



**Nursing Department**  
**NUR 535 – Nurse Educator Practicum**  
**Syllabus - Summer 2010**

**Course Faculty**

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**Nursing Department**

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**Course Prerequisites:** Successful completion of Core and Clinical courses - NUR 510, NUR 512, NUR 514, NUR 516, NUR 520, NUR 522, NUR 525, NUR 531, NUR 533, NUR 558.

**Course Co-requisite** - NUR 559

**Course Description** - This course will give students the opportunity to apply concepts and develop skills in curriculum development, classroom and clinical teaching, and evaluation methods in an educator role within the student's area of specialization. The student can choose from a variety of opportunities in clinical settings with patients or staff nurses or with nurse educators in clinical or academic settings. Students will gain experience interfacing with faculty, administrators, and support service personnel in the institution(s) of their choice. The student will complete 84 hours (2credits) of clinical experience in an educator role and 42 hours (3credits) in classroom seminars.

**Credit delineation formula:** 1 credit hour = 1 hour of class time per week

(3 credits = 3 class hours per week x 14 weeks = 42 hours of class time)

1 credit hour = 3 hours of clinical time per week

(2 credits = 6 clinical hours per week x 14 weeks = 84 clinical hours)

**Placement** – Second year – Summer semester

**Credits** – 5 credits (see above – Credit delineation formula)

**Course Withdrawal** - The withdrawal period for students at Cedar Crest College for Summer 2010 ends on Wednesday, August 4 at 4 PM.

**Course/Clinical Objectives:**

1. Develop strategies to increase personal effectiveness as a nurse educator.
2. Create and implement an evidence-based teaching and evaluation plan for the individual's practice setting.
3. Construct and evaluate classroom tests and assessments that measure a variety of learning outcomes.
4. Participate in educator activities in academic or health care settings.
5. Discuss and debate legal, ethical, and moral issues of instructional process in nursing education.
6. Appropriately and skillfully apply technology to support the teaching-learning process.

**Course Format**

Teaching practice, lecture, discussion, guest speakers, presentations, web-enhanced assignments, seminars.

**Textbooks**

**Required**

Bastable, S. B. (2008). *Nurse as educator: Principles of teaching and learning for nursing practice* (3rd ed.). Sudbury, MA: Jones and Bartlett. (from NUR 533)

Billings, D. M., & Halstead, J. A. (2009). *Teaching in nursing: A guide for faculty* (3<sup>rd</sup> ed.). St. Louis, MO: Saunders.

O'Connor, A. B. (2006). *Clinical instruction and evaluation: A teaching resource* (2nd ed.). Sudbury, MA: Jones and Bartlett. (from NUR 533)

Oermann, M.H., & Gaberson, K. B. (2009). *Evaluation and testing in nursing education* (3rd ed.). New York: Springer. (from NUR 533)

## **Recommended**

Smith, M. (2005). *The legal, professional, and ethical dimensions of higher education*. Philadelphia, PA: Lippincott, Williams, & Wilkins.

Zorn, C. R. (2010). *Becoming a nurse educator: Dialogue for an engaging career*. Sudbury, MA: Jones and Bartlett.

## **Class Policies**

### **Syllabus and Pacing Schedule**

The syllabus and pacing schedule provide a general plan for this course; faculty reserve the right to make changes to the syllabus and/or pacing schedule including but not limited to assignments, time tables, projects, etc.

**Honor Code** – I fully support the Cedar Crest College Honor Code.

### **Plagiarism**

**Plagiarism** is the presentation of someone else's paper or work under one's own name with or without additions or modifications; downloading and turning in a paper from the internet or including concepts, phrases, sentences, or paragraphs from print or electronic sources whether verbatim or paraphrased in one's own paper without proper attribution.

Plagiarism and/or careless scholarship will result in additional points being taken off the grade of any assignment/paper, so that the grade may be lowered to zero. Penalties for academic dishonesty may be even more severe. See "Response to Academic Misconduct" in the Cedar Crest College Student Handbook.

All papers are to be the student's original work. **Submission of a paper from a previous course or from a previous assignment in this course is unacceptable and will result in a grade of zero (0).**

### **General Participant Responsibilities**

1. Actively participate in each class session and on-line sessions (if used in course).
2. Be prepared for each class session by reading the required readings and submitting assignments on time.
3. Regularly check your Cedar Crest College e-mail account.

**Class Attendance** – As per the Cedar Crest College Student Handbook. Students are expected to be present for all classes and other learning experiences. Students who have extenuating circumstances need to communicate with the faculty as soon as possible.

**Class Participation** – Class participation is 15% of the total grade. See grading rubric on e-college.

### **Classroom Protocol**

#### **Learning Environment and Appropriate Classroom Behavior**

Cedar Crest College maintains a classroom and learning environment dedicated to scholarly, artistic, and professional inquiry. The college's community of learning is founded upon the intellectual freedom of students and faculty in pursuit of knowledge and understanding. Such an environment depends upon the insights of the liberal-arts disciplines, as well as a respect for the global diversity of viewpoints and cultural backgrounds.

The college expects students to conduct themselves in a manner that best realizes their own and other students' education. Appropriate classroom behavior includes, but is not limited to, the expectations for students: to attend and be prepared for all classes, to arrive and leave on time, to treat the faculty members and other students with respect, to refrain from any activities within the classroom that do not directly pertain to the business of the class, to use language that is respectful and non-abusive, and to otherwise refrain from any behavior that disrupts or jeopardizes the learning environment as determined by a reasonable faculty member.

#### **Late assignments**

Ten points will be deducted for each day an assignment is late. On the fifth day the student will receive a grade of zero for the assignment. Students are to discuss extenuating circumstances with faculty prior to the assignment due date. Faculty reserve the right to determine extenuating circumstances.

#### **Accountability for assignments**

Students are to keep hard copies AND electronic copies of all submitted work.

#### **Documented disabilities**

Students with documented disabilities who may need academic accommodations should discuss these needs with the professor of the course during the first 2 weeks of class. Students with disabilities who wish to request accommodations should contact Academic Services.

## Course Assessment

<b>Nurse Educator Interview</b>	<b>25%</b>
<b>Journal</b>	<b>20%</b>
<b>Teaching Plan</b>	<b>Total of 30%</b> <ul style="list-style-type: none"><li>• <b>Written teaching plan – 20%</b></li><li>• <b>Presentation of teaching plan – 10%</b></li></ul>
<b>Learning Team Activity</b>	<b>10%</b>
<b>Participation</b>	<b>15%</b>

## Grading

100 - 93	<b>A</b>	79 - 77	<b>C+</b>
92 - 90	<b>A-</b>	76 - 73	<b>C</b>
89 - 87	<b>B+</b>	72 - 70	<b>C-</b>
86 - 83	<b>B</b>	69 - 60	<b>D</b>
82 - 80	<b>B-</b>	Below 60	<b>F</b>