

Arkansas State University School of Nursing Graduate Program



MSN Nurse Educator and Nurse Educator Graduate Certificate Preceptor Manual

Disclaimer Statement: These guidelines have been prepared to inform you of the selected policies, procedures, and activities within Arkansas State University's MSN Nurse Educator option.

As registered nurses, graduate students must adhere to all rules and regulations in the Nurse Practice Act in your state.



**COLLEGE OF NURSING AND HEALTH
PROFESSIONS**

School of Nursing | P.O. Box 910, State University, AR 72467 | P: 870-972-3074 | F: 870-972-2954

Dear Preceptor,

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

The guidelines presented in this Preceptor Handbook are designed to provide you with supporting information for the course, NURS 6713 Practicum in Nursing Education. The MSN-Nurse Education program consists of four courses (NURS 6623, NURS 6853, and HP 6043). NURS 6713 is the third and final course for the course Nursing Education courses. The first three have provided a foundation to apply these principles into action in the academic or professional development setting.

Practicum hours focus on both pre-licensure nursing education in an academic setting and staff development in a clinical setting. Students are required to complete 180 practicum hours during the course on-site in nursing education programs and/or professional development departments in clinical settings under the guidance of 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 not always necessarily have to be with you physically. You can identify meetings and experiences that may be beneficial to student learning and support your student's entry into the role of nurse educator.

We cannot express our appreciation enough for the time our preceptors take to mentor and guide our students. Classroom and clinical practice is such a valuable experience for students because it provides them the opportunity to learn the role of the nurse educator and apply what they have learned in coursework to 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,

Susan Snellgrove, PhD, RN, CNE MSN
Education Program Coordinator
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Arkansas State University School of Nursing MSN Nurse Educator Practicum

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 preceptor must be a nurse faculty educator with an MSN or higher (ex. PhD, DNP) degree.

Final grading of A-State course assignments will be completed by course faculty.

Preceptor Agreement: The Preceptor is asked to complete an A-State School of Nursing Preceptor Agreement and submit it to the A-State Graduate Clinical Coordinator.

PRECEPTOR EXPECTATIONS

After the preceptor agreement has been signed and the preceptor's curriculum vitae have been sent to the Clinical Coordinator, 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 course objectives.

Student Expectations for the Academic Setting

Note: If you are currently in a clinical instructor or other teaching 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 A-State course faculty for any questions or concerns. A-State 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 in the academic setting.
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 email all required clinical documents to the Clinical Coordinator at dschulte@astate.edu. Clinical Coordinator will review documents and notify student if the clinical rotation is approved.
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 student portfolio and in Medatrx Software.
4. Adhere to the A-State 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 A-State School of Nursing patch and the A-State name badge, must always be worn.

As part of the practicum expectations students are to:

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

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 and 5 years of experience is preferred.

Final grading of A-State course assignments will be done by course faculty.

Preceptor Agreement: The Preceptor is asked to complete an A-State School of Nursing Preceptor Agreement and submit it to the A-State Graduate Clinical Coordinator.

PRECEPTOR EXPECTATIONS

After the preceptor agreement has been signed and the preceptor's curriculum vitae have been sent to the Clinical Coordinator, 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 for the experience

Preceptor Activities during the Practicum:

- Allow student to observe educational offerings and activities of the nurse educator as appropriate.
- Assist the student in teaching portions of an educational unit as appropriate.
- Monitor and evaluate teaching presentation(s)
- Provide contact information on participant observation activities for role work in committees and other staff 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.

Student Expectations for the Staff Development Experience

Note: If you are currently in a staff development or other teaching role in the clinical 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 staff development role.

Please contact the A-State course faculty for any questions or concerns. A-State 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 a meeting to discuss clinical objectives and practicum expectations.
3. The student works with the Clinical Coordinator to ensure preceptor agreements are signed. The student will obtain information from the assigned preceptor and email all required clinical documents to the Clinical Coordinator at scoin@astate.edu. Clinical Coordinator will review documents and notify student if the clinical rotation is approved.
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 Medatrx Software.
6. Adhere to the A-State 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 A-State School of Nursing patch and the A-State name badge, must always be worn.

As part of the practicum expectations, students are to:

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

Nursing Program/Course Faculty Responsibilities

1. Orients student and preceptor to the precepted experience.
2. Provides the preceptor an orientation to the philosophy, curriculum, course, and clinical objectives of the nursing program.
3. Discuss student expectations, skill performance, student guidelines for performance, and methods of evaluations.
4. Assumes overall responsibility for teaching and evaluation of the student.
5. Assure student compliance with standards on immunizations, screening, OSHA standards, CPR and current liability coverage.
6. Work cooperatively with preceptor and institution to determine student learning needs and appropriate assignments.
7. Communicate assignments and other essential information to the preceptor.
8. Communicates with preceptor and student to monitor progress and evaluate the learning experience.
9. Readily available by phone or email for consultation regarding student performance.
10. Receives feedback from the preceptor regarding student performance.
11. Reviews portfolio and practicum log with the student in relationship to course competencies and personal objectives and provides feedback as indicated or needed.
12. Provide the final decision-making in the student's evaluation process, integrating input from student and preceptor.

COURSE SCHEDULE

NURS 6713 COURSE SCHEDULE

	Activity	Due Date
Week 1	1.1 Attend office hours on first day of class with instructor for orientation to the teaching practicum. 1.2 Submit completed Preceptor Agreement and CV to Clinical Coordinator. 1.3 Discussion Board Introductions	12:00 – 1:00 pm, First day of class. (Zoom invitation will be sent prior to class.) Due first day of class at midnight. (Initial Discussion Board post due Thursday at midnight.)
Week 2	2.1 Submit Activity Log and Portfolio Installment #1	Due Monday at midnight.
Week 3	3.1 Submit Activity Log and Portfolio Installment #2	Due Monday at midnight.
Week 4	4.1 Submit Activity Log and Portfolio Installment #3	Due Monday at midnight.
Week 5	5.1 Submit Activity Log and Portfolio Installment #4	Due Monday at midnight.
Week 6	6.1 & 6.2 Submit Teaching Project (project and paper) 6.3 Discussion Board 6.4 Submit Activity Log and Portfolio Installment #5	Due Monday at midnight (Recording [via Zoom] of student teaching and paper are both due on this day). (Initial Discussion Board post due Thursday at midnight)
Week 7	7.1 Submit Activity Log and Portfolio Installment #6 7.2 Submit Preceptor Evaluation of Student 7.3 Submit Student Evaluation of Preceptor	Due Friday of Week 7 at noon. Due Friday of Week 7 at noon. Due Friday of Week 7 at noon.

Activity Logs are to be submitted weekly beginning at the conclusion of Week 2 in Medatrx with an additional copy verified and signed by the Preceptor to be submitted in Blackboard by the student. The signed and verified copy will be uploaded along with the Portfolio Installments.

COURSE DESCRIPTION

TITLE: NURS 6713 Practicum in Nursing Education

COURSE DESCRIPTION: This is an experiential course in the role of the nurse educator. It provides opportunities to apply models of teaching in classroom and clinical situations.

Practicum hours may focus on both pre-licensure nursing education in an academic setting and staff development in an acute care setting.

Course Student Learning Outcomes (Course Objectives):

Upon completion of this course, the student will have been given the opportunity to:

1. Combine theories and concepts from nursing, the arts, humanities, and evidence-based practice to guide implementation of learning experiences in the practicum setting.
2. Implement evidence-based teaching strategies designed for the achievement of learning goals.
3. Utilize varied methods of evaluation to determine learners' progress in achieving learning goals.
4. Analyze the various roles and expectations of nurse educators in the academic/clinical settings and their impact on the teaching/learning process.
5. Appraise issues and trends in the education of nurses balancing patient-centered care and safety.
6. Model professional behavior in the teaching/learning environment through accountability to ethical and legal standards.

COURSE ASSIGNMENTS:

Clinical Experience

Objectives and clinical work must meet guidelines established by MSN faculty called student learning outcomes. The student is expected to have weekly learning activities that are to be shared with the preceptor and course faculty.

Dress Code adherence is as that stated in the Nursing Student Handbook. All students are required to dress professionally. A white lab coat will be worn which is freshly laundered and ironed. The ASU picture ID will be worn identifying the student as an ASU student.

Class Participation (Discussion)

Students are expected to prepare for class by reading literature relevant to the course topics. Each student is expected to provide thoughtful and informed responses through participation on the course Discussion Board, with faculty through online and other written communication.

Reflective Journal/Clinical Portfolio

Students will develop a reflective journal of clinical activities that speak to course outcomes. Students are to focus on strategies used with their chosen clinical site (nursing students, practicing nurses, or patients). The journal encompasses the entire clinical experience, but will be submitted throughout the semester for feedback/partial credit. Corrected journals are to be submitted in Blackboard each week by Monday at night, with the exception of the journal to be submitted in Week 7, which will be submitted no later than noon on Friday of Week 7. This process, including all clinical documentation is the clinical portfolio.

Students should keep a written log of clinical time (hours, minutes). **Clinical time must be validated by preceptors within Medatrx;** failure to validate clinical time will result in points deducted from clinical journal grade.

The Journal should be a written record of your clinical time and a reflection on your practice and moving toward an advanced educator role. Focus is on description of the activity, decision-making, environment, resources, collaboration, evidenced-based care, and measure/outcomes. The Journal should include your personal philosophy of teaching, learning, and evaluation.

The Reflective Journal can help graduate students develop higher-order cognitive skills and critical thinking. In addition to a summary of clinical activities and analysis of teaching/learning activities, guidelines for Reflective Journaling include (but not limited to):

1. Identify an experience, situation, or information in your clinical experience that you find confusing, difficult, challenging, or interesting.
2. What feelings, hunches, or questions are evoked? What is the meaning of the experience? What influenced the experience?
3. Do the feelings, hunches, or questions connect with the past or present? What are the implications? What is the significance?
4. Are there connections between what you are describing and what is indicated in the research and theory? What are some possible solutions? What approach or solution would you choose and why? What is the effectiveness of this approach?

Teaching Project and Evaluation:

The student will develop a teaching project approved by the course faculty. The intended target may be nursing students, practicing nurses, or patients. Specifics for this plan must be developed in conference with the course faculty. Develop a teaching plan that includes outcome criteria, lesson plans, teaching strategies, and evaluation methods as outlined in previous texts. Template example is available on Canvas.

Students are encouraged to branch out into a different media than one with which they are presently comfortable. (Try developing a continuing education program, a web-based presentation, a patient education program, etc.)

Presentation

Implementation of the Teaching Project at the clinical site. The student will record a Zoom presentation of the teaching project and submit the link in Canvas for the instructor to share with your classmates. Zoom is available in the Additional Tools area of Student Tools in Canvas.

Preceptor Evaluations

Preceptor evaluations will be used to reflect student performance as an educator. The number of points awarded is 100 for this activity. The score will be determined by numeric and written feedback from preceptors and completed at the discretion of the faculty member for this course.

Arkansas State University School of Nursing

NURS 6713 Practicum in Nursing Education

Clinical Preceptor Verification Form

Directions: Identify a nurse that has a minimum of an MSN or doctoral degree who is willing to coach/mentor you in your efforts to complete your Capstone project. Ask them to complete this form. Once completed, electronically submit this form saved as Lastname.FirstName.FacForm.doc. Sally Ride's form would look like Ride.Sally.FacForm.doc . Upload this document in Blackboard in the Clinical Facilitator's Information Sheet tab.

Note: Illegible forms will be returned to the student.

Clinical Preceptor's Name & Credentials: _____

Clinical Preceptor's Title/position: _____

Clinical Preceptor's Employer: _____ Clinical

Preceptor Employer's Address: _____

Brief Summary of Clinical Facilitator's positions held as a MSN level RN (or higher):

Clinical Preceptor's Contact information:

Email: _____

Telephone number: _____

Mailing Address: _____

RN license number (including state): _____

This information is required by the Arkansas State Board of Nursing.

Preceptor Evaluation of Student

Student Name: _____ Inclusive Dates: _____

Preceptor: _____

Thank you for the opportunities that you provided for the student during the course of the semester. This is an opportunity for you to share your view on the student's performance. Please share your perceptions by rating the student on the following items and adding any comments you desire. Your input is valued and appreciated. **Please mail or email completed evaluation directly to the instructor. DO NOT give the completed form to the student.**

	Fair		Good		Excellent
1. Integrates advanced nursing knowledge and organizational theory.	1	2	3	4	5
2. Proposes culturally appropriate solutions to foster quality improvement and safe care	1	2	3	4	5
3. Maintains professional relationships and timely interaction with preceptor, staff and patients/families/populations. (collaborates and consults)	1	2	3	4	5
4. Functions as a professional role model.	1	2	3	4	5
5. Demonstrates leadership skills through effective planning, providing, and managing healthcare.	1	2	3	4	5
6. Demonstrates initiative in identifying opportunities for self-development.	1	2	3	4	5
7. Serves as a resource person by assisting with problem identification and resolution, including patient care technologies.	1	2	3	4	5

- | | | | | | |
|--|------|---|------|---|-----------|
| 8. Assesses educational needs and use effective strategies when teaching patients, families, and/or staff. | 1 | 2 | 3 | 4 | 5 |
| | Fair | | Good | | Excellent |
| 9. Utilizes ethical/legal guidelines which apply to nursing role development. | 1 | 2 | 3 | 4 | 5 |
| 10. Participates actively in the clinical environment. | 1 | 2 | 3 | 4 | 5 |
| 11. Contributes to a positive work environment.
(collaborates, consults, coordinates care) | 1 | 2 | 3 | 4 | 5 |
| 12. Maintains current knowledge in an evidence based approach in decision making. | 1 | 2 | 3 | 4 | 5 |
| 13. Dependable, motivated, responsible, and demonstrates initiative. | 1 | 2 | 3 | 4 | 5 |
| 14. Accepts constructive feedback and incorporates it into practice as appropriate. | 1 | 2 | 3 | 4 | 5 |

Comments: This is a valuable part of the evaluation of the student and we appreciate the time required to complete this section. Please use additional pages as necessary. Comments are especially important for any marginal or exceptional ratings.

Strengths:

Areas Needing Improvement or Work:

Preceptor Signature: _____ Date: _____

****Preceptor to complete in Medatrax

Terms of Agreement

I have read the Preceptor Orientation Handbook and commit to precept students for A-State's School of Nursing. I am aware of the time and responsibility that is required to advance student learning in the clinical arena.

Preceptor Signature

Date

Please Print Name

I am willing to precept the following terms. (This information is helpful when planning for future students.)

Spring 2024 _____

Summer 2025 _____

Fall 2025 _____

Student Evaluation of Preceptor

Preceptor: _____

Site: _____

Completed by: _____

Date: _____

Instructions:

1. Please mark an **X** in the most appropriate space after each statement below to provide summative feedback to the preceptor named above..
2. Space is provided after each statement if you choose to add any written comments.

Quality	Seldom	Sometimes	Frequently	N/A	Comments
1) Is available to student.					
2) Demonstrates understanding of the Nurse Educator Role.					
3) Utilizes student's strengths and knowledge.					
4) Role model for Nurse Educator Practice.					
5) Demonstrates effective rapport with learners.					
6) Encourages student to assume increasing responsibility during experience.					
7) Assists student in identifying goals and needs for experience.					
8) Considers student's limits according to status in program.					
9) Provides immediate and adequate feedback to questions					

NURS 6713 Practicum in Nursing Education Student Evaluation of Facility

*This form is in the Medatrax 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

Practicum Applications	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. What are the strengths of this facility to provide practicum experiences?

6. What suggestions do you have for enhancing experiences at this facility?

Additional comments (your comments are appreciated and are used to ensure that clinical experiences are appropriate):

For more information regarding the Arkansas State University School of Nursing, click on the following link:

<https://www.astate.edu/college/conhp/departments/nursing/index.dot>

For more information regarding the MSN Options, click on the following link:

<https://www.astate.edu/college/conhp/departments/nursing/degrees/>

For more information regarding the MSN Nurse Educator option, click on the following link:

<https://degree.astate.edu/programs/msn-nurse-educator.aspx>

For questions or concerns, please contact me at:

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Questions for the Clinical Coordinator should be sent to:

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