



DEWITT SCHOOL OF NURSING

MSN Nursing Education Program

Preceptor Handbook

STEPHEN F. AUSTIN STATE UNIVERSITY
THE UNIVERSITY OF TEXAS SYSTEM ★ NACOGDOCHES, TEXAS



STEPHEN F. AUSTIN STATE UNIVERSITY

THE UNIVERSITY OF TEXAS SYSTEM ★ NACOGDOCHES, TEXAS

Richard and Lucille DeWitt School of Nursing

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For electronic use only

To whom it may concern,

The purpose of this letter is to request preceptor assignment for a student in the Nurse Educator track of the Master of Science in Nursing program at Stephen F. Austin State University. The student has expressed interest in completing their clinical practicum at your nursing education unit. To ensure the best placement for our future educators, we ask that the preceptor is assigned by the dean, director, or designated person from the program rather than being chosen by the student. Our goal is that students are placed with the most appropriate preceptor that will help develop them as a novice nurse educator and serve as a positive role model for the profession.

The nursing education practicum course is the last educator course that students take before graduation. They will have already taken pre-requisite education courses, including curriculum design, assessment and evaluation, and teaching and learning before beginning their practicum course. Students must complete a total of 120 clinical hours with a preceptor, including hours in an inpatient clinical setting, to fulfill course requirements. Clinical hours should be completed in the specific designated categories of facilitating and assessing learning in the classroom, facilitating and assessing learning in the clinical setting, and becoming a member of the organization. A detailed breakdown of clinical hour requirements can be provided upon request and will be given to preceptors once assigned.

Students must complete some of their clinical observation hours in the inpatient clinical setting. However, if the primary preceptor does not go to clinical in an inpatient setting, the student may be assigned a secondary preceptor for that portion of the practicum experience. Clinical preceptors (primary or secondary) must have at least three years of experience as a nurse educator and must submit a curriculum vitae.

We are so thankful to have the opportunity to partner with your organization in equipping future nurse educators. We look forward to hearing from you about the preceptor(s) that you feel are the best fit for this student. Please feel free to contact me if you have any questions or concerns.

Respectfully,

*The Administration & Graduate Nursing Faculty
Stephen F. Austin State University DeWitt School of Nursing*

Introduction, Definitions, and Responsibilities

Stephen F. Austin State University (SFASU) has a Master of Science in Nursing (MSN) degree, with a Nursing Education emphasis, for registered nurses who have a Bachelor of Science in Nursing (BSN) degree. This program provides the students with additional knowledge and skills in teaching and learning, curriculum design, assessment, and evaluation. Online didactic studies are combined with a precepted practicum experience.

End of Program Student Learning Outcomes (EPSLOs)

Upon completion of this course and the program, the student is expected to:

1. Synthesize nursing science with knowledge from other disciplines as the basis for the advanced level of nursing practice.
2. Evaluate effective strategies for managing the ethical and legal dilemmas inherent inpatient care, the health care organization, and research.
3. Employ effective communication and collaborative skills in interdisciplinary teams for creating change in health care.
4. Analyze concepts of health promotion and culturally competent care across the lifespan.
5. Assume responsibility for the use of health care information systems and patient care technology to improve patient outcomes.
6. Demonstrate leadership and accountability in the development and implementation of health care policy.
7. Critically appraise existing literature from nursing and other disciplines to determine and implement the best evidence for practice.
8. Advocate for the advanced practice role within the policy related to access and health care communities.
9. Value continuing competence, growth, and development in the profession.

NLN Core Competencies for Nurse Educators

1. Facilitate learning
2. Facilitate learner development and socialization
3. Use assessment and evaluation strategies
4. Participate in curriculum design and evaluation of program outcomes
5. Function as a change agent and leader
6. Pursue continuous quality improvement in the nurse educator role
7. Engage in scholarship
8. Function within the educational environment

Nursing Education Capstone Course Topics:

Advanced Application of Curriculum Design, Teaching, Learning, Assessment, and Evaluation Concepts

- Facilitating Learning in the Classroom
- Facilitating Learning in the Online Environment
- Facilitating Learning in the Clinical Setting
- Facilitating Learning in Simulation

- Assessment of Students in the Classroom
- Assessment & Evaluation of Student Clinical Performance

Understanding Program Accreditation and Evaluation

- Nursing Program Accreditation Process
- Evaluation of Program Effectiveness

Becoming a Member of the Organization

- Committee Involvement at the Program and University level
- Boyer's Model of Scholarship

Transition to Practice as a Nurse Educator

- Role Transition to a Nurse Educator
- Legal and Ethical Dilemmas in Nursing Education
- Fostering a Lifelong Commitment to Growth and Development as a Nurse Educator

Serving as an Advocate for the Profession

- The Nurse Educator as a Leader and Change Agent

Course Wrap-Up

- Course Wrap-Up

RESPONSIBILITIES WITHIN CLINICAL EXPERIENCES

I. Responsibility of the DeWitt School of Nursing

- The clinical coordinator will initiate an education affiliation agreement between the preceptor organization and the DeWitt School of Nursing (SON). The agreement will be signed by the preceptor's organization, the clinical facility, and the appropriate representative for the Nurse Educator program.
- The SON will provide the course work that establishes the foundation for educational practice.
- The SON will provide faculty evaluations of the student and assist the student and preceptor, as needed, in accomplishing clinical learning objectives.
- The SON will provide the materials required for evaluation of the student's performance in the preceptor's clinical setting.

II. Responsibility of the Faculty

- Responsible for identifying and evaluating clinical site contracts for all clinical sites.
- Responsible for assuring all documents are completed related to the preceptorship, including the Preceptor resume/CV, Facility Affiliation Agreement, and Preceptor Agreement (see Appendix C).
- Responsible for arranging communication with the preceptor, student, and faculty at the beginning of the semester for orientation and at a minimum of twice during the semester (midpoint and at the end) for evaluation purposes.
- Responsible for providing immediate consultation and/or support for the preceptor when needs

or problems are reported.

- Responsible for seeking preceptor input regarding the student's performance.
- Responsible for collaborating with the student in completing the Student's Evaluation of preceptor form at the end of the semester (see Appendix F).
- Using clinical objectives for the specific semester, faculty will document the student's progress and specify satisfactory/unsatisfactory completion of clinical competencies.

III. Responsibility of the Preceptor

- The Preceptor will provide a setting in which the student will apply educational principles and practice the role of nurse educator.
- The Preceptor will function as a role model for the student, using NLN core competencies as a guide for roles and responsibilities.
- The Preceptor will supervise all practicum activities and sign the student's clinical hour log at each clinical milestone.
- The Preceptor will make contact during the semester with the student and faculty to discuss the student's progress and learning needs.
- The Preceptor will provide input regarding clinical evaluation of the student and will complete the clinical evaluation form at midterm and at the end of the semester for the student(s) he/she is precepting (see Appendix E).
- The Preceptor is expected to notify faculty immediately when unsatisfactory performance of the student is in question.

IV. Responsibility of the Student

- The student is responsible for providing the preceptor with a current copy of the course syllabus and any forms necessary for demonstration of course progress or evaluation.
- The student is responsible for assisting with obtaining legal and contractual documents (Student Request for Clinical Agreement, Preceptor resume/CV, Preceptor Agreement) prior to the beginning of the clinical experience (see Appendices A & C).
- The student will establish a mutually agreeable schedule for clinical time with the preceptor. He/she will come to the clinical experience prepared to perform the assigned learning activities.
- The student will follow the policies and procedures established by SFASU and the SFASU DeWitt School of Nursing.
- The student will follow the policies and procedures established in the clinical site.
- The student participates in conferences with the preceptor and faculty to discuss progress, problems, and learning needs congruent with the syllabus.
- The student will maintain accurate records of clinical time using the clinical log form (see Appendix D).
- The student will assist faculty in completing the following forms: Student Evaluation of Clinical Site and Student Evaluation of Preceptor (see Appendix F).

V. Qualifications for Preceptors

- Must have at least three years of experience as a nurse educator confirmed by a submitted curriculum vitae.
- Authorized to practice as a nurse educator in Texas or the state approved by the MSN Coordinator

and faculty.

- Current unencumbered nursing license in the state approved by the MSN Coordinator and faculty.
- Preceptors will be approved by course faculty on a case-by-case basis.

General Expectations for MSN Students

Successful clinical 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. The responsibilities delineated in this guide are consistent with current professional, Texas Board of Nursing, and Texas law requirements. Other state boards of nursing are asked for approval on an individual basis.

Students in the MSN nursing education program track are responsible for working with course faculty in selecting a clinical site and preceptor, requesting affiliation agreements, and completing preceptor agreements. The clinical 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 clinical site. Under no circumstances will students complete the clinical practicum under the guidance of their work supervisors, family members, or personal relationships creating a conflict of interest. Students may complete clinical 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.

Student Responsibilities for Clinical Laboratory 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 clinical sites in their area. For questions about the appropriateness of the clinical setting or preceptor, students should contact course faculty.

Clinical Preceptor Agreement

Each student should complete required documents essential to establishing the formal preceptor-student-clinical faculty-SFASU relationship. Preceptor agreements establish a relationship for a specific time period. 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.

Castlebranch: Verification of Student Compliance with Immunization, License, & Certifications

The MSN Coordinator reviews the documentation stored in Castlebranch.com to assure that all information is current. Student's background check, license, drug screen, CPR, Hep. A, Hep. B, TB, Varicella, TDAP, COVID-19, flu vaccination, and MMR must all be uploaded into the website. If any requirement is not met, students will not be able to attend clinical. Students must verify with clinical faculty that all information is complete in Castlebranch.com (MyCB) before starting clinical. If the license, certifications, or immunizations expire during the course of the semester, students will be asked to stop attending clinical until Castlebranch.com (MyCB) information is up to date.

Scheduling of Clinical Hours

Students and preceptors should agree on the days and times that the student will be in the clinical agency before starting the clinical experience. The clinical schedule must also fit clinical faculty schedules because clinical faculty must be available to students by phone and for site visits and during the student's clinical hours. Clinical faculty are authorized to be in the educational setting on days the student is scheduled to be in clinical.

Clinical Dress and Behavior

Students are representatives of DeWitt School of Nursing and must present themselves as ambassadors of this program. They are expected to be professional demonstrating respect to preceptors, faculty, staff, patients, and their families. Reports of unprofessional behavior will result in the student being counseled and with the possibility of disciplinary action per current policies of the SON and the university.

Students should be professionally dressed and wear an ID badge that identifies them as a Registered Nurse and SFASU MSN Graduate Student. These badges should only be worn by the student when the student is in the clinical setting in the student role. Students should clearly identify themselves as an MSN nursing student in an advanced nursing role. Students must use the same name in the clinical setting and on all documents that they are using in the courses. The appropriate use of uniforms or lab coats should be determined through the preceptor/student interview. Students are expected to conform to the dress of the clinical site where the coursework is completed. Preceptors volunteer to help teach MSN students and often agree to do so because they enjoy learning and interacting with students.

Attendance

Performance of clinical hours at the negotiated times and days with the preceptor is required. Careful attention to attend clinical 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 so that the required number of clinical hours can be completed. If the student does not complete the required clinical hours for the term he/she cannot expect the preceptor to continue the relationship after the term has ended. Extension of the clinical period with the preceptor cannot be assumed but is granted only by agreement with the preceptor and SFA SON faculty. Exceptions related to unexpected illness of the student/family and or preceptor should be discussed with course faculty and the parties involved.

When the student cannot attend clinical on a day that it is scheduled, the student must immediately notify the preceptor and clinical faculty. The student should obtain a telephone number and discuss the procedure of notifying the preceptor and faculty for unexpected absences. Failure to notify the preceptor as negotiated, prior to the beginning of the scheduled clinical day, is unacceptable and may place the student and clinical placement in jeopardy. The student should notify the course faculty as per the course guidelines. The student

should then present the faculty with a plan to complete the lost clinical time.

Appendix A



STEPHEN F. AUSTIN STATE UNIVERSITY

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Student Request for Clinical Agreement

Date of request:

Student's Name:

Legal Name of College, University, or Agency:

Street Address:

Mailing Address:

City, State and Zip Code:

Program Administrator (dean or director):

Phone Number:

Email:

Clinical Site Contact (if applicable):

Phone Number:

Email:

Please return the completed form to jonesas7@sfasu.edu

Appendix B

Curriculum for MSN in Education

Year	Semester	Course Name	Credit Hours	Course #
1	I	Nursing Theory for Advanced Practice	3	5301
1	I	Health Promotion	3	5310
1	II	Evidence Based Research for the Advance Practice Role	3	5322
1	II	Advanced Pathophysiology	3	5331
1	III	Advanced Health Assessment	3	5332
1	III	Contemporary Healthcare Ethics	3	5311
2	IV	Advanced Pharmacology	3	5341
2	IV	Curriculum Design	3	5360
2	V	Assessment & Evaluation of Nursing Education	3	5362
2	V	Teaching and Learning in Nursing	3	5361
2	VI	The Politics of Healthcare	3	5302
3	VII	Nursing Education Capstone	3	5370
		Total Hours	36 hours	

Appendix C

The MSN Graduate Preceptor Process (Educator) is available online at the following link:
<https://www.sfasu.edu/academics/colleges/sciences-math/nursing/clinical-labs/preceptor-information>

MSN Graduate Preceptor Process (Educator)

- If you have never completed our online process, complete steps 1 and 3.
 - If you have previously completed our online process, complete step 2 and review step 3 if needed.
1. [Preceptor Agreement Form](#)
 2. [Attestation of previous preceptor information and training with SFA BSN/MSN program](#)
 3. Preceptor Information and guide

[See if you're eligible to receive the Preceptor Tuition Incentive.](#)

As per SON Policy 4.9, responsibilities for each stakeholder are defined and are congruent with the responsibilities defined in this handbook.

Appendix D

DeWitt School of Nursing
NURS 5370: Nursing Education Capstone
Clinical Milestone

Complete the record of your clinical experiences including the date and hours to complete the activity. Your preceptor must sign this form for each Milestone submission. You may add additional rows as necessary.

Expected level of achievement for each Milestone check-in:

CUMULATIVE TOTAL

Milestone #1	25 hours	
Milestone #2	50 hours	
Milestone #3	75 hours	
Milestone #4	100 hours	

Clinical Practicum Experiences – Final Report = TOTAL 120 hours

Facilitating and Assessing Learning in the Classroom (50 hours)

[illegible]

<i>Facilitating and Assessing Clinical Learning (50 hours)</i>		
Activity (include a brief description)	Date & Milestone #	Hours
<i>Becoming a Member of the Organization (20 hours)</i>		
Activity (include a brief description)	Date & Milestone #	Hours

Student Name: _____ Preceptor Signature & Date: _____

Appendix E

DeWitt School of Nursing
NURS 5370: Nursing Education Capstone
Midterm/Final Clinical Practicum Evaluation by Preceptor

Student Name: _____

Course: _____

Preceptor Signature: _____

Date: _____

Please complete the following evaluation of the student's completed practicum performance. Please return the form via email to jonesas7@sfasu.edu.

Rating Scale:

3 = Exemplary- practices independently and accurately

2 = Proficient- requires minimal assistance from supporting faculty

1 = Needs Improvement- requires some assistance from supporting faculty

0 = Unsatisfactory- requires step-by-step assistance from supporting faculty and/or does not benefit from special guidance

*This evaluation will be completed at completion of the clinical practicum.

Criterion	3	2	1	0
Facilitates student learning through evidence-based teaching strategies.				
Facilitates learner development and socialization by considering learning styles and diversity of learners, socializing students to the nursing role, and teaching professional values.				
Exhibits professionalism and civility with administrators, peers, and students.				
Demonstrates knowledge of appropriate assessment and evaluation strategies in the classroom and clinical setting, including formative and summative strategies, exam item analysis, rubric formation and use, and/or use of clinical evaluation tools.				
Applies principles of curriculum design and contributes to evaluation of program outcomes when applicable.				
Manages change effectively and embodies basic leadership qualities relevant to the role of a novice nurse educator.				
Displays evidence of self-reflection and personal responsibility for continued growth as a nurse educator.				
Communicates clearly and effectively with administrators, peers, and students.				
Demonstrates initiative, pursuing opportunities to further knowledge and experience as a novice nurse educator.				

****Please provide comments of your evaluation of the student's comprehensive clinical practicum performance addressing areas of strength and areas for growth.*

Appendix F

STEPHEN F. AUSTIN STATE UNIVERSITY DEWITT SCHOOL OF NURSING
MSN Nursing Education Graduate Program

Student/Faculty Evaluation of Clinical Preceptor

The survey will be administered online.

The purpose of this tool is to assist the student in providing the course coordinator and clinical faculty with formal feedback.

Directions: Please answer the questions and evaluate the preceptor by using the Likert Scale:

N/A=Non-applicable; Agree; Disagree

My preceptor:

1. Demonstrated the ability to facilitate learning in the classroom.
2. Demonstrated the ability to facilitate learning in the clinical setting.
3. Demonstrated the ability to serve as a member of the profession.
4. Assisted me with setting goals and providing constructive feedback.
5. Demonstrated understanding of and promoted the role of nurse educator.
6. Considered the student's individual learning needs.
7. Communicated well with peers and students.
8. Encouraged questions.
9. I would recommend this preceptor for future semesters.
10. Comments:

**STEPHEN F. AUSTIN STATE UNIVERSITY DEWITT SCHOOL OF NURSING
MSN Nursing Education Graduate Program**

Student/Faculty Evaluation of Clinical Site

The survey will be administered online.

The purpose of this tool is to assist the student in providing the course coordinator and clinical faculty with formal feedback.

Directions: Please answer the questions and evaluate the preceptor by using the Likert Scale:

N/A=Non-applicable; Agree; Disagree

The clinical site:

1. Offered a variety of learning experiences for classroom, clinical, and simulation experiences.
2. Allowed students to participate in learning opportunities according to their needs.
3. Had support staff who are appropriately helpful to the student and accepting of the student's role.
4. Implemented a philosophy that aligns with the practicum learning objectives and NLN Core Competencies for Nurse Educators.
5. I would recommend this site for future student placement.
6. Comments:

Appendix G

Contact Numbers:

We encourage preceptors to call the faculty directly with any question you might have about our programs or about individual students. Persons to contact about our program:

Director – DeWitt School of Nursing

Tammy Harris, DNP, APRN, FNP-BC
Director and Associate Professor
Stephen F. Austin State University
P.O. Box 6156, SFA Station
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Coordinator - MSN Program

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