

NURSE PRECEPTOR CERTIFICATE PROGRAM

FACULTY & TEAM

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PROGRAM OVERVIEW

The *Nurse Preceptor Certificate Program* utilizes research on teaching and learning, skill acquisition, and clinical reasoning. The implications for teaching and learning for the Novice, Advanced Beginner, Competent, and Proficient levels in the Dreyfus Model of Skill Acquisition will be presented. The program applies universal apprenticeships for any practice discipline—the Cognitive Apprenticeship, the Practice Apprenticeship, and the Ethical Comportment and Formation Apprenticeship, to organize the course content. A distinction is made between the mere application of technical knowledge and the productive use of knowledge in actual clinical practice (a higher-order form of situated thinking). Preceptor pedagogies for success include situated coaching, clinical scenarios, and debriefing skills. Canvas™ houses the virtual learning classroom, and course content is divided into (4) modules, each with a corresponding synchronous Zoom workshop.

PROGRAM LEARNING COMPETENCIES

The following nine competencies are essential for the clinical nurse preceptor to utilize for success in the role.

- Diagnosing and managing clinical conditions.
- The skilled know-how of managing a crisis.
- Providing comfort measures for patients, families, and communities.
- Caring for patients, families, communities, and self.
- Preventing hazards in a technological environment.
- Decision-making and caring in advanced illness, loss, and the end-of-life.
- Making a case: Communicating clinical assessments and improving teamwork.
- Patient safety: Monitoring quality, preventing, and managing breakdown.
- The skilled know-how of clinical and moral leadership and the coaching and mentoring of others.

PROGRAM LEARNING MODULES & OUTCOMES

MODULE 1: Intentional Nurse Preceptor

- The learner will explore the foundations of the nurse preceptor role and the relationship to their own journey of teaching and learning.
- The learner will begin to incorporate the three apprenticeships and four paradigm shifts into preceptor practice and teaching.
- The learner will incorporate trauma-informed education principles to develop a pedagogical care model of teaching practice.
- The learner will be able to apply one learning science framework and pedagogy to develop skills in at least two of the nine competencies.

MODULE 2: Developing a Practice: Understanding the Foundations of Clinical Reasoning & Learning Sciences

- The learner will understand the concepts of clinical grasp, a sense of salience, and the importance of understanding whole clinical situations.
- The learner will be able to differentiate the concepts of clinical reasoning and judgement from critical thinking.
- The learner will be able to apply one learning science framework and pedagogy to develop skills in at least four of the nine competencies.

MODULE 3: Advancing Preceptor Skills in Challenging Situations

- The learner will participate in foundational pedagogies designed to meet core nursing competencies grounded in the latest learning sciences to develop clinical reasoning and a sense of salience.
- The learner will develop clinical imagination and forethought strategies for the productive use of knowledge in clinical practice and teaching.
- The learner will be able to apply one learning science framework and pedagogy to develop skills in at least six of the nine competencies.

MODULE 4: Evaluating and Supporting Preceptees

- The learner will utilize a holistic approach to foster a practice of cultural humility and recognize the importance of mitigating implicit bias impact on clinical judgment in professional practice.
- The learner will be able to create strategies for fostering advocacy and a sense of moral agency in the practice environment.
- The learner will be able to apply one learning science framework and pedagogy to develop skills in all nine competencies.

COURSE MATERIALS & RESOURCES

All course materials and resources are divided into (4) modules. Each course module is accompanied by a synchronized 4-hour Zoom workshop. A virtual classroom will be utilized to create a HyFlex learning environment. You will receive an invitation during the first Zoom Workshop to create a new user account for the Canvas™ platform.

RESOURCE COPYRIGHTS & INTELLECTUAL PROPERTY

HealthImpact's intellectual property includes— canvas course content, modules, program materials, evaluation tools, and/or licensed products that may be utilized during the course. Copyright rules protect the utilization, duplication, and distribution of course-related materials, references, and content without prior permission.

TECHNOLOGY REQUIREMENTS

- Desktop/laptop computer platform.
- Novice ability to navigate Zoom.
- Adequate WIFI or landline-established internet connection.

CONTINUING EDUCATION CERTIFICATE

- All participants must complete all assignments, self-evaluations, and module evaluations, to receive 20 Continuing Education (CE) hours (16 in-person hours and 4 Home Study hours) and certificate of completion. Partial CE hours are not available.
- This course meets the minimum 1-hour requirement for Implicit Bias education, required by the California BRN.
- Home Study: consists of (4) hours of independent time. This includes the knowledge checks, discussion posts, reflection posts, and module evaluations within the Canvas learning classroom. All the Home Study activities are mapped to the Program and Module learning outcomes.
- All participants are *required* to attend Module #1 Zoom Workshop.
- To meet the expectations of the course, there will be an asynchronous remediation plan, for a maximum of (1) missed module.
- Please proactively discuss extenuating circumstances and emergency needs with the course faculty and team.

ZOOM WORKSHOP SCHEDULE

MODULE-ZOOM	WORKSHOP	DATE/TIME
Module 1—Zoom 1	Intentional Nurse Preceptor	Monday March 4 th , 1500-1900
Module 2—Zoom 2	Developing a Practice: Understanding the Foundations of Clinical Reasoning & Learning Science	Monday March 11 th , 1500-1900
Module 3—Zoom 3	Advancing Preceptor Skills in Challenging Situations	Monday March 18 th , 1500-1900
Module 4—Zoom 4	Evaluating and Supporting Preceptees	Monday March 25 th , 1500-1900

ADULT LEARNING CLASSROOM

- Personal and professional accountability, responsibility for one’s own learning, and self-motivation are foundational and vital attributes for the Adult Learner to be successful in this course. The role of the learner requires an active, rather than passive, level of commitment and participation.
- Adult learning in an online classroom setting may prove challenging for some learners. A course which uses Adult Learning Theory as its theoretical framework is a different experience and may require learner assistance and support from the faculty. Ensure that issues, concerns, and needs are communicated to the faculty, to help create a plan for individual learning success.