



Preceptor Orientation: Nursing Education Role Practicum I & II

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College of Nursing



Welcome!



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- 6908 Practicum Student
- Scholarly QI Project: Preceptor Orientation

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Background

- Survey to ECU nursing education preceptors
 - Unsure of required hours or expectations
 - Unaware of prior orientation efforts
 - Request for access to documents and rubrics
 - Call for more formalized orientation

Background & Key Points

- Literature Review on Preceptor Development
 - Preceptors want ongoing training and support
 - Systematic reviews support preceptor development
- Key Points
 - Provide feedback often
 - Graduate students have assigned and individual learning needs
 - ECU faculty supports you!

Objectives

- Describe the role of the preceptor in facilitating the graduate student's development, implementation, and evaluation of learning experiences as well as the socialization to the faculty role.
- Summarize the practicum experience and the requirements of graduate students to meet course objectives.
- Review facilitators and barriers of the preceptor role along with available resources to support the educator in the precepting role.



Preceptor Orientation: Objective One

Describe the role of the preceptor in facilitating the graduate student's development, implementation, and evaluation of learning experiences as well as the socialization to the faculty role.

Precepting: What is it?

- Teaching-learning approach
- Assigned, short-term, one-to-one relationship
- Professional role model supporting role socialization
- Link between academic training and practice
- Supports the transition into the faculty role
- Distinct from mentorship

Graduate Student Background

- Graduate students preparing for the faculty role and enrolled in:

- NURS 6905, Nurse Education Role Practicum I

or

- NURS 6908, Nurse Education Role Practicum II



Graduate Student Background

- All graduate students have completed the following courses:
 - Curriculum Development in Nursing
 - Educational Concepts, Theories, and Strategies in Nursing
 - Evaluation in Nursing Education
- Some graduate students have teaching experience, others do not

Preceptor Role

- Explain your role as a preceptor
- Create a safe learning environment
- Embrace a positive, and flexible approach
- Develop a trusting, professional relationship
- Provide an orientation to learning environments
- Facilitate learning experiences

Preceptor Role

- Model lifelong learning and professional growth
- Consider the graduate student's learning style
 - [VARK: Visual, Aural, Read/Write, Kinesthetic](#)
- Be mindful of personal teaching style
 - [Teaching Perspectives Inventory](#)
- Provide timely and meaningful feedback
- Conclude the preceptor - graduate student relationship

Orienting the Graduate Student

- Provide an orientation to the physical space
- Review curriculum and course syllabus
- Inspect program values, beliefs, and theoretical models
- Demonstrate the use of the learning management system
 - Facilitate process to establish access, if permitted

Orienting the Graduate Student

- Determine on-boarding process for the clinical environment
 - Facilitate access to electronic medical record
- Provide access to textbook or course resources
- Review dress code expectations for classroom and clinical
- Assist the graduate student in understanding learner background

Facilitate Learning

- Assist with location of learning opportunities
- Enable communication with sharing contact information
 - Driven by preceptor preferences: text, phone, email, etc.
- Encourage self-assessment and reflective practice
- Provide formative feedback after each experience
 - Feedback can be brief and effective



Feedback Tips

- Recognize the power differential
- Seek graduate student input and encourage reflection
 - What is your perception of this situation?
 - What is the most important thing you learned from this experience?
- Provide strengths and weaknesses in feedback
 - Provide examples and suggestions for improvement

Feedback Tips

- Throughout the health science literature, graduate students report not obtaining sufficient feedback
 - May not understand when feedback is given
 - Indicate when feedback is being provided



Seek Feedback from Graduate Student

- Ask for feedback on your performance
 - Most graduate students will have an opinion
 - Create a space for feedback
 - Some graduate students may be more comfortable with verbal or written feedback
 - If uncomfortable with verbal, suggest email submission
 - Appropriate response to feedback
 - Be mindful of verbal and nonverbal responses to feedback

Self-Reflection on Precepting

- What is my preferred teaching style?
- What is the graduate student's preferred learning style?
- How did I teach?
- Did I modify my teaching techniques?
- Did I give feedback?
- How can I improve the next experience?

Checkpoint Question

A graduate student has just conducted a one-hour class on congestive heart failure within a pre-licensure nursing program. During the class, the preceptor noted that the graduate student had difficulty communicating the nursing interventions pre-licensure student nurses have a responsibility to understand. What intervention by the nursing education preceptor is most appropriate to be completed next?

- A. Ensure that concepts are appropriate for the level of the learner when reviewing the next lesson plan
- B. Assess the next class to determine if this is a common occurrence
- C. Inform the graduate student that feedback will be offered in the office after class
- D. Inform the graduate student that perhaps the pre-licensure environment will not be a good fit for future employment



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Preceptor Orientation: Objective Two

Summarize the practicum experience and the requirements of graduate students to meet course objectives.

The Practicum Experiences

- Nurse Education Role Practicum I
 - Prescribed Experience, 90 total hours
 - Two, one-hour face-to-face teaching sessions
 - One clinical orientation or observation day
 - Three, clinical teaching sessions
 - Faculty meeting attendance
 - Additional experiences

The Practicum Experiences

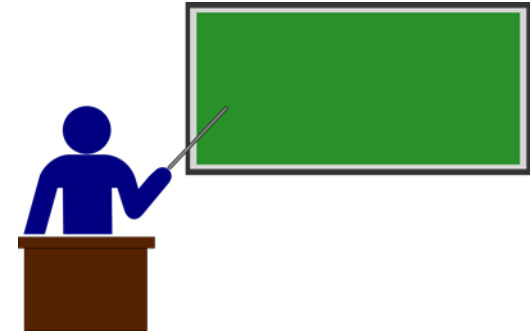
- Nurse Education Role Practicum II
 - Negotiated learning experiences, 90 total hours
 - One teaching session
 - An advanced clinical teaching project
 - Additional experiences as planned by the graduate student

Nurse Education Role Practicum I

- 90-hour experience: planned in adult learning contract
 - 70-75 hours directly with preceptor
 - May exceed hours with mutual agreement
 - All learning experiences are planned and placed within learning contract
 - Requires specific dates and times

Classroom Teaching Sessions

- Two, one-hour face-to-face teaching sessions
 - Must be completed on two separate topics
 - Can not be completed during
 - the first three weeks of ECU classes
 - the last two weeks of ECU classes
 - Topics should be familiar to the graduate student
 - The first session should be recorded
 - Students of the practicum site may not appear in the video



Classroom Teaching Sessions

- Teaching sessions should include active learning
 - Case studies
 - Group Work
 - Discussion
 - Games
 - Think-Pair-Share
 - Interactive Questions & Polling: Kahoot!©

Classroom Teaching Sessions

- The graduate student should develop original materials
 - Class objectives, PowerPoints, handouts, other materials
- ECU faculty need lesson plans two weeks before teaching
 - Preceptor feedback is very important

Clinical Teaching Sessions

- One orientation or observation day
- Three clinical teaching days, leading pre & post conference
- Simulation may be utilized
 - If designed as clinical experience, not skills acquisition



Additional Learning Experiences

- Meetings with preceptor
 - Encouraged every 1-2 weeks
- Additional faculty or committee meetings
- Observation of preceptor: classroom or skills laboratory
- Administering or grading tests
- Observation or assistance with simulation activities

Additional Learning Experiences

- Attend nursing education conferences or workshops
- Conduct online teaching
 - facilitate or grade online discussions
- Expose the graduate student to other faculty responsibilities
- Consider any individual learning needs
- Be creative and suggest ideas to the graduate student

Nurse Education Role Practicum II

- Advanced Clinical Teaching Project
 - Plan, implement, and evaluate an educational intervention
 - Utilize the Plan-Do-Study-Act model of quality improvement
 - Examples:
 - Teaching session for patients in a healthcare or community setting
 - Teaching session for staff or community agency volunteers
 - Design or redesign of patient education materials: handouts, booklets, videos

Tips for Starting the Semester

- The learning contract directs the graduate student's experiences
 - Original signatures required
 - Graduate student
 - Preceptor
 - ECU faculty



Tips for Starting the Semester

- Teaching may not occur until approved by ECU faculty
- Graduate students may observe while pending approval
 - Lectures
 - Clinical orientation: No direct patient care
 - Faculty meetings

Checkpoint Question

Which of the following best describes an ECU adult learning contract?

- A. A list of activities that may occur during a learning experience
- B. A written agreement or blueprint that details learning activities as well as time expectations of the graduate student and preceptor
- C. A contractual agreement between a clinical site and an academic unit that describes the roles of each institution
- D. A learning method that works well for academic institutions, but has been shown to be ineffective in the clinical environment



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Preceptor Orientation: Objective Three

Review facilitators and barriers of the preceptor role along with available resources to support the educator in the precepting role.

Facilitators of the Preceptor Role

- Personal facilitators:
 - Love of teaching
 - Personal satisfaction
 - Ongoing reflection on precepting practices



Facilitators of the Preceptor Role

- Professional facilitators:
 - Commitment and contribution to the profession
 - Professional duty to cultivate the next generation
 - Opportunities for recognition
 - Advancement in role; Career mobility
 - Seen as an expert educator

Facilitators of the Preceptor Role

- System facilitators:
 - Empowerment from administration and nursing director
 - Knowledge of the graduate student's course objectives
 - Precepting is a valued part of the educator role
 - Included in the educator's job description
 - Valued during an annual performance review

Barriers to the Preceptor Role

- Busy schedules of nursing faculty
- Shortage of willing or prepared faculty
- Environments that are not conducive to learning
- Role ambiguity
 - Unclear expectations
 - Feelings of being inadequately prepared

Managing Difficult Learners Through Prevention

- Primary Prevention
 - Know practicum requirements
 - Set clear goals and expectations
 - Orient the learner well
 - Ongoing communication
 - Create a well-developed learning contract

Managing Difficult Learners Through Prevention

- Secondary Prevention
 - Provide frequent formative feedback
 - Pay close attention to your intuition
- Tertiary Prevention
 - Create an improvement plan
 - Seek assistance from ECU Faculty
 - Continue to reassess



ECU Nursing Education Faculty

- ECU faculty strive to communicate with preceptors
 - Early during the semester
 - Again at the midterm
- Contact ECU faculty with
 - Any program feedback or questions
 - Concerns with graduate student performance
 - Unprofessional graduate student conduct

ECU Nursing Education Faculty

- Diana Bond, PhD, MSN, RN, CNE
 - Practicum Coordinator
 - Assistant Professor
 - bondd@ecu.edu

- Shannon Baker Powell, PhD, MSN, RN, CNE
 - Assistant Professor
 - (252) 744-6406; bakersh@ecu.edu



ECU Nursing Education Faculty

- Carol Winters-Thornburg, PhD, MSN, RN, CNE
 - Nursing Education Concentration Director
 - Professor
 - (252) 744-6505; wintersc@ecu.edu



Practicum Resources

- The next few slides offer embedded documents that are used to guide the practicum experience, which may be used as needed
- To open the documents:
 - Close the slideshow view
 - Double click on the *Microsoft Word Document* icon
- All documents are current as of November 2018

Practicum Resources

Adult Learning Contract Documents and Guidelines

6905 Learning
Contract Template



Microsoft Word
Document

6908 Learning
Contract Template



Microsoft Word
Document

6908 Advanced
Clinical Teaching
Project Guidelines



Microsoft Word
Document

Practicum Resources

Teaching Plan Documents and Rubrics

Teaching Plan
Template



Microsoft Word
Document

Teaching Plan
Guidelines



Microsoft Word
Document

Teaching Plan
Rubric



Microsoft Word
Document

Practicum Resources

Teaching Plan Documents and Rubrics

Bloom's Taxonomy
Approved Verbs



Microsoft Word
Document

PowerPoint
Guidelines



Microsoft Word
Document

Question Construction
Guidelines



Microsoft Word
Document

Practicum Resources

Additional Documents and Rubrics

Teaching Session
Recording Rubric



Microsoft Word
Document

End of Practicum
Evaluation



Microsoft Word
Document

Summary & Key Points

- Graduate students have assigned and individual learning needs
- Encourage the graduate student to implement active learning strategies
- Provide constructive feedback often
- Utilize provided resources to optimize feedback
- Facilitate graduate student's exposure to the faculty role
- ECU nursing education faculty supports you!



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