

**UNIVERSITY OF NEVADA, LAS VEGAS
SCHOOL OF NURSING**

NURS 733: Nursing Education Practicum I

Placement in Curriculum: 2nd year

Prerequisites: NURS 709

Co-requisite: NURS 724, 710

Credits: 2 (6 clock hours/ week)

Course Faculty: Lori Candela, RN, EdD, FNP-BC, CNE
Office hours: M: 12-2 pm (in office); **Wed: 5-7 pm** (online)
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* Students: please e-mail me through the course unless the course site is down.

Course Description

Applies strategies and concepts of the nurse educator role in clinical or classroom setting in area of clinical specialty.

Course Objectives

Course Objectives	MSN Program Outcomes
1. Exhibit behaviors congruent with personal philosophy of nursing education and the legal/ethical practice of nursing education, while appropriately applying the rights and responsibilities of a nurse educator.	8. Synthesize social, cultural, financial, legal, ethical, and political influences to advance nursing practice, healthcare, and education.
2. Develop a personal vision of the nurse educator role within the context of chosen clinical area and practice setting.	9. Model the professional role of an advanced practice nurse or nurse educator in daily practice.
3. Develop nurse educator role abilities through critical review of the literature, internal and external assessment and ways of knowing.	1. Integrate scientific findings from health and educational fields to include but not limited to nursing, social sciences, and humanities.

<p>4. Meet practicum outcomes as specified in classroom/clinical performance evaluation.</p>	<p>2. Assimilate leadership at the organizational and systems level to advance safe high quality outcomes in clinical or educational settings.</p> <p>6. Practice advocacy to improve education, the health of the public, and the profession of nursing.</p> <p>7. Employ culturally appropriate skills in communicating and collaborating with interdisciplinary teams to achieve positive outcomes in clinical or educational settings.</p> <p>9. Model the professional role of an advanced practice nurse or nurse educator in daily practice.</p>

Texts, readings, and instructional resources

Required Texts:

Bastable, S. B. (2008). *Nurse as educator: Principles of teaching and learning for nursing practice*, (3rd or 4th ed.). Sudbury, MA: Jones & Bartlett.

Billings, D. M. & Halstead, J. A. (2012). *Teaching in nursing: A guide for faculty* (4th ed.). St Louis: Elsevier.

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

Recommended Texts:

Young, L. E. & Paterson, B. L. (2006). *Teaching nursing: developing a student-centered learning environment*. Philadelphia, PA: Lippincott Williams & Wilkins.

Additional Readings: from other nursing textbooks, as applicable, as well as internet literature searches.

Description of Instructional Procedures: Asynchronous, online course. Instructional strategies include review of course materials, viewing of videos and any audio files. Peer engagement is provided via discussion posting assignments. The majority of time is spent in the actual teaching practicum.

Assignments, evaluation procedures, and grading policy

Academic Requirements – Issues from Practice discussions; Clinical or Classroom Performance logs; satisfactory Classroom or Clinical Performance (CPE) evaluation by the end of the semester.

Grading

The course grading scale follows the approved scale of the School of Nursing. As per School of Nursing policy, there is no rounding (up or down) or scores; thus, a grade of 89.99% will be recorded as 89%. A minimum of a “B” grade (83%) is required to satisfactorily complete the course.

All written assignments must be submitted by the end of the semester or a "0" will be assigned for that particular assignment.

All written work is subject to review through anti-plagiarism. Please assure that your work is original. In cases where you use information or knowledge gained from an author (whether published or not published and including use of websites) must be properly cited per APA formatting guidelines.

A	93-100	B-	80-82	D+	68-69
A-	90-92	C+	78-79	D	63-67
B+	88-89	C	75-77	D-	60-62
B	83-87	C-	70-74	F	Below 59

Teaching Strategies:

1. Student preceptorship in clinical or classroom setting
2. External and internal assessments of performance
3. Group Discussions
4. Documentation of classroom or clinical activities

Assignment Point Breakdown:

Assignment	Points
1. Discussion Questions (DQ): (3) @ 10 points each	30
2. Clinical Performance Evaluation (CPE) in	30*

Assignment	Points
practicum performance in the classroom or clinical setting. * Note: to acquire the 30 points, a satisfactory must be achieved in each performance element on the final evaluation. Any unsatisfactory in any element results in 0 points for the entire CPE.	
3. CPE Log (4) @ 10 points each Please note: failure to satisfactorily address all performance measures in at least two different logs over the course of the semester will result in a 10 point deduction on the final log submission, regardless of content contained.	40
TOTAL POINTS FOR COURSE: 100	

Grading Scale***

Points	Letter Grade
93-100	A
90-92	A-
88-90	B+
83-87	B
80-82	B-
78-79	C+
75-77	C
70-74	C-
68-69	D+
63-67	D
60-62	D-
59 or below	F

See course calendar for specific due dates for course assignments.

Assignment Information:

1. Much of your time in NURS 733 is dedicated to the preparation and execution of your teaching in a clinical or classroom setting. However, select assignments have been designed to reflect on your learning through the program, your beliefs regarding the practice of being a nurse educator, exploration/discovery of issues that are significant to nurse educators, nursing students, and nursing programs, and learning and supporting each other as peer colleagues. A brief description of assignments is provided here. Also please see information related to assignments on the homepage under the Essential information folder.

2. *Discussion Questions (DQ)*: there will be three DQ discussions throughout the semester. The DQ is a way for you to begin conceptualizing the Nurse Educator Scholarship Project you will write next semester. The project must be based on something that you have identified as an issue in the practicum setting. Every practicum experience is wonderful opportunity to grow and learn in the nurse educator role. Clearly, you will notice aspects that go very well and perhaps some that do not. Additionally, your reviews of literature that you have been conducting over a number of semesters may be pointing out more novel educational aspects that are currently not in the practicum but may truly enhance it. Examples of ideas for projects from the past have included: developing student abilities to engage in evaluation of others, integrating electronic health records into the course, fostering civility in the learning environment, and implementing a near-peer support program for students. Of course, these are just examples. What your project will ultimately look like will depend on what the needs are in the area where you are doing the practicum. Please refer to the DQ evaluation rubric in the Essentials folder for more information on the DQs and what the exact question is for each one. At the time indicated on the course calendar, you will provide an initial post. What you will post on is indicated under the DQ focus on that evaluative rubric. Then, you will read through the posts of your peers and thoughtfully respond to others. So, this is very much about what is or is not happening in the practicum and how you will address it. Your engagement in these DQs is a great way to really prepare yourself for the full writing of the project next semester while keeping firmly grounded in what is going on in your practicum setting right now. These DQs are professional discussions, so no names or use of anything that could identify a person's identity. However, in the interest of everyone's understanding, descriptions you do need to be specific and complete. Peer responses also need that same level of specificity and detail. Finally, the DQs are the only real opportunity to learn and engage with your peers during the practicum. Therefore, it is important you be highly engaged and responsive in every DQ.
3. *CPE logs*: For this semester, you will use a table format to complete your four logs. This will help to assure that you are attending to each performance element. **Each** of the nine performance measures must be satisfactorily detailed by specific examples on at least 2 log periods. I have provided a template for you to follow (under the Essentials folder). The table must include: specific, objective logging of activities that demonstrate exactly how you are meeting the performance elements, identification of the performance element that you are addressing and number of hours for activities in each log. As you continue to submit logs, you will carry your practicum hours over so that each progressive log shows both the log hours for the period and total, cumulative hours. **ONLY ADDRESS THE PERFORMANCE MEASURES THAT APPLIED TO WHAT YOU DID DURING THE LOG PERIOD.** This means that not every performance element will have information on it in every log. That is normal and expected. However, you

must address each performance measure satisfactorily in at least two different logs throughout the semester. You will be submitting the CPE log table approximately every 3-4 weeks to the assignment area. Be sure to review any feedback provided before writing your next log. Please note: failure to satisfactorily address all performance measures in at least two different logs over the course of the semester will result in a 10 point deduction on the final log submission, regardless of content contained. The rubric for evaluation of the CPE logs and due dates are located in the Essentials folder.

4. *CPE*: this is the evaluation form based on the performance objectives. As noted above, I will assign the final points but I do rely on what you write in your logs, your preceptor's input and my observations. It is imperative to keep "checking in" with your preceptor as to your performance and how you can improve. You must achieve a satisfactory for every performance objective by the end of the semester in order to get the points. Any unsatisfactory in any category in the final evaluation results in 0 points for the entire CPE. A copy of the CPE can be found in the Essentials folder.

Additional Course Information:

1. All criteria for evaluations are located on the homepage under the Essentials folder.
2. All assignment due dates are listed on the course calendar on the homepage under the Essentials folder.
3. It is very important to login into the course at least 2-3 times/week. Every time you login, be sure to check your course e-mail This version of Webcampus does not alert you when you have new e-mail, so you must be proactive and do this extra step.
4. All signed preceptor agreement forms MUST be back to me by the end of the second week of the semester (you may scan in signed copy and send by e-mail through the course OR fax to me at 702.895.4807).
5. Students are evaluated by the preceptor, the NURS 733 course faculty and the student (self evaluation) at midterm and at the end of the semester. Please take the time now to read the CPE carefully. You are required to achieve a satisfactory in every performance element by the end of the semester. The ultimate rating is determined by the NURS 733 course faculty. I will also be heavily relying on the input from you and your preceptor. Satisfactory means acquiring full points for providing specific examples of how each performance measure was met in at least two separate log submissions.
6. You will be responsible for organizing all meetings to discuss your progress between you, your preceptor and me.
7. If you are student teaching in the classroom or clinical setting, I will be observing around midterm and, possibly, during the latter half of the semester. Again, this is your responsibility to arrange so that I can see you in your teaching role. Please schedule this before the eighth week of the semester.

8. All student, preceptor, and course faculty CPE evaluations are done through E-Value. You and your preceptor will be receiving a notice to complete the midterm and final CPE through your Rebel mail account (your preceptor will receive the notice via their university e-mail). If you wish to receive that notice to your personal e-mail, please go into Rebel Mail and click on frequently asked questions.
9. End of course student evaluation of the practicum site and student evaluation of the preceptor forms are required for you to complete at the end of the semester. They are available to view under the Essentials folder. These forms will be due through E-Value. So, near the end of the semester, you will receive a notice through your Rebel mail to go in and complete these forms.
10. **All** evaluations must to be completed through E-Value before the final grade is turned into UNLV Web Grading.
11. **Any** near miss or actual incident that occurs in the clinical or classroom setting **must** be reported immediately to the preceptor, the staff nurse in charge of the patient, and to me. You must also complete the UNLV SON Incident Report (under the Essentials folder). The completed form must be given to your preceptor and to me within 24 hours of the incident. You are also expected to assist in completing any facility reports related to the incident as well as notification of the physician in charge of the patient. At all times, the highest priority is to assure patient safety.
12. I log into the course every day during the business week unless otherwise specified. I strongly encourage you to check in at least every day for information, updates, and answers to questions. I will NOT be contacting you through your personal e-mail unless it is an e-mail being sent jointly to you and your preceptor. NOTE: it is important to remember to check your course e-mail every time you login. The system does not prompt you when you have new e-mail. This is the primary communication method for me to you and vice versa in the course. So, please take the extra few seconds to check your mail every time you login.

Student Expectations in Clinical and Classroom Settings:

1. Attend every scheduled class if you are in the classroom or lab setting.
2. Attend at least 11 weeks of clinical sessions if you are in the clinical area (the dates that you will not be in clinical are negotiated with your preceptor). Also, you must let your preceptor and me know in advance what the dates are that you will not be in clinical.
3. Use innovation and best practices to develop and work with students.
4. If in clinical, assist with making student assignments.
5. If in the classroom, teach a minimum of **six** different times during the semester.
6. If in the classroom, develop test items for potential use.
7. If in the classroom, assist with test administration and analysis.
8. If in clinical, manage larger numbers of students as the semester progresses.
9. If in clinical, facilitate at least **four** post conference sessions.

10. If in the lab for the semester, teach all skill segments, observe and provide critical feedback to students during practice and assist with any graded labs as needed.
11. If in clinical, participate in any lab or simulation sessions scheduled on regular clinical days.
12. The highest priority in clinical is to keep patients safe. Do not perform or supervise any skill or procedure that is not within your scope of nursing practice or that you are not experienced or familiar with. If you are in doubt or have any questions, please refer to your preceptor. Failure to do so may result in failure in the practicum.
13. Read, understand and apply information that students are required to know.
14. Learn student expectations in the course.
15. Follow all institution policies.
16. Solicit preceptor feedback weekly.
17. Use preceptor feedback for improvement.
18. Be professional- punctual, prepared, appropriate dress, respectful.
19. Work with the preceptor prior to the start of the semester to determine your process going forward, when you will teach, obtain needed course texts, etc.
20. Report any issues of concern regarding students in the classroom or clinical setting IMMEDIATELY to your preceptor and to the NURS 733 course faculty.

Preceptor Expectations (classroom or clinical settings):

1. Spends time with student teacher at the beginning of the semester explaining focus of course and nursing student expectations. Has student "shadow" a minimum of 1 week in clinical. Then directly observes nurse educator student performance to ascertain skill and comfort in managing students.
2. Provides relevant course materials such as books, syllabus to the student teacher.
3. Encourages increasing student teacher responsibilities as semester progresses.
4. Provides direct supervision of the student teacher in the class or clinical setting.
5. Available to the student teacher for consultation and advising throughout the semester.
6. Knowledgeable regarding teaching content area.
7. Current in clinical skills and/ or in theory content.
8. Provides constructive feedback on student teacher performance.
9. Acts as a role model to the student teacher in developing nurse educator skills.
10. Encourages student teacher input on ways to improve the course.
11. Participates in mid semester and end of semester evaluation of the student teacher.
12. Reports any concerns related to the student teacher to the NURS 733 course faculty immediately (contact information listed on the first page of this syllabus).

Instructor Response Time:

For emails sent to me Monday through Friday (during normal business hours), I will respond within 24 hours, unless otherwise indicated. For emails sent to me on weekends and holidays, you may expect a response within 48 hours.

UNLV POLICIES & GUIDELINES

Academic Misconduct – Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <http://studentconduct.unlv.edu/misconduct/policy.html>.

Copyright – The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you

to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC) – The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you.

If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to **the instructor** during office hours so that **you** may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach **the instructor** before or after class to discuss your accommodation needs.

Religious Holidays Policy – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes, **January 30, 2015**, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Incomplete Grades - The grade of I – Incomplete – can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring – The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling 702-895-3177 or visiting the tutoring web site at: <http://academicsuccess.unlv.edu/tutoring/>.

UNLV Writing Center – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information at: <http://writingcenter.unlv.edu/>

Rebelmail – By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**