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SCHOOL *of*
NURSING

HERZING UNIVERSITY SCHOOL OF NURSING

Post-Licensure Preceptor Handbook

2026



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Dear Preceptor,

Welcome to Herzing University School of Nursing. We are sincerely grateful for your willingness to support the education and development of our graduate nursing students through this significant role.

Your commitment to serving as a preceptor plays a vital role in shaping the future of nursing. By sharing your clinical expertise, professional insight, and time, you help bridge the gap between academic preparation and real-world practice. Your guidance not only fosters competence and confidence in our students but also strengthens the nursing workforce.

We recognize and deeply appreciate the dedication required to mentor emerging advanced degree professionals in today's complex healthcare environment. Please know that you are making a lasting impact on the next generation of nurses.

This handbook contains essential information and resources to assist you throughout your preceptorship experience. Should you have any questions or need additional support, our faculty and clinical placement teams are readily available and eager to assist you.

Thank you again for your partnership, your professionalism, and your commitment to advancing the practice of nursing through education and mentorship.

With sincere appreciation,

Dr. Wagner

Dr. Tricia Wagner
Dean of Post-Licensure Nursing
Herzing University

Section 1: Nursing Program Overview

Herzing University Mission Statement:

It is the mission of Herzing University to educate, support, and empower all students for success in work, learning, and engagement in our communities and our global society.

School of Nursing Mission & Philosophy

School of Nursing Mission Statement:

The Herzing University School of Nursing mission is to deliver high-quality nursing education that prepares graduates to practice with compassion, competence, and integrity. Our graduates are equipped to promote the health and well-being of individuals and communities—both locally and globally—through safe, holistic, and evidence-based care as professional nurses committed to lifelong learning.

School of Nursing Philosophy:

Herzing University's School of Nursing philosophy reflects and supports the mission of the University, emphasizing the values of caring, competence, and ethical practice. It is consistent with the School of Nursing Mission and articulates faculty beliefs regarding the person, environment, health, nursing, community, teaching, and learning. This philosophy affirms a holistic view of nursing and the responsibility to prepare graduates to provide safe, high-quality care across diverse healthcare settings and populations.

Herzing University nursing faculty view nursing as a dynamic, practice- based discipline that integrates both art and science. The School of Nursing embraces and facilitates the application of theory and knowledge to practice through caring and collaboration with individuals, families, and communities to promote health and wellness within a culturally diverse society.

Faculty believe that teaching and learning are an interactive, rigorous, and transformative process. Nursing students are expected to actively engage in their education, demonstrating personal and professional accountability. The educational environment is designed to foster respect for diverse perspectives and a commitment to excellence. Instructional approaches are evidence-based and responsive to the varied needs of today's learners, preparing graduates to lead and adapt to an evolving healthcare landscape.

For information regarding programs offered, accreditation, licensure, and regulatory details, please refer to the post-licensure catalog:

[Academic Catalog](#)

Section 2: Purpose of Preceptor Guide

The Preceptor Guide is a reference tool and may be used to assist you with frequently asked questions, various preceptor-related processes, and guidance related to your role as a preceptor.

Thank you again for your assistance in preparing outstanding nurses at the advanced degree levels. We look forward to working with you.

Please do not hesitate to contact us should you have any further questions. Your questions may be directed to onl-msnclinicals@herzing.edu.

Section 3: Nursing Program Specialty Information

All programs are updated each semester with the most recent program outlines. The outline for each specific program can be found in the Herzing University catalog.

Graduate Programs of Study

Post-Licensure Academic Programs

- Bachelor of Science in Nursing – RN
- Nursing Education
- Nursing Leadership and Administration
- Public Health Nursing

Post-Licensure Practice Programs

- Adult Gerontology – Acute Care Nurse Practitioner
- Adult Gerontology – Primary Care Nurse Practitioner
- Family Nurse Practitioner
- Pediatric Nurse Practitioner
- Psychiatric Mental Health Nurse Practitioner
- Women’s Health Nurse Practitioner

Doctoral Programs

- Doctor of Nursing Education
- Doctor of Nursing Practice

Section 4: Preceptor Selection Criteria

Nurse Educator

- Hold a current, unencumbered license as a registered nurse in the state where the clinical will take place.
- Earned a Master of Science in Nursing degree from an accredited program, school, college, or university.
- Have a minimum of two (2) years of experience as a nursing faculty member or two (2) years of experience as a clinical educator in a nursing education or staff development department within a healthcare agency or institution for NU683; and experience as a patient clinical educator for NU681.
- Preceptors with the national certification as a Certified Nurse Educator (CNE) or RN-BC in Staff Development are preferred.

Nurse Leader

- Hold a current, unencumbered license as a registered nurse in the state where the clinical will take place.
- Earned a Master of Science in Nursing degree from an accredited program, school, college, or university.
- Have a minimum of two (2) years of experience as a nurse leader (e.g., nursing practice unit or nursing department manager, assistant/associate director, Chief Nursing Officer, or Chief Nurse Executive).
- Preceptors with the national certification as NE-BC, CNML or CENP are preferred but not required.

MSN Public Health

- Hold a current, unencumbered license as a registered nurse in the state where the clinical will take place.
- Earned a Master of Science in Nursing degree from an accredited program, school, college, or university.
- Have a minimum of two (2) years of experience as a public health nurse.

NP Tracks

- Hold a current, unencumbered license as a registered nurse in the state where the clinical will take place.
- Earned a Master of Science in Nursing degree from an accredited program, school, college, or university.
- Hold national certification in their specialty area from a recognized credentialing agency.
- Have a minimum of one year of current experience in their specialty area.
- Be actively employed at the clinical site requested on the student's clinical application.

Family members may not serve as preceptors for the student in post-licensure nursing programs. The student is encouraged to use professional connections when securing a clinical site or preceptor. Clinical rotations may be completed at the student's place of employment, but not during paid working hours.

Section 5: Telehealth

- A graduate nursing student at Herzing University may complete some clinical/practicum hours via telehealth.
- The student is required to request approval from the Program Chair before the experience occurs.
 - Hours will not count if the request is not submitted and approved in advance.
- Program-specific information:
 - **AGAC Programs** – Adult-Gerontology Acute Care students are not permitted to complete telehealth hours at this time.
 - **AGPC, FNP, and PNP Programs** – All telehealth hours must be on-site, in-person, direct-care clinical hours with an approved preceptor. The student may complete a maximum of 60 telehealth hours and encounters for the entire program. These hours must take place in the clinical setting and involve precepted visits where the student actively participates in care, rather than simply observing.
 - **WHNP Program** – All telehealth hours must be on-site, in-person direct-care clinical hours with the approved preceptor. Telehealth hours may not be completed outside of the clinical setting. Additionally, the telehealth visits must be precepted visits and should allow for participation and delivery of care by the student, rather than observational visits. Additionally, telehealth visits are not permitted in the following course: Clinical Decision Making

(NU611) and cannot exceed 30 total hours throughout the entirety of the program.

- **PMHNP Program** – All telehealth hours should be on-site, in-person, direct-care hours with an approved preceptor. If on-site hours are not possible, the student and preceptor must remain connected via technology for the entire telehealth session to ensure a precepted experience. Telehealth hours completed outside the clinical setting require Program Chair approval. Visits must be precepted, allowing the student to actively participate in care rather than only observe, and the technology used must enable full engagement between student and preceptor. Any violation of these requirements may result in denial of continued or future approval of telehealth hours. The maximum number of telehealth hours and encounters in the PMHNP program is 250.
- Telehealth hours are not permitted in the following courses: Clinical Decision Making (NU 611, NU 642, NU 664, and NU 671).

Section 6: Preceptor Expectations

Communication

- The preceptor will receive communication from faculty at the beginning, midterm, and end of the semester via email, phone, or site visit (as needed or if required by the state or program). These interactions are an accreditation requirement, and the student will receive an Incomplete if they are not completed.

Verification of Clinical Hours

- Preceptors are required to verify and approve student clinical hours in the Herzing University's clinical management system that the student is using. Verification is sent directly to preceptors via email.

Clinical Evaluation Process

- The student, preceptor, and faculty must participate in evaluating student performance in all clinical courses. Evaluation forms differ by course to reflect specific learning objectives (see evaluations in Appendix).

Preceptor Evaluation of the Student - Midterm and Final

Evaluating student performance in the clinical setting is essential to ensure program objectives are met and to support professional growth. Preceptors must conduct two formal evaluations, formative and summative, during the clinical experience. Additional evaluations or conferences may occur as needed between the preceptor, student, faculty, and/or Clinical Coordinator.

Preceptors are also asked to provide constructive feedback and identify areas for improvement in student skills and knowledge.

Types of Evaluation:

Formative evaluation: This evaluation is completed at midterm and provides the student with feedback on strengths and opportunities for growth, helping improve performance and understanding of the advanced practice role and scope of practice.

Summative evaluation: This final evaluation assesses the student's performance at the end of the clinical practicum. The preceptor must complete a summative evaluation using the final evaluation form (See example in the Appendix).

Student Evaluation of the Preceptor

- Preceptors are evaluated by faculty and the student at the end of the clinical course. The evaluation focuses on their ability to guide the student in patient interview assessments, diagnostic accuracy, and therapeutic treatment.

Preceptor Ratios

- A preceptor may supervise no more than two graduate APRN students per clinical experience, with only one student providing direct patient care at a time.

Scheduling

- The student should not ask preceptors to adjust their schedules to fit personal or work needs. The student is responsible for arranging their personal and work schedules to meet the required clinical hours for the course.
- Within the semester, when the same site and preceptor are used, clinical hours must be clearly delineated between courses (e.g., NU631 during even weeks and NU632 during odd weeks).
- If a student needs to miss a clinical day, they must inform their faculty and work with their preceptor to make up the required hours.
- Only on-site clinical experiences within an agency contracted with Herzing University and related course content are acceptable.
- The preceptor must be present and available for all patient encounters.

Clinical Use of Paid Clinical Preceptor Services

- Herzing University School of Nursing does not provide financial support, compensation, or endorsement for paid clinical preceptor services and does not work with such services.

Malpractice/Liability Insurance

- Herzing University maintains professional liability insurance, which covers the post-licensure nursing student during the clinical practicum time with their preceptor. Therefore, the student does not need to purchase individual insurance to cover their clinical practice while functioning in their student role unless the site requires the student to have individual malpractice insurance. The student must document patient encounters as required by the course; this record may be used as needed by the university.

Section 7: Clinical/Practicum/Experiential Learning Responsibilities

Clinical Practicum Guidelines: Clinical rotations are critical components of any graduate nursing program. The school, faculty, preceptor, and the student must work cooperatively to ensure appropriate learning opportunities.

Clinical Placement Team

- The student clinical application is reviewed by the clinical placement team with their proposed clinical facility and preceptor information.
- The Clinical Coordinator ensures all required clinical documents, such as the preceptor CV, Student-Preceptor Agreement (SPA), and Affiliation Agreement (AA), are completed before any clinical. Additional background checks or drug testing may be required by the site.
- In collaboration with the Program Chair, the designee determines if the clinical facility and preceptor meet the requirements for a qualified facility.

- An educational affiliation agreement between the preceptor's organization (clinical facility) and Herzing University will be secured if one has not already been established.
- Herzing University will provide the coursework that establishes the foundation for clinical practice.
- Herzing University will provide all materials required for evaluation of the student's performance in the preceptor's clinical setting.
- Herzing University will provide the preceptor with a statement of precepted hours one month after the term has concluded. This summary should be retained for use in the preceptor's recertification process.

Faculty

- The Herzing Faculty and Program Chair are responsible for evaluating the appropriateness of clinical sites and ensuring completion of site evaluation.
- The faculty are responsible for scheduling phone conversations with the student's preceptors to gain preceptor input regarding student performance. These conversations should occur at a minimum once per semester.
- The faculty are responsible for reviewing and verifying that required clinical hours are completed and properly documented in the clinical management system.
- The faculty are responsible for counseling the students if clinical hours are not completed as scheduled and notifying the Program Chair.
- The faculty are to ensure all evaluation processes are completed in a timely manner with the student demonstrating proficiency in the clinical setting.
- The Program Chair is available for consultation with faculty and preceptors throughout the duration of a student's clinical practicum.

Preceptor

- The preceptor will provide a setting that enables the student to gain clinical experience relevant to the specific program and/or course objectives.
- In the NP tracks, the preceptor will function as a role model providing clinical teaching and direct supervision for the student in the practice of assessment and management specific to patient care needs.
- The preceptor will cosign all official records or documents entered by the student if required by the clinical site.
- The preceptor will participate with the faculty member in conversations to discuss the student's progress and learning needs.
- The preceptor will provide input on the student's clinical performance by completion/submission of the Preceptor Evaluation of the student at the midterm and end of the course via email.

- The preceptor is expected to notify faculty immediately when the performance of the student is in question or any other concerns arise.
- The preceptor is responsible for verification/approval of clinical hours as accrued by the student via email or clinical management system.

Student

- The student will be responsible for demonstrating professional and ethical behaviors in all communication and interactions with faculty, preceptors, patients, families, and all people in the healthcare environment.
- The student is responsible for maintaining clinical compliance (i.e., required immunizations, TB testing, drug screen, background check, etc.) throughout the program.
- The student will be responsible for completing and submitting all forms relating to the clinical experience.
- The student will be responsible for providing a copy of the course objectives to each preceptor for each clinical rotation.
- The student will create a mutually agreed-upon schedule with the preceptor, typically 10–16 hours per week.
 - In NP tracks, a student may request a condensed schedule exceeding 16 hours per week for a minimum of four weeks.
 - All schedules must be approved by faculty or the Program Chair and align with the concurrent course.
- In the NP tracks, the student will demonstrate the ability to manage progressively complex patient care situations (differential diagnosis, treatment plans, and patient teaching) in accordance with their academic progression.
- The student will participate in virtual, phone, and/or in-person conferences with the preceptor and faculty to discuss progress and identify learning needs.
- The student will enter weekly clinical experience data in the clinical documentation management system by Sunday at 11:59 pm CST. Refer to the clinical documentation management system Documentation Policy for additional information and requirements.
- The student will participate in the course, faculty, and preceptor evaluation processes.
- The student is not permitted to start clinical until week 2 of the term.
- The student will only complete clinical hours with their approved preceptor.

Section 8: Clinical, Lab, and Practicum Policies

See Student Handbook for more information related to Program Specific Guidelines.

Section 9: Technology and Learning Platforms

Currently, Herzing University is transitioning to the use of Core ELMS for our management system. There will be some students that will remain in Typhon to the conclusion of their program.

- Time logs:
 - The preceptor will receive an email at the address provided by the student in the clinical application submission.
 - The preceptor will verify that hours recorded in the email are accurate. Follow the directions in the email that you receive to verify hours for the student.
 - The preceptor will receive evaluations via email for completion at midterm and the end of the term related to student performance. Follow the directions for completion.
 - If you are not receiving the link in your email, contact your Herzing University faculty member as soon as possible.
- Students who started their program in Typhon will remain in Typhon during their program. Please note that you will need to sign in to Typhon to approve time logs.
- If you have questions related to the student's clinical management system (Core ELMS or Typhon) please reach out to your faculty contact or onl-msnclinicals@herzing.edu.

Appendix

Preview Survey – NP Clinical Site Evaluation for CC/CF Spring 2025

1

Please type the full name and address of the site (including city & state) being evaluated.

► Response Required

Name of Site

Enter a response

Address (including City & State)

Enter a response

2

Is the clinical site being evaluated in Louisiana?

► Response Required

Select Option

3

Based on your site visit, please evaluate the following:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The site does not present any safety concerns.	<input type="radio"/>				
The site has a dedicated work area for the student(s).	<input type="radio"/>				
Students have access to a computer on site.	<input type="radio"/>				
The site provides sufficient clinical experiences for the student(s).	<input type="radio"/>				
The site provides opportunities for the student(s) to assume increasing levels of independence based on their performance.	<input type="radio"/>				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The site staff and preceptors provide professional role modeling.	<input type="radio"/>				
The site provides the opportunity for the student to consider patient access to care, cost, quality, and safety.	<input type="radio"/>				
The site integrates appropriate technologies for clinical learning, patient management, and improved health care.	<input type="radio"/>				
The site advocates for ethical policies that promote access, equity, quality, and cost.	<input type="radio"/>				

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The site has a sufficient number of patients available to meet student learning objectives.	<input type="radio"/>				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The site has a wide demographic variety of patients.	<input type="radio"/>				
The site provides the students with the opportunity to follow-up with patients.	<input type="radio"/>				
The site makes charting/labs/reports/etc available for the student to review.	<input type="radio"/>				
The site staff was supportive of the student's learning in the clinical setting.	<input type="radio"/>				
The site provides an appropriate level of on-site supervision.	<input type="radio"/>				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The site provides individual supervision for the student(s).	<input type="radio"/>				
The site provided an area for the student(s) to store personal items.	<input type="radio"/>				
The site adequately and clearly described the student's expectations at the beginning of the rotation.	<input type="radio"/>				

4

Please list the clinical site's strengths:

Enter a response

5

Please list any weaknesses/concerns for this clinical site:

Enter a response

6

I would recommend this clinical site for other students.

- Yes
- No

Preview Survey – NP Preceptor Midterm/Final Evaluation Spring 2025

1

Instructions: Please use this form to complete the final evaluation of the students' performance. Please check the box which best reflects the student's clinical performance a majority of time using the following key:

N/A	No opportunity to perform or observe
0	Student regularly omits critical items in interview or assessments
1	Student requires extensive prompting to achieve stated objective
2	Student requires minimal prompting to achieve stated objective
3	Student consistently achieves stated objective with little to no prompting

2

What is the name of the student?

► Response Required

Enter a response

3

I. Assessment/Communication: The presentation of the history of the patient to the preceptor which demonstrates the ability of the student to obtain subjective data via effective interview techniques.

► Response Required

	N/A No opportunity to perform	omits critical information	requires extensive prompting	requires minimal prompting	little to no prompting
Obtains appropriate history for comprehensive, interval or acute episodic visits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment	<input type="text"/>				
Focuses on priority elements in data collection.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment	<input type="text"/>				
Demonstrates effective interviewing techniques with individual, family or group clients integrating developmental and sociocultural needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment	<input type="text"/>				
Identifies factors influencing health and/or disease.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment	<input type="text"/>				
Responds to verbal and non-verbal cues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment	<input type="text"/>				

II. Assessment/Communication: The presentation of objective data from the student to the preceptor.

► Response Required

	N/A No opportunity to perform	omits critical information	requires extensive prompting	requires minimal prompting	little to no prompting
Performs the indicated exam; comprehensive, interval, acute or episodic in an organized manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment					
Uses assessment techniques and equipment correctly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment					
Reviews previous findings for resolution or status.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment					
Differentiates normal from abnormal findings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment					
Modifies the exam to reflect chief complaint, presenting symptoms, exam findings and differential diagnoses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment					
Associates physical findings with laboratory and diagnostic findings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment					

5

III. Diagnosis: The students ability to develop differential diagnosis with the assistance of the preceptor and independently. NOTE: For students in the Advanced Health Assessment course this is not one of the learning objectives for the course and those preceptors, please select "N/A" if evaluating this course.

► Response Required

	N/A No opportunity to perform	omits critical information	requires extensive prompting	requires minimal prompting	little to no prompting
Applies critical thinking skills in formulating appropriate differential diagnoses support by interview, physical exam, laboratory and diagnostic data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment					
Formulates differential diagnoses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment					
Provides rationale (pathophysiological, psychosocial, and developmental) for differential diagnoses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment					
Interprets screening, laboratory, and diagnostic test needs appropriate to individuals, families and groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment					
Identifies risk profile and prevention and counseling needs appropriate to individuals, families and groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	N/A No opportunity to perform	omits critical information	requires extensive prompting	requires minimal prompting	little to no prompting
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Additional Comment

6

IV. Management: The student's ability to provide a plan of care to manage the patient to the preceptor during the time of the evaluation and for follow up.
NOTE: For students in the Advanced Health Assessment course this is not one of the learning objectives for the course and those preceptors can leave this section blank.

A. Therapeutics/Diagnostics

► Response Required

	N/A No opportunity to perform	omits critical information	requires extensive prompting	requires minimal prompting	little to no prompting
Suggestions for laboratory and diagnostic testing are supported by history and physical exam findings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comment

Initiates interventions based on health promotion, disease prevention, maintenance and/or restoration.

Additional Comment

7

IV. Management: The student's ability to provide a plan of care to manage the patient to the preceptor during the time of the evaluation and for follow up.
 NOTE: For students in the Clinical Decision Making course this is not one of the learning objectives for the course and those preceptors can leave this section blank.

B. Education and Counseling

► Response Required

	N/A No opportunity to perform	omits critical information	requires extensive prompting	requires minimal prompting	little to no prompting
Provides appropriate education based on client learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment					
Provides anticipatory guidance and counseling based on recognized professional guidelines/standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment					

8

IV. Management: The student's ability to provide a plan of care to manage the patient to the preceptor during the time of the evaluation and for follow up.

C. Follow up and Referral.

► Response Required

	N/A No opportunity to perform	omits critical information	requires extensive prompting	requires minimal prompting	little to no prompting
Student recognizes the need for referral.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment					
Recommended referrals are appropriate for acuity level and diagnoses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment					

9

V. Presentation/Documentation: The student provides case presentation of the patient history, exam, differential diagnosis, diagnostics/prescriptions as indicated, and documents this in the chart where indicated by the preceptor. NOTE: For students in the Clinical Decision Making course the course learning objectives only require the student to engage with patient history and exam – please evaluate your Advanced Assessment course student in that light.

► Response Required

	N/A No opportunity to perform	omits critical information	requires extensive prompting	requires minimal prompting	little to no prompting
Oral presentation is accurate and complete.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment	<input type="text"/>				
Written documentation is according to preceptor and organizations guidelines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment	<input type="text"/>				
Guidelines for reimbursement have been addressed in written documentation per direction of the preceptor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment	<input type="text"/>				

10

IV. Role Implementation/Professionalism: The student demonstrates the role of the FNP while in the presence of the patients, preceptor and other staff at clinical practicum site. The student also is professional at all times following the P.R.I.C.E of Model of Success; professionalism, respect, integrity, caring and engagement. The P.R.I.C.E. model of Success is part of the mission statement at Herzing University and all students are to practice this model.

► Response Required

	N/A No opportunity to perform	omits critical information	requires extensive prompting	requires minimal prompting	little to no prompting
Recognizes own limitations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment					
Seeks and accepts constructive criticism.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment					
Presents a professional demeanor; ie; appearance, dress, behavior, language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment					
Develops therapeutic rapport with individuals, families and groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment					
Uses appropriate communication with other members of the health care team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment					
Incorporates ethical decision making to facilitate health care decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	N/A No opportunity to perform	omits critical information	requires extensive prompting	requires minimal prompting	little to no prompting
Additional Comment					
Demonstrates initiates in seeking learning opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment					
Complies with all regulatory agency guidelines (HIPPA, OSHA,etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment					

11

I acknowledge that this student is attending clinical and working towards completion of his/her clinical practicum hours.

I acknowledge that I have discussed the Mid-Term evaluation with the student and the student has had an opportunity to ask questions and have his/her questions answered.

► Response Required

Yes
 No

Additional Comments:

12

Have you and your student provided Telehealth services during this experience?

Yes
 Second Item

13 ELECTRONIC SIGNATURE OF THE CUSTOM GROUP

► Response Required

SIGN HERE

Please Type Name

Please Type Name

Additional Comments:

Additional Comments

Preview Survey – NP Student Evaluation of Site/Preceptor Spring

2025

1

What is the name of the preceptor?

► Response Required

Enter a response

1. Preceptor Evaluation.

The preceptor evaluation provides the faculty with information pertaining to the student experience as it directly pertains to the clinical practicum. The student provides valuable information in evaluating preceptors based on assistance to students, professionalism in the clinical setting, and the use of evidence based practice by the preceptor. The evaluation should be utilized to reflect the majority of the experience with the Preceptor.

	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
The Preceptor demonstrated effective interviewing techniques with individual, family, or group clients integrating developmental and sociocultural needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment	<input type="text"/>				
The Preceptor assisted the student with development of system specific physical exam and interview skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment	<input type="text"/>				
The Preceptor provided explanation and demonstration when encouraging student to incorporate new skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment	<input type="text"/>				
The Preceptor assisted student in correlating physical assessment findings with laboratory and diagnostic orders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment	<input type="text"/>				

	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
The Preceptor provided feedback to student in a professional manner, allowing student to clarify areas of concern, encouraging questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment	<input type="text"/>				
The Preceptor directed student to professional journals or association guidelines demonstrating integration of evidence-based practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment	<input type="text"/>				
The Preceptor promoted student in his/her encounters with patients and clinic/offic personnel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment	<input type="text"/>				
Overall, I would recommend this Preceptor for further clinical learning opportunities with Herzing University.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment	<input type="text"/>				

3

What is the name of the site?

► Response Required

Enter a response

	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
The clinical practicum site was conducive to meeting course objectives and the FNP competencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The clinical practicum site allowed for the application of theory, evidence and best practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The multifaceted role of the nurse practitioner was evident at the clinical practicum site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experiences at the practicum site were varied enough to facilitate learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I would recommend this site for future clinical learning opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>