NURS 5329 Nurse Educator Role: Strategies and Practicum Fall 2015	
Course Description:	**Preamble:** This is the third and last course for the core Nursing Education Courses. The first two courses have provided a foundation to put these principles into action in the academic setting. **Course Description**: This course is an exploration of the nurse educator role in structuring teaching strategies that assure effective individual and group learning, safe clinical practice, and a commitment to lifelong learning. Nurse educator practicum placements are arranged within pre-licensure nursing education programs. Credit Hours: 112.5 hours of application of the teaching role. 3 semester credit hours. The student will complete 9.5 of the practicum hours by participating in individual and group activities in the online classroom. The remaining 103 hours will be spent on-site in nursing education programs under the guidance of mentors/preceptors in collaboration with course faculty.
Course Credit:	**3**
Pre-requisite courses:	Completion of MSN Core Courses. Completion of Nurs 5327 Nursing Education Curriculum Development and NURS 5328 Evaluation in Nursing Education or Consent of Instructor.
Class Meeting Time:	Online, Blackboard, Zoom sessions
Instructor(s): Contact Information:	Jerri Post, PhD, RN Office: BRB 1100 Office Hours: online and by appointment Preferred method of communication, email or cell phone and text E-mail: jpost@uttyler.edu Phone: 870-260-2276 (cell) Fax: 903-565-5533
Office Hours:	Online as needed, will set up phone conferences and Zoom sessions as needed
Required Materials:	Oermann, M.H. (2015). *Teaching in nursing and the role of the educator: The complete guide to best practice in teaching, evaluation, and curriculum development*. New York: Springer Publishing Company. ISBN: 9780826195531 McDonald, M. E. (2014). *The nurse educator's guide to assessing learning outcomes.* (3rd ed.). Sudberry, MA: Jones and Bartlett. Benner, P., Sutphen, M., Leonard, V., Day, L. (2010). *Educating nurses: A call for radical transformation.* San Francisco: Jossey-Bass. American Psychological Association. (2009). Publication *manual of the American Psychological Association*. (6th ed.). Washington, D.C.: Author. ISBN 1433805618 Booklists and bookstore links may be accessed at the UT Tyler College of Nursing Graduate Studies page.
Recommended Materials:	Certified Nurse Educator (CNE) 2014 Candidate Handbook **http://www.nln.org/certification/handbook/cne.pdf** *The Scope of Practice for Academic Nurse Educators 2012 Revision* ISBN/ISSN: 9781934758175 (available on the NLN website cost approx. $20) For the future: Books from the Certified Nurse Exam Helpful References List from LSU http://libguides.lsuhsc.edu/content.php?pid=342727&sid=3285623
Course Format:	**Via Blackboard site: Lectures, case studies, group discussion, portfolio completion.** **Development of teaching activities including lecture and clinical settings in conjunction with face to face faculty preceptor at pre-licensure nursing program.**
Student Resources	http://lms-media.uttyler.edu/fileman/OID/Resource/skills.html

for Online and Hybrid Courses:	Including technical skills needed to be successful, Blackboard Support, Netiquette, Quick References, and University Policies
Student Learning Outcomes:	Upon successful completion of the course, the student will able to: 1. Apply concepts of role theory to the advanced practice roles of nurse educators including teaching, service, and scholarship. 2. Demonstrate the ability to integrate nursing education theories and teaching/learning strategies to facilitate students' assimilation of knowledge and safe clinical practice. 3. Use established and innovative educational processes to design, implement, and evaluate educational offerings, which incorporate the promotion of critical thinking and creative use of resources. 4. Apply theories, principles, and strategies of teaching and learning in ways that meet the needs of diverse learning styles. **5.** Analyze current health care, nursing, and nursing education issues, trends, and standards for relevancy to nurse educator roles.
Grading Policies:	**Grading Information and Course Requirements** Final grades for the course will be determined based upon the following point assignments: A - 90-100 B - 80-89 C - 70-79 D - 60-69 F - Below 60 **Five (5) points will be deducted for each day an assignment is late (including weekends) <u>if prior arrangements have not been made with the course instructors</u>.** Final assignments for the course must be submitted on time, i.e. will not be accepted late. Reading Assignments: Assigned readings in graduate education are the beginning, not the endpoint. These readings will point you in the direction of continued reading and pondering of your scholarly thoughts. Each participant is responsible for completing the reading assignments in a timely manner. Deadlines are listed in the Course Schedule. Discussion and written assignments are made with the assumption that required reading assignments are completed prior to completion of discussion and written assignments.
Grading Criteria:	<table><tr><td>Assignment</td><td>Grade Percentage</td></tr><tr><td>DB 1</td><td>5</td></tr><tr><td>DB 2</td><td>5</td></tr><tr><td>DB 3</td><td>5</td></tr><tr><td>Teaching Plan</td><td>15</td></tr><tr><td>Teaching Documentation</td><td>15</td></tr><tr><td>Exam Administration/Analysis</td><td>10</td></tr><tr><td>Clinical Plan</td><td>15</td></tr><tr><td>Clinical Documentation</td><td>15</td></tr><tr><td>Faculty Development Documentation</td><td>10</td></tr><tr><td>Portfolio</td><td>5</td></tr><tr><td>Overall Clinical Performance</td><td>Pass/Fail</td></tr><tr><td>**Total**</td><td>**100**</td></tr><tr><td></td><td></td></tr></table>

			NURS 5329 Nurse Educator Role: Strategies and Practicum Course Outline Fall 2015	
Week	Dates	**Content**	**BBD postings and assignments**	**Due Date**
	8/24/2015	**First day of Class**	All assignments due Tuesday at midnight of week designated	
1	8/24-9/1	Theoretical Foundations	Reading assignments, **Schedule meeting with preceptor see Assignments: Course Overview DB post Wk 1**	9/1
2	9/2-9/8	Classroom Teaching Strategies	Reading assignments **DB post Wk 2**	9/8
3	9/9-9/15	Clinical Teaching Strategies	Reading Assignments **DB post Wk 3**	9/15
4	9/16-9/22	Practicum activities begin till end of course	Teaching Plan or Clinical Plan	Varies
5	9/23-9/29	Practicum activities	Clinical Plan or Teaching Plan	Varies
6	9/30-10/6	Practicum activities		Varies
7	10/7-10/13	Practicum activities		Varies
8	10/14-10/20	Practicum activities		Varies
9	10/21-10/27	Practicum activities	Mid-term Practicum Log check	10/27
	10/26	**Last day to withdraw from a course with a W**		
10	10/28-11/3	Practicum activities	Teaching or Clinical Documentation and Evaluation	Varies
11	11/4-11/10	Practicum activities	Clinical or Teaching Documentation and Evaluation	Varies
12	11/11-11/17	Practicum activities	Faculty Development Activities Exam Administration/Analysis	Varies
13	11/18-11/23	Practicum activities	**Final Practicum Log**	11/23
14	11/24-11/29	**Thanksgiving**		
15	11/30-12/4		**Portfolio Due**	12/4
16	12/6-12/11		**End of Semester Evaluations**	

See APPENDIX A for Course Overview

Refer to Blackboard Site for course documents:

Practicum Log Example and Blank Log

Teaching Plan

Teaching Documentation and Evaluation

Exam Administration and Analysis

Clinical Teaching Plan

Clinical Teaching Documentation and Evaluation

Faculty Development Activities

Participation Expectations and Discussion Assignments:	A Rubric for how postings will be graded is provided in the next section of this Syllabus. • Each participant is responsible for participating in the asynchronous discussions of each Module. This participation will include posting answers to questions posed by the instructor and replying to other participants' postings. • Discussion postings should be made in a timely manner. Deadlines are listed in the Course Schedule. Please note that all discussion postings must be completed by midnight Central Standard Time on the due date. • Participants should plan on entering the Discussion area several times a week in order to read and comment on others postings. Posting answers to the questions posed in the Discussion area should be done in advance of the deadline in order to allow other participants to have the opportunity to comment. • Quality of answers is as important as quantity. A participant's comments should add to the discussion. Comments should be supported as required with references cited appropriately. The instructors and/or participants may use synchronous chats as the need arises. **Note**: When posting to the discussion area, please type in your comments directly into the Discussion Board. Do not type your comments into a document and then attach it to the discussion-this method is difficult for some students to access. In addition, if you type your comments into a Word document then copy and paste it into the Discussion Board, please delete extra spaces.
Discussion Board Postings - Grading Criteria:	The purpose of the discussion board in an online graduate program is to take the place of the class interchange that would occur in a face-to-face class. It is your opportunity to demonstrate your mastery of the assigned readings and your ability to supplement those readings with expanded exposure to related (and sometimes contrary) information that you will seek in your self-directed quest to understand and be informed. To that end, we will expect you to share ideas you have gained from the literature, noting the source when appropriate and interpreting into your own words. We will also expect that you will use a more complex thought process to dissect and analyze what you read in the literature and in the discussion thoughts of your fellow students as you offer your own insights. We do not care if you use big words or a lot of words (remember, the world values parsimony), but we are eager to read your thoughtful insights into the questions and statements, your analysis of the words and ideas, and your recommendations for future pathways for nursing and healthcare. The following information will give you some guidelines and allow you to see thinking process we will use to assign a grade to the discussion board exercises.

Discussion Board Rubric			
CRITERIA/POINTS	**<80**	**80-89**	**90-100**
Format and logical progression of posting	Spelling and grammar errors detract from the substance of the posting; random thoughts with no sense of a plan to reach a logical conclusion. No clear main idea or direction for flow of information.	Midpoint	Form is superior; obvious attention to proofreading and grammar. Main idea is stated early and clearly; argument or ideas are built using a logical progression of thoughts which are stated clearly and succinctly.
Depth and relevance of post to the topic at hand	Posting shows superficial thinking based on personal experiences or opinions only, there is little consideration of contributions to the topic in the literature or from colleagues. Literature support is not relevant to the topic or major literature contributions are missing. Post strays from topic with much irrelevant information and does not address the intent of the assignment. No references cited	Midpoint	Posting clearly shows evidence of critical thinking and analysis to a substantial depth expected of a doctoral student. Ideas offered are relevant to the topic and show the ability to extrapolate complex ideas from various sources into a coherent argument or statement(s). Two or more relevant references cited; cited references are appropriate and indicative of the best knowledge on the topic.
Contribution to the learning community	Posting is largely aimed at self-expression without consideration of the reader. There is no room for dialogue or disagreement and no acknowledgment of the potential contributions of others. The posting is a rehash of old ideas without consideration of how these can advise the future. No evidence is found of making the material consumable or reader-friendly	Midpoint	Posting shows an astute awareness of the needs of the learning community with an interest in their growth and knowledge acquisition; attempts to move colleagues into meaningful dialogue and presents creative approaches that are open to discussion. Post contributes to the progression of nursing as a scholarly community but is presented in a clear, enlightening, and engaging way.

Expectations:	
Written Assignments:	- All written assignments are to be completed in Microsoft Word and submitted in a timely manner. Deadlines are listed in the Course Schedule. - Please note that all written assignments must be submitted by midnight Central Standard Time on the due date. - All written assignments should be submitted through the assignment links. If your web connection is down for some reason, please contact your instructor by telephone to make arrangements to get the assignment submitted within the posted time period. - Plagiarism is a serious academic offense. Please avoid the consequences of academic dishonesty by citing all sources that you use in your work. Consult the academic dishonesty statements in the Graduate Nursing handbook and on the university web site. Late assignments will receive point reductions. (see Grading Information and Course Requirements section within this Syllabus).
Assignments/Projects Turn-In Process:	All assignments and projects will be submitted through the assignment link in each module. Use the following process to prepare and submit assignments: Prepare your assignment using Microsoft Word. Name your assignment with the following convention: last name, assignment title (ex. Last_Assignmenttitle) Browse and find then download your document. When assignments are received, we will open them in Microsoft Word for grading. This will enable us to make comments, ask questions, etc. We will then return your assignment through the Student Grade Center area. We will make an announcement when papers are returned to remind you to check the Student Grade Center. To see comments about your assignment, click on your grade. If you need more instructions on how to submit files through the assignment link in the modules, please read the User Manual located in the Tools area.
Safe Assign Program on BBd Written Assignments:	SafeAssign is a feature provided by Blackboard that is designed to detect plagiarism or non-original student work. Your instructor may set up this feature so that when you submit papers, they are automatically sent through SafeAssign. The program checks your work against a comprehensive database of source material including previous students' work and other papers and materials found on the web. An originality report will be generated that indicates the percentage of non-original material (text that matches existing sources) found in your paper. The purpose of using SafeAssign in your course is to ensure you are writing original papers and to encourage you and all students to properly attribute all sources used.
Email:	To communicate by email within the course with other participants or all participants, click the Communication link on the left side of the Blackboard frame. Click Send E-mail to send a message. You have the option to send messages to All Users or Select Users in the course, including the instructor(s). If you need further instructions on how to send email messages from within Blackboard please read the User Manual located in the Tools area of the course. The faculty email addresses is jpost@uttyler.edu
Digital Library Resources:	Students enrolled in this course have online access to the UT Tyler Robert R. Muntz Library. Follow this link, and then complete the instructions at those sites for accessing information from a distant site. Many of the database subscriptions funded by student fees give you access to full text journals that you will need for your review of the

	literature in each course. If a particular journal is not available, the library staff will procure the article for you using the Iliad feature. Please take the time to update your account and get familiar with the resources available. They are awesome.
Technical Support:	If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing itsupport@patriots.uttyler.edu When you email IT Support, be sure to include a complete description of your question or problem including: The title and number of the course The page in question If you get an error message, a description and message number What you were doing at the time you got the error message You may also visit the Help Tab in Blackboard for helpful information.
Plug-ins and Helper Applications:	UT Tyler online courses use Java, JavaScript, browser plug-ins, helper application and cookies. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your online course. • **Adobe Reader** allows you to view, save, and print Portable Document Format (PDF) files. http://get.adobe.com/reader/ • **Java Runtime Environment** (JRE) allows you to use interactive tools on the web. http://www.java.com/en/download/ • **Adobe Flash Player** allows you to view content created with Flash such as interactive web applications and animations. http://get.adobe.com/flashplayer/ • **QuickTime** allows users to play back audio and video files. http://www.apple.com/quicktime/download/
University Policies:	**Students Rights and Responsibilities** **http://www.uttyler.edu/academicaffairs/syllabuspolicies.pdf** To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.uttyler.edu/wellness/rightsresponsibilities.php **Grade Replacement/Forgiveness and Census Date Policies** Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).
Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments

	will be completed. **Social Security and FERPA Statement:** It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically. **Emergency Exits and Evacuation:** Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services. **Course Evaluation** UT Tyler may ask you to complete a voluntary evaluation to help them make improvements and adjustments in their overall online learning forums. Also, an end of semester evaluation specifically for this course will be made available for you to complete in the last week of instruction. Your comments and recommendations will be considered seriously as the course is updated. Your input throughout the semester contributes to our commitment to improve continually the quality and relevance of this course.
Completion Time:	You should expect to spend as much time on an online course as you do in a face-to-face course. As a rough guide, you should plan to spend six to ten hours per week on this course. The actual amount of time will vary from individual to individual. This estimate includes the time you spend in reading, discussions, and assignments. You will have access to most of the course materials from the start of the course to the end. You may look and study ahead, or go back and review, at any time during the course. All assignments have set due dates. Due dates are as of midnight Central Standard Time on that date.

Appendix A Course Overview
NURS 5329 Nurse Educator Role: Strategy and Practicum
Course Overview

The practicum requirements for this course include **112.5 contact hours.** A credit of 9.5 contact hours is given for the activities of the first 3 weeks of the course in the online case studies, leaving 103 contact hours for practicum experiences with your faculty preceptor.
Organization of Practicum: **Based on SLOs 2 and 3, <mark>Design</mark>, <mark>implement</mark>, and <mark>evaluate</mark> educational offerings which facilitate students' assimilation of knowledge and safe clinical practice.**

Hours: 9.5 Hours online case studies

103 hours in Teaching Environment (Classroom, Online, Clinical), Evaluation Activities, Faculty Role Activities.

Step by Step:

1. Student contacts Faculty Preceptor and sets up meeting
2. Student works with course faculty to ensure preceptor agreements are signed
3. Student and Faculty Preceptor work together to determine how practicum hours will be achieved

The majority of situations will include the following approximate hours:

Classroom Environment: approximately 20 hours
        Lecture preparation, Exam activities, Course observation, Online activities, and Evaluation of activities.
Clinical Environment: approximate 50 hours
        Clinical Observation, Skills lab activities, Clinical evaluation, Post conference observation and participation, and Evaluation of activities.
Evaluation and Exam Analysis: 15 hours for MCI item construction, exam evaluation, and exam coaching.
Faculty Development: 15 hours for various Faculty development activities and Evaluation of activities.

Most courses will have **Total of 103 hours.**
online components and hours can be used as determined by faculty preceptor and student for the Online Environment. The hours described below are recommended and may be adjusted as determined by the student and the preceptor.

1.

DESIGN	Resources	IMPLEMENT	DEMONSTRATION AND DOCUMENTATION EXAMPLES
Environment	Method	Strategies	Examples
	Oermann, course text, Chapter 3 Teaching Methods		
Classroom	Options:	Lecture (one lecture	Outline of plan including content, student

environment Oermann Chapter 3 Teaching Methods	Blended or hybrid (portions both face to face and online with learning management system) Face to face primarily Flipped Classroom	recommended) Active learning activities Classroom Assessment Techniques (CAT)/Formative Assessments Problem based learning (Oermann, p. 50) Group activities Clickers or Automated response system Reflection Concept Maps KWL Charts Experiential Learning (Oermann, p. 49) Case Study (Oermann, p. 49)	learning outcomes *Small group Discussion Board demonstration of 10 minutes of video of lecture o *multiple units of content can be developed Documentation of specific strategies Include formative assessment technique Include active learning strategies Method, location, date, time frame, context of content within course Theory and rationale or using teaching method Learner characteristics, classroom size, etc.
Evaluation of Classroom Environment	Teaching Content	Teaching method	Faculty Preceptor Evaluation and Student Self-Evaluation (distributed and evaluated online)
	Testing	Develop 5 MCIs for Unit Exam for content presented	Test analysis description with statistics for exam and for specific questions
	Coaching	Coach student who failed prior exam using EDT materials	Documents of coaching materials Reflection of experience
Clinical environment See Oermann Chapter 5 Clinical Simulations in Nursing Education: Overview, Essentials, and the Evidence Chapter 7 Learning	Acute care facility Long term care facility Community setting Skills Lab Simulation: high fidelity, low or medium fidelity, standardized	Making clinical assignments Providing support and feedback Participation in Clinical conferences Concept Maps KWL Charts	Documentation of specific strategies

Laboratories as a Foundation for Nursing Excellence Chapter 8 Clinical Teaching in Nursing Articles by Kan, 2009 and Marchigiano, 2011	patients, role play Half of the hours can be observation with the other half where the student takes the primary role with preceptor as back up.	Case Study (Oermann, p. 49) Demonstration/Return Demonstration (Oermann, p. 53) Reflection	
Evaluation of Clinical Environment	Grade clinical paperwork (electronic, concept map, etc.)		Clinical work with marked feedback and grade
Online environment See Oermann Chapter 4 Integrating Technology in Education and Chapter 6 Teaching in Online Learning Environments	Distance Education Interactive Television Self-paced modules (Oermann, p. 48) Content presentation	video, prezi, power point, chunking content, etc. Reflection KWL Charts Case Study (Oermann, p. 49)	Small group demonstration of 10 minutes of video Documentation of specific strategies

Choose one or more faculty development activities.

FACULTY ROLE			
	Time with Preceptor and observation of preceptor	Faculty meetings Course meetings Observation of other teaching in courses suggested by Preceptor	Documentation and reflection
	Faculty Development activities	Educational meetings specific to school of nursing or university-wide Research Presentations	KWL Chart for activities

	Support Activities	Interview support staff: librarians, IT support, Recruitment, admissions, advising, learning/ testing center, counseling.	"How does your department support nursing….?" KWL description of interaction
	Web-based resources	Webinars QSEN modules AACN webinars Faculty Focus newsletters Nurse Tim webinars	KWL chart for activities Discussion question answers for QSEN Modules (1-6)
	Create faculty development module		
	Others		