

**ACADEMIC INTERNSHIP IN NURSING EDUCATION****NUR 866 Sections 732 and 733****Lecture/Recitation/Discussion Hours: 1****Internship Hours: 2 (6 weekly contact hours)****3 Credits****On line Course****Spring 2017**

Catalog Course Description: Guided field internship within an academic or health care setting. Synthesis and application of concepts to facilitate development of the advanced practice nurse as scholar, teacher, and collaborator.

Course Objectives: At the end of this course, students will:

1. Integrate the nurse educator role in the planning, development, design, and assessment of student learning within the academic and clinical environments.
2. Utilize a variety of theoretical and empirically based strategies to develop, implement and evaluate a teaching plan designed for a diverse group of learners.
3. Integration and evaluation of technology and information literacy skills within nursing education.
4. Apply teaching strategies that foster a positive academic climate and facilitates student learning.
5. Evaluate teaching effectiveness through peer, preceptor, faculty and self-evaluation processes.
6. Assume a leadership role in the development, design, delivery, and evaluation of an innovative evidence-based teaching/learning methodology to inform practice.
7. Development of a philosophy of teaching statement and professional portfolio.

Prerequisites: NUR 861

Co-requisites: None

Professional Standards & Guidelines: The curriculum is guided by the following documents:

- American Association of Colleges of Nursing. (2011). *The essentials of master's education for advanced practice*. Washington, DC: Author.
- American Nurses Association (2015). *Guide to nursing's social policy statement: Understanding the profession from social contract to social covenant* (3rd ed.). Silver Spring, MD: Author.
- American Nurses Association. (2015). *Code of ethics for nurses with interpretive statements* (4th ed.). Silver Spring, MD: Author.
- American Nurses Association. (2015). *Nursing: Scope and standards of practice* (3rd ed.). Silver Spring, MD: Author.
- National League for Nursing. (2012). *The scope of practice for academic nurse educators*. Philadelphia, PA: Lippincott Williams & Wilkins.

Course Coordinator and Clinical Faculty: Kathleen Poindexter, PhD, RN, CNE

Contact Information: 517-355-8321

Office: A-109 Life Sciences

Office Hours: Due to the online nature of this course office hours are **arranged to accommodate student schedules. An email will be sent with additional contact information.**

Faculty Contact:

Faculty are available via email or by phone throughout the week by appointment. Please use the email located within the course Desire 2 Learn (D2L) program to contact the appropriate faculty member. Email ought to be addressed to the appropriate faculty only and not to the entire class in an effort to reduce overall course emails and inappropriate messaging. Every effort will be made to return your email or call as soon as possible generally within 48 hours during regular week days. *Note: During the weekends and holidays faculty members may not be available or on-line.* We encourage questions however students must realize the faculty may not be on-line at all times.

Instruction:

a. **Methodology:** NUR 866 uses a synchronous and asynchronous online format that requires a student to log into the class several times per week to read email, announcements, discussions and to complete the course assignments. At specified times, mandatory synchronous meetings will be scheduled throughout the semester. The 1 credit didactic component of the course will incorporate weekly assignments utilizing a variety of teaching and learning strategies such as weekly reading assignments, lesson activities, case studies, and discussion forums. A 2 credit (90 hour) academic internship within an approved academic setting and clinical agency under the direct guidance of a qualified academic preceptor is required. Additional written requirements related to the internship experience will include reflective journals, test analysis paper, self assessment, portfolio development, and a teaching project. Students must pass both the didactic and clinical components of the course to be awarded course credit.

b. **Didactic Weekly Lessons:** Individual lessons will be available to the class at 8:00 am on *Wednesday* morning of each week and remain accessible for the duration of the course. Weekly lessons may include a variety of discussion forums, case studies, or quizzes which will be due at midnight on Tuesday unless otherwise noted. Assignment due dates will be listed on the course calendar located in D2L and on the corresponding assignment drop boxes. All assignments must be posted or submitted in the appropriate discussion board or drop box no later than *midnight* on the assigned due date. Late assignments or postings may not be accepted or evaluated for grading purposes unless prior arrangements have been agreed upon with the appropriate clinical or course faculty.

c. **Clinical Internship: (Must demonstrate completion of 90 hours and receive a satisfactory evaluation to pass the course).** Students are required to participate in a minimum of 90 hours for their clinical internship experience. An individual course calendar, personal internship objectives, and evaluation strategies must be submitted to the assigned clinical faculty by the date noted on the calendar. Faculty will contact the student's preceptor throughout the semester in order to evaluate student progress towards accomplishing personal and course objectives. Students are expected to document clinical internship hours, achievement of specified National League for Nursing nurse educator competencies, and personal objectives. All entries will be validated by clinical preceptors.

Required Texts:

- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN-10: 1433805618
- Billings, D. M., & Halstead, J. A. (Eds.). (2016). *Teaching in nursing: A guide for faculty* (5th ed.). St. Louis, MO: Elsevier Saunders. ISBN: 978-0-323-29054-8
- Gaberson, K., Oermann, M. & Shellenbarger, T. (2014). *Clinical teaching strategies in nursing* (4th ed.). New York: Springer Publishing Co. ISBN-13: 9780826119612 (Available from MSU Nursing e-resource library).
- National League for Nursing. (2012). *The scope of practice for academic nurse educators 2012 revision*. Philadelphia, PA: Lippincott Williams & Wilkins. ISBN-10: 1934758175
- Oermann, M. [Eds]. (2016). *Teaching in nursing and role of the educator*. New York, NY: Springer.
Available as e-book from MSU library
- Oermann, M. H., & Gaberson, K. B. (2014). *Evaluation and testing in nursing education* (4th ed.). New York: Springer. ISBN-10: 0826195555 (Available from MSU Nursing e-resource library).

[Library information]

American Nurses Association Electronic Books (E-books)

*American Nurses Association (2010). *Guide to the Code of Ethics for Nurses: Interpretation and Application*<<http://catalog.lib.msu.edu/record=b9046874%7ES39a>>. Silver Spring, MD

*American Nurses Association (2010). *Nursing Scope and Standards of Practice*<<http://catalog.lib.msu.edu/record=b8270966%7ES39a%20>> (2nd ed.). Silver Spring, MD

*American Nurses Association (2010). *Nursing's Social Policy Statement: The Essence of the Profession*<<http://catalog.lib.msu.edu/record=b8270964%7ES39a>> (3rd ed.). Silver Spring, MD

(*Note to Students: Access these e-books through the MSU Libraries Catalog or the Nursing E-book page: <http://libguides.lib.msu.edu/nursingebooks>. These e-books allow unlimited concurrent users.)

Additional readings will be available within the course lesson folders.

Required Resources, References, & Supplies:

D2L Help Line

1.800.500.1554 (24 hrs, 7 days/week)

517.355.2345 (24 hrs, 7 days/week)

<http://help.d2l.msu.edu/> (D2L Help link in upper right corner)

Always check with the D2L Help Line first for technology problems!

b. Technology Requirements:

Hardware and software requirements:

- An Internet Browser such as Mozilla Firefox (recommended) or Internet Explorer.

- Computer with internet capability and compatible microphone
- High Speed Internet connection
- Microsoft Office (special pricing available through the MSU computer store).
- Computer Virus Protection package (or student choice) that is kept updated.

a. Course Requirements:

Clinical equipment and supplies:

MSU lab coat (Nye Uniform - order information available in the D2L student lounge)
 Stethoscope (other equipment may be required by internship placement site)
 MSU student name badge with picture

b. Frequently Called Telephone Numbers

Simulation Lab, Life Sciences; 355-5765 (with answering machine)
 Media Lab (Andy Greger) Life Sciences, 353-9020
 College of Nursing Student Support Services A117 Life Sciences 353-4827.

Evaluation:

1. Learning Assessments and Grading: Assignments to be graded will include lesson activities; discussions, personal clinical objectives and evaluation plan; 3 critically reflective journal entries; teaching philosophy, teaching project, test design and analysis, preceptor, faculty, and student internship evaluations. Students are required to pass all clinical objectives in order to pass the class. Specific assignment details and requirements will be available on-line.

- a. Weekly Lesson Assignments: (15%).** Topics related to teaching in academic and clinical nursing will be presented on a weekly basis throughout the semester. Students are expected to complete the weekly lessons, readings, discussions, and activities by the dates noted on the calendar. Weekly lesson folders will open by 8:00am on Wednesday and contain the lesson plan, assigned readings and associated student activities. All weekly activities are to be posted and completed *by no later than midnight on Tuesday* unless otherwise directed or prior arrangements have been made with your course faculty. Demonstration of personal preparation and knowledge of the weekly topics to be discussed is expected. Ultimately, students are to demonstrate application of lesson concepts within their clinical internship experience. Appropriate referencing and writing are expected at all times consistent with the requirements noted in the College of Nursing Graduate Student Handbook. Discussion postings are expected to engage others in an open and respectful dialogue and share relevant content to facilitate a positive learning climate.
- b. Journals: (30%).** The student is responsible for providing evidence of attaining course and personal objectives in order to meet minimal course requirements. Journal writings will reflect the hours, activity, and personal evaluation of the experience in accordance with outlined criteria.
- c. Clinical plan of study: (5%).** An individual course calendar, personal clinical objectives, and evaluation strategies must be submitted to the assigned clinical faculty by the date noted on the calendar. A final student self assessment and documentation of evaluation criteria will be submitted by the due date noted on the calendar.
- d. Teaching Project: (20%).** The teaching project is a comprehensive work in progress and is developed in **2 component parts**. The first part of the project will address the lesson development process and the second part of the project will focus on the lesson delivery and evaluation process. The *materials* to be submitted to the MSU instructor will include a 8 - 10 page paper (part 1 and part 2 combined) and supporting documents (not including references and title page) addressing each of the content areas described below. Part one of the project will include a copy of the completed lesson plan. Part two of the project will include; (a) copy of instructional materials used for student learning (i.e. *PowerPoint presentations, handouts, assignments); (b) student assessment of learning material(s) (i.e. test questions, CATS, activities); (c) copy of student teaching evaluation tool used; (d) synthesis of preceptor and student evaluation of teaching; (e) audio or video recording of teaching session (if allowed per institution).

***Students are encouraged to submit copies of their presentation materials to obtain faculty feedback prior to teaching the lesson. Input will be on design and structure of the materials and not content.**

- e. **Philosophy of Teaching Statement and Personal Portfolio: (total of 20%).** Develop or update a personal philosophy of teaching nursing statement. Design a personal portfolio of achievements.
- f. **Test Design and Analysis Project: (10%).** The purpose of this assignment is to explore and analyze the test development and design process used at your NUR866 internship site.
- g. **Synchronous Clinical Seminars: Mandatory – X3. Must attend to complete clinical expectations.**
- h. **Clinical Documentation:** Pass/No pass. Documentation of clinical competency achievements, personal objectives, and clinical internship hours must be completed. All assessments must be signed and validated by the student’s preceptor.

2. Preceptor Competency Validation, Formative and Summative Assessments: *The student is responsible for assuring the preceptors validate teaching competencies and complete the midterm and final assessments. Students may provide paper copies of the clinical midterm and final evaluations to their clinical preceptor to use as a reference. Students are expected to meet with their preceptor and formally review their performance at midterm and at the end of their clinical rotation. Both the mid-semester and final assessment forms must be documented before a course grade will be issued. *The student must take responsibility for assuring the preceptor has completed the assessments in a timely manner and submitted them to the course clinical faculty.* Note: A student must be able to demonstrate successful achievement of required teaching competencies throughout the course and clinical internship in order to pass. Preceptors and students will receive additional information at the beginning of the semester.*

3. Course Grading Scale:

Grades will be determined by adding all of the course activities together within a category and arriving at a specific number (point total) and percentage of overall course grade. The MSU 4.0 grading system will be utilized to report final course grades. Points will be rounded to whole numbers using the 0.5 rules. Points at ≥ 0.5 will be rounded up while those < 0.5 will be rounded down to the nearest whole number. There is no opportunity for “extra credit” in this course. *Grades will be posted electronically within two (2) weeks of the assignment due date.* The following grading scale is used in this course:

%	GRADE
94 – 100	4.0
87 – 93	3.5
80 – 86	3.0 (Minimum passing grade)
75 – 79	2.5
70 – 74	2.0
65 – 69	1.5
60 – 64	1.0
Below 60	0.0

4. Course Evaluation:

Final Course grades will be a weighted average of all assignments according to the following scale.

Assignment/Activity	% Course Evaluation
Weekly Lesson activities: (Discussion forums, synchronous activities, individual and group activities, as assigned)	15%
Teaching Project (2 parts)	20%
Journals (x 3)	30%
Clinical Plan of Study	5%
Test Design and Analysis	10%
Nursing Philosophy Statement	10%
E-Portfolio	10%
Internship Requirements: <ul style="list-style-type: none"> • Hours(90) • Competency documentation • Faculty Evaluation of performance • Synchronous Clinical Seminars (X3) 	Must satisfactorily complete all internship requirements to pass the course.

Assignments in this course are generally *individual activities* whereas students will be evaluated and awarded points based on individual effort, degree of participation and quality of contributions. Some activities may incorporate a team effort. Individual points will still be awarded based on individual student contributions and level of participation.

You will be able to view your grade summary at any time. If you find yourself experiencing academic difficulty in this course, contact your team faculty member as soon as you recognize this concern. Please do not postpone discussions until it is too late.

Students who require accommodations are encouraged to provide the faculty with the required documentation consistent with MSU policy so appropriate support can be implemented avoiding delay.

Academic Internship:

Students are required to participate in a minimum of 90 hours of onsite **clinical and academic internship** experiences under the guidance of an expert faculty mentor in an approved academic setting. The student is responsible for providing evidence of attaining personal and course objectives in order to meet minimal course requirements. Journal writings will reflect the hours, activities, and personal evaluation of the experience in accordance with outlined criteria. Documentation of successfully completing a minimum of 90 hours of internship experience is mandatory. Students will also participate in **three synchronous clinical conferences** using Zoom during the semester. Dates will be determined and announced at the beginning of the course.

Note: Faculty will contact the student's preceptor throughout the semester in order to evaluate student progress towards accomplishing personal and course objectives.

Recommendations for dividing the required 90 hours of internship experiences in NUR 866 are provided below:

- **Didactic teaching** in the classroom environment (minimum of **2 hours teaching didactic** content strongly recommended a minimum of 2 sessions; 1 hour teaching each session). *This is the basis of the teaching scholarly project paper. Students are encouraged to schedule teaching sessions towards the second half of the semester!*
- **Preceptor meetings** ought to occur weekly to discuss assigned topics and planning. Total time approximately 12 – 14 hours (actual hours be more or less).
- **Teaching assistant activities in the assigned classroom** are approximately 12 hours (or once weekly). Activities ought to include exam prep, classroom climate, case studies or active learning assistance. The preceptor and student will identify role within the classroom during weekly meetings. This provides the student the opportunity to acclimate to the classroom climate and build relationships with faculty and students.
- **Program, College, and/or University Committee meetings** should total approximately 6 - 8 hours. This introduces the learner to the services component of the tri-partite mission.
- **Educational technology learning lab** or center to practice with learning technology for the classroom. Time spend depends learning classroom technology depends on level of comfort and prior experience.
- **Simulation center participation** and/or observation approximately 6 hours. Time should include appreciating use of various levels of fidelity and virtual simulation where available.
- **Clinical/lab teaching** and assisting with instructional activities should be approximately 45 hours. Times spent in the clinical or lab sections should be in conjunction with the assigned didactic course taught by the student's preceptor. The expectation is to close the gap between clinical and classroom teaching.

**Hours may be individualized based on student assessment of learning needs and personal learning objectives.*

Writing Requirement:

It is expected that students will engage in a scholarly dialogue when conversing on the discussion board using appropriate citations and referencing. The minimum expectation for **all** written activities is at a graduate level in accordance with the MSU graduate student handbook. APA format is essential for citations of work and a reference list is required.

Student information and discussions within the course are private and confidential. Course documents and discussion boards are not to be shared with persons outside of the course including preceptors. The ability to share information in an open and trusting environment is an essential component of the course and needs to be respected. All students are to abide by HIPAA and FERPA regulations at all times especially when discussing internship experiences or posting on-line.

Professionalism:

Any submission that is deemed unprofessional, negative or inflammatory may be deleted by faculty. The expectation of this course is that everyone must treat each other with civility and respect! In particular, if you disagree, always acknowledge the other person's point of view and provide documentation to support your point of view. That way, fruitful discussions are stimulated. Incidents of incivility and disrespect will not be tolerated and may result in a loss of points.

Professionalism (Internship): Students are expected to present themselves in a professional manner at all times. Professional attire is required while participating in any internship experience and an MSU student identification name badge is to be visible at all times. Documentation of all MSU requirements such as active registered nurse licensure, BLS, immunizations, HIPAA compliance, BBP training, clinical LOI, and others described in the handbook must be strictly adhered to prior to

beginning the internship experience. Internships are to be completed in an approved academic setting and are not to be associated in any manner with a student's employment position.

Any behavior or actions that are deemed unprofessional may result in dismissal from the course or the college. Please note Graduate student handbook for clarification of expectations.

University & College Policies:

The College of Nursing expects that students will demonstrate professional behavior in all situations. Specific expectations for clinical and other professional venues can be found in the appropriate handbook. You are responsible for reviewing and acting in accordance with the policies and procedures found in the following sources, including the following topics: Professionalism, Academic Integrity, Accommodations for Students with Disabilities, Disruptive Behavior, Attendance, Compliance, and Progression.

- CON Student handbook <http://nursing.msu.edu/handbooks.asp>
- MSU Spartan Life Student Handbook and Resource Guide <http://www.vps.msu.edu/SpLife/index.htm>
- Information for Current Students—including Rights, Responsibilities and Regulations for Students <http://www.msu.edu/current/index.html>
- Academic Programs <http://www.reg.msu.edu/UCC/AcademicPrograms.asp>

Academic Integrity: Article 2.3.3 of the [Academic Freedom Report](#) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the College of Nursing adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See [Spartan Life: Student Handbook and Resource Guide](#) and/or the MSU Web site: www.msu.edu.) Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in NUR867. Students who violate MSU rules may receive a penalty grade, including--but not limited to--a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also <http://www.msu.edu/unit/ombud/honestylinks.html>)

Accommodations for Students with Disabilities: Students with disabilities should contact the Resource Center for Persons with Disabilities to establish reasonable accommodations. For an appointment with a disability specialist, call 353-9642 (voice), 355-1293 (TTY), or visit MyProfile.rcpd.msu.edu.

Disruptive Behavior: Article 2.3.5 of the [Academic Freedom Report](#) (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.3.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." [General Student Regulation 5.02](#) states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.

Attendance: Students whose names do not appear on the official class list for this course may not attend this class. Students, who fail to attend by the **fifth day of the semester**, may be dropped from the course.

College of Nursing policies regarding Professional Development Guidelines [found in CON Student Handbooks at CON website]. Students are responsible for the information found in the CON MSN Student Handbook.

Additional Course Policies:

On-Line Class Attendance: Regular class attendance in an on-line course is considered the responsibility of the student and is required for successful completion of the course. A student's absence from class does not relieve him/her from responsibility for punctual fulfillment of any course requirement including participation/engagement. In this course, weekly participation/engagement is considered mandatory.

In the event a student needs to be absent from class for a week (or more) and is unable to complete an assignment on time, he/she must inform the instructor in advance to be formally excused and still receive credit for the assignment. Illness and personal emergencies are considered excused absences. *Vacations will **not** be considered excused absences and late assignments will not be accepted for this reason.* For all reasons, students must inform the instructor in writing explaining the reason for absence at least 24 hours before the assignment is due. Emails received later than this will not be accepted and the student's assignment will not be accepted. Students who miss more than three consecutive weeks of class, i.e., who do not participate actively in class activities, and who have not communicated with faculty to be excused from class, will receive a failing grade of 0.0 in the course.

Clinical Attendance: Students are expected to be in attendance and engage in clinical activities as they are outlined on their clinical calendar and at the times agreed upon between the preceptor and the student. In the event a student must be absent from the clinical internship rotation, they are to immediately contact their clinical preceptor and assigned clinical faculty. It is strongly recommended students develop a plan for notification or cancellation of clinical activities due to inclement weather. Students are to always use their independent discretion when driving to internship experiences during severe weather.

Course Policies:

- a. **Access to Faculty:** Reminder faculty are available via email or by phone by appointment. Please use the email located within the course D2L program to contact the appropriate faculty member.
- b. **Access to D2L:** The course will not open until the 1st day of the semester: (Eastern Standard Daylight Savings time). Technical problems with the use of D2L should be referred to the D2L help desk & not emailed to course faculty. The toll free D2L help line number is 1-800-1554 (North America and Hawaii), and the local campus area number is 1-517-355-2345.
- c. **Academic Integrity:** Academic integrity is required from all students. Academic dishonesty is a serious infraction and may result in severe consequences. Any student involved in academic dishonesty will be reported to the Office of Student Support Services and the Office of Academic Affairs in the College of Nursing. A grade of 0.0 or may be issued for the course or depending on the severity of the infraction, dismissal from the program.

Lectures, quizzes and examinations remain the property of the College of Nursing and must not be copied and disseminated from the internet. According to university policy, consequences for academic dishonesty may include failure of the course, expulsion from the major, or expulsion from the university.

Guideposts, case studies and Power Point lectures in the course are the intellectual property of faculty. You may copy for personal, study only purposes. Faculty or *student* materials may not be shared with others without first asking permission of the faculty author.

Course Resources:

a. Library Resources

A comprehensive list of library resources and access to information is available at the MSU Library:
<http://www.lib.msu.edu/>

b. Writing Resources

1. American Psychological Association (APA) format is required in the College of Nursing courses. Please refer to the most recent edition of the APA Publication Manual for guidelines and examples.
2. MSU Writing Center online is located at: <http://writing.msu.edu/>
3. One excellent link for step-by-step assistance to college level writing is the Online Writing Lab at Purdue (University of Indiana) found at: <http://owl.english.purdue.edu/>

Course Calendar: Course calendar will be consistent with MSU's semester dates. Detailed class information will be provided to the students in class and accessible on-line within D2L.

* In depth calendar available in D2L

Green – clinical assignment Blue – didactic assignment

NUR866: Spring 2017 Calendar

Weekly lesson Assignments due **Tuesday by midnight* unless otherwise noted. Dates to submit assignments may vary to reflect individual internship schedules. It is the responsibility of the student to discuss revisions with their assigned clinical faculty member.

Lesson Opens Wednesday: 8:00 am	Lesson Topic(s)	Lesson Activities*	Assignment Due Dates: submit by Tuesday midnight
Module 1: Introduction 1/9 (Mon).	Course Introduction Education Theory and Philosophy Nurse Educator Role Development	Orientation and Overview of Academic and Clinical Teaching, Educator Role Development Readings: <ul style="list-style-type: none"> • Billings & Halstead (2016). Chapt. 1, 2, 7, & 13 Assignment: <ul style="list-style-type: none"> • Discussion Forum • Philosophy of Education Paper (begin) Clinical Activity: Student Organization and Proposal Development <ol style="list-style-type: none"> a) Internship Calendar Established b) Activities c) Objectives d) Preceptor Contact Information Develop Professional Mentoring Relationships and Collaboration.	Documented compliance with University health courses requirements (HIPAA, BBP, Immunizations, etc.) <u>prior to beginning internship.</u> <i>Note: MSU nametags must be worn during clinical internships.</i> Meeting with Clinical Preceptor <u>Submit Clinical Objectives and clinical calendars by Friday: 13th at 10:00 pm</u> <u>Required Synchronous meeting: 12th 6:00 – 8:00 pm</u>
Module 2: Didactic Teaching 1/18 (Wed.)	Foundations of Teaching:	Readings: <ul style="list-style-type: none"> • Billings & Halstead (2016). Chapt. 1, 2, 7, & 13 • Oermann, M. & Gaberson, K (2014). Chapt. 1 & 2 	*Discussion forum: Due: 1/24

1/25	Lesson Development and Planning	Readings: <ul style="list-style-type: none"> • Billings & Halstead (2016) Chapt. 10, 11, 12, & 15. • Select Journal Articles 	
Module 3: Clinical Teaching 2/1	Foundations of Clinical Teaching	Readings: <ul style="list-style-type: none"> • Billings & Halstead (2016) Chapt. 17 • Gaberson, K., Oermann, M. & Shellenbarger, T. (2014). Chapt. 1 through 6 • Select Journal Articles 	Reflective Journal #1 Due: 2/7
2/8	Strategies for Developing Clinical Assignments	Readings: <ul style="list-style-type: none"> • Gaberson, K., Oermann, M. & Shellenbarger, T. (2014). Section 2; Chapt. 7, 8, 10, 11, 12, & 13. • Select Journal Articles 	Personal Philosophy Due: 2/14
Module 4: Simulation and Technology 2/15	Simulation Development, Design, and Integration	Readings: <ul style="list-style-type: none"> • Billings & Halstead (2012) Chapt. 18 • Gaberson, K., Oermann, M. & Shellenbarger, T. (2014). Chapt. 9 • Select Journal Articles 	Synchronous meeting: 16th 6:00 – 8:00 pm
2/22	Academic Technology	Readings: <ul style="list-style-type: none"> • Billings & Halstead (2016) Chapt. 19, 20, & 21 • Select Journal Articles 	Teaching Project: Part 1 Due 2/28 (planning and development)
Module 5: Evaluation and Assessment 3/1	Assessment of Student Learning: Didactic and Clinical	Readings: <ul style="list-style-type: none"> • Billings & Halstead (2016) Chapt. 22 & 23 • Gaberson, K., Oermann, M. & Shellenbarger, T. (2014). Section 3; Chapt. 14 & 15. • Oermann, M. & Gaberson, K (2014). Chapt. 2, 8, 9, 13, 14, & 15; Review Appendix A, B, C, D, & E • Select Journal Articles 	Midterm Assessment (self and preceptor), Hours and Competency Validation form Due: 3/3
3/6 – 3/10		SPRING BREAK No Clinical	

3/15	Test Design & Construction	Readings: <ul style="list-style-type: none"> • Billings & Halstead (2016) Chapt. 24 • Oermann, M. & Gaberson, K (2014). Chapt. 3, 4, 5, 6, 8, 10, 11, & 12. 	Reflective Journal #2 Due: 3/21
3/22	Test Administration, Analysis, and Grading	Readings: <ul style="list-style-type: none"> • Oermann, M. & Gaberson, K (2014). Chapt. 10, 11, 12, 16 & 17 • Select journal articles and resources 	
\ 3/29	Clinical Evaluation	Readings: <ul style="list-style-type: none"> • Billings & Halstead (2016) Chapt. 25 • Gaberson, K., Oermann, M. & Shellenbarger, T. (2014). Chapt.14 & 15 • Oermann, M. & Gaberson, K (2014). Chapt. 13 & 14 • Select Journal Articles 	Test Analysis and Design Project Due: 4/4
Module 6: 4/5	Quality, Safety, and Education in Nursing	Readings: <ul style="list-style-type: none"> • Select Journal Articles 	Discussion forum #2 Due: 4/11
4/12	Cultural competence, diversity	Readings: <ul style="list-style-type: none"> • Billings & Halstead (2016) Chapt. 12 & 16 • Oermann, M. & Gaberson, K (2014). Chapt.15 • Select Journal Articles 	Synchronous meeting: 4/14 6:00 – 8:00 pm Final Teaching Project Due: 4/14
Module 7: Faculty Evaluation 4/19	Faculty evaluation of teaching, advising, service and scholarship –	Readings: <ul style="list-style-type: none"> • Billings & Halstead (2016). pgs. 6 – 9, pp.485-490 • Oermann, M. & Gaberson,K (2014). Chapt. 18 • Select Journal Articles 	Final Assessment (self and preceptor), Hours and Competency validation form Due: 4/25 Final Reflective Journal Due: 4/25 Schedule final meetings with faculty
4/26	Self Assessment of Teaching and Student Learning	Readings: <ul style="list-style-type: none"> • Select Journal Articles • Portfolio Development 	Portfolio Due: 4/25 Final faculty/student meetings completed by 4/28

Exam Week 5/1 – 5/5

Faculty reserve the right to revise the calendar based on student assessment of student learning needs.