Congratulations, on your accomplishments this far. We are excited to be teaching this course for the first time to such a special group of students. This is going to be an exciting semester, as you complete your practicum courses. This will be Dr. Garrett’s first semester with UWF, but she brings with her experience teaching graduate nursing students. Remember we are here to help you be successful. If you have any questions or concerns, please do not hesitate to contact us.

Here’s to a wonderful semester!

Dr. Garrett & Dr. Posey-Goodwin

Course Prefix/Number: NGR 6715  
Course Title: Course Credit Hours: 6

Instructor sName and Contact Information:

Dr. Faith Garrett, 11000 University Parkway, Bldg. 37, Room 115, Pensacola, FL 32514, (850)-478-7759 (Office), (229)-254-6688 (Cell) fgarrett@uwf.edu

Dr. Posey-Goodwin, 11000 University Parkway, Bldg. 37, Room 129, Pensacola, FL 32514, (850) 473-7758 (Office); (850)-380-2189 (Cell), ppgoodwin@uwf.edu

For Library Issues, please contact Ms. Caroline Thompson (850) 474-2412 or another Reference Librarian (850) 474-2424

Prerequisites: NGR 6002, NGR 6140, NGR 6172, NGR 6700, NGR 6800, NGR 6880, NGR 6710
Course Description:

This seminar course builds on content from the previous seminar in nursing education course (NGR 6710), focusing on the nurse as an educator in both the classroom and clinical settings. The student will apply and evaluate concepts in nursing education to prepare the student for the nurse educator role, in a selected setting. Students will continue to apply content from prior coursework in a precepted situation. Each student will obtain a preceptor who meets specified criteria for the preceptor role to serve as their clinical preceptor. Students will complete both the didactic component and 90 practicum hours. This course continues to build the student’s knowledge and skills in advanced study in inquiry leading to preparation for a capstone project in the last semester. Permission is required.

Student Learning Outcomes for NGR 6715:

1. Demonstrate competence in the development of inquiry relevant to practice as nurse educator within a learning environment.
2. *Practice skilled oral, written, and electronic communication that reflects an awareness of self and others, along with an ability to convey ideas in a variety of contexts.*
3. Integrate teaching-learning theories and educational objectives in nursing education and clinical settings.
4. Implement a variety of strategies to assess and evaluate student learning and clinical competency.
5. Conduct a comprehensive curricular review of an academic nursing program.
6. Utilize professional scholarship, leadership skills, and behaviors to foster a learning environment.

*This Student Learning Outcome will be tracked in the 2013-2014 MSN Evaluation Plan*

About this Course:

This course is delivered completely online except for the 90 hours of Clinical Practicum in the students' area of clinical practice. In NUR 6710 the primary focus was learning about the role of the nurse educator. This semester students will be more directly involved in the teaching-learning process. Students will be completing student teaching as part of the practicum. There are 5 modules in the course, which align with the roles and responsibilities as identified *The Scope of Practice for Academic Nurse Educators*, (2012). This course is a key component of the MSN in education. It looks at the interdisciplinary approaches for the practice of contemporary nursing at an advanced clinical level. This course must be passed with a minimum grade of “B” to progress in the program.
Learning at a Distance:
Students will need consistent access to the Internet. Learning at a distance may be a very different experience, in that students can generally set their own schedules, participate in class activities at their convenience, and work at their own pace. Students should be prepared to spend a minimum of 3 hours/semester hour per week, completing lessons, activities, and participating in class discussions. You may find that you require some additional time online during the first few weeks while you become acclimated to the online format and you may even feel overwhelmed at times. It will get better. Finally, you may want to incorporate these tips to help you get started.

- Set a time each week (schedule) to:
  - Check the course web site to determine your tasks for the week.
  - Check the course web site frequently throughout the week for updates.
- Within the first week, become familiar with the site and how to use it.
  - View this eLearning Demo.
- Team up with your classmates to discuss class assignments and questions you might have.
  - Check the “Classlist” link “?” for fellow student biography information and email addresses.
- Ask questions when you need answers.
  - If you have problems, contact your instructor early.

Course Schedule & Topical Summary:

<table>
<thead>
<tr>
<th>Date:</th>
<th>Faculty</th>
<th>Module</th>
<th>TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/26 – 09/08</td>
<td>Posey-Goodwin</td>
<td>I. Facilitate Learning</td>
<td>Educational Delivery</td>
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<td></td>
<td></td>
<td>Modalities/Instructional Strategies</td>
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<td></td>
<td></td>
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<td>Learner development</td>
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<td></td>
<td></td>
<td></td>
<td>Instructional Strategies/Informatics</td>
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<tr>
<td>09/09- 09/29</td>
<td>Posey-Goodwin</td>
<td>II. Learner Development &amp;</td>
<td>Developing and Maintaining Professional Competency</td>
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<td></td>
<td>Socialization</td>
<td>Role socialization</td>
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<td></td>
<td></td>
<td></td>
<td>Teaching Methods</td>
</tr>
<tr>
<td>09/30-10/20</td>
<td>Garrett</td>
<td>III. Assessment &amp; Evaluation</td>
<td>Writing Items</td>
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<td>Testing Strategies</td>
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<td></td>
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<td></td>
<td>Item analysis &amp; Interpretation</td>
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<tr>
<td>10/21-10/10</td>
<td>Garrett</td>
<td>IV. Curriculum Design and</td>
<td>Curricular Review</td>
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<td></td>
<td></td>
<td>Evaluation</td>
<td>Program Evaluation</td>
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<td>Accreditation</td>
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<tr>
<td>11/12-12/02</td>
<td>Posey-Goodwin</td>
<td>V. Change Agent</td>
<td>Legal Aspects of Education</td>
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<td>Quality and Safety Issues</td>
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<td></td>
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<td>Educational Leadership</td>
</tr>
<tr>
<td>01/03-12/06</td>
<td>Garrett &amp; Posey-Goodwin</td>
<td></td>
<td>Course Wrap up</td>
</tr>
</tbody>
</table>
### Graded Assignments & Required Activities /Points/Due Dates

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>POINTS</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions: Facilitator and Participant</td>
<td>20</td>
<td>Weekly posting</td>
</tr>
<tr>
<td>Testing and Measurement Analysis</td>
<td>20</td>
<td>October 21</td>
</tr>
<tr>
<td>Program Evaluation</td>
<td>20</td>
<td>November 11</td>
</tr>
<tr>
<td>Teaching Presentation</td>
<td>20</td>
<td>November 22</td>
</tr>
<tr>
<td>Formative Reflection Log</td>
<td>10</td>
<td>1 @ Midterm/1 at completion of clinical practicum</td>
</tr>
<tr>
<td>Summative Reflection Log</td>
<td>10</td>
<td>December 6</td>
</tr>
<tr>
<td>Clinical Practice Portfolio</td>
<td>100</td>
<td>December 9</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>200</td>
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</tbody>
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**Grading Scale:**

- A= 93-100
- A- =90-92
- B+ =87-89
- * B =83-86
- B- =80-82
- C+ =77-79
- C =73-76
- C- =70-72
- D+ =67-69
- D =63-69
- D- =60-62
- F Below 63

* Students are required to earn a B or better and obtain a Pass on the clinical Practicum to progress in the UWF MSN Program.

**Clinical Practicum:**

“Nurse educators are responsible for creating an environment in classroom, laboratory, and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes” (National League of Nursing Certification Committee NLN, p. 14, 2012). The practicum experience prepares the UWF graduate nursing educator student with the opportunity to apply concepts and practices associated with the roles of a nurse educator. Students must achieve a passing grade (a minimum of 83 points) on the Clinical Practice Portfolio to progress to progress in the program. The practicum experience occurs in a practice setting outside of the NGR 6715 “virtual classroom”. Evaluation will occur through formative and summative evaluation submitted by the preceptor, student-self evaluation, and faculty/preceptor; faculty/student interaction. The graduate student is to identify individual objectives and personal goals for the practicum experience. Ninety (90) practicum hours are required for this course.
There are 3 main areas in which these hours can be met;

<table>
<thead>
<tr>
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<th>Examples of Activities</th>
<th>Suggested Concentration of Hours</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Observation of preceptor’s teaching and interaction with students</td>
<td>75</td>
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<tr>
<td></td>
<td>Discussions with preceptor</td>
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<tr>
<td></td>
<td>Actual teaching and interaction with students</td>
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<tr>
<td></td>
<td>Test reviews or student study sessions</td>
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<td></td>
<td>Other activities discussed with mentor</td>
<td></td>
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<tr>
<td>2</td>
<td>Preparation for classroom activities</td>
<td>15</td>
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<tr>
<td></td>
<td>Creation of PowerPoint, Review of texts, and other literature with faculty, librarians</td>
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<tr>
<td></td>
<td>Preparation of tests</td>
<td></td>
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<tr>
<td>3</td>
<td>Attending meetings with preceptor</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Interactions and meetings with other faculty</td>
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<tr>
<td></td>
<td>Attending a conference on a topic related to nursing education</td>
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<tr>
<td></td>
<td>Other meetings which are approved by preceptor or mentor</td>
<td></td>
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<tr>
<td></td>
<td>Professional meetings, advising councils</td>
<td></td>
</tr>
</tbody>
</table>

**Information on Course Assignments** These assignments are designed to provide the nursing education student with an opportunity to continue exploring and experiencing the role of the Nurse Educator, in the practice in their area of interest. Each assignment is required in order to successfully complete this course. Due dates for activities will be identified in the class calendar. Grading criteria will be identified that will assist students in understanding specific requirements.

Due to the nature of the online learning format and adherence to the principles of adult learning, the student may work ahead in completing assignments except for discussions. All assignments are to be submitted in the drop box in the course electronically by their designated due date and time. Failure to submit assignments by due date will result in loss of “5 points” for every day it is late. *Late assignments are to be placed in the “Late Assignment” Drop box.*

**Papers** are to follow APA 6th edition guidelines. Papers will not be returned for corrections and resubmissions unless announced by the instructor. It is recommended the student keep a clean copy of all papers submitted. Due to the nature of the online learning format and adherence to the principles of adult learning, the student may work ahead in completing assignments when feasible. Papers are due in the DROPBOX on the date & time specified. Any paper received after the designated date & time will be considered late and may have 5 points deducted for every day it is late. *Late papers are to be placed in the “Late Assignments” drop box. DO NOT EMAIL*
INSTRUCTOR WITH YOUR ASSIGNMENT ATTACHED — THIS WILL NOT BE ACCEPTED. Grading of assignments will be accomplished within two weeks of the due date for each assignment.

Contacting and Communicating with Faculty

INSTRUCTOR AVAILABILITY: In a regular classroom setting, faculty are generally available to meet with students before or after class, during scheduled office hours, or if an appointment is made. In an online course setting, faculty are available to answer questions in a different manner. It may take 24 hours for faculty to respond to your questions—especially after 5:00 PM (1700), excluding weekends and holidays.

Faculty will not be online 24 hours a day, 7 days a week. Expect a reasonable response time for your questions. Do not wait until the last minute to ask an important question—plan ahead! You can always post course related questions in the course Q & A. Students are encouraged to answer other students questions when able.

The best way to reach Dr. Garrett is via email fgarrett@uwf.edu, Dr. Posey-Goodwin’s email address is ppgoodwin@uwf.edu. Please allow 24 hours during the work week to respond to your questions. Weekend e-mails will be answered on Monday. We will offer virtual office hours or on campus office hours by appointment only during the Fall Semester.

Email:

- Please post general course or assignment questions to the Course Q & A Discussion Topic.
- Please email us directly if you have personal/private questions. Students and Faculty are to use their ARGO email account for course related communication is
- Normally, we will reply to email within 24 hrs.
  - Occasionally we will be unable to respond within that time frame but will inform the class in advance.
  - To ensure quick response over the weekends, please submit your questions no later than Friday mornings.

Discussions:

Graduate Nursing courses require a collaborative environment where students exchange of ideas via the Discussion Board. Scholarly discussion & dialogue is an essential part of the learning process. Please review the discussion grading rubric to understand what is expected in your postings.

Requirements and Grading

Graduate Nursing courses require a collaborative environment where students exchange of ideas via the Discussion Board. This an essential part of the learning process. Please review the discussion grading rubric to understand what is expected in your postings.
You will participate in weekly activities that require you to post Discussion postings and responses that will contribute to the quality of interaction by providing relevant examples, applicable evidence based practice support, discerning ideas, and stimulating ideas. Students will be respectful when offering suggestions, constructive feedback, or opposing viewpoints.

- You must make your first initial posting by Day 3 (Wednesday) of the assigned week. This will give you and your peers an opportunity to respond in a timely manner and allow all members of the class to read the responses. This will assist you and your colleagues to form a vital and cohesive learning community. Your active participation in the Discussions and timely completion of assignments are essential to the success of the entire class.

- Discussions in this course have been structured to build on the comments of others, and timely participation is important to ensure all students have an opportunity to provide input from others to complete the posting requirements. You are expected to make your initial posting by Wednesday. All postings need to be done by Sunday at 11:59 p.m. Eastern Time.

- All Discussion postings and responses should reflect graduate-level writing standards that includes APA 6th ed. format. Please remember to be courteous in your interactions with your colleagues. Inappropriate behavior in a discussion will adversely affect your grade. You will find a discussion grading rubric within your course materials on the course content page.

- Failure to post with the expected timeliness, quantity, quality, and frequency of postings as stated in the syllabus, discussion descriptions, and other course materials may result in grade reduction for the discussion.

- Please post your general course or assignment questions to the Course Q & A Discussion Topic. Students are encouraged to respond to their fellow classmates' questions.

- We will read all discussion postings and add comments/suggestions/questions as necessary to keep the discussion on topic.

- Specific topic discussion instructions are provided in the forums.

**Drop box Assignments and Quizzes:**

- Will be graded and returned no later than 10 days after the due date.
ONLINE QUIZ/TEST TAKING GUIDELINES—IMPORTANT INFORMATION:

Please do not begin any timed, online exams/quizzes in the course that may overlap with eLearning maintenance window. The eLearning maintenance window runs 3:00-6:00am CST (Central Standard Time) each day. If you initiate an exam that overlaps with the eLearning maintenance times and experience technical difficulties, your score may not translate accurately and may be lost all together. There are no exceptions to this policy.

If you experience any other technical problems or errors during any timed exam/quiz, you are to notify your instructor via email immediately and then notify the helpdesk at helpdesk@uwf.edu or (850) 474-2075. **Failure to contact the Help Desk for any technical problems will result in a grade of “0” for the assignment.** If you are unable to get immediate assistance from the Help Desk during the exam or assignment attempts, but have documented the problem in an email or voice mail, you may attempt to restart the exam using the same browser, or attempt to re-enter the exam with another browser. If you are still unable to restart the exam and continue with saving, please note that for your final submitted score to be recorded, you must still prove that you documented the original technical problem with the Help Desk via email or phone. Failure to do so will result in an automatic “0” being assigned.

*Exception to the due date and time will be made only under extraordinary circumstances in the opinion of the faculty member, and must be negotiated before the paper is due.*

Papers are to follow APA 6th edition guidelines. Papers will not be returned for corrections and resubmissions. It is recommended the student keep a clean copy of all papers submitted.

**DO NOT USE WIKIPEDIA IN THIS COURSE OR ANY OTHER NURSING COURSE.**

TurnItIn:

UWF maintains a university license agreement for an online text matching service called TurnItIn. The instructor may use the TurnItIn service to determine the originality of student papers. If the instructor submits your paper to TurnItIn, it will be stored in a TurnItIn database for as long as the service remains in existence.

If you object to this storage of your paper:

1. you must notify the instructor no later than two weeks after the start of this class.
2. The instructor will utilize other services and techniques to evaluate your work for evidence of appropriate authorship practices.

**DO NOT EMAIL INSTRUCTOR WITH YOUR ASSIGNMENT ATTACHED – THIS WILL NOT BE ACCEPTED.**

Attendance Policy:

*Clinical Practicum times are set mutually by the Preceptor and Student. If the student is unable to meet a scheduled clinical time, the student is responsible for notifying both the Preceptor and this Instructor*
All assignments must be completed by the end of the course to be considered for any credit. A grade of “zero” will be assigned to any student who has not turned in an assignment.

Minimum Technical Skills and Special Technology Utilized by Students:
This course is totally online, except for the clinical practicum. All instructional content and interaction takes place over the WWW. In addition to baseline word processing skills and sending/receiving email with attachments, students will be expected to search the internet and upload / download files. In addition, students may need one or more of the following plug-ins:

- Internet Access (broadband is recommended)
- Technology for Audio and Visual recording and storage
- Activated UWF Argo Net E-mail Account
- Real Player: http://forms.real.com/netzip/getrde601.html?h=software-dl.real.com&dc=828827826&f=windows/installer/player/R51R01F/RealPlayerSPGold.exe%20&p=RealOne+Player&oe&m=dl&dist=&tagtype=ie&type=dl
- Adobe Flash Player: http://get.adobe.com/flashplayer/
- For students' using Screen Readers: Download Elluminate's Java Bridge: https://www.elluminate.com/Support/Other_Resources/Java_Accessibility_Bridge/?id=368
- eLearning's Accessibility Resource Guides for users: http://www.desire2learn.com/access/resources/

Required Texts:


**Suggested Texts:**


Other readings include, but are not limited to selected Internet and Journal Resources: Such as *Journal of Nursing Education, Nurse Educator, Journal of Professional Nursing, Nursing & Health Care,* and *American Journal of Nursing.*

**Expectations for Academic Conduct / Plagiarism Policy:**

Academic Conduct Policy: (Web Site) | (PDF Format) |
Plagiarism Policy: (WORD Format) | UWF Library Online Tutorial: Plagiarism |
Student Handbook: (PDF Format)

**Assistance for Students with Disabilities:**

The Student Disability Resource Center (SDRC) at the University of West Florida supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, such as time-limited exams, inaccessible web content, or the use of non-captioned videos and podcasts, please notify the instructor or the SDRC as soon as possible. You may contact the SDRC office by e-mail at sdrc@uwf.edu or by phone at (850) 474-2387. Appropriate academic accommodations will be determined based on the documented needs of the individual.
Weather Emergency Information:

In the case of severe weather or other emergency, the campus might be closed and classes cancelled. Official closures and delays are announced on the UWF website and broadcast on WUWF-FM.

- WUWF-FM (88.1MHz) is the official information source for the university. Any pertinent information regarding closings, cancellations, and the re-opening of campus will be broadcast.
- In the event that hurricane preparation procedures are initiated, the UWF Home Web Page and Argus will both provide current information regarding hurricane preparation procedures, the status of classes and the closing of the university.

Emergency plans for the University of West Florida related to weather or other emergencies are available on the following UWF web pages:

- Information about hurricane preparedness plans is available on the UWF web site: http://uwfemergency.org/hurricaneprep.cfm
- Information about other emergency procedures is available on the UWF web site: http://uwfemergency.org/

Quality Assurance

This course is reviewed during the semester and in an ongoing basis for quality by assessment personnel within the School of Allied Health and Life Sciences (SAHLS) to meet national standards established by the Southern Association of Colleges and Schools, the Council on Education for Public Health, and/or to address quality enhancement initiatives of SAHLS. Student feedback is also vital to this process. When reviewing our programs, our accrediting partners expect to see 100% participation in the State of Florida mandated State University System Student Assessment of Instruction evaluations (SUSSAI). Thus at the end of the semester, we need to hear from all students who participated in the course, regardless of their comments or suggestions.

When SUSSAI evaluations are ready for your attention to complete, you will see News posting in the course. Please take a few minutes to complete this anonymous, brief web-based evaluation on this course, using these directions:

- Step 1: Log into Argus (http://argus.uwf.edu).
- Step 2: Click on "My Info" tab.
- Step 3: Click the link under the category "Personal Student Access" that says "Instructor Assessment (Distance Learning)."
- Need Help? Contact Connie Works at (850) 474-3080 or cworks@uwf.edu