

**NURS 186/NURS 187**

**Preceptor Evaluation of**

**Candidate Professional Dispositions**

**2008-2009 and 2009-2010**

**Includes:**

**(1) Evaluation Tool and (2) Data Analysis**

The purpose of this evaluation is to determine the extent to which candidates incorporate these professional dispositions into their school nursing practice. To foster in the candidate professional dispositions that are essential in interacting professionally with school age children, families, school staff, and others, and in meeting the healthcare needs of school age children. These dispositions are: The tendency to reflect, the use of critical thinking, the use of well reasoned ethical judgment, an appreciation for diversity, a collaborative disposition, and the tendency for life-long learning.

School site preceptors are expected to observe for these traits in candidates during the candidates field experience. At the end of the semester, preceptors are asked to meet with candidates to discuss these dispositions, and to complete and sign the evaluation form which is submitted to the clinical instructor. Instructions are included with evaluation form to aid the preceptor in completing the evaluation.

1. EVALUATION TOOL

NURS 186/NURS 187 PRECEPTOR EVALUATION OF STUDENT

PROFESSIONAL DISPOSITIONS

Student Name \_\_\_\_\_ Semester \_\_\_\_\_ Year \_\_\_\_\_

Please CIRCLE the number on scale that reflects the most accurate description of student application of dispositions. Give examples/comments in space provided. Student may help furnish examples.

1. Candidate demonstrates the ability to REFLECT. (A broad knowledge base, empathy and altruism are developed through parallel focus on experience and reflection.)

Excellent	Very Good	Good	Fair	Poor
5	4	3	2	1

2. Candidate demonstrates CRITICAL THINKING skills. (The disposition to analyze situational context results in more informal decision-making. Credential candidates will be practiced in analyzing intra-personal, interpersonal and contextual issues in the clinical/educational setting.)

Excellent	Very Good	Good	Fair	Poor
5	4	3	2	1

3. Candidate demonstrates ability to make ETHICAL JUDGEMENTS (Ability to make well-reasoned ethical decisions/judgments based knowledge and reflection that result in professional action)

Excellent	Very Good	Good	Fair	Poor
5	4	3	2	1

4. Candidate demonstrates the dispositional tendency to VALUE DIVERSITY - cultural, linguistic, cognitive, and physiological. (This disposition is critical to differentiating instruction and creating psychologically and physically safe helping/learning environments.)

Excellent	Very Good	Good	Fair	Poor
5	4	3	2	1

5. Candidate demonstrates a COLLABORATIVE disposition. (The school nurse must collaborate/communicate meaningfully/effectively with other professionals, school site personnel, members of the community and families in order to effectively meet the health care needs of children/adolescents.)

Excellent 5	Very Good 4	Good 3	Fair 2	Poor 1
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6. Candidate demonstrates their enthusiasm for LIFE-LONG LEARNING. (Professional integrity is routed in commitment to life-long learning about one’s profession and beyond.

Excellent 5	Very Good 4	Good 3	Fair 2	Poor 1
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Note: Dispositions reflected in clinical practice, see following page for guidelines.

**This completed evaluation to be sent to clinical instructor with other evaluation forms by the end of the semester.**

## **Suggested Situations that Reflect Dispositions in Clinical Practice**

### **2. REFLECT**

- a. Demonstrated in deciding on Student Goals and Objectives (based on passed experiences).
- b. Every day office situations (evidenced of reflection in decision making/problem solving).
- c. Mid-term and Final Student Self Evaluations/Preceptor conferences (what is done, still to do).

### **3. CRITICAL THINKING**

- a. Every day office situations (effectively analyzes information received/related to students, families, care providers, faculty, others, and addresses issues based on that analysis.)
- b. Nursing process/Cult. Differences Sp. Ed Case Study (analysis of data, conclusions, solutions)
- c. Crisis intervention, emergency situations

### **4. ETHICAL JUDGEMENTS**

- a. Every day decisions that affect the welfare of the child.
- b. Keeping personal opinions/judgments out of counseling and guidance
- c. Basing decisions on standards of good nursing practice

### **5. VALUE DIVERSITY**

- b. Every day interaction with students/families/staff/others of a different culture/ethnicity than that of the school nurse student. Takes steps to seek help in communication/interpretation.
- c. Health education/health promotion, altering curriculum/presentations to include appropriate cultural/ethnic differences.
- d. Students complete an in depth cultural evaluation, i.e. Cross Cultural Case Study

### **6. COLLABORATION**

- b. Evidence of collaboration as shown in interaction with other professionals at the school site, health care providers/agencies, families, i.e., in meeting needs of children and families.
- c. Evidence of collaboration meeting attendance, i.e., SARB, parent meetings, meetings with other professionals, school nurse peers, community, health fairs, etc.
- d. Conferences between preceptor, student and clinical instructor

### **7. LIFE-LONG LEARNING**

- a. Attendance at professional school nurse meetings, school nurse workshops, conferences
- b. Demonstrates enthusiasm for learning through researching health problems, cultural background, other issues related to a child student is assisting.
- c. Demonstrating an interest in professional organizations, legislation, current issues.

**2. DATA ANALYSIS**  
**PRECEPTOR EVALUATION OF CANDIDATE PROFESSIONAL DISPOSITIONS**

		Key: 5 = Excellent; 4 = Very good; 3 = Good; 2 = Fair; 1 = Poor																			
		32 responders					30 responders					31 respondents					30 responses				
Candidate Dispositions demonstrated		NURS 186 - F 2008					NURS 186 – F 2009					NURS 187 – S 2009					NURS 187 – S 2010				
		5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
<b>1</b>	Ability to REFLECT.	26	5	1	0	0	28	2	0	0	0	29	2	0	0	0	26	4	0	0	0
		81%	16%	3%			93%	7%				94%	6%				87%	13%			
<b>2</b>	CRITICAL THINKING skills.	27	5	0	0	0	27	3	0	0	0	31	0	0	0	0	26	4	0	0	0
		84%	16%				90%	10%				100%					87%	13%			
<b>3</b>	Ability to make ETHICAL JUDGEMENTS	29	3	0	0	0	29	1	0	0	0	30	1	0	0	0	27	3	0	0	0
		91%	9%				97%	3%				97%	3%				90%	10%			
<b>4</b>	Tendency to VALUE DIVERSITY	28	4	0	0	0	28	2	0	0	0	29	2	0	0	0	28	2	0	0	0
		88%	13%				93%	7%				94%	6%				93%	7%			
<b>5</b>	COLLABORATIVE Disposition.	27	5	0	0	0	28	2	0	0	0	31	0	0	0	0	28	2	0	0	0
		84%	16%				93%	7%				100%					93%	7%			
<b>6</b>	Enthusiasm for LIFE-LONG LEARNING.	25	6	1	0	0	28	2	0	0	0	29	2	0	0	0	28	2	0	0	0
		78%	19%	3%			93%	7%				94%	6%				93%	7%			

**Summary of findings:**

**Preceptor ratings of Candidate Professional Dispositions:**

**Fall 2008, NURS 186, SN Practicum I** – Preceptors rated all candidate dispositions as “Excellent” (81%-91%) or “Very Good” (9%-19%) in categories 2, 3, 4, and 5. In categories (1) “Ability to Reflect” and “Enthusiasm for Life Long Learning,” candidates were rated as “Good” (3%).

**Fall 2009, NURS 186, SN Practicum I** – Preceptor rated all candidate disposition areas as “Excellent” (93%-97%) or “Very good” (3%-10%).

**Spring 2009, NURS 187, SN Practicum II** - Preceptor rated all candidate disposition areas as “Excellent” (94%-100%) or (4) “Very good” (0%-6%).

**Spring 2010, NURS 187, SN Practicum II** - Preceptor rated all candidate disposition areas as (5) “Excellent” (87%-93%) or (4) “Very good” (7%-13%).

**Note:** Candidates in the School Nurse Services Credential program come from experienced nurse backgrounds and were acquainted with use of these dispositions in their previous nursing practice.