

NUR 6349

Capstone Practicum in Nursing Education
Spring 2021



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Office: Virtual

Office Hours: By Appointment. If you have a question and an email response would suffice, then simply let me know this when you contact me.

Time Zone: All due dates and times in this syllabus are Central Standard Time (CST)

Course Information

Course Description

This course provides nurse educator students a supervised practicum experience in an educational setting. Learning experiences are planned to meet course and individual learning goals. Experiences will focus on developing skills in leadership, organizational and administrative roles, curriculum process, classroom / clinical teaching, and evaluation. Students will work with faculty to select appropriate practicum settings and will complete 100 clock-hours in the educator role.

Course Credits

1-0-100

Prerequisite / Co-requisite Courses

NUR 6338, NUR 6340, NUR 6319 / None

Prerequisite 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 [Graduate Nursing Student Handbook¹](#) should be reviewed before taking this course.

Program Outcomes

Upon completion of the program of study for the MSN Program, 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

Student Learning Outcome By completing all course requirements, students will be able to:	Assignment(s) or activity(ies) validating outcome achievement:	Mapping to MSN Program Outcomes	Mapping to MSN Essentials	Mapping to NLN Educator Competencies
Establish personal and professional level goals appropriate for Nursing Educators	<ul style="list-style-type: none"> • Weekly Objectives Assignments 	9	9.15	2; 8
Perform leadership activities inherent to the Nurse Educator role	<ul style="list-style-type: none"> • Discussion Board Activities 	2	2.1	5; 6
Self-reflect to improve leadership and teaching practices	<ul style="list-style-type: none"> • Self-Reflection Paper 	9	9.14; 9.15	1; 2; 3 ;5 ;6 ;7 ;8
Perform activities and employ skills necessary for the nurse educator role	<ul style="list-style-type: none"> • Discussion Board Activities • Instructional Experience • Documentation Forms 	9	9.1; 9.12	1; 2; 3; 5

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](#)²

Required Texts and Materials

1. American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. 2nd Printing or higher only
2. Billings, D. M, & Halstead, J. A. (2020). *Teaching in nursing: A guide for faculty* (6th ed.). Saunders.
-OR-
Billings, D. M, & Halstead, J. A. (2016). *Teaching in nursing: A guide for faculty*. (5th ed.). Elsevier.
3. Kan, E. Z. & Stabler-Haas, S. (2018). *Fast facts for the clinical nursing instructor: Clinical teaching in a nutshell* (3rd ed.). New York, NY: Springer.

Recommended Texts and Materials

1. Halstead, J. (2018). *NLN Core Competencies for Nurse Educators: A Decade of Influence*. Washington DC, National League for Nursing.

Technology Requirements

To participate in one of ASU's distance education programs, you need this technology:

- 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 Online Education](#)³ website for further technology requirements.

Topic Outline

Week 1: Course Overview / Student Introductions

Week 2: Precepted learning experience

Week 3: Precepted learning experience / Nurse Educator Leader Issue – FERPA - Incivility

Week 4: Precepted learning experience

Week 5: Precepted learning experience

Week 6: Precepted learning experience / Clinical Leader Issues

Week 7: Precepted learning experience

Week 8: Precepted learning experience

Week 9: Precepted learning experience / Classroom Teaching Issues
 Week 10: Precepted learning experience
 Week 11: Precepted learning experience
 Week 12: Precepted learning experience / Disabilities in Education
 Week 13: Precepted learning experience
 Week 14: Precepted learning experience
 Week 15: Precepted learning experience
 Week 16: Final Exam Week

Grading

Evaluation and Grades

The table below contains the assessments employed and how they will be graded in this course.

Graded Activities	Percent of overall course grade
Weekly Objectives Assignments	10
Discussion Board Activities x 4 (2.5% each)	10
Instructional Experience	30
Self-Reflection Paper x 2 (10 % each)	20
Documentation of Practicum Experiences (100 Hours)	30 (At least 100 hours of supervised practicum hours need to be detailed on Documentation form. Signatures of student and preceptor need to be present when the form is submitted Points for this assignment are awarded on an all or none basis.

Grading System

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes. The following grading scale is in use for this course:

- A = 90.00-100 percent
- B = 80.00-89.99 percent
- C = 70.00-79.99 percent
- F = <70.00 (Grades are not rounded up)

For all assessments, I will allow revision/re-do if a 'fail' decision is made. Revised assignments must be submitted no later than six (6) days after receiving the initial assigned grade.

Teaching Strategies

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (**beyond the materials and lectures presented in the course**) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers. Examples of learning strategies used in this course include, but are not limited to preceptor guided learning experiences, readings, group discussions, and writing assignments.

Preceptor Guided Learning Experiences: 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 pre-scheduled days and activities. You should arrive early and be willing to stay as long as necessary to complete the activity. 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 nametag that identifies you as an Angelo State University MSN student. Confidentiality must be maintained at all times. You are not to discuss students, their progress, or any patient-related activities with anyone other than your preceptor or course facilitator. Any breach of confidentiality will result in course failure.

Assignment and Activity Descriptions

***Please note: Rubrics for all assignments and activities are located at the end of this syllabus.**

Weekly Objectives Assignments: Each week students will develop a list of objectives they wish to achieve during the practicum experiences.

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 assignments and support individual answers with evidence-based findings.

Instructional Experience: In collaboration with the supervising preceptor, nurse educator students will be expected to (1) develop a lesson plan for a learning experience in either a classroom or clinical setting, (2) conduct the instructional experience with students while under the supervision of the preceptor, and (3) perform an evaluation of the educational experience which includes student feedback and revisions to the lesson plan. Students are encouraged to use the preceptor and the course facilitator as resources for feedback on ideas and plans. Students are expected to develop all aspects of the learning experience.

Self-reflection Papers: Allows students opportunity to reflect on personal development and foster helpful lifelong learning habits.

Documentation Forms: All students are expected to maintain a Documentation Form regarding student activities completed during the practicum experience (100 clock-hours in the nurse educator role).

Assignment Submission

All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at **robert.michael@angelo.edu** and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment 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 Assignments Policy

Due dates and times for assignments are posted in the course schedule. Failure to submit your assignments on the assigned date will result in a five percent (5 %) deduction for each day after the posted deadline. No papers or postings will be accepted more than six (6) days past the assigned due date. Non-submitted items do not qualify under revision/re-do allowances as noted in the **Grading System** above.

General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- [Angelo State University Student Handbook⁴](#)
- [Angelo State University Graduate Catalog⁵](#)
- [Graduate Nursing Student Handbook⁶](#)

COVID-19 Screening and Safety Protocols

Graduate nursing students are expected to follow the University COVID-19 screening policies and safety protocols related to the SARS-CoV-2 when on campus, in the Archer College of Health and Human Services Building (HHS), and in the clinical facilities where performing clinical and/or mentorship experiences. In addition to the University policies, the Department of Nursing will follow recommendations of the Centers for Disease Control and Prevention (CDC) and the American Association of Colleges of Nursing (AACN) in the HHS building, classroom, and clinical facilities further expounding on the COVID-19 screening and safety protocols expected of graduate nursing students.

The Department of Nursing reserves the right to make changes to COVID-19 related policy to stay current with changing mandates from clinical partners and governmental agencies in an effort to keep safety a priority for everyone. Graduate nursing students will be notified immediately of changes to the policies.

The following are required and define the Department of Nursing's COVID-19 Screening and Safety Protocols expected of graduate nursing students:

- Graduate Nursing Students must complete the "[Daily COVID-19 Wellness Screening](https://www.angelo.edu/wellness-screening)" tool found the Angelo State University website at <https://www.angelo.edu/wellness-screening> prior to arriving at the assigned clinical site or University campus.

Course Syllabus Statement on Required Use of Masks/Facial Coverings by Students in Class at Angelo State University

As a member of the Texas Tech University System, Angelo State University has adopted the mandatory [Facial Covering Policy](#) to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

Student Responsibility and 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 projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation.

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university's [Statement of Academic Integrity](#).⁷

Accommodations for Students with Disabilities

ASU 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 of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the [Student Disability Services website](#).⁸ The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112

Communication

Faculty will respond to email and/or telephone messages within 36 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone or Collaborate.

"Netiquette" Guidelines

- 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.
- Be sure to get consent before forwarding someone else's messages.

- 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). (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.)

Incomplete Grade Policy

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. See ASU Operating Policy 10.11 [Grading Procedures](#)⁹ for more information.

Plagiarism

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#)¹⁰ in the Student Handbook. 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. 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. Resources to help you understand this policy better are available at the [ASU Writing Center](#).¹¹

Academic Calendar

Students are responsible for adhering to all dates set forth in the [ASU Academic Calendar](#)¹² for the semester.

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.
- c) Please note the University Calendar for the Last day to drop a class or withdraw from a regular semester
[Drop an online class](#)¹³
[Withdraw from school](#)¹⁴
- d) Notify your faculty if you plan to drop or withdraw. A general understanding of the circumstances will be helpful for program development.

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. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day](#)¹⁵ for more information.

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.

Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D.

You may submit reports in the following manner:

Online: www.angelo.edu/incident-form

Face to face: Mayer Administration Building, Room 210

Phone: 325-942-2022

Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: www.angelo.edu/title-ix.

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 Schedule

Week/Date	Topic	Assignments	Assessments DUE
Week 1 Jan 25-31	<ul style="list-style-type: none"> Course Overview 	<ul style="list-style-type: none"> Students will select preceptor(s), complete the required agreement paperwork (Facility & Preceptor), and submit this to felicia.armstrong@angelo.edu of the ASU graduate nursing program. Introduce Self in Discussion Forum: Student Introductions 	Jan 31, 2021 by 11:59 PM
Week 2 Feb 1-7	<ul style="list-style-type: none"> Begin precepted learning experience (Delineate the hours spent in this practicum in the Documentation Form #1) 	<ul style="list-style-type: none"> Weekly Objectives Assignment - In discussion board, please submit Objectives before the week begins and your evaluation at the end of your practicum experience this week. Begin Instructional Experience Assignment in collaboration with preceptor 	Feb 7, 2021 by 11:59 PM
Week 3 Feb 8-14	<ul style="list-style-type: none"> Continue precepted learning experience. (Delineate the hours spent in this practicum in the Documentation Form #1.) 	<ul style="list-style-type: none"> Weekly Objectives Assignment - In discussion board, please submit Objectives before the week begins and your evaluation at the end of your practicum experience this week. Engage Week 3 Discussion Board: Nurse Educator Leader Issue – FERPA / Incivility 	Feb 14, 2021 by 11:59 PM
Week 4 Feb 15-21	<ul style="list-style-type: none"> Continue precepted learning experience. (Delineate hours spent in this practicum in the Documentation Form #1) 	<ul style="list-style-type: none"> Weekly Objectives Assignment - In discussion board, please submit Objectives before the week begins and your evaluation at the end of your practicum experience this week. 	Feb 21, 2021 by 11:59 PM

Week/Date	Topic	Assignments	Assessments DUE
Week 5 Feb 22-28	<ul style="list-style-type: none"> Continue precepted learning experience. (Delineate the hours spent in this practicum in the Documentation Form #1.) 	<ul style="list-style-type: none"> Weekly Objectives Assignment - In discussion board, please submit Objectives before the week begins and your evaluation at the end of your practicum experience this week. 	Feb 28, 2021 by 11:59 PM
Week 6 Mar 1-7	<ul style="list-style-type: none"> Continue precepted learning experience. (Delineate the hours spent in this practicum in the Documentation Form #1.) 	<ul style="list-style-type: none"> Weekly Objectives Assignment - In discussion board, please submit Objectives before the week begins and your evaluation at the end of your practicum experience this week. Engage Week 6 Discussion Board: Clinical Leader Issues 	Mar 7, 2021 by 11:59 PM
Week 7 Mar 8-14	<ul style="list-style-type: none"> Continue precepted learning experience. (Delineate the hours spent in this practicum in the Documentation Form #1.) 	<ul style="list-style-type: none"> Weekly Objectives Assignment - In discussion board, please submit Objectives before the week begins and your evaluation at the end of your practicum experience this week. 	Mar 14, 2021 by 11:59 PM
Week 8 Mar 15-21	<ul style="list-style-type: none"> Continue precepted learning experience. (Delineate the hours spent in this practicum in the Documentation Form #1.) 	<ul style="list-style-type: none"> Weekly Objectives Assignment - In discussion board, please submit Objectives before the week begins and your evaluation at the end of your practicum experience this week. Reflection Paper #1: Complete and submit Documentation Form #1, sign the form, have form signed by preceptor, and submit under Assessments in Blackboard. 	Mar 21, 2021 by 11:59 PM
Week 9 Mar 22-28	<ul style="list-style-type: none"> Continue precepted learning experience. (Delineate the hours spent in this practicum in the Documentation Form #2.) 	<ul style="list-style-type: none"> If still in preceptorship, then complete Weekly Objectives Assignment - In discussion board, please submit Objectives before the week begins and your evaluation at the end of your practicum experience this week. Engage Week 9 Discussion Board #3: Classroom Teaching Issues 	Mar 28, 2021 by 11:59 PM

Week/Date	Topic	Assignments	Assessments DUE
Week 10 Mar 29 - Apr 4	<ul style="list-style-type: none"> Continue precepted learning experience. (Delineate the hours spent in this practicum in the Documentation Form #2.) 	<ul style="list-style-type: none"> If still in preceptorship, then complete Weekly Objectives Assignment - In discussion board, please submit Objectives before the week begins and your evaluation at the end of your practicum experience this week. 	Apr 4, 2021 by 11:59 PM
Week 11 Apr 5-11	<ul style="list-style-type: none"> Continue precepted learning experience. (Delineate the hours spent in this practicum in the Documentation Form #2.) 	<ul style="list-style-type: none"> If still in preceptorship, then complete Weekly Objectives Assignment - In discussion board, please submit Objectives before the week begins and your evaluation at the end of your practicum experience this week. 	Apr 11, 2021 by 11:59 PM
Week 12 Apr 12-18	<ul style="list-style-type: none"> Continue precepted learning experience. (Delineate the hours spent in this practicum in the Documentation Form #2) 	<ul style="list-style-type: none"> If still in preceptorship, then complete Weekly Objectives Assignment - In discussion board, please submit Objectives before the week begins and your evaluation at the end of your practicum experience this week. Engage Week 12 Discussion Board #4: Disabilities in Education 	Apr 18, 2021 by 11:59 PM
Week 13 Apr 19-25	<ul style="list-style-type: none"> Continue precepted learning experience. (Delineate the hours spent in this practicum in the Documentation Form #2.) 	<ul style="list-style-type: none"> If still in preceptorship, then complete Weekly Objectives Assignment - In discussion board, please submit Objectives before the week begins and your evaluation at the end of your practicum experience this week. 	Apr 25, 2021 by 11:59 PM
Week 14 Apr 26 – May 2	<ul style="list-style-type: none"> Continue precepted learning experience. (Delineate the hours spent in this practicum in the Documentation Form #2.) 	<ul style="list-style-type: none"> If still in preceptorship, then complete Weekly Objectives Assignment - In discussion board, please submit Objectives before the week begins and your evaluation at the end of 	May 2, 2021 by 11:59 PM

Week/Date	Topic	Assignments	Assessments DUE
		your practicum experience this week. <ul style="list-style-type: none"> • Complete Evaluation form on Preceptor(s) • Ask Preceptor to complete Student Evaluation and submit to instructor 	
Week 15 May 3-9	<ul style="list-style-type: none"> • Complete precepted learning experience. (Delineate the hours spent in this practicum in the Documentation Form #2) 	<ul style="list-style-type: none"> • If still in preceptorship, then complete Weekly Objectives Assignment - In discussion board, please submit Objectives before the week begins and your evaluation at the end of your practicum experience this week. • Instructional Experience Assignment - Submit in Blackboard • Documentation Form #2, sign the form, have form signed by preceptor, and submit under Assessments in Blackboard 	May 9, 2021 by 11:59 PM
Week 16 May 10-14	<ul style="list-style-type: none"> • Final Exam Week 	<ul style="list-style-type: none"> • Self Reflection Paper #2 submit in Blackboard 	Tue May 11, 2021 by 11:59 PM

Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences.

Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

The following are considered essential, evaluation items for this course.

1. Learning to apply course material (to improve thinking, problem solving, and decisions)
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
3. Acquiring skills in working with others as a member of a team

4. Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)

Grading Rubrics begin on next page

Grading Rubrics

Discussion Board Activities Rubric

Criteria	Unacceptable	Marginal	Proficient	Exemplary
Initial Assignment Posting	Posts no assignment (0 Points)	Posts a minimal answer for this assignment, but lacks substance and depth (63-71 Points or 35-39 Points if F/U required)	Posts a developed answer with an understanding of the issues (72-80 Points or 40-44 Points if F/U required)	Posts a well-developed answer and fully explains all aspects of the assigned topic. (81-90 Points or 45-50 if F/U required)
Follow-Up Postings (If applicable to posting)	Posts no follow-up responses to others. (0 Points)	Limited post in follow-up responses to others. (28-31 Points)	Posts an answer to another's post, but does not extend meaningful discussion by building on previous posts. (32-35 Points)	Demonstrates analysis of another's post and extends meaningful discussion by building on previous posts. (36-40 Points if F/U required)
Scholarly writing and Citations using APA formatting	Does not cite sources or use consistent style. (0 Points)	Inappropriately cites sources or uses consistent style. (7 Points)	Routinely uses consistent citation style and cites sources. Two or fewer mistakes noted. (8 Points)	Always uses consistent citation style and cites all sources. No mistakes noted. (9-10 Points)

Weekly Objectives Assignment Rubric

Criteria	Unacceptable	Proficient
Objectives	Does not set objectives (0 Points)	For each week in practicum the students lists 2 or 3 objectives appropriate and focused on the learning experience for that week. (1-45 Points)
Summary of Progress	Does not provide a summary (0 Points)	Provides a summary of achievement for each objective. (1-45 Points)
Format	No write-up submitted (0 Points)	Maintains appropriate sentence structure and grammar throughout post (1-10 Points)

Instructional Experience Rubric

The grading scale for this assignment is as follows.

- Excellent work will be awarded full points
- Good work will be awarded 80-90% of points
- Satisfactory work will be awarded 70-80% of points
- Missing work or Unsatisfactory work will be awarded 0-70% of points

Content / Paper headings	Expectation	Possible Points														
Clinical or Didactic Course Title	Provides a titles that is reflective of course material being taught	1														
Timeframe	Identifies the length of the class that is to be taught (60-minutes, 90-minutes, etc.)	1														
Lesson overview	Provides a 1-2 paragraph detailed overview of the lesson. The overview is consistent with the information provided in the learner objectives	10														
Objectives	<p>Provides three to six Teaching Objectives and three to six Learner Objectives following the example table in the lesson plan template below.</p> <p><i>Learner objectives follow the required format (verb + what student should be able to do + add time frame)</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>(Teaching Objectives) What I want to teach?</th> <th>(Learning Objectives) The Learner will be able to:</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>1.</td> </tr> <tr> <td>2.</td> <td>2.</td> </tr> <tr> <td>3.</td> <td>3.</td> </tr> <tr> <td>4.</td> <td>4.</td> </tr> <tr> <td>5.</td> <td>5.</td> </tr> <tr> <td>6.</td> <td>6.</td> </tr> </tbody> </table>	(Teaching Objectives) What I want to teach?	(Learning Objectives) The Learner will be able to:	1.	1.	2.	2.	3.	3.	4.	4.	5.	5.	6.	6.	10
(Teaching Objectives) What I want to teach?	(Learning Objectives) The Learner will be able to:															
1.	1.															
2.	2.															
3.	3.															
4.	4.															
5.	5.															
6.	6.															
Materials (Deliverables) needed	Provides a list of all materials that one needs to bring to class for the class to run successfully (includes paper, pencils, dry erase markers, handouts, copies of case studies, poster board, note cards, copies of evaluation surveys, etc.)	4														
Background Reading Assignments	Provides APA citations of readings (this includes books, articles, websites, etc.) that students need to read prior to attending class.	4														
Pre-class Activities / Pre-assessments	Provide a 1-paragraph discussion of the readings / websites you want your students to engage to prepare for class. Provide a brief discussion of any cases or enduring questions you plan to provide students to prepare them for class.	10														
Instructional sequence / Timing	Provides a 'timing' sequence of the class – for example, <ul style="list-style-type: none"> - Introduction to topic via lecture (10 min) - Small group Discussion / report to class (5 min) 	10														

	<ul style="list-style-type: none"> - ... etc. - Summary wrap-up on content (3 -5 min) <p>The amount of course content is appropriate for the time period provided.</p>	
Lesson Beginning & Ending	<ul style="list-style-type: none"> - Provides a 1 paragraph detailed description of how lesson will begin / - Provides a 1 paragraph description regarding how the lesson will end (a summary statement to help provide closure for students) 	10
In-class-Assessment strategies / tools / activities	<p>Provides a list of strategies, tools, activities to be used in class.</p> <ul style="list-style-type: none"> - If case studies and questions are to be used, then the case and questions are provided. - If a slide presentation is being used, then the slide presentation must be provided as an attachment. 	10
Plan for Student assessment of knowledge	<p>Provides a 1-2 paragraph detailed description of the plan for assessing student knowledge. Provides examples of NCLEX style questions to evaluate student knowledge, skill, and know-how regarding content</p>	10
Evaluation of teaching	<ul style="list-style-type: none"> - Provides a 1-2 paragraph detailed description of the plan for evaluating one's teaching - Provided the questions used in the teaching evaluation. - Provides aggregate results of student's surveys / comments collected 	10
Reflection on changes	<p>Provides a 1-2 paragraph discussion of one's plan for revising the course. Specific details are included.</p>	5
Scholarly writing and Citations using APA formatting	<p>Always uses consistent citation style and cites all sources. Less than two APA mistakes noted.</p>	5
		Total Points / 100

Self-Reflection Paper Rubric

Criteria	Unacceptable	Marginal	Proficient	Exemplary
Specific Reflection Items	Does not reflect on any competency (0 Points)	Address at least two competencies. (28-31 Points)	Addresses at least 3 competencies. (32-35 points)	Addresses at least four competencies. (36-40 points)
Evidence of evaluation and synthesis of material	Does not use concepts and terminology appropriately; Does not provide examples; Answers not	Occasionally uses concepts and terminology appropriately; when applicable, occasionally provides appropriate	Most of the time uses concepts and terminology appropriately; when applicable, most of the time provides appropriate examples;	Always uses concepts and terminology appropriately; when applicable, Always provides appropriate examples; Answers always presented in a

	organized and easy to follow; Lacks evidence of insightful evaluation and synthesis (0 -34 Points)	examples; format is occasionally organized and easy to follow; evidence of insightful evaluation and synthesis is occasionally present (35-39 points)	presented in a format that is most often organized and easy to follow; evidence of insightful evaluation and synthesis is most often present (40-44 points)	format that is organized and easy to follow; evidence of insightful evaluation and synthesis is always present (45-50 points)
Scholarly writing and Citations using APA formatting	Does not cite sources or use consistent style. (0 Points)	Occasionally uses consistent citation style and cites sources. Greater than two mistakes noted. (1-7 points)	Routinely uses consistent citation style and cites sources. Two or fewer mistakes noted. (8 points)	Always uses consistent citation style and cites all sources. No mistakes noted. (9-10 points)

Documentation of Practicum Experiences Rubric

Criteria	Proficient
Documentation of all practicum hours and Signatures	At least 100 hours of supervised practicum hours are detailed on Documentation form. Signatures of student and preceptor are present on the Documentation form Yes = 100 points / No = 0 points

End of Syllabus

- ¹ <https://www.angelo.edu/content/files/18423-graduate-student-handbook-ay-2019-2020>
- ² https://blackboard.angelo.edu/webapps/portal/execute/tabs/tabAction?tab_group_id=223_1
- ³ <https://www.angelo.edu/online-education/>
- ⁴ <https://www.angelo.edu/student-handbook/>
- ⁵ <https://www.angelo.edu/catalogs/>
- ⁶ <https://www.angelo.edu/content/files/18423-graduate-student-handbook-ay-2019-2020>
- ⁷ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>
- ⁸ <https://www.angelo.edu/services/disability-services/>
- ⁹ <https://www.angelo.edu/content/files/14197-op-1011-grading-procedures>
- ¹⁰ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>
- ¹¹ https://www.angelo.edu/dept/writing_center/academic_honesty.php
- ¹² https://www.angelo.edu/services/registrars_office/academic_calendar.php
- ¹³ <https://www.angelo.edu/content/forms/290-course-drop-request-form>
- ¹⁴ https://www.angelo.edu/services/saem/withdrawal_form.php
- ¹⁵ <https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of>