

**Webster University**  
**MSN Program**  
**NURN 5240 Teaching Practicum in Nursing II**

**Term:** Fall II, 2009 (Oct 26-Dec 18)  
**Instructor:** Margo Thompson, RN, EdD, CNE  
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**Class:** 5:00 — 9:00pm

**Course Description:**

A continuation of Teaching Practicum I. The student further designs, implements and evaluates educational plans with selected student, staff or client groups at the chosen practicum site. The role of the nurse educator in schools of nursing, staff development and community settings is analyzed. Prerequisites: NURN 5210, 5220 & NURN 5230.

**Credits:** 3 (1 class hour and 2 hours practicum)

**Course Objectives:**

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

1. Design plans utilizing appropriate teaching strategies for students, staff or clients.
2. Manage clinical learning experiences appropriate for students and staff.
3. Integrate learning theory, clinical practice, and research in the implementation and evaluation of selected teaching experiences.
4. Analyze the role of the nurse educator.

**Readings:**

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

Upper Saddle River, NJ: Prentice Hall.

National League for Nursing Certification Governance Committee. (2005).

*The scope of practice for academic nurse educators*. New York:

National League for Nursing.

Oermann, M. H., & Gaberson, K. B. (2006). *Evaluation and testing in nursing education* (2<sup>nd</sup> ed.). New York: Springer.

Gaberson, K. B., & Oermann, M. H. (Eds.). (2006). *Clinical teaching strategies in nursing* (2<sup>nd</sup> ed.). New York: Springer.

Other readings, as assigned

**Essential Course Content:**

Clinical experiences  
Lesson plans

Educator role  
Educational posters

**Course Requirements:**

**BBVista:**

This is a web-enhanced course that uses BBVista to augment the traditional course activities. Students are expected to access the online course and participate a minimum of two times per week for the first seven weeks of the course. Students are expected to respond to each other's questions/comments. Each student must initiate a topic by posting their own questions, comments, or observations regarding teaching and learning or their practicum experiences in a minimum of three different weeks during the course. In addition, the instructor may post assignments or questions that students should respond to in a meaningful way. Participation in BBVista is evaluated both quantitatively and qualitatively.

**Reflective Journal** Students will continue their Practicum I reflective journal in BBVista in which they examine and explore their practicum experiences. Requirements and process will be reviewed in the first class meeting.

**Conferences.** Students are expected communicate with instructor in their journal and course discussions using BBVista throughout the course and to arrange individual conferences as needed for supervision.

**Class**

Group discussion on the role of the nurse educator and other selected topics. Students review current literature for issues and trends related to nursing education. Articles are brought to class for discussion. Continuation of Group Test Development activity from Practicum I. Each student will develop a Curriculum Vita suitable for faculty role.

**Practicum**

Students have 48 hours of teaching experience including a teaching practicum, clinical supervision, and a poster 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]. Additionally, competency on Clinical Orientation Exam, if clinical is in a hospital in any capacity) on file in the nursing office before beginning any clinical. Failure to submit any of the documentation may result in withdrawal from the course or a grade of "F" for assignments.

**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. Practicum includes time with the mentor, class and clinical observation time, class and clinical preparation time, and actual classroom teaching and clinical supervision time. Students initiate contact with the mentor. A letter of agreement is sent by the instructor to the mentor along with a syllabus and guidelines for the practicum. Students develop personal learning objectives for the teaching practicum. Students are required to teach two 50-minute didactic sessions and to engage in a minimum of 8 hours (two clinical sessions) of clinical supervision. This teaching experience includes time with the mentor at the agency, class and clinical attendance, class and clinical observation time, and actual classroom teaching and clinical supervision time. Additional information is included in the teaching practicum guidelines.

**Conferences** Students are expected to arrange individual conferences with the instructor throughout the course for supervision and to review the teaching practicum as outlined in the teaching practicum guidelines.

**Poster** Students prepare a poster representing one of the lessons from the teaching practicum and write an abstract describing the lesson. A poster provides an efficient way of sharing clinical practice that is user-friendly for the audience. In order for the poster to be effective, it must be both visually appealing and communicate the author's intended message. Attention to design of the poster and content are paramount. Posters are displayed and presented at the last class. A printed abstract should be prepared for distribution. Additional information is included in the poster guidelines. Evaluation criteria will be constructed by the class.

**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 Evaluation:**

Teaching session 1	25 points
Teaching session 2	25 points
Poster	20 points
Discussion of selected topics & educator role	10 points
Active participation in BBVista	20 points
CV and Test Assignment	S/U

**Grading Scale:**

<b>A/A-</b>	Superior graduate work
<b>B+/B/B-</b>	Satisfactory graduate work
<b>C</b>	Work that is barely adequate as graduate-level performance
<b>CR</b>	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.
<b>F</b>	Work that is unsatisfactory
<b>I</b>	Incomplete work
<b>IP</b>	In progress
<b>NR</b>	Not reported
<b>W</b>	Withdrawn from the course

## Weekly Content

Date	Topic
<b>Week 1</b> <b>10-26</b>	Class on site Review course syllabus and practicum guidelines Discuss poster presentations BBVista
<b>Week 2</b> <b>11-2</b>	Work with mentors Conferences with course instructor, as needed BBVista
<b>Week 3</b> <b>11-9</b>	Work with mentors Conferences with course instructor, as needed BBVista
<b>Week 4</b> <b>11-16</b>	Class on site ~ Role of the Nurse Educator Testing and other selected topics Work with mentors CV Due Group Test assignment Due BBVista
<b>Week 5</b> <b>11-23</b>	Work with mentors Conferences with course instructor, as needed BBVista
<b>Week 6</b> <b>11-30</b>	Work with mentors Conferences with course instructor, as needed BBVista
<b>Week 7</b> <b>12-7</b>	Work with mentors Conferences with course instructor, as needed BBVista
<b>Week 8</b> <b>12-14</b>	Class on site ~ Poster presentations Work with mentors BBVista

*Syllabus is subject to change. (9-22 mlt)*