



PRECEPTOR GUIDE

Master of Science in Nursing - Nursing Education

Disclaimer Statement

These guidelines have been prepared to inform you of the selected policies, procedures and activities within The University of Texas at Tyler's Nursing Education, MSN Degree.

As Registered Nurses, graduate students must adhere to all rules and regulations in the Nursing Practice Act.

The University of Texas at
TYLER

School of Nursing

Dear Preceptor,

The University of Texas at Tyler, nursing students and faculty, would like to thank you for agreeing to serve as a preceptor. A nursing education student's preceptor has a pivotal role in preparing the student for a future in nursing education. Please accept our sincere gratitude for your willingness to share your expertise and professional time with our graduate students.

These Preceptor Guidelines are designed to provide you with the needed documents and supporting information for the clinical course, NURS 5329, Nurse Educator Role Strategies and Practicum. The MSN-Education program has three courses (NURS 5327, NURS 5328, and NURS 5329). NURS 5329 is the third and last course for the core Nursing Education Courses. The first two courses have provided a foundation to put these principles into action in the academic setting. This course is an exploration of the nurse educator role in structuring teaching strategies that assure effective individual and group learning, safe clinical practice, and a commitment to lifelong learning. Nurse educator practicum placements are arranged within pre-licensure nursing education programs. Specifically, NURS 5329 is the practicum course, which requires students to complete 112.5 hours. A description of the hours as well as further course descriptions and student learning outcomes are provided in this packet. The course description, student learning outcomes (SLOs), course requirements and evaluation for NURS 5329: Nurse Educator Role: Strategies and Practicum is provided for you along with the students' written assignments and grading rubrics.

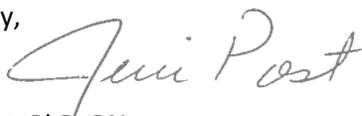
Before starting clinical for each course, you and the student will be asked to complete and submit an online preceptor agreement. Students are encouraged to discuss the syllabus, course and clinical objectives with the preceptor. At the end of the semester, preceptors will receive an email with a link to an online clinical evaluation (example provided in packet), in which we ask that you objectively evaluate the student's progress.

Your role as a preceptor is to facilitate the students as they learn the role of the nurse educator/faculty member. The student does not necessarily have to be with you at all times. You can identify meetings and experiences that may be beneficial to student learning and support your student's entry into the experience.

We really appreciate all the time you are taking to work with our student(s). Classroom and clinical is such a valuable time for students because it provides them the opportunity to learn the role of the nurse educator and apply what they have learned to help prepare them for the future role. Our goal is to maximize the learning experience. If you have any questions and/or concerns, please do not hesitate to contact us.

We cannot express our appreciation enough for the time our preceptors take to mentor and guide our students. We hope that if you have any questions, concerns or even ideas for program improvement that you do not hesitate to contact us. Nursing, for that matter healthcare, is a team effort and we consider preceptors an invaluable part of that team.

Sincerely,



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NURS 5329: Nurse Educator Role: Strategies and Practicum

Preceptor Guidelines

Preceptor Role Definition: A nurse educator in a pre-licensure nursing program who agrees to provide support and guidance for an MSN student completing a nurse educator teaching practicum. Final grading of UT Tyler course projects will be done by course faculty.

Preceptor Agreement: The Preceptor is asked to complete a UT Tyler School of Nursing Preceptor Agreement online. A copy of the preceptor form and link is provided for in this guide for your review.

PRECEPTOR ACTIVITIES: PRIOR TO OR AT BEGINNING OF PRACTICUM:

Orient student to nursing program and negotiate placement details.

Assist in selecting a course lecture topic for student to teach. Furnish text or online resource for corresponding lecture.

Orient student and clarify information on key components of target course:

- Syllabus, Description and Objectives, Textbook
- Course procedures related to MSN Practicum Components
- Course assignment due dates
- Course student testing, feedback, and evaluation tools
- Tour clinical facilities and discuss clinical supervision protocols

PRECEPTOR ACTIVITIES DURING PRACTICUM:

Collaborate on planning and assessment of assignments (lecture, clinical, simulation, faculty development, etc.).

Monitor and evaluate Teaching Presentation.

Furnish exam schedule timelines for test question submission, editing, and selection. Consult on item writing and assist in test analysis.

Provide contact information on participant observation activities for role work in committees and other faculty development activities.

Communicate periodically on practicum student progress and final outcomes.

PRECEPTOR ACTIVITIES END OF PRACTICUM:

Evaluate MSN Student using online evaluation forms for lecture, clinical, and final practicum evaluation.

Please contact the UT Tyler course faculty for any questions or concerns. UT Tyler course faculty will assign grades to assignments and consult faculty preceptor for any questions or concerns.

NURS 5329: Nurse Educator Role: Strategies and Practicum

Dear Preceptor,

The course description, student learning outcomes (SLOs), course requirements and evaluation for NURS 5329: Nurse Educator Role: Strategies and Practicum are below. In this course, students will explore the nurse educator role in structuring teaching strategies that assure effective undergraduate student outcomes in regards to individual and group learning, safe clinical practice, and a commitment to lifelong learning. Nurse educator practicum placements are arranged within pre-licensure nursing education programs. Students are required to complete 112.5 practicum of which 9.5 of the practicum hours are completed the first three weeks of the semester in the online course through discussion board postings. The remaining 103 hours will be spent on-site in nursing education programs under the guidance of mentors/preceptors in collaboration with course faculty. This course requires students to be active in both the classroom and clinical and/or simulation settings. Students are required to deliver one classroom lecture which is to be video recorded as well as participate in a clinical conference and/or debriefing session. Prior to any classroom or clinical, a preceptor agreement must be signed by both the preceptor and the student. A university/college and facility contract must also be secured and approved prior to the student beginning their Practicum experience.

At the end of the semester, the clinical coordinator will send you a link to the clinical evaluation and asked if you would please complete for the student. We really appreciate all the time you are taking to work with our student(s). The practicum is such a valuable experience for students because it provides them the opportunities to apply what they have learned in the nursing education track. Our goal is to maximize the learning experience for the student and any suggestions you may have are welcomed. If you have any questions or concerns, please do not hesitate to contact us.

Welcome to the clinical portion, your practicum, for the nursing education program. This will be a fun and exciting time to apply what you have learned. Enjoy!

COURSE DESCRIPTION

TITLE: NURS 5329 - Nurse Educator Role: Strategies and Practicum

COURSE DESCRIPTION: An exploration of the nurse educator role in structuring teaching strategies that assure effective undergraduate student outcomes in regard to individual and group learning, safe clinical practice, and a commitment to lifelong learning. Nurse educator practicum placements are arranged within pre-licensure nursing education programs.

Credit Hours: 3 semester credit hours. 112.5 hours of application of the teaching role. Students are required to complete 112.5 practicum of which 9.5 of the practicum hours are completed the first three weeks of the semester in the online course through discussion board postings. The remaining 103 hours will be spent on-site in nursing education programs under the guidance of mentors/preceptors in collaboration with course faculty.

STUDENT LEARNING OUTCOMES/ COURSE OBJECTIVES:

Upon successful completion of the course, the student will be able to:

1. Apply concepts of role theory to the advanced practice roles of nurse educators including teaching, service, and scholarship.
2. Demonstrate the ability to integrate nursing education theories and teaching/learning strategies to facilitate students' assimilation of knowledge and safe clinical practice.
3. Use established and innovative educational processes to design, implement, and evaluate educational offerings, which incorporate the promotion of critical thinking and creative use of resources.
4. Apply theories, principles, and strategies of teaching and learning in ways that meet the needs of diverse learning styles.
5. Analyze current health care, nursing, and nursing education issues, trends, and standards for relevancy to nurse educator roles.

COURSE REQUIREMENTS AND EVALUATION:

Assignment	Grade Percentage
Discussion Board 1	5
Discussion Board 2	5
Discussion Board 3	5
Teaching Plan	15
Teaching Documentation	15
Exam Administration/Analysis	15
Clinical Plan	15
Clinical Documentation	15
Faculty Development Documentation	10
Bi-weekly Emails to Faculty	Pass/Fail*
Overall Clinical Performance	Pass/Fail*
Total	100

*Clinical failure will constitute a course failure.

NURS 5329 Nurse Educator Role: Strategy and Practicum Course Overview

The practicum requirements for this course include 112.5 contact hours. A credit of 9.5 contact hours is given for the activities of the first 3 weeks of the course in the online case studies, leaving 103 contact hours for practicum experiences with your faculty preceptor. Organization of Practicum: Based on Student learning outcomes 2 and 3, Design, implement, and evaluate educational offerings which facilitate students' assimilation of knowledge and safe clinical practice.

Hours: 9.5 Hours online case studies

103 hours in Teaching Environment (Classroom, Online, Clinical), Evaluation Activities, Faculty Role Activities.

Step by Step:

1. Student contacts Faculty Preceptor and sets up meeting.
2. Student works with course faculty or clinical coordinator to ensure preceptor agreements are signed.
3. Student and Faculty Preceptor work together to determine how practicum hours will be achieved.

Online components and hours can be used as determined by faculty preceptor and student for the Online Environment. The hours described below are recommended and may be adjusted as determined by the student and the preceptor.

The majority of situations will include the following approximate hours:

Classroom Environment: Approximately 20 hours lecture preparation, exam activities, course observation, online activities, simulation and evaluation of activities.

Clinical Environment: Approximately 50 hours

Clinical Observation, skills lab activities, clinical evaluation, post conference observation and participation, and evaluation of activities.

Faculty Development: 15 hours for evaluation activities, this may include various faculty development activities, and evaluation of activities.

A total of 103 contact hours will be completed with your faculty preceptor.

Practicum Log for NURS 5329 – Nurse Educator Role & Strategies

Student Name: _____

Date: _____

Preceptor: _____

Institution/Clinical: _____

Total Hours Required: 112.5 Hours

Date	Practicum Setting	Hours	Role in setting	Total number of hours to date	Mentor initials (Joe Smith)
					UT Tyler Course instructor Dr. _____
					Preceptor name
					Preceptor name
					Preceptor name
					Preceptor name
					Preceptor name
					Preceptor name
					Student name
					Preceptor name
					Student name
				Grand Total	

Preceptor Name: _____

Preceptor Signature: insert scanned digital signature OR scan the whole document Date: _____

Summary by Student:

Classroom Environment:

Clinical Environment:

Evaluation and Assessment:

Faculty Development: 15 hours for various Faculty development activities and Evaluation of activities.

Discussion Board: First 3 Weeks of semester – 9 hours

**NURS 5329 Nurse Educator Role Strategies & Practicum
Teaching/Lecture Evaluation by PRECEPTOR**

http://uttyler.qualtrics.com/SE/?SID=SV_cG7llgD8sGOVU9v

Presenter:

Topic: Date:

EVALUATION AREAS:

COMMENTS:

<p>CONTENT:</p> <p>Lecture objectives clearly defined and met. Content current and mainly nursing. Content mainly application based. Priorities linked to case examples. Sample test items for priority concepts.</p>	<p>Strengths:</p> <p>Recommendations:</p>
<p>PROCESS:</p> <p>Variety of good teaching strategies. Lots of active learning exercises. Required critical thinking / clinical reasoning. Well organized; good sequence and pace. Dramatic opener and closure.</p>	<p>Strengths:</p> <p>Recommendations:</p>
<p>REFERENCE & MEDIA SUPPORT: Effective relevant media (right kind/ amount). Handouts clear and practical. Power Points/ visuals easily readable. Citation of reliable supportive references. Integrated evidence based practice sources.</p>	<p>Strengths:</p> <p>Recommendations:</p>
<p>SELF PRESENTATION IN ROLE:</p> <p>Professional wording, appearance, behavior. Confident voice, posture, communication. Dynamic, engaging presence. Good nursing role model.</p>	<p>Strengths:</p> <p>Recommendations: None noted</p>

Summary of comments and recommendations:

Suggestions for creative teaching changes for lecture:

Main nurse educator strengths shown:

Mentor/ Evaluator signature:

The University of Texas at Tyler School of Nursing
 NURS 5329: Nurse Educator Role Strategies and Practicum
FINAL TEACHING PRACTICUM EVALUATION
http://uttyler.qualtrics.com/SE/?SID=SV_6nUFhEtiT4QPDM1

Rating Scale:

- 4 = Excellent;** teaching is independent, accurate, complete, and contributes to learners' learning.
 - 3 = Above average;** teaching contributes better-than-average to learners' learning; requires minimal assistance from faculty.
 - 2 = Average;** teaching contributes an acceptable level to learners' learning but needs strengthening.
 - 1 = Failing;** teaching contributes only minimally to learners' learning; requires step-by-step assistance from faculty.
 - 0 = Not done or unsafe;** cannot identify areas of need and does not benefit from special guidance.
- *All ratings must be 2 or above (to justify a grade of Pass in the course).

Course Objectives/ Practicum Applications	4	3	2	1	0
Objective 1. Apply concepts of role theory to the advanced practice roles of nurse educators. Practicum: Verbalizes comprehensive understanding of nurse educator roles and shows ability to prioritize key role aspects.					
Objective 2. Demonstrate the ability to integrate nursing education theories and teaching/learning strategies to facilitate students' assimilation of knowledge and safe clinical practice. Practicum: Consistently role models and teaches safe and effective clinical practice for students learning professional nursing.					
Objective 3. Use established and innovative educational processes to design, implement, and evaluate educational offerings which incorporate the promotion of critical thinking and creative use of resources. Practicum: Structures, implements, and evaluates an effective teaching plan which is level-appropriate for students in course(s) where the practice teacher is assigned.					
Objective 4. Apply theories, principles, and strategies of teaching and learning. Practicum: Incorporates innovative teaching strategies which encourage active and effective student learning.					
Objective 5. Analyze current health care, nursing, and nursing education issues, trends, and standards for relevancy to nurse educator roles. Practicum: Role activities show awareness of how nursing education collaborates with and contributes to current trends in health, education, and nursing practice.					

Comments:

Faculty Mentor/Preceptor
Date
Student Name
Date

The University of Texas at Tyler School of Nursing
 NURS 5329: Nurse Educator Role Strategies and Practicum
FINAL TEACHING PRACTICUM EVALUATION

Rating Scale:

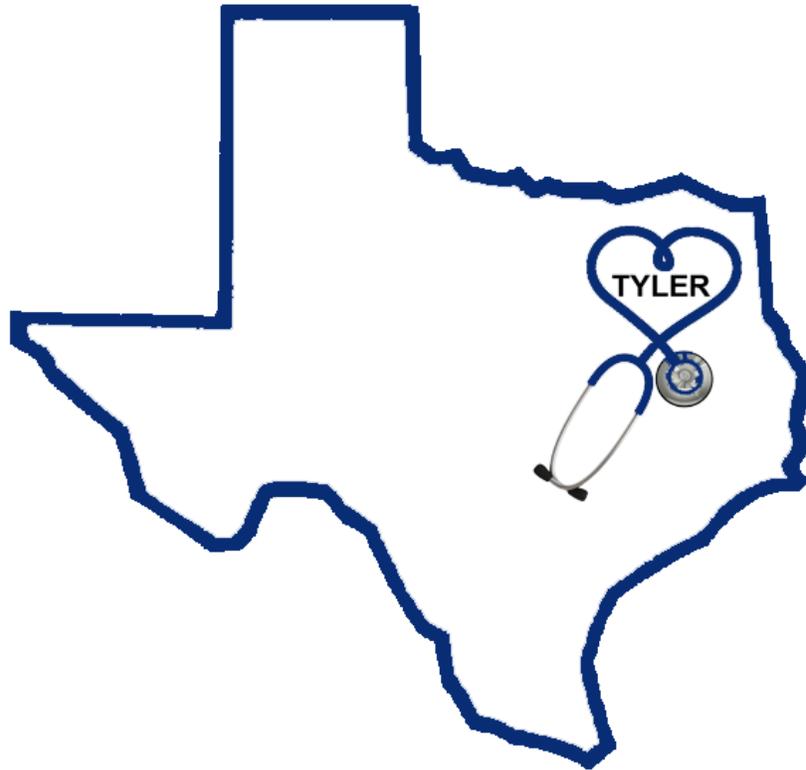
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Course Objectives/ Practicum Applications	4	3	2	1	0
<p>Objective 1. Apply concepts of role theory to the advanced practice roles of nurse educators.</p> <p>Practicum: Verbalizes comprehensive understanding of nurse educator roles and shows ability to prioritize key role aspects.</p>					
<p>Objective 2. Demonstrate the ability to integrate nursing education theories and teaching/learning strategies to facilitate students' assimilation of knowledge and safe clinical practice.</p> <p>Practicum: Consistently role models and teaches safe and effective clinical practice for students learning professional nursing.</p>					
<p>Objective 3. Use established and innovative educational processes to design, implement, and evaluate educational offerings which incorporate the promotion of critical thinking and creative use of resources.</p> <p>Practicum: Structures, implements, and evaluates an effective teaching plan which is level-appropriate for students in course(s) where the practice teacher is assigned.</p>					
<p>Objective 4. Apply theories, principles, and strategies of teaching and learning.</p> <p>Practicum: Incorporates innovative teaching strategies which encourage active and effective student learning.</p>					
<p>Objective 5. Analyze current health care, nursing, and nursing education issues, trends, and standards for relevancy to nurse educator roles.</p> <p>Practicum: Role activities show awareness of how nursing education collaborates with and contributes to current trends in health, education, and nursing practice.</p>					

Comments:

Faculty Mentor/Preceptor Date Student Name Date

THANK YOU for your willingness to share your experience and expertise with our nursing education students!



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Appendices

The appendices include the student assignments.

Teaching Plan

In conjunction with the preceptor, determine your role in delivering content (lecture, case study, etc.), and which content you will be responsible for.

I. Demographic Information

Your Name

School of Nursing Practicum Takes place

Preceptor, Name, Credentials, Description

Course

Your planned Lecture Topic

Planned Date/Time of Your Lecture

II. Orientation Activities

Describe the philosophy, conceptual framework of the School of Nursing.

Discuss the characteristics of the faculty in the course such as years as a nurse, years in academia, etc.

Describe how the theoretical content of the course is usually taught? For example, is this a lecture format? Are case studies incorporated into lecture? How is this accomplished?

Describe the technology used by students and faculty in preparation for and/or during theory class. This may include learning management systems, internet sites, projection equipment, student response systems, lecture capture methods etc.

What are the expectations for student preparation before class? How does the faculty know that students are prepared? Is there a "ticket" to class?

Course routines: Discuss break times, usual methods of questioning students, are all students in the same classroom vs distance classrooms, classroom management techniques?

Describe the general characteristics of the students in the class and the number.

Ask the faculty to allow you to view sample materials for a one hour lecture. Describe these here (do not include actual materials).

III. You may find the teaching tools listed below useful in planning your lesson. Choose the teaching tools that fit your topic and are congruent with the norms for the institution you are. You will not have time to use all of them.

IV. Choose the tool you plan to use and briefly describe how you plan to use it.

Textbooks

Videos

Case Studies

Concept Maps

PowerPoint

Lecture

Critical/Higher Order Questions

Other Active learning (list here)

Team Based Learning

Problem Based Learning

Prezi

Padlet

Learning Activities

Know/Want to Know/Learn Chart (KWL)

Reflective Journals

You will need to follow the guidance of your preceptor and abide by the standards of his/her institution.

Grading Criteria for Teaching Plan

Category	Points Possible	Points Earned
Demographic area	20	
Orientation to course (8 sections 5 points each)	40	
Teaching Tools and description	40	
Total	100	

Teaching Documentation and Evaluation

Supporting documentation of presentation (Insert here)

I. Sample Lesson Plan Outline

Date and Time:

Resources:

In class/online:

II. Student Lecture Outlines and Handouts (Insert here)

III. Active Learning techniques used (Insert here)

IV. Formative Evaluation Activity or Classroom Assessment Techniques (Insert here)

V. Email a brief part of lecture (10 minutes maximum to your instructor.

VI. Post a brief self-evaluation and improvement plan to the discussion board.

Grading Criteria Teaching Documentation and Evaluation

Category	Points Possible	Points Earned
Lecture outline	20	
Student Lecture Outlines and Handouts	20	
Active Learning techniques used	20	
Formative Evaluation Activity during or at end of the presentation	20	
Practice video	10	
Self-Evaluation and Improvement Plan	10	
Total	100	

Exam Administration and Analysis

1. You will work with your preceptor to develop five (5) multiple choice items on the content related to your lecture content. Test Questions. Submit the test questions you developed via the assignments tab. For each question, designate the correct answer(s) by asterisk (*). Indicate Bloom's cognitive level (use application or analysis levels only. Note: depending on the situation, your questions may or may not be used in the exam.
 2. Include the Test blueprint that was developed for the exam. If there was no test blueprint, develop one from the exam as it was administered.
 3. Overall Test Analysis and Individual Question Analysis
 - a. See McDonald (2014) chapters 11 and 12 and provide an analysis of the exam as a whole including
 - i. Number of items
 - ii. Number of examinees
 - iii. Mean
 - iv. Median
 - v. Low Score
 - vi. High Score
 - vii. KR 20 or reliability coefficient: recommended range
 - viii. One to two sentences describing your overall evaluation of the exam. For example: This was an easy/hard exam based on the mean.
 4. Question analysis: See McDonald p. 284 and Evaluate 3 individual items (does not have to be the one you wrote)
 1. P value or item difficulty
 2. Point biserial for each question option (A-D)
 5. Coaching: using Exam Diagnostics Tool (EDT) or other tool discussed/recommended by your preceptor.

Refer to the folder on Blackboard with EDT resources including video examples.

 - a. Discuss the testing coaching process using the EDT. Place the experience in context by providing a sentence or two about the student you coached. Provide one completed testing coaching forms you used with the student. Write a narrative reflection about this experience, including student response.

Grading Criteria Exam Administration and Analysis

Category	Points	Points earned
Test Blueprint	20	
5 submitted questions	20	
Test analysis	20	
Question analysis	20	
Coaching documentation	20	
Total	100	

Clinical Teaching Plan

Demographic Information

Your Name

School of Nursing

Mentor, Name, Credentials, Description

Course

Clinical Institution

Type/description of clinical unit

Date/times of your clinical teaching experience. Include your observation days and the days you will assume role of clinical instructor

What model of clinical teaching is used? (traditional, preceptor, combination, etc. Describe)

Describe your clinical student group. Include number in group, characteristics, level of clinical, how they were oriented to the unit etc.

Orientation Activities

Write a paragraph describing your personal philosophy of clinical teaching

Insert the clinical objectives/student learning outcomes for the clinical course below

How will the clinical unit contribute to the achievement of these outcomes?

Self-Evaluation

Perform a *self-evaluation* and *development plan* in the following areas. The development plan will include short term and long term plans

Clinical Competency

Your personal attributes that facilitate teaching/learning

Planning for Clinical Learning Activities

Describe specific learning activities for your students in this clinical area

What are the limitations to the role of the student in this clinical area?

How are clinical assignments made? Include in this discussion factors that affect selection.

What is the level of preparation expected of the student prior to day of care? Do students receive learning assignments in advance? Do students visit the clinical agency prior to care? What written preparation is expected? Consider student preparation in the cognitive, affective and psychomotor domains

Grading Criteria for Teaching Plan

Category	Points Possible	Points Earned
Demographics	25	
Orientation	25	
Self-Evaluation	25	
Planning for Clinical	25	
Total	100	

Clinical Teaching Documentation and Evaluation

Patient Care Assignments. Describe the process by which students were assigned patients for care and describe your perception of the stress level of students prior to a clinical day. What do you believe are the sources of their stress?

Describe/list the learning activities that occurred during the clinical day. How were the learning activities planned, allocated, evaluated? How did these correspond to the learning objectives for the day? Analyze this process. You may include a summary of all of your clinical experiences in this description.

You will evaluate one set (one assignment, one student) of clinical paperwork using the course grading tools and make comments and assigning a grade per course policy. Ask your mentor to independently grade the same paperwork. Compare your evaluation with that of your mentor.

Discuss clinical conferences you observed and/or assisted with presenting. Include topic and reflect on your perspective of how the students related to the content.

Optional: Reflect on any clinical mentoring you observed from your preceptor.

Self-Evaluation: Describe your strengths and weaknesses in this clinical setting and a plan for improvement.

Grading Criteria Teaching Documentation and Evaluation

Category	Points Possible	Points Earned
Patient Care Assignments	15	
Learning Activities	25	
Graded Paperwork	30	
Clinical Conference	10	
Self-Evaluation	20	
Total	100	

FACULTY DEVELOPMENT ACTIVITIES

Format for documentation of activities:

KWL (**K**=Know, **W**=What, **L**=Learn) Format

What do I **know** about this activity/concept?

What do I **want** to know about this activity/concept?

What did I **learn** about this activity/concept? Include any reflective thoughts in this area.

Document on the log the number of hours for each activity.

Please Note: If you are completing an independent study like an online module, include more information such as objectives and an outline of the information presented and answers to any discussion questions if applicable (QSEN modules have discussion questions).

Grading Criteria Faculty Development Activities Documentation and Evaluation

Category	Points Possible	Points Earned
What do I know about this activity/concept?	30	
What do I want to know about this activity/concept?	30	
What did I learn about this activity/concept? Include any reflective thoughts in this area.	30	
Grammar and completeness of documentation	10	
Total	100	