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 2013

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:

Course Coordinator and Clinical Faculty: Kathleen Poindexter, PhD, RN, CNE
Contact Information: 517-355-8321
Office: A-109 Life Sciences
Office Hours: Call or e-mail to arrange
Note: Times can be arranged to accommodate student schedules.

Faculty Contact:
Faculty are available via email or by phone throughout the week by appointment. Please use the email located within the course ANGEL 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 is an asynchronous online course that requires a student to log into the class several times per week to read email, announcements, discussions and to complete the course assignments. 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, self evaluation, portfolio, and 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 Tuesday 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 angel 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. Documentation of clinical internship hours achievement of National League for Nursing nurse educator competencies and personal clinical competencies will be documented in an electronic tracking system: E*Value. All entries will be validated by clinical preceptors on a biweekly basis.
Required Texts:


[Library information]
American Nurses Association Electronic Books (E-books)


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

Recommended Texts:


Required Resources, References, Supplies:

- ANGEL Help Line
  - 1.800.500.1554 (24 hrs, 7 days/week)
  - 517.355.2345 (24 hrs, 7 days/week)
  - [www.angel.msu.edu](http://www.angel.msu.edu)

  Angel help line is available for the technical concerns of the course. Drop boxes or questions specific to course content or material is to be directed to the faculty.

a. Course Requirements:

**Computer Hardware and Software requirements:**

1. Computer
2. High speed internet access
3. Microsoft Office (The MSU Computer Store offers special pricing for students ([http://cstore.msu.edu/](http://cstore.msu.edu/)).
4. Strongly recommend computer spyware and virus protection

**Clinical equipment and supplies:**

- MSU lab coat (order information available in the 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, portfolio, 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: (5%). 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 Tuesday 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 Monday 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. **Quizzes: (15%).** A total of three quizzes will be administered to assess student learning of lesson content and achievement of objectives. Questions may be multiple choice, true-false, or short answer. The quiz will remain open for the entire lesson week it is scheduled to be administered (see course calendar). Additional instructions will be provided in the course lesson folder. Students are expected to complete the quizzes independently and evidence of cheating will result in a zero for the quiz. Once the quiz taking process is initiated, the student will have 60 minutes to complete the responses. Only one opportunity to complete the quiz is permitted.

c. **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.

d. **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 evaluation and documentation of evaluation criteria will be submitted by the due date noted on the calendar.

e. **Teaching Project: (30%).** The teaching project is 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) 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 (format noted below). 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.*

f. **Philosophy of Nursing Statement and Portfolio:** Pass/No pass. Develop an electronic portfolio documenting student teaching achievements, philosophy of teaching statement, and student clinical hours.

g. **Test Design and Analysis Project: (15%).** The purpose of this assignment is to explore and analyze the test development and design process used at your NUR866 internship site.

h. **E*Value electronic Clinical Tracking System:** Pass/No pass. Documentation of all clinical competency achievements, personal objectives, and clinical internship hours must be completed. All assessments must be signed electronically by the student.

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 located in E*Value electronic tracking system. 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.* Note: A student must be able to demonstrate successful achievement of required teaching competencies throughout the courses and clinical internship in order to pass the course. Preceptors and students will receive additional information on navigating the E*Value system.
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:

<table>
<thead>
<tr>
<th>%</th>
<th>GRADE</th>
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<tbody>
<tr>
<td>94 – 100</td>
<td>4.0</td>
</tr>
<tr>
<td>87 – 93</td>
<td>3.5</td>
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<tr>
<td>80 – 86</td>
<td>3.0</td>
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<tr>
<td></td>
<td>(Minimum passing grade)</td>
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<tr>
<td>75 – 79</td>
<td>2.5</td>
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<tr>
<td>70 – 74</td>
<td>2.0</td>
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<tr>
<td>65 – 69</td>
<td>1.5</td>
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<tr>
<td>60 – 64</td>
<td>1.0</td>
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<tr>
<td>Below 60</td>
<td>0.0</td>
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</tbody>
</table>

4. Course Evaluation:

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

<table>
<thead>
<tr>
<th>Assignment/Activity</th>
<th>% Course Evaluation</th>
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<tbody>
<tr>
<td>Weekly Lesson activities:</td>
<td>5%</td>
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<tr>
<td>(Discussion forums, individual and group</td>
<td></td>
</tr>
<tr>
<td>activities, as assigned)</td>
<td></td>
</tr>
<tr>
<td>Quizzes: (3). Multiple choice, true-false,</td>
<td>15%</td>
</tr>
<tr>
<td>short answer</td>
<td></td>
</tr>
<tr>
<td>Teaching Project (2 parts)</td>
<td>30%</td>
</tr>
<tr>
<td>Journals (x 3)</td>
<td>30%</td>
</tr>
<tr>
<td>Clinical Plan of Study</td>
<td>5%</td>
</tr>
<tr>
<td>Test Design and Analysis</td>
<td>15%</td>
</tr>
<tr>
<td>Nursing Philosophy Statement and Portfolio</td>
<td>Pass/No Pass</td>
</tr>
<tr>
<td>Internship Requirements:</td>
<td></td>
</tr>
<tr>
<td>• Hours(90)</td>
<td></td>
</tr>
<tr>
<td>• Competency documentation</td>
<td>Must satisfactorily</td>
</tr>
<tr>
<td>• Faculty Evaluation of performance</td>
<td>complete all internship requirements to pass the course.</td>
</tr>
</tbody>
</table>

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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 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 two synchronous clinical conferences using Adobe Presenter 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.

The required 90 hours of internship experiences in NUR 866 are divided into the following categories:

- Approximately 3 – 6 hours of didactic teaching and lesson preparation (minimum of 3 hours teaching didactic content)
- A maximum of 15 hours dedicated to meeting with preceptor (hours may actually be more or less)
- Approximately 8 hours in the following activities: attending curriculum meetings; interviewing faculty and administrators; and reviewing university/college and nursing program accreditation reports
- Approximately 12 hours spent in observing/participating in teaching classes and assisting with instructional activities
- Approximately 6 hours integrating learning educational technology and participation in a media simulation lab
- Approximately 45 hours participating in clinical/lab teaching and assisting with instructional activities.

*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 for 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
- 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
• Code of Teaching Responsibility and Student Assessments and Final Grades:
  http://www.reg.msu.edu/AcademicPrograms/Print.asp?Section=514
• Integrity of Scholarship and Grades:
  http://www.reg.msu.edu/AcademicPrograms/Print.asp?Section=534

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.

**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 ANGEL program to contact the appropriate faculty member.

b. **Access to ANGEL:** You can access the class by going to https://www.angel.msu.edu/default.asp. The course will not open until the 1st day of the semester: (Eastern Standard Daylight Savings time). Technical problems with the use of ANGEL should be referred to the ANGEL help desk & not emailed to course faculty. The toll free ANGEL 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 may be issued for the course.

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 in a folder located within the CNS ED student lounge located in the angel group section. This resource will be of value when completing the scholarly project.
2. 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 ANGEL.

* In depth calendar available in Angel
### NUR866: Spring 2013 Calendar

Weekly lesson Assignments due *Monday 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.

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Lesson Topic(s)</th>
<th>Lesson Activities*</th>
<th>Assignment Due Dates: submit by Monday midnight</th>
</tr>
</thead>
</table>
| Lesson 1: 1/8 | Academic and Clinical Teaching Didactic Internship Nurse Educator Role Development | Didactic: Class Orientation and Overview of Academic and Clinical Teaching, Educator Role Development, **Readings:**  
**Assignment:** Discussion Forum  
**Clinical Activity:** Student Organization and Proposal Development  
  a) Internship Calendar Established  
  b) Activities  
  c) Objectives  
  d) Preceptor Contact Information  
Develop Professional Mentoring Relationships and Collaboration. | Assure compliance with University health courses requirements (HIPAA, BBP, Immunizations, etc.) prior to beginning internship.  
**Note:** MSU nametags must be worn during clinical internships.  
**Information updated in E*Value (NLN competencies and internship hours)**  
*Discussion Forum* |
| Lesson 2: 1/15 | Guiding Frameworks and Relationships Principals of Good Teaching Practice | Didactic: Educator Role Development, Student Teacher Relationships **Readings:**  
- Select Journal Articles  
**Clinical Assignment:** Teaching Project Assignment Development Identify Student Teaching topics. *Review Design of Lesson Development Plan. | **Final Clinical Objectives and internship Calendar** |
<table>
<thead>
<tr>
<th>Lesson 3: 1/22</th>
<th>Clinical Activity: Discuss course design, philosophy of teaching and course design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessing Student Learning outcomes</td>
<td>Didactic: Assess student learning outcome: formative and summative. Grading</td>
</tr>
<tr>
<td>Grading CATS</td>
<td>Readings:</td>
</tr>
<tr>
<td></td>
<td>• Oermann, M. &amp; Gaberson, K (2009). Chapt. 2, 7, 14, &amp; 16</td>
</tr>
<tr>
<td></td>
<td>• Select Journal Articles</td>
</tr>
<tr>
<td>Clinical Assignment: Develop a formative and summative student assessment of learning activity for teaching project</td>
<td></td>
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<tr>
<td>Clinical Activity: Examine application of formative and summative assessment of student learning methods.</td>
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</tbody>
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<thead>
<tr>
<th>Lesson 4: 1/29</th>
<th>Update E*Value Teaching Competencies and hours</th>
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<tbody>
<tr>
<td></td>
<td>Readings:</td>
</tr>
<tr>
<td>Assignment: Journal weeks 1 – 4</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Lesson 5: 2/5</th>
<th>Reflective Journal #1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Readings:</td>
</tr>
<tr>
<td></td>
<td>• Oermann, M. &amp; Gaberson, K (2009). Chapt. 3, 4, 5, 6, &amp; 9</td>
</tr>
<tr>
<td>Assignment: Assignment: Test Analysis and Design Project</td>
<td></td>
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<tr>
<td>Clinical Activity: Develop a student assessment of learning activity for teaching project: formative and summative evaluation.</td>
<td>Update E*Value Teaching Competencies and hours</td>
</tr>
<tr>
<td>Lesson 6: Interpretations of Tests Results</td>
<td>Didactic: Test analysis process; learning activity</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-------------------------------------------------</td>
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</tbody>
</table>
| 2/12 | Readings:  
- Select journal articles and resources |  |
| Clinical Activity: Review a test or exam scores and analyze design process, item analysis, and statistical data. |  |

<table>
<thead>
<tr>
<th>Lesson 7: Evaluation of Written Assignments</th>
<th>Didactic: Developing and evaluating written assignments: classroom and clinical environments.</th>
<th>Update E*Value Teaching Competencies and hours</th>
</tr>
</thead>
</table>
| 2/19 | Readings:  
- Select journal articles and resources | Quiz 1 (open all week) |
| Clinical Activity: Assess student writing assignments according to evaluation criteria. Compare with preceptor assessment. |  |

<table>
<thead>
<tr>
<th>Lesson 8: Lesson Development Process</th>
<th>Didactic: Application of course content for lesson development</th>
<th>Teaching Project: Part 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/26</td>
<td>Assignment: Teaching Project Development; Questionnaire</td>
<td>Self and Preceptor Mid-semester Internship Assessment in E*Value</td>
</tr>
<tr>
<td>Clinical Activity: Discuss Teaching project with preceptor for final approval. Submission of Teaching Project Part 1</td>
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<thead>
<tr>
<th>3/5 – 3/9</th>
<th>SPRING BREAK</th>
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<tr>
<th>Lesson 9: Quality, Safety, and Education in Nursing Teaching Evidence Based Practice</th>
<th>Didactic: Integrating QSEN and EBP into Lessons. TeamSTEPPS</th>
<th>Journal #2</th>
</tr>
</thead>
</table>
| 3/12 | Readings:  
- Select journal articles and resources |  |
| Assignment: Questionnaire and Reflective journal weeks 5 - 9 |  |
| Clinical Activity: Examine application of QSEN and EBP activities integrated into clinical experience. |  |

<table>
<thead>
<tr>
<th>Lesson 10: Cultural competence,</th>
<th>Didactic: Promoting cultural awareness, ethics, and diversity in the classroom for practice</th>
<th>Update E*Value Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Competencies and hours</td>
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<tr>
<td>3/19</td>
<td>Diversity, legal and ethical concerns in clinical settings</td>
<td><strong>Readings:</strong></td>
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<td></td>
<td></td>
<td>• Select journal articles and resources</td>
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<td></td>
<td></td>
<td><strong>Clinical Activity (include in reflective journal):</strong></td>
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<tr>
<td></td>
<td></td>
<td>Design, conduct, and assess a clinical post conference activity to enhance students’</td>
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<td></td>
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<td>cultural competence. Include learning purpose, objectives, and rubric and criteria for</td>
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<td>assessment of student learning.</td>
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<td></td>
<td></td>
<td>Participate in a simulated teaching/learning experience. Assess design and implementation</td>
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<td>methods</td>
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</table>

**Lesson 11: 3/26 Academic Technology Competencies**

<table>
<thead>
<tr>
<th>Didactic:</th>
<th>Integration of technology in education in nursing education, informatics competencies, &amp; information literacy.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Readings:</strong></td>
<td></td>
</tr>
<tr>
<td>• Mastrian, G., McGonigle, D., Mahan, W. &amp; Bixler. (2011). Chapt. 11, 12, 13, 15</td>
<td></td>
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<tr>
<td>• Select journal articles and resources</td>
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</tbody>
</table>

**Assignment:** Discussion Forum

**Clinical Activity (discussion forum):** Examine use of technology in internship setting (academic and clinical). Discuss support and barriers to implementation with your preceptor.

**Lesson 12: 4/2 Simulation Development, Design, and Integration**

<table>
<thead>
<tr>
<th>Didactic:</th>
<th>Simulation activities: design, development, and evaluation of student learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Readings:</strong></td>
<td></td>
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<td>• Select journal articles and resources</td>
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</table>

**Assignment:** Quiz

**Clinical Activity (post on discussion forum):** Participate in a simulated teaching/learning experience. Assess design and implementation methods.

**Lesson 13: 4/9 Faculty evaluation of teaching, advising,**

<table>
<thead>
<tr>
<th>Didactic:</th>
<th>Faculty evaluation process, teaching responsibilities, assignments, scholarship, and self reflection. Development of teaching portfolio and philosophy statement.</th>
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</table>

**Reflective Journal #3**
### Readings:
- Select journals articles and resources

**Assignment:** Evaluate teaching competencies in the classroom and clinical setting. (part of teaching project – part 2). Reflective journal weeks 10 – 13.

**Clinical Activity:** Review faculty evaluation process at internship site. Faculty requirements for academic teaching positions, tenure earning positions, and clinical appointments. Discuss professional role development with preceptor or administrative representative.

<table>
<thead>
<tr>
<th>Lesson 14: 4/16</th>
<th>Evaluation of Teaching and Student Learning</th>
<th>Teaching Project Part 2</th>
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<tbody>
<tr>
<td></td>
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<td><strong>Portfolio Development</strong></td>
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<td><strong>Lessons Learned: Discussion Forum</strong></td>
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</tbody>
</table>

**Teaching Project Part 2 Due:**
- Friday

**Updated:**
- Portfolio and Philosophy of Teaching Statement (Due and upload into E*Value)

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<tr>
<th>Lesson 15: 4/23</th>
<th>Assessing Educator Role Development</th>
<th>Didactic: Developing and designing an academic teaching career.</th>
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<tr>
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<td><strong>Clinical Activity:</strong> Final Student Internship Evaluations (Self and Preceptor), Portfolio and Philosophy Paper, and Final Self Reflection and Objective Evaluation</td>
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<td>All final course evaluations are to be completed. Links and information will be available in the course.</td>
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</table>

**Complete All Assessments in E*Value and hours**
- Quiz #3 (open all week)
- Due: Preceptor, Self and SIGNED faculty Assessment of Clinical Performance.

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