



**THE UNIVERSITY OF MISSISSIPPI**

**SCHOOL OF NURSING**

**GRADUATE NURSE EDUCATOR TRACK**

**Graduate Preceptor Handbook for Faculty, Preceptors, and Students**

This manual follows the guidelines set forth in the National League of Nursing (NLN) publication, *The Scope of Practice for Academic Nurse Educators (2012 revisions)*. Hereafter these competencies will be referred to as NLN Nurse Educator Competencies. This handbook was developed by the Nurse Educator Faculty at the University of Mississippi.

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## **Nurse Educator Track Purpose and Program Outcomes**

### **Purpose**

A nurse prepared at the master's level in the Nurse Educator track is able to serve important functions as an expert health agency educator and as a faculty member in a nursing education program. To achieve this goal, the Nurse Educator track provides the graduate learner with the knowledge, skills and abilities of specialty nursing practice, as well as the foundation to pursue doctoral education.

### **MSN Program Outcomes**

*The graduate of the Master of Science in Nursing Education Program will:*

1. Apply broad, organizational, patient-centered, ethical, and culturally responsive concepts into daily practice.
2. Demonstrate theoretical knowledge from nursing and other disciplines to advanced role practice in nursing for analysis of clinical problems, illness prevention and health promotion strategies.
3. Utilize quality processes to evaluate outcomes of aggregates and monitor trends in healthcare.
4. Analyze the impact of systems on patient outcomes.
5. Demonstrate leadership in providing quality cost-effective care, with management of human, fiscal, and physical resources.
6. Apply translational research in the practice setting through problem identification, systematic inquiry, and continuous improvement processes.
7. Utilize current technologies to delivery, enhance, and document care across multiple settings to achieve optimal outcomes.
8. Articulate change within organizational structures of various health care delivery systems to impact policy, financing and access to quality health care.
9. Lead and coordinate interdisciplinary teams across care environments to reduce barriers, facilitate access to care and improve health outcomes.

## Curriculum Policies

### Introduction

Students in the Nurse Educator Track program are required to complete 38 semester hours of credit. Students must maintain a 3.0 or higher GPA. The Nurse Educators complete the same core courses of Advanced Health Assessment, Advanced Pathophysiology, and Clinical Pharmacotherapeutics as the Nurse Practitioner Graduate Track. Nurse Educator Students complete a total of 17 theory and clinical hours devoted to the advanced practice education specialty. They are required to complete 360 clinical practicum hours in the field of teaching, evaluation, curriculum development and design as well as obtain beginning mastery of the 8 NLN Core Competencies for nurse educators. The final practicum concludes with each student's submission of a professional teaching portfolio which is counted as essential to successful completion of the Nurse Educator Track.

### **Policies**

#### **Clinical Setting Selection**

1. Students and/or Faculty members select practicum sites and preceptors based on feasibility of achieving specified learning outcomes.
2. Student input into selection of a clinical area or facility is considered.
3. In order to obtain specific clinical experiences to meet course objectives, students may be required to travel to clinical settings in a variety of geographic settings. Students should be aware of the possibility of direct and the indirect expenses associated with travel.
4. In order to maximize learning outcomes, students may be required to travel to clinical sites the evening prior to clinical to assess patients, review medical records, or use the medical library facilities connected with the clinical agency.

#### **Policies for Students in Clinical Facilities**

1. Professional apparel that meets agency guidelines is expected.
2. The student will work within the policies of the agency and maintain a constructive relationship with the agency.
3. The student must wear an identification badge which identifies her or his status as a University of Mississippi Medical Center graduate nursing student. A generic name tag may be obtained for UMMC employees that are students in an outside clinical agency.
4. The student is responsible for her or his individual costs related to clinical experiences. This includes transportation and may also include overnight hotel and meal costs.

## General Expectations Regarding Clinical Practicum

1. Participation in approved clinical experiences at the required number of hours for each specific course; students must be prepared, active, informed, accountable, and professional.
2. Demonstration of effective and appropriate communication skills.
3. Demonstration of effective and appropriate documentation on client's or student records, and clinical logs, including correct spelling.
4. Participation in clinical post-conference (online or in class).
5. Availability to meet with preceptor and clinical instructor for site visit.
6. Completion of clinical logs documenting variety of experiences using the required system.
7. Two clinical conferences with instructor (midterm & final).
8. Completion of personal/professional objectives along with self-evaluation of progress.

## Attendance at Clinical Experiences

Students are to negotiate acceptable hours with the preceptor prior to starting clinical practicum and develop a clinical contract (see template) and calendar of clinical experiences. The student is expected to accommodate the preceptor's availability and schedule. Students are expected to treat the agreed upon clinical hours as they would a place of employment. If the student is to be absent for a scheduled clinical day due to illness or emergency, **the preceptor and course faculty should be notified prior** to the beginning of the clinical day. The student should negotiate the procedure for contacting the preceptor in case of absence prior to starting clinical practicum. Make-up hours are then to be negotiated. Students also must contact the faculty member promptly. Students are required to keep a log of completed clinical hours and have the preceptor sign the log verifying time spent. Specific intervals required are set by each course. (See Clinical Log Expectations for Students). If the student is not attending clinical as scheduled, the faculty member needs to be notified promptly.

## Absenteeism or missed course work.

Attendance at all classes is a university expectation. In this on-line curriculum, an occasional synchronous activity may be planned by the course instructor and will be provided at the beginning of the semester by the course coordinator. Remote attendance is expected. Otherwise, the student is expected to abide by all applicable due dates for course work, class discussions, and to follow Netiquette rules set forth in each course syllabus.

## **Clinical Roles and Responsibilities**

### **RESPONSIBILITIES IN THE PRECEPTOR PARTNERSHIP**

The student, preceptor, and faculty have equal responsibility for providing a quality learning experience in the practicum. There are, however, specific responsibilities for each participant. This is necessary to promote student progress and role expectations. A pre-practicum meeting with the student and preceptor facilitates mutual understanding of the responsibilities of all parties. These responsibilities are identified as follows:

#### **Student roles and responsibilities**

1. To maintain: a) current licensure as an RN in Mississippi b) meet all compliance criteria set forth by the SON at UMMC.
2. Participate in selection of qualified preceptor. The student will provide the preceptor with a copy of the course objectives. In addition, the student will provide the preceptor and the faculty with student-specific clinical objectives prior to starting clinical practicum hours. The student should develop their own individual learning objectives reflecting on their strengths and weaknesses. Students will complete a self-evaluation of their objectives on time-lines provided by each individual course.
3. Develop a learning contract in collaboration with course faculty and preceptor complete with individualized objectives in accord with course objectives and agency policies.
4. Negotiate acceptable hours with preceptor prior to starting practicum. The student is expected to accommodate the preceptor's availability and schedule. The student's personal and work schedules are expected to accommodate participation in the required number of practicum hours specified by the course.
5. Maintain professional demeanor in dress and behavior in all activities.
6. Work within the policies of the agencies and maintain a constructive relationship with agencies.
7. Meet agency health and compliance requirements and supply needed information to facilities as requested.
8. Maintain on-going student-preceptor relationship for duration of the practicum.
9. Keep course faculty informed of educator role progress and maintain a clinical log.
10. Practice in a safe and ethical manner cognizant of standards of care and education.
11. Submit required documentation and all assignments according to course policies.
12. Complete evaluations of practicum experience, preceptor and clinical site.

### **Faculty roles and responsibilities**

1. Select a qualified preceptor with student participation. Preceptors must hold a Master's Degree in Nursing with a minimum of one year experience in education. An exception to the preceptor's education experience may be made at the discretion of the NED director for the summer practicum (N620-1). Obtain preceptor agreement forms and ensure agency contracts with School of Nursing as well as affiliated clinical agency where NED student will be performing clinical activities.
2. Approve student learning contract with student-preceptor participation.
3. Contact the preceptor and provide orientation to the preceptor handbook and course prior to the students beginning clinical.
4. Serve as a liaison to the preceptor and represent program to the preceptor and clinical site, problem-solving any difficulties that arise.
5. Evaluate the student's progress in meeting course objectives by conducting at least one on-site visit or phone contact:
  - a. Meet with preceptor to discuss student progress in achieving contract objectives.
  - b. Direct observation or video-recording of student didactic teaching; assess and provide feedback on the student's lesson/teaching plan, handouts, audiovisual materials and exam questions.
  - c. Direct observation of other student activities as requested by preceptor.
  - d. Meet with student at conclusion of on-site visit to provide feedback and evaluation of clinical activities.
  - e. Review student's clinical log and provide feedback.
  - f. Evaluate student's achievement of course objectives with input from student and preceptor and assign course grade.
6. Obtain student evaluation forms of the preceptor and clinical agency as well as the preceptor evaluation of the student and the course at the end of each clinical course.

### **Preceptor role and responsibilities:**

1. Documentation of Credentials: Completion of the preceptor agreement form with appropriate annual updates. A curriculum vitae (CV) or resume for each preceptor is required to be on file. Documentation of preceptor license and credentials to practice is important to assure the quality of providers who mentor students. These documents must be available to the visiting accrediting bodies during program evaluation and renewal.
2. Collaborate with faculty and students in development of student practicum contract to meet course requirements.
3. Provide orientation for the student to the program, courses and clinical sites as needed.

4. Guide student acquisition of clinical and didactic skills within framework of course objectives.
5. Supervise and evaluate student's learning experiences.
6. Assist student in clinical teaching and evaluation of assigned clinical students.
7. Provide feedback to student on progress in meeting contract objectives, including didactic and clinical teaching activities.
8. Directly observe the student's clinical teaching and supervision of students in assigned clinical setting:
  - a. Assess student's documentation of evaluating assigned student's clinical performance using the course clinical evaluation form.
  - b. Assess student's evaluation and feedback on students' teaching plans and other clinical assignments
  - c. Directly observe didactic classroom lecture
  - d. Assess and provide feedback on student's lesson/teaching plan, handouts, audiovisual materials, exam questions, and test review session.
9. Provide ongoing feedback to the student throughout the semester.
10. Communicate with faculty relative to student progress.
11. Provide written documentation to course faculty concerning student's progress and/or any concerns with the student's clinical performance.
12. Serve as a professional role model in the teaching-learning experience.

**Examples of Practicum Activities/Experiences:**

- Actual teaching and interactions with students
- Creation of PowerPoint, review of texts, and other literature with faculty
- Preparation of tests, test reviews or student study sessions
- Preparation of discussion boards, grading discussion boards (NED student grades are not recorded), review grading with faculty preceptor
- Interactions and meetings with other faculty
- Attending clinical experience with nursing students, evaluation of students, pre-conference, post-conference
- Participating in simulation experiences, debriefing, pre-conference

**Examples of Direct Care Activities/Experiences:**

- Attending individual, family, population assessments
- Patient/family education
- Discharge planning
- Individual, family, population care planning
- Quality improvement project directly enhancing patient care

## **Evaluation of student, agency, faculty and preceptor**

The following section addresses a variety of evaluation measures that are required for each clinical course. Actual forms are located in Canvas.

### **SAMPLE: Practicum Contract Form:**

#### **Nurse Educator Practicum Contract Template**

Course Name and Number: \_\_\_\_\_ Semester Hours: \_\_\_\_\_

Semester Year: \_\_\_\_\_ Fall \_\_\_\_\_ Spring \_\_\_\_\_ Summer \_\_\_\_\_

Student name: \_\_\_\_\_

Course Faculty name: \_\_\_\_\_

Preceptor Name, Title and Credentials: \_\_\_\_\_

Dates for practicum experience: \_\_\_\_\_

Total hours for practicum experience: \_\_\_\_\_

Objectives: 1. Course 2. Personal	Methods/Activities to achieve objectives(should coincide with course and personal objectives)	Name of preceptor/or faculty participating with objectives	Evaluation measures of objective completion	NLN Competency demonstrated with each objective

**\* Collaborate with your preceptor to develop your clinical contract and clinical calendar**

**\*\* Objectives must cover all course objectives as well as any personal objectives you have**

**\*\*You may not start clinical until your clinical contract and clinical calendar has been approved by faculty**

**\*\*\*Attach your clinical calendar with specific dates, times, place and clinical activities---see Clinical Calendar Template**

## Clinical Calendar Template Spring 2019

Student: \_\_\_\_\_

Preceptor: \_\_\_\_\_

Faculty: \_\_\_\_\_

Agency: \_\_\_\_\_

Date	Time	Total # Hours spent for clinical on this date	Place (Be specific—3W, ER, etc.)	Clinical Activity (Be specific—Pre-conference, supervising patient care, etc.)	Cumulative Clinical Hours as of this date.	Preceptor Signature

Total Number of Classroom Hours: \_\_\_\_\_

Total Number of Hospital/Clinic/Community Clinical Hours: \_\_\_\_\_

Total Number of Skills Lab Hours: \_\_\_\_\_

Total Number of Clinical Simulation Hours: \_\_\_\_\_

Total Number of Clinical Hours: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Preceptor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### **Didactic evaluation criteria of student teaching**

Nurse Educator Practicum  
Classroom Teaching Evaluation Guide

Student Name: \_\_\_\_\_

Location: \_\_\_\_\_

Topic: \_\_\_\_\_

Date: \_\_\_\_\_

Course: \_\_\_\_\_

Length of Time: \_\_\_\_\_

1. Organization of Presentation:
  - Objectives reflect assessment of learner needs
  - Content organized so that learner able to follow presentation easily
  - Adequate time provided for each objective covered
  - Adequate time provided for discussions and questions
2. Delivery of Presentation:
  - Demonstrates knowledge about the topic/content
  - Communicates clearly and effectively; able to convey content and ideas easily to facilitate learning
  - Class objectives achieved/Adequate use of allotted time
  - Stimulated critical thinking and application of content to nursing
  - Practice – (Collaborative care, Nursing Diagnosis, interventions and Evaluation)
  - Relevant current research introduced
3. Use of Teaching Strategies and Technology
  - Appropriate and effective use of Power Point, slides, graphics and other instructional media
  - Appropriate use of on-line or printed materials
  - Appropriate and effective use of other activities and strategies to facilitate learning
  - Allows for student questions
4. Use of Evaluation Methods
  - Demonstrates effective use of evaluation methods to determine achievement of learner objectives
5. Professional Behaviors
  - On time for class and prepared handouts, ect.
  - Demonstrates interest and respect for learners
  - Receptive to learner comments and responsive to questions
  - Demonstrates enthusiasm for teaching, learning, and nursing that inspires and motivates students
  - Encourages learners to consider different points of view relevant to topic
  - Appropriate dress
  - Demonstrates professional attitude and demeanor

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Nurse Educator Practicum



## **Student and Preceptor Evaluations**

***Student evaluations of the practicum preceptor, clinical agency, simulation faculty and Preceptor evaluation of the student are accessed via REDCap. Link will be provided in the Canvas course.***

## **Clinical Course Syllabi**

The student will supply the appropriate syllabi to the clinical preceptor during the initial encounter to discuss the clinical contract, calendar, and activities.

- N614-1 Nurse Educator Practicum I (90 clock hours)-Spring semester
- N620-1 Nurse Educator Practicum II (90 clock hours) –Summer Semester
- N625 Nurse Educator Practicum III (180 clock hours) – Fall semester

### Practicum Outline of Increasing Complexities

N614-1 – Practicum I- 90 clock hours – overview and introduction to the role with two solid teaching plans - Minimal Expectations: (2) Didactic presentations, (1) Clinical experience, assessment/evaluation of students, item analysis and construction, test development.

N620-1 – Practicum II – 90 clock hours – increasing the student’s clinical knowledge in a particular area of nursing while increasing complexity with a topic using multiple delivery modalities and a variety of audiences – hospital staff-community. To include one teaching plan. Minimal Expectations: (1) Didactic presentations with variety in modality; (1) Skills/Simulation lab, and (1) visit to Center of Telehealth.

N625 - Practicum III – 180 clock hours –greater increasing complexity in modality. Minimum Expectations: (2) Didactic presentations (using active/innovative teaching strategies, Clinical experience, evaluation of students, course, curriculum, committee and role exploration.

## **Preparation Time Allotments for Clinical Activities**

Preparation hour allotment will also be posted on the Learning Management System (Canvas) for student and faculty referral.

- A. One Didactic Hour (new content) = 4 hours preparation time
- B. One didactic Hour (repeat content) = 1 ½ hours preparation time
- C. Eight hours in skills laboratory = 1 hour of preparation time
- D. Six hours of clinical = 2 hours of preparation time.

### **Clinical Log Expectations for students**

**Purpose:** The clinical log is an ongoing record of practicum activities, learning experiences and self-reflection of the nurse educator student's progress in achieving course and program objectives as well as NLN Nurse Educator Competencies. The log is to be submitted to course faculty at regular intervals during the semester.

Faculty will use the log as an avenue to provide feedback to students regarding course performance in acquisition of knowledge and skills needed for practice in the nurse educator role. The Clinical Log will count in the overall course grade and will be evaluated on content, writing style, role synthesis, self-evaluation and APA format.

#### **Contents:**

- Highlights of each week's activities in the nurse educator role practicum
- Communication/interaction with preceptor, learners and other faculty/staff
- Self-evaluation of each clinical and didactic teaching experience; as it relates to:
  - course/contract objectives, NLN competencies and concepts of nurse educator role, practice, and **personal goals**
- Evaluation of student outcomes based on your teaching plan
- Include objective and subjective data and include what revisions you would make based on student outcomes.
- Reflection and self-evaluation of learning in the cognitive, affective and psychomotor domains and future plans.
- Integration of readings from current journals and publications relevant to the enactment of the nurse educator role

**VERIFICATION OF RECEIPT OF AND ORIENTATION TO THE  
UMC GRADUATE NURSE EDUCATOR TRACK  
PRECEPTOR HANDBOOK**

**I acknowledge that I have received the UMMC SON Nurse Educator Track  
Preceptor Handbook and have been oriented to the contents therein by course  
faculty.**

**Preceptor Signature:** \_\_\_\_\_

**Faculty Signature:** \_\_\_\_\_

- **This is required for each new preceptor and then every two years for recurring preceptorships.**