

Webster University
MSN Program
NURN 5230 Teaching Practicum in Nursing I

Term: Fall I, 2009 (Aug 24-Oct 16)

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Class: Monday: 5:30 — 9:30pm

Course Description:

Course content focuses on the development of lesson plans appropriate for defined learner populations. Students design, implement and evaluate educational plans. Students collaborate with faculty and chosen preceptor on lesson plans. The role of the educator in a teaching setting is explored.

Prerequisites: NURN 5210 and NURN 5220 or permission of the instructor.

Credits: 3 (1.5 credit hours class and 1.5 hours practicum)

Course Objectives:

Upon completion of this course, the student will be able to:

1. Develop a lesson plan for specific class sessions.
2. Select appropriate teaching/learning strategies for classroom instruction.
3. Implement a lesson plan with students, staff, or clients.
4. Participate in the planning and supervision of clinical learning experiences appropriate for students or staff members.
5. Develop appropriate methods for evaluation of learner outcomes.
6. Analyze the practicum experience through self-evaluation of the teaching/learning experiences.
7. Discuss the role of the nurse educator in the practice setting.
8. Examine ethical issues related to the role of the nurse educator.
9. Discuss current research in nursing education.

Readings:

DeYoung, S. (2009). *Teaching strategies for nurse educators* (2nd ed.).

Upper Saddle River, NJ: Prentice Hall.

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

Other readings as assigned.

Essential Course Content:

Learner objectives	Educator role
Philosophy of education	Evaluation of testing methods
Lesson plans	Ethical issues
Research in nursing education	

Cell Phones/Pagers:

These devices are to be in the **OFF** or **Vibrate** mode during class.

Class Attendance

Attendance for **all** scheduled class periods is an expectation. The final course grade will be lowered proportionally for absences, late arrivals and early departures.

Course Requirements:**Blackboard:**

This is a web-enhanced course that uses **Blackboard** to augment the traditional course activities. Students are expected to access and participate in the Blackboard course discussions a minimum of once a week beginning Week One. The instructor will post questions or assignments that students are expected to respond to in a meaningful way. Each student is expected to begin a discussion topic by posting their own questions, observations or comments regarding teaching and learning or their practicum experiences in a minimum of three different weeks during the course. Students are expected to respond to each other's questions/comments. Participation in Blackboard is evaluated both quantitatively and qualitatively.

As a separate expectation, practicum activities are documented and processed in a reflective journal located within the Blackboard class space.

Class:

Philosophy: The agency philosophy/mission statement and organizational structure are obtained. These will be discussed in class and compared/contrasted to the student's philosophy of education developed in *Instructional Methods*.

Evaluation methods: Students will work in small groups to develop and evaluate test questions. Group assignment due Week Seven.

Practicum:

Students have 36 hours of teaching experience including a teaching practicum, clinical supervision, and a seminar presentation.

Required Documentation

Students must have ALL required information for clinical (license, TB, immunizations, drug screen, background check, BCLS or ACLS, and confidentiality statement [signed annually each school year] on file in the nursing office before beginning any clinical. Additionally competency on Clinical Orientation Exam is required. Failure to submit any of the documentation may result in withdrawal from the course or a grade of "F" for assignments.

Seminar: The focus of the seminar is presenting a topic to MSN students to broaden their knowledge of the topic and how they might apply the information in their role as an educator. Topics might include: alternative nursing programs; collaborative learning; writing assignments; clinical evaluation; the nurse educator shortage; ethical issues affecting nurse educators; scaffolding; other topics remaining from the Instructional Methods class; etc. A lesson plan is developed for the seminar including learner objectives, content outline, and teaching strategies and methods. Methods for evaluation of learning are developed. A reference list in APA format is included with the lesson plan. References are scholarly journals and texts and within the last 5 years. A minimum of 8 references is required.

As in the Instructional Methods course, lesson plans, reference lists, participant assignments are due a minimum of one week prior to the Seminar presentation. The seminar is 50 minutes in length and will be videotaped. A variety of teaching methods should be utilized, including strategies to engage the audience in discussion of the topic. PowerPoint is the primary method utilized for the presentation. Presenters complete a self-evaluation of the teaching experience. (Due noon Friday of the week the seminar was presented) Peer evaluations are completed by classmates and summarized by the instructor for the student.

Participants in the seminar need to play an active role by considering the topic, reading the text where appropriate, completing any assignments, and being prepared to participate in discussion.

Teaching Practicum Students are placed in schools of nursing, staff development or client education settings that are not a regular part of their current job. Mentors must have a minimum of a MSN. Students initiate contact with the mentor. A letter of agreement is sent by the instructor to the mentor along with a syllabus, guidelines for the practicum, and an Evaluation form.

Students develop personal learning objectives for the teaching practicum. Students are required to teach one 50-minute didactic session and to engage in 8 hours (two clinical sessions) of clinical supervision. This teaching experience includes time with the mentor at the agency, class and clinical attendance for observation, actual classroom teaching, clinical supervision time, and other practicum activities. Additional information is included in the teaching practicum guidelines.

Reflective Journal Students will use reflective journaling to document, examine and explore their practicum experiences. Requirements and process will be discussed in the first class meeting.

Conferences. Students are expected communicate using Blackboard throughout the course and to arrange individual conferences as needed with the instructor for supervision.

Course Evaluation:

Learner objectives	10 points
Seminar presentation & participation	30 points
Teaching Practicum	30 points
Agency philosophy/discussion	10 points
Development/evaluation of test questions	10 points
Active participation in Blackboard	10 points

Grading Scale:

A/A-	Superior graduate work
B+/B/B-	Satisfactory graduate work
C	Work that is barely adequate as graduate-level performance
CR	Work that is performed as satisfactory graduate work (B- or better). A grade of "CR" is reserved for courses designated by a department, involving internships, a thesis, practicums, or specified courses.
F	Work that is unsatisfactory
I	Incomplete work
IP	In progress
NR	Not reported
W	Withdrawn from the course

Weekly Outline

Week 1 Aug 24	Introduction to course ~ Practicum Expectations Blackboard review Personal learning objectives Reflective Journaling Role of the Nurse Educator Seminar presentations Gina T. [Alternative Nursing Programs]; Mary W. [Ethical Issues for Educators] Assignment: Week One E-Reserves Oermann & Gaberson, Chs. 1, 2 Seminar assignments
Week 2* Aug 31	Methods for evaluation and testing Test Construction group work--see Blackboard Seminar presentations Jennifer B. [Lecture]; Jill V. [Scaffolding]; Brenda W. [Faculty Progression & Appointments] Assignment: Seminar assignments Oermann & Gaberson, Chs. 3-7 DeYoung, Chs. 12-14 Assignment: Week Two E-Reserves
Week 3 Sept 7	Labor Day Work with mentors over the week Test Construction group work Blackboard

- Week 4***
Sept 14
- Seminar presentations** Debra D. [Learner Objectives];
Debbie G. [Nurse Educator Shortage]; Megan J.
[Clinical Evaluation]
Test Construction group work
Assignment:
Seminar assignments
Oermann & Gaberson, Chs. 8-10
- Week 5***
Sept 21
- Seminar presentations** Frankie D. [Student Writing];
Belva G. [Rubrics]; Audrey K. [Humor]
Test Construction group work
Assignment:
Seminar assignments
- Week 6**
Sept 28
- Work with mentors
Conferences with course instructor as needed
- Week 7**
Oct 5
- Work with mentors
Conferences with course instructor as needed
Assignment:
Group test **DUE Blackboard**
- Week 8**
Oct 12
- Personal and agency philosophy discussion
Evaluate practicum experiences
Methods for evaluation
Review Test
Assignment:
Read Philosophies of classmates and Mission,
Philosophy and Organizational Structure of Agency
Placements for Practicum in preparation for
discussion

**Class meetings Weeks 2, 4 and 5 will be extended by 30 minutes.*

Syllabus is subject to change. (7-09 mlt)