



Graduate Nursing Student Clinical Handbook 2025-2026

Mission and Vision of AUHS

American University of Health Sciences (AUHS) is a private Christian-based, minority-serving university of higher education. The University welcomes students of diverse backgrounds and prepares them to make a positive impact on society through the provision of exceptional quality patient-centered care within the context of a global perspective of the human condition. This mission is accomplished through the creation of a strong and caring academic environment where excellence, diversity, and the development of the entire person—mind, body, and spirit are addressed and where teaching/learning, research, service, and scholarship are valued and supported. Inspired by a strong belief in God and the Christian values of love and caring for humankind, and of justice and respect, the University's core values include a holistic approach to education, promotion of the intellectual, analytical, and critical thinking abilities of its students, evidence-based knowledge, and service to our fellow man, and a commitment to life-long learning

Graduate Degree Programs

AUHS provides three different concentrations for bachelor's prepared nurses to advance their careers in Nursing Education; Nursing Administration, Leadership, and Management; and Advanced Practice as a Family Nurse Practitioner. The courses in the Nurse Administrative, Leadership, and Management option will help the student gain advanced knowledge of organizational leadership, health policy, and evidence-based healthcare delivery to prepare the student for leadership and administrative roles in a variety of healthcare situations. The Nursing Education option is designed to prepare students for a nurse educator role in academe and reflects nurse educator competencies in clinical aspects developed by national organizations. The Family Nurse Practitioner (FNP) option prepares nurses to act in an advanced practice role as a provider of primary.

General Clinical Information

The practicum courses provide MSN and post-graduate students the opportunity to apply newly developed skills and relate theoretical content to advanced practice settings across the lifespan. Experiential learning prepares students for the highest level of practice. It allows students to enhance communication, teamwork, professionalism, and critical thinking skills.

For the nurse practitioner student, it will allow them to differentiate primary care needs for patients across the lifespan.

Clinical Prerequisites

- Complete all core MSN courses.
- Students must maintain an active unencumbered RN license in California where clinical rotations must be completed.
- Submit all necessary practicum and compliance documents.
- Annual Physical Examination *
 - Proof of immunization (Hepatitis B, MMR, Varicella, Tdap).
 - Tuberculosis screening (QuantiFERON).
 - Current influenza vaccination.
 - Current Basic Life Support Certification.
 - Current Student Liability Insurance (Coverage as an RN and Student).
 - Fire Card (a requirement for Los Angeles County practicum site).
 - Completed Occupational Safety and Health Administration (OSHA) guidelines.
 - Completed Health Insurance Portability and Accountability Act (HIPAA) guidelines.
 - Additional requirements specific to the chosen practicum site.

*Students will receive an account through CORE® ELMS, an online platform that organizes and tracks clinical compliance requirements for AUHS.

Preceptor Selection

While the AUHS clinical site coordinator shall arrange for clinical placement, instruction and supervision of the student, students have the option to recommend a suitable location and preceptor for each practicum course. Clinical placement should be arranged at least one quarter before the practicum course start date to comply with the vetting process for the clinical sites and preceptors. The site may be at the facility or institution where you are currently employed. However, you must operate outside of your role as an RN and work as an MSN or FNP student with a preceptor who is not your direct supervisor or colleague. For FNP students, the practicum site cannot be in a hospital inpatient setting and must be in an outpatient setting. If your preceptor sees patients in a clinic but also does rounds in a hospital, you may not accompany him/her to the in-patient setting.

Nurse Educator Track

Preceptor Qualifications

- Have a master's degree or higher in nursing and competency in a nurse education specialty area (Certified Nurse Educator preferred).
- Hold an active and unencumbered nursing license in the state of California and be employed in a practice or academic setting in California where the student practicum will take place.
- Preceptors can oversee more than one student at a time if the students' practicum hours are on different days.
- Preceptors may not be family members.
- Students may not count work hours in their usual position as practicum hours.

Preceptor Roles and Responsibilities

Agrees to accept responsibility for the student for a specified time. Generally, the development of a learning environment for the student would include:

- Patient-focused curriculum design, assessment and evaluation.
- Updates, and implements new and current patient-focused education curriculum to address a broad range of healthcare challenges.
- Act as an adviser and mentor for the students, assisting them in their journey toward becoming a nurse educator in a hospital clinical setting.

Clinical Hour Requirements

The *Field Teaching Practicum* provides exposure to direct patient-focused education through clinical practice, patient evaluation and assessment.

- Graduate students will spend two days (7 hours per day) per week for 11 weeks in their final academic quarter, totaling 150 hours.
- Documentation and approval of hours takes place within the course. Hours are subject to faculty approval.

Nurse Administration and Leadership Management Track

Preceptor Qualifications

- Have a master's degree or higher in nursing. Preceptors may hold a nursing degree and have an MBA.
- Hold an active and unencumbered nursing license in the state of California and be

employed in a practice setting in California where the student practicum will take place.

- Must be working as mid-level nurse managers or nurse leaders/executives.
- Preceptors can supervise more than one student at a time if the students' practicum hours are on different days.
- Preceptors may not be family members.
- Students may not count work hours in their usual position as practicum hours.

Preceptor Roles and Responsibilities

Agree to accept responsibility for the student for a specified time. Generally, the development of a learning environment for the student would include:

- Knowledge of nursing practices and the health care field in general.
- Qualities of a nurse administrator include being organized, efficient, a good communicator, empathetic, and resourceful.
- Assess and evaluate organizational structure.
- Apply learned administration, leadership, and management principles.
- Perform conflict resolution modalities when conflict arises.
- Human resource management.
- Budget and business decision-making.
- Organizational healthcare policymaking.

Clinical Hour Requirements

The *Field Practicum* provides exposure to nursing administration, leadership, and management principles.

- Graduate students will spend two days (7 hours each day) per week for 11 weeks during their last academic quarter, totaling 150 hours.
- Documentation and approval of hours take place within the course. Hours are subject to faculty approval.

Family Nurse Practitioner Track

Preceptor Qualifications

- Have a minimum of a master's degree in nursing and be nationally and board-certified as a family nurse practitioner by either the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP).
- Hold an active and unencumbered nursing license in the state of California and be employed in a practice setting in California where the student practicum will take place.
- Have **at least one year of full-time** clinical experience as a nurse practitioner and be actively practicing in a direct patient care role.
- A medical doctor (MD) or doctor of osteopathy (DO) can also serve as a preceptor for nurse practitioner students, but they must hold an active medical license in California where they practice and where the student practicum will take place.
- Preceptors must work with you in a non-acute primary care setting.
- Clinical practice experiences involve interaction with practitioners and patients to advance patient welfare in real-life practice settings across the lifespan. This includes performing a History and Physical Examination, formulating diagnoses and management plans, and ordering ancillaries to confirm a diagnosis across the lifespan.
- Students may have more than one preceptor throughout the program, but preceptors can only precept one FNP student at a time.
- Preceptors may supervise more than one student during a semester if the students' hours are scheduled on different days.
- Preceptors cannot be family members.
- Students may not count work hours in their usual position as practicum hours.

Preceptor Roles and Responsibilities

Agree to accept responsibility for the student for a specified time. Generally, the development of a learning environment for the student would include:

- Perform history and physical examinations.
- Formulate a working diagnosis.
- Order ancillaries and labs for diagnosis confirmation.
- Formulate the proper diagnosis and management based on evidence-based practice.
- Educate the patient and family about the diagnosed disease process.

- Learn the flow of the clinic, including insurance charges, liabilities, and organization in the practice realm.
- Legalities of clinical practice.
- Referrals and collaboration with other members of the healthcare team
- Logistics of prescribing controlled substances
- Third-party billing (prior authorization procedures, days' supply limitations, resolving third-party problems)

The student is expected to consult with the preceptor regarding each patient and to record the visits in a format appropriate to the clinic's standards. At all times, the student will function under the supervision of the preceptor.

Clinical Hour Requirements

FNP Track students will complete at least 750 clock hours during their four clinical rotations. Students will spend approximately 2-3 days (8-10-hour clock hours) per week for 11 weeks each quarter.

Clinical Practicum Log

FNP Track students will maintain clinical practicum logs through the software program CORE® ELMS. Practicum log documentation must demonstrate activities related to course outcomes and specialty competencies. All hours must be documented in the practicum log. Practicum hours must be confirmed by the preceptor and validated by the course faculty. Travel time to and from the practicum site cannot be included in the practicum hours. Instructions on how to access the clinical log software will be provided to you and your preceptor.

Completion of Clinical Hours

All FNP students must complete **80%** of the required clinical hours by the end of the quarter before they can progress to the next quarter. Failure to meet this requirement will result in the following consequences:

- Students will be placed under the Remediation Clinical Policy (\$1,200 fee per course) until the remaining clinical hours are completed. This includes submitting a remediation plan to the faculty on record of how the remaining hours will be met.
- Students may enroll in the preceding quarter but must complete the deficient hours by the end of the current quarter. Failure to do so will result in a failing grade in the clinical course where 100% of the clinical hours were not completed.

Clinical Hour Totals per course

FNP students will complete at least 750 clock hours during their four clinical rotations. Students will spend 2-3 days (8-10-hour clock hours) per week for 11 weeks each quarter.

Quarter	Clinical Course	Clinical hours required per course	Min of 80% completed by the end of the quarter
4	GN 542L: Primary Care of the Adults/Older Adults	300	240
5	GN 540L: Primary Care of the Pediatric Patient	75	60
5	GN 541L: Primary Care of Women	75	60
6	GN 543L: Primary Care of the Family	300	240

Clinical Assignments

FNP students are required to submit their clinical assignments during the week that they are in the clinic to receive timely feedback, corrections, and credit for the work turned in. If a student needs assistance entering logs in CORE ® ELMS, help from an administrative assistant and faculty adviser will be provided.

Preceptor Planning and Required Clinical Forms (all tracks)

Submission of Clinical Placement Planning Form

All students must submit a copy of the **Clinical Placement Planning Form** approximately one quarter before the start of their clinical course via email to msnclinicalplacement@auhs.edu. Failure to complete this requirement may result in a delay in program progression.

1. Once the practicum site has been approved, AUHS will send the preceptor/agency an Affiliation Agreement. This is a legal contract that must be on file with all clinical facilities before the practicum experience starts.

Note: this can take several weeks to months to fully execute. AUHS will

communicate directly with the facility and the appropriate individuals to secure the clinical affiliation agreement.

2. Once all the required contracts and paperwork are completed and on file, you may still have additional facility requirements that must be completed. This could include training, orientations, and/or additional documentation.
3. You will receive a **Clinical Confirmation Email** (to your AUHS email only) confirming that you are cleared to begin your clinical rotation at the start of term. Starting before you receive this email may result in a conduct violation.
4. You will upload a copy of the **Clinical Placement Planning Form** and **Clinical Confirmation Email** during Week 1 of every clinical term as a graded assignment.

Clinical Responsibilities of the Student

During each practicum, you will discuss the course requirements and your personal learning goals with your preceptor. Faculty members may also periodically meet with you and your preceptor to ensure progress toward set goals is being achieved, either virtually or face-to-face. Email communication remains one of the main forms of communication. It is recommended you check your AUHS email every 24-48 hours. Only AUHS email will be used. No personal email correspondence. You are also responsible for maintaining a log of your practicum experience that includes accurate reflections on activities and attainment of course outcomes and competencies. Your course faculty member is responsible for evaluating your performance and all associated assignments completed during the practicum experience. You are responsible for making travel arrangements and paying for all related practicum experiences.

Once your clinical rotation has begun, you are responsible for:

- Establishing a mutually agreeable practicum schedule and attending practicum experiences promptly as scheduled.
- Actively seek learning opportunities.
- Follow the policy and procedures of the practicum site, including rules of patient confidentiality.
- Complying with all requirements of the practicum location

(immunizations, background checks, drug screening, additional training, etc.).

- Communicating openly and effectively with the preceptor, keeping him/her informed of activities and discussing learning needs; identifying and discussing problems and progress.
- Participating in professional collaborative efforts and collaborative communication with other members of the healthcare team.
- Function under the Nurse Practice Act statutes and regulations for expanded nursing roles.
- Maintain accurate clinical documentation records, including clinical logs, time logs, etc.
- Submit required assignments and documentation on time to the appropriate location and faculty member.
- Complete preceptor/practicum site evaluations.

Academic Integrity

Turn-it-In (TII) is plagiarism detection software integrated with the Canvas learning management system. TII compares submitted student assignments with a database of academic papers to identify any similarities with existing works. The purpose of TII is to prevent plagiarism and to help students understand how to properly cite sources instead of just paraphrasing. AUHS strongly encourages students to aim for TII scores of less than 20%. Faculty will assess the level of matched content, including the use of quoted or paraphrased material. Students can submit assignments, including SOAP notes, to Canvas to check their TII score multiple times until the due date. However, after the due date and time pass, only the last submission will be considered for grading, and the TII score from that submission will be final. If a student's TII score is above 20%, the faculty will reach out to the student to discuss remediation or a referral to the Dean for an academic integrity violation meeting.

Ethical Performance

You are expected to present professional demeanor, behavior, appearance, and communication always. You must comply with the policies in the American University of Health Sciences Student Handbook which can be found on the AUHS website.

You should practice within the American Nurses Association Code of Ethics. You must also agree to abide by all requirements, policies, and procedures of the practicum site. When at a clinical site, you are required to dress appropriately, wear your lab coat, and AUHS name badge always. You should introduce yourself to each patient as an AUHS MSN student. A positive, open, professional communication style, willingness, and eagerness to learn, and the ability to accept and act on constructive feedback in clinical sites are paramount to a successful practicum learning experience. Any situation where the student places the client's life in danger or shows severe behavioral misconduct toward the client and family, practicum site, staff, faculty, or peers, may result in immediate Administrative Dismissal of the student from the program. Incidents of these types of behaviors include:

- Positive drug or alcohol test
- Evidence of academic dishonesty
- HIPAA Violation
- Falsifying information related to patient care or condition
- Sexual harassment
- Grossly unprofessional behavior
- Pattern of patient endangerment
- Incivility
- Criminal, drug, or alcohol-related misconduct as described by the California Board of Registered Nursing

Evaluation Forms

The following evaluation forms are meant to allow the clinical preceptor to give feedback to the student and faculty about a student's observed performance while in the clinical setting, to allow the student to evaluate the preceptor, and to allow the student to evaluate the clinical site. The preceptor will evaluate the student's progress throughout the course. However, the faculty on record will provide the final grade for the student's performance. Additional comments are welcome.

Nurse Educator and Nurse Administration and Leadership Management Track- all preceptor and student evaluation forms can be accessed, completed, and signed in person and submitted to Canvas.

FNP Track- all preceptor and student evaluation forms can be accessed, completed, and signed electronically through CORE® ELMS.



AUHS CLINICAL PLACEMENT PLANNING FORM

STUDENT INFORMATION

Student Name:

Address:

City, State, Zip Code

Email address:

Primary Phone:

Secondary Phone:

Areas worked as an RN and number of years:

Languages spoken:

COURSE INFORMATION

Course Number:

Term & Year:

Student Signature: _____ Date: _____

PRECEPTOR INFORMATION

Preceptor Name:

Credentials (e.g. MD, DO, NP, CNM):

License(s) Number and Expiration Date(s):

Preceptor Specialty:

Years in current role:

Best phone number to contact:

Email address (required for student evaluations):

Educational background: Medical or advanced nursing degree(s) and year(s) obtained:

Professional experience in the last five (5) years: *Can include copy of CV

Additional Licensure and Certifications:

CLINIC/AGENCY PRACTICE INFORMATION

Clinic/Agency Legal Name, group or physician who owns the practice:

Clinical/Agency Address (City, State, Zip Code):

Office Manager Name:

Office Manager Phone number:

Email Address:

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- I agree to serve as a preceptor for: _____(Student Name). I have received, read and understood the **AUHS Graduate Nursing Preceptor Handbook** including clinical objectives and evaluation of the student indicated in each clinical course. My name and signature below indicate that I agree to abide by the policies and regulations, clinical expectations, and clinical objectives as stated in my preceptor's responsibilities.

Preceptor Name: _____

Preceptor Signature: _____ Date _____

Note: Clinical placement requires a legal contract between the clinical agency/preceptor and AUHS. Completion of this form does not guarantee clinical placement. An Affiliation Agreement will be sent directly to the preceptor/agency for signature by an AUHS representative



PRECEPTOR EVALUATION OF STUDENT

NURSE EDUCATOR & NURSE ADMIN/LEADERSHIP TRACKS

Purpose: This assessment allows the clinical preceptor to give feedback to the student and faculty about a student's observed performance while in the clinical setting.

Student Name:

Course Name/Number:

Preceptor Name:

Date:

Instructions: Please check the number which best indicates your level of agreement or disagreement with the statement. You will be able to access this evaluation electronically through CORE® ELMS via links that will be sent to your email.

	1-Needs Improvement	2-Satisfactory	3- Proficient
1. Articulates the methods, tools, performance measures, and standards related to quality and prepares to apply these principles within an organization.			
2. Translates and integrates scholarship into practice by applying research outcomes within the practice setting, resolving practice problems, and working as change agents to disseminate results.			
3. Utilize informatics and health care technologies to deliver and enhance care and use communication technologies to integrate and coordinate care.			
4. Uses interprofessional collaboration to improve patient and population health outcomes.			
5. Applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of population care.			



PRECEPTOR EVALUATION OF STUDENT

FNP TRACK

Purpose: This assessment allows the clinical preceptor to give feedback to the student and faculty about a student's observed performance while in the clinical setting.

Student Name:

Course Name/Number:

Preceptor Name:

Date:

Instructions: Please check the number that best indicates your level of agreement or disagreement with the statement based on your judgment of the student's knowledge, skills, and behaviors for his/her stage of training. You will be able to access this evaluation electronically through CORE® ELMS via links that will be sent to your email.

	1-Needs Improvement	2-Satisfactory	3- Proficient
Medical Knowledge: This student			
Exhibits a basic knowledge of pathophysiology and disease mechanisms.			
Exhibits knowledge of Pharmacology as related to practice setting.			
Patient Care / History Taking: This student			
Elicits patient history at a depth that is appropriate for the clinical situation.			
Includes psychosocial and health maintenance/risk factor information as appropriate.			
Patient Care- Physical Examination (including mental status examination): This student			
Performs a physical examination that is thorough, technically accurate and appropriate to the clinical setting.			
Maintains sensitivity to issues of patient privacy, comfort, and dignity during the examination.			
Recognizes and correctly interprets abnormal clinical findings.			

Patient Care- Documentation: This student			
Accurately records information in an organized and logical fashion and in a way that is appropriate to the clinical situation (SOAP notes, progress notes, complete H&P, etc.)			
Records information that is free of personal bias or inappropriate comments.			
Presents information in an accurate, logical, and organized manner			
Patient Care- Clinical Problem Solving: This student			
Generates an appropriate problem list based on the history and physical findings			
Effectively prioritizes clinical problems			
Creates a differential diagnosis relevant to the presenting complaint(s).			
Develops a strategy for confirming the diagnosis.			
Integrates diagnostic test data with the clinical presentation of the patient			
Formulates a treatment plan appropriate for the diagnosis			
Takes an evidence-based approach to patient care			
Interpersonal and Communication Skills: This student			
Establishes good rapport with patients			
Communicates well with patients, their families, and all members of the healthcare team			
Provides disease-specific information and/or prevention education to patients as appropriate.			
Exhibits empathy toward the patient and the patient's perspective			
Communicates in a way that shows sensitivity to cultural and ethnic differences			

Practice-Based Learning and Improvement/Self-directed Learning: This student			
Identifies gaps in his/her knowledge and abilities and seeks appropriate solutions			
Demonstrates initiative in supplementing his/her knowledge about patients on the service			
Demonstrates ability to access current and accurate patient care information using a variety of modalities including texts, journals, lectures, and electronic resources			

Professionalism/Ethics: This student (please circle Yes or No)

Displays a motivation to learn (teachable).	Yes	No
a reliable, responsible, punctual, and well-prepared team member.	Yes	No
Displays professional public demeanor and deportment.	Yes	No
Is honest, trustworthy, and adheres to legal standards.	Yes	No
Manages patient and healthcare team member relationships appropriately.	Yes	No
Respect patients' rights to privacy and confidentiality.	Yes	No
Elicits and respects the point of view and preferences of the patient (autonomy).	Yes	No

Comments on Professionalism:

Overall Summary of the Student's Performance (please discuss with student comments about strengths and provide opportunities for growth and improvement).

Do you have any reservations about the suitability of this student for the practice of advanced nursing and medicine? **Yes** **No**

If yes, please describe below using specific examples to illustrate your concerns.

Preceptor information

Print Name: _____ Degree: _____

Signature: _____ Date: _____



STUDENT EVALUATION OF CLINICAL SITE

NURSE EDUCATOR & NURSE ADMIN/LEADERSHIP TRACKS

Purpose: This assessment allows the student to evaluate their clinical site

Student Name:

Course Name/Number:

Preceptor Name:

Date:

Instructions: Use the following scale to indicate your agreement with the following statements:

1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly NA= Not applicable

The Site provided me with the opportunity to...		SCORE
1.	Interact with other members of the academic community and students	
2.	Formulate curriculum development and design	
3.	Perform assessment and Evaluation of the curriculum and student	
4.	Lecture the designed curriculum	
5.	Learn the available Learning Management System	
6.	Collaborate with other members of the Academic/Healthcare team	
7.	Provide trainings on Hospital or Clinical regulations and legalities.	
8.	Provides an appropriate working space and time for completion of all required documentation for patient encounter.	
9.	Have necessary reference material – hard copy or electronic – readily available to supplement my learning experience	
10.	Apply the skills and knowledge I learned in the classroom in an Evidence-based practice model	

Comments Required:

1. How might this specific rotation at this site improve?
2. What other performance activities and/or tasks would facilitate your ability to demonstrate learning outcomes described in the syllabus?
3. What specific areas have you identified during the rotation where you need/would like to spend additional time to further develop knowledge and skills?
4. Comments viewed by MSN faculty and AUHS Personnel only. Please provide feedback regarding this placement if necessary.



STUDENT EVALUATION OF CLINICAL SITE

FNP TRACK

Purpose: This assessment allows the student to evaluate their preceptor and the learning experience/environment

Student Name:

Course Name/Number:

Preceptor Name:

Date:

Instructions: Use the following scale to indicate your agreement with the following statements:

1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly NA= Not applicable

The Site provided me with the opportunity to:		SCORE
1.	Interact face-to-face with patients	
2.	Perform History and Physical Examination on patients	
3.	Formulate working diagnosis	
4.	Order and perform ancillary procedures	
5.	Initiate Treatment and Management	
6.	Collaborate with other members of the healthcare team	
7.	See patient's outcomes of care, or progress toward achieving goals of therapy	
8.	Provide both acute and chronic care management for patients	
9.	Provide care for patients with diverse background (ex. Age, ethnicity, health conditions, socioeconomic status)	
10.	Share values of caring, justice, love, and/or respect and be an advocate for patient needs and rights	
11.	Provides an appropriate working space and time for completion of all required documentation for patient encounter.	
12.	Have necessary reference material – hard copy or electronic – readily available to supplement my learning experience	
13.	Apply the skills and knowledge I learned in the classroom in an evidence-based practice model	

Comments (Required):

1. How might this specific rotation at this site improve?
2. What other performance activities and/or tasks would facilitate your ability to demonstrate learning outcomes described in the syllabus?
3. What specific areas have you identified during the rotation where you need/would like to spend additional time to further develop knowledge and skills?
4. Comments viewed by MSN faculty and AUHS Personnel only. Please provide feedback regarding this placement if necessary.



STUDENT EVALUATION OF PRECEPTOR

ALL GRADUATE NURSING TRACKS

Purpose: This assessment allows the student to evaluate their preceptor

Student Name:

Course Name/Number:

Preceptor Name:

Date:

Instructions: Please check the number which best indicates your level of agreement or disagreement with the statement. **If you have more than one preceptor. Please complete for each preceptor.**

0-No Opinion, 1-Strongly Disagree, 2-Disagree, 3-Sometimes Agree, 4-Agree, 5-Strongly Agree

Evaluation Questions	0	1	2	3	4	5
1. Overall, the student/preceptor relationship was collaborative and met my learning needs.						
2. Overall, I would recommend this preceptor to other students.						
3. My preceptor arrives at agreed upon time to the clinical/experiential site.						
4. My preceptor is fully acclimated to the facilities policies and procedures.						
5. My preceptor encouraged, facilitated, and assisted me in integrating into the health care team (as much as possible).						
6. My preceptor allowed me to function independently, within the framework of the course's objectives and the philosophy of the agency						
7. My preceptor assigned experiences that were both appropriate to my skill level and challenged me to learn new things.						
8. My preceptor was available for consultation as needed.						
9. My preceptor worked with me to plan assignments that were appropriate to my ability level.						
10. My preceptor encouraged/supported student independence in problem identification and planning.						
11. My preceptor communicates effectively						
12. My preceptor sets a good example for students.						

