ANGELO STATE UNIVERSITY

MASTER of SCIENCE in NURSING

NUR 6391
Independent Research: Nursing Education and Clinical Leadership Practicum
Fall 2017
COURSE NUMBER
NUR 6391

COURSE TITLE
Independent Research: Nursing Education and Clinical Leadership Practicum

CREDITS
This is an online course offering, with a minimum of 100 clock hours in the educator role and 50 clock hours in the clinical-focused leadership role.

PREREQUISITE COURSES
NUR 6306, 6319, 6338

CO-REQUISITES
None

PRE-REQUISITE SKILLS
Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are an expectation of on-line course delivery. Computer access requirements are further delineated in the Graduate Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Graduate Nursing Handbook should be reviewed before taking this course.
http://www.angelo.edu/content/files/18423-graduate-student-handbook-fall-2014

BROWSER COMPATIBILITY CHECK
It is the student’s responsibility to ensure that the browser used to access course material on his/her computer is compatible with ASU’s Blackboard Learning System. The faculty reserve the right to deny additional access to course assignments lost due to compatibility issues. Students are responsible for reviewing the guidelines posted in this course regarding accessing Blackboard assignments. Problems in this area need to be discussed with faculty at the time of occurrence, either via a phone call (preferred) during posted acceptable hours for calling, or via email notification during times outside those posted for calls. Be sure to perform a browser test. Select the “Technology Support” tab from the Blackboard homepage: blackboard.angelo.edu Select “Browser Test” option.

Please see technical requirements for MSN classes at this link:
http://www.angelo.edu/dept/nursing/student_resources/computer_requirements.php

COURSE DELIVERY
This is an online course offering at http://blackboard.angelo.edu
For computer or technical issues, please contact: ASU Helpdesk at 325-942-2911

FACULTY
Dr. Kelly Michael
Office: Virtual Faculty
E-mail: robert.michael@angelo.edu
OFFICE HOURS
CST/USA (Virtual) Tue: 1:00 PM - 4:00 PM, Wed: 1:00 PM - 4:00 PM, and By Appointment.
I strive to respond to messages within 24 to 36 hours during the work week. If you have a question and an email response would suffice, then let me know when you contact me. Weekend messages may not be returned until Monday. Depending on the nature of the meeting we may employ use of the telephone, Blackboard Collaborate, or Google Hangout.

COURSE DESCRIPTION
This course provides nurse educator students a supervised practicum experience. Students’ focus will be to develop skills in curriculum process, classroom/clinical teaching, and evaluation, and to gain experience in a graduate-level, clinical-focused leadership role. Students will work with faculty to select appropriate practicum settings. The student will complete 100 clock-hours in the educator role and 50 clock-hours in the clinical-focused, leadership role. Grading will be either pass or fail.

MSN PROGRAM OUTCOMES
Upon program completion, the graduate will be prepared to:
1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.
2. Apply organizational and systems leadership skills.
3. Design and implement quality improvement initiatives
4. Integrate best research evidence to improve health outcomes.
5. Utilize informatics, healthcare technology and information systems.
6. Advocate through system level policy development.
7. Employ effective communication in inter-professional teams
8. Synthesize the impact of health determinants for provision of culturally relevant health promotion/disease prevention strategies.
9. Practice at the level of a Master’s prepared nurse.

STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to MSN Program Outcomes</th>
<th>Mapping top MSN Essentials</th>
<th>Mapping to NLN Educator Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establish personal and professional level goals in the areas of Clinical-Focused Leadership and Nursing Education</td>
<td>Learning Proposal</td>
<td>9</td>
<td>9.15</td>
<td>2.4; 8.4</td>
</tr>
<tr>
<td>2. Perform activities and employ skills necessary for the clinical-focused leader role</td>
<td>Discussion Boards - Clinical-Focused Leadership Assignment - Documentation Forms</td>
<td>2; 3; 9</td>
<td>2.1-3; 3.4; 3.6; 7.4-6; 9.1; 9.2; 9.5; 9.11</td>
<td>5.8; 6.6</td>
</tr>
<tr>
<td>3. Perform activities and employ skills necessary for the nurse educator role</td>
<td>Discussion Boards - Instructional Design Assignment - Documentation Forms</td>
<td>9</td>
<td>9.1; 9.12</td>
<td>1.1-3; 1.5-11; 2.1-2.2; 2.4; 2.6; 3.1-3.2; 3.6; 5.7</td>
</tr>
</tbody>
</table>
REQUIRED TEXTS

OTHER REQUIRED MATERIALS
- Computer with MAC or Windows Operating System
- High Speed Internet Access
- Refer to Angelo State University’s Distance Education website for further technology requirements: http://www.angelo.edu/distance_education/

GRADING SYSTEM
This class will be graded on a Pass or Fail basis. I will be measuring your progress on the student learning outcomes by using various matrices in the form of rubrics. Passing this course will be dependent upon completing the course requirements and meeting the student learning outcomes. For any and all assignments I will allow revision of that assignment after a pass or fail analysis is made. If you are not happy with your personal progress towards meeting the outcomes, then feel free to revise your work and resubmit.

All activities must be completed at or above the proficient level to pass this course. Proficient levels and above are noted in each of the course assignment rubrics. If you assign a higher level of mastery for yourself than noted in the rubric, then feel empowered to achieve your goal. The following are the assignments in the course:
- Learning Proposal
- Discussion Board Activities
  - FERPA / Incivility
  - Clinical Leadership Issues
  - Classroom Teaching Issues
  - Disabilities in Education
- Clinical-Focused Leadership Assignment
- Instructional Design Assignment
- Documentation Forms 1, 2, 3, & 4

TEACHING STRATEGIES
- Preceptor Guided Learning Experiences
- Readings
- Group Discussions
- Writing Assessments (*Learning Proposal, Clinical-Focused Leadership Assignment
- *Instructional Design Assignment*)
- Documentation Forms
Preceptor Guided Learning Practicum:
During this experience students will explore real-life experiences of clinical-focused leaders and nurse educators. Students are expected to adhere to the Preceptor / Faculty / Student Orientation Handbook. The student is encouraged to work with his/her preceptors, and the course facilitator, to develop a plan that best meets his/her educational needs. Students are required to complete 100 clock-hours in the educator role and 50 clock-hours in the clinical-focused, leadership role. All students are expected to maintain Documentation Forms regarding student activities completed during this course. Students are encouraged to discuss relevant activities with preceptors.

Guidelines for Working with Preceptors: Your preceptor has agreed to work with you as an additional responsibility. They receive no teaching credit or reduced workload to do so. Be considerate of their time. Plan well in advance and keep them informed at all times. Do not leave anything until the last minute.

You must attend all scheduled days and activities. You should arrive early and be willing to stay as long as necessary to complete the activity. Be prepared to assist your preceptor in any way possible. Please check with your preceptor to see what the appropriate attire will be for your experience (e.g. lab coat, scrubs, dress clothes, etc.). Be sure you wear your name tag that identifies you as an Angelo State University MSN student (see MSN handbook for details).

Confidentiality must be maintained at all times! You are not to discuss students, their progress, or any student-related activities with anyone other than your preceptor or course facilitator. Any breach of confidentiality will result in course failure!

Learning Proposal
Students will develop personal and professional level goals for the two clinical areas of this course (Clinical-Focused Leadership and Nursing Education) as a guide for personal and professional growth. This assignment will be submitted in course management system for evaluation and feedback.

Readings:
Readings in this course have been selected to help develop knowledge and understanding. These readings will be valuable in helping engage in all assessments of this course. Additional suggested readings and texts are offered throughout the various modules. These are not assigned readings. They are resources for your future practice.

Discussion Board Activities:
Discussion Boards provide an avenue for synthesis of material / information. A Discussion Board is provided in this course as a way to help students’ process course materials, express thoughts, and engage others opinions and ideas in a healthy and productive learning environment. Students are expected to respond to all discussion board assessments using the “Online Discussion Rubric” to support individual answers to the assignments in this course.
Clinical-Focused Leadership (CFL) Assignment
Students will complete this assignment during their CFL practicum experience. Students will design and implement a needs assessment while precepting with a clinical leader. The assignment will be submitted in course management system for evaluation.

Instructional Design (ID) Assignment
Students may choose a Didactic course or a Clinical course for which to complete this assignment. Student will be expected to work on this project with preceptor feedback. Students need to select an instructional design framework to guide their design. Examples include using the Learning Design Perspectives framework (2000) of the National Research Council for a didactic assignment or The Process of Clinical Teaching: Five Components framework (Gaberson, Oermann, & Shellenbarger, 2015, p. 96) for a clinical course assignment. The assignment will be submitted in course management system for evaluation.

GENERAL POLICIES RELATED TO THIS COURSE
All students are required to follow the policies and procedures presented in the following documents:
• Angelo State Student Handbook located on the ASU website: http://www.angelo.edu/student-handbook/
• University Catalog located on the ASU website https://www.angelo.edu/catalogs/
• University Graduate Nursing Handbook, located on the Nursing website http://www.angelo.edu/content/files/18423-graduate-student-handbook-fall-2014

IMPORTANT UNIVERSITY DATES
Special Notes:
  a) If you are graduating this semester please make sure you complete your application for graduation.
  b) If you are taking the Comprehensive Exam this semester, please register for this exam.

See Academic Calendar at: http://www.angelo.edu/services/registrars_office/academic_calendar.php
August 28    First Day of Class
September 1  Last day to register or make changes
September 4  Holiday
November 3    Last day to drop a class or withdraw from the University for this Semester. Forms must be received by 5:00 p.m. CDT. * / **
November 22-24 Thanksgiving Holiday
December 11-15 Final Exams Week
December 15   Fall Semester ends
December 16   Fall Commencement
* https://www.angelo.edu/content/forms/290-drop-request-form-for-online-courses-only   https://www.angelo.edu/services/saem/withdrawal_form.php
** Notify your faculty if you plan to drop or withdraw. A general understanding of the circumstances will be helpful for program development.

COMMUNICATION
• Faculty will respond to email and/or telephone messages within 24 -36 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.
• **Written communication via Blackboard:** It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6th edition (2nd Printing or higher only) guidelines for referencing.

• **Written communication via email:** All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes.

• **Virtual communication:** Office hours and/or advising may be done with the assistance of the telephone, Skype, Join.me, Google Hangouts, etc.

**Use Good "Netiquette":**

• Check the discussion frequently and respond appropriately and on subject.

• Focus on one subject per message and use pertinent subject titles.

• Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!

• Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms. / Mr. unless invited by faculty to use a less formal approach.

• Cite all quotes, references, and sources.

• When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.

• It is extremely rude to forward someone else’s messages without their permission.

• It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(Adapted from Arlene H. Rinald’s article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

**ASSESSMENT SUBMISSION**

In this class, all assessments need to be submitted through the Assessments link in the Blackboard course site. This is for grading purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assessment submission, email me at robert.michael@angelo.edu and attach a copy of what you are trying to submit. This lets me know you completed the assessment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assessment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

**POLICY ON LATE OR MISSED ASSESSMENTS**

Dates for assessments are posted. Failure to submit your assessments on the assigned date will result in a five percent deduction for each day after the posted deadline. No papers or postings will be accepted more than one week past the assigned due date.

**LIFELINE POLICY:** I realize that unforeseen minor circumstances occasionally arise. Therefore, each student is allowed one lifeline this semester. A lifeline is a 24 hour extension that can be redeemed on any single assessment without explanation or penalty. To redeem your lifeline, simply type “Lifeline” at the top of your assessment.

**ACADEMIC HONESTY**

Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their educational experiences. Any student found guilty of any form of dishonesty in academic work is
subject to disciplinary action and possible expulsion from ASU. All codes and policies are set forth in the Student Handbook of Angelo State University: http://www.angelo.edu/student-handbook/

The University "faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials."

PLAGIARISM
Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the APA Style Manual of the American Psychological Association as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Safe Assignment or Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center http://www.angelo.edu/dept/writing_center/academic_honesty.php

STUDENTS WITH DISABILITIES
Disability Services is part of the Office of Student Affairs at Angelo State University. Angelo State’s Office of Student Affairs works to ensure that qualified students with disabilities have equal access to all institutional programs and services. The office advocates responsibly for the needs of students with disabilities and educates the campus community so that others can understand and support students with disabilities. The following includes contact information for Disability Services at ASU:

ada@angelo.edu
325-942-2047
Fax: 325-942-2211
Houston Harte University Center, 112
ASU Station #11047, San Angelo, TX 76909

INCOMPLETE GRADE POLICY (OP 10.11 Grading Procedures)
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required.

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS (ASU Operating Policy 10.19)
“A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.”

COPYRIGHT POLICY
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.
SYLLABUS CHANGES
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

WEBLINKS:
- Board of Nursing for the State of Texas [http://www.bne.state.tx.us/](http://www.bne.state.tx.us/)
- Campaign for Action (The Future of Nursing) [http://campaignforaction.org/](http://campaignforaction.org/)

COURSE DISCLAIMER:
Although it is never the intention of this course instructor to offend anyone, on rare occasions students do become offended during discussions. The nature of the content of this course may lead to someone being offended by ideas read or presented, or someone’s ideas or opinions shared. The purpose is to encourage you to consider, objectively, the viewpoints reflected in other’s works as you examine your own views, assumptions, and preconceptions in an attempt to formulate an informed, thoughtful, and defensible position. It is not the intent of this class to “indoctrinate” you into any particular point of view, persuade you to adopt any specific position, or even “challenge” your personal beliefs. The hope is that, together, we can all remain as objective as possible and keep our discussions on a high intellectual plane.

COURSE EVALUATION
In order to ensure consistent, sufficient student feedback regarding programs and services provided for students by the Department of Nursing, as required by our accreditation requirements, opportunities for students to evaluate both their courses and course instructors will be provided. Student opinions and feedback are valued and are part of each Course and Instructor’s evaluation process.
Fatal Error Policy:

Rationale: Effective communication of ideas and information with members of the nursing community and the general public is an important skill for all nurses to develop. Documents containing grammatical and spelling errors can distract and frustrate the reader. If your papers contain these types of errors, it will be difficult for me to focus on the content written and grade fairly. For this reason, I use a fatal error policy, which allows you to correct your mistakes in exchange for a penalty of a letter grade, rather than failing the assignment.

Policy: Papers containing more than 3 of the following errors will be returned without a grade. You will have 24 hours to fix the error(s) and resubmit the paper. Resubmitted papers will be graded, but will only be marked at 89% of the earned grade. So, the highest grade you can make if your paper must be resubmitted is a B.

List of fatal errors:
1. misspelled words (run spell-check)
2. misused words (eg. “proven”, affect/effect, absorbance/absorbency)
3. improper use of singular or plural forms of scientific words
4. sentence fragments
5. run-on sentences or comma splices
6. improper formatting of medical terminology / scientific names
7. capitalization mistakes
8. serious errors in punctuation that obscure meaning
9. errors in verb tense or subject/verb agreement
10. first person pronouns
11. other serious grammatical errors
12. lack of conformity with assignment format
13. each improper citation, or lack of citation where one is needed
14. blocks of quotations strung together with linking words or minimal original writing
15. improper formatting of tables and figures
16. lack of units reported on quantitative data

Avoiding fatal errors: While the spelling and grammar check features on word processing programs are helpful, their suggestions aren’t always correct. So please use other methods of proofreading. Read the paper yourself. Have someone else read your paper. Use the University writing center. Use a dictionary or composition book to assist you when you are uncertain of spelling or grammar.


Topic Outline begins next page.
# TOPIC OUTLINE

## Week 1:
- The student needs to familiarize themselves with the course management system (Blackboard) and digitally sign affirming reading and understanding the course syllabus and evaluation process.
- Students will select preceptors, if not done so already, complete the required agreement paperwork (Facility & Preceptor), and submit this to the ASU graduate nursing program.
- The student will develop a **Learning Proposal** for the Course
- Introduce Self in Discussion Forum: **Student Introductions**
- The student will delineate the hours spent in this practicum in the **Documentation Form #1**.

## Week 2:
- Begin precepted learning experience.
- Begin **Instructional Design (ID) Assignment** in collaboration with preceptor
- Begin **Clinical-Focused Leadership (CFL) Assignment** in collaboration with preceptor
- The student will delineate the hours spent in this practicum in the **Documentation Form #1**.

## Week 3:
- Continue precepted learning experience.
- The student will delineate the hours spent in this practicum in the **Documentation Form #1**.

## Week 4:
- Continue precepted learning experience.
- The student will delineate the hours spent in this practicum in the **Documentation Form #1**
- Engage **Discussion Board #1**: Nurse Educator Leader Issue – FERPA / Incivility

## Week 5:
- Continue precepted learning experience.
- The student will delineate the hours spent in this practicum in the **Documentation Form #2**.

## Week 6:
- Continue precepted learning experience.
- **Discussion Board #2**: Clinical Leader Issues
- The student will delineate the hours spent in this practicum in the **Documentation Form #2**.

## Week 7:
- Continue precepted learning experience.
- The student will delineate the hours spent in this practicum in the **Documentation Form #2**.

## Week 8:
- Continue precepted learning experience.
- Engage **Discussion Board #3**: Classroom Teaching Issues
- The student will delineate the hours spent in this practicum in the **Documentation Form #2**

## Week 9:
- Continue precepted learning experience.
- The student will delineate the hours spent in this practicum in the **Documentation Form #3**.
<table>
<thead>
<tr>
<th>Week 10:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Continue precepted learning experience.</td>
</tr>
<tr>
<td>• The student will delineate the hours spent in this practicum in the <strong>Documentation Form #3</strong>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 11:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Continue precepted learning experience.</td>
</tr>
<tr>
<td>• The student will delineate the hours spent in this practicum in the <strong>Documentation Form #3</strong>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 12:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Continue precepted learning experience.</td>
</tr>
<tr>
<td>• Engage <strong>Discussion Board #4: Disabilities in Education</strong></td>
</tr>
<tr>
<td>• The student will delineate the hours spent in this practicum in the <strong>Documentation Form #3</strong>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 13:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Continue precepted learning experience.</td>
</tr>
<tr>
<td>• <strong>Complete Evaluation forms</strong> on Preceptors</td>
</tr>
<tr>
<td>• The student will delineate the hours spent in this practicum in the <strong>Documentation Form #4</strong>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 14:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Continue precepted learning experience.</td>
</tr>
<tr>
<td>• The student will delineate the hours spent in this practicum in the <strong>Documentation Form #4</strong>.</td>
</tr>
</tbody>
</table>

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<tr>
<th>Week 15:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Complete precepted learning experience.</td>
</tr>
<tr>
<td>• The student will delineate the hours spent in this practicum in the <strong>Documentation Form #4</strong>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 16:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Final Exam Week</td>
</tr>
<tr>
<td>• The student will delineate the hours spent in this practicum in the <strong>Documentation Form #4</strong>.</td>
</tr>
</tbody>
</table>
### Learning Proposal Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable</th>
<th>Marginal</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Items</td>
<td>Does not answer items.</td>
<td>Thoroughly answers a minority of the items.</td>
<td>Answers a majority, but not all items.</td>
<td>Thoroughly answers each item.</td>
</tr>
<tr>
<td>Evidence of evaluation and synthesis of material</td>
<td>Does not use concepts and terminology appropriately; Does not provide examples; Answers not organized and easy to follow; Lacks evidence of insightful evaluation and synthesis</td>
<td>Occasionally uses concepts and terminology appropriately; when applicable, occasionally provides appropriate examples; format is occasionally organized and easy to follow; evidence of insightful evaluation and synthesis is occasionally present</td>
<td>Most of the time uses concepts and terminology appropriately; when applicable, most of the time provides appropriate examples; presented in a format that is most often organized and easy to follow; evidence of insightful evaluation and synthesis is most often present</td>
<td>Always uses concepts and terminology appropriately; when applicable, Always provides appropriate examples; Answers always presented in a format that is organized and easy to follow; evidence of insightful evaluation and synthesis is always present</td>
</tr>
<tr>
<td>Scholarly writing and Citations using APA formatting</td>
<td>Does not cite sources or use consistent style.</td>
<td>Occasionally uses consistent citation style and cites sources. Greater than two APA mistakes noted.</td>
<td>Routinely uses consistent citation style and cites sources. Two or fewer APA mistakes noted.</td>
<td>Always uses consistent citation style and cites all sources. No APA mistakes noted.</td>
</tr>
</tbody>
</table>

### Discussion Board Activities Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable</th>
<th>Unacceptable</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Assignment Posting</td>
<td>Posts no assignment; Does not comment to two others posts.</td>
<td>Posts a minimal answer for this assignment, but lacks substance and depth; Comments to less than two others posts.</td>
<td>Posts a developed answer with an understanding of the issues; Elaborates on two other’s existing posts with minimal constructive comments or observation</td>
<td>Posts a well-developed answer and fully explains all aspects of the assigned topic. Elaborates on two other’s existing posts with substantial constructive comments or observation</td>
</tr>
<tr>
<td>Follow-Up Postings (If applicable to posting)</td>
<td>Posts no follow-up responses to others.</td>
<td>Posts no follow-up responses to others.</td>
<td>Posts an answer to another’s post, but does not extend meaningful discussion by building on previous posts.</td>
<td>Demonstrates analysis of another’s post and extends meaningful discussion by building on previous posts.</td>
</tr>
<tr>
<td>Scholarly writing and Citations using APA formatting</td>
<td>Does not cite sources or use consistent style.</td>
<td>Does not cite sources or use consistent style.</td>
<td>Routinely uses consistent citation style and cites sources. Two or fewer mistakes noted.</td>
<td>Always uses consistent citation style and cites all sources. No mistakes noted.</td>
</tr>
</tbody>
</table>

### Clinical-Focused Leadership Assignment Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable</th>
<th>Marginal</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design Components (See assignment)</td>
<td>Does not address any proposal components.</td>
<td>Thoroughly addresses a minority of the proposal components.</td>
<td>Thoroughly addresses a majority, but not all proposal components.</td>
<td>Thoroughly addresses each proposal components.</td>
</tr>
<tr>
<td>Evidence of evaluation and synthesis of material</td>
<td>Does not use concepts and terminology appropriately; Does not provide examples; Answers not organized and easy to follow; Lacks evidence of insightful evaluation and synthesis</td>
<td>Occasionally uses concepts and terminology appropriately; when applicable, occasionally provides appropriate examples; format is occasionally organized and easy to follow; evidence of insightful evaluation and synthesis is occasionally present</td>
<td>Most of the time uses concepts and terminology appropriately; when applicable, most of the time provides appropriate examples; presented in a format that is most often organized and easy to follow; evidence of insightful evaluation and synthesis is most often present</td>
<td>Always uses concepts and terminology appropriately; when applicable, Always provides appropriate examples; Answers always presented in a format that is organized and easy to follow; evidence of insightful evaluation and synthesis is always present</td>
</tr>
<tr>
<td>Scholarly writing and Citations using APA formatting</td>
<td>Does not cite sources or use consistent style.</td>
<td>Occasionally uses consistent citation style and cites sources. Greater than two APA mistakes noted.</td>
<td>Routinely uses consistent citation style and cites sources. Two or fewer APA mistakes noted.</td>
<td>Always uses consistent citation style and cites all sources. No APA mistakes noted.</td>
</tr>
</tbody>
</table>
### Instructional Design Assignment Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable</th>
<th>Marginal</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Design Sections</strong></td>
<td>Does not address any design section.</td>
<td>Thoroughly addresses a minority of the design sections.</td>
<td>Thoroughly addresses a majority, but not all design sections.</td>
<td>Thoroughly addresses each design section.</td>
</tr>
<tr>
<td>1. Clinical or didactic course title</td>
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<td>2. Objectives</td>
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<td>3. Background Reading Assignments or Activities</td>
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<td>4. Pre-assessments</td>
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<tr>
<td>5. Deliverables</td>
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<td>6. Classroom Activities</td>
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<td>7. In-class-Assessment strategies or tools</td>
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<td>8. Post-assessment</td>
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<tr>
<td>9. Evaluation Plan for the Teaching Plan</td>
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<tr>
<td><strong>Evidence of evaluation and synthesis of material</strong></td>
<td>Does not use concepts and terminology appropriately;</td>
<td>Occasionally uses concepts and terminology appropriately;</td>
<td>Most of the time uses concepts and terminology appropriately;</td>
<td>Always uses concepts and terminology appropriately;</td>
</tr>
<tr>
<td></td>
<td>Does not provide examples;</td>
<td>when applicable, occasionally provides appropriate examples;</td>
<td>when applicable, most of the time provides appropriate examples;</td>
<td>when applicable, Always provides appropriate examples;</td>
</tr>
<tr>
<td></td>
<td>Answers not organized and easy to follow;</td>
<td>format is occasionally organized and easy to follow;</td>
<td>presented in a format that is most often organized and easy to follow;</td>
<td>Answers always presented in a format that is organized and</td>
</tr>
<tr>
<td></td>
<td>Lacks evidence of insightful evaluation and synthesis</td>
<td>evidence of insightful evaluation and synthesis is occasionally present</td>
<td>evidence of insightful evaluation and synthesis is most often present</td>
<td>easy to follow; evidence of insightful evaluation and synthesis is always</td>
</tr>
<tr>
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<td></td>
<td></td>
<td>present</td>
</tr>
<tr>
<td><strong>Scholarly writing and Citations using APA formatting</strong></td>
<td>Does not cite sources or use consistent style.</td>
<td>Occasionally uses consistent citation style and cites sources. Greater</td>
<td>Routinely uses consistent citation style and cites sources. Two or fewer</td>
<td>Always uses consistent citation style and cites all sources. No APA</td>
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<td>than two APA mistakes noted.</td>
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END OF SYLLABUS