Faculty: James L. Sall PhD, FNP-BC
Telephone: 830-515-8153 (Cell)
Fax: 210-466-2911
Email: james.sall@tamucc.edu

Students are encouraged to communicate with the faculty as needed to facilitate their learning. Telephone calls and email notes will be addressed in a timely fashion.

Prerequisites
NURS 5352; NURS 5353; NURS 5354

COURSE DESCRIPTION

Apply the roles of the nurse educator by using the nurse educator competencies as a framework for the practicum experience. Students will select an area of teaching either as an academic educator or as a clinical educator and work with a preceptor. This course requires the synthesis of theoretical knowledge from foundational courses to the design, implementation, and evaluation of a capstone project. Students will evaluate the responsibilities of the educator role in relation to meeting the goals of the practicum institution. This course requires 135 hours in a practicum setting. Students must achieve a B or above to earn credit for this course.

COURSE OBJECTIVES

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

1. Teach evidence-based content to facilitate learner development in the classroom and clinical areas;
2. Apply learning theories as theoretical frameworks to facilitate learner development in the classroom and clinical areas;
3. Apply a theoretical framework to create a teaching plan/clinical education program;
4. Teach a unit of content based on the teaching plan/clinical education program;
5. Evaluate student/nurse performance in relation to identified outcomes;
6. Evaluate the scope of the roles and responsibilities of the nurse educator in relation to the expectations of the practicum institution;

7. Perform self-evaluation, and self-reflection on teaching interactions as a continuous quality improvement process.

REQUIRED TEXTS


Recommended Text


Required Reference


Learning Experiences

The objectives for this online course may be met through individual study using the required texts and resources presented throughout the semester, successful completion of all assignments, requirements and evaluations. The assignments and course requirements have been designed as opportunities for the application of principles learned through the coursework in this program. Skill demonstration, personal reflection, independent reading and study, and online discussions are used to integrate the context and reality of the theory, concepts and principles of nursing education and the teaching role. While the professor will provide guidance and consultation, the student is responsible for identification of individual learning needs, self-direction, seeking consultation and demonstration of the achievement of the course objectives.

While the provisions of this syllabus are as accurate and complete as possible, the faculty reserves the right to change non-critical aspects of the course to accommodate emergencies, unexpected technical problems, or any unforeseen circumstances. Such changes will be announced as soon as feasible and will be communicated by course email or announcements within Blackboard. It is the student’s responsibility to monitor course announcements. Questions regarding course requirements should be addressed within the first week of the course.

Course Communication
Initially, we will use regular e-mail prior to the start of the fall semester as you will not have access to the Blackboard course. Once the semester begins, all e-mail communication should move to the Blackboard Mail tool within the course. The Blackboard Mail tool (Bb Mail) is required for communication within the course. When contacting Dr. Sall or your co-learners in the course, always use the Blackboard Mail tool rather than an e-mail account that you may have for other personal use. This tool is accessed in the Bb Mail section of the Course Menu. Messages sent within Blackboard will not get lost and stay within the course shell. Due to the plethora of junk mail, messages sent to my University email address may not be noticed in a timely fashion or may land in the junk mail folder. Using the Bb Mail tool will allow access to assignments, questions, and course material more efficiently. I can also be reached by telephone. I do try to return phone messages promptly however please realize I am not always in immediate proximity of a telephone thus email may really be the most efficient contact method.

Although many of your communications with me will move to the Blackboard mail environment, your preceptors will continue to contact me using the University email address. Remember, the telephone is always available as well. Often a telephone conversation can address something in a much more timely fashion than email, so please do use the telephone!

**Course Time & Expectations**

The didactic portion of this practicum course is web-based with an experiential practicum. The principals of distance learning apply for all students. Students must have access to the Internet to successfully communicate with the faculty and other students enrolled in this course. *The online week starts on Wednesday and ends on Tuesday. The due dates for all assignments are Tuesday at 11:30 pm of the week specified in the course schedule unless prior arrangements are made with the faculty.* With this schedule, students should have completed the required readings in the course schedule each week by the end of the designated Tuesday. *Students who do not understand this schedule should contact the course faculty immediately through the Blackboard mail tool.* Synchronous (real time) chats may be conducted as indicated by student interest in discussing course content with faculty and classmates. Discussions are asynchronous and must be completed by the due date indicated in the course schedule. The discussion will be closed on that date. Please note and remember the ‘rule of thumb’ for the weekly time commitment associated with university courses, both graduate and undergraduate. This course is a 4-semester hour course; 1 semester hour is didactic and 3 semester hours are practicum. That translates to 3 hours per week for the didactic portion of the course and 9 hours per week (135 total) for the practicum portion of the course. That expectation does not change with the on-line delivery of part of the course.

**Requirements and Evaluation Criteria**

Both the experiential and didactic assignments are designed as opportunities for the integrated application of principles, theories and frameworks learned through coursework in this program. Skill demonstration, personal reflection, independent reading and study, and online discussions are used to stimulate the development of an understanding of theory, process, and principles of learning as they affect nursing education. The student is responsible for identification of individual learning needs, self-direction, and demonstration that learning has occurred. Faculty will provide guidance to assist every student’s successful completion of this course.

*Note: Refer to the Course Schedule for specific information about each course requirement and its due date. Detailed assignment guidelines are available in the Assignment section of the*
Course Menu. Students are strongly advised to read the detailed guidelines before completing the assignments.

Expectations for Student Behaviors

1) Students are expected to have access to a computer that can support Blackboard applications and all related course materials.

2) Students must review the course introduction to learn the specifics of how course communication will occur and how assignments will be managed during the course.

3) All email communication should occur through the Blackboard structure unless otherwise noted. It is expected that students review BB Mail at least every 48 hours, as well as the general announcements area of the course.

4) The practicum experiences and didactic assignments are designed to provide students with an opportunity to demonstrate their understanding of the principles covered in the course and their ability to apply them to nursing education. To successfully complete these assignments it is imperative that students prepare and clarify content that may be confusing.

5) All assignments are due on the scheduled date unless other arrangements have been made with the course instructor and/or the preceptor before the due date. Late work is generally not accepted. Assignments are made in a time frame allowing the student sufficient time to plan the work necessary to accomplish the assigned course components. Exceptions will be considered for extreme and unplanned emergencies. No, the flu or a cold is not in this category nor are computer or Internet problems. Please ensure that you have a back-up plan in place to deal with technology connection issues. Students should review the syllabus and course schedule throughout the semester to insure that class assignments are completed correctly and by the assigned due date. Print a copy of the syllabus and course schedule as a reference.

6) The content of this course should stimulate extensive debate in the discussion forums. Since students are assumed to be prepared for the discussions, everyone’s contributions will be considered knowledgeable contributions. Contributions should be made in a respectful manner and the discussion should be an orderly sharing of ideas. Disrespect to classmates will NOT be tolerated.

7) All information disclosed through course chats or discussions is confidential and should not be shared with others outside the context of this course. Passwords should not be shared with anyone including classmates or family members.

8) Students should notify the faculty if they withdraw from the course and should not attempt to access course materials once they have withdrawn.

Expectations for Faculty Behavior

1) Dr. Sall will monitor Blackboard mail and discussion comments regularly. Students can usually expect a response to email messages or discussion comments within 48 hours.
hours of the posting unless messages are sent on Friday. I generally do not check 
emails etc. over the weekends or holidays.

2) Students will generally receive feedback on assignments within 2 weeks of 
assignment due dates unless notified by the course faculty.

3) Dr. Sall is available for meetings with individual students through email, telephone, 
or face-to-face encounters. Students are encouraged to make appointments when 
extensive content must be covered. My regular in-office office hours are posted on 
the first page of this syllabus.

**Academic Integrity**

All students are expected to conduct themselves as mature adults engaged in university-
level academic activities. They should act with dignity and respect for classmates, faculty and 
and themselves. Students will be held responsible for their behavior, which includes conforming to 
ethical standards for academic honesty. By enrolling in this course, each student agrees to 
heed to Regulations and Procedures published in the TAMU-CC Graduate Catalog. Group 
interactions, investigations, and studying are encouraged; however, duplicative work will be 
treated as cheating and will receive a grade of zero. Anything that is viewed as cheating on an 
exam will be given the most severe penalty possible, most likely an "F" for the course, but may 
include more severe punishments.

**Plagiarism** is a specific form of cheating. Plagiarism means to steal and pass off the 
work of another as one’s own work. It usually results from bad paraphrasing or improper 
referencing. The substitution of a few changes from those of the original author and forgetting to 
use quotation marks, and reference citation are technically considered plagiarism. The only safe 
way to paraphrase is to read the original over several times and then write your understanding 
of what you read without looking at the original. Keep the source book closed!


Refer to the APA Manual for the proper way to use and cite quoted material. The 
TAMU-CC Writing Center can assist students to develop writing skills that prevent incidents of 
plagiarism.

**Guidelines For Form And Style Of Written Assignments**

Students are expected to follow instructions associated with the assignments for this 
course. Students who are confused about an assignment should contact Dr. Sall in a timely 
manner to ensure satisfactory completion of the assignment on the date it is due. Unless 
otherwise instructed, students must adhere to the APA Publication Manual, 6th Edition 
guidelines for formatting and organizing written assignments. Review the format specified 
before writing papers AND before submitting completed assignments. All of the assignments 
will be judged based on the paper format.

Scientific writing is precise and formal. Writing within the corporate world frequently 
uses a less formal structure. This course requires use of both styles of written communication.

Numerous resources are available to assist students to develop proficient writing skills. 
There are numerous recommendations for helpful writing aids and students are strongly 
encouraged to discuss their needs with Dr. Sall. The campus Center for Academic Student
Achievement provides writing support both in person and in an online format. The contact at the Center is Noel Ballmer at 361-825-2254 and the web link is [http://casa.tamucc.edu](http://casa.tamucc.edu). You are able to set an appointment with a consultant and meet online in a whiteboard space to consider your writing needs. Please do not hesitate to use this resource.

Another writing resource is [http://www.grammarly.com/edu](http://www.grammarly.com/edu). The College of Nursing & Health Sciences has purchased a license for students to use the writing skills website Grammarly. Attached to an Item in the Resources section of your Blackboard course menu is a PDF instruction guide providing access information. This site provides help with grammar, sentence structure and many other issues related to writing professionally. Please follow the directions in this guide to access this site.

### Course Assignments

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage Points</th>
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</thead>
<tbody>
<tr>
<td>Student Introduction, Academic Integrity Statement &amp; Blackboard Skill Demonstration</td>
<td>Course Requirements</td>
</tr>
<tr>
<td>Practicum Arrangements &amp; Documentation Complete</td>
<td>Course Requirements</td>
</tr>
<tr>
<td>Practicum Activities Chronicle &amp; Telephone Discussions</td>
<td>Course Requirements</td>
</tr>
<tr>
<td>Point – Counter Point Discussions (3)</td>
<td>10% &amp; 10% &amp; 10%</td>
</tr>
<tr>
<td>Final Nurse Educator Competencies Review Discussion</td>
<td>Course Requirement</td>
</tr>
<tr>
<td>Practicum Portfolio</td>
<td>70%</td>
</tr>
<tr>
<td>Evaluation of Nurse Educator Student by Preceptor &amp; Faculty</td>
<td>Course Requirement</td>
</tr>
<tr>
<td></td>
<td>Pass/Fail</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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### Course Assignment Due Dates

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Date Due</th>
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</thead>
<tbody>
<tr>
<td>Student Introduction, Academic Integrity Statement &amp; Blackboard Skill Demonstration</td>
<td>See course calendar for dates</td>
</tr>
<tr>
<td>Practicum Arrangements &amp; Documentation Complete</td>
<td>See course calendar for dates</td>
</tr>
<tr>
<td>Practicum Activities Chronicle &amp; Related Discussions</td>
<td>See course calendar for dates</td>
</tr>
<tr>
<td>Point – Counter Point Discussions</td>
<td>See course calendar for dates &amp; topics</td>
</tr>
<tr>
<td>Preceptor Evaluation of Nurse Educator Student Document to Dr. Sall</td>
<td>See course calendar for dates</td>
</tr>
<tr>
<td>Practicum Portfolio</td>
<td>See course calendar for dates</td>
</tr>
<tr>
<td>Final Nurse Educator Competencies Review Discussion</td>
<td>See course calendar for dates</td>
</tr>
<tr>
<td>Student Evaluation of Preceptor to Dr. Sall (in Portfolio)</td>
<td>See course calendar for dates</td>
</tr>
</tbody>
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### Grading Scale: College of Nursing & Health Sciences

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
</tr>
<tr>
<td>B</td>
<td>83 - 89</td>
</tr>
</tbody>
</table>
Blackboard Skill Demonstration
Often, students sometimes struggle to comply with course requirements because they cannot navigate and utilize the Blackboard courseware. The purpose of this assignment is to familiarize students with Blackboard and its various tools. **Everyone is required to complete this assignment.** If you are already familiar with the Blackboard environment, use this as an opportunity to review and if you are new to the environment, explore the various tools and sections of the environment to ensure your familiarity. There are specific activities for you to do to demonstrate your ability to navigate within Blackboard. **NOTE:** You will not receive credit for these activities however you are still required to do them. Refer to the first module in the Units and Lessons section of the Course Menu for detailed instructions.

Student Introduction
The students enrolled in this course will become potential collaborators in professional ventures. The student introduction provides students an opportunity to share their professional interests and contact information to generate a peer network. This assignment is required but no grade will be earned for the activity. **The introduction must be completed the first class week.** The directions for the introduction are in the Blackboard Skill Demonstration in the Week 1 Assignments in the Assignments section Course Menu. **NOTE:** You will not receive a grade or points for this activity however you must still do it. I know, I've said this 12 times already...

Academic Honesty Certification
In the Assignments section of the Course Menu you will find the Week 1: Academic Honesty Assignment. You are required to read the four sections of the document and complete the fifth section sending a Blackboard mail message certifying compliance with the Academic Honesty policy. **NOTE:** you will not receive a grade or points for this activity however you must still do it.

A Few Thoughts
A practicum experience offers an opportunity to understand a great deal about the reality of nursing education as a career. You can experience life as an educator with the wonders and challenges that such a career brings with it. In order to maximize this experience, I highly recommend that you pay close attention to your preceptors, looking for the hints and tidbits that bring the myriad pieces of the theories and concepts you have studied the past few years to life. Your preceptors are experienced educators and have much to offer as you consider this role for the future.

The assignments in this course have been chosen to specifically provide each student with the opportunity to demonstrate your contribution to the practicum setting. As you seek to illustrate your comprehension and mastery of the NLN educator competencies, review the directions and guidelines for the practicum and the assignments to be sure your activities are setup to achieve those competencies.
You will note there are not any real group assignments in this course. That is deliberate; as I believe the discussion forums provide sufficient group interaction leading to the course objectives. My goal is for you to each build a variety of skill sets in the courses that I teach. Planning and organizing large complex projects such as the practicum activities are intricate and time-consuming without the added complications of trying to coordinate with a group of people.

**Important Information**

**Academic Advising:** The College of Nursing and Health Sciences require that students consult with an Academic Advisor regarding their degree plan and/or changes to their degree plan. The Academic Advisor will set up a degree plan and indicate plan is active by signing the plan. Once the plan is completed it will be filed in the student's record. The College's Academic Advising Center is located in Island Hall on the 3rd floor in Island Hall. Graduate advisors can be reached at 361-825-2799.

**POLICIES:**

**Evaluation Input From Students**
The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for courses posted are online. The online mechanism allows us the opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. No names are available to faculty. In order to garner some reliability and validity, the College must have representative data from the student population. That representation, based on the literature, has been set at 70%. The College is anticipating that students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the program. A link to evaluations will be available on Blackboard toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

**Academic Integrity and Honesty**
It is expected that University students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity, and the capacity for self-direction in personal behavior. University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is intentionally, knowingly, or carelessly presenting the work of another as one’s own). Please see the following sites for additional information:

- University Student Handbook and Code of Conduct: [http://www.tamucc.edu/~students](http://www.tamucc.edu/~students)
- University catalog related to academic integrity and honesty: [http://catalog.tamucc.edu/](http://catalog.tamucc.edu/)
- University Rules and Procedures: [University Procedure 13.02.99.C3.01 Academic Misconduct Cases](http://www.tamucc.edu/~students)
Students with Disabilities
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at 361.825.5816 or visit the office in CCH 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disabilities Services Office for assistance at (361) 825-5816.

Title IX
As part of the Texas A & M Corpus Christi University policy, pregnant students are urged to contact the Title IX office for facilitation of academic issues impacted by pregnancy, delivery and subsequent complications. Contact information: Mr. Samuel Ramirez, Title IX Coordinator or Ms. Rosie Ruiz, Deputy Title IX Coordinator (825-5826).

Active Military Duty
Active duty military personnel, military spouses, and veterans with special circumstances (eg: deployment, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the course and clinical instructor.

Grade Appeals Process
The College of Nursing and Health Sciences (CONHS) adheres to the University’s student grade appeal procedures described in Section 13.02.99.C2.01 (revised May, 2013) and follows those guidelines. See [http://academicaffairs.tamucc.edu/Rules_Procedures/](http://academicaffairs.tamucc.edu/Rules_Procedures/) for the University procedure and see [http://conhs.tamucc.edu/shb/](http://conhs.tamucc.edu/shb/) for the CONHS process identified in the Student Handbook.

Support Services
Students are encouraged to seek faculty assistance in accessing University Services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources, job/work placement, career guidance, and computer/technical support/instruction. If a student is interested in other support services provided by the University, the student is encouraged by the College of Nursing and Health Sciences and the University to seek these services.