

WAGNER COLLEGE

EVELYN L. SPIRO SCHOOL OF NURSING



*Nurse Educator
Preceptor Handbook
2024-2025 Edition*

WAGNER COLLEGE

EVELYN L. SPIRO SCHOOL OF NURSING

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**The Evelyn L. Spiro School of Nursing
at Wagner College**



The Nurse Educator Preceptor Handbook

Graduate Nursing Studies offered at Wagner College consists of a master's in nursing with a concentration in nursing education or family nurse practitioner, a Post Masters Certificate Program in family nurse practitioner and/or nurse educator and a Doctor of Nursing Practice.

The Masters and Certificate Programs have been re-accredited by the Accreditation Commission for Education in Nursing Inc (ACEN), 3390 Peachtree Road, NE Suite 1400, Atlanta, Georgia 30326 through Spring 2024; Middle States Commission on Higher Education, Philadelphia, PA and registered with the New York State Education Department, Albany, NY. The School of Nursing is a member of the American Association of Colleges of Nursing, Washington, DC. The School of Nursing was honored as a National League for Nursing Center of Excellence (2012 - 2016).

This preceptor handbook has been prepared to provide information specific to Nurse Educator Program. The Faculty of the Evelyn Spiro School of Nursing are pleased with your decision to precept a Nurse Educator Student for the Staff Education component of their teaching practicum.

You will precept the nurse educator student as a leader and teacher in the staff education role. The types of learning experiences you may consider (but are not limited to) are listed in the syllabus in this handbook. The Nurse Educator student will provide you with a preceptor Letter of Agreement Form also found in this handbook. We are asking if you could kindly complete this form as well as submit your curriculum vitae and return both to the student. If you have any questions, please do not hesitate to contact us. Contact information for the Nurse Educator leadership faculty is listed on the next page. We extend our sincere appreciation for your willingness to serve as a preceptor.

WAGNER COLLEGE

EVELYN L. SPIRO SCHOOL OF NURSING

Full-Time Faculty

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718 390 3436

Edna Aurelus, DNP, RNC, PMHNP-BC, FNP-BC, APRN

Director of Graduate Nursing Studies,

Associate Professor/Advisor to Master's

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Evelyn L. Spiro School of Nursing

The Philosophy of the School of Nursing (SON)

The School of Nursing philosophy is defined by the faculty based on the 4 nursing metaparadigms: **nursing**, **individuals**, and their relationship with the **environment** and **health**.

The faculty believes that **Nursing** is an art and science, which provides an essential service to society by assisting and empowering individuals to achieve optimal health. As a caring profession, nursing promotes the health and well-being of society through the leadership of its individual members and its professional organizations. Nursing education facilitates critical thinking skills to educate professional nurses to become independent and collaborative practitioners who make clinical judgments and act with compassion and responsibility.

The faculty values human life and embraces diversity, equity, inclusion, and accessibility of each **Individual** as the core of professional practice. We foster and support equality of human dignity and diversity in an atmosphere of mutual respect and trust.

Individuals are in continual interaction with the **Environment** across their lifespan. The internal and external environment influences the health of the individual, groups, and populations. The internal environment includes psychological, physiological, ethical and moral beliefs. The external environment includes population health, political, socio-economic, and cultural influences.

The faculty believes that **Health** is a dynamic state of being which is formed by the individual's holistic beliefs, experiences, and responses to their environment. The optimal state of health is unique for each individual throughout their lifespan and is impacted by the bio-psychological, spiritual, and sociocultural influences from one's internal and external environment.

NURSING, M.S.

The Master's Program Mission Statement

The Master of Science nursing program is designed for professional nurses to prepare them to advance their nursing knowledge and abilities in the role of nurse educator and/or family nurse practitioner. The program is organized around key concepts of nursing, the individual, the environment, and health. The graduate student in the program will expand their knowledge base, synthesize knowledge into new concepts and apply theories, as they create new ideas and processes in nursing practice. The graduate student will learn strategies of leadership and change, to improve nursing practice and the health status of diverse populations. The program prepares its graduates to actively participate in improving the delivery of safe, patient-centered healthcare across the life span. The graduate student will be prepared to evaluate and conduct research for evidence-based practice and develop a foundation for doctoral studies.

Master's End of Program Student Learning Outcomes

Upon completion of the Master of Science Degree, students will meet the following nursing program outcomes, as well as perform role competencies as established by national organizations for nurse practitioners and /or nurse educators:

1. Apply knowledge of nursing science, theory and interprofessional knowledge from related disciplines as a foundation for advanced practice, research, education, and policy.
2. Collaborate with the interprofessional team to develop a person-centered plan of care which is built on a scientific body of knowledge and compassion with respect for diversity, values, needs, resources, and the determinants of health unique to the individual and family.
3. Engage in strategies which address health care disparities and address population focused priorities of care which contribute to advocacy approaches and global policy development to improve population health.
4. Analyze advanced research which contributes to Nursing knowledge and evidenced based practice.
5. Collaborate in evidenced based quality improvement initiatives which enhance and promote a culture of safety and delivery of quality health care.
6. Participate with other members of the health care team to enhance interprofessional learning and desired outcomes.
7. Evaluate innovative solutions based on continually evolving health care systems to optimize organizational strategic planning and health care delivery.
8. Appraise the use of informatics and health care technology which is in accordance with the ethical, legal, professional, and regulatory standards for managing and improving the delivery of safe, high quality and efficient healthcare services.
9. Advocate responsibility for the professional identity of nursing in practice and leadership roles to ensure optimal healthcare outcomes.
10. Promote personal and professional development, reflection, life-long learning, and leadership in a variety of contexts.

MASTER'S LEVEL

In addition to the college requirements for a master's degree, nursing applicants must have the following:

1. Completion of an accredited baccalaureate program with a major in nursing including a course in nursing research.
2. A minimum overall undergraduate G.P.A. of 3.2.
3. Current unencumbered Registered Professional Nurse License in New York State
4. Annual physical examination with current immunizations prior to registration for clinical courses as per the School of Nursing Policy.
5. Current malpractice insurance coverage.
6. Two letters of recommendation from individuals able to comment on the academic ability, clinical expertise and professionalism of the applicant.
7. Current Curriculum Vitae/Resume
For the Family Nurse Practitioner track, the applicant must submit documentation demonstrating current clinical practice.

DEGREE REQUIREMENTS

Successful completion of 44/45 credits for the master's degree.

PROGRAM OF STUDY : Required Core Courses for All Graduate Nursing Students

NR 611 Theoretical Components of Nursing
3 credits

NR 615 Advanced Pathophysiology
3 credits

NR 616 Advanced Health Assessment
4 credits

NR 616L Advanced Assessment Lab
0 credits

NR 621 Dynamics of Family Health Nursing
3 credits

NR 622 Health Care Policy Organization and Finance
3 credits

NR 623 Advanced Pharmacodynamics for Primary
3 credits

NR 624 Advanced Research 3 credits

NR 631 Advancing Evidence Based Nursing
in Practice and Education 3 credits

NR 793 Master's level Scholarly Project
3 credits

Total: 28 credits

Required Courses for the Educator Role

NR 626 Teaching, Learning Methods for Nurse Educators 3 credits

NR 635 Curriculum Development
3 credits

NR 653 Practicum in Teaching
4 credits

NR 655 Advanced Community Health Nursing
3 credits

Elective 3 credits

Total: 16 additional credits

COURSE DESCRIPTIONS FOR THE NURSE EDUCATOR COURSE OF STUDY

NR 626 Teaching, Learning Methods for Nurse Educators. *Three credits.* This course prepares the student for the role as faculty/teacher in nursing education or in staff development. Standards and competencies needed by nurse educators will be discussed. Content will include educational teaching/learning theories, adult learning strategies, identification and evaluation of clinical competencies, test and measurements, cultural competencies, and leadership and management techniques. The impact of technological advances of nursing education will be explored. Outcomes as a measurement of student learning and the concept of continued competencies will be examined. *Offered spring semester.*

NR635 Curriculum Development. *Three credits.*

Issues and trends, which influence curricular decisions and development, are examined. Students acquire the knowledge and skills to design, develop, and evaluate a curriculum. *Prerequisite: NR 611 and NR626.*

Co-requisite NR626 with permission by instructor. Offered spring semester.

NR 655 Advanced Community Health Nursing *Three credits.* This course focuses on advanced nursing practice with vulnerable individuals, families, and populations within the community. Emphasis is placed on interventions appropriate for health promotion, maintenance and restoration utilizing national objectives for healthy populations. Students are provided with the opportunity to enhance their clinical skills and judgments within a population-based context. This course includes a weekly seminar and 60 hours of clinical practice. *Prerequisites: NR 611, 615, 616, 621, and 623. In addition, all students are required to show evidence of a current RN license, malpractice insurance, recent physical examination with titers and proof of current health insurance. Students should see the professor prior to registration to arrange clinical experiences. Offered spring semester*

NR 653 Practicum in Teaching. *Four credits.* Students are provided opportunities for individualized teaching experiences in nursing education settings. Nurse educators' precept students into the roles and responsibilities of their positions. The teaching practicum includes 90 hours of experience plus a weekly seminar. *Prerequisites: NR 615,616, 626, 621, 623, 631, and 635. Offered fall semester.*

POST MASTER'S ADVANCED CERTIFICATE PROGRAM FOR THE NURSE EDUCATOR

Program of Study

The Post Master's Certificate Program for the nurse educator builds on an earned master's degree in nursing. The student completes 10 credits, inclusive of precepted practicum teaching hours. The course work incorporates the NLN Nurse Educator Competencies and graduates completing this program meet the eligibility for the Certified Nurse Educator Exam.

Admission Requirements

1. Master's degree in nursing from an accredited program with a minimum G.P.A. of 3.2.
2. Current unencumbered Registered Professional Nurse License in New York State.
3. Malpractice insurance coverage.
4. Current immunization and physical examination.
5. Two letters of recommendation from individuals able to comment on the academic ability, clinical expertise, and professionalism of the applicant.
6. Current Curriculum Vitae/Resume

NR626 Teaching, Learning Methods for Nurse Educators. Three credits. *Offered spring semester.*

NR635 Curriculum Development. Three credits. Prerequisite: NR 611,

Co-requisite NR626 *Offered spring semester.*

NR653 Practicum in Teaching. Four credits. Prerequisites: NR 615, 616, 621, 623, 626, 631, 635. *Offered fall semester.*

Total: 10 credits

Students complete the certificate requirements in 2 semesters. They begin the 10-credit course work in the Spring semester (2 courses= 6 credits) and complete the teaching practicum (4 credits) in the Fall semester.

**The Evelyn L. Spiro School of Nursing
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NR653:	Practicum in Teaching
Faculty:	Jane DeFazio PhD, R.N
Placement in Curriculum:	Fall Semester
Prerequisites:	NR 615, 616, 621, 623, 626, 631, 635
Units:	4 Credits
Total Contact Hours:	105 (90) teaching practicum hours and (15) seminar class hours)

COURSE DESCRIPTION:

Students are provided opportunities for individualized teaching experiences in nursing education settings. Nurse Educators precept students into the roles and responsibilities of their positions. The teaching practicum includes 90 hours of experience plus a weekly seminar.

STUDENT LEARNING OUTCOMES:

At the completion of this course, the student will be able to:

1. Apply knowledge from nursing science and learning theories to facilitate learner development in the cognitive, affective, and psychomotor domains of learning. EPSLO 1; AACN1.2; NLN-NE 1,4,8
2. Engage in evidenced based and quality improvement approaches to create learning environments that allow for the unique learning needs of diverse learner populations. EPSLO 5; AACN 5.1; NLN-NE 6
3. Identify the impact of social, ethical, political, and economic influences on the nurse educator role within the evolving health care delivery system and educational environment. EPSLO 7; AACN 7.2; NLN-NE 2, 8
4. Utilize various forms of assessment and evaluation strategies across the teaching and learning continuum to include informatics and health care technology in all nursing educational settings. EPSLO 8; AACN 8.4; NLN –NE 1, 3
5. Function as a leader, change agent and member of the interdisciplinary team within the nursing education environment and the nursing profession. EPSLO 6; AACN 6.4; NLN-NE 5,8.
6. Demonstrates a commitment to personal growth, professional knowledge, and expertise. EPSLO 10; AACN; 10.2; NLN-NE 2,6,8

COURSE OVERVIEW:

The teaching practicum includes 90 hours of field experience plus 15 hours of seminar throughout the semester.

The practicum provides students with the opportunity to synthesize the knowledge and skills gained from required courses and apply them in the practice of teaching. The emphasis of this course is on the practice of teaching in a specific nursing educational program. Students are placed in institutions of higher learning and in staff development programs. Students examine the nursing education program of the institution in which they are placed, and how it relates to the wider institutional system and health care delivery system. Through the guidance of an assigned nursing course lead faculty, students are afforded the opportunity to experience the various role activities of the nurse educator.

These include, the academic classroom setting, the staff development setting, the role of clinical instructor, and simulation instructor. Students attend faculty meetings when there is opportunity.

Seminar topics focus on National League for Nursing core competencies and content areas that will prepare the graduate for the Certified Nurse Educator (CNE) exam.

SEMINAR TOPICS:

Will include a review of the following content:

- Evidence- based teaching strategies and approaches
- Developing student learning outcomes based on AACN essentials and Bloom's Taxonomy
- <https://www.aacnnursing.org/Portals/0/PDFs/Publications/Essentials-2021.pdf>
- <https://innovativeteachingideas.com/blog/a-teachers-guide-to-blooms-taxonomy>

- NCSNB/NCLEX blueprint and Item writing, including Next Gen NCLEX
- <https://www.ncsbn.org/index.page>

Seminar will also include:

- Discussion of student's weekly practicum experiences and reflective writing
- Discussion of progress on a required scholarly presentation topic
- Presentation of a scholarly topic to faculty and peers

INSTRUCTIONAL STRATEGIES:

1. Faculty review of select seminar topics and their significance to the nurse educator role.
2. Faculty guided seminar discussion on specific topics.
3. Faculty facilitated interactive exercises on developing course materials.
4. Guest Speaker on select topics.

LEARNING ACTIVITIES:

1. Group exercises on developing various teaching materials such as lessons plans, PowerPoint lectures, guided notes, writing learning outcomes which are based on AACN Essentials and item-writing exercises in accordance with the NCSBN NCLEX blueprint.
2. Reflective writing workshop provided by guest lecturer.
3. Reflective writing with guided prompt questions.

EVALUATIVE METHODS:

Planning teaching, and evaluation of one formal class 45%

(See course requirement components on Pg 13)

The teaching Evaluation tool will be completed by the academic nurse educator who is precepting the student for the formal classroom teaching experience.

Scholarly presentation in which students will be assigned a topic. 35%

Guidelines and a rubric are posted on Moodle.

Total 6 Reflective Journals related to practicum experiences 15%

2- reflections on the staff education experience

4- reflections on the academic experience-

- 1 Reflection for the SON Faculty Meeting
- 1 Reflection for the College-wide Faculty Meeting
- 1 Reflection which will describe all the observational experiences you participated in on campus- this included observing lectures, SIM experiences & any clinical labs. Please describe each briefly
- 1 Reflection of the student clinical experience at Eger NH

A 1–2-page SELF- reflection of the student classroom teaching experience 5%

All course materials are submitted in hard copy at the end of the semester.

TOTAL 100%

TEXTBOOK (Reference from NR 626 & 635)

Billings, D. M., & Halstead, J. A. (2024). Teaching in Nursing (7th ed.). Elsevier Health Sciences (US).

Publication manual of the American Psychological Association: the official guide to APA style (Seventh edition.). (2020). American Psychological Association.

All written assignments and scholarly presentations must be completed in APA format.

Faculty Contact Information

Email: Jane.defazio@wagner.edu

Office: [Campus Hall Rm 308](#)

Office hours posted on Moodle.

COURSE REQUIREMENTS: This is worth 45% of the course grade

In the academic setting students are expected to:

1. a. Each Nurse Educator student will teach **2 lessons/lectures** in their assigned undergraduate course. Since courses and delivery methods vary, lessons may vary in the delivery or type of lecture that is taught. Each student is required to **prepare 2 lesson plans** which should include, the overall goal of the lesson(s); student learning outcomes for the lecture(s); a content outline; teaching aids and strategies; (PowerPoint, case study, or other method) as well as other learning experiences if applicable. Include references used in preparing the lesson. Depending on the delivery method, students must submit the final version of the 2 lesson plans and the 2 formal lectures.
- b. **Develop 10 NCLEX style test items which pertain to each lesson (total 20)** NCLEX style questions should include the appropriate use of Bloom's taxonomy. Each student should dialogue with the course faculty regarding which level they prefer as these will be used on the student unit & final exams.
- c. **Assist the lead faculty with proctoring and analyzing one-unit exam or final. Preferably the exam that includes the student's submitted NCLEX questions. Please obtain the date for the final exam in your course so you can be present.**
- d. **Develop an evaluation tool** for the students to evaluate the student teacher and the lesson, summarize the results in a paragraph after completed. (Example on Moodle)
- e. **Complete a 1–2-page written self-evaluation** of the effectiveness of the lesson (s):
- f. **Submit a completed written evaluation by the lead faculty** evaluator on the Wagner College evaluation form.
- g. **Submit academic & staff Education hours log worksheet** with faculty signatures.

All materials should be submitted to Dr DeFazio in a scholarly binder due date posted on Moodle.

In addition to the observation of didactic courses, lesson prep and formal teaching, the nurse educator student will:

2. Complete observational practicum hours in the clinical setting and simulation lab under the supervision of a clinical instructor and/or simulation instructor
3. Attend 1 College wide and 1 departmental SON faculty meeting. Dates will be provided for both meetings.
4. Submit six 1–2-page reflective journal entries reflecting on experiences (each reflective journal should discuss a different teaching /learning experience as noted in the syllabus)

Prompt questions will be provided. All reflections should be uploaded to a google form on Moodle. This is due the week AFTER the experience.
5. A presentation of the topic will be delivered to the class on a specified date.
6. Seminar participation.
7. Be cleared by COMPLIO to be able perform all clinical hours in staff education.

PRACTICUM REQUIREMENTS:

Completion of 90 practicum hours (Academic/clinical & Staff Education) is required.

45-55 hours in the academic setting.

This includes your formal teaching in the classroom and prep for the lesson -6 hours.

Two faculty Meetings- 5 hours collectively

Students are required to self-schedule their observational experiences to include a variety of different lectures. You should not attend the same lectures.

Students are required to attend at least ONE campus lab and ONE SIM experience.

A schedule of classes/faculty and rooms is provided on Moodle.

5-10 hours at Eger NH working with a clinical instructor (dates on Moodle)

35-45 hours in staff education at an approved facility

The range of hours for academic/ staff education and clinical instruction provide the student with flexibility for scheduling.

The total number of 90 required hours **MUST** be completed to pass this course.

Teaching Practicum GRADE:

P- Pass/ F- Fail

The student receives a separate evaluation from the course lead faculty and staff education preceptor with feedback of their teaching and learning practicum experience.

All experiences must be signed off as completed by the preceptor(s) and maintained in a log. Academic and Staff Ed hourly log sheets are posted on Moodle. Experiences will minimally vary for each student, weekly dialogue with the lead faculty will determine the appropriateness of the experience to ensure it provides an equitable and rich experience for the student.

BOTH HOURLY LOGS are posted on MOODLE and **SHOULD BE SUBMITTED TO DR DEFAZIO** in the last scheduled seminar.

See requirements for the staff education practicum experience below:

THE STUDENT IS EXPECTED TO REVIEW THE NR 653 PRECEPTOR HANDBOOK AND OBTAIN ALL REQUIRED DOCUMENTATION FOR THE STAFF EDUCATION LEARNING EXPERIENCE. THE FOLLOWING IS TO BE COMPLETED:

- Letter of Agreement form for Preceptors and Nurse Educator Students Graduate
- Nurse Educator Staff Education Clinical Hours Worksheet
- The Nurse Educator Evaluation Form
Completed by the Preceptor in the Staff Education Component of the Practicum Experience.
- Nurse Educator Preceptor Evaluation Completed by the Student

In the Staff Education setting student learning experiences may include but not limited to:

1. **Observation or Assistance with a Preceptor /Nurse Educator in Staff Education:**

- a. Teaching in the classroom setting.
- b. Teaching in the clinical setting.
- c. Planning with the nursing service/staff for clinical experiences.
- d. Planning with nurse managers for conferences to staff to update current knowledge.
- e. Faculty or staff development meetings.
- f. Evaluation of learners.
- g. Any meetings in connection with specific events such as accreditation; and
- h. Observation of any special teaching methods in use such as interdisciplinary teaching, e-learning tools, computer assisted instruction, or interactive video.

2. **Participation with the Staff Development Nurse Educator in:**

- a. the selection of learning experiences for orientees or staff.
- b. the selection of learning experiences for students in clinical settings.
- c. the evaluation of learners in formal and informal settings.

3. **Perusal of selected available documents such as:**

- a. selected student or staff records.
- b. minutes of meetings.
- c. college and/or institutional handbooks, policies, and procedures; and
- d. accreditation reports.

COURSE GRADE:

Consistent with the Nursing Graduate Programs Policy, a student must attain a C+ or a grade of 77% in order to pass this course.

ATTENDANCE

Attendance is expected at all class sessions. Attendance will be taken. Students who are absent more than 2 sessions may have their grade lowered by one letter grade. Students are held responsible for all material presented in every class. Students should notify the Professor if they are going to be absent.

GUIDELINES FOR ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

Wagner College values accessibility as part of its commitment to diversity and inclusion and has a continuing commitment to providing reasonable accommodations for students with disabilities. Students with disabilities and/or learning differences who may need some accommodation in order to fully participate and succeed in this class are encouraged to contact your professors and Danae Choquette in Academic Advising and Accessibility (718-390-3278; danae.choquette@wagner.edu) so that the necessary accommodations can be made ahead of time. For more information about accessibility services and the available accommodations, visit Wagner College's Office of Academic Advising and Accessibility homepage (<https://wagner.edu/aaa/accessibility-services/>).

PLAGIARISM AND/OR CHEATING:

Plagiarism occurs when you use someone else's ideas or words (including from internet sites, books, or articles) without giving them credit. Please make sure to become familiar with APA format and appropriate reference documentation to avoid plagiarism.

ACADEMIC INTEGRITY:

The Wagner College faculty and student body take seriously the academic integrity of this institution. The Academic Honesty Committee (AHC), comprised of both faculty and student representatives, hears cases of academic dishonesty. If a professor is concerned that a student has acted dishonestly with regard to his or her academic work, the professor can turn the case over to the AHC for investigation. All students are expected to be aware of and abide by Wagner's guidelines for academic integrity. If you have questions about these guidelines, it is your responsibility to ask.

See Student Academic Honesty & Integrity Handbook: <https://wagner.edu/academics/wp-content/blogs.dir/22/files/2013/01/HHandbook.pdf>

See Honor Code: https://wagner.edu/academics/wp-content/blogs.dir/22/files/2013/01/Honor_Code.pdf

CIVILITY PLEDGE:

The School of Nursing Honor Code and Civility Pledge are posted on Moodle.

Students must read both, download, sign, save as a PDF and Upload to the google form posted on the NR 653 course Moodle Page. Students who do not complete and submit these forms will have 10 points deducted on their scholarly presentation.

DIVERSITY AND INCLUSION:

The instructor of this course values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly, the instructor prohibits and will not engage in any discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, or disability. The instructor is committed to provide all students with an excellent course experience within an atmosphere of mutual respect and trust and expects that all students abide by the policies of Wagner College concerning academic integrity, anti-harassment and anti-discrimination as described in the Student Handbook and on the website of the college.

MENTAL HEALTH SERVICES:

Wagner College strives to accommodate the mental health needs of our community. The Center for Health and Wellness is equipped to accommodate those needs. All services are confidential and free of charge. Appointments can be made by calling the office at 718 390- 3158.

WRITING CENTER:

The Writing Center is a free of charge resource on campus that offers students one-to-one and group feedback on their writing and presentations. Writing Intensive Tutors (WITs) can provide feedback on any type of writing assignment, at any stage of the composing process from brainstorming and outlining to drafting and revising. Make an appointment or walk-in during the operating hours. Online appointments are also available. The Writing Center is located on the first floor of the Horrmann Library. Look for the glass-walled meeting space, directly to the right of the library entrance. For more information, please visit our website: wagner.edu/writing-center
To make an appointment: <https://wagner.mywconline.com/>

TECHNOLOGY INFORMATION:

Christina Dempsey (IT) has developed student resources for Zoom and Moodle. The link below will enable you to access. Please sign into Zoom under Wagner with Wagner email and your all access password.

<https://wagner.teamdynamix.com/TDClient/1983/Portal/KB/ArticleDet?ID=100365>

School of Nursing Electronic Devices & Cell Phone Policy

No electronic devices may be used in class unless it is a part of the class activity or approved by the course professor. Students should ask permission in each class. Cell phones should not be visible and should be silent during class. If a student is on their phone, (including texting) they will be asked to leave the classroom as this is a distraction for teaching and learning. No audio taping or videotaping is permitted during class or during any meetings with a professor. Picture taking of exams or quizzes (of any kind) is prohibited in the School of Nursing unless a faculty member has given permission.

STUDENTS ARE EXPECTED TO DRESS PROFESSIONAL FOR ALL TEACHING OBSERVATIONS, LABS, AND MEETINGS.

SCRUBS AND A LAB COAT ARE PERMITTED.

COMPLIO (Student document tracking system)

Graduate students are required to register for COMPLIO (American Data Bank) which is an electronic platform that securely and electronically stores documents in a cloud-based document management system. Students upload required

documents and enter data within their own secure, online account. Students are responsible for uploading their required materials and maintaining currency of the documents. See link below for student user guide.

The lead faculty and COMPLIO will inform the student if they are not cleared, and it is responsibility of the student to obtain the appropriate documentation for clearance to begin the clinical hours in staff education or the nursing/clinical settings. Students will NOT be permitted to start hours unless they are cleared and fully compliant.

<http://www.americandatabank.com/wp-content/uploads/2020/11/ComplioStudentUserGuide11.2020.pdf>

WAGNER COLLEGE

EVELYN L. SPIRO SCHOOL OF NURSING

Student: _____

Date: _____

Preceptor: _____

Letter of Agreement for Preceptors and Nurse Educator Students

This is an agreement letter for the placement of our graduate student into a practicum for Nursing Education. The practicum is a component of the Teaching Practicum Course NR 653, requiring a total of 35-45 hours of a precepted experience in the role of the nurse educator in a Hospital-Based Staff Education Department. The preceptor is the primary role model and resource person to facilitate the achievement of the student educational goals.

It is understood that your office/department retains rights and ultimate responsibility for patient care where a student is involved. Each student will submit evidence of all health requirements required by the State of New York and is covered by malpractice insurance. In addition, the student will submit course and clinical outlines indicating the required scope of practice necessary to complete requirements.

The specific arrangements related to the time at the agency or with the preceptor are negotiated by the student and the preceptor. The preceptor is responsible for verifying the number of hours the student spends in a supervised relationship. An evaluation of the student performance will be completed and reviewed with the student. The student/ or preceptor will submit the evaluation to the School of Nursing upon completion of the practicum experience.

Please let us know if these arrangements are agreeable to you or if you have any questions concerning this educational endeavor. Enclosed please find two copies of this agreement. The original should be signed and returned to us for our files. We look forward to working collaboratively with you.



Sincerely,

Patricia Tooker Dean and Associate Professor

ACCEPTED

Date: _____ **Signature:** _____

Title: _____

Wagner College

NR 653 Graduate Nurse Educator Staff Education Clinical Hours Worksheet

Student's Name: _____

Name of Facility: _____

DATE	TIME/SHIFT	# OF HOURS	PRECEPTOR NAME	PRECEPTOR SIGNATURE

Total Number of Hours = _____

Preceptor

Print Name: _____ Signature: _____

Student

Print Name: _____ Signature: _____

Total Number of Required Hours – 35-45 hours

WAGNER COLLEGE

EVELYN L. SPIRO SCHOOL OF NURSING

The Nurse Educator Evaluation Form

Completed by the Preceptor in the Staff Education Component of the Practicum Experience.

Date: _____

Student's Name: _____

Facility: _____

Preceptor's Name: _____

Please rate your experience with the Wagner College Nurse Educator Student on each item using the following rating scale:

- RATING SCALE:** 4 = Strongly Agree
3 = Agree
2 = Disagree
1 = Strongly Disagree

	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
1. The Nurse Educator student demonstrates professionalism and enthusiasm during the Staff Education practicum experience				
2. The Nurse Educator student demonstrates knowledge of the staff education learning objective as noted in the course syllabus.				
3. The Nurse Educator student accepts any guidance, criticism, or praise in a constructive manner to enhance their learning experience.				
4. The Nurse Educator student demonstrates initiative and the ability to function as an effective role model and future teacher.				
5. Based on this Nurse Educator student experience, I would agree to mentor another future Wagner College Nurse Educator student				

COMMENTS: _____

WAGNER COLLEGE

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Nurse Educator Preceptor Evaluation Completed by the Student

Date: _____

Preceptor Name: _____

Facility Placement: _____

Ratings

1=Never Met Expectations

2= Sometimes Met Expectations

3= Frequently Met Expectations

4= Always Met Expectations

Rating

The preceptor was knowledgeable and competent	
The preceptor gave me feedback on a regular basis	
The preceptor facilitated my learning	
The preceptor provided learning opportunities to improve my performance	
The preceptor communicated clear expectations	
The preceptor demonstrated the use of evidence-based practice	
The preceptor modeled effective teaching	
The preceptor always behaved professionally	

What did the Preceptor do that was most helpful to your learning?

What would you have liked the preceptor to do differently?

