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**Note:** The current syllabus for theory and for clinical will be provided separately

**PLEASE SEE SYLLABUS FOR PERFORMANCE EVALUATION FORM**

**AND FOR SPECIFICS OF BREAK DOWN OF CLINICAL HOURS**
Philosophy Statement

The Department of Nursing derives its philosophy and purposes from the mission, vision and core values of the wider college campus. The nursing faculty believes nursing is a practice discipline based on caring, that is both an art and a science, in which theories and knowledge from nursing and other disciplines are used to assist clients toward maximum health and wellness. Caring theory is used as an organizing framework for the construction and implementation of the nursing curricula. The four core values anchor how caring is demonstrated in the context of teaching and learning: Respect for diversity, integrity in all actions, caring attitudes toward learners, faculty and clients and excellence in teaching.

The nursing faculty believes that teaching and learning is a dynamic process in which students demonstrate personal and professional accountability by taking an active role in their learning experience. Respect for diversity, caring and excellence in teaching are demonstrated through instructional delivery that is flexible in order to meet the needs of a diverse group of learners, while at the same time adhering to educational and professional nursing standards.

The four core values of the department provide a solid foundation in order to support a conceptual framework based on caring. Through this framework, faculty members express their commitment to teaching their students the theory and evidence-based nursing practice that supports caring in every aspect of client interaction. This is accomplished while taking into account differing perspectives and values of the client being served.

CSUSB Mission Statement: To provide exemplary nursing education responsive to the health needs of diverse populations

CSUSB Vision: To be a center of collaboration and innovation in nursing scholarship, education, practice and service

CSUSB Values: Caring, Excellence, Integrity, Knowledge, Respect
Program Learning Outcomes

The courses in this nursing program will consistently reflect the following learning outcomes:

1. Integrate previous knowledge in the basic sciences, social sciences, and general education as well as the previous nursing courses in the Roadmap.

2. Apply all nursing science to client care across the life-span and throughout all types of healthcare.

3. Make use of evidence-based research in client care activities.

4. Become proficient in all forms of technology and information management in client care activities.

5. Make use of communication in all forms in the process of providing client care.

6. Be conversant with the politics of changes in healthcare and effects upon client care.

7. Display professionalism in actions and by upholding the highest legal and ethical standards in all client care activities.

8. Apply leadership skills in any position taken.

BSN Program Terminal Objectives

At the completion of the nursing program, the student will be able to:

1. Have successfully passed every course in the official curricula.

2. Successfully pass the NCLEX.

3. Become employable as a Registered Nurse.
PRECEPTOR PROGRAM

Preceptor Policies and Procedures (based on California BRN Regulations for Preceptorships:

1) **Definition**: The Preceptor Program at California State University San Bernardino (CSUSB) is a component of the Nursing Program that includes a teaching strategy designed to provide students with a learning experience that is guided by an experienced registered nurse who may also be an expert in his or her area of specialty.

2) **BRN Requirements**: Preceptors shall be licensed as a Registered Nurse in the state of California and be employed by a CSUSB affiliated health care facility for at least one year.

3) **Preceptor Selection**: A preceptor is an experienced registered nurse, employed by a clinical facility affiliated with CSUSB, assigned to assist and supervise CSUSB nursing students as during educational experiences that are designed and directed by a CSUSB faculty member.

4) **Orientation**: The Preceptor Handbook shall provide guidelines regarding role and responsibilities of Nursing faculty (Course Coordinator, Clinical Instructor), Preceptor, Student (graduate or undergraduate) are delineated in the Preceptor Handbook.

5) **Preceptor Information/files**: The Preceptor files shall be housed in the Nursing Department office and includes the following information for the designated quarter/year assigned:
   a) Dates of preceptorship
   b) Preceptor names
   c) Proof of licensure as RN in California
   d) Preceptor responsibilities

6) **Syllabus**: The syllabus for N404 and N405 (theory and clinical) for the quarter will be provided.

7) **Faculty availability**: Faculty shall be readily available to the preceptor and student during the entire quarter that the student is assigned to a preceptor for clinical learning experiences.

8) **Communication**: The Clinical Instructor shall periodically meet with the Preceptor and student to monitor progress of the student’s learning experiences.

9) **Student Evaluation**: The syllabus and clinical evaluation forms serve as resources for conveying student performance requirements and course evaluation criteria.
Overview of the CSUSB BSN Program: Course Roadmap

Courses are provided that include theory and clinical experience in caring for clients across the life span who are from diverse psychosocial and cultural backgrounds. A wide range of health care agencies is used for clinical experience. The intent of the program is to graduate generalists in nursing who are concerned with promoting optimum health in a variety of settings:

**Note:** BSN clinical courses that require a preceptor* are Nurs 375, Nurs 405, and Nurs 411.

**Nurs 200.** Foundations of Nursing Process, Role and Skills: Introduction to nursing process and nursing role, including basic cognitive, psychomotor, interpersonal, and assessment skills.

**Clinical:** **Nurs 201.** Foundations of Nursing Process, Roles and Skills: Application of knowledge and skills from NURS 200. Care of clients in various settings who need a moderate level of nursing care.

**Nurs 204.** Beginning Nursing Process, Roles and Skills: Theory and application of nursing process and nursing role with middle-aged and older individuals and families of diverse psychosocial and cultural backgrounds **Clinical: Nurs 205.**

**Nurs 220.** Intermediate Nursing Process, Roles, and Skills: Principles of assessment and care of acutely ill individuals of various ages and psychosocial and cultural backgrounds. Pathophysiology as basis of nursing assessment and care. **Clinical: Nurs 221.**

**Nurs 316.** Health Assessment: Determining and measuring variables relevant to assessment of psychosocial and physical health.

**Nurs 322.** Complex Care: Advanced Nursing Process, Roles, and Skills: Continuation of principles of assessment and care of acutely ill individuals of various ages and psychosocial and cultural backgrounds, pathophysiology, as basis of nursing assessment and care. **Clinical: Nurs 323.**

**Nurs 332.** Families and Children: Theory and application of nursing process and nursing role with families from diverse psychosocial and cultural backgrounds and their children. **Clinical:** Nurs 333.

**Nurs 334.** Maternal Child and Women’s Health: Theory and application of nursing process and nursing role with childbearing families from diverse psychosocial and cultural backgrounds. **Clinical: Nurs 335.**

**Nurs 340.** Theories of Nursing: Introduction to various conceptual models of nursing. Implications of these models for nursing
BSN Roadmap---Continued

Nurs 375*. Cooperative Education: Application of nursing concepts and skills through supervised work in a hospital or other health care agency.

Nurs 380. Pathophysiological Concepts as Applied to Nursing Practice: Pathophysiological concepts as applied to nursing practice with an emphasis on the body’s response to the disease process.

Nurs 400. Psych/Mental Health Nursing: Principles of health promotion and chronic illness care with mentally and physically ill middle
teen and older adults with diverse psychosocial and cultural backgrounds. Clinical: Nurs 401.


Nurs 422. Nursing Research: Introduction to the research process and analysis of studies relevant to nursing.


ROLES AND RESPONSIBILITIES

Nursing Student
1. The facility will appoint the preceptors and will notify the instructor of the positions available.
2. The student will collaborate with Clinical Instructor, Preceptor, and Mentor (Nurse Manager) regarding progress during the learning experience to communicate the effectiveness of the experience.
3. The student will obtain assignments from the appropriate person on the unit and will:
   a) provide safe, ethical and legal nursing care.
   b) solicit assistance from preceptor (or other staff member if appropriate) when needed.
   c) demonstrates the ability to constructively influence the thinking and behavior of others, through the use of effective interpersonal/communication techniques and conflict resolution strategies with patient/family and health team members in a manner that achieves.
   d) document patient/staff information in an accurate, timely and comprehensive manner, utilizing the specified charting and/or administrative guidelines or procedures.
   e) demonstrates effective priority setting ability and organizational skills.
   f) reports patient condition to physician or other appropriate personnel to ensure patient safety.
   g) incorporates evaluation and reassessment findings into analysis and plan modification to ensure effectiveness care.
   h) Collaborate with the health care team to ensure interdisciplinary care planning.
   i) Seeks supervision, consultation or relevant resources when unable to perform safely and/or effectively independently.
   j) Project a professional nurse image through positive effective communication and compliance with prescribed attendance, dress code and other related policies.
   k) Accurately evaluates own behavior, seeking opportunities to address identified areas for improvement.

Clinical Instructor:
1. Collaborates with the Nursing student, Preceptor, and Mentor (Nurse Manager) to ensure adequate identification of performance expectations and goals/objectives for the student’s learning experience. This includes assisting with the assessment, planning, implementation, and evaluation of the student’s individualized learning experience.
2. Provides guidance and learning materials or tools to assist in identifying and meeting the student’s learning needs.
3. Serves as a resource to the Nursing student, Preceptor, and Mentor (Nurse Manager)
4. Completes student’s evaluation and determines final grade, with input from the student, Mentor (Nurse Manager), and Preceptor.
Preceptor Packet

ROLES AND RESPONSIBILITIES—continued

Preceptor:

1. Assists the student in identifying experiences that use approaches to fit the student’s identified learning style and meets the student’s learning needs in order to meet course objectives.

2. Collaborates with the Nurse Manager/Assistant Nurse Manager and Clinical Instructor to individualize the learning experience to meet the learning needs of the student in order to meet course objectives.

3. Assist the student to identify his/her clinical competencies and areas for improvement/growth … assisting with learning professional attitudes, a widening scope of application for critical thinking and new skills for implementing plans of care.

4. Recommends unit experiences that meet the goals/objectives as identified by the Nursing student.

5. Seeks input or assistance from the Clinical Instructor and/or Mentor (Nurse Manager) as needed and consults with Clinical Instructor regarding student’s competencies, referring student for further supervision of practice when needed.

6. Engages in ongoing communication with the both the Nursing student and Clinical Instructor regarding the student’s progress with learning experiences in the course.

7. Provides input into evaluation of the Nursing student’s performance to aid in determining if the student’s abilities meet or fail to meet the course evaluation criteria.

8. Submits a completed Preceptor profile which includes information on his/her education, qualifications and work experience to be filed in the CSUSB Nursing Department as required by the Board of Registered Nursing.

9. Communicates with the clinical instructor regarding the Performance Evaluation for the student. The instructor then reviews the final evaluation with the student.
Tips for the Preceptor

How Can I Best Help the Student?

As the preceptor, you are the main source of experienced information for the student. It is not uncommon for you to want to explain everything there is to know about the patients, procedures, medications, patient care systems, etc. In addition to role modeling nursing practice for the student, to maximize the learning experience, here are some tips of what you can use.

- Be patient, patient, patient. What seems like logical sense for the experienced nurse, can be quite a challenge for students.

- Keep your hands behind your back and lips sealed. Allow the student to make the decisions as you watch. Only if they proceed in an unsafe manner jump in.

- Use guided questioning with the student, allowing the student to give rationale for actions. Talk the students through decisions and procedures but ask them “what do you think you should do?” After they answer, ask them for a rationale. This helps them with their critical thinking ability.

- Make the students use their brains, don’t be too quick to give them the answers (unless it is a life-threatening situation).

- Seek clinical skills they can perform based on their skills check-list. Not all students have had the opportunity to perform nursing procedures for a while.

- Encourage the student to communicate patient status and needs with the physician.

- Have the student give the verbal report to the next nurse.

- Provide plenty of verbal feedback, both positive and negative. Most students want to be told if they have done it wrong.

- Complete the student evaluation; the evaluation is a written report of student performance. It will be used in conjunction with the student’s self-evaluation, the instructor’s evaluation, and other assignments to determine the final grade. (see attachment)

- Have fun and relax, you have a senior Nursing student who is eager to assist you during the quarter and with whom you may be working within the year!
Professional Dress Code Policy

Purpose:
The purpose of this policy is to define standards of dress and appearance for CSUSB Nursing Students when traveling to and attending clinical experiences and representing the University at functions on and off campus. A student’s appearance reflects upon the University and Nursing Department. Students are expected to observe personal hygiene standards and to exercise good judgment in personal dress and appearance.

Policy:
1. Uniforms: Uniforms must be clean, neatly pressed, and worn so that the elastic of the pants is at the student’s waist and leg length does not drag on the ground at the heel. The top must cover the student’s hips.
2. Identification: CSUSB nursing student uniforms must include a CSUSB photo ID badge and CSUSB identifying patch.
3. Shoes/Hosiery: White or neutral color hosiery, or white socks must be worn with uniforms. Shoes must be all white, clean, and must enclose/protect the toe and heel. Athletic type of shoes may be worn but they must be all white, no colored logos/designs or extra adornments. Shoelaces must be white and clean.
4. Lab Jackets: A white lab jacket is required when practicing in clinical activities that may not involve patient care, such as preclinical visits to the hospital.
5. Hair: Hair is expected to be up off the shoulder and/or appropriately styled for the work setting. Long hair which may flow over patients or that could interfere with duties or present a potential hazard must be tied back without excessive ornamentation or be contained. Mustaches, sideburns, and/or beards must be neatly trimmed.
6. Nails: Nails must be clean and trimmed to a short length that will not place the client at risk for injury. Only clear or pale natural-pastel colored nail polish (i.e. pink, beige, peach) may be worn. Acrylic nails are prohibited as they harbor microorganisms that place the client at risk.
7. Jewelry: No dangling or hoop-style earrings are allowed. Only one small stud/post type earring per ear is allowed. No visible body piercing, including tongue jewelry, is allowed. No necklaces, bracelets, pendants, pins, or buttons may be worn.
8. Body Art: Body Art (tattoos) must be covered by clothing. A white undergarment, such as a long sleeve t shirt, may be required to cover body art that extends down the arms.
9. Misc: Make-up and perfume must be kept to a minimum. Neutral (i.e. white) undergarments must be worn (designs and colors should not show through uniform or clothing).

Adapted for use in Preceptor Packet: 09/2011/pjn
Preceptor Packet

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

Department Of Nursing

Circle:  BSN Program  RN to BSN Program

Preceptor Profile

Name: ___________________________________________________________

Position/Title: __________________________________________________

Contact information:

Place of employment(organization/hospital and department/unit):

Employer’s Address and Phone Number:

Manager’s Name and Phone Number:

EDUCATION:

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California RN License: Please make copy and attach to this Profile
**WORK EXPERIENCE (Please include all related experience):**

*Years of Experience as:* _____ Staff Nurse; _____ Charge Nurse; _____ Team Leader; _____ Nurse Manager; _____ Other Leadership Role;

*Years of Experience in Nursing Specialty:* _____ Med-Surg; _____ Telemetry; _____ Critical Care; _____ L&D; _____ Pediatrics; _____ Intensive Care Nursery; _____ Other (specify)________________

**PLEASE COMPLETE THE FOLLOWING OR ATTACH YOUR RESUME**

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CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
Department Of Nursing

Course: ____________________________________________________________

Preceptor: _________________________________________________________

Student: ___________________________________________________________

With this form I agree to act as Clinical Preceptor to the above named student as part of his/her enrollment at in the CSUSB Nursing Program clinical courses.

I will read this Preceptor packet and the syllabi provided.

I am aware that I will need to confer with the Clinical Instructor during and at the end of the quarter to provide any information I believe is necessary for progress in the clinical practicum.

I can be reached at:  Phone: ___________  FAX: ________________________

Email: __________________________________________________________

Institution: _____________________________________________________

Preceptor signature:  Date signed:

Please contact the Instructor below if you have any questions at any time:

Phone Number

Email Address

Fax Number: 909-537-7089
Preceptor Packet

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

Department Of Nursing

Circle: BSN Program RN to BSN Program

PRECEPTOR EVALUATION OF CLINICAL EXPERIENCE

Hospital____________________ Unit__________________ Course: ________________

Instructions: Rate each item below on a 5-point scale. Please return to the Department of Nursing.

Rate the usefulness and effectiveness of the following course activities by circling 1, 2, 3, 4, or 5: (1 = not very useful nor effective; 3 = neutral; 5 = very useful and effective).

1. The preceptor’s packet helped me understand my role

2. The course objectives are relevant for use in my area

3. The course objectives are relevant for use in my unit/role

4. Interacting with the clinical instructor about course objectives and expectations increased my understanding of the performance expectations for the student.

5. Interacting with the student helped me to identify clinical experiences to meet his/her learning needs

6. On-going communication with the and the clinical instructor increased my ability to identify learning experiences to aid the student's progress.

7. The course expectations seem appropriate for preparing the student to function in a beginning nursing role.

8. I had the resources I needed from CSUSB Nursing Faculty to fulfill my role as preceptor.

Part II - Clinical Experience/Activities:

Overall I rate my ability to perform the preceptor role as:

Please write any suggestions for this course or the clinical experiences on the back!
CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
Department Of Nursing
Circle: BSN Program    RN to BSN Program

STUDENT EVALUATION OF PRECEPTOR EXPERTISE

PRECEPTOR NAME: ___________________________    COURSE: ______________________

This form is to be used for performance evaluation of the preceptor as he/she works with Nursing Students. The scoring is based on Benner's Novice to Expert Scale with an expectation that the preceptor should be functioning at a proficient level (4) in most areas. Rating of expertise can be based on the student's evaluation, using the following scale:

1= Novice/rarely, 2 = Advanced Beginner/Sometimes, 3 = Competent/Regularly, 4 = Proficient/Most of the time, and 5 = Expert/always

Level of expertise demonstrated by Preceptor: Novice / Adv Beg/ Comp/Prof/ Expert

01. Taught from a foundation of clinical expertise     1  2  3  4  5
02. Demonstrated professionalism and peer respect   1  2  3  4  5
03. Discussed expectations related to student's role 1  2  3  4  5
04. Introduced student to social/work culture of the unit 1  2  3  4  5
05. Evaluated student's clinical performance        1  2  3  4  5
06. Planned experiences to address learning needs   1  2  3  4  5
07. Develop a learning plan based on learning needs 1  2  3  4  5
08. Provided scheduled learning opportunities        1  2  3  4  5
09. Met regularly to discuss learning outcomes      1  2  3  4  5
10. Encouraged development of critical thinking skills 1  2  3  4  5
11. Applied effective teaching skills/techniques    1  2  3  4  5
12. Provided an environment conducive for learning 1  2  3  4  5

Comments:

Student: ___________________________    Date: ___________________________
### Record of Completed Clinical Hours

**Student** ______________________  **Clinical Site**________________

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**Preceptor Signature:** ____________________________  **Student Signature:** ______________________

PLEASE SEE SYLLABUS FOR BREAK DOWN OF REQUIRED CLINICAL HOURS