Texas A&M University - Corpus Christi
College of Nursing and Health Sciences

NURS 5459 Education Practicum for the Nurse Educator

Syllabus -- Spring 2017

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FAX: (361) 825-2484
CREDITS: semester hours (1:9)
15 contact hours for seminar/ 135 contact hours for clinical

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. The lecture component of this course is delivered through online technology. Laboratory hours must be completed in appropriate settings approved by clinical faculty.

Prerequisite: All core and nurse educator specialty courses or with permission of the Department Chair.
COURSE OBJECTIVES:

Upon completion of the course, the student will be able to: (AACN MSN Essentials)

1. Teach evidence-based content to facilitate learner development in the classroom and clinical areas; (4)

2. Apply learning theories as theoretical frameworks to facilitate learner development in the classroom and clinical areas; (8)

3. Apply a theoretical framework to create a teaching plan/clinical education program; (8)

4. Teach a unit of content based on the teaching plan/clinical education program;

5. Evaluate student/nurse performance in relation to identified outcomes; (1)

6. Evaluate the scope of the roles and responsibilities of the nurse educator in relation to the expectations of the practicum institution; (7)

7. Perform self-evaluation, and self-reflection on teaching interactions as a continuous quality improvement process. (3, 8)

REQUIRED TEXTS AND RESOURCES:

Required Texts


Recommended Text


Required Reference

Course Communication

The Blackboard Mail tool (Bb Mail) is required for communication within the course. When contacting faculty 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 take place in the Blackboard mail environment, your preceptors should continue to contact me using the University email address.

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 Tuesday and ends on Sunday — Monday can be considered a day off. The due dates for all assignments are Sunday at 11:55 pm of the week specified in the course schedule unless prior arrangements are made with the faculty. 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.

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.

**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.

**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.

**Expectations for Faculty Behavior**

1) Course faculty will monitor Blackboard mail and discussion comments regularly. Students can usually expect a response to email messages or discussion comments within 48 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) Course faculty 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.
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. 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 can 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.
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 course faculty in a timely manner to insure 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 content AND 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.

The campus Center for Academic Student Achievement provides writing support both in person and in an online format. The contact information for the Center 361-825-2254 and the web link is 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. 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.
### Assignments

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Percentage Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Introduction, Academic Integrity Statement &amp; Blackboard Skill Demonstration</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 - Pass/Fail</td>
</tr>
<tr>
<td>Practicum Portfolio</td>
<td>70%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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### Clinical Assignments

<table>
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<tbody>
<tr>
<td>Practicum Arrangements &amp; Documentation Complete</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>Practicum Activities Chronicle &amp; Related Discussions</td>
<td></td>
</tr>
<tr>
<td>Preceptor Evaluation of Nurse Educator Student</td>
<td></td>
</tr>
<tr>
<td>Student Evaluation of Preceptor (in Portfolio)</td>
<td></td>
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### Grading Scale: College of Nursing & Health Sciences

<table>
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<tr>
<td>A</td>
<td>90 – 100</td>
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<tr>
<td>B</td>
<td>83 – 89</td>
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<tr>
<td>C</td>
<td>75 – 82</td>
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<tr>
<td>D</td>
<td>67 – 74</td>
</tr>
<tr>
<td>F</td>
<td>Below 67</td>
</tr>
</tbody>
</table>
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. 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.
COURSE WORK GUIDELINES AND GRADING CRITERIA

MODULE 1

3 - NON-CREDIT ASSIGNMENTS THAT MUST BE COMPLETED IN ORDER FOR SUBSEQUENT ASSIGNMENTS TO BE GRADED:

NOTE: You will not receive credit for these activities however you are still required to do them or subsequent assignments will not be graded. Refer to the first module in the Modules and Lessons section of the Course Menu for detailed instructions.

1. **Blackboard Skill Demonstration**
   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.

2. **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 Module 1.

3. **Academic Honesty Certification**
   In the Tests/Quizzes section of the Course Menu you will find the Academic Honesty ‘Quiz’. You are required to read the four sections of the document and complete the fifth section by certifying compliance with the Academic Honesty policy.
Module 2

Guidelines for Point-Counterpoint Discussions

One issue at a time will be explored. **Each student must participate in all of the discussions.** It should be your intent to contribute unique thoughts, ideas and/or interpretations. We do not meet weekly in a face-to-face setting hence the frequent and longer time frame discussions. It is important to be able to engage with your colleagues across disciplines on a professional level about the current issues in nursing education. Your familiarity with the topics and the literature is essential for your future as an educator in nursing and the health professions. Extend the discussion into generic real-world impact when possible.

**To participate in a discussion, students should**

- Read the discussion question and prepare an INITIAL response. Each student will post a statement that is either an affirmative point about the topic OR a rebuttal about the topic. This opening statement should be clear, well organized and relevant.

- Also - each student must respond to at least three other student's comments on the topic with a substantive response. A comment such as “I agree” is not acceptable - responses must contain a unique contribution to the discussion. Responding students should either
  
  - Submit a cross-examination question to clarify the post or submit another affirmative or rebuttal statement. Identify the point made in the opening comments posted to start a response. You can do this by restating a portion of the discussion message associated with a student’s response. You may use quotation marks to designate another person's comments in the new message.
  
  - The discussion continues in this way for the time period the discussion is open.

- Each post must include substantive literature support, including current research, for your points. You should be reading widely about these topics, both in and out of the nursing and health care literature. If you are not a fan yet of publications such as *Journal of Professional Nursing* and *Nursing Education Perspectives or Health Affairs*, it is time to become one. Do not be afraid of the lay literature, be a discriminating reader – often publications such as the New York Times publishes very useful and enlightening articles about relevant topics for health policy and economics. It is expected the students will read widely about the policy issues, both in the academic and professional literature as well as the lay-literature. You may have read sufficiently that you are able, at times, to contribute to the analysis without citing a specific source however frequently, you will wish to cite a source as a resource for your thoughts or if you have used a specific quote. Cite the article/researcher/author of the literature that provides the basis of a student’s unique thoughts. Graduate level work is scholarly work and conclusions or observations that you make about a topic should be supported from literature when appropriate.

**QUESTION 1:** Undergraduate nursing students are taught masses of facts. How do you as a nurse educator assist students to sift & transition those facts into ‘clinical thinking’ for use in the messy reality of patient care?
The number of points awarded for each grading criterion depends on the quality of the discussion response where the maximum possible points are earned when a student demonstrates thoughtful reflection on the topic and accurately analyzes the issue/policy under discussion; minimal credit will be earned when a student repeats what was read in the required work but does not share individual interpretation or meaning. Each response should contain substantive information to indicate a depth of understanding of the content. *Replies such as “I agree” or “You are right” by themselves are not considered quality responses.*

**Grading Criteria for Discussions**

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<td>Post demonstrates student’s unique ideas and interpretative application of or about the content. Personal stories and vignettes are useful illustrations however too many removes the professional learning experiences focus of this class. Use them judiciously.</td>
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<td>References are sufficient in number to demonstrate a thorough exploration of the pertinent literature. References are current (last 5 years) or if not, use is explained and justified. Classic writings fall into this criterion.</td>
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<td>Response to other student comments is thoughtful and substantive and demonstrates critical analysis of the student’s perspective.</td>
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**Total** 10

*Note: You will receive a 0 for discussion if you do not participate as directed above.*

**Submit Activity and Competency Chronicle using the appropriate Assignment Link.**
Module 3

Submit Activity and Competency Chronicle using the appropriate Assignment Link. Plan to schedule a phone conference with course faculty.

Module 4

Guidelines for Point-Counterpoint Discussions

One issue at a time will be explored. Each student must participate in all of the discussions. It should be your intent to contribute unique thoughts, ideas and/or interpretations. We do not meet weekly in a face-to-face setting hence the frequent and longer time frame discussions. It is important to be able to engage with your colleagues across disciplines on a professional level about the current issues in nursing education. Your familiarity with the topics and the literature is essential for your future as an educator in nursing and the health professions. Extend the discussion into generic real-world impact when possible.

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**QUESTION 2: How do you NOT try to teach students everything you know?**

The number of points awarded for each grading criterion depends on the quality of the discussion response where the maximum possible points are earned when a student demonstrates thoughtful reflection on the topic and accurately analyzes the issue/policy under discussion; minimal credit will be earned when a student repeats what was read in the required work but does not share individual interpretation or meaning. Each response should contain substantive information to indicate a depth of understanding of the content. *Replies such as “I agree” or “You are right” by themselves are not considered quality responses.*

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**Submit Activity and Competency Chronicle using the appropriate Assignment Link.**
Module 5

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conclusions or observations that you make about a topic should be supported from literature when appropriate.

**QUESTION 3:** A culture of lifelong learning is a key component of professionalism. What is your role as a nurse educator instilling that value system in yourself and in your students?

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**Module 6**

Submit Activity and Competency Chronicle using the appropriate Assignment Link.
Practicum Portfolio Due.

PRACTICUM PORTFOLIO GUIDELINES

The Practicum Portfolio is a compilation of information, products and evidence reflecting your experiences and accomplishments over the duration of the practicum. Each student’s experience will vary according to each student’s goals and objectives as well as the practicum site, the preceptor’s direction and the specific focus in the experience. While there will be individuality in the practicum experiences, there are common products and experiences within the course as well. The Guidelines set forth here apply to all students. The Portfolio is to be compiled over the course of the semester and submitted using the appropriate assignment tool in the Blackboard course site. The Guidelines govern the contents of the Portfolio. Please review it carefully when preparing your Portfolio.

1. Practicum Experience Summary

This is a one-page narrative review of the practicum experience. There should be an introduction to the practicum including personal goals and objectives as well as the course objectives. Major activities, events and experiences should be included evaluating their contribution to the overall learning. Significant outcomes should be identified including an evaluation of the anticipated usefulness of the experience for your career will conclude the summary.

2. Student self-assessment of experience and learning as listed in the Nurse Educator Competencies and recorded in the Evaluation of Nurse Educator Student document:

- Each student will perform a self-assessment using the self-assessment document as follows: You will select one of two outcomes, meets objective or does not meet objectives for your overall performance on each competency. Insert a summary statement explaining why you did or did not meet each competency. The student’s completed document is to be included in the Portfolio.

3. Documents and other artifacts demonstrating activities and tasks performed during the practicum hours. While there are not specific numbers of documents to be submitted, it is expected that students will have had the requisite experiences to include the majority of the items listed here:

- Learning Plans displaying incorporation of specific learning strategies such as Active Learning or Critical Thinking;

- Teaching Plans illustrating student’s planned use of specific learning theories, learning strategies and nursing theories to guide the preparation of the student learning experience;
• Lecture notes and any other supplemental teaching materials developed for the practicum experience;

• PowerPoint slides designed for use in either the classroom or clinical conference environment;

• Test blueprint with key and appropriate content questions based on the appropriate Bloom’s Taxonomy level for the designated student learners; rationale and references for answers are included;

• Handouts or other artifacts developed for classroom or clinical conference experience

• Summary paragraphs about student evaluation experiences not to exceed 1 page;

4. **Student Evaluation Experience Summary** - This is a one-page review of your experience during the practicum doing performance evaluations for students. The evaluations may have been in-person conferences, clinical evaluation activities, and classroom evaluation activities such as creating test blueprint, test construction, grading or other formative or summative evaluation activities.

5. **Nurse Educator Meetings & Conferences Summary** - This is a one-page summary detailing your experiences accompanying your preceptor or attending on your own any meetings or conferences during the practicum experiences. Faculty meetings, curriculum meetings or other meetings related to your practice experience should be summarized in this document. Include your participatory activities. Evaluate the usefulness of the meetings/conferences towards achieving the goals and objectives of your practicum experience. There should be a recognizable introduction, activity description and conclusions in the document.

6. **Annotated Bibliography**

• An annotated bibliography serves a different purpose than a reference list. This is not the reference list for the Portfolio – there will not be a standard APA reference list. Read and understand what an annotated bibliography actually is. I have noted to sites here with live links that will provide a great deal of information as well as guide you through the process. In addition, the Grammarly site and CASA at the University can assist you as well with writing questions. Those links are noted in the resource section of the Blackboard course site.

• The annotated bibliography should have several sections summarizing your readings throughout the semester. Sections will reflect the work of the practicum such as Teaching Strategies; Learning Strategies; Nursing Theories; Learning Theories; Clinical Conferences; Student Evaluations; Nurse Educator Role. While there are not a minimum number of readings to be included, it is expected to be a substantial number reflecting the breadth of a practicum experience that assimilates operationalizing learning from throughout your master’s degree program. Certainly, there should
be inclusions reflecting the status of evidence-based practice as pertaining to the myriad components of nursing education. This might be the clinical focus of the students you are teaching or working with and your readings to prepare teaching materials.

- Write the annotation for the chosen sources to prepare the bibliography. There is not a minimum nor maximum number of sources that should be used for this assignment. I do expect that you will have a substantial number of references. I have noted two web sites that are especially useful to review for the preparation of annotations and assembling the bibliography. Remember, annotations are not abstracts nor are they one descriptive sentence – they are thoughtful, mini-critiques. Note these should be single-spaced.

  - [http://owl.english.purdue.edu/owl/resource/614/01/](http://owl.english.purdue.edu/owl/resource/614/01/)
  - [http://olinuris.library.cornell.edu/ref/research/skill28.htm](http://olinuris.library.cornell.edu/ref/research/skill28.htm)

7. Evaluation Documents:

  - Student Evaluation of Preceptor
  - Preceptor Evaluation of Student
  - Clinical Site Evaluation

Final Activity

Participate in the Nurse Educator Competencies Review Discussion.
CLINICAL INFORMATION

Guidelines for the Student Activities & Competency Chronicle

The Chronicle is a record of the activities you undertake during your practicum experience.

It is to be completed for each module noting the

- Dates
- Description of activities performed
- The appropriate competency and associated items
- Practicum hours accumulated

The activities should be listed in a bullet point fashion. For example:

<table>
<thead>
<tr>
<th>Date</th>
<th>Description of Practicum Activity</th>
<th>Comp</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/25-10/1</td>
<td>• Performed a lecture about evidence-based practice</td>
<td>1:b</td>
<td>120 m</td>
</tr>
<tr>
<td></td>
<td>• Attended a faculty meeting with Dr. Faculty</td>
<td>8:b</td>
<td>60 m</td>
</tr>
<tr>
<td></td>
<td>• Initiated a literature review about teaching strategies for</td>
<td>7:a</td>
<td>120 m</td>
</tr>
<tr>
<td></td>
<td>undergraduate nursing students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Hours Completed To-Date

You will complete the Chronicle each module. I advise you to use it to plan your activities as well and review them with your preceptor. The Chronicle is intended to function as a log of your time and activities as well as a journal with which you can reflect on your progress throughout the semester. As you contemplate this document and the associated list of competencies, activities and outcomes, note that you will do many of these automatically, not necessarily noting them as the major achievements that week – it is just part of the work of teaching. If you have another activity that you feel belongs to a particular competency, please include it. We will discuss it and how it can fit. I want you to focus especially on the activities and outcomes that are of particular interest and/or support the work you are doing with your preceptor in the practicum – they are the ones that go into this record.

You and I will discuss your activities and progress on achieving the eight competencies as the semester progresses. We will have a minimum of 1 telephone discussion and will schedule additional calls if needed.

AT THE END OF EACH MODULE you will use the appropriate assignment submission tool in the Blackboard section labeled Assignments on the course menu to submit your documents to course faculty.
# Student Activities & Competency Chronicle

<table>
<thead>
<tr>
<th>Module 1</th>
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<td>Module 6</td>
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Total Hours
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
  University catalog related to academic integrity and honesty: http://catalog.tamucc.edu/

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).

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/ for the University procedure and see 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.