

Methodist Health System
Department of Education
&
College of Nursing
The University of Texas at Tyler

NURS 4332
The Art and Science of Precepting

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THE ART AND SCIENCE OF PRECEPTING

Course Description

This course is designed as a method to develop nurse preceptors who will assist new nurses to become competent, caring, and valued members of the health care team. The preceptor will assist in acclimating the new nurse to the work culture of professional nursing and in making the transition from student to professional.

Course Objectives

At the end of this course, the nurse preceptor will be able to:

1. Discuss how to create an environment on the nursing unit that is conducive to teaching/learning.
2. Identify the phases of the preceptor/preceptee relationship.
3. List the five levels of competency according to Benner and define in writing the major qualities of each level.
4. Identify how teaching and learning differ in the novice and advanced beginner stages according to Benner.
5. Explain 5 principles of the Adult Learning Theory and be able to describe in writing how these apply to the role of nurse preceptor.
6. Given a list of education topics, properly sequence them according to the Adult Learning Theory.
7. Identify the six roles of the nurse preceptor and be able to discuss at least one way to fulfill each.
8. List three ways to assist the intern from the role of student nurse to the role of professional nurse.
9. Define the five steps of precepting based on the "One-Minute Preceptor" program.
10. Discuss three ways the "One-Minute Preceptor" program facilitates feedback with the intern.
11. Discuss the principles of critical thinking in relation to assisting the intern to become proficient in the process.
12. Given a clinical situation, outline the steps of the critical thinking process.
13. Write goals for the intern using the SMART system of goal writing.
14. Analyze intern assessment information and formalize goals to meet identified deficits.
15. Plan written strategies for constructive intern evaluations.
16. Discuss ways to provide constructive, non-threatening feedback to the intern in both summative and formative evaluations.

3.0 American Disabilities Act Statement

"If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodation must provide documentation of his/her

disability to the Disability Support Services counselor. For more information, call or visit the Student Services Center located in the University Center, Room 282. The telephone number is 566-7079 (TDD 565-5579)."

Course Evaluation Criteria

20% - Class participation – this includes responses and thoughtful, referenced posts to the class discussion board.

60% - Module exams – there are 6 modules in this course and each has a short exam. Each exam will be worth 10% of the course grade.

20% - Final Exam

Written work is the property of the College of Nursing and will be retained for a period of time.

5.0 Academic Integrity

Students are expected to assume full responsibility for the content and integrity of all academic work submitted as homework, examinations, papers, etc. The graduate program at U.T. Tyler seeks to create a climate that encourages its members to act as responsible adults in an academic community. Generally, institutional disciplinary measures are invoked only in response to conduct that adversely affects the University's pursuit of its educational mission and objectives. Penalties may range from a warning to probation, suspension or expulsion from the University. Behaviors that could subject a student to disciplinary action include all forms of academic dishonesty. *Refer to the BSN/MSN Guide for Nursing Students* for specific statements related to academic integrity.

Required Texts and Materials

Syllabus

American Psychological Association. (2001). *Publication manual of the American Psychological Association*. (5th ed.). Washington D.C.: Author

Myrick, F. & Yonge, O. (2004) *Nursing Preceptorship: Connecting Practice and Education*. Philadelphia: Lippincott, Williams and Wilkins.

WebCT

Because this is an online course, all learning modules will be available on WebCT. Students may access WebCT from any internet enabled computer including those at the hospital, home or library. To access WebCT, please follow these instructions:

1. Type in your web browser: www.mhd.com
2. Click on the link “Careers and Education”
3. Click on the link “Nursing Education”
4. Click on the link on the right “WebCT”
5. Click on “Log on to my WebCT”
6. You will be prompted for your ID and password. If you do not have these, please contact Margie Jackson at 71549 or Starla Tison at

The modules are set up so that you cannot see the next module until you successfully pass the exam at the end of the current module. For example, when you finish Module 1 and pass the quiz, Module 2 will then appear on your screen.

Part of your grade is your response to questions posted on the discussion board. Open the discussion board in WebCT and you will see a question posted for each module. You must respond at least once to the question relating to each module.

E-mail for the class will be checked daily, Monday-Friday. Questions to the instructor may be sent through e-mail and responses should be returned within 48 hours. If there is a question that might be beneficial for the entire class, please post these on the discussion board under the “General Discussion” area.

Once you have finished all the course content, you may remain in the class and use the discussion board for ongoing support from other preceptors. As new content is located that is relevant to the preceptor, these items will be posted.

Class Schedule

Week	Objectives	Content	Required Reading	WebCT
1	Discuss how to create an environment on the nursing unit that is conducive to teaching/learning.	Introduction to Precepting	Myrick and Yonge Chapters 1, 2 & 7	Module 1 All units Quiz Discussion question
	Identify the phases of the preceptor/preceptee relationship.			
2	List the five levels of competency according to Benner and define in writing the major qualities of each level.	Theory – Novice to Expert		Module 2 All units Quiz Discussion question
	Identify how teaching and learning differ in the novice and advanced beginner stages according to Benner.			
3	Explain 5 principles of the Adult Learning Theory and be able to describe in writing how these apply to the role of nurse preceptor.	Adult Learning Theory		Module 3 All units Quiz Discussion question
	Given a list of education topics, properly sequence them according to the Adult Learning Theory.			
4	Identify the six roles of the nurse preceptor and be able to discuss at least one way to fulfill each.	Roles of the Preceptor	Myrick and Yonge Chapters 3, 4, 5	Module 4 All units Quiz Discussion question
	List three ways to assist the intern from the role of student nurse to the role of professional nurse.			
	Define the five steps of precepting based on the “One-Minute Preceptor” program.			
	Discuss three ways the “One-Minute Preceptor” program facilitates feedback with the intern.			
	Plan written strategies for constructive intern evaluations		Myrick and Yonge Chapter 8	
	Discuss ways to provide constructive, non-threatening feedback to the intern in both summative and formative evaluations.			

5	Discuss the principles of critical thinking in relation to assisting the intern to become proficient in the process.	Critical Thinking	Myrick and Yonge Chapter 6	Module 5 All units Quiz Discussion question
	Given a clinical situation, outline the steps of the critical thinking process.			
6	Write goals for the intern using the SMART system of goal writing.	Goal and Outcome Writing		Module 6 All units Quiz Discussion question
	Analyze intern assessment information and formalize goals to meet identified deficits.			
7				Final Exam