

Nurse Preceptor Program Online

This activity is designed to enhance the knowledge of RNs about roles and responsibilities of preceptors, enabling them to be a bridge between faculty, classroom, and clinical practice as evidenced by a score of at least 90% on the post-test.

Objectives

At the end of this program the nurse preceptor will be able to:

- a. Identify characteristics of an effective preceptor.
- b. Describe concepts of a preceptor program.
- c. Identify requirements needed to be a preceptor.
- d. Relate Preceptor Program responsibilities to student learning/success.
- e. Analyze how principles of communication apply to preceptorship.
- f. Apply principles of adult learning to being a preceptor.
- g. Describe how Benner's "Novice to Expert" theory applies to being a preceptor.
- h. Apply motivation strategies to preceptorship and the learner.
- i. Apply the BON Decision Making Model to Nursing Scope of Practice.
- j. Describe relevance of Chain of Command to a Preceptor Program.
- k. Relate delegation rules to preceptor responsibilities, student assignments, and accountability.
- l. Apply strategies to assist learner through the phases of reality shock.
- m. Identify conflict resolution techniques.
- n. Apply communication skills for conflict resolution.
- o. Compare and contrast the Differentiated Entry Level Competencies between ADN and BSN nursing programs.
- p. Incorporate Differentiated Entry Level Competencies into learning strategies.
- q. Integrate schools of nursing requirements into a preceptored experience for BSN and ADN nursing students.

General Information

The Schools of Nursing (SON) at the University of Texas at El Paso (UTEP) and El Paso Community College (EPCC) welcome you to the Nurse Preceptor Program Online! We appreciate your interest in helping to teach and “shape” our future nurses!

Graduates from these two schools of nursing earn different degrees. Graduates from the UTEP SON earn a 4-year Bachelor of Science degree in Nursing. Graduates from the EPCC SON earn a 2 year Associate of Applied Science Degree in Nursing. Some primary differences between the two nursing programs are discussed under the “Schools of Nursing” section. Graduates from both programs are eligible to take the National Council Licensure Examination (NCLEX).

The preceptorship at both UTEP and EPCC, is a clinical experience which provides the nursing student, in his/her last semester of nursing school, an opportunity to work directly with an RN preceptor over a set period of time. This experience allows students to apply knowledge and skills gained throughout nursing school to real-life experiences in the clinical setting. In this relationship, the preceptor wears many hats. Some of the preceptor roles include that of mentor, educator, socializer, resource person, consultant, and supervisor.

“Precepting provides an opportunity for anticipatory socialization and internalization of knowledge pivotal in job and role satisfaction for nursing students. Several studies identify the benefit of using preceptors to develop competency and problem-solving abilities in students. A preceptored clinical can expose students to positive and negative behaviors while reinforcing content learned.” (Lockwood-Rayermann, 2003).

According to the Texas Board of Nurses (BON), there must be congruency between the mission and philosophy of the School of Nursing and the Preceptor. This is to maintain consistency and assure that the student is being educated to the ethics and standards of the Schools. Please read the philosophy and mission statements of the UTEP and EPCC Schools of Nursing. [If you agree with these statements](#) and wish to be a preceptor, please continue by reading the instructions for the Nurse Preceptor Program Online.

All preceptors for UTEP and EPCC SON are required to complete the Nurse Preceptor Program Online, which has been developed to assist you in the skills and knowledge required by the BON to be a clinical preceptor.

Thank you for your time and willingness to be a preceptor and for your continued support of the Schools of Nursing at the University of Texas at El Paso and the El Paso Community College!

Schools of Nursing Philosophy, Mission, Vision

UTEP School of Nursing



Philosophy

The School of Nursing at the University of Texas at El Paso (UTEP), views nursing as an innovative, professional service discipline grounded in the arts, sciences, humanities, nursing theories, patient care technologies, and the application of knowledge obtained through scientifically based inquiry. Nursing faculty promote and adhere to a paradigm of compassionate, patient-centered care that addresses holistic human responses throughout the age continuum. This paradigm includes education, evidence-based practice and research that encompasses provision of care, coordination of care, and professionalism. The School of Nursing Philosophy supports UTEP's mission, embracing its role as an intellectual cultural and socioeconomic asset to the region with a nursing program that meets human resource needs and contributes to the quality of life and social mobility. While the faculty subscribes to a variety of theoretical frameworks reflecting adaptation, self-care, transcultural, and humanistic aspects, we believe that the essence of nursing is compassionate patient-centered care.

Nursing Faculty view compassionate patient-centered care as the basis of nursing. Compassionate patient-centered care involves recognizing patient diversity, potential, autonomy, and universal needs. Further, compassionate care involves understanding and acceptance, promotes egalitarian relationships and has as its ultimate goal the empowerment of all individuals, families, groups, aggregates, and communities. Faculty believe the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing. The concept of compassionate patient-centered care permeates nursing education, research, and evidence-based practice. All of these entities are intertwined in the delivery of health care. Nursing Faculty draw upon their collective cognitive, clinical, and creative abilities to prepare nurses for the delivery of safe and effective nursing care that is in compliance with established Standards of Practice. We believe that both faculty and students have a responsibility to each other to create a learning environment that is conducive to learning, freedom of thought, scholarly inquiry, affirmation of beliefs and skills, critical thinking, clinical reasoning, clinical judgment, ethical practice, facilitative communication, and leadership.

Graduates assume roles as care providers, care coordinators, and professional leaders. They promote the health of individuals, families, and populations, the enhancement of society, and the nursing profession in the 21st century. Health care provides a dynamic environment in which there exists potential for physical, mental, emotional, social, and spiritual well-being for all individuals. Healthcare professionals

practicing in this environment work in partnership with each other and the communities they serve. Both independent and collaborative nursing strategies are necessary components of practice. Faculty are committed to role-modeling an inter-professional approach to education, evidence-based practice and research while developing in students outcome-based awareness of the global healthcare environment and a commitment to lifelong learning.

Vision

The UTEP School of Nursing will be the leader in nursing education, evidence-based practice, and research in the global healthcare environment.

Mission Statement

The mission of The University of Texas at El Paso School of Nursing is to prepare professional nurses at baccalaureate, master's, and doctoral levels to meet complex human needs in a competitive global healthcare environment. We seek to inspire evidence-based lifelong learning and utilization of advanced technologies by providing a progressive research environment where students, faculty and researchers investigate and meet global healthcare needs. We strive to improve healthcare and quality of life in our diverse multicultural underserved local communities by preparing graduates to make significant contributions to nursing, local, national, and global communities.

Value Words

- Quality – We deliver the highest value in education and research
- Service – Through caring, competency and efficiency we provide highest level of customer experience
- Communication – By hardwiring our processes we transfer information and knowledge
- Accountability – We strive for excellence in everything we do
- Ethics – We demonstrate highest level of human conduct and moral principles

Guiding Principles

Excellence – Innovation – Diversity

UTEP School of Nursing Undergraduate Nursing Program Objectives

- Provide professional nursing care to individuals, families, groups and communities in various developmental stages and from different socio-cultural backgrounds.
- Use critical thinking and apply theories, principles and concepts in making clinical judgments about the health care needs of individuals, families and communities.

- Intervene to minimize or alleviate stressors: to reinforce positive adaptive behavior, to promote, maintain and restore health, and to care for the ill, disabled, and the terminally ill.
- Collaborate with other professionals, agency personnel and consumers in the planning, implementation and evaluation of health care.
- Practice nursing within the framework of legal, ethical, moral and professional standards.
- Use research findings in the care of clients/patients.
- Provide leadership within the nursing profession and in health affairs.
- Develop a lifetime commitment to intellectual inquiry, self-directed learning and professional growth.
- Use undergraduate education as a basis for graduate study.

EPCC Nursing Program

Philosophy

The nursing faculty of the Career Ladder Nursing Program agrees with the mission, vision and the core values of a learning college ascribed by the El Paso County Community College District. We must provide an opportunity and support services that prepare individuals to improve their personal quality of life and to contribute to their economically and culturally diverse community.

The nursing faculty believes that nursing education can be improved through the implementation of a Career Ladder concept which allows individuals to progress in the educational system by providing multiple educational pathways leading to an entry-level license to practice as a vocational or associate degree nurse. Inherent in our philosophy are our beliefs about the individual, nursing, health, the environment, teaching, learning, nursing education, the roles of the associate degree nurse, and the roles of the vocational nurse within the scope of nursing practice.

Individual

Every individual is unique, of infinite value, and worthy of respect. Each individual is a culturally diverse composite of inter-related biological, psychological, sociological, cultural and communicating needs that influences the individual's perception of their health. The individual is autonomous and has the right to make decisions about his/her own health care. The individual and family are the recipients of nursing care that focuses on meeting their needs.

Nursing

Nursing is a humanistic and a professional health care discipline founded on knowledge from the sciences, humanities and human experience. It is a scholarly profession that utilizes theories from nursing and other disciplines. Nursing employs integrity, accountability, clinical judgment and caring behaviors to guide its practice for health promotion and disease prevention, health maintenance and health restoration. Nursing advocates for the individual and family throughout the life span and in the final stages of life. Through the use of the nursing process, critical thinking and therapeutic interventions which are supported by current evidence-based research, the nurse is able to provide, holistic nursing care for the patient and family across the life span. The nurse must have the ability to utilize a variety of current technologies and nursing informatics to provide safe and effective patient-centered care in a variety of health settings.

Health

Health is a dynamic state that is influenced by each individual's inherited characteristics and life experiences. It is an individual's perception of the satisfaction with their own state of well-being. It may or may not be related to the presence or absence of disease, but rather the patient's perception. Humans perceive themselves as healthy or ill as a consequence of the relationship between themselves and their environments. At any given time a person's health status is seen as being at a point on a continuum that extends from wellness to the cessation of life.

Environment

Environment is the domain in which individual and family exist. The interaction between the environment and people affects health, well-being, growth and development and the degree to which individual needs are met throughout the life cycle. The reciprocal relationship between the person and environment is influenced by both internal and external factors. Internal factors include the biological, psychological and spiritual attributes of the person. External factors are comprised of physical, chemical, sociocultural, economic, political, legal, and ethical elements.

Teaching

Teaching is a process, aimed at facilitating the achievement of learning. It is an intentional interaction between the teacher and the learner, requiring a focus on mutual goals. It involves logical, strategic, and instructional activities to facilitate changes in interest, motivation, perception, insights, and behavior in the learner. Teaching should include a variety of instructional methods to meet individual student learning needs. It is most effective when outcomes are stated in measurable behavioral terms, so that the student knows how learning is to be evaluated. The teaching process and the learning process cannot be separated.

Teaching is also a dynamic process which is used by nurses to assist in the education of patients, families and significant others. The nurse is expected to assess the learning needs and to develop, implement, evaluate, and modify teaching plans designed to expand the knowledge base and skills of the patient.

Learning

Learning is an active, internal, and continuing process by which an individual acquires new knowledge through the integration and evaluation of concepts and skills. It is enhanced when the learner assumes responsibility for learning. It is further enhanced by direct application, readiness to learn, relevance to the learner, reinforcement of desired behaviors, use of all the senses, and the learner's prior life and work experience. Learning progresses from simple to complex, from general to specific, and from concrete to abstract.

Nursing Education

The faculty believes that education is based on humanistic approaches that foster critical thinking and promote awareness of social and cultural diversity among individuals. The faculty cares for each student as a unique individual with special talents, abilities, needs and goals. Cultural diversity, varying life experiences, and changing socioeconomic factors affect each student differently. To this end, faculty endeavor to provide an environment that assists students to realize their full potential. The acquisition of professional knowledge, communication skills, clinical competence, and clinical judgment occur through active involvement of the student in the teaching and learning process.

Students assume primary responsibility for learning, while faculty provides educational opportunities for knowledge acquisition and professional role development. The faculty mentors, facilitates, motivates, guides, and directs the learning experience. Synergistic exchange between student and mentor encourages a learning environment that embraces excellence. Faculty believes that technology and nursing informatics is imperative in academic teaching and professional/vocational practice.

Education is seen as a continuous, life-long process through which individuals expand learning, enhance practice ability, or qualify for employment positions. The graduates of both the Vocational Nursing Program and the Associate Degree Nursing Program are prepared to function within the roles of the nurse developed by the Texas Board of Nursing (BON DEC 2010). These roles incorporate concepts from current literature, national standards, and research. These competencies provide the foundation for nursing education and practice. The four roles are: Member of the Profession, Provider of Patient-Centered Care, Patient Safety Advocate, and Member of the Health Care Team.

Roles of the Nurse

Upon program completion, the student is expected to exhibit behaviors specified in each role of the nurse as stated by the Texas Board of Nursing in the Differentiated Essential Competencies (DEC's) of Graduates of Texas Nursing Programs.

As a Member of the Profession, exhibits behaviors that reflect commitment to the growth and development of the role and function of nursing consistent with state and national regulations and with ethical and professional standards; aspires to improve the discipline of nursing and its contribution to society; and values self-assessment and the need for lifelong learning.

As a Provider of Patient-Centered Care, based on educational preparation and scope of practice, accepts responsibility for the quality of nursing care and provides safe, compassionate nursing care using a systematic process of assessment, analysis, planning, intervention, and evaluation that focuses on the needs and preferences of patients and their families. The nurse incorporates professional values and ethical principles into nursing practice. The patients for LVNs and for the ADN educated RNs include individual patients and their families.

As a Patient Safety Advocate, promotes safety in the patient and family environment by: following scope and standards of nursing practice, practicing within the parameters of individual knowledge, skills, and abilities; identifying and reporting actual and potential unsafe practices; and implementing measures to prevent harm.

As a Member of the Health Care Team, provides patient-centered care by collaborating, coordinating, and/or facilitating comprehensive care with an interdisciplinary/multidisciplinary health care team to determine and implement best practices for the patients and their families.

Vocational nursing represents the beginning level of the nursing practice continuum in the roles of the Member of the Profession, Provider of Patient- Centered Care, Patient Safety Advocate and Member of the Health Care Team. The entry level graduate of a vocational nursing program provides nursing care within a directed scope of practice under appropriate supervision. The vocational nurse uses a systematic problem solving process in the care of multiple patients with predictable health care needs to provide individualized goal- directed nursing care. The vocational nurse contributes to the plan of care by collaborating with interdisciplinary team members and the patient's family. The new graduate can readily integrate technical skills and use of computers and equipment into practice.

The primary role of the entry level graduate of an ADN program is to provide direct nursing care or to coordinate care for a limited number of patients in various health care settings. Such patients may have complex multiple needs with predictable or unpredictable outcomes. The entry level competencies reflect the scope of nursing practice for which the student is being prepared.

Vision Statement

The El Paso Community Nursing Program shall be the progressive leader in high-quality, innovative nursing education opportunities in response to the health care needs of a multicultural border community.

Mission Statement

The mission of the nursing discipline is to improve health care by providing qualified nurses who are prepared to work in a culturally diverse border community

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Contact Information

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Nurses who agree with UTEP and EPCC Schools of Nursing philosophy, mission, vision statements and wish to be a preceptor, please continue by reading the instructions for the Nurse Preceptor Program Online.

Process and Instructions for Nurses

1. RNs interested in becoming preceptors must get approval from their nurse managers/supervisors and complete any organizational specific prerequisites needed to become a preceptor.
2. After reading the Introduction and agreeing to the UTEP and EPCC Schools of Nursing Philosophy, Mission, and Vision, click on the appropriate content link. If you are an acute care nurse (ie: work in a hospital), click on Acute Care Nursing. If you are a community health nurse (ie: work in a school or clinic), click on Community Health Nursing.
3. Read each of the Modules (content areas). Links are provided to arrive at individual objectives, and/or the reader can scroll through the content. Please note: Software for the Preceptor Program is pre-set to time out 60 minutes after entry into each Module. If you should get timed out, just re-enter the program by clicking the rectangle which states "I already have an account", located under the original sign-in and password section.

4. **This program has been approved for 2.3 CNE.** Therefore, successful completion of a Post-Test and Program Evaluation are required.
 - a. Participants must achieve a minimum score of 90% on the post test, which may be taken as many times as desired.
 - b. Participants must complete the program evaluation [which is included with the post test](#). Your feedback is invaluable for future revisions of the online program.
 - c. After successful completion of the post test and evaluation, you may print out the Certificate of Successful Completion with CNE
5. **Please read the following "Disclosure to Participants" which contains the CNE approval statement and requirements.**
6. The Certificate of completion is your CNE Certificate. This form can be submitted to your supervisor and/or clinical faculty as proof of Program completion. Please read the tutorial and follow instructions for printing certificate. The last post-test question, #31, includes these instructions.

Disclosure to Participants

School of Nursing, University of Texas at El Paso

Approval Statement:

This continuing nursing education activity was approved by the Texas Nurses Association - Approver, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation.

Disclosure to Participants

Nurse Preceptor Program Online

Requirements for Successful Completion:

Learning outcome:

The activity is designed to enhance the knowledge of RNs about roles and responsibilities of preceptors, enabling them to be a bridge between faculty, classroom, and clinical practice as evidenced by a score of at least 90% on the post-test.

To receive contact hours for this continuing education activity, the participant must:

1. Read and indicate agreement with the mission, vision, and philosophy of the Schools of Nursing.

2. Read the Program content modules.
3. Complete Program Posttest with minimum passing score of 90%
4. Complete Program Evaluation

Once successful completion has been verified, a “Certificate of Successful Completion” will be awarded for ___2.3___ contact hours.

Conflicts of Interest:

The planning committee members and presenters/authors/content reviewers of this CNE activity have disclosed no relevant financial relationships related to the planning or implementation of this CNE activity.]

Expiration Date for Awarding Contact Hours:

This activity expires ___July 14, 2019_____.

Reporting of Perceived Bias:

Bias is defined by the American Nurses Credentialing Center’s Commission on Accreditation (ANCC COA) as preferential influence that causes a distortion of opinion or of facts. Commercial bias may occur when a CNE activity promotes one or more product(s) (drugs, devices, services, software, hardware, etc.). This definition is not all inclusive and participants may use their own interpretation in deciding if a presentation is biased.

The ANCC COA is interested in the opinions and perceptions of participants at approved CNE activities, especially in the presence of actual or perceived bias in continuing education. Therefore, ANCC invites participants to access their “ANCC Accreditation Feedback Line” to report any noted bias or conflict of interest in the education activity. The toll free number is 1(866) 262-9730.