# Master of Science in Nursing (MSN)
# Nurse Educator Preceptor Manual

**(Rev: JUD_10_27_25)**

**Disclaimer Statement:** These guidelines have been prepared to inform you of the selected policies, procedures, and activities within Sura College MSN Nurse Educator program.

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

# Sura College
# Nurse Educator Preceptor Manual

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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, NUR698 Nurse Educator Practicum. The MSN-Nurse Educator program consists of thirteen courses (NUR505, NUR512, NUR529, NUR532, NUR535, NUR536, NUR541, NUR553, NUR563, NUR566, NUR688, NUR698 & NUR699.)

In the Nurse Educator Practicum (NUR698), students achieve the course learning outcomes through the completion of 135 precepted practice hours in approved settings that include: a) an indirect care nursing education practice site that requires demonstration of knowledge, skills, and abilities appropriate to the Nurse Educator role (111 practice hours), and b) a direct care practice site that requires demonstration of advanced knowledge, skills, and abilities relevant to the Nurse Educator role (24 practice hours). In the Nursing Education Capstone/Project (NUR699), students complete an additional 90 precepted practice hours in approved settings and upon receiving Sura College IRB approval, a final Evidence-Informed Rapid-Cycle Quality-Improvement Nursing Education Project. Students must have completed a minimum of 225 practicum hours in order to graduate.

Prior to any classroom or clinical, a preceptor agreement must be signed by both the preceptor and the student. A 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 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 are such valuable experiences 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,

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# Graduate Program Preceptor Guidelines and Course Descriptions

## I. Purpose

The purpose of the preceptor/student arrangement is to provide a one-to-one relationship between an experienced advanced practice registered nurse and a graduate nursing student in the healthcare and/ or academic setting. Preceptors have the unique opportunity to facilitate an orientation and overview of the agency/facility and establish valuable learning experiences for nursing students.

## II. Preceptor Role Definition

A nurse educator who agrees to provide support and guidance for an MSN student completing a nurse educator teaching practicum. The preceptor must be a nurse educator with an MSN or higher (ex. PhD, DNP) degree.

Final grading of course assignments will be completed by course faculty.

Preceptor Agreement: The Preceptor is asked to complete the Preceptor Profile Agreement and submit it along with Curriculum Vitae (CV) through the FAC002: Preceptor Orientation Course.

- 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.

The faculty member and preceptor plan practice activities to meet the needs and objectives of the student(s) as related to the course outcomes. Each agency and Sura College will agree on the parameters of the experience including the length of practice experience, the number of students assigned to the agency, and any other agency requirements. A contract between the Sura College and the respective agency is always maintained.

<u>The following criteria are applied in the selection of preceptors</u>:

1. Has a minimum of one year experience in the advanced practice role;
2. Has an understanding and positive appreciation of learning and can create a setting that is effective and that will enhance student learning;
3. Possesses the knowledge that reflects excellence in healthcare delivery;
4. Is willing to and capable of teaching and advising students;
5. Is recognized as a role model among colleagues;
6. Possess effective communication and interpersonal skills;
7. Has the ability to identify student strengths and weaknesses and is willing to assist students in meeting goals and expectations; and
8. Has expressed interest in and is committed to the role of preceptor.

## III. Course Description: NUR698 Nurse Educator Practicum

In the Nurse Educator Practicum, students achieve the course learning outcomes through the completion of 135 precepted practice hours in approved settings that include: a) an indirect care nursing education practice site that requires demonstration of knowledge, skills, and abilities appropriate to the Nurse Educator role (111 practice hours), and b) a direct care practice site that requires demonstration of advanced knowledge, skills, and abilities relevant to the Nurse Educator role (24 practice hours).

**MSN Program Learning Outcomes (PLOs):**

Upon completion of the Master of Science in Nursing Program (MSN), students will be able to:

1. Integrate theoretical knowledge to improve specialty nursing practice.
2. Demonstrate interprofessional leadership to guide contemporary advanced nursing practice.
3. Synthesize relevant DEI (diversity, equity, and inclusion) strategies to meet the needs of individuals, families, or populations.
4. Design safe, quality-improvement initiatives using data information management systems to positively impact healthcare outcomes, directly or indirectly.
5. Create evidence-informed or evidence-based processes that guide health policies across contemporary specialty nursing practices.

**Course Learning Outcomes (CLOs):**

Upon completion of this course students will be able to:

1. Use evidence-based quality improvement strategies across direct/indirect settings (PLO5: ILO3)
2. Integrate theoretical knowledge to propose a culturally sensitive program for quality improvement (PLO1: ILO2 and PLO4: ILO3)
3. Coordinate with other healthcare professionals to assess an intervention need in a specific academic or healthcare setting (PLO2: ILO1, 2)
4. Develop practice-based program outcomes based on defined objectives (PLO 2: ILO1, 2)
5. Plan how specified program outcomes may improve healthcare quality (PLO4: ILO3)
6. Propose a rapid-cycle, evidence-informed, quality improvement project that addresses an existing practice problem in the Nurse Educator practicum setting (PLO2: ILO1, 2)

**MSN Nurse Educator Specialty Competencies (NECs):**

The specialty curriculum is further guided by the following competencies for Nurse Educators as established by the National League for Nursing. Upon completion of the program students will be able to:

1. Facilitate Learning (CLO2:PLO2:ILO1,2)
2. Facilitate Learner Development and Socialization (CLO2:PLO2:ILO1,2)
3. Use Assessment and Evaluation Strategies (CLO5:PLO5:ILO3)
4. Participate in Curriculum Design and Evaluation of Program Outcomes (CLO2:PLO2:ILO1,2)
5. Function as a Change Agent and Leader (CLO4:PLO5:ILO3)

6. Pursue Continuous Quality Improvement in the Nurse Educator Role (CLO1:PLO2:ILO2)
7. Engage in Scholarship (CLO5:PLO5:ILO3)
8. Function within the Educational Environment (CLO3:PLO2:ILO1,2)

## IV. Course Description: NUR699 Nursing Education Capstone/Project

This course focuses on the culmination and application of theory in curriculum design, implementation, and program evaluation. Building upon foundational educational theory and teaching and learning strategies, a capstone project is fully implemented, evaluated, and disseminated.

**MSN Program Learning Outcomes (PLOs):**
Upon completion of the Master of Science in Nursing Program (MSN), students will be able to:

1. Integrate theoretical knowledge to improve specialty nursing practice.
2. Demonstrate interprofessional leadership to guide contemporary advanced nursing practice.
3. Synthesize relevant DEI (diversity, equity, and inclusion) strategies to meet the needs of individuals, families, or populations.
4. Design safe, quality-improvement initiatives using data information management systems to positively impact healthcare outcomes, directly or indirectly.
5. Create evidence-informed or evidence-based processes that guide health policies across contemporary specialty nursing practices.

**Course Learning Outcomes (CLOs):**
Upon completion of this course students will be able to:

1. Use evidence-based quality improvement strategies (PLO5: ILO3)
2. Synthesize theoretical knowledge to develop a culturally sensitive program for quality improvement (PLO1: ILO2 and PLO4: ILO3)
3. Coordinate with other healthcare professionals to deliver the program in a specific academic or healthcare setting (PLO2: ILO1, 2)
4. Evaluate outcomes based on defined objectives (PLO 2: ILO1, 2)
5. Demonstrate how specified outcomes improve healthcare delivery (PLO4: ILO3)
6. Disseminate the findings of a scholarly project (PLO2: ILO1, 2)

**MSN Nurse Educator Specialty Competencies (NECs):**
The specialty curriculum is further guided by the following competencies for Nurse Educators as established by the National League for Nursing. Upon completion of the program students will be able to:

1. Facilitate Learning (CLO2:PLO2:ILO1,2)
2. Facilitate Learner Development and Socialization (CLO2:PLO2:ILO1,2)
3. Use Assessment and Evaluation Strategies (CLO5:PLO5:ILO3)
4. Participate in Curriculum Design and Evaluation of Program Outcomes (CLO2:PLO2:ILO1,2)
5. Function as a Change Agent and Leader (CLO4:PLO5:ILO3)

6. Pursue Continuous Quality Improvement in the Nurse Educator Role (CLO1:PLO2:ILO2)
7. Engage in Scholarship (CLO5:PLO5:ILO3)
8. Function within the Educational Environment (CLO3:PLO2:ILO1,2)

## Roles and Responsibilities

### I. Responsibilities of Sura College

Responsibilities of Sura College for the practicum experience include:

- The Practica and Project Coordinator will initiate an education affiliation agreement between the preceptor organization and Sura College. The agreement will be signed by the preceptor's organization and the Practica and Project Coordinator for the Nurse Educator program.
- Assure students have met all eligibility requirements prior to beginning the practicum.
- Define competencies to be addressed during Practicum assignment.
- Suggest activities to enhance the educational experience.
- Provide a faculty member to act as instructor and facilitator.
- Instruct students to abide by practicum facility policies and procedures, rules, and regulations.
- Consider promptly any complaints by facility, preceptor, or student.
- Maintain communication with student and preceptor during the assignment.
- Shall not unlawfully discriminate by race, creed, color, religion, sex, or national origin.
- Evaluate academic performance of students in the course.
- Sura College will provide faculty evaluations of the student and assist the student and preceptor, as needed, in accomplishing learning objectives.
- Sura College will provide the materials required for evaluation of the student's performance in the preceptor's practice setting.

### II. Practica and Project Coordinator Responsibilities

Responsibilities of the practicum coordinator for the practicum experience include:

- Make initial contact with agency and confirm all needed compliance forms.
- Responsible for assuring all documents are completed related to the preceptorship, including the Preceptor resume/CV, Facility Affiliation Agreement, and Preceptor Agreement
- Confirm compliance is in place between the site and the student prior to practicum.
- Make initial contact with preceptor providing course syllabus, preceptor manual, practica and project manual for reference and contact information of faculty and project and practicum coordinator.
- Be a conduit if preceptor changes are requested.
- Follow up with preceptors, students, and faculty as to overall practicum experience upon the completion of the term.

## III. Faculty Role

During the course, it is required that the instructor will be available via e-mail, phone, or text to provide support to the student and the preceptor. It is incumbent upon the instructor to assure that the site is not misappropriating the student's time and/or utilizing the student as they would a full-time employee, but instead facilitating learning. Given the nature of this course, the role of the instructor becomes a combination of facilitator, organizer, professional relations coordinator, role model, coach, and counselor. The instructor's role is to maintain ongoing and effective communication throughout the practicum experience. The instructor is responsible for the final evaluation of the student's learning.

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

## IV. Responsibilities of the Practicum Preceptor

After the preceptor agreement has been signed and the preceptor's curriculum vitae have been sent to the course faculty, below are the expectations of the preceptor for the beginning, during, and end of the Practicum.

Preceptor Activities at the beginning of the Practicum:

- Cooperate with college faculty to promote student success in the practicum.
- Orient the student to the facility environment and policies.
- Design suitable experience situations as described in the course outcomes.
- Review course syllabus, description, and objectives, with student.
- Review Course practicum log and process with student.
- Review Course assignments and due dates with student.
- Review Course student testing, feedback, and evaluation tools with student.
- Tour clinical facilities and discuss clinical supervision protocols with student.

Preceptor Activities during the Practicum:

- Collaborate on project planning.
- Assist student in developing a proposal for a rapid-cycle, evidence-informed, quality improvement project that addresses an existing practice problem in the Nurse Educator practicum setting.
- Orient student and clarify information on key components of project.
- 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.
- Provide constructive feedback to the student about their performance in the practicum.
- Will not disclose any personal identifying information on students nor records of students' participation except as set forth by an agreement or required by law.
- Verification of student hours on Student Activity Log – preceptor signature required.

Preceptor Activities at the end of the Practicum:

- Complete the Preceptor's Evaluation of Student based on course objectives.

## V. Responsibilities of the Student

***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 course faculty for any questions or concerns. Course faculty will assign grades to assignments and consult faculty preceptor for any questions or concerns.

- The student contacts 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.
- The student works with course faculty to ensure preceptor agreements are signed. The student will obtain information from the assigned preceptor and email all required clinical documents to the course faculty. Course faculty will review documents and notify student if the practicum rotation is approved.
- The student will collaborate with the preceptor to develop a schedule and will work together with the faculty member to determine how practicum hours will be achieved. The student is responsible for entering all practicum hours in the Practicum Log.
- Adhere to the Code of Conduct Policy for the course. The student will always conduct him- or herself in a professional manner during the clinical preceptorship. Professional dress, must always be worn.
- Be familiar with all procedures and content for practicum experience.
- Demonstrate competence in practicum assignments.
- Conduct him/herself in a professional manner during the practicum assignment.
- Maintain communication with the course faculty.

- It is the responsibility of the student to comply with all facility requirements. Additional requirements from the practicum site could include: Liability Insurance, background screening, physical examination, drug screen, current immunizations.
- Meet course/clinical objectives.
- Log hours in the Practicum Log.
- Complete the Practicum Facility Evaluation.
- Complete the Student Evaluation of Practicum Preceptor as well as the content and performance of the preceptorship. Students are expected to present professional demeanor, behavior, appearance, and communication at all times. Students are bound by the American Nurses Association Code of Ethics. Students also must agree to abide by all the rules and regulations of the practicum site.

## General Expectations for MSN Students

General Expectations for MSN Students successful practicum performance is achieved through the student-preceptor-clinical instructor relationship. Each member of this educational team contributes to the student's learning experience. Students must be actively involved in arranging, maintaining, and terminating the preceptor-student relationship over the course of the semester.

Students in the MSN nursing education program track are responsible for working with course faculty in selecting a practicum site and preceptor, requesting affiliation agreements, and completing preceptor agreements. The practice site should provide students with opportunities that allow students to demonstrate satisfactory completion of course objectives and progression in their development as nurse educators.

Students should consult with course faculty regarding the appropriateness of a practice site. Under no circumstances will students complete the practicum under the guidance of their work supervisors or family members. Students may complete the practicum experiences in the institution where they are employed when, and only when, (1.) the selected preceptor does not have input into annual work performance evaluations and (2.) the physical unit where the clinical hours are completed is NOT the unit where the student is employed. Family members of students cannot be selected as preceptors for any course.

### I. Student Responsibilities for Practicum Experiences & Preceptor Selection

The MSN courses are offered in a structure that promotes the development of specialized knowledge and skill sets with the application of basic principles and skills and moving to the application of complex principles and skills in the delivery of nursing education. Preceptors will be selected based on their qualifications to support student achievement of the course objectives. Students should review their course objectives before beginning the process of clinical site selection. The clinical site and preceptor should provide learning opportunities that allow students to demonstrate satisfactory completion of the course objectives and progression

in their development as nurse educators. After students have a clear understanding of the learning objectives for their course, they should identify potential practicum sites in their area.

### II. Preceptor Agreement

Each student should complete required documents essential to establishing the formal preceptor-student relationship. Preceptor agreements establish a relationship for a specific time. Therefore, students and preceptors must sign a new agreement each semester. The course faculty will assist students in ensuring the appropriate agreements are complete and up to date.

### III. Scheduling of Practicum Hours

Students and preceptors should agree on the days and times that the student will be in the agency before starting the practicum experience.

### IV. Attendance

Performance of practice hours at the negotiated times and days with the preceptor is required. Careful attention to attend on the days which the preceptor can accommodate the student is important. It is the student's responsibility to monitor the number of hours completed, and plan on completing the required number of hours for the term. The student is responsible for adjusting his/her personal and employment commitments for the required number of clinical hours to be completed. Extension of the practice period with the preceptor cannot be assumed but is granted only by agreement with the preceptor and Sur College faculty. Exceptions related to unexpected illness of the student/family and or preceptor should be discussed with course faculty and the parties involved. The student should obtain a telephone number and discuss the procedure of notifying the preceptor and faculty for unexpected absences.

## Course Outline: NUR698 Nurse Educator Practicum

| Week | Assignments | Evaluation | Points Possible | % of Course Grade | Due Date |
|---|---|---|---|---|---|
| 1 | Graded Discussion Topic: Practicum Update and Project Preparation: The Practice Problem to Guide a Rapid-Cycle, Quality Improvement, Evidence-Informed/ Evidence-Based Nursing Education Project | Peer Posts<br><br>Peer Collaboration | 25<br><br>100 | 2.5%<br><br>10% | Initial post as recommended by Day 3 at 11:59 pm and complete posts by Day 7 at 11:59 pm |

| | | | | | |
|---|---|---|---|---|---|
| | Readings: Structure of Rapid Cycle Quality Improvement - Chapter 1; Using LEAN in Health and Social Care Services - Chapter 2; Beginning a Rapid Cycle Quality Improvement Project / Workshop - Chapter 3 | | | | |
| | | Learning Agreement Practicum Log | P/F | 0% | Day 7 by 11:59 pm |
| 2 | Graded Discussion Topic: Practicum Update and Project Preparation: The PICOT Question<br>Readings: Planning and Preparation - Chapter 4; Process Mapping in Rapid Cycle Quality Improvement - Chapter 5; Planning Project Meetings -Chapter 6 | Peer Posts<br><br>Peer Collaboration | 25<br><br>100 | 2.5%<br><br>10% | Initial post as recommended by Day 3 at 11:59 pm and complete posts by Day 7 at 11:59 pm |
| | Practicum | Practicum Log | P/F | 0% | Day 7 by 11:59 pm |
| 3 | Graded Discussion Topic: Practicum Update and Project Preparation: The Search Strategy<br>Readings: Selected Library Searches and Associated Readings specific to Student PICOT | Peer Posts<br><br>Peer Collaboration | 25<br><br>100 | 2.5%<br><br>10% | Initial post as recommended by Day 3 at 11:59 pm and complete posts by Day 7 at 11:59 pm |
| | Practicum | Practicum Log | P/F | 0% | Day 7 by 11:59 pm |

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|---|---|---|---|---|---|
| 4 | Graded Discussion Topic: Practicum Update and Project Preparation: Overview of Evidence<br>Readings: Selected Library Searches and Associated Readings specific to Assembly of Evidence | Peer Posts<br><br>Peer Collaboration | 25<br><br>100 | 2.5%<br><br>10% | Initial post as recommended by Day 3 at 11:59 pm and complete posts by Day 7 at 11:59 pm |
| | Practicum | Practicum Log<br>Midterm Evaluation | P/F | 0% | Day 7 by 11:59 pm |
| 5 | Graded Discussion Topic: Practicum Update and Project Preparation: Analysis of Evidence and Answering the PICOT<br>Readings: Selected Library Searches and Associated Readings specific to Leveling and Quality of Evidence | Peer Posts<br><br>Peer Collaboration | 25<br><br>100 | 2.5%<br><br>10% | Initial post as recommended by Day 3 at 11:59 pm and complete posts by Day 7 at 11:59 pm |
| | | Practicum Log | P/F | 0% | Day 7 by 11:59 pm |
| 6 | Graded Discussion Topic: Practicum Update and Project Preparation: Implementation and Evaluation Plans<br>Readings: Rapid Cycle Quality Improvement Project Day Minus One - Chapter 7; Rapid Cycle Quality Improvement Project Day One - Chapter 8; Rapid Cycle Quality Improvement | Peer Posts<br><br>Peer Collaboration | 25<br><br>100 | 2.5%<br><br>10% | Initial post as recommended by Day 3 at 11:59 pm and complete posts by Day 7 at 11:59 pm |

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|---|---|---|---|---|---|
| | Project Day Two<br>- Chapter 9; Rapid Cycle Quality Improvement Project Days Three and Four -Chapter 10; Rapid Cycle Quality Improvement Project Day Five - Chapter 11 | | | | |
| | Practicum | Practicum Log | P/F | 0% | Day 7 by 11:59 pm |
| 7 | Graded Discussion Practicum Update and Project Preparation: Project Proposal Draft Readings: Outcome After the Rapid Cycle Quality Improvement Project - Chapter 12; Organizational Culture and Context - Chapter 13; Concluding a Rapid Cycle Quality Improvement Project / Workshop - Chapter 14 | Peer Posts<br><br>Peer Collaboration | 25<br><br>100 | 2.5%<br><br>10% | Initial post as recommended by Day 3 at 11:59 pm and complete posts by Day 7 at 11:59 pm |
| | Practicum | Final Practicum Log<br>End of Course Evaluation | P/F | 0% | Day 7 by 11:59 pm |
| 7 1/2 | Reflection on Course Outcomes with Nurse Educator Competency Self-Assessment | Oral Exam: Video-Proctored Signature Reflection Assessment (SRA) | 125 | 12.5% | ***Day 3 by 11:59 pm*** |
| | Total Possible | | 1,000 | 100% | |

## Course Outline: NUR699 Nursing Education Capstone/Project

| Week | Assignments | Evaluation | Points Possible | % of Course Grade | Due Date |
|---|---|---|---|---|---|
| 1 | Graded Discussion Topic: Nurse Educator Tasks to Facilitate Learning<br><br>Readings: (Textbook)<br>Chapter 1 - The Influence of the Core Competencies for Nurse Educators: 2005-2015<br>Chapter 2 - Summary of Research Using the NLN Core Competencies of Nurse Educators as a Framework<br>Chapter 3 - Competency I: Facilitate Learning | Core Competencies of Nurse Educators© Competency 1 – Facilitate Learning Discussion | DQ: 50 | 5% | Initial Post Recommended by Day 3 at 11:59 pm and final posts completed by Day 7 at 11:59 pm |
| | Practicum<br><br>Confirm Practica & Project Paperwork is in place. | Learning Agreement Practicum Log | P/F | | Day 7 by 11:59 pm |
| 2 | Graded Discussion Topic: Nurse Educator Tasks to Facilitate Learner Development<br><br>Readings: (Textbook)<br>Chapter 4 - Competency II: Facilitate Learner Development and Socialization | Core Competencies of Nurse Educators© Competency 2 – Facilitate Learner Development and Socialization | DQ: 50 | 5% | Initial Post Recommended by Day 3 at 11:59 pm and final posts completed by Day 7 at 11:59 pm |

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| | | Discussion | | | |
| | Practicum<br><br>Sumit IRB Application for Exempt Review/ Approval | Practicum Log | P/F | | Day 7 by 11:59 pm |
| 3 | Graded Discussion Topic: Nurse Educator Tasks to Use Assessment and Evaluation Strategies<br><br>Readings: (Textbook) Chapter 5 – Competency III: Use Assessment and Evaluation Strategies | Core Competencies of Nurse Educators© Competency 3 – Use Assessment and Evaluation Strategies Discussion | DQ: 50 | 5% | Initial Post Recommended by Day 3 at 11:59 pm and final posts completed by Day 7 at 11:59 pm |
| | Practicum<br><br>Approvals: Once Proposal is approved, may begin implementation and evaluation | Practicum Log | P/F | | Day 7 by 11:59 pm |
| 4 | Graded Discussion Topic: Nurse Educator Tasks to Participate in Curriculum Design and Evaluation of Program Outcomes<br><br>Readings: (Textbook) Chapter 6 – Competency IV: Participate in Curriculum Design and Evaluation of Program Outcomes | Core Competencies of Nurse Educators© Competency 4 – Participate in Curriculum Design and Evaluation of Program Outcomes Discussion | DQ: 50 | 5% | Initial Post Recommended by Day 3 at 11:59 pm and final posts completed by Day 7 at 11:59 pm |
| | Practicum | Practicum Log | P/F | | Day 7 by 11:59 pm |

| | | | | | |
|---|---|---|---|---|---|
| | Project Implementation | Midterm Evaluation | | | |
| 5 | Graded Discussion Topic: Nurse Educator Tasks to Function as a Change Agent and Leader<br><br>Readings: (Textbook) Chapter 7 - Competency V: Function as a Change Agent and Leader | Core Competencies of Nurse Educators© Competency 5 - Function as a Change Agent and Leader Discussion | DQ: 50 | 5% | Initial Post Recommended by Day 3 at 11:59 pm and final posts completed by Day 7 at 11:59 pm |
| | Practicum<br><br>Project Evaluation | Practicum Log | P/F | | Day 7 by 11:59 pm |
| 6 | Graded Discussion Topic: Nurse Educator Tasks to Pursue Continuous Quality Improvement in the Nurse Educator Role<br><br>Readings: (Textbook) Chapter 8 - Competency VI: Pursue Continuous Quality Improvement in the Nurse Educator Role | Core Competencies of Nurse Educators© Competency 6 - Pursue Continuous Quality Improvement in the Nurse Educator Role Discussion | DQ: 50<br><br>Capstone Paper: 150 | 5%<br><br>15% | Initial Post Recommended by Day 3 at 11:59 pm and final posts completed by Day 7 at 11:59 pm |
| | Practicum<br>Final Project (Capstone) Submission | Practicum Log | P/F | | Day 7 by 11:59 pm |
| 7 | Graded Discussion Topic: Nurse Educator Tasks to Engage in Scholarship and Function within the Educational Environment<br><br>Readings: (Textbook) | Core Competencies of Nurse Educators© Competency 7 – Engage in Scholarship & Competency 8 – Function | DQ: 50 | 5% | Initial Post Recommended by Day 3 at 11:59 pm and final posts completed by Day 7 at 11:59 pm |

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|---|---|---|---|---|---|
| | Chapter 9 - Competency VII: Engage in Scholarship<br>Chapter 10 - Competency VIII: Function within the Educational Environment<br>Chapter 11 - The Future Role of the Nurse Educator | within the Educational Environment Discussion | | | |
| | Practicum<br><br>Final Project (Capstone) Presentation | Final Practicum Log<br>Final Practicum Evaluation<br><br>Capstone Presentation | 150<br><br>150 | 15%<br><br>15% | Day 7 by 11:59 pm |
| 7 1/2 | Reflection on Course and Program Outcomes with Nurse Educator Competency Self-Assessment | Oral Exam: Video-Proctored Signature Reflection Assessment (SRA) | 200 | 20% | ***Day 3 by 11:59 pm*** |
| | Total Possible | | 1,000 | 100% | |

## MEMORANDUM OF UNDERSTANDING
## AFFILIATION FOR PRECEPTORSHIP EDUCATION

WHEREAS, Sura College (hereinafter referred to as "College") and _____ (hereinafter referred to as "Agency") desires to set out in writing the terms and respective responsibilities of the two institutions for the clinical education of students in the _____(hereinafter referred to as "Program." WHEREAS, the College and Agency agree as follows:

**A**. **COLLEGE AGREES:**

1. To offer an approved program of study for students in the College Master of Science in Nursing program (MSN), which is in accordance with accepted standards for accreditation.

2. That the College faculty shall be responsible for planning preceptorships for the College students with the Agency personnel in accordance with the needs of the individual student.

3. To provide written guidelines for the preceptorship experience.

4. That the Sura College faculty will attend conferences as deemed necessary to the improvement of the educational program or agency.

5. To confirm with the Agency in advance the dates of the student's projected clinical experience.

6. That the College will send to Agency only such students as appear to be in good health at the time of reporting for the experience, such students to be eligible for health services as provided by the University Medical Center Student Health Service or students shall be responsible for their own health care.

7. To provide proof of professional liability coverage for students while on clinical assignment.

**B.** **AGENCY AGREES:**

1. Insofar as possible to meet and maintain accepted criteria in regard to providing clinical services.

2. To make the patients available for students to provide care within specified learning objectives.

3. To provide adequate space for student learning.

4. To recognize, that in order for professional liability coverage to be provided for student activities pursuant to this Agreement, it is necessary for college to have access to normal investigation information for incidents which may give rise to claims. Therefore, Agency agrees to notify College of such event and agrees to cooperate with the College in the investigation and/or processing of such incidents and/or claims.

5. That the Agency retain the responsibility for patient care and related duties when nursing students and/or instructors are providing care to patients in the agency.

6. Agency acknowledges and agrees that the information provided by College, or others on behalf of College, that directly relates to any College student, including, but without limitation, academic information (e.g., coursework, grades, degrees earned, performance in other external rotations); professional information, (e.g., licenses obtained, suspension, revocation); training and/or certifications (e.g, CPR, OSHA/Bloodborne pathogen); health information (e.g., Hepatitis, TB Testing); health and other insurance information and, the results of any criminal background check and/or drug testing/treatment information, hereinafter ("student information") is protected by the Family Educational Rights and Privacy Act (FERPA). Agency represents and certifies that it will (1) protect the confidentiality of all student information; and will not, except with the written consent of the student, (2) use student information for any purpose other than to carry out the purposes of this agreement; or (3) disclose student information except to authorized individuals within its organization who have a legitimate need to know student information in order to carry out the purposes of this agreement.

**C. <u>COLLEGE AND AGENCY MUTUALLY AGREE:</u>**

1. That at least one meeting per year be planned to review the progress of the program and to discuss any needed revisions of the contract or details of the arrangements.

2. That there shall be no discrimination on the basis of sex, race, age, color, creed, national origin or disability in the assignment, acceptance and activities of students in the program established by this Agreement.

3. That, for the purpose of enabling the College Health Services to render appropriate and timely treatment for a wound received by puncture wound during

the care of a patient, the following procedure will be followed. If the patient's record does not reflect a hepatitis-b antigen test, Agency will notify the student and suggest that a hepatitis-b antigen test be run on the patient following consent of the patient at cost to the agency. The results of the test will then be made available to the UAB Student Health Service.

**D. <u>TERM OF AGREEMENT:</u>**

This agreement shall become effective _____ **,** and continue for one year. This agreement shall be automatically renewed for each year thereafter unless either party gives 30-day written notice of intent to cancel.

WITNESS our hands and seals this _____ day of _____, 20_____.

Approved by: For Sura College

By: _____ By: _____
*Department Authorization* *Supervisor Authorization*

Date_____ Date: _____

By: _____
*Company Authorization*

Date: _____

## Practicum
## NUR698 Learning Agreement

**Student Name:** _____

**Student email, phone:** _____

**Preceptor Name and Credentials:** _____

**Preceptor Contact Information (work phone, cell phone, email, and work address):**

**Term and Course:**_____

**Directions:** For week 1, complete the learning agreement with self-identified goals to meet course outcomes and initial plans to meet those self-identified goals; review the goals and plans with your preceptor. The agreement should be revised each week to reflect completed goals, additional goals, and changes to the plan dictated by the actual experience or revisions suggested by faculty and/or preceptor. At the end of week 4 and week 7, evaluate success with your preceptor and obtain the preceptor's signature at the bottom of agreement. Submit completed Learning Agreement week 7.

Learning agreement consists of three sections:

I. Student Learning Outcomes Table
II. Signatures approving plan (week 1)
III. Signatures and preceptor verification (week 7)

**I. Student Learning Outcomes**

| **Course Outcomes** | **Goals to Meet Course Outcomes (at least one for each CO)** | **Activities to Meet Practicum Goals (activities in practicum will help you meet the goal)** | **Evaluation of Goal Attainment (Midterm completed in week 4)** | **Evaluation of Goal Attainment (Final completed in week 7)** |
|---|---|---|---|---|
| | | | | |
| CLO1 Use evidence-based quality improvement strategies (PLO5: ILO3) | | | | |
| | | | | |
| CLO2. Integrate theoretical | | | | |

| | | | | |
|---|---|---|---|---|
| knowledge to propose a culturally sensitive program for quality improvement (PLO1: ILO2 and PLO4: ILO3) | | | | |
| | | | | |
| CLO3. Coordinate with other healthcare professionals to assess an intervention need in a specific academic or healthcare setting (PLO2: ILO1, 2) | | | | |
| | | | | |
| CLO4. Develop practice-based program outcomes based on defined objectives (PLO 2: ILO1, 2) | | | | |
| | | | | |
| CLO5. Plan how specified program outcomes may improve healthcare quality (PLO4: ILO3) | | | | |
| | | | | |
| CLO6. Propose a rapid-cycle, evidence-informed, quality improvement project that addresses an existing practice problem in the Nurse Educator practicum setting (PLO2: ILO1, 2) | | | | |

**MSN Nurse Educator Specialty Competencies (NECs)**

The specialty curriculum is further guided by the following competencies for Nurse Educators as established by the National League for Nursing. Upon completion of the program students will be able to:

1. Facilitate Learning (CLO2:PLO2:ILO1,2)
2. Facilitate Learner Development and Socialization (CLO2:PLO2:ILO1,2)
3. Use Assessment and Evaluation Strategies (CLO5:PLO5:ILO3)
4. Participate in Curriculum Design and Evaluation of Program Outcomes (CLO2:PLO2:ILO1,2)
5. Function as a Change Agent and Leader (CLO4:PLO5:ILO3)
6. Pursue Continuous Quality Improvement in the Nurse Educator Role (CLO1:PLO2:ILO2)
7. Engage in Scholarship (CLO5:PLO5:ILO3)
8. Function within the Educational Environment (CLO3:PLO2:ILO1,2)

**II. Signature Section (week 1)**

Submitted by: (Student) _____ Date: _____

Preceptor Signature: _____ Date: _____

Accepted by: (Faculty) _____ Date: _____

**III. Verification at Conclusion of Practicum (week 7)**

At conclusion of Practicum experience, verify achievement of student-identified goals. Please explain if goals were not met.

Submitted by: (Student) _____Date: _____

Preceptor Signature: _____Date: _____

## Practicum
## NUR699 Learning Agreement

**Student Name:** _____

**Student email, phone:** _____

**Preceptor Name and Credentials:** _____

**Preceptor Contact Information (work phone, cell phone, email, and work address):**

**Term and Course:**_____

**Directions:** For week 1, complete the learning agreement with self-identified goals to meet course outcomes and initial plans to meet those self-identified goals; review the goals and plans with your preceptor. The agreement should be revised each week to reflect completed goals, additional goals, and changes to the plan dictated by the actual experience or revisions suggested by faculty and/or preceptor. At the end of week 4 and week 7, evaluate success with your preceptor and obtain the preceptor's signature at the bottom of agreement. Submit completed Learning Agreement week 7.

Learning agreement consists of three sections:

I. Student Learning Outcomes Table
II. Signatures approving plan (week 1)
III. Signatures and preceptor verification (week 7)

**I. Student Learning Outcomes**

| **Course Outcomes** | **Goals to Meet Course Outcomes (at least one for each CO)** | **Activities to Meet Practicum Goals (activities in practicum will help you meet the goal)** | **Evaluation of Goal Attainment (Midterm completed in week 4)** | **Evaluation of Goal Attainment (Final completed in week 7)** |
|---|---|---|---|---|
| | | | | |
| CLO1 Use evidence-based quality improvement strategies (PLO5: ILO3) | | | | |
| | | | | |
| CLO2. Synthesize theoretical | | | | |

| | | | | |
|---|---|---|---|---|
| knowledge to develop a culturally sensitive program for quality improvement (PLO1: ILO2 and PLO4: ILO3) | | | | |
| | | | | |
| CLO3. Coordinate with other healthcare professionals to deliver the program in a specific academic or healthcare setting (PLO2: ILO1, 2) | | | | |
| | | | | |
| CLO4. Evaluate outcomes based on defined objectives (PLO 2: ILO1, 2) | | | | |
| | | | | |
| CLO5. Demonstrate how specified outcomes improve healthcare delivery (PLO4: ILO3) | | | | |
| | | | | |
| CLO6. Disseminate the findings of a scholarly project (PLO2: ILO1, 2) | | | | |

**MSN Nurse Educator Specialty Competencies (NECs)**

The specialty curriculum is further guided by the following competencies for Nurse Educators as established by the National League for Nursing. Upon completion of the program students will be able to:

1. Facilitate Learning (CLO2:PLO2:ILO1,2)
2. Facilitate Learner Development and Socialization (CLO2:PLO2:ILO1,2)
3. Use Assessment and Evaluation Strategies (CLO5:PLO5:ILO3)

4. Participate in Curriculum Design and Evaluation of Program Outcomes (CLO2:PLO2:ILO1,2)
5. Function as a Change Agent and Leader (CLO4:PLO5:ILO3)
6. Pursue Continuous Quality Improvement in the Nurse Educator Role (CLO1:PLO2:ILO2)
7. Engage in Scholarship (CLO5:PLO5:ILO3)
8. Function within the Educational Environment (CLO3:PLO2:ILO1,2)

**II. Signature Section (week 1)**

Submitted by: (Student) _____ Date: _____

Preceptor Signature: _____ Date: _____

Accepted by: (Faculty) _____ Date: _____

**III. Verification at Conclusion of Practicum (week 7)**

At conclusion of Practicum experience, verify achievement of student-identified goals. Please explain if goals were not met.

Submitted by: (Student) _____Date: _____

Preceptor Signature: _____Date: _____

**Practicum**

## 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 | | | | | |

**Practicum**

## Student Evaluation of Facility

**Student Name:** _____ **Date:** _____
**Facility Name:** _____
**Preceptor Name:** _____**Semester:** _____

Constructive evaluation is a valuable tool utilized by the faculty as a method for quality control of the curriculum. 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. | | | | | |

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

2. 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.

## Practicum Course Mid-Term Evaluation

DIRECTIONS

The student will ask their preceptor to complete this form and sign electronically by Week 4. The student will sign the form and comment as appropriate, then submit to the course. This assignment is required.

Student Name: _____

Location of Practicum Experience: _____

Start Date: _____

End Date: _____

Preceptor Name: _____

Preceptor Position: _____

**1=Unacceptable; 2= Below Expectations; 3=Meets Expectations;**
**4= Exceeds Expectations; 5= Exceptional**

| **Area of Evaluation** | | | | | |
|---|---|---|---|---|---|
| Professionalism: | 1 | 2 | 3 | 4 | 5 |
| Critical Thinking: | 1 | 2 | 3 | 4 | 5 |
| Leadership Role: | 1 | 2 | 3 | 4 | 5 |
| Engagement: | 1 | 2 | 3 | 4 | 5 |
| Communication Skills (including written): | 1 | 2 | 3 | 4 | 5 |
| Evidence-Based Practice: | 1 | 2 | 3 | 4 | 5 |
| Nurse Educator Role Competencies: | 1 | 2 | 3 | 4 | 5 |

NEC1 Facilitate Learning
NEC2 Facilitate Learner Development and Socialization
NEC3 Use Assessment and Evaluation Strategies
NEC4 Participate in Curriculum Design and Evaluation of Program Outcomes
NEC5 Function as a Change Agent and Leader
NEC6 Pursue Continuous Quality Improvement in the Nurse Educator Role
NEC7 Engage in Scholarship
NEC8 Function within the Educational Environment

Preceptor Comments (Required):

_____
_____
_____
_____

Student Self-Evaluation and Comments (Required):

_____
_____
_____
_____

Preceptor Signature: _____

Date: _____

Student Signature: _____

Date: _____

## Practicum Course Final Evaluation

DIRECTIONS

The student will ask their preceptor to complete this form and sign electronically by Week 7.5. The student will sign the form and comment as appropriate, then submit to the course. This assignment is required.

Student Name: _____

Location of Practicum Experience: _____

Start Date: _____

End Date: _____

Preceptor Name: _____

Preceptor Position: _____

**1=Unacceptable; 2= Below Expectations; 3=Meets Expectations;**
**4= Exceeds Expectations; 5= Exceptional**

| **Area of Evaluation** | | | | | |
|---|---|---|---|---|---|
| Professionalism: | 1 | 2 | 3 | 4 | 5 |
| Critical Thinking: | 1 | 2 | 3 | 4 | 5 |
| Leadership Role: | 1 | 2 | 3 | 4 | 5 |
| Engagement: | 1 | 2 | 3 | 4 | 5 |
| Communication Skills (including written): | 1 | 2 | 3 | 4 | 5 |
| Evidence-Based Practice: | 1 | 2 | 3 | 4 | 5 |
| Nurse Educator Role Competencies: | 1 | 2 | 3 | 4 | 5 |

NEC1 Facilitate Learning
NEC2 Facilitate Learner Development and Socialization
NEC3 Use Assessment and Evaluation Strategies
NEC4 Participate in Curriculum Design and Evaluation of Program Outcomes
NEC5 Function as a Change Agent and Leader
NEC6 Pursue Continuous Quality Improvement in the Nurse Educator Role
NEC7 Engage in Scholarship
NEC8 Function within the Educational Environment

Preceptor Comments (Required):

_____
_____
_____
_____

Student Self-Evaluation and Comments (Required):

_____
_____
_____
_____

Preceptor Signature: _____

Date: _____

Student Signature: _____

Date: _____

## Description of Preceptor Mentoring Program at Sura College

While many Colleges and Schools of Nursing routinely monitor their clinical affiliates and preceptors, Sura College is pleased to offer a value-added preceptor mentoring program. Once you have been approved as a Sura College preceptor, you will be assigned an official Sura College email address that will allow you to move through the Preceptor Orientation that is housed online. In addition, this email address will allow you to participate in all Sura College Professional Development programming made available to its faculty as well as garner you access to the Sura College Library Resources that are also made available to its faculty.

Once you have completed the Preceptorship Orientation, you will receive a completion certificate and may enjoy the additional perks of serving as a Sura College preceptor such as discounts for having an .edu address as well as ongoing professional development and library access. Another important aspect of the Sura College mentoring program is the opportunity to network with the Sura College Practica and Project (P&P) Coordinator. Although you will be contacted at the outset of your preceptoring experience, you will additionally benefit from a short mentoring check-in at approximately mid-term of each preceptorship in which you affiliate with Sura College in the capacity of preceptor. Please review the following form and reach out to the P&P Coordinator should you have any questions! We are delighted to work with you!

## Preceptor Mentoring Midterm Check-in

DIRECTIONS
The P&P Coordinator will reach out to the preceptor to review this form and sign electronically during Week 4.

Student Name: _____

Location of Practicum Experience: _____

Start Date: _____

End Date: _____

Preceptor Name: _____

Preceptor Position: _____

**1=Unacceptable; 2= Below Expectations; 3=Meets Expectations;**
**4= Exceeds Expectations; 5= Exceptional**

**Area of Evaluation**

| | |
|---|---|
| Professionalism: | 1 2 3 4 5 |
| Critical Thinking: | 1 2 3 4 5 |
| Leadership Role: | 1 2 3 4 5 |
| Engagement: | 1 2 3 4 5 |
| Communication Skills (including written): | 1 2 3 4 5 |
| Evidence-Based Practice: | 1 2 3 4 5 |
| Nurse Educator Role Competencies: | 1 2 3 4 5 |

NEC1 Facilitate Learning
NEC2 Facilitate Learner Development and Socialization
NEC3 Use Assessment and Evaluation Strategies
NEC4 Participate in Curriculum Design and Evaluation of Program Outcomes
NEC5 Function as a Change Agent and Leader
NEC6 Pursue Continuous Quality Improvement in the Nurse Educator Role
NEC7 Engage in Scholarship
NEC8 Function within the Educational Environment

Preceptor Comments (Required):

_____
_____
_____
_____

P&P Coordinator Mentoring Check-In Comments (Required):

_____
_____
_____
_____

Preceptor Signature: _____

Date: _____

P&P Coordinator Signature: _____

Date: _____