MSN Nurse Educator Preceptor Handbook

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.

Preceptor Letter

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 NURS 6053). NURS 6713 is the final course in the program. 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 ksnellgrove@astate.edu

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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
- Assist in selecting a course lecture topic for student to 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

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 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
- 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

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. 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 Medatrax Software.
4. Adhere to the A-State Professionalism Policy for the 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
- Log hours in the clinical
- Complete the Student Evaluation of Practicum Preceptor as well as the content and performance of the preceptorship.
- Complete the Practicum Facility

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
- 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
- Assist the student in teaching portions of an educational unit as
- 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
- 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

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 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 The student will obtain information from the assigned preceptor and email all required clinical documents to the Clinical Coordinator. 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 The student is responsible for entering all practicum hours in the Medatrax Software.
6. Adhere to the A-State Professionalism Policy for the 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
- Log hours in the clinical
- Complete the Student Evaluation of Practicum Preceptor as well as the content and performance of the preceptorship.
- Complete the Practicum Facility

Nursing Program/Course Faculty Responsibilities

1. Orients student and preceptor to the precepted

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

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

8. Communicates with preceptor and student to monitor progress and evaluate the learning

9. Readily available by phone or email for consultation regarding student

10. Receives feedback from the preceptor regarding student

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 View course orientation video and complete the assignment 1.2 Discussion Board Introductions 1.3 Activity Log 1.4 Reflective Journal	All assignments due by Monday at midnight except: Initial Discussion Board post due on Wednesday at midnight.
Week 2	2.1 Activity Log 2.2 Reflective Journal	All Week 2 assignments due Monday at midnight.
Week 3	3.1 Activity Log 3.2 Reflective Journal	All Week 3 assignments due Monday at midnight.
Week 4	4.1 Activity Log 4.2 Reflective Journal	All Week 4 assignments due Monday at midnight.
Week 5	5.1 Teaching Project Paper 5.2 Teaching Project Presentation 5.3 Teaching Project Discussion Board 5.4 Activity Log 5.5 Reflective Journal	All Week 5 assignments due Monday at midnight .
Week 6	6.1 Activity Log 6.2 Reflective Journal	All Week 6 assignments due Monday at midnight.
Week 7	7.1 Activity Log 7.2 Reflective Journal 7.3 Preceptor Evaluation of Student 7.4 Student Evaluation of Preceptor 7.5 Student Evaluation of Facility	All Week 7 assignments due Friday at Noon!!!

COURSE DESCRIPTION

TITLE: NURS 66703 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
3. Utilize varied methods of evaluation to determine learners' progress in achieving learning
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
6. Model professional behavior in the teaching/learning environment through accountability to ethical and legal standards.

COURSE ASSIGNMENTS:

Clinical Experience

The faculty and the student will mutually negotiate objectives and site(s) for the education practicum. 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. Students will select or be assigned a preceptor who will assist the student to learn the role of the nurse educator in a selected educational setting. Faculty, students, and facility personnel will work together to provide learning opportunities for the student to engage in teaching/learning situations. The student will plan, implement, and evaluate instruction. Potential sites for clinical experiences include community colleges, colleges/universities, hospitals, and community health agencies.

A written summary of selected aspects of the practicum experience as described in the reflective journal assignment and activity log detailed elsewhere in the course syllabus (60 clinical hours is required for each hour of semester credit. 3 semester hours = 180 clinical hours. The clinical facility chosen by the student must have a current contract with ASU College of Nursing and Health Professions and be approved by the course faculty. In some cases, the clinical affiliation agreement may be waived if the student is employed at the facility at which they plan to complete their practicum. This must be approved by the MSN Nurse Educator program coordinator and agreed upon by the clinical facility.

You may NOT begin clinical activities related to this practicum course until approved by your instructor.

Prior to beginning any clinical activities, students must have on file in the School of Nursing office (via Medatrax) the following documentation as discussed in the Graduate Information Guide (GIG):

- Active license to practice as a registered nurse in the State of Clinical or a registered nurse license in a compact state.
- Professional Liability Insurance (minimum $1,000,000/$3,000,000).
- Current CPR certification (adult, child, and infant).
- Documentation of compliance with TB
- Immunizations/ Physical Exam
- Verified Credentials

The student is responsible for providing copies in Medatrax and keeping them updated. NO clinical hours will be awarded until this documentation is complete.

All students are expected to dress professionally and wear an A-State School of Nursing patch on their lab coat. The patch is to be located 3 fingers below the shoulder seam and centered on the left arm. The patches may be purchased from the official A-State Bookstore (Textbook Brokers). In addition, students must wear an identification nametag stating your student status. Nametags may be ordered from the official A-State Bookstore (Textbook Brokers).

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.

Portfolio Installments (Portfolio includes the Reflective Journal and the Activity Log)

Activity Log

The Activity Log is a written record of your documented practicum experiences and their alignments with the NLN Core Competencies and the AACN Essentials.

Each week you will submit the Activity Log signed by your preceptor. (Examples are provided in Canvas). By the end of Week 7 you should have included all 17 sample activities in your activity log and any extra activities that might not have fit in with the required 17. The examples that I have included in Canvas are for an academic clinical site, but the same types of activities are relevant for the staff development site. The document should be built on each week and by Week 7 you will have addressed all of the NLN Core Competencies and AACN Essentials Domains. As you can see in the examples, all previous activities are included each week and the new activities are included. It must be signed each week by the preceptor and submitted.

Reflective Journal

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 or practicing nurses). The journal encompasses the entire clinical experience but will be submitted throughout the semester for feedback/partial credit. Journals are to be submitted in Canvas each week by Monday at midnight, except for 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.

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 or practicing nurses/staff. 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 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 presented to staff, etc)

Presentation

Implementation of the Teaching Project at the clinical site. The student will be recording a Kaltura presentation of the teaching project and submitting the link in Canvas for the instructor to share with your classmates. Kaltura 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 and professionalism. The number of points awarded is 100 for this activity. The score will be determined by numeric and written feedback from preceptors.

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.

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.)

Summer 2025 _____

Fall 2025 _____

Spring 2026 _____

Summer 2026 _____

Fall 2026 _____

Other Term_____

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.**

1. Integrates advanced nursing knowledge and

Fair

Good Excellent

organizational theory. 1

2. Proposes culturally appropriate solutions

to foster quality improvement and safe care 1

2 3 4 5

2 3 4 5

3. Maintains professional relationships and timely interaction with preceptor, staff

and patients/families/populations. 1 2 3 4 5

(collaborates and consults)

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 1 2 3 4 5
11. Contributes to a positive work

(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 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

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*

Quality					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					

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:

Susan Snellgrove, PhD, RN, CNE

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