

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.

An integrative review by Innes & Calleja indicated preceptorship is the most predominant means of transitioning new graduate nurses (GNs) into practice. Studies indicated a strong positive connection between having a designated resource person (preceptor) working with GNs and the GNs’ socialization, knowledge, skill acquisition, and orientation experiences. These qualities positively impact the GNs’ competence and transition into practice (Innes & Calleja, 2018).

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!

Contact Information

Audrey Tolouian, EdD, MSN, CNE, AHN-BC, FPCC

Clinical Associate Professor
ACUE Credentialed Educator
UTEP School of Nursing
500 W. University Ave.
El Paso, Texas 79968-0544
915-747-7297 (please leave message)
actolouian@utep.edu

Maureen K. Murphy-Placencia, MSN, RN, CNS

Professor of Nursing Rio Grande Campus
EPCC School of Nursing
P.O. Box 20500
El Paso, Texas 79998-0500
915-831-4165
mmurphy@epcc.edu

Nurses who agree with UTEP and EPCC Schools of Nursing philosophy, mission, vision statements (which follow the instructions and disclosure statements below) 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. "*What do you think*" scenarios are provided to help apply 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 2.2 CNE.** Therefore, successful completion of a Post-Test and Program Evaluation are required.
- Participants must achieve a minimum score of 90% on the post test, which may be taken as many times as desired.
 - Participants must complete the program evaluation which is included with, and at the end, of the post test. Your feedback is invaluable for future revisions of the online program.
 - After successful completion of the post test and evaluation, you may print out the Certificate of Successful Completion with CNE.
 - The Certificate of Successful Completion is your CNE Certificate.** It is recommended you keep copies, which may be submitted to your supervisor and/or clinical faculty as proof of Program completion. The tutorial and instructions for printing your certificate are at the end of the post-test. The last post-test item, #31, includes the instructions.
5. **Please read the following "*Disclosure to Participants*" which contains the CNE approval statement and requirements.**

****Disclosure to Participants****

Title of Activity: Nurse Preceptor Program Online

Learning outcome:

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.

CNE Approval Statement

This nursing continuing professional development activity was approved by New Mexico Nurses Association, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation.

Requirements for Successful Completion

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

- Read and indicate agreement with the mission, vision, and philosophy of the Schools of Nursing.
- Read the Program content modules and "**What do you think**" scenarios/questions. We hope you will enjoy these questions and find answering them helpful for understanding Program content.
- Complete Program Post-test with minimum passing score of 90%
- Complete Program Evaluation

Once successful completion has been verified, a "Certificate of Successful Completion" will be awarded for 2.2 contact hours.

Conflict of Interest Statement

Explanation:

A conflict of interest occurs when an individual has an opportunity to affect or impact educational content with which he or she may have a commercial interest or a potentially biasing relationship of a financial nature. All planners and presenters/authors/content reviewers must disclose the presence or absence of a conflict of interest relative to this activity. All potential conflicts are resolved prior to the planning, implementation, or evaluation of the continuing nursing education activity. All activity planning committee members and presenters/authors/content reviewers have had their Conflict of Interest assessed, identified and resolved by the nurse planner.

The Nurse Planner of this activity has determined there are **no** conflicts of interest or relevant financial relationships related to the planning and/or implementation of this CNE activity and those who have the ability to control the content (planning committee members and presenters/authors/content reviewers).

Joint Provider Statement:

This CNE activity has been jointly provided by The School of Nursing, University of Texas at El Paso (the Individual Activity organization) collaboratively with The School of Nursing, El Paso Community College (joint provider).

Expiration Date for Awarding Contact Hours:

This activity expires June 7, 2023.

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

The nursing faculty of the Career Ladder Nursing Program agrees with the mission, vision and strategic goals 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 systematic plan of evaluation (SPE) (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. Nurse educators need to be knowledgeable about how the External factors that are comprised of physical, chemical, sociocultural, economic, political, legal, and ethical elements affect the educational environment.

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 scholarly activities to facilitate learning and 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 should reflect contemporary health care trends that includes intra-professional collaboration with other health careers to include

simulation in didactic, in laboratory, and in clinical experiences to meet program outcomes. It is most effective when outcomes are evaluated. The teaching process and the learning process are inseparable.

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. Multiple strategies are utilized to assess and evaluate students in all domains of learning. 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, needs and goals. The faculty mentors, facilitates, motivates, guides, and directs the learning experience while acting as a change agent and leader. 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 with an ongoing commitment to develop and maintain competence 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 (2010) Differentiated Essential Competencies of Graduates of Texas Nursing Programs

https://www.bon.texas.gov/pdfs/differentiated_essential_competencies-2010.pdf

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 graduate 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 establish professional identity and 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 human flourishing with 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, evaluation, and reassessment that focuses on the needs and preferences of patients and their families. The nurse incorporates professional values, ethical principles, nursing clinical judgement, and spirit of inquiry into nursing practice.

As a Patient Safety Advocate uses the spirit of inquiry that promotes safety in the patient and family environment by following scope and standards of nursing practice to include the National Patient Safety Goals, 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 establishes professional identity that provides patient-centered care by collaborating, coordinating, and/or facilitating comprehensive care with an intra-professional collaborative 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 intra-professional collaborative health care 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 multiple complex 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 College Nursing Program shall be the progressive leader in high-quality, innovative nursing education for student's success in response to the health care needs of a multicultural border community.

Mission Statement

The mission of the nursing discipline is to provide accessible health care education by providing qualified nursing graduates who are prepared to advance the regional workforce in a culturally diverse border community.

Revised: Spring 2019