ROLE EXPECTATIONS: STUDENT, FACULTY, PRECEPTOR

Student responsibilities:
- Students must exhibit satisfactory clinical performance throughout the preceptorship.
- Students will develop personal and professional learning goals for the preceptorship experience.
- Students are expected to be self-motivated, accountable and responsive to constructive feedback, self-aware of strengths and limitations and effective communicators.

The student will:

1. Work with faculty advisor in developing his or her personal contract with a qualified preceptor.
2. Collaborate with faculty advisor to formulate four-five (4-5) learning objectives by the first shift.
3. Supply the faculty advisor with a copy of the student’s clinical schedule. Any shifts worked prior to faculty approval will not count towards total hours.
4. Notify the preceptor, their assigned agency unit and faculty advisor of any absences. Absences must be made up. All schedule changes must be pre-approved by the faculty advisor.
5. Negotiate dates and times for three faculty advisor site visits (or phone/computer conferences if out of town). Schedule initial, midterm and final conferences with the faculty advisor and preceptor. Complete all appropriate evaluations prior to the conferences.
6. Prepare written assignments and submit to the faculty advisor on due dates.
7. Deliver Preceptor Orientation Packet to preceptor on first shift and assure Vitae Form is returned to your faculty advisor within first week of clinical.
8. Provide the preceptor and faculty advisor with contact information using the attached form.
9. Provide the preceptor with a copy of the student objectives for the preceptorship.
10. Negotiate with the preceptor for experiences that meet identified learning objectives.
11. Attend orientation, complete agency mandatory requirements and abide by all agency policies.
12. Wear Creighton clinical uniform unless directed otherwise by the health care agency
policy. Creighton name tag and Creighton patch must be visible at all times.

13. Participate in clinical activities as directed by and, under the guidance of, the preceptor.

14. Complete **252 hours** (236-240 hours with the assigned preceptor and 4-8 hours with a nurse leader in the agency who manages budget, staffing, HR, etc.). Orientation time of 4-8 hours.
   - Lunch breaks do not count.
   - Reminder: Any shift without prior approval of faculty advisor does not count.

15. Complete the ongoing and final self-evaluations using the tools provided.

16. Accept responsibility to review critical knowledge of all medications before administration.

17. All medications need to be **double checked** with the preceptor or another nurse.

18. Notify assigned faculty advisor within **12 hours** of any incident reports (medication errors, “near miss” incidents, or other potential or actual injuries). The student is obliged to notify the faculty advisor of any: “**unusual problem, incident, or other situation that is likely to lead to undesirable effects or that varies from established policies**” (JCAHO). This must occur regardless of whether or not an incident report is completed in the facility.

19. IV’s may only be started on someone with a clinical need.

20. **Ambulance and helicopter transports are not permitted.**

21. **Students cannot serve as witness to any high-risk medication or blood transfusion that requires the signature of two licensed professionals.**

22. Remain self-directed and assertive, flexible, and open to constructive guidance.

23. Accept responsibility for continuous learning and skill refinement. Independently seek information to foster learning experience.


25. Provide evaluation of the preceptorship learning experiences to the preceptor, faculty advisor and any agency required feedback.

26. Schedule an exit interview with the faculty advisor following the preceptorship.
Nursing faculty advisor responsibilities:
Faculty advisor initiates and maintains preceptorship relationships and is responsible for student evaluations with input from preceptor.

The faculty advisor will:

1. Provide guidance to students in contracting with a preceptor, formulating learning objectives and utilizing evaluation tools.
2. Provide preceptors with the course objectives and evaluation tools.
3. Assure contact information is included in preceptor orientation packet.
4. Orient and provide assistance to the preceptor regarding the roles and responsibilities of the partnership.
5. Be readily available for consultation with students and/or preceptor or identify designated back-up. Respond to all questions within 24 hours.
6. Review and provide feedback on student journals, logs, written assignments and projects for assigned students within one week of receipt of assignments.
7. Determine successful completion of program objectives and assign a grade (Satisfactory or Unsatisfactory) for the course, incorporating the preceptor’s evaluation and the student’s self-evaluation.

Preceptor responsibilities:
Preceptors are experienced, baccalaureate-prepared clinicians with an interest in and commitment to student learning. They serve as role models, resource persons and facilitators to assist students to develop the knowledge, skills and confidence necessary to transition from student to professional nurse role.

The preceptor will:

1. Become familiar with the student’s clinical objectives to ensure optimal learning experiences.
2. Tailor learning experiences according to the student’s learning objectives and developing expertise.
3. Collaborate with resource people, student and faculty advisor to address educational needs.
4. Be present and available to the student at all times in the clinical setting.
5. Serve as a role model, resource person, consultant and facilitator of student learning.
6. Allow the student to assume clinical responsibilities consistent with demonstrated abilities and skills. The student should assume the majority of the preceptor’s clinical duties by the end of the experience.

7. Notify the faculty advisor promptly of any problems during the preceptorship, including unsatisfactory performance.

8. **Provide feedback to the student on a daily basis throughout the preceptorship.**

9. Complete both mid-term and final student evaluations.

10. Meet with the faculty advisor for onsite visits, conference calls, and/or computer conference, as indicated.

11. Evaluate the preceptor experience and submit to the College of Nursing.

**Overall Preceptor Responsibilities:**

1. Ensure that the student gets a well-rounded patient experience.
2. Assure that the student is safe and clinically competent.
3. Participate in daily/weekly meetings with the student to give constructive feedback (formal and informal) to the student – both positive and negative to help the student develop into better nurses.
4. **Provide formal evaluations weekly, at mid-term and final.**
5. Help the student to identify a patient/family teaching opportunity.
6. Help the student to identify a staff teaching/in-service opportunity in conjunction with the unit’s needs.
7. Have an experience that benefits both student and own professional development.

**Who to call with questions regarding the preceptorship experience:**

Please feel free to call Dr. Maribeth Hercinger, Course Leader, NUR 482 Senior Preceptorship with any questions or problems at **402-280-2019** or email to [MaribethHercinger@creighton.edu](mailto:MaribethHercinger@creighton.edu)

*It is the students’ responsibility to review their evaluation forms with preceptor and to assure that they are submitted to their faculty advisor in a timely manner. It is essential that the preceptor provides ongoing feedback to the student.*
PRECEPTOR ORIENTATION

I have completed the preceptor orientation:

- viewed the orientation video at http://nursing1.creighton.edu/preceptors/
- reviewed the preceptor packet, and
- addressed any questions with the faculty advisor.

_________________________
Preceptor Signature

_________________________
Date

During orientation or on the first shift with the student, please complete Student Contract with Preceptor on reverse side of this sheet and return this form to the Faculty Advisor via your student.
STUDENT CONTRACT WITH PRECEPTOR

To be completed before the preceptorship experience.

I, __________________________________, (Creighton University Nursing Student)

enter into this contract with ____________________________________________, RN, BSN,

for the period of _________________ through _________________,

for the purpose of meeting the attached specific objectives as related to the course objectives.

Student _____________________________________________

Preceptor ____________________________________________

Faculty Advisor ________________________________________

Date_________________________________________________

Copy to:

Preceptor
Student
Faculty Advisor
CLINICAL EVALUATION TOOL: SENIOR PRECEPTORSHIP

INSTRUCTIONS FOR CLINICAL EVALUATION

Instructions for preceptors:

Please use the clinical evaluation rating scale on the following pages to evaluate the student’s progress in meeting course and behavioral objectives.

This evaluation is important to the student and faculty advisor as it provides feedback on student strengths and weaknesses. The student, faculty advisor and preceptor each evaluate student progress.

The clinical evaluation tool provides formative and summative evaluation of student progress and is based on clinical objectives.

RATING SCALE:

S – Satisfactory:
Clinical performance is safe and reflects consistent application of:
• critical thinking in care management,
• effective use of communication skills and
• synthesis of didactic and clinical content appropriately.

Demonstrates progress toward or fulfillment of course outcomes and behavioral objectives.

U – Unsatisfactory:
Clinical performance is unsafe and reflects inconsistent application of:
• nursing care management,
• ineffective use of communication skills,
• inadequate psychomotor skills and
• inability to synthesize didactic and clinical content appropriately.

Demonstrates lack of adequate progress toward or fulfillment of course outcomes and behavioral objectives.

NI – Needs improvement:
Student performance requires additional work as prescribed by the preceptor, and/or faculty advisor, to meet the clinical objectives.
CLINICAL PERFORMANCE EVALUATION

Student Responsibility:
1. Conduct a **weekly** written self-assessment of learning objectives on the Weekly Preceptor Student Checklist. **This weekly assessment must address one’s strengths and areas in need of improvement.** The evaluation must also identify actions to be taken in order to improve on identified areas of need. This should be shared in the weekly conferences with the preceptor and with the faculty advisor.
2. Initiate the mid-term and final evaluations by self evaluating on the forms then give to the preceptor to complete the evaluation. **The student will complete the forms prior to the midterm and final evaluation meetings. The student will include a written, formal self-evaluation of each course objective.**
3. Reviews preceptor and faculty evaluation at mid-term and final.
4. Takes initiative to discuss any concerns related to the evaluation.
5. Complete the skills checklist by adding any new skills learned during that week.

Preceptor Responsibility:
1. Provide on-going feedback to students regarding progress towards the practicum course objectives.
2. Based on the on-going evaluation provide clinical experiences to capitalize on the student’s strengths and improve areas of need.
3. Notify faculty advisor of any major concerns based on an evaluation of the student’s clinical performance in a timely manner. Notify faculty advisor if any unsatisfactory clinical performance.
4. Document the date, time and content of any student conference.
5. Complete a weekly evaluation performance and **fax (402-280-2045) or email to the faculty advisor.**
6. Initial the skills checklist after student has documented the date.
7. Complete a formal mid-term and final evaluation conference. Please complete these forms prior to the midterm and final evaluation meeting.

Faculty Responsibility:
1. Review preceptor and student evaluations and provide input as needed.
2. Contact preceptor as needed to obtain evaluative information regarding the student’s clinical performance.
3. Conduct on-site evaluations as needed (in-town) and on an intermittent basis.
4. Conduct phone evaluations as needed and on an intermittent basis for out of town students.
5. Document date, time and content of any evaluation conference occurring in the clinical area.
6. Meet with the student after the final evaluation meeting with the preceptor.
7. Copy the midterm for the faculty preceptor advisor file.
8. Place the midterm and final evaluation in the student’s permanent file.
CREIGHTON UNIVERSITY COLLEGE OF NURSING
NUR 482 Senior Preceptorship

Weekly Preceptor-Student Performance**

Student_____________________
Preceptor: ________________
Faculty Advisor: ________________

Hours Absent (list date): ________________  Hours Made up (list date): ______
Tardy (list date and #minutes late): ________________

<table>
<thead>
<tr>
<th>Student Performance as evaluated by preceptor:</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<th>5</th>
<th>6</th>
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<tr>
<td>Student is able to organize, prioritize, and delegate care appropriately. (Course Objectives #3, 5)</td>
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<td>Clinical performance is safe showing evidence of knowledge of meds and treatments. (Course Objectives #1, 5)</td>
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<td>Student shows application of critical thinking, problem solving and decision-making. (Course Objectives #1, 3, 6)</td>
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<td>Student demonstrates effective use of written and verbal communication skills. (Course Objective #4)</td>
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<td>Student collaborates with other members of the health profession’s team in a professional manner. (Course Objectives #3, 4, 5)</td>
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<td>Student shows the ability to organize and synthesize classroom and clinical learning. (Course Objectives #3, 5)</td>
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<tr>
<td>Student behaves in a professional manner: is prompt, well groomed, appears well rested and functions at full capacity, unit tasks are completed in timely fashion, (e.g. charting). Nametag is consistently worn &amp; CU patch identifies as a student. (Course Objectives #4, 5)</td>
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<td>Student shows sensitivity and the ability to individualize care to client needs. Demonstrates understanding, kindness, caring, and compassion toward the client. (Course Objective #2, 4, 6)</td>
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<tr>
<td>Student demonstrates progress toward or fulfillment of course outcomes and behavioral objectives. (Course Objectives #1, 2, 3, 4, 5, 6)</td>
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Preceptor initials
Student initials

The evaluation scale for the Formative evaluation is as follows: S = Satisfactory; NI = Needs Improvement; U = Unsatisfactory; NA = Not applicable; NO = Not observable.

Please note: If an “NI” or a “U” is assigned for the week, please make a comment as to the rationale for the rating and any action that is needed by the student to improve in this area. If the student is “NI” for more than two weeks, it becomes “U” if not at the satisfactory level.

**Preceptor completes & student submits this evaluation checklist and weekly anecdotal to the faculty advisor. The transmission of the weekly evaluation may be faxed to 402-280-2045 (indicate faculty please), emailed to the faculty advisor, mailed to the faculty advisor or handed in to instructor directly. The preceptor should notify the faculty advisor immediately of any unsatisfactory performance please.
<table>
<thead>
<tr>
<th>WEEK  1</th>
<th>Date:</th>
<th>Preceptor Comments:</th>
<th>WEEK  4</th>
<th>Date:</th>
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<td>Date:</td>
<td>Preceptor Comments:</td>
<td>WEEK  6</td>
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CREIGHTON UNIVERSITY COLLEGE OF NURSING  
NUR 482 Senior Preceptorship

**PRECEPTOR-STUDENT WEEKLY MEETINGS**

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<th>WEEK 7</th>
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<th>WEEK 8</th>
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MID-TERM & FINAL CLINICAL EVALUATION TOOL

Student Name _______________________________________
Faculty ____________________________________________
Semester/Year _______________________________________
Days Absent _________________________________________
Days Made Up ________________________________________
Tardies _____________________________________________
Midterm Grade __________ Final Grade ___________ (Assigned by Faculty)

Below each course objective are specific student behaviors. It is expected that the student will demonstrate a variety of behaviors for each objective. Please rank each overall objective (in bolds) with an S=Satisfactory or U-Unsatisfactory. (See previous explanation for rank). The “criteria” provide you with guidelines for each objective.

1. Synthesize knowledge from nursing and other health disciplines in using evidence based practice to manage health care of diverse clients.
   a. Formulate evidence-based outcomes that reflect the different health states on the care management framework
   b. Conduct assessments across the lifespan using an organized and efficient approach
   c. Apply knowledge of pathophysiologic changes to care of complex clients.
   d. Evaluate environmental and or societal factors that influence client’s health
   e. Verify accuracy of assessment findings with instructor, nursing staff or other members of the health care team.
   f. Evaluate variances between expected outcomes and client’s present health status using appropriate theory from nursing and other disciplines.
   g. Prioritize nursing diagnoses with appropriate rationale.
   h. Incorporate pharmacological knowledge in nursing care management.
   i. Design priority care management strategies based on expected outcomes and individualized client outcomes.
   j. Adapt nursing strategies based on evidence-based practice.
   k. Incorporate knowledge of nursing and non-nursing theories into care management activities.
   l. Implement appropriate care management strategies based on interpretation of client needs.
   m. Analyze the client-related, care-related, and system-related variances that interfere with the achievement of expected outcomes
   n. Revise care management strategies to respond to variances that affect the achievement of outcomes.

Please identify S/NI/U

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Midterm Comments:
Final Comments:

2. **Incorporate into professional practice, respect for each person’s dignity, worth and spiritual uniqueness.**
   a. Incorporate awareness of client beliefs, perceptions, culture, values, and spiritual needs in care management.
   b. Explore clients’ health beliefs and values as they progress along the health continuum.
   c. Incorporate mutual goal-setting with clients in the care management process.
   d. Design care management strategies based on recognition that health care needs vary according to race, culture and ethnicity.
   e. Advocate for individuals, families and groups.

**Please identify S/NI/U**

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Midterm Comments:

Final Comments:

3. **Manage resources to achieve optimal clinical, quality and cost outcomes for diverse clients.**
   a. Demonstrate appropriate delegation of tasks to others while retaining accountability for clinical, quality and cost outcomes.
   b. Coordinate with preceptor and staff to manage resources and achieve clinical quality and cost outcomes.
   c. Evaluate time management strategies used by self and others in relationship to efficiency, effectiveness and cost containment outcomes.
   d. Manage material resources to achieve optimal clinical, quality and cost outcomes.
   e. Access appropriate paper and/or electronic resources to meet potential information needs at the point of care.
   f. Partner with the entire interdisciplinary team to coordinate care.
Please identify S/NI/U

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Midterm Comments:

Final Comments:

4. Integrate therapeutic and professional communication strategies to improve outcomes.
   a. Analyze the effect of one’s attitudes, values, and beliefs on professional and personal communication.
   b. Interpret verbal and nonverbal communication of the client.
   c. Evaluate communication strategies to accomplish desired outcomes for diverse clients.
   d. Modify therapeutic communication strategies to facilitate client expression of thoughts and feelings.
   e. Communicate with interdisciplinary team, clients and families to improve clinical outcomes.
   f. Demonstrate the ability to organize and present information to members of the interdisciplinary team.

Please identify S/NI/U

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Midterm Comments:

Final Comments:
5. **Integrate professional, legal and ethical standards into nursing practice.**

**Professional Conduct**
- a. Act with honesty and integrity.
- b. Maintain professional appearance.
- c. Maintain professional boundaries in the nurse-client relationship
- d. Demonstrate punctuality
- e. Report illness/absence as instructed prior to scheduled time.

**Safety**
- b. Seek guidance when needed from appropriate sources.
- c. Report errors in techniques or judgment immediately.
- d. Report changes in client’s status promptly to staff and instructor.
- e. Administer medications safely.
- f. Function within the student’s level of practice as defined by the curriculum
- g. Assess, report, and respond to client, personal, and environmental factors that may affect safety in a timely manner.
- h. Report any untoward incidents, medication errors, or personnel problems to the preceptor and faculty advisor.

**Legal and Ethical**
- a. Follow agency and School of Nursing policy and procedures on academic and clinical conduct.
- b. Maintain client privacy and confidentiality.
- c. Document accurate health related information in accordance with legal standards and agency policies.
- d. Identify legal and ethical healthcare issues.
- e. Recognize and implement protocols, restrictions, and guidelines as outlined in the hospital or agency policy and procedures that ensure safe and effective client care.
- f. Report unethical situations in a professional and timely manner.
- g. Demonstrate knowledge of the nurse practice act in the state in which the preceptorship occurs.

**Please identify S/NI/U**

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Midterm Comments:

Final Comments:
6. **Incorporate self-awareness and values consciousness into the process of personal and professional development.**
   a. Acknowledge personal and professional areas in need of improvement and formulate a plan for change.
   b. Analyze personal leadership abilities related to the delivery of health care.
   c. Evaluate the extent to which the preceptorship experience achieves personal, professional, and course goals.
   d. Demonstrate accountability for own learning and behavior.
   e. Incorporate feedback from instructor and selected members of the interdisciplinary team.
   f. Demonstrate initiative in maximizing learning opportunities to increase knowledge and skills.
   g. Demonstrate increasing self-reliance and independence in operationalizing the professional nurse role.

**Please identify S/NI/U**

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Midterm Comments:

Final Comments:

**Mid-Term Signatures:**

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Capstone Project

Students will complete a Capstone Synthesis Project. This project is designed to assess the extent to which students are able to apply content and learning experiences from all previous courses to clinical practice situations for the purpose of improving quality outcomes. The project applies evidence-based literature to the clinical setting, to resolve clinical problems, and disseminate results. The students will work with their preceptor, the unit manager, quality assurance personnel, or other staff to determine a pertinent nursing-related clinical problem in the practice setting.

The project is divided into several phases in which the students develop a solution to this clinical problem. During the phases of the project, the student works closely with their faculty advisor at the school and with his/her preceptor in the clinical setting. Dissemination of the project will include an in-service for the facility staff and a poster presentation on research day. The preceptor will evaluate the in-service presentation (see below). When the students present their projects in poster format at the end of the experience at the university on research day, all descriptors are removed from the presentation to protect the anonymity of the unit and agency.

PRECEPTOR EVALUATION TOOL FOR INSERVICE PRESENTATION

Please evaluate the in-service presentation using the following scale by circling the appropriate number.

1 = Poor  2 = Fair  3 = Good  4 = Excellent

1. Introduction
   1  2  3  4

2. Justification for In-service
   1  2  3  4

3. Educational Objectives
   (at least 3-5 specific)
   1  2  3  4

4. Content
   1  2  3  4

5. Nursing Implications
   1  2  3  4

6. Teaching Materials
   (Methods for in-service as handouts, pamphlets, poster, A/V, etc.)
   1  2  3  4

7. Organization and Clarity
   1  2  3  4

8. Reference list
   1  2  3  4

Please identify any strengths and areas of needed growth:
# PRECEPTOR'S EVALUATION OF THE PRECEPTORSHIP

<table>
<thead>
<tr>
<th>Field</th>
<th>Information</th>
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<td>Preceptor</td>
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<td>Student</td>
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1. Please summarize the learning experiences that you were able to provide for the student during this preceptorship.

2. Were your expectations of this experience fulfilled?
   - Yes _____  No _____
   - Comments ___________________________

3. Was the orientation to this experience adequate?

4. Were the faculty advisors available and helpful?

5. Would you consider functioning as a preceptor for a Creighton University nursing student in the future? Please explain.

6. Any suggestions for changes in the implementation of this experience?

Thank you for your willingness to serve as a preceptor. We appreciate your commitment of time and the sharing of your expertise and experience with our student.