COURSE NUMBER
NUR 6308

COURSE TITLE
Nursing Education and Clinical Leadership Practicum

CREDITS
(0-0-150) 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

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.

PRE-REQUISITE SKILLS
Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the program name. Computer access requirements are further delineated in the graduate Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Undergraduate/Graduate Student Handbook should be reviewed before taking this course. http://www.angelo.edu/dept/nursing/handbook/index.html

COURSE DELIVERY
This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at ASU's Blackboard Learning Management System

GENERAL GUIDELINES RELATED TO THIS COURSE
All students are required to follow the guidelines presented in the following documents:
• Angelo State 2015-2016 Student Handbook located on the ASU website http://www.angelo.edu/student-handbook/
• ASU Graduate Catalog located on the ASU website https://www.angelo.edu/catalogs/ and
University Graduate Nursing Handbook, located on the Nursing website http://www.angelo.edu/dept/nursing/handbook/index.html

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. Be sure to perform a browser test. Select the “Support” tab from the Blackboard homepage (http://www.blackboard.angelo.edu) Select “Test your Browser” option.
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.

FACULTY: Dr. Kelly Michael
Office: Virtual Faculty
Fax: (325) 942-2236
Email: robert.michael@angelo.edu (Preferred method of communication)
Office hours: CST/USA (Virtual) 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 simply let me know this 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, Google Hangout or Whatsapp.

**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 to MSN Essentials</th>
<th>Mapping to NLN Educator Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>By completing all course requirements, students will be able to:</td>
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<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</td>
<td>2; 3</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>
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<tr>
<td></td>
<td>- Clinical-Focused Leadership Assignment</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>- Discussion Boards</td>
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<tr>
<td></td>
<td>- Documentation Forms</td>
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<td></td>
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<tr>
<td>3. Perform activities and employ skills necessary for the nurse educator role</td>
<td>- Discussion Boards</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>
<tr>
<td></td>
<td>- Instructional Design Assignment</td>
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<tr>
<td></td>
<td>- Discussion Boards</td>
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<tr>
<td></td>
<td>- Documentation Forms</td>
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</tbody>
</table>

**REQUIRED TEXTS**
   2nd Printing or higher only

**OTHER REQUIRED MATERIALS**
- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Refer to Angelo State University’s Distance Education website for further technology requirements: [Angelo State University’s Distance Education Website](#)
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

ASSIGNMENT DESCRIPTIONS
- **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 other’s 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. Students 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.

**ASSESSMENT SUBMISSION**
In this class, all assessments must be submitted through the Assessments link in Blackboard. Assignments submitted through email will not be accepted or graded. This is for grading purposes and not meant to be punitive. Issues with technology use arise from time to time. If a technology issue does occur regarding an assessment submission, email your instructor, attach a copy of what you are trying to submit, and call IT Service Center at 325-942-2911 to request that a ticket be opened and add my name as your instructor to the ticket. This lets your faculty 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.

**LATE WORK OR MISSED ASSESSMENTS**
The course is set up in modules. The week begins on Tuesday and ends on Monday at 11:59 PM CST. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. **Late work will incur a 5 % grade deduction per day up to one week.** Papers or assignments more than one week past the due date will not be accepted and will receive a zero for a grade.

**ACADEMIC HONESTY**
Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The Archer College of Health and Human Services adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook: [Angelo State University’s Academic Integrity Policy](#). 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 may be evaluated for originality via Turnitin or Safe Assign. 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.

STUDENT RESPONSIBILITY & ATTENDANCE

This class is asynchronous, meaning you do not have to be on-line at a certain time. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course assignments, etc. Students are expected to engage in course activities and submit work by due dates and times. Scholarly contribution is an expectation.

- Individual Work and Collaborative Work - An expectation of this course is that you submit original work that reflects your ideas.
  You are expected to work together on group assignments in the spirit of collaboration. Every member is expected to make a reasonable contribution. Because this is an on-line course, you must participate and contribute to receive credit.

- Absences - This class has many graded activities. Should you choose to travel during this class, you are held responsible for making arrangements for Internet access. Generally, this is not a problem. Planning ahead will help to avoid unexpected problems with technology and/or assignment submission. Contact your section faculty should you have problems meeting course objectives due to serious illness or extreme hardship. The ASU Student Handbook provides guidelines: http://www.angelo.edu/content/files/17187-2014-15-student-handbook.

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS

“A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.” Please see ASU Operating Policy 10.19.

IMPORTANT UNIVERSITY DATES

Students are responsible for adhering to all dates set forth in the ASU Academic Calendar for the semester. https://www.angelo.edu/services/registrars_office/academic_calendar.php

Select dates:

- January 14: 1st day of class
- January 21: Martin Luther King Jr. Holiday
- March 11-15: Spring Break
- April 19: Last day to drop a class or withdraw from regular spring 2019 semester*, **
  - * https://www.angelo.edu/content/forms/290-drop-request-form-for-online-courses-only
  - ** https://www.angelo.edu/services/saem/withdrawal_form.php

- May 6-10: Final Exams
- May 11: Graduation

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.

COMMUNICATION

Students are encouraged to contact faculty with questions or problems associated with the course. Faculty are available during the work week and encourage students to call, email or post questions in the group discussion forum “I Have a Question”. 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. When making a contribution to the course discussion assignments, use references to support your ideas. Personal observations are
acceptable if they contribute to the discussion assignment. Do not copy and paste into the Bb discussion or use frequent links without summarizing the resource points relevant to the discussion. You are expected to synthesize and summarize from your study. Repeating what is easily available in your textbook is time consuming and not the purpose of the exercises.

- **Written communication via email:** All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy/guideline changes. Please check your email daily.
- **Virtual communication:** Office hours and/or advising may be done with the assistance of the telephone, Skype, Blackboard Collaborate, 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. Jones 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.
  - Be sure to get consent before forwarding someone else’s messages. It is extremely rude to forward someone else’s messages without their permission.
  - It is acceptable 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 😎 or :) to let others know you are being humorous.
  - (The above "netiquette" guidelines were adapted from Arlene H. Rinald’s article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

**STUDENTS WITH DISABILITIES**
1. “Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.”
2. The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student's responsibility to initiate such a request by contacting the Office of Student Affairs, University Center, Room 112 at (325) 942-2047 or (325) 942-2211 (TDD/FAX) or by e-mail at studentservices@angelo.edu to begin the process. The Office of Student Affairs will establish the particular documentation requirements necessary for the various types of disabilities. Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.

**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.

**COPYRIGHT**
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.

**COURSE EVALUATION**
Students are provided the opportunity and are strongly encouraged to participate in a course evaluation at midterm through a Bb Midterm Evaluation and at the end of the semester through the IDEA Course Evaluation.

**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.
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
1. misspelled words (run spell-check)
2. misused words (e.g. “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: Jan 14-20
- 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: Jan 21-27
- 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: Jan 28 – Feb 3
- Continue precepted learning experience.
- The student will delineate the hours spent in this practicum in the **Documentation Form #1**.

## Week 4: Feb 4-10
- Continue precepted learning experience.
- Engage **Discussion Board #1**: Nurse Educator Leader Issue – FERPA / Incivility
- The student will delineate the hours spent in this practicum in the **Documentation Form #1**.

## Week 5: Feb 11-17
- Continue precepted learning experience.
- The student will delineate the hours spent in this practicum in the **Documentation Form #2**.

## Week 6: Feb 18-24
- 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: Feb 25 – Mar 3
- Continue precepted learning experience.
- The student will delineate the hours spent in this practicum in the **Documentation Form #2**.

## Week 8: Mar 4 - 10
- 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**

March 11-15 **SPRING BREAK!!**

## Week 9: Mar 18-24
- Continue precepted learning experience.
- The student will delineate the hours spent in this practicum in the **Documentation Form #3**.

## Week 10: Mar 25-31
- Continue precepted learning experience.
- The student will delineate the hours spent in this practicum in the **Documentation Form #3**.
<table>
<thead>
<tr>
<th>Week 11: Apr 1-7</th>
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<tbody>
<tr>
<td>• Continue precepted learning experience.</td>
<td></td>
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<tr>
<td>• The student will delineate the hours spent in this practicum in the <strong>Documentation Form #3</strong>.</td>
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<thead>
<tr>
<th>Week 12: Apr 8-14</th>
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<tbody>
<tr>
<td>• Continue precepted learning experience.</td>
<td></td>
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<tr>
<td>• <strong>Engage Discussion Board #4: Disabilities in Education</strong></td>
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<tr>
<td>• The student will delineate the hours spent in this practicum in the <strong>Documentation Form #3</strong>.</td>
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<tr>
<th>Week 13: Apr 15-21</th>
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<tbody>
<tr>
<td>• Continue precepted learning experience.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Complete Evaluation forms</strong> on Preceptors</td>
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<tr>
<td>• The student will delineate the hours spent in this practicum in the <strong>Documentation Form #4</strong>.</td>
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<tr>
<th>Week 14: Apr 22-28</th>
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<tbody>
<tr>
<td>• Continue precepted learning experience.</td>
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<tr>
<td>• The student will delineate the hours spent in this practicum in the <strong>Documentation Form #4</strong>.</td>
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<tr>
<th>Week 15: Apr 29 – May 5</th>
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<tr>
<td>• Complete precepted learning experience.</td>
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<tr>
<td>• The student will delineate the hours spent in this practicum in the <strong>Documentation Form #4</strong>.</td>
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<tr>
<th>Week 16: May 6-10</th>
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<tr>
<td>• Final Exam Week</td>
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<tr>
<td>• The student will delineate the hours spent in this practicum in the <strong>Documentation Form #4</strong>.</td>
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Rubrics begin next page
### 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>
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</table>

### Discussion Board Activities Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable</th>
<th>Marginal</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 other’s 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

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<tbody>
<tr>
<td><strong>Design Components (See assignment)</strong></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 component.</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>
</tbody>
</table>

### Scholarly writing and Citations using APA formatting

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<tr>
<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 sources. No APA mistakes noted.</td>
<td></td>
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### Instructional Design Assignment Rubric

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</table>
| **Design Sections**  
1. Clinical or didactic course title  
2. Objectives  
3. Background Reading Assignments or Activities  
4. Pre-assessments  
5. Deliverables  
6. Classroom Activities  
7. In-class-Assessment strategies or tools  
8. Post-assessment  
9. Evaluation Plan for the Teaching Plan | Does not address any design section. | Thoroughly addresses a minority of the design sections. | Thoroughly addresses a majority, but not all design sections. | Thoroughly addresses each design section. |
| Evidence of evaluation and synthesis of material | 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 | 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 | 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 | 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 |
| Scholarly writing and Citations using APA formatting | Does not cite sources or use consistent style. | Occasionally uses consistent citation style and cites sources. Greater than two APA mistakes noted. | Routinely uses consistent citation style and cites sources. Two or fewer APA mistakes noted. | Always uses consistent citation style and cites sources. No APA mistakes noted. |

END OF SYLLABUS