



UMMCTM

School of Nursing

Nurse Educator Preceptor Orientation Manual

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Purpose

The University of Mississippi (UMMC) School of Nursing (SON) would like to thank you for taking the time to be a preceptor to one of our students. Without your dedication to the profession, this would not be possible. We recognize and appreciate the additional time you are willing to provide with the student(s). As the semester advances, the student will become more proficient and require less supervision.

“The role of the preceptor is important in shaping the development of a nurse. This Manual establishes the School of Nursing guidelines for using qualified healthcare professionals as preceptors to assist with clinical and educational instructions in a variety of health care and academic settings. For the purpose of this manual, a ‘preceptor’ is defined as a nurse faculty of an accredited pre-licensure nursing program and/or a professional healthcare employee of a healthcare agency, who agrees to serve as a role model, teacher, and clinical and nurse educator expert directing graduate nursing student learning experiences in the academic and/or clinical setting. The purpose of the preceptor is to provide a one-to-one relationship between an experienced faculty/nurse educator/healthcare professional and a graduate nursing student through valuable experiences in a specific area of practice. The faculty member and preceptors plan clinical activities [via course syllabus] to meet the learning needs and objectives of the students as related to the course outcomes.

This document defines the roles and responsibilities of preceptors, students, and faculty in a clinical learning environment. These guidelines apply to preceptor and student relationships that are consistent and last for a predetermined timeframe. The faculty retains the responsibility for student instruction and supports both the student and preceptor by providing expertise to ensure that the learning experiences meet the course outcomes and objectives. The preceptor and the faculty member collaborate in planning, monitoring, and evaluating the student academic/clinical experiences. Faculty maintains the ultimate responsibility for the student evaluations.”ⁱ

Introduction to the UMMC & the SON

The University of Mississippi School of Nursing was founded in 1948, and thousands of its graduates have cared for the people of Mississippi in health care organizations and at home ever since. The SON develops nurse leaders through our innovative partnerships; unique community-based systems; evidence-based practice and research; and a focus on excellence and life-long learning. The UMMC campus houses four specialized hospitals, including the State's only children's hospital, a women's and infant's hospital, an adult hospital, and a critical care hospital. These learning hospitals give SON students the opportunity to participate in truly unique clinical experiences not found anywhere else in the state. UMMC also has the state's only Level 1 trauma center, Level 4 neonatal intensive care nursery and organ transplant program, meaning that our students have the opportunity to obtain the experiences required in the field and population of their choice. SON-managed clinics, spread throughout the state provide practice and research opportunities that contribute to the health of the communities we serve.

Welcome Letter



Dear Preceptor,

A student's preceptor is one of the most important mentors a student will ever have. Please accept our sincere gratitude for your willingness to share your clinical expertise and professional time with our graduate students. This Preceptor Packet is intended to provide you with information and guidance on being an effective mentor to a graduate-level nursing student from the University of Mississippi Medical Center School of Nursing.

As a preceptor, you are the key to successful learning experiences for students as they transition from professional nurse to advanced leader or provider. Preceptors guide, direct, and challenge students while serving as a role model, facilitator, and support system. Additionally, each student is assigned a clinical faculty member to assist with oversight and clinical evaluation. Your student should share this contact information with you. This person will arrange for communication with you, the preceptor, during the semester to discuss the clinical performance of the student.

On behalf of the University of Mississippi Medical Center School of Nursing faculty and administration, we want to thank you again for your service to our students. We welcome your comments, suggestions and feedback always. Please do not hesitate to contact us for any additional questions or concerns.

Sincerely,

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MSN and Post-Master's Tracks Clinical Course Objectives and Program Outcomes

Whether you are seeking a successful nursing career in practice, education or administration, the MSN program at the University of Mississippi School of Nursing is the right choice for you. The nationally ranked School of Nursing delivers schedule flexibility, high pass rates on national certification exams, low tuition costs and a reputation for quality graduate education.

The School of Nursing offers six (6) areas of emphasis within the master's program. Additionally; post-master's certificates are also available in these areas. The coursework for each track is accessible and predominantly online and/or hybrid. Flexible plans of study are available and are designed with your career, family and life in mind.ⁱⁱ

Administrator

- [Nursing and Health Care Administrator](#)

Educator

- [Nurse Educator](#)

Practitioner

- [Adult Gerontology Acute Care Nurse Practitioner](#)
- [Acute/Primary Care Pediatric Nurse Practitioner](#)
- [Adult Gerontology Primary Care Nurse Practitioner](#)
- [Family Nurse Practitioner](#)
- [Neonatal Nurse Practitioner](#)
- [Family Psychiatric/Mental Health Nurse Practitioner](#)

MSN and Post-Masters Purpose and Outcomes

The purpose of the master's program is to prepare baccalaureate nurses for advanced practice and provide a solid foundation for additional graduate study. The purpose of the post-master's program is to provide additional specialized graduate education to nurses who have already earned a master's in nursing and who wish to practice as nurse practitioner, nurse educator or nurse administrator.¹

MASTER OF SCIENCE IN NURSING [MSN]

Audwin Fletcher, PhD, APRN, FNP-BC, FAAN, Assistant Dean of Graduate Studies

The University of Mississippi Medical Center School of Nursing, located on the only health science campus in Mississippi, provides an excellent environment for learning. The School of Nursing shares the campus with six (6) other professional schools: Medicine, Health Related Professions, Dentistry, Pharmacy, Population Health, and Graduate Studies in the Health Sciences. The School of Nursing graduate program is affiliated with several hundred hospitals, community health centers, health departments, private practice and community clinics, and schools, affording the student extensive opportunity for interdisciplinary collaboration in clinical practice and research.

Classrooms at all sites are equipped with distance learning technology. The courses for most tracks are offered online or in a blended format. Online courses meet synchronously or asynchronously and may require attendance at proctored examination or lab experiences. Blended courses require the student to be on campus up to four times during the semester.

The University of Mississippi Medical Center School of Nursing has eight (8) tracks leading to the Master of Science in Nursing degree: Nurse Educator, Nursing and Health Care Administrator, Family Nurse Practitioner, Adult Gerontology Acute Care Nurse Practitioner, Adult Gerontology (Primary Care) Nurse Practitioner, Family Psychiatric Mental Health Nurse Practitioner, Neonatal Nurse Practitioner, and Primary/Acute Care Pediatric Nurse Practitioner (dual role).

Preparation for advanced practice roles includes core content in research, informatics, finance and leadership, quality improvement, health policy, and theoretical foundation of the discipline. In addition, each track has specialized courses appropriate for the role. Part-time study is available. Candidates who successfully complete the program are awarded the Master of Science in Nursing degree. Graduates of all nurse practitioner tracks meet eligibility requirements for advanced practice certification by national professional organizations and by the Mississippi Board of Nursing. To be considered full time, the graduate student must be registered for at least 9 hours during the semester. The following MSN tracks are classified as online: AGNP, FNP, NED, NHCA, and PMHNP.

Purpose

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

Program Outcomes

Essential I: Background for Practice from Sciences and Humanities

Essentials VIII: Clinical Prevention and Population Health for Improving Health

Essentials IX: Master's-Level Nursing Practice

- Apply broad, organizational, patient-centered, ethical, and culturally responsive concepts into daily practice.
- Demonstrate theoretical knowledge from nursing and other disciplines to advanced role practice in nursing for analysis of clinical problems, illness prevention and health-promotion strategies.
- Utilize quality processes to evaluate outcomes of aggregates and monitor trends in health care.

Essential II: Organizational and Systems Leadership

Essential III: Quality Improvement and Safety

- Analyze the impact of systems on patient outcomes.
- Demonstrate leadership in providing quality cost-effective care, with management of human, fiscal and physical resources.

Essential IV: Translating and Integrating Scholarship into Practice

- Apply translational research in the practice setting through problem identification, systematic inquiry and continuous improvement processes.

Essential V: Informatics and Health-Care Technologies

- Utilize current technologies to deliver, enhance and document care across multiple settings to achieve optimal outcomes.

Essentials VI: Health Policy and Advocacy

- Articulate change within organizational structures of various health-care delivery systems to impact policy, financing and access to quality health care.

Essentials VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes

- Lead and coordinate interdisciplinary teams across care environments to reduce barriers, facilitate access to care and improve health outcomes.

Curriculum Policies

Introduction

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

Policy for Clinical Selection

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

Policy for Students in Clinical Facilities

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

General Expectations Regarding Clinical Practicum

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

Clinical Roles and Responsibilities

RESPONSIBILITIES IN THE PRECEPTOR PARTNERSHIP

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

STUDENT ROLES AND RESPONSIBILITIES

1. To maintain: a) current licensure as an RN in Mississippi b) meet all compliance criteria set forth by the SON at UMMC.

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

FACULTY ROLES AND RESPONSIBILITIES

1. Approve student selected qualified preceptor within Medatrax. Preceptors must hold a Master's Degree in Nursing with a minimum of one year experience in education. An exception to the preceptor's education experience may be made at the discretion of the NED director for the summer practicum (N620-1). Student will obtain preceptor agreement forms and ensure agency contracts with School of Nursing as well as affiliated clinical agency where NED student will be performing clinical activities within Medatrax.

2. Approve student learning contract with student-preceptor participation.
3. Contact the preceptor and provide orientation to the preceptor handbook and course prior to the students beginning clinical.
4. Serve as a liaison to the preceptor and represent program to the preceptor and clinical site, problem-solving any difficulties that arise.
5. Evaluate the student's progress in meeting course objectives by conducting at least one on-site visit or phone contact:
 - a. Meet with preceptor to discuss student progress in achieving contract objectives.
 - b. Direct observation or video-recording of student didactic teaching; assess and provide feedback on the student's lesson/teaching plan, handouts, audiovisual materials and exam questions.
 - c. Direct observation of other student activities as requested by preceptor
 - d. Meet with student at conclusion of on-site visit to provide feedback and evaluation of clinical activities
 - e. Review student's clinical log and provide feedback
 - f. Evaluate student's achievement of course objectives with input from student and preceptor and assign course grade.
6. Review student evaluation forms of the preceptor and clinical agency as well as the preceptor evaluation of the student and the course at the end of each clinical course within Medatrax.

PRECEPTOR ROLES AND RESPONSIBILITIES

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

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

Unsatisfactory Practicum/Clinical Performance

If a student has unacceptable clinical or professional behavior, the preceptor should contact the faculty or program director, the program director will document with the preceptor the performance in the setting. Unsafe clinical practice will result in immediate dismissal from the clinical area. The student will be given a clinical failure for the occurrence. Students may be disciplined or dismissed from the SON for practice or behavior which threatens, or has the potential to threaten, the safety of a client, family member, authorized representative, student peer, faculty member, healthcare provider, and/or self, or is unethical or illegal. The incident will also be reported to the BON if applicable. Unacceptable practice may be a one-time event or a series of events. The policy in the student handbook will be followed.ⁱⁱⁱ

Examples of Unsatisfactory Practicum/Clinical Performance include by not limited to:

- Arriving late to clinical more than twice
- Unsafe clinical practice or behaviors related to physical or mental health problems (i.e., sleepiness, anxiety, and inability to concentrate)
- Use of alcohol, drugs, or chemicals
- Lack of preparation for clinical
- Continued deficits in problem solving
- Professional, legal, ethical, behavior deficits (i.e., lateness, absences)
- Failure to take action when such action is essential to the health and safety of the client.

Illness and Injury

The clinical oversight faculty should be notified via phone or email, etc.

Incident / Occurrence Reports

The clinical oversight faculty should be notified as soon as possible that an incident has occurred. The preceptor should co-sign the report and faculty will follow-up.^{iv}

Preceptor is Ill

If preceptor calls out sick, the student should contact the clinical oversight faculty for instruction.

Student Absence

Students are to negotiate acceptable hours with the preceptor prior to starting clinical practicum and develop a clinical contract (see template) and calendar of clinical experiences. The student is expected to accommodate the preceptor's availability and schedule. Students are expected to treat the agreed upon clinical hours as they would a place of employment. If the student is to be absent for a scheduled clinical day due to illness or emergency, **the preceptor and course faculty should be notified prior** to the beginning of the clinical day. The student should negotiate the procedure for contacting the preceptor in case of absence prior to starting clinical practicum. Make-up hours are then to be negotiated. Students also must contact the faculty member promptly. Students are required to keep a log of completed clinical hours via Medatrax and have the preceptor verify the log in Medatrax. Specific intervals required are set by each course. (See Clinical Log Expectations for Students, page 15). If the student is not attending clinical as scheduled, the faculty member needs to be notified promptly.

Dress Code

Students should check with the preceptor prior to the first day of clinical in a particular agency. .^v Students are required to wear SON name badges on their chests with their legal first and last name that are clearly visible at all times. In addition, students must wear any required institutional badges while in clinical.

Clinical Course Syllabi

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

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

Practicum Outline of Increasing Complexities

N614-1 – Practicum I- 90 clock hours – overview and introduction to the role with two solid teaching plans - Minimal Expectations: (2) Didactic presentations, Clinical experience, Simulation modules and experience

N620-1 – Practicum II – 90 clock hours – overview and introduction to the clinical role, increase clinical knowledge in a particular area of nursing and a focus on patient safety and population health. Minimal Expectations: Direct patient care (65 hours); (1) Didactic presentations with variety in audience and modality; (1) Quality/Safety Project, Skills lab/simulation experience.

N625 - Practicum III – 180 clock hours –greater increasing complexity in modality Minimum Expectations: (2) Didactic presentations, 24 hours - simulation, simulation modules, 10 hours evaluation, 30 hours – committee and role exploration. Complete e-portfolio

Suggested activities: Grade papers, discussion boards, nursing care plans, etc.; develop test questions; proctor exams; develop and/or monitor discussion board; participate in team-based or active learning strategies; help with ongoing projects; attend faculty or team meetings

Suggested direct care activities: community outreach activities (e.g., mobile health clinic); provide patient education to patients or families (excluding one-on-one patient education); implement a community-based project related to patient care or system/organization/unit level changes (quality-evidence-based applications)

Preparation Time Allotment for Clinical Activities

- 1 Didactic Hour (new content) = 4 hours preparation time
- 1 didactic Hour (repeat content) = 1 ½ hours preparation time
- 8 hours in skills laboratory = 1 hour of preparation time
- 6 hours of clinical = 2 hours of preparation time.

Clinical Log Expectations for Students

Purpose: A Critical Analysis of Clinical Experiences (also known as "Clinical Log") is an ongoing record of practicum activities, learning experiences and self-reflection of the nurse educator student's progress in achieving course and program objectives, including the NLN Nurse Educator Competencies.

Faculty will use the log as an avenue to provide feedback to students regarding course performance in acquisition of knowledge and skills needed for practice in the nurse educator role. The Clinical Log will count in the overall course grade and will be evaluated on content, writing style, role synthesis, self-evaluation and APA format. Clinical preceptors may also be included in the student clinical log experience in Canvas as necessary as a guest. Arrangements for this may be requested through the Nurse Educator Course Faculty.

The log is to be submitted to course faculty at regular intervals during the semester in the designated area in the Canvas course. The clinical log is expected on each of the dates indicated on the course calendar. The student must submit something each time the clinical log is due even if the student did not attend clinical the previous two weeks. If this occurs, the student is expected to post a critical analysis of an evidence-based, peer-reviewed research article* on any aspect of teaching in a nursing program (see expectations below).

Contents:

- Highlights of each week's activities in the nurse educator role practicum
- Communication/interaction with preceptor, learners and other faculty/staff
- Self-evaluation of each clinical and didactic teaching experience; as it relates to course/contract objectives and concepts of nurse educator role practice and personal goals.
- Reflection and self-evaluation of learning in the cognitive, affective and psychomotor domains and future plans. Includes self-analysis of performance in the NLN Nurse Educator Competencies.
- Integration of readings from current journals and publications relevant to the

enactment of the nurse educator role.

*The critical analysis of an article should include:

1. Identification and explanation of the main points or arguments the author(s) make in the article, including key inferences and conclusions.
2. A discussion of your views of the author(s) conclusions. Do you agree or disagree? How will you use this information in your own nurse educator role? *Your analysis should not include a lengthy summary of the article, rather an evaluation of the author's main points and conclusions and application to your practice.*

*** Include a copy of the article that is critiqued with the assignment submission**

Evaluation of Student, Agency, Faculty, and Preceptor

The following section addresses a variety of evaluation measures that are required for each clinical course.

Student evaluation of preceptor, clinical agency, and simulation faculty as well as Preceptor evaluation of students will be done via Medatrax.

Clinical Contract Form: *SAMPLE*

Nurse Educator Practicum Contract Template Date: _____

Course Name and Number: _____ Semester Hours: _____

Student name: _____

Course Faculty name: _____

Faculty Preceptor title and credentials: _____

Dates for practicum experience: _____

Total hours for practicum experience: _____

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

- Collaborate with your preceptor to develop your clinical contract and clinical calendar
- Objectives must cover all course objectives as well as personal objectives you have
- **You may not start your clinical until your clinical contract and clinical calendar has been approved by faculty**
- Attach your clinical calendar with specific dates, times, place and clinical activities—See Clinical Calendar Template
- Students will track their actual clinical hours via Medatrax

Proposed Clinical Calendar *Template*

Student: _____

Preceptor: _____

Agency: _____

Date	Hours Per Day	Place (include floor number such as 4C, ER, etc.)	Clinical Activity: meetings with preceptor/ lecture, preparation hours, program meetings, etc.	Type of Hours: (A, B, C, D) see legend below)

A	Clinical Hours (Didactic, Faculty/Preceptor/Committee meetings, Sim lab, etc.)
B	Clinical Hours spent with Students in Hospital/Clinic setting
C	Clinical Hours – direct patient care
D	Simulation Lab Hours
E	CE/Workshop Hours

****Students will track actual hours via Medatrax***

Didactic evaluation criteria of student teaching

COURSE FACULTY WILL COMPLETE THIS FORM DURING A SITE VISIT OR AFTER VIEWING A RECORDED LECTURE

Nurse Educator Practicum
Classroom Teaching Evaluation Guide

Student Name: _____
Topic: _____
Course: _____

Location: _____
Date: _____
Length of Time: _____

1. Organization of Presentation:

Objectives reflect assessment of learner needs
Content organized so that learner able to follow presentation easily
Adequate time provided for each objective covered
Adequate time provided for discussions and questions

2. Delivery of Presentation:

Demonstrates knowledge about the topic/content
Communicates clearly and effectively; able to convey content and ideas easily to facilitate learning
Class objectives achieved/Adequate use of allotted time
Stimulated critical thinking and application of content to nursing Practice – (Collaborative care, Nursing Diagnosis, interventions and Evaluation)
Relevant current research introduce

3. Use of Teaching Strategies and Technology

Appropriate and effective use of Power Point, slides, graphics and other instructional media
Appropriate use of on-line or printed materials
Appropriate and effective use of other activities and strategies to facilitate learning
Allows for student questions

4. Use of Evaluation Methods

Demonstrates effective use of evaluation methods to determine achievement of learner objectives

5. Professional Behaviors

On time for class and prepared handouts, ect.
Demonstrates interest and respect for learners
Receptive to learner comments and responsive to questions
Demonstrates enthusiasm for teaching, learning, and nursing that inspires and motivates students
Encourages learners to consider different points of view relevant to topic
Appropriate dress
Demonstrates professional attitude and demeanor

Important Contact Information

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

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

Preceptor Signature: _____

Faculty Signature: _____

- *Digital signature is not accepted.*
- *This is required for each new preceptor and then every two years for recurring preceptorships.*