced professional nurses to be a part of our students' clinical education in this course. As a preceptor, we would like you to be a guide and mentor to students as they learn and experience the roles in these specialties. Our students appreciate the opportunity of working with an experienced professional nurse. They will ask questions, share their thoughts and feelings, and learn new skills as nurses.

The clinically experienced registered nurse preceptor serves as a role model, teacher and consultant to enable a student to be a confident and competent new nurse. The preceptor assists the student in the role transition by sharing valuable insights and wisdom from experience under the guidance and supervision of Andrews University faculty.

We hope that your time working with our students is rewarding to you; we know that it is extremely beneficial to our students, who consistently rate their experiences with a preceptor very highly. Again, we thank you for your time, energy and wisdom! You make a difference in the professional education of nursing students!

Sincerely,

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World Changers Made Here.

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DESCRIPTION OF PROGRAM

Nursing, BSN (Pre-licensure)

Over the past several years policymakers, researchers and practice leaders have identified that education does make a difference in how a nurse practices.

Our baccalaureate nursing program provides students with a more in-depth study of the physical and social sciences, nursing research, nursing leadership and management, community and public health nursing, and the humanities; all within the context of a spiritual framework.

This broader education enhances the student's professional development and allows the baccalaureate graduate to better understand the many social, cultural, economic and political issues that have an impact on patients and influence healthcare.

Students may enter the University as declared nursing majors. However, during the first year (pre-professional program), is when it is likely that general education requirements, cognate courses and NRSG215 Introduction to Nursing Concepts are completed. An independent admissions process is required for students who wish to enter the professional program.

BSN Nursing (Professional) Program: The six-semester professional program curriculum focuses on the provision of care and the promotion of health for individuals and families. Students gain proficiency through both class (theory) and laboratory (practicum/clinical) experiences in a variety of settings. To receive a strong and varied clinical experience, students travel to nearby hospitals and community agencies and work with clients of varied socio-economic groups.

The purpose of the Andrews University School of Nursing is to prepare nurses to serve the global community. It is on the framework of Seventh-day Adventist precepts and the concept of Restoration to the Image of God that the curriculum of the School of Nursing is established. The School of Nursing also supports the ANA Standards of Care; the AACN Essentials of Bachelor Education for Professional Nursing Practice; Nurse Practice Acts; Institute of Medicine Report; Quality and Safety Education for Nurses; and NLN Hallmarks of Excellence in Nursing Education as a basis for preparing nurses to meet societies evolving healthcare needs.

Nursing, BSN (Pre-licensure) Student Learning Outcome (SLO)

Students, who successfully complete the baccalaureate program, will:

1. Reflect in their nursing care the application of Christian values and formula for health for the purpose of "Restoring humans to the image of God."
2. Demonstrate cultural sensitivity using verbal, non-verbal and written methods.
3. Foster open and effective communication using verbal, non-verbal, written and technological methods.
4. Utilize critical thinking, clinical reasoning, judgment, evidence-based practice and research in implementation of the nursing process, while delivering patient-centered care.
5. Apply leadership concepts, principles of advocacy and decision making in the provision of quality patient care.
6. Demonstrate knowledge, skills and attitude necessary for managing whole person, patient-centered care according to standards outlined by the American Nurses Association, AACN Essentials of nursing, QSEN and IOM report.

7. Function effectively as part of intra- and inter-professional teams, fostering open communication, mutual respect and shared decision-making to achieve quality patient care.
8. Demonstrate personal spiritual growth.
9. Be prepared to successfully pass the NCLEX examination at the first sitting (except for BS Completion).

Contacts

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Vision

To prepare professional nurses to reflect Christian spirituality, caring attitudes, clinical excellence and cultural competence for service and practice in concert with the four main initiatives from the Institute of Medicine and the Robert Wood Johnson Foundation’s report on the future of nursing (October 5, 2010):

- Nurses should practice to the full extent of their education and training.
- Nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression.
- Nurses should be full partners, with physicians and other healthcare professionals, in redesigning healthcare in the United States.
- Effective workforce planning and policy making require better data collection and information infrastructure.

Mission Statement

The Andrews University School of Nursing, a program based on Seventh-day Adventist precepts and Restoration to the Image of God, provides transformational nursing education which equips students to function as professional nurses in direct care, advanced practice, research and education. Through the following activities, the School of Nursing encourages students to Seek Knowledge, Affirm Faith and provide Changes that impact the World of healthcare:

SEEK KNOWLEDGE	AFFIRM FAITH	CHANGE THE WORLD
<ul style="list-style-type: none"> ▪ Prepare nurses that provide culturally competent, high quality, evidence-based, patient-centered care ▪ Prepare nurses for first-time licensing and certification success ▪ Encourage lifelong learning 	<ul style="list-style-type: none"> ▪ Prepare nurses to practice within the Christian context of “Restoration to the Image of God” ▪ Promote personal spiritual growth ▪ Teach theoretical underpinning of wellness, illness and disease within the context of the Great Controversy 	<ul style="list-style-type: none"> ▪ Teach with service/mission focus; medical evangelism ▪ Teach current whole-person nursing care across the life span, which addresses wellness and illness ▪ Prepare nurse leaders with a mindset for professional and ethical practice which incorporates communication (all venues), teamwork and collaboration

Curriculum Guide 2022–2023

Fall—Freshman			Spring—Freshman		
PSYC 101	Introduction to Psychology	3	BIOL 222	Anatomy & Physiology II	4
BIOL 221	Anatomy & Physiology	4	PSYC 301	Human Development	3
CHEM 110	Chemistry	4	FDNT 230	Nutrition	3
NRSG 215	Intro Professional Nursing Concepts	1	RELT 100	God & Human Life	3
ENGL 115	College Writing I	3	HLED 135	Well Being 360	3
FIN ART	Fine Arts/Humanities	1	NRSG 215	Introduction to Professional NRSG Concepts (take once, fall or spring)	(1)
Total		16	Total		16(17)
Fall—Sophomore			Spring—Sophomore		
NRSG 211	Pharmacology I	2	RELB 210	Jesus & His Time	3
ENGL 215	College Writing II	3	NRSG 366	Complementary Wellness and Restoration I	1
COMM 104	Communication Skills	3	BIOL 260	Microbiology	4
NRSG 216	Fundamentals of NRSG Theory & Practice	5	NRSG 240	Psychiatric Mental Health Nursing	4
NRSG 305	Health Assessment	3	NRSG 315	Pathophysiology	3
			FIN ART	Fine Arts/Humanities	1
Total		16	Total		16
Fall—Junior			Spring—Junior		
HIST 117	Civilization & Ideas	3	RELT 250	Personal Spirituality & Faith	3
FIN ART	Fine Arts/Humanities	3	STAT 285	Statistics	3
NRSG 331	Medical-Surgical I	5	NRSG 445	Nursing Research	3
NRSG 212	Pharmacology II	3	NRSG 332	Medical-Surgical II	6
NRSG 408	Families in Stress/Crisis	2	FIN ART	Fine Arts/Humanities	1
Total		16	Total		16
Fall—Senior			Spring—Senior		
NRSG 440	Developing Child Nursing	4	NRSG 450	Community Nursing	4
NRSG 430	Childbearing Family	4	NRSG 416	Comprehensive Overview	2
NRSG 418	Leadership in Nursing	3	NRSG 414	Critical Care Nursing	3
NRSG 466	Comp Wellness and Restoration II	2	NRSG 438	Intl Mission Service in Nursing	2
PBHL 440	Fundamentals of Spirituality and Ethics in Healthcare	3	NRSG 480	Senior Internship	3
Total		16	Total		14
General Education Credits					33
Cognates Required for Nursing					28
Nursing Credits					65
Total Credits for Bachelor's Degree in Nursing					126

NRSG 480—Senior Nursing Internship Course Description

A capstone practicum that integrates nursing skills and knowledge with principles of daily practice. Takes place in acute care settings where the student manages groups of clients in conjunction with a preceptor (120 clock hours). Includes 1-credit seminar and 2-credit practicum.

CLINICAL PLACEMENTS FOR PRACTICUM EXPERIENCE

Overview

The teaching strategy for this course is designed to provide students with a learning experience guided by an experienced registered nurse who may also be an expert in his or her area of specialty. To provide students with a faculty-planned and supervised experience comparable to that of an entry-level registered nurse position, a student is paired with a preceptor who serves as an appropriate role model as well as a clinical instructor at the practicum site. Placement is arranged in consultation with the course instructor, unit manager, clinical preceptor and student. The course instructor verifies that the student objectives are appropriate to the practicum and assures that the preceptor meets the requirements of the School of Nursing. The instructor maintains appropriate contact with the preceptor and awards the final grade. In addition to the supervised clinical hours, seminar sessions involving simulation exercises, skill lab check-offs, case studies, IV, IM and Oral medication validation, completion of eight hours of continuing education through www.medscape.com or UptoDate.com, and weekly sharing of individual experiences will be held. This will help the students to discuss their learning and ensure that course objectives are followed and met.

Selection Criteria

Preceptor Requirements

Preceptors who participate in teaching in clinical sites must meet specific qualifications, to include the following:

1. Hold an active, unencumbered license as a registered nurse in the state of practice. Verify at least one year of employment with the Andrews University affiliated healthcare facility.
2. Hold a Bachelor of Science in nursing and/or demonstrate high-level experience and competence in mentorship/communication and clinical nursing skills. If a preceptor with a BSN is not available, an RN with at least two years of experience in the area of specialty may serve as a preceptor.
3. Direct the student's clinical practice in the facility and have an interest in teaching, role modeling, mentoring and counseling. Be willing to assume the additional responsibility of a student's learning.
4. Share responsibility in caring for the student's assigned patients with the nursing student.
5. Complete the Andrews University School of Nursing preceptor orientation or agency equivalent prior to serving as a preceptor and review the Andrews University Preceptor Handbook and course syllabus.

Preceptor Selection

The unit nurse manager at the facility selects all preceptors (primary and relief) based upon interest and ability to teach and serve as a role model for nursing students.

Preceptor selection considerations include:

- Student/preceptor needs
- Effectual faculty supervision
- Student assignment nursing area/specialty
- Agency/facility requirements

A relief preceptor, who meets the same qualifications as the primary preceptor, shall be available when the designated preceptor is unavailable to ensure continuity of the student's preceptor learning experience and to ensure that a preceptor is present and available on the patient care unit at all times while the student is providing patient care/nursing services.

Practicum Site

1. Student clinical sites should be in settings applicable to practicum-related specialty.
2. Patient characteristics represent the appropriate population age and diversity.
3. Patient volume is adequate to provide sufficient numbers of patients for the student to learn skills related to course objectives and give opportunity for skills' practice.

4. Adequate resources available on-site:
 - a. Preceptor
 - b. Medical Record System
5. Students are not to be assigned in the same unit wherein they are currently employed.

Roles and Expectations

Faculty

In general, the course faculty will coordinate and facilitate the orientation of the student to the expectations of the preceptorship; meet with the preceptor to answer questions and explain expectations; assist the preceptor by identifying student learning needs; describe the role of student, faculty and preceptor; and be available as a consultant. Additionally, the faculty member will mutually plan meetings/conferences as needed to discuss student progression.

In order to be consistent with preceptor policy and provide clarification of roles, the following faculty responsibilities are expected:

1. Assume responsibility for the overall coordination of the student's clinical experience. Assist students in selecting experiences that match learning objectives.
2. Provide the preceptor with the course syllabus, designated course objectives, course outcomes and directions on how to assist the student in achieving these outcomes.
3. Establish and maintain communication with the clinical preceptor and the student.
4. Be available to the clinical preceptor and student during the course by email, phone or face-to-face meetings.
5. Counsel with the preceptor and the student during the course.
6. Meet with the student and the preceptor to discuss the student's progress and exchange ideas and/or suggestions to achieve better outcomes. These meetings may occur by email, phone or face-to-face meetings.
7. Incorporating data from discussions with the student, preceptor and preceptor-written documentation, will provide the final student evaluation and assignment of performance rating, or grade.
8. Provide the student with the opportunity to evaluate the clinical experience and the clinical agency.
9. Discuss with the preceptor any information from the student concerning ways to improve the clinical experience for future students.
10. Assist in the orientation of the preceptors for the clinical course. Orientation will take place before the clinical semester starts and includes the following:
 - a. A review of the mission, goals and curricular outline of the program;
 - b. Student objectives, course objectives, course outline;
 - c. Role and responsibilities of the faculty, preceptor and student;
 - d. Performance expectations of the student;
 - e. Evaluation responsibilities;
 - f. Avenues of communication;
 - g. Student assignments; and
 - h. Expected initial level of knowledge, skills and abilities of the student.
11. Ensure that students have met all agency compliance requirements for practice in the clinical facility.
12. Communicate with each preceptor at least two times during the clinical experience by phone, email or face-to-face meetings.
13. Responsible for the evaluation of the student with input from the preceptor.

Preceptors

Responsibilities include the following:

1. Complete and sign preceptor agreement form.
2. Orient the student to the clinical site and agency policies.
3. Discuss course objectives and learning opportunities to enhance learning.
4. Direct student to resources for evidence-based readings and continuing education activities.
5. Discuss the expectations of patient encounters and documentation.
6. Draw on the student's past experiences and education.

7. Facilitate a collaborative and mutually respectful environment for learning.
8. Provide feedback to student for improvement of student's assessment, presentation and management skills.
9. Provide a variety of valuable and evidence-based learning experiences with appropriate clients in acute-care settings.
10. Encourage participation in interdisciplinary team meetings.
11. Support student's autonomous assessment and evaluation and facilitate progression towards independence.
12. Be an expert role model.
13. Provide ongoing oral and written feedback to the student to improve the student assessment and intervention techniques.
14. Communicate to Andrews University course faculty immediately of any issues of concern or unsafe practice, student behavior, clinical skills or student progression.
15. Complete midterm and final student evaluation by preceptor form provided by course instructor and review with student as well as course instructor during face-to-face meetings or email communication. The course instructor will award the final grade.

Students

In general, the role of the student is to provide the preceptor with weekly objectives and learning goals, and identify a plan to meet these objectives and goals. It is also the role of the student to discuss outcomes of weekly experience with the preceptor and to achieve the clinical objectives at a satisfactory level as well as to accept accountability and responsibility for assignments. Furthermore, it is the student's task to communicate with other healthcare professionals as needed when providing patient care; to be respectful in all interactions with patients and others; and to communicate with the course faculty.

In addition, the following student roles are also expected:

1. Complete a Clinical Skills Self-Assessment Checklist and discuss with preceptor which skills to spend more time on in the clinical area.
2. Develop personal learning objectives and integrate personal learning objectives with course objectives.
3. Utilize simulation in the skills lab as needed to obtain more hands-on time moving towards proficiency with clinical skills.
4. Demonstrate competence in the area of IV, IM and Oral medication administration.
5. Be active in as many aspects of the nurse's role as possible. Keeping in mind to demonstrate any new skills to the preceptor prior to performing these alone.
6. Comply with the Andrews University School of Nursing and agency guidelines with respect to the required skills list of activities that a student may not perform.
7. Establish with the preceptor a schedule of experiences and provide it to the course faculty.
8. Notify the instructor and the clinical facility of any tardiness or absence from the clinical site.
9. Be prepared to work the same shift and hours as the preceptor, and as agreed upon between the student, the preceptor and the faculty.
10. Report off following each shift to Andrews University clinical instructor.
11. Complete log sheets documenting clinical practicum time line.
12. Adhere to all clinical agency policies and procedures.
13. Maintain patient confidentiality. Do not remove records from the agency for any reason.
14. Have a valid CPR card, up-to-date immunizations, and any other specific requirements of the assigned facility.
15. Show competence about the OSHA regulations of fire safety, chemical safety, back safety, infection control and blood-borne pathogens in accordance to hospital policy.
16. Adhere to the standards and scope of nursing practice, all University policies and procedures identified in the Student Handbook, American Nurse's Association (ANA) Standards of Practice and Code of Ethics.
17. Maintain a weekly journal of activities and clinical experiences according to the course objectives. Upload the journal in LearningHub as directed by course faculty.
18. Be prepared to discuss journal entries with preceptor and faculty.
19. Make routine appointments with the faculty to discuss progress toward goal achievement.
20. Document and notify the faculty immediately of any issues or concerns with preceptor experiences.
21. Complete the student evaluation of preceptor and other clinical site forms and submit it to the faculty at the end of the semester.

Student Health Requirements for Clinical Practicum

1. The Andrews University School of Nursing keeps immunizations records in electronic form according to School of Nursing policy. It is the student's responsibility to make sure the documents are current.
2. Health Insurance—It is the student's responsibility to provide his/her own health insurance throughout the program as required by Andrews University.
3. Annual Validations:
 - a. Each year nursing students are required to attend and complete competency tests and complete hospital OSHA training as required by OSHA standards. The hospital OSHA Safety Validation exams are an acceptable substitute for annual validations.
 - b. Submit yearly renewals of background check, urine drug screen, TB screening, and, flu vaccine.
 - c. Current and valid BLS/CPR certification
4. Additional immunizations as required by clinical agency or facility.

All requirements are to be fulfilled for the entire school year by August 1 prior to the start of the upcoming school year. Failure to complete requirements will prevent participation in clinical activities. Missed clinical rotation due to incomplete requirements may not be able to be made up.

Preceptor Evaluation of Student

One very important area that the preceptor will be involved in is the evaluation of the students. The preceptor will have the opportunity to evaluate the student and complete a student evaluation form. A copy of the form the preceptor will use is included for your review in this handbook.

Constructive feedback can create a learning opportunity when a student's performance needs to be corrected or improved. Convey constructive feedback with supportive language with the intent to modify performance.

In summary, feedback should be:

1. Specific rather than general
2. Factual rather than opinionated
3. Descriptive rather than judgmental
4. Timely
5. Appropriate
6. Complete

Important tips for feedback—the “sandwich approach:”

1. Inform the student about things they are doing well and provide concrete examples (praise).
2. Inform the student about things they need to improve upon (constructive criticism).
3. Motivate the student with positive comments about their performances (praise).

Using these tips will cushion the constructive feedback between two positive comments. This sandwich approach allows the preceptor to provide the feedback in a specific and timely manner.

Student Evaluation of the Preceptor

Toward the end of the clinical experience, the student will have the opportunity to evaluate the experience and complete a preceptor evaluation form. A copy of the form the student will use is included for your review in this handbook.

Student Self-Evaluation

The student will have the opportunity to perform a self-evaluation and complete a student self-evaluation form at the end of the clinical experience. A copy of the form the student will use is included for your review in this handbook. Self-evaluation helps the students compare current knowledge set with their goals. It is an important part of assessing nursing performance or progress and it allows the student to track his or her growth over time. This also gives the student a good idea of what he or she is capable of doing in the future.

Some Tips from Expert Preceptors

1. Remember how you felt when you started a new job and how incompetent you felt. If you can remember how overwhelmed you felt, then you can understand the student.
2. Make the student feel welcome by introducing him/her to other staff members.
3. Listen to what the students need or want to learn, and do not present only what you want to teach. One teaches more by what one does than by what one says.
4. Take time in the beginning to explain explicitly what is expected. This decreases anxiety and helps both parties know what to expect of the other. Be sure you are accurate in what is expected.
5. Remember that every individual is unique and that you must tailor the learning to the individual.
6. Get to know the student's strengths and weaknesses as soon as possible, and then help find experiences to address the weaknesses and capitalize on the strengths.
7. Learn from your student: they usually bring a wealth of information with them.
8. Be patient and understanding.
9. Give the student some independence; do not do too much for them.
10. Do not rush the teaching.
11. Communicate!
12. Be open and honest.
13. Encourage the student to either ask for advice or consult with any member of the staff if unsure of his/her assessment of a patient.
14. Let people make mistakes—as long as it does not jeopardize patient safety. This is an excellent way for learning to have an impact.
15. Encourage questions, and make sure the student understands that no question is stupid.
16. Make sure to take 10–15 minutes at the end of the shift to review learned skills and concepts. Then answer questions and set goals for the next time.
17. Take it a step at a time. Do not teach students shortcuts—they first need to learn things the established way. On the other hand, if there is a safe shortcut, share it!
18. Build on previously learned knowledge.
19. Create a non-threatening environment that is friendly because learning can be stressful.
20. Give feedback along the way—find the positives and share them; do not wait to “drop a bomb” until the end of the experience.
21. Keep a brief outline of the experiences each day—better still, have the student do it!
22. Set clear goals with time for feedback in both directions.
23. Be open and available after the new training time has ended.
24. Have fun! Laughter can be most helpful sometimes.
25. Remember that everyone has a contribution to make.

Spring Semester _____
NRSG 480 - Senior Nursing Internship
Preceptor Information and Agreement

Student completes the information and gives to the preceptor to sign. The learner will upload the fully completed form into NRSG 480 via Learning Hub link by Week 4.

Student's Information

Name:	
Clinical Agency Name:	
Student's Home Telephone:	
Student's Mobile Telephone:	
Email:	
Date:	Student Signature:
Faculty Notes:	

Preceptor Information:

Name:	
Title/Position:	
Previous experience in precepting a nursing student?	Yes _____ No _____
Academic Degrees	
Certifications:	
RN License Number and State(s) issued	
Practice Specialty:	
Years of Experience in Specialty:	
Agency Name:	
Street Address:	
City, State, Zip:	
Work Telephone:	Mobile Telephone:
	Email:
My signature verifies that I agree to precept _____ beginning on _____ thru _____. (Student's name)	
Signed _____ (Preceptor's Signature)	

Spring Semester _____
NRSG 480 - Senior Nursing Internship
Clinical Skills Self-Assessment Checklist

This skills checklist is a self-assessment guide for you. Determine approximately, when you last performed some, if not all of these skills. If you are satisfied with your skill performance for the skills listed below, please indicate. Both the simulation in the skills lab and clinical experiences are designed for you to obtain more hands-on time moving towards proficiency with clinical skills; they are not designed for testing. This checklist will also help you and your preceptor evaluate which skills to spend more time on in the clinical area.

Student Name: _____

Clinical Skill	Date last performed clinical skill	Satisfactory	Needs more hands-on time	Recommendation(s)
Handwashing				
Donning and removing personal protective gear				
Bed making (unoccupied and occupied)				
Bathing the client				
Oral hygiene				
Bedpan/Urinal				
Vital Signs (Temp., Pulse, Resp. Rate, Blood pressure)				
Oral feeding				
Enteral feeding				
Transfer of client (bed/chair/gurney/arjo lift/bariatric equipment)				
Range of motion (ROM)				
Client repositioning				
Restraints				
Pressure ulcer care				
Sterile dressing change				
Point of Care Fingerstick Glucose testing				
Urinary specimen collection				
Intake and Output				

Ostomy care				
Insertion of Indwelling urinary catheter (male and/or female)				
Straight catheterization				
Enema				
NG/G-tube insertion				
NG/G-tube care				
IV skills				
• Saline flush				
• Primary line				
• Primary line to Saline lock				
• Infusion pump management				
• Insert Peripheral IV/Venipuncture				
• Removal of Peripheral IV				
• Patient Controlled Analgesia				
• Blood Administration and management				
• Central/ PICC line care				
• TPN administration and management				
Medication Administration				
• PO				
• NG/GT				
• IM/ SQ				
• IV-piggyback				
• IV push				
• Opth/Otic				
• Topical				
Arrhythmia recognition				
• VTach				
• VFib				
• AFib				
• PSVT				
• Tachycardia				
• Bradycardia				

O ₂ therapy				
Admission Assessment				
Documentation of care				
Basic Shift assessment				
Discharging a Client				
Suctioning (oral, NT)				
Care of Drains (JP, Hemovac, other)				
Trach Care				
Other (specify)				

Spring Semester _____
NRS 480 - Senior Nursing Internship
PRECEPTOR'S EVALUATION OF STUDENT

Student Name: _____

During this clinical rotation, please rate the achievement of the following course objectives accordingly.

Course Objectives	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Discuss insights gained into nursing as a career	1	2	3	4	5	0
Define the nurse's role as a caring member of an interdisciplinary health care team.	1	2	3	4	5	0
Apply leadership skills in providing comprehensive, culturally competent care, as part of an interdisciplinary healthcare team.	1	2	3	4	5	0
Exhibit competence and confidence as it relates to direct patient care, using clinical judgment, technology, teamwork and professionalism.	1	2	3	4	5	0
Demonstrate growing expertise in unit specific skills.	1	2	3	4	5	0
Utilize enhanced clinical skills in the restoration of clients to the image of God	1	2	3	4	5	0
Identify personal and clinical strengths as well as areas of needed growth.	1	2	3	4	5	0
Generate learning outcomes based on identified needs to practice as a graduate nurse.	1	2	3	4	5	0
Participate in continuing education activities.	1	2	3	4	5	0
Transition from the role of student nurse, to the role of graduate nurse and health care team member.	1	2	3	4	5	0
Effectively communicate with preceptors and instructors verbally and in written form.	1	2	3	4	5	0

Preceptor's Signature/Title: _____ **Facility/ Unit:** _____

Spring Semester _____
NRSG 480 - Senior Nursing Internship
Student's Self Evaluation

Please rate your achievement of the following course objectives during this clinical rotation accordingly.

Course Objectives	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Discuss insights gained into nursing as a career	1	2	3	4	5	0
Define the nurse's role as a caring member of an interdisciplinary health care team.	1	2	3	4	5	0
Apply leadership skills in providing comprehensive, culturally competent care, as part of an interdisciplinary healthcare team.	1	2	3	4	5	0
Exhibit competence and confidence as it relates to direct patient care, using clinical judgment, technology, teamwork and professionalism.	1	2	3	4	5	0
Demonstrate growing expertise in unit specific skills.	1	2	3	4	5	0
Utilize enhanced clinical skills in the restoration of clients to the image of God	1	2	3	4	5	0
Identify personal and clinical strengths as well as areas of needed growth.	1	2	3	4	5	0
Generate learning outcomes based on identified needs to practice as a graduate nurse.	1	2	3	4	5	0
Participate in continuing education activities.	1	2	3	4	5	0
Transition from the role of student nurse, to the role of graduate nurse and health care team member.	1	2	3	4	5	0
Effectively communicate with preceptors and instructors verbally and in written form.	1	2	3	4	5	0

Student Name: _____

Spring Semester _____
NRSG 480 - Senior Nursing Internship
Student's Evaluation of Preceptor

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
I participated in an orientation at the beginning of clinical.	1	2	3	4	5	0
Preceptors were readily accessible to me.	1	2	3	4	5	0
I received clear explanations and directions.	1	2	3	4	5	0
I had adequate opportunities to practice skills and documentation.	1	2	3	4	5	0
My preceptor gave me adequate opportunity to utilize critical thinking skills.	1	2	3	4	5	0
I was encouraged to accept increasing responsibility with patient care in this clinical.	1	2	3	4	5	0
I was given specific, constructive feedback	1	2	3	4	5	0
I was able to achieve my clinical goals for this rotation.						
Overall, my assigned preceptor was an effective clinical teacher.	1	2	3	4	5	0
Overall, this was an effective clinical rotation.	1	2	3	4	5	0

Student Name: _____

Preceptor Name: _____ **Hospital Unit** _____

Spring Semester _____
NRSG 480: Senior Nursing Internship
Student's Evaluation of Clinical Site

Student Name: _____

Clinical Site: _____

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Receptivity to accepting students	1	2	3	4	5	0
Adequate orientation to the facility	1	2	3	4	5	0
Provided opportunity to meet student learning outcomes and program outcomes	1	2	3	4	5	0
Adequate patient caseload to support high quality learning experience	1	2	3	4	5	0
Organization and planning that facilitate an excellent learning experience	1	2	3	4	5	0
Supportive and receptive staff	1	2	3	4	5	0
Appropriate resources for learning experience	1	2	3	4	5	0
Access to patient records and documentation	1	2	3	4	5	0
Clean, well-organized and updated facility	1	2	3	4	5	0
Access and availability to use EHR	1	2	3	4	5	0

Spring Semester _____
NRSNG 480 - Senior Nursing Internship

PRECEPTOR ORIENTATION

Preceptor Name _____ **Orientation Start Date:** _____

Student Name _____

Group	Item	Date Completed	Course Instructor Initials
<u>Basics</u>	Welcome		
	Preceptor Handbook		
	Preceptor Agreement		
	Scheduling face-to-face meetings		
<u>Teaching</u>	Method for course evaluation		
	Student Evaluation		

Preceptor Signature _____ **Date** _____

Course Instructor Signature _____ **Date** _____



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