

NURS-3620: MENTORSHIP AND PRECEPTORSHIP IN NURSING EDUCATION

Cuyahoga Community College

Viewing: NURS-3620 : Mentorship and Preceptorship in Nursing Education

Academic Term:

Fall 2026

Subject Code

NURS - Nursing

Course Number:

3620

Title:

Mentorship and Preceptorship in Nursing Education

Catalog Description:

This course applies foundational knowledge in real-world precepting and mentoring, focusing on learner development, performance evaluation, and role transition support. BSN students in the education track will explore adult learning principles, evidence-based teaching strategies, and performance evaluation tools essential for guiding the professional growth of nursing students and novice nurses. Emphasis is placed on developing individualized learning plans, fostering critical thinking, managing challenging learner situations, and promoting role transition. Students will gain practical strategies to support competence, confidence, and professional identity formation in learners at various stages of their development.

Credit Hour(s):

3

Lecture Hour(s):

3

Requisites

Prerequisite and Corequisite

NURS-3100 Foundations of Nursing Education and departmental approval.

Outcomes

Course Outcome(s):

Apply adult learning principles and evidence-based strategies to effectively mentor and precept nursing students and novice nurses in clinical settings.

Objective(s):

1. Explore the role and expectations of a preceptor.
2. Review the overview of mentorship in nursing.
3. Identify key differences between teaching students and precepting new RNs.
4. Discover the importance of professional identity and role modeling for new RNs.
5. Review adult learning principles and how they apply to nursing practice.
6. Set clear, measurable learning objectives for new RNs.

Course Outcome(s):

Assess clinical performance using appropriate tools and provide timely, constructive feedback to promote growth and professional identity formation.

Objective(s):

1. Promote clinical judgment in new RNs.
2. Communicate strategies for building rapport and trust with new RNs.
3. Give feedback: Why it's important and how to make it constructive.

4. Differentiate between the "sandwich method" vs. direct feedback.
5. Evaluate and develop methods for evaluating clinical competence (direct observation, self-assessment, peer review).
6. Use clinical evaluation tools (checklists, rubrics) effectively.
7. Provide continuous assessment through formative evaluations (ongoing feedback).

Course Outcome(s):

Foster a supportive clinical learning environment that encourages critical thinking, confidence, and competence in new nurses.

Objective(s):

1. Tailor teaching strategies to different learning styles (visual, auditory, kinesthetic, etc.) and generations.
2. Set clear, measurable learning objectives, including clinical skills and professional behaviors for new RNs and promote them to set their own learning goals.
3. Align expectations with unit-specific competencies and goals.
4. Create individualized learning plans for new RNs.
5. Explain the difference between competency-based assessment and performance evaluation.
6. Promote the development of professional behaviors (e.g., communication, time management, ethics).
7. Support the emotional and psychological aspects of role transition (e.g., imposter syndrome, stress management).
8. Review the importance of mentorship and ongoing professional development.
9. Discuss the role of preceptors in fostering leadership skills.
10. Discuss how to supporting new RNs in their first year of practice and beyond.
11. Discuss how to transition from preceptorship to long-term mentorship.
12. Foster self-directed learning and professional growth.
13. Identifying opportunities for career development and leadership in nursing.

Course Outcome(s):

Implement individualized learning plans and targeted strategies to address underperformance and support transition to practice.

Objective(s):

1. Recognize and address underperformance in clinical practice.
2. Handle conflicts between preceptors and new RNs, or between new RNs and other staff members.
3. Effectively deliver feedback for difficult or sensitive situations, including documentation for performance issue.
4. Create an action plan for improving performance.

Methods of Evaluation:

1. Reflection assignments
2. Formative assessments
3. Participation

Course Content Outline:

1. Introduction to precepting and mentorship
 - a. Role and expectations
 - b. Key differences between teaching and precepting
 - c. Importance of professional identify and role modeling for new RNs
2. Adult learning and teaching strategies
 - a. Adult learning principles as applied to nursing practice
 - b. Teaching strategies for various learning styles
 - i. Visual
 - ii. Auditory
 - iii. Kinesthetic
 - c. Promoting clinical judgement
 - d. Setting clear, measurable learning objectives
3. Onboarding new nurses

- a. Setting measurable learning objectives
 - i. Clinical skills
 - ii. Professional behaviors
 - iii. Setting individual learning goals
 - b. Aligning expectations with unit-specific competencies and goals
 - c. Individualized learning plans
 - d. Competency-based assessment vs. performance evaluation
4. Effective communication and feedback techniques
- a. Communication strategies
 - b. Importance of constructive feedback
 - c. "Sandwich method" vs. direct feedback
5. Managing challenging situations and underperformance
- a. Recognizing and addressing underperformance
 - b. Conflict management
 - c. Effective communication/feedback
 - d. Documentation of performance issues
 - e. Action plan for improvement
6. Assessing clinical competency and progress
- a. Evaluating clinical competence
 - i. Direct observation
 - ii. Self-assessment
 - iii. Peer review
 - b. Clinical evaluation tools
 - i. Checklists
 - ii. Rubrics
 - c. Formative evaluations
7. Fostering professionalism and role transition
- a. Development of professional behaviors
 - i. Communication
 - ii. Time management
 - iii. Ethics
 - b. Emotional and psychological aspects of role transition
 - i. Imposter syndrome
 - ii. Stress management
 - c. Importance of mentorship and ongoing professional development
 - d. Role of preceptors in fostering leadership skills
8. Long-term mentorship and professional development
- a. Support for new RNs
 - i. First year
 - ii. Beyond the first year
 - b. Transition from precepting to long-term mentorship
 - c. Self-directed learning and professional growth
 - d. Career development and leadership in nursing

Religious Accommodation

Before reviewing the course schedule, students should carefully review the following religious accommodation policy and other required instructional policies:

Religious Accommodation:

Students seeking an accommodation for absences permitted under Ohio's Testing Your Faith Act must provide the instructor with written notice of the specific dates for which the student requires an accommodation and must do so not later than fourteen (14) days after the first day of instruction. Please submit requests for accommodations at this link: <https://portal2.tri-c.edu/ReligiousAccommodation/> Religious Accommodation Form. Students with questions about their religious accommodations under Ohio's Testing Your Faith Act may contact the College's Office of General Counsel and Legal Services by phone at 216.987.4856 or via email at legal@tri-c.edu.

Other Required Instructional Policies:

<https://www.tri-c.edu/student-resources/curriculum/documents/syllabus-part-b.pdf>

Weekly Schedule

	Topics
Week 1	Introduction to Precepting and Mentorship
Week 2	Introduction to Precepting and Mentorship
Week 3	Adult Learning and Teaching Strategies
Week 4	Adult Learning and Teaching Strategies
Week 5	Onboarding New Nurses
Week 6	Onboarding New Nurses
Week 7	Effective Communication and Feedback Techniques
Week 8	Effective Communication and Feedback Techniques
Week 9	Managing Challenging Situations and Underperformance
Week 10	Managing Challenging Situations and Underperformance
Week 11	Assessing Clinical Competency and Progress
Week 12	Assessing Clinical Competency and Progress
Week 13	Fostering Professionalism and Role Transition
Week 14	Fostering Professionalism and Role Transition
Week 15	Long-Term Mentorship and Professional Development
Week 16	Finals week

The Course Schedule is subject to change due to pedagogical needs, instructor discretion, parts of term, and unexpected events.

Required/Recommended Readings

The Nurse Preceptor Toolkit ~ ISBN: 9780443108969

Resources for the Instructor

Heuer, B., & Danford C. A. . (2025) *The Nurse Preceptor Toolkit*,

Additional Resources for the Instructor

1. Nursing Management and Professional Concepts <https://open.umn.edu/opentextbooks/textbooks/nursing-management-and-professional-concepts>. 2022.
2. Communication 3.2 <https://wtcs.pressbooks.pub/nursingmpc/chapter/3-2-communication/>. 2024.
3. Interprofessional Communication 7.5 <https://wtcs.pressbooks.pub/nursingmpc/chapter/7-5-interprofessional-communication/>. 2024.
4. Giving and Receiving Feedback <https://pmc.ncbi.nlm.nih.gov/articles/PMC6345313/>

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