**Course name, prefix, and number**: Nursing Education Practicum, NURS 9012

**Credit hours and prerequisites**: 3 hours (0-8-3) with prerequisite of NURS 9002 and

NURS 9003

**Catalog description**:

Nurse Educator Practicum course provides the student with opportunities to practice the roles, processes, and functions of a faculty member as learned in previous courses. This course focuses on the application of the nurse educator’s functions of assessing, planning, intervening, monitoring, and evaluating nursing education in the academic environment. Emphasis is placed on implementing a coordinated, interdisciplinary, collaborative, technologically appropriate and integrated approach to nursing curriculum, design, implementation, and evaluation.

**Learning outcomes**:

1. Implement a variety of teaching strategies appropriated to learner needs, desired learning outcomes, content and context.
2. Integrate instructional strategies grounded in education theory and evidence-based teaching strategies.
3. Demonstrate competence in multicultural, gender and experiential influences that enrich the teaching learning environment.
4. Develop educational resources for diverse learners to meet their individual learning needs.
5. Implement assessment and evaluation strategies that are appropriate to learning goals and objectives.
6. Demonstrate knowledge of curriculum development to include identification of program outcomes, development of competency statement, delineation of learning objectives, selection of appropriate learning activities and design of effective evaluation strategies.

**Sample textbooks**:

* Billings, D.M., & Halstead, J.A. (2011). *Teaching in nursing: A* *guide for faculty*

(4rd ed). St. Louis: Saunders. (ISBN # 978-1455705511).

* Bradshaw, M. & Lowenstein, A. (2011.) *Innovative teaching strategies in nursing and*

*related health professionals* (5th ed). Sudbury: Jones & Bartlett. (ISBN# 978-07637-6344-2)

* Gaberson, K.B., & Oermann, M.H. (2010). *Clinical teaching* *strategies in nursing* (3nd ed). New York: Springer (ISBN # 9780826105813).
* Herrman, J.W. (2008). *Creative teaching strategies for the nurse educator.* Philadelphia: F.A. Davis. (ISBN# 978-0-8036-1432-1).
* Penn, B.K. (2008). Mastering the teaching role: A guide for nurse educators. Philadelphia: F.A. Davis. (ISBN# 978-0-8036-1823-7).
* Svinicki, M. & McKeachie (2011). *McKeachie’s teaching tips (*13thed). Belmont: Wadsworth. (ISBN# 978-495-80929-6)
* Weimer, M. (2002). *Learner-centered teaching: Five key changes to practice.* San Francisco: Jossey & Bass. (ISBN# 0-7879-5645-5).

**Topics for class sessions**:

* Module1- Nursing within the Larger Educational Institution
* Module 2- Faculty Role in Teaching, Scholarship and Service
* Module 3- Classroom Teaching Evaluation
* Module 4- Clinical Teaching Evaluation
* Module 5- Legal Issues for Nurse Educators
* Module 6- Ethical Issues for Nurse Educators
* Module 7- Professional Development for Nurse Educators
* Module 8- The Nurse Educator Advocacy Role
* Module 9- Regulation of Nursing Education

**Generic assignments/methods of evaluation**:

1. Core Competency Checklist: Pass/Fail
2. Teaching Evaluation: 15%
3. Practicum Logs: 30%
4. Weekly Discussion Assignments: 40%
5. Teaching Portfolio: 15%

**Grading System:**

A = 90 – 100

B = 80 – 89

C = 75 – 79

F = below 75

No course in which a student receives a C grade can be applied to education (Ed.D.) or psychology (Psy.D.) doctoral degree programs of study.

October 09, 2012