



MASTER OF SCIENCE IN NURSING (MSN)

Nurse Educator Preceptor Handbook

2023-2024

CSU Channel Islands
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Instructors:

If an emergency occurs, please contact the faculty advisor as soon as possible.

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ABOUT CSUCI AND THE NURSING DEPARTMENT

CSU CHANNEL ISLANDS MISSION STATEMENT

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

NURSING MISSION STATEMENT

CI Nursing Program faculty and staff embrace justice, equity, diversity and inclusion in our aim to prepare students for nursing practice; to meet community and workforce needs through teaching professional values and care of diverse individuals and populations including Black, Indigenous, People of Color and those with intersectional differences and identities.¹ This will be accomplished by engaging in respectful and honest dialogue, valuing and respecting each member of our community, and examining ourselves for biases and assumptions to increase our awareness as we build programing and curriculum to educate the next generation of nurses.

NURSING VISION STATEMENT

The Nursing Program aims to be an innovative, magnet center for excellence in higher nursing education through justice, equity, diversity and inclusivity.

NURSING PROGRAM GOALS

1. To achieve student success.
2. To provide service and quality care to individuals, families and communities locally nationally & globally.
3. To develop nurses who utilize evidence-based practice to provide quality care to individuals, families, communities, and populations locally, nationally, and globally.
4. To develop competent, professional, compassionate nurses who strive to be life-long learners with a commitment to excellence in nursing practice and who embody CSUCI values and mission pillars.
5. To model civil, collegial, and interprofessional collaboration in the delivery of a curriculum that addresses anti-racism, anti-Black racism, anti-Indigenous racism, anti-homophobia, anti-transphobia, anti-ableist and anti-sanist practices.

¹ Differences and intersectional identities include abilities (physical and mental), age, citizenship status, culture, First Nations (federal, state, and tribal recognition), gender identity and expression, nationality, marital status, medical condition, neurological differences, race/ethnicity (color, ancestry, indigeneity), religious/spiritual identity, sexual identity, sexual orientation, veteran or military status, and diverse characteristics that make individuals in our community unique

MASTER OF SCIENCE IN NURSING PROGRAM DESCRIPTION

The Master of Science in Nursing, Family Nurse Practitioner (MSN-FNP) and Master of Science in Nursing, Nurse Educator (MSN-NE) builds on baccalaureate level of nursing practice. Upon completion of the MSN-FNP, students will be prepared to make clinical decisions at the advanced practice registered nurse (APRN) level and deliver holistic care that improves quality of life of diverse populations. The PostMaster's Certificate, Family Nurse Practitioner program provides interested masters-prepared nurses with the opportunity to take FNP specialty courses needed to qualify for APRN licensure and sit for the credential exam. Graduates of the MSN-NE will be prepared to assume either faculty or agency-based nurse educator positions. The Board of Registered Nursing (BRN) requires faculty teaching in nursing programs to have a graduate degree with courses in nursing education while most agencies preferentially hire master's prepared nurse educators. Graduates of the program will also be prepared to sit for the Certified Nurse Educator credential. As with the Post Master's Certificate, Family Nurse Practitioner program, the Post Master's Certificate, Nurse Educator pathway provides master's prepared nurses with the course work needed to assume a position in nursing education.

The program fosters dynamic collaboration between faculty and students, surrounding the client at the center. The CSU Channel Islands mission is supported by Four Pillars: Integrative, Community Engagement, Multicultural, and International. The Four Pillars mean that students will learn within and across disciplines through an integrative approach, receive an education that emphasizes experiential and service learning, and will develop multicultural and international perspectives related to the meeting the healthcare needs of local communities. This program will extend the institution's mission through the integrative application of theory and research from all parts of the nursing spectrum and prepare students to apply evidenced-based knowledge in practice and translate it into patient-centered care.

NURSING DEPARTMENT CONCEPTUAL FRAMEWORK



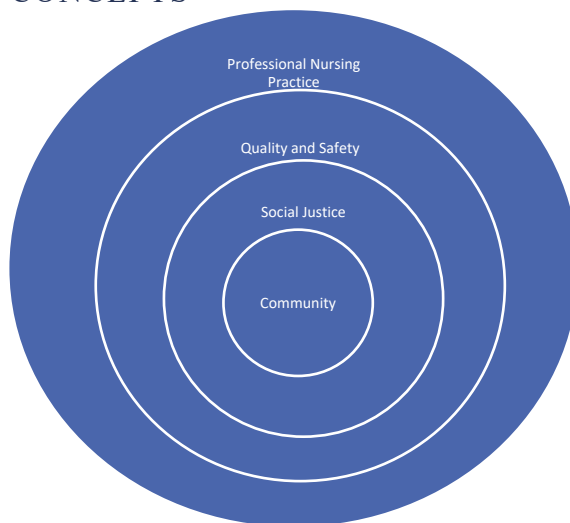
PERSON- (also referred to as Client or Human Beings) is the recipient of nursing care and may include individuals, patients, groups, families, and communities.

HEALTH- Health is defined as the degree of wellness or well-being that the client experiences. It may have different meanings for each patient, the clinical setting, and the health care provider.

NURSE- The nurse's attributes, characteristics, and actions provide care on behalf of or in conjunction with the client. There are numerous definitions of nursing, though nursing scholars may have difficulty agreeing on its exact definition. The ultimate goal of nursing theories is to improve patient care.

ENVIRONMENT- Environment (or situation) is defined as the internal and external surroundings that affect the client. It includes all positive or negative conditions that affect the patient, the physical environment, such as families, friends, and significant others, and the setting for where they go for their healthcare.

CORE CONCEPTS



Concept Definitions

Community

Community is a group of individuals with intersectional differences and identities who engage in joint action towards a common goal.

Community at CI includes a commitment to civic responsibility and partnerships within and across regional organizations to transform our educational system and reduce social inequities. As a part of the CI Nursing Philosophy, community refers to any scholarship, leadership, activism, and interprofessional collaboration that contributes to the health and wellbeing of society.

Social Justice

Within the CI Nursing Program, achieving social justice means that nurses understand the historical causes of health inequities including present day systemic racism and its impact on health. Nurses must acknowledge their own biases and endeavor for the equitable treatment for all. Nurses advocate for the respectful treatment of all individuals and act to reduce barriers to health care. By addressing the antecedents to the social determinants of health, nurses can influence health policy and advocate for all patients with the aim of decreasing inequities in the healthcare system and in society at large.

Quality and Safety

Within the CI Nursing Program, we believe that Quality and Safety must exist at all levels of health care delivery. Quality and Safety are enhanced by the strategies that nurses implement to protect patients within all environments of care. This core concept includes clinical judgment, knowledge, and evidence-based practice to deliver person-centered care. Quality and Safety are operationalized in nursing care through continuous education and quality improvement, and the effective utilization of informatics and technology.

Professional Nursing Practice

At the CI Nursing Program, we support the American Nurses' Association (ANA) definition of Professional Nursing Practice:

“Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, facilitation of healing, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, groups, communities, and populations” (ANA, 2021).

As a Program, we strive to prepare nurses with a commitment to civility, compassion, caring and strong ethical values; continuous development of self and others; accountability and responsibility for reflective practice; and demonstrating a spirit of collaboration and flexibility.

PROGRAM EXPECTED LEARNING OUTCOMES

1. To achieve student success and provide service and quality care to individuals, families and communities locally nationally & globally.
2. To develop nurses who utilize evidence-based practice to provide quality care to individuals, families, communities, and populations locally, nationally, and globally.
3. To develop competent, profession, compassionate nurses who will be life-long learners with a commitment to excellence in nursing practice.
4. To develop a strong educational foundation for nursing practice based on the CSUCI campus culture as defined by the university mission pillars.
5. To build an organizational culture that exemplifies collaborative practice, compassion, respect for others, and embraces diversity.

EXPECTED STUDENT LEARNING OUTCOMES

At the completion of the program the student will:

1. Working as a member of a collaborative team, organize and deliver nursing care to individuals, families, groups, or populations to promote health and prevent disease using

- knowledge from the sciences, humanities, and nursing.
2. Defend the use of a specific organizational or systems framework to address the complex economic, policy, environmental, and social forces affecting the healthcare or educational systems.
 3. Apply effective communication strategies using written, oral, and electronic methods in a variety of settings with individuals, families, groups, and/or populations.
 4. Design a clinical or educational intervention to improve outcomes using a leadership model and considering the tenets of ethical decision-making.
 5. Utilize evidence-based practice and quality improvement principles in designing, managing, and evaluating nursing interventions and programs.
 6. Operationalize cultural competency and advocacy knowledge, skills and attitudes when working with individuals from diverse backgrounds.

NRS 537 NURSE EDUCATOR PRACTICUM I

Course Description:

Application of advanced practice nursing knowledge and skills in a healthcare setting. Emphasis on integrating core advanced practice knowledge in pathophysiology, pharmacology, and physical assessment in the provision of nursing care to a target population. Operationalization of theoretical concepts in quality improvement, evidenced-based practice, teamwork and collaboration, informatics, leadership, and patient safety to address the health needs of a selected population.

Other Course Information:

This course reflects the essential elements of the Graduate Nursing Core for all advanced practice master's nursing programs as outlined in the MSN Essentials, Nurse Practitioner Competencies as defined by the American Association of Colleges of Nursing (AACN) and The National Organization of Nurse Practitioner Faculties (NONPF), and the NLN Nurse Educator Core Competencies.

Course Learning Objectives:

MSN Program Student Learning Outcome	Course Learning Outcome	Course Assignment	AACN MSN Essentials	NLN NE Competencies
1, 3	Demonstrate competency in performing physical and psychosocial assessments	Portfolio, Case Presentation	I, III, IV	1, 3, 4, 6
1, 2, 3, 4, 5, & 6	Collect and analyze interview data, physical exam, diagnostic tests, and procedures to formulate diagnosis and appropriate plan of care to a selected patient population.	Case Presentation,	I, III, IV, VII, VIII, IX	1, 3, 4, 6
1, 2, 3, 4, 5, & 6	Apply theory, research and principles of evidence-based practice to meet the health needs of a selected patient population	Discussion Board, Portfolio	I, IV, VII, VIII, IX	1, 3, 4, 6
1, 3, 4, 5 & 6	Utilize appropriate information technologies to improve patient safety and quality of care in a selected patient population	Portfolio, Discussion Board, Case Presentation	III, V, VII, VIII, IX	1, 3, 4, 6

NRS 539 NURSE EDUCATOR PRACTICUM II

Course description:

The practicum offers the student the opportunity to operationalize teaching and learning strategies, curriculum development, and program evaluation in an academic or clinical setting. Emphasis is placed on designing appropriate educational materials, developing appropriate teaching and learning strategies for different student groups, assessing performance, providing learner feedback, and evaluation outcomes of teaching.

Other Course Information:

This course reflects the essential elements of the Graduate Nursing Core for all advanced practice master's nursing programs as outlined in the MSN Essentials, Nurse Practitioner Competencies as defined by the American Association of Colleges of Nursing (AACN) and The National Organization of Nurse Practitioner Faculties (NONPF), and the NLN Nurse Educator Core Competencies.

Course Learning Outcomes (CLOs)

MSN Program Student Learning Outcome	Course Learning Outcome	Course Assignment	AACN MSN Essentials	NLN Nurse Educator Competencies
3, 4, 5	Integrate simulation and information technologies, as appropriate, into a course, workshop, or program.	Discussion Portfolio: Adobe Spark Page, Infographic or Video	III, IV, V, VII	1, 5, 7, 8
1, 3, 5, 6	Develop appropriate educational materials based on learner characteristics.	Discussion Portfolio: Education Material(s)	I, IV, VII, VIII, IX	1, 2, 5, 6, 7, 8
1, 3, 4, 5, 6	Demonstrate ability to assess learner needs in the planning and implementation of a course, workshop, or program.	Discussion Portfolio: Assessment or Feedback Tool	II, IV, VII, IX	1, 2, 3, 5, 6, 7, 8
3, 4, 5	Formulate teaching and personal development plans that include self-reflection of teaching effectiveness and role development.	Self-Reflection Portfolio: Reflective Development Plan	II, IV, VII	5, 6, 7, 8
1, 5	Apply testing and evaluation concepts to evaluate a course, workshop, or program.	Discussion Portfolio: Evaluation Tool	I, IV, IX	1, 3, 4, 5, 6, 7
2, 3, 4, 5, 6	Evaluate the role of the nurse educator in a healthcare or academic setting.	Discussion Portfolio: Infographic	I, II, IV, V, VI, VII, IX	1, 2, 5, 6, 7, 8

PRECEPTOR GUIDELINES¹

THE PRECEPTOR DEFINED

The clinical preceptor is a vital component of the clinical education process in creating a safe setting for the FNP student to gain experience and develop clinical competency to effectively manage the population consistent with the role for which they are being educated, e.g., appropriate across the life span management of patients for the family nurse practitioner student. While not an all-inclusive example, the FNP preceptor serves as a role model by incorporating evidence-based education best practices to ensure safe and effective patient outcomes.

NURSE EDUCATOR FACULTY

The clinical faculty hold the primary responsibility of meeting the intended program outcomes pursuant to the institutions accreditation standards. Further, faculty are responsible for the evaluation of student outcomes that include the faculty, student, and preceptor, as well as the experience and setting of the clinical rotation. In addition, program faculty must ensure that the FNP student acquires the content and competencies, which include those delineated in the AACN MSN Essentials and the nationally recognized FNP role and population focused competencies required by certifying bodies where graduates of the program are eligible to seek national certification.

PRECEPTOR AND FACULTY

As stated above, the clinical preceptor is essential to the training and development of the advance practice nurse practitioner. They serve as mentors, role models, and clinical experts by incorporation of evidence-based practices to ensure safe and effective patient outcomes. Ongoing collaboration between the preceptor and clinical faculty is critical for the overall success of this collaboration and to afford the FNP student meaningful clinical experiences. Frequency and method of faculty/preceptor/student conferences is established at the first scheduled meeting with the faculty/preceptor/student and followed throughout the clinical rotation/semester. The preceptor is present and available on the patient care unit during the entire time the student is in his/ her clinical practicum. Faculty is available to the preceptor and student during the entire time the student is involved in the preceptorship learning activity. A defined communication plan is clear to all parties.

ESTABLISHING LEARNING OBJECTIVES

Students will be required to develop semester learning objectives and clinical experience goals. These objectives should be discussed and revised if necessary, in collaboration with the assigned preceptor to help students achieve course and program learning outcomes successfully.

OBSERVATION AND EVALUATION

The preceptor is to provide formal and informal feedback to the learner that is objective and based on achievement of expected outcomes. The preceptor participates in the evaluation process, providing feedback that motivates learning by validating that the student is achieving the expected outcomes or by identifying additional needed knowledge or skills. Achievement of goals is reviewed periodically. Evaluation conferences are held on a regular basis. Final evaluations will be completed by the preceptor and reviewed by the faculty. The preceptor may make written recommendations for future learning experiences.

ROLES AND RESPONSIBILITIES

RESPONSIBILITIES OF THE CSU CHANNEL ISLANDS DEPARTMENT OF NURSING

The CSU Channel Islands Department of Nursing is responsible to define competencies for student learning goals in the clinical practicum course, review and approve practicum site and preceptor appropriateness for meeting student learning goals and course outcomes, provide faculty members to act as instructors and facilitators throughout the clinical course, ensure faculty members communicate with preceptors and/or students on a weekly basis, ensure student compliance with practicum site policies/procedures/requirements, investigate and respond to complaints from the practicum site/preceptor/student, and maintain communication with students and preceptor. CSU Channel Islands Nursing Department is ultimately responsible for identifying appropriate preceptors for each practicum course. Students may recommend a preceptor and clinical site, but the FNP Program Director is responsible for assuring the appropriateness of the site recommended by the student.

RESPONSIBILITIES OF THE NURSING DEPARTMENT CHAIR

The MSN Program Director or designee facilitates and maintains the contracts and required clinical compliance documents for the student, course faculty, and preceptor. Clinical compliance documents may include but are not limited to, CPR certification, immunizations, and other health-related requirements. The experiential learning coordinator will provide you with faculty contact information prior to the start of the practicum experience.

RESPONSIBILITIES OF THE FACULTY

Program faculty will need to clearly communicate to the APRN Clinical Preceptor the level, the intended clinical progression, and outcome objectives for the clinical rotation of the APRN student during each clinical rotation experience thus affording the student meaningful clinical experiences that will develop the students' comfort in practice and clinical competency. Furthermore, the responsibility of the faculty includes the oversight of the design, implementation, and evaluation of clinical practice experiences that are aligned to student and program outcomes. Regular communication with the APRN Clinical Preceptor is pivotal to ensure the curriculum is being effectively delivered and student outcomes are met. The faculty prepares students to think critically and exercise leadership in planning, implementing, and evaluating nursing care. Students and faculty work closely together to choose and coordinate a

clinical practicum experience that meets the interests of the student as well as meets the needs of the community. Faculty is responsible for delineating course objectives, providing the preceptor with adequate orientation to the clinical course, the evaluation plan, and is available for consultation and corroboration as delineated at the first meeting, as needed and on an emergent basis. Faculty maintains current knowledge base thereby serving as a resource to the student and preceptor. Faculty engages in communicates with students via CANVAS (program learning platform), email, and phone, in addition to maintenance of weekly office hours and is available to the student per request or need. Faculty is responsible for the midterm and final clinical performance evaluation of the student and the course.

RESPONSIBILITIES OF THE NE STUDENT

- Obtain and submit required documents for preceptor(s) or assess if documents have been uploaded to Typhon.
- Assist with completion of required contracts with the practicum site as needed.
- Know and comply with all policies and procedures related to practicum experiences.
- Meet deadline dates for all assignments and learning activities.
- Demonstrate competence in practicum assignments.
- Abide by practicum site rules and regulations.
- Always demonstrate professional conduct.
- Accept instruction from facility personnel as a learning opportunity.
- Maintain communication with the course faculty and preceptor.
- Attend all meetings as scheduled by preceptor and faculty.
- Comply with all practicum site requirements, which may include but are not limited to: proof of liability insurance, HIPAA training, proof of licensure, proof of CPR certification or other requirements, background screening, physical examination, drug screening, proof of health insurance and current immunizations prior to starting the first practicum and per site requirements.
- Conduct formative evaluation of the practicum experience and actively seek early resolution if learning goals are not being met.
- Integrate learning goals that lead to the development of competencies noted in the MSN Essentials for Advanced Practice Nursing as published by the American Association of Colleges of Nursing and the NLN Nurse Educator competencies
- Perform a self-evaluation on the practicum experience.
- Provide for and fund all travel arrangements and any associated practicum expenses.

Skills Students cannot perform:

- No central line draws
- No Arterial sticks or blood draws
- No IVP or titratable administration of Thrombolytics
- No chemotherapeutic medications
- No hanging of blood products
- No titratable medications (must be checked by 2 RN's)
- Initiating intravenous high alert medications which might include:

- Vasopressors
- Heparin
- PCA
- Insulin
- Epidurals

Skills Students cannot perform independently:

- Intravenous push medications
- Accepting & Transcribing MD orders
- Sterile procedures & procedures that the student has not been signed off in skills lab or had an opportunity to perform in clinical practicum

EVALUATION OF STUDENTS

FACULTY EVALUATIONS OF STUDENTS

Faculty assumes overall responsibility for teaching and evaluation of the student, acts as a liaison to the preceptor's supervision of the student's performance of skills and educational opportunities, defines clinical learning objectives and outcomes. While the faculty member has the ultimate responsibility for the formal evaluation, the preceptor's input provides evidence to support the ratings. The NE Clinical Evaluation Tool (included in this handbook) provides a guide for collecting and recording data related to student performance. The preceptor's primary role is teaching; therefore, the preceptor will observe the student in practice. The preceptor's observations regarding the student's performance should be compared with practice standards, corroborated with faculty, and shared with the student. Preceptors need to remember that they do not fail students or impede a student's progress. Rather, the student's performance either meets or fails to meet criteria.

EVALUATION OF PRECEPTORS

Faculty will complete a regular review of each clinical site using information from student and preceptor evaluations and site visits. Data is collected from student and faculty regarding preceptorship using student evaluation of preceptor experience. Preceptorship records of all current preceptors, RN licensed, dates of preceptorship, preceptor evaluations are kept in a confidential file in the Nursing Office. The following criteria will be used when conducting performance evaluations of preceptors:

- Demonstrates collaboration with CSU Channel Islands practicum faculty to promote NE student success
- Provides NE student with feedback and/or responds to student requests in timely manner
- Orients the student to practicum site environment, policies and procedures
- Identifies suitable experiential opportunities to align with practicum course outcomes
- Protects student identifiable information in all communications

- Adheres to all non-discrimination policies of CSU Channel Islands and the organization providing the practicum site
- Provides feedback, including evaluation student performance, to Chamberlain University as requested/needed
- Demonstrates professionalism in all interactions and communications between the NE student and CSU Channel Islands faculty
- Serves as a professional role model for the NE student

EVALUATION OF CLINICAL SITE

Faculty will complete a regular review of each clinical site using information from student and preceptor evaluations and site visits. Data is collected from student and faculty regarding preceptorship using student evaluation of preceptor experience.

PRECEPTOR REOURCES

[AACN APRN Clinical Preceptor Resource Guide](#)

Preceptor/Student Information and Agreement Form

Semester/Year: _____

- | | |
|---|--|
| <input type="checkbox"/> Intro to Professional Nursing Lab - NRS201 | <input type="checkbox"/> Med Surgical Lab - NRS221 |
| <input type="checkbox"/> Child & Family Lab - NRS233 | <input type="checkbox"/> Mental Health Lab - NRS241 |
| <input type="checkbox"/> Transition to Practice Lab - NRS391 | <input type="checkbox"/> MSN-FNP <input type="checkbox"/> MSN-NE |
| <input type="checkbox"/> Community Health Lab - NRS453 | <input type="checkbox"/> Leadership Lab - NRS461 |

Preceptor's Information (Required by the BRN and AACN Accreditation)

Print Name: _____ Job Title: _____
 Years of Experience as a RN: _____ Years of Practice in Current Specialty: _____
 Site: _____ Area/Unit/Floor: _____
 Email: _____ Work Phone: _____ Cell Phone: _____
 RN #: _____
 Credentials _____

Graduation & School Name

ADN (NRS391) – Year: _____ School Name: _____
 BSN - Year: _____ School Name: _____
 Master - Year: _____ School Name: _____
 DNP/PhD/EdD - Year: _____ School Name: _____
 Other - Year: _____ School Name: _____

Student's Information

Print Name: _____ Cell Phone: _____
 Email: _____

Agreement to serve as a Preceptor for CSU Channel Islands nursing student.
 Have you had preceptor training? YES NO
 If YES, when and where:

I have read and understand the Clinical Objectives, obtained the course summary and the Roles and Responsibilities for the Preceptor, Student and Clinical Instructor. YES NO
 I agree to serve as a Preceptor for _____ (name of student) enrolled in
 NRS201 NRS221 NRS233 NRS241 NRS391 NRS453 NRS461
 MSN-FNP MSN-NE

Preceptor Signature: _____ **Date:** ___/___/___

Student Signature: _____ **Date:** ___/___/___

Clinical Instructor

Print Name: _____

Signature: _____ **Date:** ___/___/___

CSU Channel Islands
Nursing Department
Midterm Final Evaluation Form
NRS 537 Nurse Educator Practicum I (135 hrs.)

To be completed by student's preceptor at midterm and end of semester. CSUCI faculty as well as preceptor to comment as appropriate.

Student Name: _____

Faculty: _____

Preceptor Name: _____

Date: _____

Agency: _____

Initials:

Midterm Eval

Final

Evaluation

	Does not meet Expectations	Minimally meets expectations	Meets expectations	Exceeds Expectations	Preceptor Comment
Student Learning Objectives					
1. Demonstrate competency in performing physical and psychosocial assessments					
2. Collect and analyze interview data, physical exam, diagnostic tests, and procedures to formulate diagnosis and appropriate plan of care to a selected patient population.					
3. Apply theory, research and principles of evidence based practice to meet the health needs of a selected patient population nursing education systems using provided criteria.					
4. Utilize appropriate information technologies to improve patient					

	Does not meet Expectations	Minimally meets expectations	Meets expectations	Exceeds Expectations	Preceptor Comment
safety and quality of care in a selected patient population					
Professional Attire and Behavior (well-groomed, adhering to facility requirements)					
<u>Readiness to learn</u> (appropriate tools and references, engaged)					
<u>Communication</u> and collaboration with staff and patient (appropriate, professional, empathetic, engaging)					
Submits clinical activity logs that correlate to objectives and reflect strengths and areas of improvement					
Preceptor's Reflection & Signature:	Midterm			Final	
Faculty Reflection & Signature:					
Student Reflection & Signature:					

CSU Channel Islands
 Nursing Department
 Midterm Final Evaluation Form
NRS 539 Nurse Educator Practicum II (135 hrs.)

To be completed by student's preceptor at midterm and end of semester. CSUCI faculty as well as preceptor to comment as appropriate.

Student Name: _____

Faculty: _____

Preceptor Name: _____

Date: _____

Agency: _____

Initials:

Midterm Eval

Final

Evaluation

	Does not meet Expectations	Minimally meets expectations	Meets expectations	Exceeds Expectations	Supervising Faculty Comment
Student Learning Objectives					
1. Integrate simulation and information technologies, as appropriate, into a course, workshop, or program.					
2. Develop appropriate educational materials based on learner characteristics.					
3. Demonstrate ability to assess learner needs in the planning and implementation of a course, workshop, or program.					
4. Formulate teaching and personal development plans that include self-reflection of teaching effectiveness and role development.					
5. Apply testing and evaluation concepts to evaluate a course, workshop, or program.					
6. Evaluate the role of the nurse educator in a healthcare or academic setting.					

	Does not meet Expectations	Minimally meets expectations	Meets expectations	Exceeds Expectations	Supervising Faculty Comment
Student Contributes to peer discussion with appropriate application of theory.					
Student meets deadlines for deliverables in clinical setting, course assignments					
Submits clinical activity logs that correlate to objectives and reflect strengths and areas of improvement					
Supervising Faculty (preceptor) Reflection & Signature:	Midterm		Final		
Course Faculty Reflection & Signature:					
Student Reflection & Signature:					