

NSCS PRECEPTOR CONTRACT

SCHOOL OF MIND, BRAIN AND BEHAVIOR

This form serves as both a preceptor contract and an enrollment form for preceptor credit. Complete the form and submit no later than the **16th day** after the start of the Fall/Spring semester to allow time for processing before late fees are assessed. Your contract must be approved by the NSCS Undergraduate Studies Committee, after which you will be registered for credit in NROS 491 or NROS 491H.

Important Information about Preceptorships

- You must have a cumulative GPA of at least 3.0 to be eligible to be a preceptor. You must have received at least a B in the course for which you wish to serve as a preceptor. Exceptions to this policy must be approved by the course instructor here. **Instructor signature** _____
- You should have a specific course/professor in mind when requesting a preceptorship.
- You may not serve as preceptor for more than two courses (and only one in any given semester).
- You must complete FERPA training and attach your score with this form. (See last page for details)

Student Information

Student Name: _____

Student ID #: _____ Student Phone: _____

Student Email: _____

Student Major(s): _____

Class Standing: Junior Senior Cumulative GPA: _____

Course you plan to preceptor for

Course prefix and course number: NROS NSCS _____

Course Instructor _____

Instructor Email _____

Semester Fall Spring Year _____ Grade you earned in this class _____

Enrollment for preceptor credit

Select one [491H is an option for Honors students only with approval of instructor]: NROS 491 NROS 491H

Number of Units: _____ [Each unit requires 45 hours of work, or about 3 hours per week during a typical 15 week semester.]

Please ensure that all required sections of the form have been filled out before signing and submitting form

Student signature _____ Date _____

Instructor signature _____ Date _____

Office Use Only

NSCS APPROVAL _____ FERPA COMPLETION ON FILE _____

SECTION _____ COURSE # _____ DATE ENROLLED _____ ENROLLED BY _____

Preceptor Contract & 100% Engagement Documentation: Beginning of Semester

All NSCS research, thesis and preceptorship courses are now designated as 100% Engagement courses. As such, the following documentation is required. To learn more about the UA's 100% Engagement initiative, visit the Office of Student Engagement's website at <http://ose.arizona.edu/100-engagement>. (Attach additional pages as needed.)

Part I: Pre-experience. 1. What brought you to this particular engagement experience and why do you think it will be good for you? What do you think it will help you learn or accomplish?

2. List your skills and previous leadership experiences that you think will be relevant to a preceptorship.

3. How do you learn best? For example, by yourself, with others, from books or programs, by asking questions and watching by example, by trial and error, etc. How do you work best?

4. What kinds of things are you most interested in doing or learning as a preceptor? Do you have any concerns about your ability to succeed? How might this experience relate to your career path?

Learning outcomes: Outcomes should address your learning goals for the experience within the Competency of *Professionalism**, the Activity of *Leadership***, and the Skill of *Collaboration.teamwork.**** Include what you hope to gain from the experience itself and how the project/experience will be carried out.

Grading scale (Specify the methods of assessment of student learning outcomes and how the final grade will be calculated, including those on any assignments/products submitted after the due date)

Required Duties: check all that apply

- ☐ Attend all class lectures/labs
- ☐ Hold office hours (min 2 hours per week) Location: _____
- ☐ Deliver review sessions prior to each exam
- ☐ Coordinate and assist with in-class demos and projects as requested
- ☐ Attend weekly meetings with the instructor and/or TA of the class
- ☐ Other Special Projects or additional duties

Terms:

1. I agree to do whatever is necessary so that I will be prepared to help classmates with understanding the course material. I understand that my mastery of the course material is needed to help my fellow students and will be one measure of the fulfillment of my preceptor contract.
2. I will treat students in the class who come to me for help and advice with courtesy and respect, but I understand that I do not have to force help on students who do not want it.
3. I understand that my role is not to give answers to students, but to help them find their own solutions to problems.
4. I understand that sometimes I will not know how to address a student's problem. For situations beyond my level of expertise, I will personally see that the student gets appropriate attention from the graduate teaching assistant (GTA) or instructor.
5. I understand that the instructor and GTA are committed to making the preceptorship an educational and rewarding experience for me. I will reciprocate by using every opportunity to make my experience as a preceptor a positive learning experience.
6. Other (as agreed to by student and instructor):

100%-Engagement Documentation: End of Semester

All students enrolled in a 100% Engagement experience are *required* to submit a reflection at the end of the semester. The student is to submit the reflection to the course instructor. Students are not required to submit their reflection to the NSCS Program; however, at the end of the term the NSCS Program Coordinator will contact all course instructors and ask that they confirm that the reflection piece was completed.

Part II: Post-experience. Review your pre-experience reflection and think about what has changed in the course of your experience. You must address the Competency and Activity for the course. Your reflection should: describe what you did; address progress toward the outcomes you and your faculty mentor set for this experience; explain whether and how the experience contributed toward your understanding of yourself, the project and what you learned in other courses in the curriculum; indicate whether you have developed new modes of thinking or challenged assumptions; identify what you found challenging and/or particularly interesting; identify what in this experience contributed to your learning and why; and explain how this experience affects your career planning.

The length and mode of your *Reflection* are whatever it takes to critically examine and synthesize your experience and address its consequences for you. At minimum, it should be a thoughtful essay of at least 2 pages, single spaced. It could also be a public presentation or poster, a portfolio, a manuscript, a multi-media presentation, a journal, blog or podcast, or a product you have specifically designed.

I confirm that I have read this section and understand that a reflection is required at the end of the semester and that the course instructor will be asked to confirm completion of this requirement. (Please initial and date below)

Student _____ **Date** _____ **Course Instructor** _____ **Date** _____

STUDENT – READ AND RETAIN THIS INFORMATION FOR YOUR RECORDS. DO NOT TURN THIS PAGE IN.

GENERAL INFORMATION

Purpose of preceptorships: Preceptors are highly motivated students who have previously taken the course and wish to serve in a unique role to provide support both in and out of the classroom. Preceptors are not expected to serve as content experts, but they function instead as student mentors and guides and as instructional assistants. Preceptorships are well regarded by admissions committees for graduate school.

Catalog definition: A preceptorship (course numbered 391/391H/491/491H) involves specialized work on an individual basis, consisting of instruction and practice in actual service to a department, program, or discipline. Teaching formats may include seminars, in-depth studies, laboratory work, and patient study.

Credit and Grade System: Each unit of credit requires a minimum of 45 hours of work, including a minimum of 15 contact hours, with the balance of the requirement in homework.

The **grades** available for preceptor courses are limited to **S** (superior), **P** (passing), **F** (failure), **I** (incomplete), **W** (withdraw). Consequently, it is possible for a student preceptor to receive a poor or failing grade for the course. **S/P** grades do not calculate into a student's grade-point-average

STUDENT APPLICATION AND REGISTRATION PROCESS

1. **Find a course with preceptor position.**
2. **Contact the course professor.** Discuss with the course instructor your interest in becoming a preceptor and complete the application packet with the help of the instructor.
3. **Apply for the preceptor position.** Once you have met with the course professor to discuss your eligibility and the terms of your position as a preceptor, fill out the attached **Preceptor Contract** accordingly. In the case where more students are interested than there are positions available, there may be additional questions to be completed and the process of applying may be more competitive. Discuss this with your professor if necessary.
4. **FERPA training.** Complete FERPA training online and attach the completed form. Even if you did your training before you must attach a copy of the score. You will not be enrolled without the successful completion of FERPA training.
(<http://ferpa.registrar.arizona.edu>)
5. **Register for the course.** Enrollment in NSCS 491 is done manually by the NSCS Program Coordinator or Advisor upon receipt of the *completed and signed Preceptor Contract*.

PRECEPTOR RESPONSIBILITIES

The preceptor works with the course instructor to ensure that students have adequate opportunities to develop, hone and demonstrate competence specific to that course. The preceptor's interaction with other students should facilitate student development. In assuming some responsibility for student development, the preceptor should facilitate those tasks and/or activities identified by the instructor as relevant to the course. Both in and outside of the classroom, preceptors should serve as a role model for other students.

The preceptor should maintain frequent communication with the course instructor. As an instructional assistant, preceptors should participate in planning and coordinating class experiences to meet the course objectives, should comply with program policies and procedures (e.g., abiding by FERPA confidentiality regulations with respect to students and grades), and attend applicable preceptor training classes or workshops. Comments and/or recommendations from preceptors to improve or enhance the experience are encouraged.

In-Class Assistance:

Preceptors serve as additional classroom managers and mentors. Many instructors have preceptors sit throughout the lecture hall to model good classroom behavior and obtain feedback on what students do and do not understand.

With guidance from their supervising instructor, preceptors are also able to lead small group discussions and laboratory experiments within the courses. Some instructors find that preceptors offer an efficient means for administering these activities. Preceptors are encouraged to work with their instructors in delivering presentations or in-class activities on either course material or specific skills necessary for success in the class (i.e., writing, math, time management).

Out-of-Class Assistance:

Preceptors are able to increase the outlets for help with course material. They often hold office hours or one-on-one tutoring sessions with students in order to help them with course concepts or assignments. Since they are not the providers of knowledge, but merely guides, they can offer a type of assistance different from what the instructors offer. Preceptors do not necessarily know the answers, but their expertise as students allows them to offer personal strategies for learning the material and their own process for reaching the answer. In this respect, they also serve as mentors and help other students with skills applicable to future courses. Preceptors also may hold exam review sessions outside of class and typically do not have access to the specific exam questions prior to the review session. Finally, preceptors can also hold workshops to help students who may be deficient in certain skills (math, reading, writing, time management, etc.), which in turn helps even out the skill levels in many first and second-year courses.