

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST¹

UGPC APPROVAL: _____
 UFS APPROVAL: _____
 SCNS SUBMITTAL: _____
 CONFIRMED: _____
 BANNER POSTED: _____
 CATALOG: _____

DEPARTMENT: CHRISTINE E. LYNN COLLEGE OF NURSING	COLLEGE: NURSING
COURSE PREFIX AND NUMBER: NGR6944 L	CURRENT COURSE TITLE: Nursing Education Practicum
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): FALL 2013	TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO: ADVANCED NURSING EDUCATION PRACTICUM CHANGE PREFIX FROM: _____ TO: _____ CHANGE COURSE No. FROM: 6944 TO: 6944L CHANGE CREDITS ² FROM: 1-4 TO: 1-3 CHANGE GRADING FROM: _____ TO: _____ CHANGE DESCRIPTION TO: This course integrates the pedagogy of teaching with theories of nursing through guided practice in classroom, on-line and practice settings. Activities focus on curriculum development, teaching/learning strategies, and evaluation methods.	RATIONALE: By consolidating the 3-1 hour practicum courses into a 3 credit course, enrollment will be increased, thus protecting the course offering in the summer. In addition faculty assignments will be simplified. CHANGE PREREQUISITES/MINIMUM GRADES TO*: CHANGE COREQUISITES TO*: NGR 6713 or NGR 6711 or NGR 6718- CHANGE REGISTRATION CONTROLS TO: *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
Attach syllabus for ANY changes to current course information	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.	Please consult and list departments that might be affected by the change(s) and attach comments. ³

Faculty contact, email and complete phone number: Beth King 561-297-3249 bking@fau.edu

Approved by: Department Chair: <u>Shelley O'Neal</u> College Curriculum Chair: <u>Beth King</u> College Dean: _____ UGPC Chair: _____ Graduate College Dean: _____ UFS President: _____ Provost: _____	Date: <u>3-11-13</u> <u>3-11-13</u> _____ _____ _____ _____	<ol style="list-style-type: none"> 1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf 2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf 3. Consent from affected departments (attach if necessary)
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Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.
 FAUchange—Revised September 2012

**FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING**

**COURSE -SYLLABUS
Fall 2013**

<u>COURSE NUMBER:</u>	NGR 6944L
<u>COURSE TITLE:</u>	Advanced Nursing Education Practicum
<u>COURSE FORMAT:</u>	Live
<u>CREDIT HOURS:</u>	1-3 Variable credits
<u>COURSE SCHEDULE:</u>	This course will meet 3 times during the semester on the Boca Raton campus. Additionally each student will meet with the assigned preceptor to coordinate teaching/learning activities for the semester.
<u>PLACEMENT IN CURRICULUM:</u>	Required course offered every semester.
<u>PREREQUISITE/S:</u>	Department approval needed
<u>COREQUISITE/S:</u>	Corequisite: NGR 6713 or NGR 6711 or NGR 6718
<u>FACULTY:</u>	Kathryn B. Keller PhD, RN, CNE Associate Professor Office: 320 on the Boca Raton campus Phone: 562-297-2919 Kkeller@fau.edu
<u>OFFICE HOURS:</u>	

COURSE DESCRIPTION: This course integrates the pedagogy of teaching with theories of nursing through guided practice in classroom, on-line and practice settings. Activities focus on curriculum development, teaching/learning strategies, and evaluation methods.

COURSE OBJECTIVES: Upon completion of NGR 6944, the student will demonstrate evidence of:

Being competent:

1. Create a teaching/learning environment that fosters students' engagement in learning.
2. Integrate teaching/learning strategies to guide understanding of students as unique, whole and connected to others and environment.
3. Demonstrate effective use of educational/instructional technology. [Essential V]
4. Translate relevant research for nursing education. [Essential IV]

Becoming compassionate:

1. Develop a personal philosophy of teaching/learning grounded in caring.
2. Apply concepts of caring presence in nursing education through listening and dialogue.
3. Link a caring framework to evaluation strategies.
4. Demonstrate constructive evaluations that bridge student performance with growth. [Essential II]

Demonstrating comportment:

1. Explore image and use of self as caring educator. [Essential IX]
2. Promote a professional environment that includes accountability and communication competency while nurturing the wholeness of students. [Essential IX]
3. Explore innovative teaching/learning strategies for nursing education.
4. Develop a deep understanding of the nursing profession based on reflective practices and continue to develop their own plans for lifelong learning and professional development.

Becoming confident:

1. Integrate principles of adult learning in the evaluation of nursing education..
2. Integrate theory, evidence, clinical judgment, research, and interprofessional perspectives into nursing education settings. [Essential IV]
3. Mentor and coach novice and experienced nurses and other members of the healthcare team. [Essential VII]
4. Function as an effective group leader or member based on an in-depth understanding of team dynamics and group processes. [Essential VII]
5. Practice innovative teaching methods in various education settings.

Attending to conscience:

1. Develop assessment strategies that reflect the wholeness of the nursing student.
2. Apply and thread concepts of quality and safety throughout learning activities as a nursing educator in various settings. [Essential III] Evaluate personal teaching effectiveness
3. Analyze the effectiveness of evaluation strategies.

Affirming commitment:

1. Practice a personal philosophy of teaching nursing that nurtures the wholeness of students.
2. Practice educational strategies that support the uniqueness of students as persons living caring.
3. Synthesize role of nursing educator as teacher/learner grounded in caring.

TEACHING LEARNING STRATEGIES:

Practice teaching with an assigned mentor for preparation and teaching/learning classroom, on-line and nursing practice settings.

GRADING AND EVALUATION METHODS:

		<u>Due Date</u>
Log documenting hours completed	No points assigned	Final Exam date
Goals statement	10 points	Second Week Semester
Preceptor Evaluation	25 points	Mid Term & Final
Teaching Portfolio	50 points	Final Exam date
Participation in 3 group meetings/seminars held throughout the semester	15 points	

GRADING SCALE:

93-100 = A
90-92 = A-
87-89 = B+
83-86 = B
80-82 = B-
77-79 = C+
73-76 = C
70-72 = C-
67-69 = D+
63-66 = D
60-62 = D-
0-59 = F

Please note a Grade of B is required to remain in the graduate program.

RECOMMENDED TEXTS:

Clark, C., C. (2008). *Classroom skills for nurse educators*. Sudbury, MA: Jones Bartlett

Gaberson, K. & Oermann, M. (2010). *Clinical Teaching Strategies in Nursing, Third Edition*. Springer ISBN-13: 9780826105813

Morris, A. & Faulk, D. (2012). *Transformative Learning in Nursing*. Springer, ISBN-13: 9780826108685

Quinn Griffin, M. & Novotny, J. (2011). *A Nuts and Bolts Approach to Teaching Nursing, Fourth Edition*. Springer: ISBN-13: 9780826141545

Benner, P., Tanner, C. & Chesla, C. (2009). *Expertise in Nursing Practice: Caring, Clinical Judgment, and Ethics, Second Edition*, Springer: ISBN-13: 9780826125446

TOPICAL OUTLINE:

1. Choosing and completing meaningful practicum experiences
2. Writing personal goals statements for the practicum related to specific course assignments
3. Preparing a personal philosophy as a Nurse Educator
4. Review of Curriculum Vitae contents
5. Using nursing situations for self-development as a Nurse Educator
6. Writing a self-evaluation
7. Assembling an educational portfolio

COURSE ASSIGNMENTS:

Log: To complete this practicum successfully, the student is expected to demonstrate the completion of 120 hours of teaching related activities for each credit. The Log will contain, dates, hours worked each date, type of work completed on the date and preceptor's signature. No points are earned for completion of the log but it is required before a grade can be awarded. Submit to Course Faculty in Portfolio at the end of the semester.

Goals Statement: Personal objectives for the course. This is to be completed using the attached format, with preceptor signature, and submitted to the course faculty no later than Monday of the **Second** week of the semester. **Failure to do so could result in a lowered final grade.**

Preceptor Evaluation of Student Teacher: The first step of the evaluation process is for the student to complete a self evaluation using the provided evaluation form at both midterm and at the end of the semester. This self-evaluation should be an honest reflection of the student's performance within the practicum. Student should then submit the completed form to the preceptor at midterm and semester end. (See form on the Blackboard site). Preceptors will then dialogue with the student and add to or make changes to reflections as needed. Preceptors may also take into account student evaluations of the educator student performance.

Teaching portfolio:

At the completion of each semester an electronic portfolio will be submitted to the course faculty. It is due the first day of finals for the Fall or Spring semester and the first day of the last week of the Summer semester. Faculty specific portfolio requirements will be discussed during the first required practicum course meeting of the semester.

At a minimum the Portfolio will contain:

1. Table of Contents: This as a way to organize your contents and to facilitate finding particular documents.
2. CV
3. Teaching philosophy(a statement of beliefs about teaching and learning). As you go through the program you will continue to expand on your teaching philosophy to include classroom, online, and clinical teaching strategies specific to the coursework and teaching methodologies.
4. Nursing Situation: Include a teaching/learning exemplar of a nursing situation that highlights the caring between you and a student or faculty member that enhanced your personhood as teacher/learner and the other's personhood as student or preceptor.
5. Course/Courses you were mentored in:
 - Course title
 - Goals Statement: Personal objectives for the course.
 - Number of students
 - Copy of syllabus
 - List of your specific contributions to the course responsibilities: any exams or innovative teaching strategy you created or other evidence of your teaching/learning in the course. Include articles of interest that you shared with the students may have posted on Black Board or
 - Evaluations: Self-evaluations/Preceptor Evaluations: Include your mid term & final evaluations for this term; students' evaluations, letters from practice agencies. Evidence of teaching effectiveness (can possibly create this with survey monkey), and unsolicited student letters/emails, notes.
 - Log: Contains dates, hours worked each date, type of work completed on the date and preceptor's signature

COURSE SPECIFIC LITERATURE:

Barry, C. D., Blum, C., Eggenberger, T., Palma, C. & Mosley, R. (2009). Understanding Homelessness Using a Simulated Nursing Experience. *Holistic Nursing Practice*; 23(4): 229-236.

Barry, C. D., Blum, C. & Purnell, M.(2007). Caring for Persons Displaced by Hurricanes Katrina and Wilma: The lived experience of student nurses. *International Journal for Human Caring*. 11(2), 67-73.

- Di Leonardi, B., C. (2007). Tips for facilitating learning: The lecture deserves some respect. *The Journal of Continuing Education in Nursing*, 38(4), 154-161.
- Eggenberger, T., L., & Keller, K., B. (2008). Grounding nursing simulation in caring: An innovative approach. *International Journal for Human Caring*, 12(2), 42-46.
- Eggenberger, T., Keller, K., & Locsin, R. (2010). Valuing caring behaviors within simulated emergent nursing situations. *International Journal for Human Caring*, 14(2), 22-28.
- Gum, L., Greenhill, J., & Dix, K. (2011), Sim TRACT™: A reflective conceptual framework for simulation debriefing, *Journal of Transformative Education* (9), 2141, doi:10.1177/1541344611428470 -
- Gunnlaugson, O. (2011). Advancing a Second-Person Contemplative Approach for Collective Wisdom and Leadership Development. *Journal of Transformative Education* (9), 3-20, doi:10.1177/1541344610397034
- Kelley, K., Lepo, A. & Frinzi, C. (2011). Empathy and nursing education: 21st century nursing education. *International Journal for Human Caring*, 14(4), 22-29.
- Mälkki, K. (2010). Building on Mezirow's Theory of Transformative Learning: Theorizing the Challenges to Reflection. *Journal of Transformative Education* (8), 42- 62, doi:10.1177/1541344611403315
- Mamgain, V. (2010). Ethical Consciousness in the Classroom: How Buddhist Practices Can Help Develop Empathy and Compassion. *Journal of Transformative Education* (8), 22-41, doi:10.1177/1541344611403004
- Masters, J. (2005). Hollywood in the classroom: Using feature films to teach. *Nurse Educator*, 30, 113-116.
- McAllister, M. (2011). STAR: A Transformative Learning Framework for Nurse Educators *Journal of Transformative Education* (9), 42-58, doi:10.1177/1541344611426010
- Oermann, M., H. (2004). Using active learning in lecture: Best of both worlds. *International Journal of Nursing Educational Scholarship*. 1(1), 1-9.
- Royse, M., A., & Newton, S., e. (2007). How gaming is used as an innovative strategy for nursing education. *Nursing Education Perspective*, 28(5), 263-267.
- Touhy T., & Boykin, A. (2008). Caring as the central domain in nursing. *International Journal for Human Caring*, 12(2), 8-15.
- Wilby, M. (2011). Teaching others to care: a case for using humanities in nursing

education. *International Journal for Human Caring*, 14(4), 29-35.

COURSE POLICIES AND GUIDELINES

COURSE DETAILS:

- 1) **Time:** To complete this practicum successfully, the student is expected to demonstrate the completion of 120 hours of teaching related activities for each credit. These hours are recorded on a time log and signed by the assigned preceptor who supervised the work. The log is submitted to the course faculty at the end of each semester of practicum credits taken.
- 2) **Semester Goals:** For each semester you must consider what your personal and professional goals will be. These will be combined with the goals for your participation in the teaching activities, as determined in cooperation with your preceptor. It is advisable to complete these goals in advance of the semester in which you will be taking this course so that you will be ready to begin on the first day of class. Objectives to be submitted to the faculty who you are working directly with, no later than the **beginning** of the second week.

*** All assignment materials are due to the faculty preceptor no later than the end of the first day of finals or earlier if requested. Failure to do so may result in a lowered grade.

Teaching/Learning Environment:

Uniform Dress Code: Students must wear a FAU Student OWL ID which can be easily seen and used to identify you as a graduate student from FAU. The Education Practicum student should follow the dress code of the school/agency where assigned and the code of dress for the hospital/facility when engaging in practice experiences.

Requirements for Practicum: Background Checks and related items will be completed at the time of Admission to the College of Nursing. **Students must have completed the college of nursing practicum requirements before engaging in any practicum experiences.**

See the College of Nursing web site for more details in the College Graduate Student Handbook.

COLLEGE OF NURSING AND UNIVERSITY POLICIES:

Policies below may be found in:

- a). The faculty reserves the right to make changes in course content and requirements.

- b). The Christine E. Lynn College of Nursing Graduate Handbook located at:
<http://nursing.fau.edu/index.php?main=3&nav=457>
- c). Florida Atlantic University's Academic Policies and Regulations
<http://www.fau.edu/academic/registrar/catalogRevs/academics.php>
and <http://www.fau.edu/regulations>

CODE OF ACADEMIC INTEGRITY

The University policy regarding academic integrity is enforced in this course. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see:

http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. **ANY** act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton – SU 133 (561-297-3880), in Davie – MOD 1 (954-236-1222), in Jupiter – SR 117 (561-799-8585) or at the Treasure Coast – CO 128 (772-873-3305), and follow all OSD procedures.

INCOMPLETE POLICY:

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of “F” from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of “I” (incomplete). This must be changed to a grade other than “I” within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University approved reasons for absences include

participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

RELIGIOUS ACCOMMODATION

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

USE OF STUDENT COURSE MATERIAL

The Christine E. Lynn College of Nursing may use students' course-related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.

CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF PHILOSOPHY

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well being is creating and living the meaning of life. Persons are nurtured in their wholeness and well being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guides the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.

Course Schedule

Unit 1	Choosing and completing meaningful practicum experiences Practicum hours with Preceptor	Weekly log
Unit 2	Writing personal goals statements for the practicum related to specific course assignments Practicum hours with Preceptor	Weekly log//Goal Statements
Unit 3	Preparing a personal philosophy as a Nurse Educator Practicum hours with	Weekly log

	Preceptor	
Unit 4	Review of Curriculum Vitae contents Practicum hours with Preceptor	Midterm log/preceptor Evaluation
Unit 5	Using nursing situations for self-development as a Nurse Educator Practicum hours with Preceptor	Weekly log
Unit 6	Writing a self-evaluation Practicum hours with Preceptor	Weekly log
Unit 7	Assembling an educational portfolio Practicum hours with Preceptor	Weekly log/Preceptor Evaluation Final Evaluation/Portfolio