Master of Science in Nursing (MSN)
Project and Practica (P&P)
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
Project and Practica (P&P) Manual

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Introduction to Project and Practica (P&P) Manual

Welcome to your practica experience! All your previous graduate courses have led you to this moment---the application of your knowledge and skills in 'real life' situations and events. A practicum course is very different from your previous courses because of the responsibility placed on you as learner. First, it is of critical importance that you identify and make formal arrangements for your practicum experience. The information within this manual will help this task. Please read and implement the information carefully and completely. Enjoy the course and take advantage of every opportunity to apply your new knowledge and skills.

Practicum Guidelines and Procedures

I. General Guidelines

The practicum course offers students an opportunity to apply newly developed skills and to relate theoretical content, as presented in core and specialty courses, to real practice situations. Prior to this unique practicum course, the graduate student has demonstrated understanding of the theoretical foundations of the nursing education specialty. This final, concentrated professional experience helps to further prepare students for an advanced nursing practice role. On a larger scale, it allows the student to enhance skills in communication, teamwork, critical thinking, and professionalism.

Students are responsible for identifying an appropriate location and preceptor for the practicum experience. Students must secure an acceptable site a **minimum of 60 days prior to the beginning of the practicum course**. Each student must select a master's prepared nurse, currently holding an MSN, or higher, preceptor with at least one year of experience in the selected specialty track to provide guidance and direction for attainment of learning goals.

During the practicum, the student must advise the preceptor of course requirements and personal objectives. The student's assigned faculty member is responsible for evaluating the student's performance and all associated assignments completed during the practicum experience. The student is responsible for making travel arrangements and incurs all related expenses.

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 preferably offers a clinical simulation experience and requires demonstration of advanced knowledge, skills, and abilities relevant to the Nurse Educator role (24 practice hours). The college allows flexibility in scheduling these hours. The practicum requirements may be met with full days, partial days or consecutive days as agreed upon with the preceptor. See full syllabus for further detail.

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. The practicum requirements may be met with full days, partial days or consecutive days as agreed upon with the preceptor. See full syllabus for further detail.

The Learning Agreement presents a narrative documentation for demonstration of meeting course outcomes; the initial Learning Agreement submitted in week 1 forms the basis for the narrative. The student will write each week to add further activities, document hours modify plan to meet self-identified goals, and show when and how goals were met. In concurrence with the student's assigned faculty member, a learning agreement including expectations, student learning outcomes and means of measuring success will be executed. During the practicum, the student must advise the preceptor of course requirements and personal objectives.

Student Activities Log must demonstrate activities related to course outcomes and specialty competencies. All hours must be documented on Student Activity Log and signed off by the preceptor.

Up to 40% (40 hours) of student activities may consist of:

- preparation for the course project;
- research associated with the practicum experience or course project;
- research requested by preceptor or agency that supports practicum goals
- attendance at a professional meeting and any preparation for that meeting;
- meeting with preceptor and/or site orientation prior to course opening

II. Eligibility for Practicum

Prerequisite Requirements

Completion of all core and specialty track prerequisite courses.

Practicum Site Selection

The student takes a proactive role in this process to assure that an acceptable site is found. Students begin the process by identifying their own learning goals. By identifying these goals, students will then initiate the process of selecting a site that provides the best opportunity to promote learning.

a. Location for practicum experience:
   - Graduate students may have working relationships in the field and may use their network to determine a location for completing the practicum.
   - Or, the students may identify a learning need that is outside of their network, and may need assistance in learning about a potential practicum site. The Project and Practica Coordinator (projectpractica@SURA.edu) will assist students to explore opportunities in their area.

b. Criteria for site selection:
   - The site must be a healthcare or nursing education institution. Examples include a hospital, outpatient clinic, long-term care facility, home care services, school, or college of nursing. Moreover, to meet the direct care hour requirements (24), a clinical simulation experience is preferred for the NEd student.
   - The site may be in the institution where the graduate student is currently employed but must be outside of the normal work area. Example: The student may be a hospital staff nurse in the cardiac unit and may select a preceptor who is the director of the staff development department in the same hospital.

III. Practicum Preceptor Qualifications

A nurse educator who agrees to provide support and guidance for a MSN student completing a nurse educator teaching practicum. The preceptor must be a nurse educator with a MSN or higher (ex. PhD, DNP) degree, a nursing license to practice within the state of the preceptorship, and a minimum of 1 year of experience in their specialty role.

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

IV. Completed Practicum Application Form

Once the site has been selected and preceptor identified:

- Complete Practicum Application Form (see attached) **at least 60 days prior** to the beginning of the practicum course.

- Include preceptor's qualifying information on the Practicum Application Form.
- The Practicum Application Form should be submitted to the Academic Advisor.

Roles and Responsibilities

I. 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/mentor, 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.
- Actively mentors the preceptor and initiates a mid-term preceptor mentoring "check-in."
- 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.

II. Responsibilities of Sura College

Responsibilities of Sura College for the practicum experience include:

- 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.

III. Project and Practica (P&P) Coordinator Responsibilities

Responsibilities of the P&P coordinator for the practicum experience include:

- Make initial contact with agency and confirm all needed compliance forms.
- Confirm compliance is in place between the site and the student prior to practicum.

- Make initial contact with preceptor providing course syllabus, preceptor manual, Project and Practica (P&P) Manual for reference and contact information of faculty and project and practicum coordinator.
- Actively mentors the preceptor and initiates a mid-term preceptor mentoring "check-in."
- 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.

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 with College faculty on practicum student progress and final outcomes.
- Complete the Preceptor's Mid-term Evaluation of Student based on course objectives.
- Review mid-term preceptor mentoring "check-in" from Faculty.
- 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.

VI. Culminating Project

Students are expected to develop and implement an activity that will benefit the organization and contribute to the student's ability to achieve the course outcomes. The teaching activity should be chosen, in conjunction with the preceptor and approved by the course faculty, based on a review of the needs of the nursing specialty and facility. The student is to assess the need for the activity, develop objectives for the project and identify strategies from the literature used in the development and implementation of the activity. The project may consist of delivery of a lecture, lesson, or part of a seminar to an appropriate audience at practicum site (or other project as approved by preceptor and faculty).

VII. Evaluation of Practicum Experience

Each preceptor will be asked to complete a formal evaluation of the Practicum experience; feedback is both welcome and highly valued. Your comments and suggestions are a driving force to refine and improve the course. Please upload the completed form as an ungraded course requirement.

SURA College
Course Syllabus

This course ends on Day 3 (Wednesday) of Week 7.5 at 11:59 pm. Nothing will be accepted for a grade after the course ends.

Course Name: NUR698 Nurse Educator Practicum

Credit Hours: Total 3 (Didactic 0, Practicum 3)

Prerequisites: NUR505, NUR512, NUR529, NUR536, NUR541, NUR553, NUR563, NUR566, NUR688

Co-requisites: none

Academic Week: Monday (Day 1) at 12:01 am to Sunday (Day 7) at 11:59 pm

Course Description
In the Nurse Educator Practicum, students complete 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 offers a clinical simulation experience and 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. NEC1 Facilitate Learning (CLO2:PLO2:ILO1,2)
2. NEC2 Facilitate Learner Development and Socialization (CLO2:PLO2:ILO1,2)
3. NEC3 Use Assessment and Evaluation Strategies (CLO5:PLO5:ILO3)
4. NEC4 Participate in Curriculum Design and Evaluation of Program Outcomes (CLO2:PLO2:ILO1,2)
5. NEC5 Function as a Change Agent and Leader (CLO4:PLO5:ILO3)
6. NEC6 Pursue Continuous Quality Improvement in the Nurse Educator Role (CLO1:PLO2:ILO2)
7. NEC7 Engage in Scholarship (CLO5:PLO5:ILO3)
8. NEC8 Function within the Educational Environment (CLO3:PLO2:ILO1,2)

Required Resources:
Stark, C., Hookway, G., McVicar, G., & Van Woerden, H. (2024). *The field guide to rapid process improvement workshops in healthcare: Applying lean to improve quality and patient experience.* Routledge.

Instructor Availability and Response Time

Interaction with faculty and classmates will occur multiple times a week. If you need to communicate with faculty regarding a personal or sensitive matter, please contact them by email. Your instructor will respond within 24 hours on weekdays and within 48 hours on weekends.

Course Outline
See current iteration available in LMS shell.

Sura College Grading Scale*:

Letter Grade	Numerical Equivalent	Grade Points***
A	94-100	4
A-	90-93	3.70
B+	87-89	3.30
B	84-86	3.00
B-	80-83	2.70
C+	77-79	2.30
C**	74-76	2.00
C-	70-73	1.70
D+	67-69	1.30
D	64-66	1.00
D-	60-63	0.70
F	0-59	0.00
I	Incomplete	N/A
WF	Student-Initiated Withdrawal	0.00
WP	Administrative Withdrawal	N/A

*Please refer to the Catalog for information on Incomplete grades and Withdrawals.

**Minimum required course grade to pass the course. A course grade less than C requires repeating the course.
***A cumulative grade point average of 3.0 or higher is required to maintain good academic standing.
Attendance Policy

Students must be active in the course on at least two separate days each week to meet minimum attendance requirements. Attendance is automatically logged when students are actively engaged in the course lesson, completing a quiz/test/exam, and/or participating in a weekly learning activity such as a discussion or peer collaboration. Logging in to submit an assignment does not meet attendance requirements. Failure to meet the attendance requirement for repeated weeks (consecutive or not) will result in withdrawal with a grade of WF. Students with extreme extenuating circumstances may request a one-time exception by submitting a written request with evidence to support the extreme extenuating circumstance to the Executive Dean of Nursing.

Late Assignments Policy
Meeting assigned due dates demonstrates the ability to manage and prioritize time effectively, model professional behaviors, and to maintain Satisfactory Academic Progress (SAP). Students must submit assignments on or before the due date. Review the full late assignment policy in the
Catalog.

Submitting Assignments
All assignment files must be created using Microsoft software unless directed otherwise in the assignment instructions. It is the students' responsibility to ensure all files are created using the correct software and are submitted in the correct location: Files not submitted in Populi and in the correct location will not be considered for a grade. If Populi is not accessible for any reason, the assignment must be submitted to the faculty member's email address for a date and time stamp, but the identical file must also be submitted to the correct location in Populi as soon as possible. Students and faculty work together to resolve this issue.

Sura College Catalog
The first time you enter a course, you must review the College Catalog and complete the Course Attestation quiz. Students are responsible for knowing and adhering to all policies included in the Catalog.

Academic Honesty Policy and Student Code of Conduct
Sura College requires all students to adhere to high standards of integrity at all times. Activities such as plagiarism, cheating, or other violations of the Code of Conduct will not be tolerated and may result in sanctions up to and including dismissal from the College. Students must contact the course faculty or advisor for assistance if they are unsure about how to prevent plagiarism, cheating, or any other element included in the Student Code of Conduct located in the Catalog.

Copyright Policy
Sura College requires all students and employees to abide by the provisions of the United States Copyright Act (Title 17 of the United States Code). Review the full copyright policy in the Catalog.

Accessibility
For questions concerning disability accommodations, documentation guidelines, or general disability issues, please contact the Compliance Officer at Compliance@SURA.edu.

SURA College
Course Syllabus

This course ends on Day 3 (Wednesday) of Week 7.5 at 11:59 pm. Nothing will be accepted for a grade after the course ends.

Course Name: NUR699 Nursing Education Capstone/Project

Credit Hours: Total 3 (Didactic 1, Practicum 2)

Prerequisites: NUR505, NUR512, NUR529, NUR536, NUR541, NUR553, NUR563, NUR566, NUR688, NUR698

Co-requisites: none

Academic Week: Monday (Day 1) at 12:01 am to Sunday (Day 7) at 11:59 pm

Course Description
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. NEC1 Facilitate Learning (CLO2:PLO2:ILO1,2)
2. NEC2 Facilitate Learner Development and Socialization (CLO2:PLO2:ILO1,2)
3. NEC3 Use Assessment and Evaluation Strategies (CLO5:PLO5:ILO3)
4. NEC4 Participate in Curriculum Design and Evaluation of Program Outcomes (CLO2:PLO2:ILO1,2)
5. NEC5 Function as a Change Agent and Leader (CLO4:PLO5:ILO3)
6. NEC6 Pursue Continuous Quality Improvement in the Nurse Educator Role (CLO1:PLO2:ILO2)
7. NEC7 Engage in Scholarship (CLO5:PLO5:ILO3)
8. NEC8 Function within the Educational Environment (CLO3:PLO2:ILO1,2)

Required Resources:
Halstead, J. (2018). *NLN core competencies for nurse educators: A decade of influence*. Wolter's Kluwer Health.

Instructor Availability and Response Time
Interaction with faculty and classmates will occur multiple times a week. If you need to communicate with faculty regarding a personal or sensitive matter, please contact them by email. Your instructor will respond within 24 hours on weekdays and within 48 hours on weekends.

Course Outline

Week	Assignments	Evaluation	Points Possible	% of Course Grade	Due Date
1	Graded Discussion Topic: Nurse Educator Tasks to Facilitate Learning Readings: (Textbook) Chapter 1 - The Influence of the Core Competencies for Nurse Educators: 2005-2015 Chapter 2 - Summary of Research Using the NLN Core Competencies of Nurse Educators as a Framework 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 Confirm P&P 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 Readings: (Textbook) Chapter 4 - Competency II: Facilitate Learner Development and Socialization	Core Competencies of Nurse Educators© Competency 2 – Facilitate Learner Development and Socialization 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 Sumit IRB Application for Exempt Review/ Approval	Practicum Log	P/F		Day 7 by 11:59 pm
3	Graded Discussion Topic: Nurse Educator Tasks	Core Competencies	DQ: 50	5%	Initial Post Recommended by Day 3

	to Use Assessment and Evaluation Strategies Readings: (Textbook) Chapter 5 – Competency III: Use Assessment and Evaluation Strategies	of Nurse Educators© Competency 3 – Use Assessment and Evaluation Strategies Discussion			at 11:59 pm and final posts completed by Day 7 at 11:59 pm
	Practicum 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 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 Project Implementation	Practicum Log Midterm Evaluation	P/F		Day 7 by 11:59 pm
5	Graded Discussion Topic: Nurse Educator Tasks to Function as a Change Agent and Leader 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 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 Readings: (Textbook) Chapter 8 - Competency VI:	Core Competencies of Nurse Educators© Competency 6 - Pursue Continuous Quality	DQ: 50 Capstone Paper: 150	5% 15%	Initial Post Recommended by Day 3 at 11:59 pm and final posts completed by Day 7 at 11:59 pm

	Pursue Continuous Quality Improvement in the Nurse Educator Role	Improvement in the Nurse Educator Role Discussion			
	Practicum 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 Readings: (Textbook) Chapter 9 - Competency VII: Engage in Scholarship Chapter 10 - Competency VIII: Function within the Educational Environment Chapter 11 - The Future Role of the Nurse Educator	Core Competencies of Nurse Educators© Competency 7 – Engage in Scholarship & Competency 8 – Function within the Educational Environment 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 Final Project (Capstone) Presentation	Final Practicum Log Final Practicum Evaluation Capstone Presentation	150 150	15% 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%	

Sura College Grading Scale*:

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A	94-100	4
A-	90-93	3.70
B+	87-89	3.30
B	84-86	3.00
B-	80-83	2.70
C+	77-79	2.30
C**	74-76	2.00

C-	70-73	1.70
D+	67-69	1.30
D	64-66	1.00
D-	60-63	0.70
F	0-59	0.00
I	Incomplete	N/A
W	Withdrawn	N/A

*Please refer to the Catalog for information on Incomplete grades and Withdrawals.
**Minimum required course grade to pass the course. A course grade less than C requires repeating the course.
***A cumulative grade point average of 3.0 or higher is required to maintain good academic standing.

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The first time you enter a course, you must review the College Catalog and complete the Course Attestation quiz. Students are responsible for knowing and adhering to all policies included in the Catalog.

Academic Honesty Policy and Student Code of Conduct
Sura College requires all students to adhere to high standards of integrity at all times. Activities such as plagiarism, cheating, or other violations of the Code of Conduct will not be tolerated and may result in sanctions up to and including dismissal from the College. Students must contact the course faculty or advisor for assistance if they are unsure about how to prevent plagiarism, cheating, or any other element included in the Student Code of Conduct located in the Catalog.

Copyright Policy
Sura College requires all students and employees to abide by the provisions of the United States Copyright Act (Title 17 of the United States Code). Review the full copyright policy in the Catalog.

Accessibility
For questions concerning disability accommodations, documentation guidelines, or general disability issues, please contact the Compliance Officer at Compliance@SURA.edu.

Practicum Application Form (PAF)

TO BE COMPLETED BY STUDENT NO LATER THAN 60 DAYS PRIOR TO START OF SESSION
(Submit Form via e-mail to Academic Advisor)

Refer to the Project and Practica Manual for complete description of the Practicum. The Practicum site and preceptor must be approved by Executive Dean of Nursing prior to initiation of the practicum. Failure to submit this form and required information in a timely manner may result in inability to complete the practicum in the desired timetable. If additional sites are necessary, please complete a PAF for each

Student Name: _____
Student Contact information:
E-mail: _____
Telephone: _____
Mailing Address: _____
Anticipated Session of Practicum Enrollment: _____
Has student reviewed Project and Practica (P&P) Manual Guidelines? _____

Please complete the following information related to the proposed Agency for the Practicum

Name of Agency: _____
Address of Agency: _____
Department: _____
Contact Person (person who would be responsible for agency permission for student to complete practicum at the site):
E-mail: _____
Telephone: _____
Is the student employed by this agency? _____
If yes, describe department and position at the agency: _____
_____

Please complete the following information related to the proposed Practicum Preceptor
You will need to secure and attach your preceptor's CV and current licensure to this form.
Is your preceptor responsible for supervising your current employed position? Yes ____ No____

If you answered Yes - this person is not eligible to be your practicum preceptor.
Name of proposed Preceptor: _____
E-mail: _____
Telephone: _____
Mailing address: _____
Credentials of the Preceptor:
Title/Position: _____
Licensure and any certification: _____
Nurse Educator Role Experience:_____
Degrees held:_____

Please complete the following information related to the Practicum Experience:

Briefly describe how the practicum site is applicable to student learning outcomes for the practicum: _____
_____
Anticipated days and hours of the week the student plans to complete the practicum:
_____

Student Signature: _____ Date: _____

_____
For Staff Use Only. Students do **not** complete below

Academic Advisor Name:
Date Practicum form received from student:
Does student curriculum plan support eligibility to enroll in Practicum for session noted above?

Advisor Signature: _____ Date: _____

Practicum Site Approval: _____ (EDON Signature) Date:_____

Preceptor Approval: _____ (EDON Signature) Date:_____

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. COLLEGE AND AGENCY MUTUALLY AGREE:

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 Checklist for Students

This checklist is intended as guide to the student to assure success in planning for the Professional Practicum.

AT LEAST 2 SESSIONS PRIOR TO THE PRACTICUM:

_____ Download Project and Practica (P&P) Manual

_____ **Read** ALL documents in Project and Practica (P&P) Manual

_____ Identify goals for practicum experience to help guide site selection

_____ Identify a potential practicum site*

_____ Contact the site administrator (depending upon site, this may be the director of education, the chief nursing officer, the unit director, or dean)

_____ Meet with the site administrator to determine availability of potential preceptor, site-specific requirements such as CPR, drug testing, or immunizations

_____ Determine preceptor and discuss Practicum objectives.

THIS MUST BE COMPLETED BY **AT LEAST 60 DAYS** BEFORE START OF PRACTICUM SESSION.

ONE SESSION PRIOR TO PRACTICUM:

_____ Confirm availability of preceptor for practicum, discuss potential dates and activities to complete practicum hours

_____ Provide all site-specific documentation such as proof of CPR, immunizations, licensure, etc. to the Project and Practica (P&P) Coordinator and site administrator

_____ Write first draft of goals for the Practicum, following guidelines in the Project and Practica (P&P) Manual

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 Activities Log

Student's Name: _____

Enrolled in Session: _____

Preceptor's Name: _____

Name of Facility: _____

Instructions: Complete information for each week onto this form adding rows as needed for additional activities.

Required Hours: Students complete 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 offers a clinical simulation experience and requires demonstration of advanced knowledge, skills, and abilities relevant to the Nurse Educator role (24 practice hours).

Up to 40% (40 hours) of student activities may consist of:

- preparation for specialty track project;
- research associated with the practicum experience or specialty track project;
- research requested by preceptor or agency that supports practicum goals
- attendance at a professional meeting and any preparation for that meeting;
- meeting with preceptor and/or site orientation prior to course opening

All hours must be documented on Student Activity Log and signed off by the preceptor.

Due dates: submitted each week (weeks 1 – 7) by 11:59 pm MT Sunday; completed and signed activities log due by 11:59 pm MT Wednesday of week 8. Student and preceptor must sign to verify completion of hours before final submission.

DATE	DESCRIPTION OF PRACTICUM ACTIVITY	TIME
Week One		
	Total Hours for week one:	
Week Two		

Total Hours for week two:		
Week Three		
Total Hours for week three:		
Week Four		
Total Hours for week four:		
Week Five		
Total Hours for week five:		
Week Six		
Total Hours for week six:		
Week Seven		
Total Hours for week seven:		
Week Eight		
Total Hours for week eight:		
Total Hours for Practicum:		

Submitted by (student): _____Date: _____

Hours verified by (preceptor): _____Date: _____

The Five A's of the Evidence Cycle:
Building a PICOT Framework

Incorporating best evidence into nursing requires a systematic approach. A clear series of steps, known as the Evidence Cycle, can provide an excellent paradigm to guide you through this process. It involves knowing the right question to ask, turning that question into a good search, knowing the best place to look, finding what is available, appraising the results, and then using the evidence you find to care for your patient population. Use the "5 A's" as a step-by-step guide to locate best evidence.

1. **Assess**: Begin by identifying the specific issue or challenge you want to address. What aspect of nursing education needs improvement? For example, it could be related to student engagement, clinical skills training, or curriculum design.

2. **Ask**: Use the PICOT formula to create a good question. Consider using an evidence-based practice framework to guide your project. The PICOT question will be an integral part of this framework.

   The **PICOT** acronym stands for:
   - **P**atient, population, or problem: Who or what is the focus of your study?
   - **I**ntervention: What intervention or treatment are you considering?
   - **C**omparison or control: What alternative interventions should be considered?
   - **O**utcome or objective: What outcome do you expect to achieve?
   - **T**ime frame: How long will it take to reach the desired outcome?

   Formulating the PICOT Question:
   - Let's create a hypothetical example based on your project:
     - **Patient/Population**: Nursing students in a specific program.
     - **Intervention**: Implementing a new simulation-based teaching method.
     - **Comparison**: Comparing it to traditional lecture-based teaching.
     - **Outcome**: Improved clinical skills and knowledge retention.
     - **Time Frame**: Within one semester.
   - The research question could be:
     - "In nursing students, does implementing a simulation-based teaching method lead to better clinical skills and knowledge retention compared to traditional lecture-based teaching within one semester?"

3. **Acquire**: Use your PICOT formula to search for good evidence. Start your search using only two to three terms - you can always add more. Create a chart and write down your primary search terms/synonyms/MeSH terms/CINAHL headings for each section of your PICOT.

4. **Appraise**: What have you found? Where did you find it? Are the results significant to your patient population? How strong is the evidence? Are there any confounding variables such as bias present?

5. **Apply**: Now apply and discuss the evidence you have found with your patient population and/ or practice setting.

Final Project Presentation Guidelines

Purpose
The purpose of this assignment is to disseminate the Capstone Project with peers and faculty in this course.

Requirements
Develop a PP to present the Capstone Project.

Create a 10-12 slide PowerPoint presentation (the title slide and reference slide do not count in the page requirement) that:

1. Conforms to APA guidelines for citations and references.
2. Addresses each required element in the rubric.
3. Uses appropriate level headings to organize content.
4. Addresses each of the following required elements in one slide with narration on each slide (the total presentation should last 5-10 minutes).
   - Title slide with Project Title and Project Manager
   - Overview of the practice site and practice problem
   - Background/Project Intent
   - Theoretical Framework/Model
   - PICOT Question and Search Strategy
   - Evidence Overview
   - Evidence Analysis with Answer to PICOT
   - Intervention
   - Data Analysis and Presentation
   - Lessons Learned and Future Implications
   - Conclusion/Summary
   - References (as many slides as necessary)
5. Submit your assignment to correct location in Week 7 no later than 11:59 pm on Day 3. Then, submit your peer-review of a single peer.

You are encouraged to review everyone's project presentation, as time permits.

The rubric used to evaluate this assignment is attached to the assignment information in Populi. If you have issues locating the rubric, contact the course faculty for assistance.

Title of Project:
Project Manager:
Title and Project Manager should appear on the Cover Page with additional information required by APA. Remember to place page numbers in the upper right-hand corner of each page, per APA guidelines.

Use each of the following as a level heading in the remainder of the paper. References and Appendix must appear on separate pages per APA guidelines.

Purpose/Problem Statement: This section should be 1-2 paragraphs long. Repeat the title from the Cover Sheet in centered position on the first line of the body of the paper, per APA guidelines. DO NOT use 'introduction' as a header, because APA substitutes the title of the paper in lieu of 'introduction.' A one paragraph introduction should be included prior to the Purpose/Problem Statement heading.

Background/Project Intent: Provide the background to support the need for the project and to justify the ability to solve the problem with a rapid-cycle, evidence-informed, quality improvement project.

Theoretical Foundation/Model: Identify and justify a theoretical model that supports the project as well as the model that will guide the project. For example, the theory might be a nursing change theory and the model the PDSA model. PDSA will be used for most projects in this program.

PICOT Question: State the PICOT in full PICOT format and in interrogative format.

Search Strategy: State the plan that guides(ed) the evidence search. For example, what search terms were used, what databases were searched, etc.

Evidence Overview: How many pieces of evidence were located? How many were discarded? How did you determine if you had located all available evidence?

Evidence Analysis with Answer to PICOT: Explain the analysis and how you arrived at the answer to the PICOT based on available evidence.

Intervention Plan with Timeline: Identify each step that must occur in order to gain all approvals (including any necessary IRB applications) and implement the project. Place this in table format for ease and clarity. Include the timeline to demonstrate the time necessary to fully implement the project.

Evaluation Plan with Timeline: The evaluation plan must include the specific data that will be collected, how and who will collect it, when it will be collected, and how it will be analyzed. This information can be a continuation of the intervention table.

Dissemination Plan with Timeline: The dissemination plan must include the specific stakeholders who will benefit from dissemination of the project, when the project will be disseminated, and how. At least two different dissemination strategies should be included.

Conclusion (Summary): Include a summary of the major points from your manuscript that addresses all PLOs/NECs.

References: Follow APA guidelines and include a reference for each citation used in the manuscript. Remember to prevent any form of plagiarism.

Appendix: Evidence Table (per Appendix D from text: Melnick, B. M. & Fineout-Overholt, E. (2023). *Melnyk's Evidence-Based Practice in Nursing and Healthcare* (5th Edition). Wolters Kluwer Health.

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: _____

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	Frequently	Sometimes	Seldom	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; 0 = Not assessed.

Practicum Applications	4	3	2	1	0
1. The practicum facility 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.