



**UT Tyler** SCHOOL OF  
**NURSING**

**Academic Preceptor Guide**  
**Master of Science in Nursing -**  
**Nursing Education**  
**Post Masters Nursing Education Certificate**



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**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 in your state.



# UT Tyler<sup>™</sup> SCHOOL OF NURSING

Dear Preceptor,

A nursing education student's preceptor has a pivotal role in preparing the student for a future in nursing education. Please accept our sincerest gratitude for your willingness to share your expertise and professional time with our graduate students.

These Preceptor Guidelines are designed to provide you with supporting information for the 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.

Practicum hours focus on both pre-licensure nursing education in an academic setting and staff development in an acute care setting. Students are required to complete 112.5 practicum of which 21.5 of the practicum hours are completed the first three weeks of the semester in the online course activities. The remaining 91 hours will be spent on-site in nursing education programs and acute care settings 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.

Prior to any classroom or clinical, a preceptor agreement must be completed in the InPlace online clinical placement software. Your role as a preceptor is to guide the students as they learn the role of the nurse educator/faculty member. You can identify meetings and experiences that may be beneficial to student learning and support your student's entry into the experience.

We cannot express our appreciation enough for the time our preceptors take to mentor and guide our students. 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.

Please let us know if you have any questions, concerns or even ideas for program improvement. Nursing is a team effort, and we value your contribution to the student's educational experience!

Sincerely,

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## The University of Texas at Tyler – School of Nursing Graduate Preceptor Guide for MSN Education

### Preceptor Orientation:

Welcome to the preceptor orientation for our graduate nursing education students! We are grateful for your contribution as a clinical expert and nurse educator. Your role is pivotal in shaping the future nurse educators. The **purpose of the preceptor program** is to provide students with a professional, such as yourself, whose guidance will enhance their learning. The Preceptor is a mentor, facilitator, and resource during the MSN students' practicum experience and participates in evaluation of the student and their final teaching practicum.

The School of Nursing's **mission statement** is to empower students to excel as nurse clinicians, leaders, and scholars in a caring, learner-centered, strengths-based environment. Our **vision** is to aspire to be the leader in transforming lives through excellence and nursing education. Six key values are integral to our identity and underpin all programs offered by the School of Nursing and are outlined below.

1. **Caring:** Professional practice that embodies empathy, presence, and advocacy, resulting in compassionate, patient-centered care.
2. **Excellence:** The dynamic effort to exceed professional nursing standards of practice, education, and scholarship.
3. **Spirit of inquiry:** A relentless curiosity towards nursing practice resulting in generation of new knowledge, evidence-based decision-making, and improved clinical outcomes.
4. **Professionalism:** The outward expression of an individual's respect for self and others; taking responsibility for behaviors that adhere to professional standards and codes of conduct.\*
5. **Integrity:** Actions that reflect moral accountability in practice, education, and scholarship consistent with professional nursing values.
6. **Leadership:** Establishing a clear-shared vision; providing the information, knowledge, and resources to realize that vision; coordinating and balancing varied interests of stakeholders; and inspiring others to engage in achieving mutual goals.

\*ANA Code of Ethics.

The MSN program focuses on health in communities and prepares nurse leaders, educators, and advanced practitioners while addressing the challenges of a changing healthcare environment.

**The MSN Program Outcomes/Objectives** are as follows:

- Integrate scientific knowledge and theories from nursing and related disciplines into advanced nursing practice;
- Apply organizational and systems leadership principles and methods for the promotion and evaluation of quality, ethical, and safe patient care;
- Translate, integrate, and disseminate scientific evidence into practice;
- Utilize technologies to deliver, enhance, integrate, and coordinate communication, education, and patient care;
- Intervene at the systems level through the policy development process and employ advocacy strategies to influence health care;
- Manage care through collaboration with other health care professional as a member and leader of health care teams; and
- Integrate organizational client centered concepts to provide preventive and population-based care.

**COURSE DESCRIPTION**

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

**COURSE DESCRIPTION:** 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. Practicum hours may focus on pre-licensure nursing education in an academic setting and/or staff development in an acute care setting.

**Credit Hours:** 3 semester credit hours. 112.5 hours of application of the teaching role.

**STUDENT LEARNING OUTCOMES / COURSE OBJECTIVES:**

Upon successful completion of this 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.
6. Collaborate with a member of the health care team outside of the discipline of nursing.

Students will be required to complete several assignments in both the clinical/simulation and didactic environments. These assignments include teaching a lecture, participating in exam analysis and coaching, and clinical or simulation teaching/debriefing.

**Hours Designation:**

<b>Staff Development Hours:</b> Up to 40 hours	<b>Academic Hours:</b> minimum 50 hours
Orient to role	Orient to role
Observe educator	Observe nursing faculty in both didactic and clinical
Prepare, develop, and deliver an educational activity and evaluate learning	Prepare and deliver teaching in clinical/simulation and evaluate learning
Assist educator in activities as directed	Assist faculty as directed
Complete assignments	Complete assignments

**Preceptor Guidelines for Academic Setting**

**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. The mentor must be a nurse faculty educator with a MSN or higher (ex: PhD, DNP) degree.

**Final grading of UT Tyler course assignments will be done by course faculty.**

**Preceptor Agreement:** Prior to any classroom or clinical, a preceptor agreement must be completed in the InPlace online clinical placement software.

**PRECEPTOR EXPECTATIONS:**

After the preceptor agreement is complete, below are the expectations of the preceptor for the beginning, during, and end of the Practicum.

**Preceptor Activities Prior to or at the Beginning of Practicum:**

- Orient student to nursing program and negotiate placement details.
- Assist in selecting a course lecture topic for student to teach. Share text or online resources for corresponding lecture.
- Orient student and clarify information on key components of target course:
  - Syllabus, description and objectives, textbook
  - Course procedures
  - Course assignment due dates
  - Course student testing, feedback, and evaluation tools
  - Tour clinical facilities and discuss clinical supervision protocols.

**Preceptor Activities during the Practicum:**

- Collaborate on planning and assessment of assignments (lecture, clinical, simulation, faculty development, etc.).
- Monitor and evaluate teaching presentation(s).
- Furnish exam schedule timelines for test question submission, editing, and selection. Consult with the student 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.
- Notify faculty if the student is not progressing clinically or there is a breach in professionalism by the student.

#### **Preceptor Activities at the end of the Practicum:**

- Complete the Preceptor's Evaluation of Student based on the course objectives. A link will be sent from the InPlace Clinical Placement Software to the preceptor by email.

#### **Preceptor Benefits:**

<https://www.utt Tyler.edu/nursing/college/graduate/preceptor-resources.php>

### **Student Expectations for the Academic Setting**

**Note: If you are currently in a clinical instructor role in the academic setting of your practicum, it is important that you identify how the activities you are carrying out have objectives that are clearly differentiated from your instructor role.**

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.

1. The student contacts the Faculty Preceptor and sets up meeting to discuss clinical objectives and practicum expectations as well as course, content and requirements per the syllabus, and days/times of attendance at the college/university.
2. The student works with course faculty or clinical coordinator to ensure preceptor agreements are completed. The student will obtain information from the assigned preceptor and place the information in the InPlace Clinical Placement Software. The UT Tyler Clinical Coordinator verifies the preceptor's information and sends a Preceptor Agreement email with a link to a brief survey where the preceptor can choose to agree. Once the agreement is done, a second email will be sent acknowledging the agreement and providing more information.
3. The student will collaborate with the preceptor to develop a schedule and will work together with the faculty preceptor to determine how practicum hours will be achieved. The student is responsible for entering all practicum hours in the InPlace Clinical Placement Software.
4. Adhere to the UT Tyler Professionalism Policy for the course: The student will always conduct him or herself in a professional manner during the clinical preceptorship. Professional dress, including a white lab coat with the UT Tyler School of Nursing patch and the UT Tyler name badge, must be always worn.

As part of the practicum expectations students are to:

- Meet course/clinical objectives.
- Log hours in the InPlace Clinical Placement Software.
- Complete the Student Evaluation of Practicum Preceptor as well as the content and performance of the preceptorship.
- Complete the Practicum Facility Evaluation in the InPlace Clinical Placement Software.

### **Faculty Expectations:**

- Approve preceptor and facility.
- Orient student and preceptor to expectations for practicum experience.
- Maintain responsibility for all grading of assignments.
- Ensure compliance with immunizations, CPR, screenings, and other standards as needed.
- Ensure availability to student and preceptor during practicum experience.
- Communicate with preceptor about student progress as needed.
- Provide student evaluation form to preceptor at the end of semester.



**The University of Texas at Tyler School of Nursing**  
**NURS 5329: Nurse Educator Role Strategies and Practicum Final Academic Teaching**  
**Practicum Evaluation by the PRECEPTOR**

\*An email will be sent from the InPlace Clinical Placement Software to the preceptor with a link to complete.

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 = Unsafe

N/O = Not observed

\*All ratings must be 2 or above (to justify a grade of Pass in the course).

Course Objectives/Practicum Applications (P)	4	3	2	1	0	N/O
1. Apply concepts of role theory to the advanced practice roles of nurse educators including teaching, service, and scholarship. Practicum (P): The student verbalizes a comprehensive understanding of nurse educator roles and shows the ability to prioritize key role aspects.						
2. Demonstrate the ability to integrate nursing education theories and teaching/learning strategies to facilitate students' assimilation of knowledge and safe clinical practice. P: The student structures, implements, and evaluates an effective teaching plan, level-appropriate for students in the course led by the teacher.						
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: The student incorporates innovative teaching strategies which encourage active and effective student learning. P: The student facilitates the integration of the undergraduate student as a safe practitioner with critical thinking and clinical skills.						
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.						
6. Collaborate with a member of the health care team outside of the discipline of nursing. P: The student consistently role models and teaches safe and effective clinical practice for students learning professional nursing. P: The student evaluates how nursing education collaborates with and contributes to current trends in health education and nursing practice.						

## The University of Texas at Tyler School of Nursing NURS 5329: Nurse Educator Role Strategies and Practicum Final Academic Teaching Practicum Evaluation

### Student Evaluation of Practicum Preceptor

\*This form is in the InPlace Clinical Placement software.

Preceptor Name: \_\_\_\_\_ Semester: \_\_\_\_\_

Rating Scale: 4 = Excellent  
 3 = Above average  
 2 = Average  
 1 = Needs Improvement

Course Objectives/Practicum Applications (P)	4	3	2	1	0
1. The preceptor provided a variety of learning opportunities to facilitate my practicum experience.					
2. The preceptor provided a diverse set of learning experiences including multi-disciplinary collaboration.					
3. The preceptor accommodated student experiences with a wide variety of teaching/learning experiences.					
4. The preceptor was helpful in the onboarding process (i.e., orientation, schedule, etc.).					
5. On a scale of 4 (highest) to 1 (lowest), rate this preceptor.					
6. How well did the preceptor help you meet the clinical objectives?					
7. What do you see as the preceptor's main strengths in nursing education?					
8. What do you see as the preceptor's areas for improvement?					
9. Would you recommend the use of this preceptor? Why or why not?					

Your comments are appreciated and are used to ensure that clinical experiences are appropriate.

## Student Evaluation of the Practicum Facility

\*This form is in the InPlace Clinical Placement software.

Preceptor Name: \_\_\_\_\_ Semester: \_\_\_\_\_

Constructive evaluation is a valuable tool utilized by the faculty as a method for quality control of the curriculum. Student evaluations are viewed by the faculty and administration as one method for maintaining high, consistent levels of quality education in the School of Nursing. As a professional nursing student, evaluation requires maturity and objectivity. This evaluation tool is the student's opportunity to participate in the ongoing evaluation process. Please read each item carefully, then select the category that you feel correlates with your feelings about the statement.

Rating Scale: 4 = Excellent

3 = Above average

2 = Average

1 = Needs Improvement

Course Objectives/Practicum Applications (P)	4	3	2	1	0
1. The practicum facility was appropriate and offered adequate learning opportunities.					
2. The facility provided a diverse set of learning experiences including multi-disciplinary collaboration.					
3. The facility accommodated student experiences with a wide variety of teaching/learning experiences.					
4. The facility onboarding process (i.e., facility student orientation) was well-organized and easy to complete.					
5. On a scale of 4 (highest) to 1 (lowest), rate this facility as a clinical site					
6. What are the strengths of this facility to provide practicum experiences?					
7. What suggestions do you have for enhancing experiences at this facility?					

Your comments are appreciated and are used to ensure that clinical experiences are appropriate.

**THANK YOU** for your willingness to share your experience and expertise with our MSN Education and Post Masters students!

**Clinical Coordinator:**

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