California State University San Bernardino
Department of Nursing
San Bernardino Campus

Preceptor Handbook

NURSING 405
Leadership in Nursing: Nursing Management Laboratory

Spring 2013
TABLE OF CONTENTS

CSUSB, Department of Nursing, Mission and Vision Statements-----------------------------02

Department Regulations (Clinical)--------------------------------------------------------03

Course Requirements/Sequencing of Program Courses----------------------------------------04

Leadership/Management in Nursing: Objectives (for the Course)-----------------------------06

Overview of L/M Theory/Clinical Course-----------------------------------------------------07

Record of Completed Clinical Hours--------------------------------------------------------08

Tips for Preceptors------------------------------------------------------------------------09

Role descriptions--------------------------------------------------------------------------10

Preceptor Profile (REQUIRED BY BRN)--------------------------------------------------------12

Clinical Performance Appraisal Form-------------------------------------------------------14
California State University

Mission Statement
The mission of California State University, San Bernardino, is to enhance the intellectual, cultural and personal development of its students. Serving the Inland Empire of Southern California, in one of the fastest growing regions of the nation, the university seeks to serve the educational needs of the region and the state by offering a wide range of academic programs and support services. The overall goal is to prepare students to assume leadership roles in the 21st century.

Vision Statement
California State University, San Bernardino, will become one of the leading comprehensive Universities in the nation, distinctive for its contributions to the understanding of learning and for the creation and study of innovative partnerships to promote educational, social, economic, and cultural advancement in the region.

Department of Nursing

Our Mission
To provide exemplary nursing education responsive to the health needs of diverse populations.

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

Our Values
Caring, Excellence, Integrity, Knowledge, Respect
BSN Courses

Courses are provided that include theory and clinical experience in caring for clients across the life span that 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.

Requirements (180 quarter units)

Department Regulations

1. Students must attain grades of "C" or better in all courses required for the major in order to progress in the program. Nursing courses in which students earn less than a "C" may be repeated for credit only once, and this repetition requires both departmental consent and the appropriate university petition.

2. Students on academic probation must remove grade-point deficiencies before progressing further in the nursing program.

3. Nursing students must carry malpractice insurance in the amount of not less than $1,000,000 per occurrence and $3,000,000 per year or more in order to be admitted to clinical courses.

4. Prior to the first clinical course, and yearly thereafter, students must submit a medical report of a recent physical examination including tuberculosis skin testing, indicating that they are able to engage in activities required to meet the expectations of the program. Exams are available through the Student Health Center for a fee. Immunizations are required. Contact the Department of Nursing for more information.

5. Students must have access to insured transportation for their clinical experience.

6. Clothing required by the clinical facility appropriate for that setting must be provided by the student with appropriate identification by name and school. (Name pin and arm patch are available for purchase at the Coyote Bookstore.)

7. Advisement with a faculty member is required prior to registration each quarter.
Course Requirements/Sequencing

Nurs 200. Intermediate Care: Beginning Nursing Process, Role and Skills: Introduction to nursing process and nursing role, including basic cognitive, psychomotor, interpersonal, and assessment skills.

Nurs 201. Intermediate Care: Laboratory: Application of knowledge and skills from NURS 200. Care of clients in various settings who need a moderate level of nursing care.

Nurs 204. Intermediate Care: Middlescent and Older Adults: Theory and application of nursing process and nursing role with middle- and older individuals and families of diverse psychosocial and cultural backgrounds.

Nurs 205. Intermediate Care: Laboratory: Clinical experience in settings emphasizing physical and emotional care of middle- and older adults needing a moderate level of care.


Nurs 221. Acute Care: Laboratory: Application of knowledge and skills from NURS 220. Care of clients in subacute and acute care settings.

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

Nurs 322. Acute Care: Continuation of Advanced Nursing Process, Role, 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.

Nurs 323. Acute Care: Laboratory Application of knowledge and skills from NURS 322. Care of clients in subacute and acute care settings.

Nurs 332. Acute Care: Families with Children Theory and application of nursing process and nursing role with families from diverse psychosocial and cultural backgrounds and their children. Formerly NURS 330.

Nurs 333. Acute Care: Laboratory: Clinical experience in settings emphasizing care of families with children needing a moderate level of care.

Nurs 334. Acute Care: Childbearing Families: Theory and application of nursing process and nursing role with childbearing families from diverse psychosocial and cultural backgrounds.

Nurs 335. Acute Care: Laboratory: Clinical experience in settings emphasizing care of childbearing families needing a moderate level of care.
Course Requirements/Sequence/Continued

Nurs 340. Theories of Nursing: Introduction to various conceptual models of nursing. Implications of these models for nursing.

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. Ambulatory Care: Middlesex and Older Individuals and Families: Principles of health promotion and chronic illness care with mentally and physically ill middlesex and older adults with diverse psychosocial and cultural backgrounds.

Nurs 401. Ambulatory Care: Laboratory: Application of knowledge and skills from NURS 400. Clinical experience in various ambulatory care settings with mentally and physically ill middlesex and older adults.

Nurs 404. Leadership in Nursing: Nursing Management: Concepts of leadership in innovative nursing roles. Synthesis of knowledge and skills in critical thinking, communication and therapeutic nursing interventions as a leader and change agent on the interdisciplinary health team.

Nurs 405. Leadership in Nursing: Laboratory: Clinical experience focusing on innovative nursing roles in various settings.

Nurs 406. Ambulatory Care: Young Individuals and Families: Principles of health promotion and chronic illness care with young individuals and families of diverse psychosocial and cultural backgrounds.

Nurs 407. Ambulatory Care: Laboratory: Application of knowledge and skills from NURS 406. Clinical experience in community health agencies with young individuals and families.

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

LEADERSHIP/MANAGEMENT IN NURSING (NURS404 AND 405)

COURSE OBJECTIVES  (Based on “The Essentials of Baccalaureate Education for Professional Nursing”
American Association of Colleges of Nursing. 2003)

Upon completion of this course, the student should be able to:
1. Apply the nursing process and nursing roles in caring for diverse clients across the life span.
   1A. Demonstrate understanding of the role of the professional nurse as: a care-provider, a care manager, an advocate, a teacher, a counselor, a change agent, and a nursing leader for providing safe, ethical, and legal nursing care.

2. Provide professional nursing care for clients with varying self-care needs in primary, secondary, and tertiary settings.
   2A. Coordinate care for a group of patients based upon identified care plans, critical pathways, acuity tools, workload and staffing patterns.
   2B. Use actual cases during leadership experience to analyze the effects of organizational structures and processes on the provision of nursing care in the clinical setting.

3. Apply knowledge of nursing trends, theory and research.
   3A. Compare the use of leadership, management and nursing theories in planning, managing and controlling nursing care provided for a group of patients, through discussion of specific examples experienced in the clinical setting.
   3B. Describe ways in which change theory and decision-making theory are used in the clinical setting in relation to the management of diverse patient and staff populations.

4. Demonstrate leadership as a professional nurse in collaboration with other health care personnel.
   4A. Describe the nurse’s role related to the effects and impact of information management, quality improvement, risk management and managed care concepts in the provision of patient care.
   4B. Describe the role of recruiting and selecting staff, performance appraisal, enhancing staff performance and collective bargaining within the nurse-leader role.
   4C. Compare the care delivery system used at your assigned clinical site, with two other care delivery systems that use various nursing personnel to address patient needs in the clinical setting.

5. Apply knowledge of ethical, legal, political, financial, behavioral and biological sciences, and the humanities in nursing practice.
   5A. Use knowledge of political, ethical, legal, economic and technological issues in planning, delivery/evaluation of care provided groups of clients while fulfilling leadership functions.
   5B. Analyze several significant ethical/legal issues frequently encountered by nurse managers, such as reporting child abuse/neglect, spousal violence, advance directives, etc.
   5C. Describe how the cost/quality balance of patient care can be assessed using the unit/department budget, the unit’s patient classification/acuity system, and other patient outcome data.

6. Demonstrate the responsibility and accountability for own learning and practice that serve as the basis for continued development as a professional nurse.
   6A. Conduct ongoing and final self-evaluation of performance to ensure competent professional practice.
Overview of Leadership Theory and Clinical Courses

The nursing leadership course includes a total of 4 theory units and 4 clinical units. These culminating courses of the BSN program require students to synthesize all previous learning and implement the concepts in the clinical settings. Students select an area of specialization for clinical experience, pursuant to their personal interests.

The Nursing Leadership course covers the leadership theories and principles related to the management of nursing care for groups of clients through other nursing personnel. Specific content areas include: Leadership theories and roles, Problem solving and decision making, Patient classification, staffing and scheduling, Delegation, Communication and collaboration, Quality improvement and risk management, Budgeting and resource allocation, Legal and ethical issues related to the leadership role, Staff development, Employee performance and managing personnel problems, and Management information systems. The course ends with the Nursing Leadership Project.

Clinical Hours
To meet BRN requirements, each student must complete 120 clinical hours for NURSING 405. Of these hours, 20 are spent with the clinical instructor in post conference. Students complete the remaining 100 of the hours performing direct and indirect patient care in the acute care setting; patient care areas under the supervision of their preceptors and working on their projects. Examples of acceptable clinical activities include those listed in the table below:

<table>
<thead>
<tr>
<th>Hours/Days</th>
<th>Clinical Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 hours</td>
<td>Clinical Hours – equivalent to ten 8-hour shifts OR six 12-hour shifts plus one 8-hour shift involving patient care or nursing leadership activities noted below.</td>
</tr>
<tr>
<td>4-8 hours</td>
<td>Charge Nurse Observation/Assistance – to observe Charge Nurse role (or similar role as specified at the facility) with opportunity for question-answer session/clarification regarding role performance and nursing leadership concepts or theories that apply to the Charge Nurse role.</td>
</tr>
<tr>
<td>4-8 hours</td>
<td>Nurse Manager (or other Nurse Leader) Observation – Observation and/or scheduled meetings with opportunity to observe role performance and discuss nursing leadership concepts or theories related to managing a nursing unit, using change theory, decision-making theories and techniques, human resource issues (recruitment, hiring performance evaluation, and discipline); and quality improvement and risk management in action on the unit. NOTE: This may include management/staff meetings and staff/manager interviews.</td>
</tr>
<tr>
<td>72-76 hours</td>
<td>Direct and Indirect Patient Care in acute care unit – including (1) provide direct care progressing toward being able to care for the case load specified for the assigned unit (or as close to the full case load as possible) by the end of the quarter; (2) demonstrate beginning skills for managing a group of patients, functioning as a nurse leader using the care delivery system for the assigned unit (...Team Leader, Primary Care...)</td>
</tr>
<tr>
<td>20 hours</td>
<td>Leadership Project Hours – activities related to the project which include assessment and problem identification, data gathering, developing the planned change, implementation activities, and evaluation. These activities will occur at the facility designated as the site for the project as determined by the students. It may or may not be the same site as the student’s assigned unit.</td>
</tr>
</tbody>
</table>

Preceptor Handbook/Page 8
Record of Completed Clinical Hours

Student ________________________  Clinical Site________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Hours</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Subtotal this page

Preceptor Signature _____________________________

Requirements

- Direct/indirect care 80
- Post-conference hours 20
- Project hours 20

Total 120

Preceptor Handbook/Page 9
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, etc. In order to maximize the learning experience, here are some tips of what you can do.

- 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.

- 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. Even though it puts them on the spot, in the long run they will benefit.

- 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!
ROLES AND RESPONSIBILITIES

Senior Nursing Student –

1. Identifies own learning style and learning needs to ensure a successful and positive learning experience. Develops a written Learning Plan based on self-evaluation (…review of clinical course skills check-lists and may use the hospital's/facility's RN orientation check-list).
   1.1. Conveys the learning style to the Preceptor, Mentor (Nurse Manager), and Clinical Instructor in terms of how the student learns best - visual, auditory, or tactile/kinesthetic (hands-on); as well as how the student approaches a task (one specific way or through a combination of ways for data input) and the amount of input needed from others.
   1.2. Conveys to the Preceptor, the teaching technique(s) that best fits his/her learning style: role model, gatekeeper, advisor, coach/teacher, protector, prescriber, or motivator.
   1.3. Actively pursues opportunities to practice nursing skills/procedures and leadership skills to meet individualized goals/objectives and nursing leadership course objectives.

2. Collaborates with Clinical Instructor, Preceptor, and Mentor (Nurse Manager) regarding progress during the learning experience to communicate the effectiveness of the experience.

3. Provides safe, ethical and legal nursing care.

4. Solicits assistance from preceptor (or other staff member if appropriate) when needed.

5. Conducts ongoing and final self-evaluation of performance to determine if his/her abilities include the following:
   5.1. Initiates actions that correct, minimize or prevent potential or actual risks.
   5.2. Addresses patient/staff needs based on priorities of scheduled or unanticipated events related to patient condition or safety and the availability of resources.
   5.3. 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
       5.3.1. Acceptable or intended outcome
       5.3.2. Perception of satisfaction or acceptance.
   5.4. Provides safe, effective (achieves desired objectives), and efficient (uses minimally required resources) patient care, including performing priority skills/procedures for assigned patients.
   5.5. Documents patient/staff information in an accurate, timely and comprehensive manner, utilizing the specified charting and/or administrative guidelines or procedures.
   5.6. Demonstrates effective priority setting ability and organizational skills.
   5.7. Reports patient condition to physician or other appropriate personnel to ensure patient safety.
   5.8. Incorporates evaluation and reassessment findings into analysis and plan modification to ensure effectiveness care.
   5.9. Delegates appropriate duties and tasks to others after assessment of capability, determination of scope of responsibilities and awareness of staff member’s performance expectations/standards.
5.10. Supervises care provided by nursing team members, including giving feedback on evaluation of care provided.
5.11. Collaborates with the health care team to ensure interdisciplinary care planning.
5.12. Seeks supervision, consultation or relevant resources when unable to perform safely and/or effectively independently.
5.13. Projects a professional nurse image through positive effective communication and compliance with prescribed attendance and dress code policies.
5.14. Accurately evaluates own behavior, seeking opportunities to address identified areas for improvement.
ROLES AND RESPONSIBILITIES

Clinical Instructor:
1. Collaborates with the Senior 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. Supervises the student’s first-time learning experience as needed to ensure patient safety in validating the student’s clinical skills.
4. Serves as a resource to the Senior Nursing Student, Preceptor, and Mentor (Nurse Manager) who intercedes as needed to ensure a positive learning experience in the department/unit, including implementation of action plans to address identified areas for improvement of the student's performance.
5. Completes student’s evaluation and determines final grade, with input from the student, Mentor (Nurse Manager), and Preceptor.

Preceptor – RN with a Bachelor’s of Science in Nursing and/or is highly experienced in the department assigned with demonstrated competence in customer relations/communication and clinical nursing skills. The preceptor is selected by the nurse manager and is willing and able to teach and serve as a role model for senior nursing students. He/she oversees the student’s clinical practice in the facility. Along with the Senior Nursing Student, the Preceptor is responsible for the patients for whom the student and preceptor give care. Role includes:
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 Senior Nursing Student.
5. Assist the student through the learning experience by using the following teaching techniques as selected by the Senior Nursing Student to fit his/her learning style: role model, gatekeeper, advisor, coach/teacher, protector, prescriber, motivator or other as identified.
6. Seeks input or assistance from the Clinical Instructor and/or Mentor (Nurse Manager) as needed.
   6.1. Consults with Clinical Instructor regarding student's competencies, referring student for further supervision of practice when needed.
7. Engages in ongoing communication with the both the Senior Nursing Student and Clinical Instructor regarding the student’s progress with learning experiences in nursing leadership.
8. Provides input into evaluation of the Senior Nursing Student's performance to determine if the student’s abilities include expectations listed for student’s self-evaluation.
9. * Submits a completed course evaluation of the nursing leadership course (Preceptor Evaluation of Clinical Experience) to be filed in the CSUSB Nursing Department as required by the Board of Registered Nursing.
10. *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.
**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:

<table>
<thead>
<tr>
<th>EDUCATION:</th>
<th>Degree</th>
<th>Year</th>
<th>School/Program</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CERTIFICATION/LICENSURE:</th>
<th># of Years Held</th>
<th>Date Expires</th>
</tr>
</thead>
<tbody>
<tr>
<td>California RN License</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Preceptor Training (also list others completed)

<table>
<thead>
<tr>
<th>Month &amp; Year Received</th>
<th>Training</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CSUSB Preceptor Guidelines</td>
</tr>
</tbody>
</table>
**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**

<table>
<thead>
<tr>
<th>Date</th>
<th>Position Held</th>
<th>Employer's Name and Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Preceptor Handbook/Page 14
__ Student Self Evaluation*
__ Preceptor Evaluation
__ Clinical Instructor (X2)

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
Department of Nursing

Nursing 405/Leadership in Nursing: Nursing Management: Laboratory

Student__________________________________       Clinical Site_______
___________________________________________________________________
___________________________________________________________________
Quarter _____________

Directions: All evaluation forms are the same and are to be used by the student, by the preceptor and by the clinical instructor. The rating scale will be tallied for each category (1-5) and that score indicated.

Rating Scale: (1-5, 5 being highest level of performance):
Unsafe/Unsatisfactory – Unable to meet the objectives without guidance and instruction to avoid errors in carrying out activities described in the objectives thus needs improvement to be able to fulfill the objectives.
Satisfactory – Met the objectives with moderate guidance. Frequently needs more instruction and guidance with decision-making than expected of an average student.
Average – Met objectives with some supervision and guidance. Usually showed confidence when applying knowledge to new situations. Needs instruction and guidance with decision-making as would be expected of an average student.
Above Average – Met objectives with minimal supervision and guidance. Confident when applying knowledge to new situations. Occasionally needs assistance with decision-making. Needs little guidance in routine and moderately complex situations.
Exceptional – Met objectives with self-direction. Requires minimal guidance in complex or unique situations. Rarely needs assistance with decision-making. Able to maintain a high level of performance.

POINTS:
Student Self Evaluation: Total Score Obtained: ___________
Preceptor Evaluation: Total Score Obtained: ___________
Clinical Instructor Evaluation: Total Score Obtained: (X2) ___________

Clinical Evaluation Score: ___________
140 Total pts
CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

Department of Nursing

Nursing 405/Leadership in Nursing: Nursing Management: Laboratory

Student__________________________________       Clinical Site___________________________   Quarter ___

CLINICAL PERFORMANCE APPRAISAL

01. Applies the nursing process and nursing roles in caring
   for diverse clients across the life span……………………………………..1 2 3 4 5

02. Provides professional nursing care for clients with varying self-care
   needs in primary, secondary, and tertiary settings. ………………………..1 2 3 4 5

03. Applies knowledge of nursing trends, theory and research…………..1 2 3 4 5

04. Demonstrates leadership as a professional nurse in collaboration
   with other health care personnel…………………………………………1 2 3 4 5

05. Apply knowledge of ethical, legal, political, financial, behavioral
   biological sciences, and the humanities in nursing practice………………1 2 3 4 5

06. Demonstrate the responsibility and accountability for own learning
   and practice that serve as the basis for continued development
   as a professional nurse……………………………………………………1 2 3 4 5

Total Points given………………………………

Additional Comments: (May use back of form)

Evaluator:____________________________            Student:_______________________
Signature                                                                      Signature