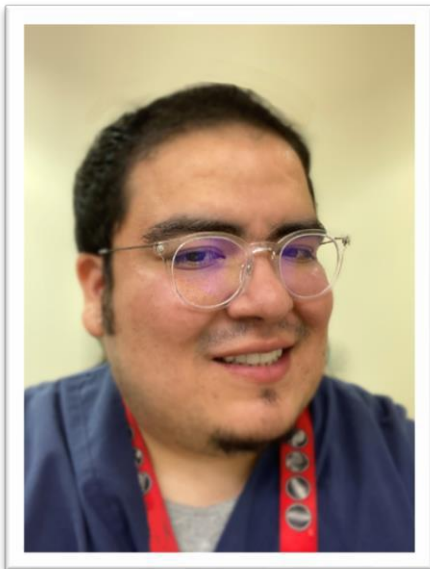




PRECEPTOR GUIDE

Master of Science in Nursing - Nursing Education and Post-Master's Nursing Education Certificate



**Revised and Approved: Spring 2021
(4.5.2021 - Curriculum Council)**

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.

The University of Texas at

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 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. Your role as a preceptor is to guide the students as they learn the role of the nurse educator/faculty member. The student does always not necessarily have to be with you. 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,

Belinda Deal, PhD, RN, CNE
MSN Education Program Coordinator
bdeal@uttyler.edu;
903.566.7120

Julie George, PhD, RN
MSN Education Faculty
jgeorge@uttyler.edu
903-723-2301

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NURS 5329: Nurse Educator Role: Strategies and Practicum 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: The Preceptor is asked to complete a UT Tyler School of Nursing Preceptor Agreement online.

PRECEPTOR EXPECTATIONS:

After the preceptor agreement has been signed, 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.

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 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 signed. 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 an approval letter to the assigned preceptor.
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, includes 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.

**NURS 5329: Nurse Educator Role: Strategies and Practicum Preceptor
Guidelines for Staff Development Experience**

Preceptor Role Definition: A nurse educator in a staff development setting who agrees to provide support and guidance for an MSN student completing a nurse educator teaching practicum. An MSN degree is preferred.

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

Preceptor Agreement: The Preceptor is asked to complete a UT Tyler School of Nursing Preceptor Agreement online.

PRECEPTOR EXPECTATIONS:

After the preceptor agreement has been signed, 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 the staff development role.
- Discuss the student's objectives of the experience.

Preceptor Activities during the Practicum:

- Allow student to observe educational offerings and activities of the nurse educator as appropriate.
- Assist student in teaching a portion of an educational unit as appropriate.

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.

Student Expectations for the Staff Development Experience

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 identifies a staff development nurse educator. Information is shared with the course faculty to determine if a legal agreement is in place for the corresponding facility.
2. The student contacts the staff development nurse educator and sets up meeting to discuss clinical objectives and practicum expectations. Note: The clinical hours may range from 8 hours of observation to 16 or more hours spent with the staff development nurse educator.
3. The student works with course faculty or clinical coordinator to ensure preceptor agreements are signed. 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 an approval letter to the assigned preceptor.
4. The student develops objectives appropriate for the staff development experience and discusses with the staff development nurse educator as well as submitting as an assignment for course faculty approval.
5. The student will collaborate with the staff development nurse educator to develop a schedule and will work together with him/her to determine how practicum hours will be achieved. The student is responsible for entering all practicum hours in the InPlace Clinical Placement Software.
6. 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, includes 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.

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 focus on both pre-licensure nursing education in an academic setting and 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.

NURS 5329: Nurse Educator Role: Strategies and Practicum Overview

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.

Note: Based on individual learning needs, schedule constraints, and practicum settings, there is flexibility in the number of hours for each category.

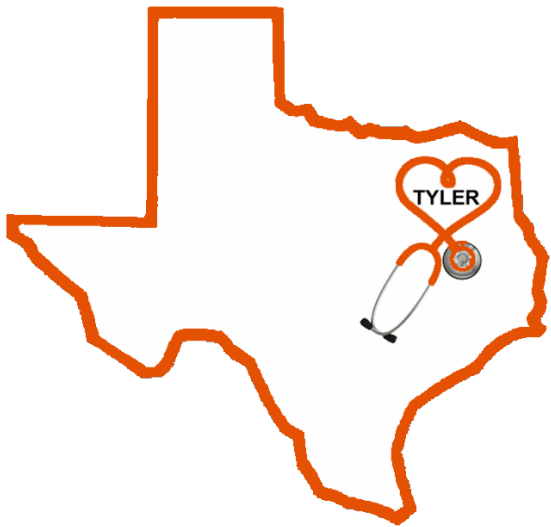
Assignments are graded by UT Tyler faculty.

Assignments not counted for the Practicum Log hours	Graded
Forms: Graduate Program general forms and Blood Borne Pathogen Module Completion	Complete/Incomplete
Practicum log in InPlace: Mid-term and Final	Complete/Incomplete
IPE Assignment	Graded

Clinical Hours

Built into the course	112.5		Practicum Log Category	Course documents required
Discussion Board	9.5		Discussion Board Activities	
Canvas course	12= leaving 91 total		Classroom Activities	Link to Canvas Course
Classroom/Teaching	30 hours	30	Classroom Activities	Teaching plan
	lecture preparation and lecture, exam activities			Teaching documentation
	course observation and course meetings			
	sample grading			
Clinical Environment	30 hours	30	Clinical Activities	Clinical plan
	Clinical observation			Clinical documentation
	Skills lab or simulation activities			
	Clinical evaluation			
	Post conference or debriefing activities			
Evaluation and assessment			Exam Activities	Test blueprint, 5 MCI, test analysis
	MCI Construction	15		Coach student about exam with cognitive wrapper
	Exam and item evaluation			
	Exam coaching observation			
Faculty Development 8 hours		8	Faculty Development Activities	Certificates or completion questions
Staff Development Experience: 8 hours /option to substitute 8 hours in acute care setting in place of Faculty Development hours		8	Classroom or Clinical Activities	Plan and Documentation based on activity
	Total =91			

THANKYOU for your willingness to share your experience and expertise with our MSN Education students!



Clinical Coordinator:

Brenda Burton
903.566.6229
brendaburton@uttyler.edu