



# PEPPERDINE

## School of Nursing

2025-2026  
Preceptor Handbook  
BSN and ELM-CNL Program

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The Pepperdine University School of Nursing recognizes the time and expertise shared by preceptors as a valuable contribution to the professional education of our baccalaureate nursing students.

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## INTRODUCTION

### **Welcome to the Pepperdine University School of Nursing Preceptor Handbook**

Dear Esteemed Preceptor,

Welcome to Pepperdine University's School of Nursing!

As the Founding Dean, it is my sincere privilege to express my heartfelt gratitude for your invaluable role in shaping the future of nursing. Your dedication, expertise, and compassionate guidance are instrumental in equipping our students with the skills and confidence to become outstanding healthcare professionals.

At Pepperdine, our mission is deeply rooted in a Christ-centered commitment to excellence, service, and holistic care. As a preceptor, you are a vital extension of this mission. By mentoring and supporting our students, you not only impact their learning journey but also inspire them to embody the values of empathy, cultural humility, and resilience in their practice.

Your role as a preceptor goes beyond clinical instruction. It is about fostering a sense of professional responsibility, critical thinking, and ethical practice in our students. Your willingness to share your wisdom and experience creates a profound impact that resonates far beyond the clinical setting.

On behalf of the faculty, staff, and students, I extend my deepest appreciation for your partnership and dedication. Together, we are cultivating a legacy of compassionate care, innovation, and leadership that will shape the healthcare landscape for generations to come.

Please know that I, along with our entire team, am here to support you in this critical work. If you have any questions or need assistance, do not hesitate to reach out. Your feedback, insights, and ideas are always welcome as we strive to continuously improve our program.

Thank you for your commitment to guiding and inspiring the next generation of nurses. Your contributions are invaluable.

By adhering to the guidelines in this handbook, we can foster a culture of accountability, innovation, and excellence while advancing the nursing profession and serving the diverse needs of our communities.

With gratitude,

Dr. Angel Coaston, PhD, RN, FNP, PHN

*Founding Dean*

*Pepperdine University School of Nursing*

## **Pepperdine University Mission**

Pepperdine is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service, and leadership.

## **College of Health Science Mission**

Pepperdine University's College of Health Science commits itself to the highest standards of academic excellence, clinical preparation, and Christian values to develop skilled and caring healthcare professionals who seek to lead while serving our communities and the world.

## **School of Nursing Mission**

Grounded in Christian values, Pepperdine University School of Nursing's mission is to develop compassionate and caring nurse leaders who will positively influence the nursing profession, transform healthcare systems, and impact communities locally and worldwide.

## **School of Nursing Vision**

Pepperdine University School of Nursing has a vision to be a leading force in transforming healthcare by developing compassionate nurse leaders who excel in academic achievement, scholarship, and clinical practice. We aspire to shape the future of nursing, while advancing the profession and improving healthcare systems worldwide, through excellence, innovation, and compassionate care. Honoring the sacred community, we—faculty, staff, and students—will create an environment that embraces belonging and meets individuals where they live, work, play, and pray. Through community-based and family-centered healthcare experiences, we will promote high-quality, holistic, and compassionate care that nurtures the mind, body, and spirit.

## **School of Nursing Core Values**

In harmony with the core values of Pepperdine University, the School of Nursing embraces seven Core Values, rooted in the Christian mission of the University, that guide our collective commitment to academic excellence and service. These values are integral to the mission of Pepperdine University and shape the educational experience of its students.

- **Purpose, Service, and Leadership:** Pepperdine encourages students to pursue lives of purpose and service while developing as leaders who will positively impact the world.
- **Faith and Christian Mission:** The university is grounded in Christian values and emphasizes spiritual formation and development, integrating faith with learning and life.
- **Academic Excellence:** Pepperdine promotes rigorous scholarship and academic achievement, fostering an environment where students can reach their full potential.
- **Belonging:** The university is committed to creating a community that values diversity

- and practices inclusion, ensuring that all students have a strong sense of belonging.
- **Community:** Pepperdine cultivates a sense of community where individuals are connected through shared Christian values, a love of neighbor, and a devotion to service.
- **Honor and Integrity:** The university upholds a commitment to honesty, responsibility, accountability, and ethical behavior in all aspects of life.
- **Care and Compassion:** Pepperdine School of Nursing nurtures a healing environment where there is a sensitivity to self and others, enabling a presence of an intersection of faith, hope, and love.

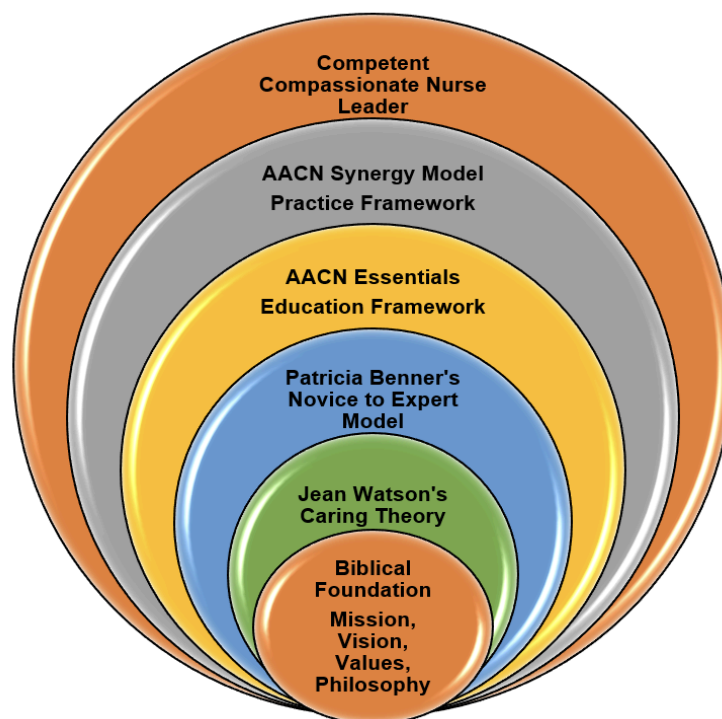
### School of Nursing Philosophy

The philosophy of the nursing program and the program learning outcomes of the BSN and ELM-CNL programs have guided the development of their respective curricula. The nursing curricula are consistent with the School of Nursing's mission, vision, and values, and their respective learning outcomes because both programs were methodically and intentionally built in a systematic hierarchy using a bidirectional top-down and bottom-up approach.

From the top-down approach, Pepperdine University's mission and institutional learning outcomes (ILOs) and the College of Health Science mission were used to write the School of Nursing's mission, vision, values, and learning outcomes. The theories of Patricia Benner's *Novice to Expert Model* and Jean Watson's *Caring Science* were also integral in the top-down approach and provide the framework for development and sequencing each nursing curricula. In addition, the Synergy Model for patient care and nurse competency provides the practice framework for nursing care. With the aforementioned serving as foundational elements, Program Learning Outcomes (PLOs), which were also aligned with the American Association of Colleges of Nursing (AACN) Core Competencies for Professional Nursing Education (2021), were developed for both the BSN and ELM-CNL programs.

From a bottom-up approach, all course student learning outcomes (SLOs) were written based upon the California Board of Registered Nursing (BRN) regulations and the Commission on Collegiate Nursing Education (CCNE) accreditation standards, including the 2021 AACN Essentials and grounded in the AACN Synergy Model for Patient Care Competencies. The SLOs were then used to refine the Program Learning Outcomes (PLOs), ensuring alignment with BRN requirements, the American Association of Colleges of Nursing (AACN) Essentials, CCNE standards, and Pepperdine University's mission and ILOs.

For all nursing courses, each syllabus has student learning outcomes (SLOs) aligned with the PLOs. These programs and student outcomes are grounded in the nursing process, start with foundational concepts and topics, and progress in sequence from simple to complex throughout the curriculum to build on previous learning. Each nursing course incorporates cognitive development, skill acquisition, and affective understanding. Interactive learning and simulation/skills learning are integrated throughout the program to promote the attainment of nursing competencies. The following figure highlights the integration of the aforementioned elements into an integrated program philosophy and curricula.



The philosophy of the Pepperdine University School of Nursing is deeply rooted in our Christian heritage and values, reflecting our mission to develop compassionate, innovative, and globally minded nurse leaders who will positively influence the nursing profession, transform healthcare systems, and impact communities locally and worldwide. Grounded in the belief that all people are created in the image of God (*Imago Dei*), our philosophy emphasizes the sacredness of life, the dignity of every individual, and the holistic integration of faith, academic excellence, service, and leadership.

Our goal is to educate nurses who embody care, kindness, honor, and integrity, equipping them to thrive intellectually, physically, emotionally, and spiritually. By fostering belonging and celebrating diversity, we create an inclusive learning environment where students are empowered to reach their full potential. Through the development of professional attitudes, clinical reasoning, sound judgment, and leadership skills, our graduates are prepared to address the complexities of healthcare with innovation and faith, transforming lives and communities in meaningful ways.

### **Philosophy of Person**

At Pepperdine University, we affirm that every individual is created *Imago Dei*, inspiring respect for the sacredness and dignity of all people. Each person exists within families and communities and is composed of biological, psychosocial, environmental, and spiritual dimensions. This aligns with Genesis 1:26 and Matthew 22:39, reminding us of the command to love others as God loves us. We honor the unique cultural, spiritual, psychological, sociological, and personal characteristics of every individual, ensuring that nursing care and education reflect this holistic view. We see each person as a unique whole, inherently capable of growth and development.

This potential unfolds through meaningful interactions with God, oneself, and the community. Such relationships are vital for personal and intellectual growth, highlighting the importance of both individual reflection and collective engagement in the pursuit of knowledge, understanding, and ultimately, wisdom.

### **Philosophy of Nursing**

Nursing at Pepperdine University is a sacred calling and a profession that integrates the art of compassionate care with the science of evidence-based practice. It is grounded in the principles of Jesus Christ, empowering nurses to glorify God through service and leadership. We view nursing as a caring profession dedicated to supporting patients to meet the biological, psychosocial, and spiritual needs of individuals, families, and communities. Nurses at Pepperdine embrace the sacred partnership between nurse and patient, integrating unique cultural, spiritual, social, and personal characteristics into every interaction. This partnership is enriched by the nurse's personal beliefs, which serve as a foundation for compassionate and holistic care. The professional nurse's role includes promoting health, preventing illness, restoring health, alleviating suffering, and addressing health disparities. This commitment is aligned with the AACN Essentials, as well as biblical principles calling us to serve others with compassion and purpose.

### **Philosophy of Nursing Education**

We believe that nursing education is a lifelong journey, preparing students to lead with faith, excellence, and innovation in an evolving healthcare landscape. Grounded in the liberal arts, sciences, and Christian studies, nursing education at Pepperdine emphasizes the integration of theory, practice, policy, and research to develop leaders who can transform healthcare systems. Preparation for professional nursing begins at the baccalaureate level, with opportunities for advanced practice and specialization at the graduate level. Faculty serve as mentors, role models, and facilitators, guiding students to take ownership of their learning through active engagement, critical thinking, and self-reflection. Through a global perspective, our nursing education equips students to address complex healthcare challenges, advocate for health equity, and promote innovative solutions.

Our curriculum is designed to develop nurse leaders capable of navigating the complexities of healthcare through advanced clinical reasoning, evidence-based practices, and creative problem-solving. Students are encouraged to foster collaboration within interdisciplinary teams, enhancing communication, cultural awareness, and care coordination to deliver compassionate, high-quality care to diverse populations. They are also equipped with leadership strategies to advocate for and implement healthcare policies that improve care delivery systems and promote equity. By integrating healthcare technologies and informatics, students refine their clinical decision-making, enhance patient safety, and cultivate critical thinking skills using tools such as electronic health records and simulation technologies. These innovations streamline care delivery, support patient education, and foster effective communication within interdisciplinary teams, preparing students to provide safe, efficient, and compassionate care in today's dynamic healthcare environment. This philosophy aligns with the AACN Essentials and is inspired by



biblical teachings that encourage wisdom, integrity, and reliance on God in leadership.

## **Individual Differences**

### *Cultural and Ethnic Backgrounds*

Pepperdine University celebrates the diverse cultural, ethnic, sociological, and personal variables that each student brings to the program. We are committed to fostering belonging and creating an educational environment where every individual feels valued and supported. Our faculty are dedicated to helping students grow in self-awareness and achieve their professional and personal goals with honesty, integrity, and compassion.

### *Learning Styles, Goals, and Support Systems*

We believe learning is an intentional process shaped by individual goals, motivation, and readiness. Every student possesses innate potential, influenced by their internal characteristics and external environments. At Pepperdine, we provide individualized support, including counseling and learning enrichment programs, to help students achieve academic success, personal growth, and professional excellence.

### *Teaching and Learning Process*

The teaching and learning process at Pepperdine University reflects our commitment to faith-driven innovation, academic excellence, and academic rigor. Faculty members act as role models, mentors, and facilitators, creating a collaborative learning environment that inspires students to grow intellectually, emotionally, and spiritually. By integrating evidence-based learning experiences, ongoing assessment, and critical reflection, students develop the skills and resilience needed to excel in complex healthcare systems. Teaching and learning are dynamic, reciprocal processes where students and faculty learn and interact with one another, fostering a culture of mutual respect and continuous growth.

### *Distinctive Focus on Leadership and Global Impact*

At Pepperdine, nursing education goes beyond clinical competence to develop compassionate leaders who will influence healthcare systems globally. Our graduates will be equipped to advocate for health equity, innovate in the face of healthcare challenges, and lead with integrity. Guided by faith and driven by a commitment to service, Pepperdine nurses will impact communities worldwide, transforming healthcare through excellence, innovation, and love. This philosophy, reflecting the Christian mission and values of Pepperdine University, serves as the foundation for our curriculum. It integrates biblical principles (Proverbs 2:6, Isaiah 61:1-3, and Matthew 9:36), the AACN Essentials, and evidence-based practices to prepare nurse leaders who excel in a globalized and ever-changing healthcare landscape.

## **Prelicensure Preceptorships**

According to the Board of Registered Nursing, “a preceptorship is a course, or component of a course, presented at the end of a board-approved curriculum, that provides students with a faculty-planned and supervised experience comparable to that of an entry-level registered nurse

position.” They must be approved before implementation, and have written policies on file for conduction of the preceptorship (EDP-B-04, REV 07/10, APPROVED, 03/10).

### **Purpose for Utilization of Preceptors**

Preceptors are clinical experts and role models for nursing students. Preceptors function as guides and mentors in the learning process of individual students. The one-to-one relationship established between preceptor and student is an effective learning method. Preceptors provide students with realistic clinical experiences to facilitate the development of knowledge, skill, judgment, and confidence in clinical practice.

As teachers, preceptors supervise and assist nursing students to function as safe and effective practitioners in caring for individuals, families, and/or groups of clients in the clinical setting. Preceptors provide opportunities for students to develop leadership and management skills required of a professional nurse. The preceptor-student relationship also assists in the socialization of nursing students in the role transition to professional practice, reducing the reality of conflicts prior to graduation. Preceptors are selected for their clinical expertise, communication skills, teaching abilities, and willingness to work with students.

### **Written Policies for Preceptorship**

Written policies for the preceptorship must include:

1. Identification of criteria used for preceptor selection.
2. Preceptor orientation program policies of preceptorship and preceptor, student, and faculty responsibilities.
3. Identification of preceptor qualifications and designation of a relief preceptor. As much as possible, the student will be assigned to the same shift as the primary preceptor.
4. Communication plan for faculty, preceptor, and student to follow during the preceptorship that includes: frequency and method of contact, availability of faculty and preceptor to student during preceptorship (the *entire* time student is engaged in the learning activities).
5. Description of responsibilities of faculty, preceptor, and student during the learning experiences and the evaluation process.

### **Criteria for Preceptor Selection in Prelicensure Preceptorships**

The Registered Nursing preceptor must:

1. Possess an active, clear license issued by the California board.
2. Be clinically competent, and meet the minimum qualifications of one year of continuous full-time or equivalent experience in the designated nursing area within the previous five years as a registered nurse providing direct patient care.
3. Have been employed in the institution/agency and a specific area for a minimum of one

- year.
4. Have completed a preceptor orientation program before serving as a preceptor.
5. Have a positive attitude, indicative of a desire to work with a student in the preceptor role, and demonstrate the ability to communicate effectively with patients, faculty, students, staff, and physicians.
6. have a relief preceptor identified who has similar qualifications to the preceptor and who is available and present on the primary preceptor's days off.

### **Orientation of Preceptors**

Orientation of preceptors will take place before the beginning of their precepting experience. It will include the following:

1. Orientation to preceptorship program by lead instructor of course either through one-to-one, e-mail, or phone conversations.
2. Review of the *Preceptor Handbook* and PowerPoint presentation, *Pepperdine University School of Nursing Preceptor Orientation, Undergraduate Nursing Program* with question/answer time with lead instructor.
3. Selected readings from reference list as per individual request. See reference list.
4. Additional mentorship as needed by the lead instructor before and throughout the preceptor experience.

### **Records to be maintained by the School of Nursing**

Pepperdine University School of Nursing will keep the following records on file:

1. Preceptor *Profile and Contract*, including all names, registered nursing licenses, and dates of preceptorship.
2. Roles and Responsibilities of Preceptor, Student, and Faculty (as outlined in *Preceptor Handbook*).
3. Plans for communication between preceptor, student, and faculty.
4. Evaluation Forms of student and preceptor.

### **Roles and Responsibilities of Preceptor**

1. Read the *Preceptor Handbook* and complete the *Preceptor Profile and Contract*.
2. Review the clinical course objectives, individual goals, and required learning activities with students.
3. Model professional role behaviors, clinical expertise, and leadership skills.
4. Assist in the orientation and socialization of the student to function effectively in the clinical setting.
5. Provide clinical learning experiences appropriate to expected level outcomes, course objectives, and individual goals and student's competence.
6. Teach/demonstrate knowledge and skills specific to the clinical setting and course objectives.
7. Direct supervision of the student in the clinical setting and validate competency prior to

- student performance of unfamiliar clinical activities.
8. Take immediate corrective action regarding an impaired student's conduct and performance in the clinical setting, including removal of the impaired student from the patient care area and immediate reporting to the Director of Clinical and Academic Practice Partnerships and Faculty Lead for the course.
  9. Assist students in the development of clinical problem-solving and decision-making skills.
  10. Assist students in the application of research and theory to clinical practice.
  11. Maintain ongoing communication/feedback with students and faculty members regarding student performance.
  12. Assist in the evaluation of students based on expected level outcomes, course objectives, and individual goals.
  13. Complete the *Student Evaluation Form(s)* as required by the clinical rotation.

### **Roles and Responsibilities of Student**

1. Identify specific course objectives, individual goals, and expected level outcomes, and review them with the preceptor.
2. Read the *Preceptor Handbook*, complete and submit the *Student Learning Contract* to faculty members *before beginning* clinical rotation.
3. Meet pre-arranged time commitments.
4. Demonstrate adequate preparation for clinical experiences and projects.
5. Function under the supervision of the preceptor.
6. Seek assistance and utilize resources as needed before performing unfamiliar clinical activities.
7. Communicate effectively with the preceptor and faculty member regarding individual learning needs, expectations, limitations, and progress.
8. Demonstrate safe practice and accountability for actions.
9. Meet course objectives, individual goals, and expected level outcomes.
10. Complete *Student Self Evaluation Tool* before the rotation and submit to the faculty member.
11. Complete *Preceptor Evaluation Form* as required by the clinical rotation and submit to faculty.
12. Display appropriate professional behaviors per the *School of Nursing Student Undergraduate Handbook*.
13. Take responsibility for personal learning and professional growth.

### **Role and Responsibilities of the Faculty Member**

1. Request student placements through the appropriate placement team and assist with coordination with the clinical agency and preceptor.
2. Contact preceptors before the start of student rotation.
3. Communicate information regarding course objectives and time commitments with clinical agency and preceptor.
4. Maintain ongoing communication with the preceptor regarding student performance and evaluation.

5. Assist preceptor by being available for consultation, maintaining “on call” status while students are in the clinical setting, identifying individual student learning needs, identifying clinical learning experience, acting as a resource and support person, and assisting with the evaluation of students.
6. Complete student evaluation at the end of the clinical rotation (final responsibility for student evaluation rests with the faculty member).

### **Evaluation of the Student**

1. The Preceptor will give frequent verbal feedback to the student regarding performance.
2. The faculty member will provide the student with ongoing evaluation of progress.
3. Faculty members will meet with the student for a midcourse evaluation conference after consulting with the preceptor to provide specific feedback regarding the student’s progress in meeting course objectives and individual goals.
4. The Preceptor will provide a written evaluation of the student at the end of the clinical rotation by completing the *Student Evaluation Form*. This will be included in the student’s final formal evaluation held with the faculty member.
5. The student’s final evaluation with the faculty member will be held after the rotation.

### **Evaluation of the Preceptor**

1. Preceptor will complete the Preceptor Profile and Contract at the start of the clinical rotation.
2. Students will provide the faculty member with ongoing feedback regarding the perceived effectiveness of the preceptor.
3. Faculty will evaluate the preceptor’s effectiveness as a clinical teacher, as a professional role model, and as a clinical evaluator.
4. The student will provide the faculty with a written evaluation of the preceptor by completing the Preceptor Evaluation form as required by the clinical rotation.
5. Designated personnel will forward pertinent evaluation information to the preceptor.
6. Evaluation data will be reviewed each semester by course faculty with recommendations as indicated.

### **Evaluation of Faculty/Course/Clinical Agency**

1. Students will complete a *Course Evaluation Form* at the end of each clinical rotation.
2. Students will complete a *Clinical Agency Evaluation Form* at the end of their association with the clinical agency.
3. Designated personnel will forward pertinent evaluation information to the clinical agency.





**School of Nursing  
Clinical Self-Evaluation Tool**

Student Name: \_\_\_\_\_

Semester/Year: \_\_\_\_\_

Faculty Name \_\_\_\_\_

Name: \_\_\_\_\_

Purpose: To critically evaluate your clinical practice, identifying strengths and areas for improvement, and prepare yourself for job interviews and professional evaluations.

Directions

1. Evaluate your strengths and areas for improvement.
2. Identify strategies for growth.
3. This will be placed in your permanent School of Nursing file.

Assessment (Performing [physical, psychosocial, spiritual] assessments, charting, prioritizing care, etc.)

1. Strengths:
2. Areas for Improvement:
3. Strategies for Growth:

DX/Planning (Prioritizing diagnoses, developing goals, involving family, collaborating with health teams, time management/ organization, problem solving, etc.)

1. Strengths:
2. Areas for Improvement:
3. Strategies for Growth

Intervention (Nursing orders, prioritizing, safe/knowledgeable care, skill proficiency, pt. teaching, psychosocial/spiritual interventions, etc.)

1. Strengths:
2. Areas for Improvement:
3. Strategies for Growth

Evaluation (Evaluation of patient/family responses to care, collaboration with health team, etc.)

1. Strengths:
2. Areas for Improvement:
3. Strategies for Growth:

Professionalism (Accountability, responsibility, ethical conduct, pt. advocacy, self-directedness, professional appearance, etc.)

1. Strengths:
2. Areas for Improvement:
3. Strategies for Growth:





**School of Nursing**  
**Student Learning Contract for Preceptorship**

Name \_\_\_\_\_

Course: \_\_\_\_\_

Semester/Year: \_\_\_\_\_

Clinical Agency: \_\_\_\_\_

Area of Practice: \_\_\_\_\_

Dates of Preceptorship: \_\_\_\_\_

Preceptor Name: \_\_\_\_\_

Contact via phone/email: \_\_\_\_\_

Faculty Name: \_\_\_\_\_

Contact via phone/email/pager: \_\_\_\_\_

**Individual Goals**

(Describe in measurable outcomes your goals for this rotation – consider course objectives, level outcomes, and individual learning needs)

**By the end of this preceptorship clinical rotation, I will be able to:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

=====

***I have received a copy of the Preceptor Handbook. I understand and agree to the student requirements outlined in the handbook.***

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_



### Student Clinical Schedule\*

*(Identify planned days/hours of preceptorship after consultation with preceptor/faculty)*

#### January

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

#### February

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

\* Notify faculty of any change in schedule



**SCHOOL OF NURSING  
PRECEPTOR PROFILE AND CONTRACT**

Course number and name:

Course Instructor:

Phone:

Name of Preceptor:

Daytime phone:

Evening phone:

RN license number:

Expiration date:

Clinical Agency:

Address:

Phone:

Educational preparation in nursing: ADRN ☐ BSN ☐ MSN ☐ DNP/PhD ☐ Additional certification (e.g. PHN, CCRN):

Employed by clinical agency for a minimum of one year: ☐

Unit:

Role:

Qualified relief preceptor available as needed: ☐ Name

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### Preceptor Agreement:

I, \_\_\_\_\_, agree to act as a preceptor for \_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_. I confirm that I have received the Preceptor Handbook and will review the materials provided before the first day of the assigned student's preceptorship. I will complete the preceptor orientation before serving as a preceptor. I understand and accept the responsibilities outlined in the "Preceptor Role" section of the handbook.

Preceptor Name (Printed): \_\_\_\_\_

Preceptor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Institution/Facility: \_\_\_\_\_

School of Nursing Representative Name (Printed): \_\_\_\_\_

School of Nursing Representative Signature: \_\_\_\_\_

Date: \_\_\_\_\_

=====

Pepperdine University office verification:

(To be completed by PU School of Nursing before the beginning of preceptorship.)

RN License Active/Clear: ☐ Verified by:          Date:         

Orientation completed:          Verified by:          Date:

**School of Nursing**  
**Shift Objectives**  
(Submitted with appropriate journal)

**Signature of Faculty:**

**Date:**

**Name of student: Date of Shift: SHIFT # 1 2 3 4 5 6 7** (circle current shift number)

**Objective #1:**

Outcome (how it was met):

**Objective # 2:**

Outcome (how it was met):

**Objective # 3:**

Outcome (how it was met):

**Objective # 4:**

Outcome (how it was met):

**Comments of student:**

**Comments of preceptor:**

**Comments of faculty:**

**Signature of student:**

**Date:**

**Signature of preceptor:**

**Date:**

**School of Nursing**  
**Faculty Student Visit Assessment**

**Name of student:** \_\_\_\_\_ **Date of Shift:** \_\_\_\_\_ **Shift# of 7**

	<b>1 - 3*</b>	<b>Comments</b>
Assess the knowledge, skill, and available resources of patients and families in regard to meeting health care needs.		
Provides safe and comprehensive nursing care, seeking appropriate supervision when necessary.		
Formulates interdependent, prioritized clinical decisions based on scientific/theoretical rationale appropriate to senior-level preparation.		
Communicates effectively with patients, families, healthcare team, faculty, and peers.  Demonstrates professional accountability for practice in providing nursing care to patients and families.  Implements an effective system for time management, organization, and priority setting for individuals and groups of patients.		
Demonstrates professional knowledge and core competencies (critical thinking, communication, assessment, and technical skills) to provide nursing care.		
Demonstrates the appropriate use of delegation in the role of team leader or primary nurse.		
Displays understanding regarding pts. condition, diagnosis, patho, pharm, labs, care needs.		
Discusses daily goals, makes efforts to accomplish or modify the goals, PRN.		
<b>Identified areas for improvement</b>		

<b>Identified areas of strength</b>
<b>Follow-up on:</b>

1=not met; 2=met but not consistently; 3=consistently met

Evaluator Signature:

**School of Nursing**  
**Midcourse Student Evaluation Form**  
 (To be completed by preceptor after the 3<sup>rd</sup> shift of preceptorship)

**Date:** \_\_\_\_\_ **Student Name:** \_\_\_\_\_  
**Preceptor Name:** \_\_\_\_\_ **Clinical Agency:** \_\_\_\_\_  
**Course#:** \_\_\_\_\_ **Semester/Year:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Please rate the following student competencies according to the scale below:

5 = Strongly Agree 4 = Agree 3 = Agree with 2 = Disagree 1 = Strongly Disagree

Student Competencies	Scale				
1. The student demonstrates safe knowledge and skill in the clinical area.	5	4	3	2	1
2. The student shares with the preceptor the course objectives, individual learning goals, and weekly objectives.	5	4	3	2	1
3. The student demonstrates critical thinking midcourse in meeting the biological, psychological, socio-cultural, and spiritual needs of clients.	5	4	3	2	1
4. The student utilizes principles and skills of effective communication in relationship with clients, families, and aggregates.	5	4	3	2	1
5. The student utilizes principles of teaching and learning in educating clients, families, and aggregates.	5	4	3	2	1
6. The student is able to apply theoretical knowledge and research findings to support clinical practice.	5	4	3	2	1
7. The student applies principles of leadership and management as a member of the health care team, including collaboration, delegation, and accountability.	5	4	3	2	1
8. The student exhibits professional role behavior based on legal/ethical principles and standards of practice.	5	4	3	2	1
9. The student is receptive to preceptor feedback and evaluation.	5	4	3	2	1



10. The student develops an effective relationship with the preceptor.	5	4	3	2	1
11. The student demonstrates individual responsibility for planning and implementing learning activities in the clinical setting.	5	4	3	2	1

*Additional Comments:*

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Signatures  
Preceptor:

Student:

Faculty:

Date:

**School of Nursing**  
**Final Student Evaluation Form**  
 (To be completed by the preceptor at the end of preceptorship)

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Preceptor Name: \_\_\_\_\_

Clinical Agency: \_\_\_\_\_

Faculty Name: \_\_\_\_\_

Area of Practice: Course Name and #: \_\_\_\_\_

Semester/Year: \_\_\_\_\_

Please rate the following student competencies according to the scale below:

5 = Strongly Agree 4 = Agree 3 = Agree with 2 = Disagree 1 = Strongly Disagree

Student Competencies	Scale				
1. The student demonstrated safe knowledge and skill in the clinical area.	5	4	3	2	1
2. The student shared with the preceptor the course objectives, individual learning goals, and weekly objectives.	5	4	3	2	1
3. The student demonstrated critical thinking and ability to make effective clinical decisions in meeting the biological, psychological, socio-cultural, and spiritual needs of clients.	5	4	3	2	1
4. The student utilized principles and skills of effective communication in relationship with clients, families, and aggregates.	5	4	3	2	1
5. The student utilized principles of teaching and learning in educating clients, families, and aggregates.	5	4	3	2	1

6. The student was able to apply theoretical knowledge and research findings to support clinical practice.	5	4	3	2	1
7. The student applied principles of leadership and management as a member of the health care team, including collaboration, delegation, and accountability.	5	4	3	2	1
8. The student exhibited professional role behavior based on legal/ethical principles and standards of practice.	5	4	3	2	1
9. The student demonstrated individual responsibility for planning and implementing learning activities in the clinical setting.	5	4	3	2	1
10. The student was receptive to the preceptor's feedback and evaluation.	5	4	3	2	1
11. The student developed an effective relationship with the preceptor.	5	4	3	2	1

*Additional Comments:*

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**Signatures**  
**Preceptor:**

Student:

**Faculty:**

Date:

**School of Nursing**  
**Midcourse Preceptor Evaluation Form**  
 (To be completed by the student after the 3rd shift of preceptorship)

**Student:** \_\_\_\_\_  
**Preceptor:** \_\_\_\_\_ **Faculty:** \_\_\_\_\_  
**Clinical Agency:** \_\_\_\_\_ **Area of:** \_\_\_\_\_  
**Practice:** \_\_\_\_\_ **Course #:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

Please rate the following preceptor competencies according to the scale below:

5 = Strongly Agree 4 = Agree 3 = Agree with 2 = Disagree 1 = Strongly Disagree

Preceptor Competencies	Scale				
1. The preceptor is a professional role model.	5	4	3	2	1
2. The preceptor demonstrated knowledge and skill in clinical practice.	5	4	3	2	1
3. The preceptor oriented me to the clinical agency, personnel, relevant policies/procedures, and standards of care.	5	4	3	2	1
4. The preceptor plans learning experiences with me to facilitate the achievement of learning outcomes.	5	4	3	2	1
5. The preceptor facilitates my growth in critical thinking and clinical decision-making.	5	4	3	2	1
6. The preceptor provides effective feedback and evaluation and is available for consultation as needed.	5	4	3	2	1
7. The relationship with my preceptor meets my expectations for this learning.	5	4	3	2	1

*Additional comments:*

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Faculty comments: \_\_\_\_\_

Student Signature:

Faculty Signature:

Date Received by Faculty:

**School of Nursing**  
**Final Preceptor Evaluation Form**  
 (To be completed by the student at the end of preceptorship)

Student: \_\_\_\_\_

Preceptor: \_\_\_\_\_

Faculty: \_\_\_\_\_

Clinical Agency: \_\_\_\_\_

Area of Practice: \_\_\_\_\_

Semester/Year: \_\_\_\_\_ Date: \_\_\_\_\_

Please rate the following preceptor competencies according to the scale below:

5 = Strongly Agree 4 = Agree 3 = Agree with 2 = Disagree 1 = Strongly Disagree

Preceptor Competencies	Scale				
1. The preceptor was a professional role model.	5	4	3	2	1
2. The preceptor demonstrated knowledge and skill in clinical practice.	5	4	3	2	1
3. The preceptor oriented me to the clinical agency, personnel, relevant policies/procedures, and standards of care.	5	4	3	2	1
4. The preceptor planned learning experiences with me to facilitate the achievement of learning outcomes.	5	4	3	2	1
5. The preceptor facilitated my growth in critical thinking and clinical decision-making.	5	4	3	2	1
6. The preceptor provided effective feedback and evaluation and was available for consultation as needed.	5	4	3	2	1

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 7. The relationship with my preceptor met my expectations for this learning experience. | 5 | 4 | 3 | 2 | 1 |
| 8. I would recommend this preceptor for other student experiences in the future.        | 5 | 4 | 3 | 2 | 1 |

*Additional comments:*

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Faculty Comments: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_

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