

April 20, 2010

TO: David Randall
Senate Council
201 Main Bldg.
CAMPUS 0032

Dear Dr. Randall,

I am transmitting to you the Proposal for the Graduate Certificate in Teaching Nursing.
The Graduate Council approved this proposal on April 15, 2010.

Sincerely Yours,

Jeannine Blackwell, Dean
The Graduate School

Cc: Sheila Brothers



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859 323-6533
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www.mc.uky.edu/nursing

MEMORANDUM

TO: Health Care Colleges Council

FROM: Patricia B. Howard, PhD. RN
Associate Dean, MSN & DNP Studies
UK College of Nursing

SUBJECT: Graduate Certificate Proposal- Teaching Nursing

DATE: December 18, 2009

The College of Nursing wishes to offer a Graduate Certificate in Teaching Nursing. The proposal has been reviewed and approved by the College Graduate Faculty as well as the total faculty of the College, and has been recommended by the college for submission to the Health Care Colleges Council.

If you have any questions regarding this proposal, please feel free to contact me at pbhowa00@email.uky.edu or via phone at 323-6632. I can also be reached via my assistant, Corree Anness at corree.anness@uky.edu or 323-3304.

December 14, 2010

Memo

To: Sheila Brothers

From: Dan Wermeling, Pharm.D.

Chair, Senate Academic Programs Committee

Re: Minutes

Present: Wermeling, Hippisley, Arthur, Dupont-Versteegden, Duncan

Absent: Wasilkowski (prior notice), Badger, Arrington

The Senate Academic Programs Committee met on December 6th, 2010 from 3-4 pm in room 220 CRMS. Based on the information provided, we recommend to Senate Council the following actions.

There was a motion, which was seconded, and all members voted to approve the Certificate in Nursing Teaching program.

The program was presented formally by member Marilyn Duncan. She provided a detailed explanation on the basis for the proposal and how it would advance the nursing profession. The primary focus is to allow nurses off-site to become education extenders of the College of Nursing. Given the national, and in particular rural health nursing shortage, additional strategies to advance nursing education are warranted. The committee was favorably impressed by the proposal and voted to approve.

Proposal for a Graduate Certificate in Teaching Nursing College of Nursing

Purpose

The goal of the graduate Certificate in Teaching Nursing is to provide educational opportunities to learn methods of teaching and evaluating nursing students. They will learn traditional classroom methods (lecture and discussion) as well as how to teach on line and how to use simulation technology. The teaching format for this course will be through distance learning with students coming to campus for a 3 day intensive session. New faculty in nursing programs often have good clinical experience, but they often have not been formally educated on how to teach or evaluate in the classroom or in the clinical setting. They teach as they were taught. They will also learn what needs to be in a syllabus and the importance of knowing the institutions regulations concerning students' and faculty's rights and responsibilities. Students will also be required to participate in a clinical practicum to give them experience in teaching.

The teaching nursing certificate will include 12 credit hours – 6 credits from courses in the College of Education or Graduate School and 6 credits from the College of Nursing. The teaching certificate will be open to all graduate students in the College of Nursing, nursing instructors from other colleges, and nurses who teach in Staff Development in health care agencies.

Background

There is and will continue to be a nursing shortage in the United States. Although the number of students in nursing programs has risen, there is an inadequate number of faculty members to meet the need of teaching more students. Teaching methods have also changed due to innovations in technology. In order to teach in the current and future climate, teachers will need more education in learning these methods and having the opportunity to practice them.

While there are programs offered in the state to prepare students in masters programs to major in nursing education (Eastern Kentucky University, Bellarmine University), students who are studying to become nurse practitioners and clinical nurse specialists do not have courses that focus on teaching methods as part of their program. Likewise, students in the College's PhD and DNP programs do not have teaching as a focus in their curriculum. In addition, since most of these students will be in academic institutions, it is important for them to have the opportunity to learn about the teaching role before they take these faculty positions. Some of these doctoral students will already be in faculty positions but would like to broaden their knowledge in teaching methods.

In 2005 Sherry Warden, PhD, RN, Associate Professor, presented a proposal to the graduate faculty for their approval for a teaching certificate in teaching nursing. The proposal was approved in principle with details to be developed. An AREA grant was also submitted seeking funds for this new effort. The grant was not funded, but a needs assessment was conducted at the time that indicated there was interest from faculty in community colleges, staff development instructors, and students in our PhD program. In 2008 Dean Kirschling approved funds for developing the teaching certificate and a

committee was formed to continue this work. Sherry Warden, PhD, RN, Dorothy Brockopp, PhD, RN, and Claudia Diebold RN, MSN were members of a committee to develop the teaching certificate. They identified the areas that would be included and then asked faculty in the College of Nursing who had expertise in these areas to develop a content outline for their areas. This proposal outlines components of the requirements for the certificate.

Admissions:

The Certificate Director will speak for the certificate curriculum and on matters such as admission to and successful completion of the graduate certificate by students, enforcement of certificate requirements, maintenance of records, advising students on electives, and coordinating with mentors for student teaching. The Dean of the College of Nursing will recommend to the Dean of the Graduate School a member of the College of Nursing faculty who has graduate faculty status in the University. The Graduate School dean will appoint the certificate director.

University of Kentucky students enrolled in graduate programs in the College of Nursing, faculty members from other nursing programs, and nurses who teach in Staff Development in healthcare agencies may apply for admission to the Certificate in Teaching Nursing. UK graduate students who have not applied to the Graduate School will have to apply and the cost will be \$60. Other individuals who wish to apply for admission to the Certificate in Teaching Nursing must first apply to and satisfy the requirements of the University of Kentucky Graduate School. The minimum Graduate School requirements for admission to a graduate certificate program are the same as those in effect for post-baccalaureate status.

Applications to the Certificate in Teaching Nursing will be reviewed by the Certificate Director, who will notify the Graduate Student Affairs Officer who will notify the Graduate School in writing when a student is admitted to the Program. The number of students admitted to the Certificate in Teaching Nursing each year may be limited, depending on the resources available to provide the teaching, mentoring and supervision necessary for successful completion of the certificate.

It is anticipated that the program will start with 5-10 students per year.

Certificate Requirements

As required by the Graduate School, a student must maintain a minimum GPA of 3.0 in the courses required for completion of the Certificate in Teaching Nursing. The curriculum of the Certificate in Teaching Nursing will consist of 12 credit hours, and are described in more detail in the course syllabi. The curriculum will be divided into required and elective courses as follows:

Required Courses

- 1) NUR 640 __Best Practices in Nursing Instruction- 3 credit hours
. It is currently being submitted as a new course.
- 2) NUR 641– Best Practices in Clinical Teaching- 3 credit hours
This class is being submitted as a new course.

Elective Courses

Two elective courses, taken before the nursing courses totaling at least 6 credit hours, will complete the requirements for the Certificate in Teaching Nursing. A list of possible electives courses has been compiled and is included in Appendix I.

Award of the Certificate in Teaching Nursing

When a student enrolled in the UK Graduate School has successfully completed the last required course for the Certificate in Teaching Nursing and has satisfied the GPA requirements stated above, the Certificate Director or Graduate Student Affairs Officer shall send a completed, signed Graduate Certificate Completion Form to the Dean of the Graduate School verifying that the student has fulfilled all requirements for the certificate and requesting award thereof.

The Graduate School shall then issue the student's certificate and official notify the University Registrar of the awarding of the certificate for posting to the student's permanent transcript.

Graduate Certificate Director

The director for the Certificate in Teaching Nursing will be _____(pending appointment by the Dean of the Graduate School).

Graduate Certificate Faculty

Associates will be faculty from the College of Nursing, College of Education, and Graduate School and voluntary faculty from local hospital staff development departments and may change over time. Initially, the list of Associates from the College of Nursing includes the following:

Sherry Warden, PhD, RN Associate Professor

Kathryn Moore, RN, DNP, Associate Professor

Mary DeLetter, RN, PhD, Assistant Professor

Dorothy Brockopp, RN, PhD, Professor

Kathy Wagner, RN, EdD, Lecturer

Claudia Diebold, RN, MSN, CNE. Senior Lecturer

Recommendations:

- The certificate should be granted through the Graduate School.

- Twelve credit hours will be required for the certificate with 6 credits from electives in education from UK and 6 credits through required courses in the College of Nursing.
- The teaching format will be distance learning with a 3 consecutive day intensive session to occur during the 8 week summer session.
- The certificate is open for those nursing students in the DNP and PhD programs, faculty from other nursing programs, and nurses who teach in healthcare agencies.
- The teaching practicum will be individualized for students based on their prior experience in teaching and discussion with the certificate director.

APPENDIX I

Certificate in Teaching Nursing Curriculum

Required Courses

1) NUR 640 Best Practices in Nursing Instruction (3)

This new course to be offered starting in Summer 2010. This graduate level course is designed to introduce graduate nursing students and other faculty to the role of the teacher in the teaching and learning process.

2) NUR 641 Best Practices in Clinical Teaching (3)

This course will give students the opportunity to teach undergraduate students or new nurses in a healthcare agency.

Elective Courses

Students are to select at least **two** elective courses, for a minimum of 6 credit hours. Below is a selected list of possible electives, but students may elect other courses, with approval of the Graduate Certificate Director. All electives must be approved by the certificate advisor after reviewing the students teaching experience and learning needs. Courses must include topics related to theories of learning, instructional design, technology in teaching/learning, teaching methodology, or evaluation of learning.

Education courses

Fall Schedule Book 2009

EDC 544 Use and Integration of Instructional Media Fall Tues 4-6:30

EDC 550 Education in Culturally Diverse Society Fall TBA*Internet

EDC 605 Distance Learning Research and Design Fall TBA * Internet

EDC 607 Instructional Design I Fall W 4-6:30

EDC 724 Guiding and Analyzing Effective Teaching Fall W 5-7:30* Distance Learning Southern Middle School

EDC 732 Principles of Curriculum Construction Fall Tues 4-6:30

EDP 603 Human Cognitive Development TR 4-5:14

EDP 610 Theories of Learning in Education

GS 610 College Teaching Fall 1 credit (Sacks) R 3-5PM

GS 650 Preparing Future Faculty 2 credits (Grubbs) M 6-8PM

GS 695 Special Problems in College Teaching and Learning 1-3 credits

Spring 2009

EDC 608 Instructional Design II

EDC 575 Mod.Educ.Prob:Knowledge Mgmt Tech Th 4:40-7PM

GS 620 Teaching in 21st Century 1-2 credits (staff) W 6-8PM

GS 630 Instructional Technology 1 credit

GS 660 Multi-Disc Sensing Tech 1 credit

*Internet or distance Learning

REQUEST FOR NEW COURSE

1. General Information.

- a. Submitted by the College of: Nursing Today's Date: 12/2/09
- b. Department/Division: _____
- c. Contact person name: Patricia Howard Email: pbhowa00@email.uky.edu Phone: 323-6332
- d. Requested Effective Date: Semester following approval OR Specific Term/Year¹: Summer 2010

2. Designation and Description of Proposed Course.

- a. Prefix and Number: NUR 640
- b. Full Title: Best Practices in Nursing Instruction
- c. Transcript Title (if full title is more than 40 characters): Nursing Instruction
- d. To be Cross-Listed² with (Prefix and Number): _____
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.
- | | | | | |
|---|--|---|--|---------------------------------------|
| <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Laboratory ¹ | <input type="checkbox"/> Recitation | <input checked="" type="checkbox"/> Discussion | <input type="checkbox"/> Indep. Study |
| <input type="checkbox"/> Clinical | <input type="checkbox"/> Colloquium | <input type="checkbox"/> Practicum | <input type="checkbox"/> Research | <input type="checkbox"/> Residency |
| <input type="checkbox"/> Seminar | <input type="checkbox"/> Studio | <input checked="" type="checkbox"/> Other – Please explain: _____ | | |
- TThis is considered an intensive course as students will meet in person for 3 consecutive days. The rest of the course is on-line and through assignments,.
- f. Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- g. Number of credits: 3
- h. Is this course repeatable for additional credit? YES NO
- If YES: Maximum number of credit hours: _____
- If YES: Will this course allow multiple registrations during the same semester? YES NO

i. Course Description for Bulletin:

This course is designed to assist graduate nursing students to develop the abilities to teach in educational institutions or healthcare agencies. Using a variety of learning theories and teachings methods students will learn how to develop a course syllabus and design appropriate learning activities, develop and deliver a lecture using a variety of active learning techniques, use simulation, teach on-line, work with students in the clinical setting, and assess student performance. The legal aspects of teaching will be addressed along with advantages and disadvantages of distributed learning, use of multimedia, and strategies designed to actively engage students in the learning process.

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

REQUEST FOR NEW COURSE

j. Prerequisites, if any: 6 credit hours of elective courses in education , Admission to Certificate in teaching nursing or consent of instructor

k. Will this course also be offered through Distance Learning? YES⁴ NO

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. Will this course be taught off campus? YES NO

4. Frequency of Course Offering.

a. Course will be offered (check all that apply): Fall Spring Summer

b. Will the course be offered every year? YES NO
If NO, explain: _____

5. Are facilities and personnel necessary for the proposed new course available? YES NO
If NO, explain: _____

6. What enrollment (per section per semester) may reasonably be expected? 10-15

7. Anticipated Student Demand.

a. Will this course serve students primarily within the degree program? YES NO

b. Will it be of interest to a significant number of students outside the degree pgm? YES NO
If YES, explain: _____

8. Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program? YES NO
If YES, name the proposed new program: Certificate in Teaching Nursing

b. Will this course be a new requirement⁵ for ANY program? YES NO
If YES⁵, list affected programs: _____

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500? YES NO
If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b.** You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

⁵ In order to change a program, a program change form must also be submitted.

REQUEST FOR NEW COURSE

level grading differentiation if applicable, from **10.a** above) are attached.

REQUEST FOR NEW COURSE

Signature Routing Log

General Information:

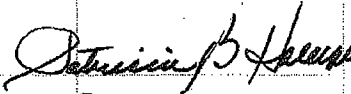
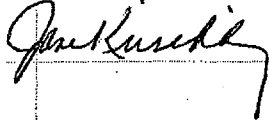
Course Prefix and Number: NUR ~~300~~ **640**

Proposal Contact Person Name: Patricia Howard Phone: 323-6332 Email: pbhowa00@email.uky.edu

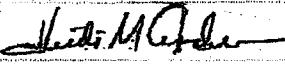
INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Graduate Faculty	10/9/09	Pat Howard / 323-6632 / pbhowa00@email.uky.edu	
College of Nursing Total Faculty	11/12/09	Jane Kirschling / 323-4857 / janek@email.uky.edu	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council			
Graduate Council			
Health Care Colleges Council	11/19/10		
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery.

All fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The *department* proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: NUR 640	Date: 8/23/09
Instructor Name: Sherry Warden	Instructor Email: lsward00@email.uky.edu

Curriculum and Instruction	
1.	<p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?</p> <p>Students will meet in the classroom 3 consecutive days in the 8 week summer session and will also participate in blackboard discussions and interactive learning experiences. Syllabus conforms to Senate Guidelines.</p>
2.	<p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>Textbooks, course goals, and assessments of students would be identical to the experience in a traditional course. This is a new course, thus it is not the same as an existing course. But, the content would be the same.</p>
3.	<p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.</p> <p>Students are required to login to blackboard for all course materials. Cheating and plagiarism policies are stated on the syllabus, and all policies are given to students in the CON graduate student handbook, as well as the student rights and responsibilities handbook, and the Health Sciences Student Professional Behavior Code</p>
4.	<p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?</p> <p>No</p> <p>If yes, which percentage, and which program(s)? <i>This course fills a portion of the requirements for a teaching certificate in teaching nursing.</i></p> <p><i>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL,</i></p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

	the effective date of the course's DL delivery will be six months from the date of approval.
5.	<p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?</p> <p>Students taking this course via DL have access to the same services as students in a traditional classroom setting. They are given access to library services, TASC, and all course materials on blackboard. In addition, faculty are available via phone, email, or in person for consultation about the course. Students are also given contact information for the College's IT support, Blackboard help desk, and TASC support services.</p>
Library and Learning Resources	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>Course requirements require students to use blackboard for electronic discussions as well as for course documents, and for submission of assignments.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>All students are given a UK email address which is also used as their login for blackboard. This is the only resource they are required to use. If students need to use university computer facilities, this login will work as well. Students have access to the Nursing building on class days, as the building is not locked.</p>
Student Services	
8.	<p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> <p>The syllabus lists contact information for the instructor, TASC, as well as the IT service center, so the student has 3 places to go for help.</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p>
	<p>Does the syllabus contain all the required components, below? Yes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any. <input type="checkbox"/> The technological requirements for the course. <input type="checkbox"/> Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300). <input type="checkbox"/> Procedure for resolving technical complaints. <input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message. <input type="checkbox"/> Maximum timeframe for responding to student communications. <input type="checkbox"/> Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS) <ul style="list-style-type: none"> o Carla Cantagallo, DL Librarian

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

	<ul style="list-style-type: none"> o Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6) o Email: dllservice@email.uky.edu o DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&lilib_id=16
10.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: Sherry Warden</p> <p style="text-align: right;">Instructor Signature: <i>Sherry Warden</i></p>

**UNIVERSITY OF KENTUCKY
COLLEGE OF NURSING**

NUR 640 Best Practices in Nursing Instruction

**An Intensive Teaching Course
Summer 2010**

TITLE: Best Practices in Nursing Instruction

CREDIT HOURS: 3 Credits

CLASS MEETING TIMES

Thursday 10AM-5PM

Friday 9AM-6PM

Saturday 9AM-4PM

PRE OR CO-REQUISITES: 2 elective courses in education or consent of instructor

<u>FACULTY:</u>	Sherry Warden, PhD, RN Associate Professor Room 439 Lsward00@email.uky.edu	Dorothy Brockopp, RN, PhD Professor Room 517 dybroc00@email.uky.edu
	Mary DeLetter, RN, PhD Assistant professor Room 557 mcdele01@email.uky.edu	Kathryn Moore, RN, DNP Associate Professor Room 547 kmmo222@uky.edu
	Claudia Diebold, RN, MSN, Senior Lecturer Room 441B cmdieb0@uky.edu	Kathy Wagner, RN, EdD Lecturer Room 429B kdwagn00@email.uky.edu

COURSE DESCRIPTION:

This course is designed to assist graduate nursing students to develop the abilities to teach in educational institutions or healthcare agencies. Using a variety of learning theories and teaching methods students will learn how to develop a course syllabus and design appropriate learning activities, develop and deliver a lecture using a variety of active learning techniques, use simulation, teach on-line, work with students in the clinical setting, and assess student performance. The legal aspects of teaching will be addressed along with advantages and disadvantages of distributed learning, use of multimedia, and strategies designed to actively engage students in the learning process.

COURSE OBJECTIVES:

Upon completion of this course the students will:

- 1) Reflect on the use of self in the teaching/learning environment.
- 2) Apply learning theories to designing learning activities.
- 3) Demonstrate innovative methods of teaching/learning that are appropriate to meet educational goals.
- 4) Assess student performance in the classroom and clinical environments.
- 5) Describe strategies designed to assist students at risk for failure.
- 6) Use and evaluate a variety of instructional technologies for effective teaching/learning.
- 7) Analyze potential problems teaching a course.
- 8) Describe the legal requirements for teaching nursing students (Americans with Disabilities, privacy issues, Kentucky Board of Nursing requirements, etc)

CLASS SCHEDULE:

Date	Class Meeting and Special Assignments
Weeks 1 -3	Read Palmer, P. J. (1998). <i>The courage to teach</i> . San Francisco: Jossey-Bass
Week 4	Discuss this book on Blackboard using the guide provided.
Week 5	Meet in the College of Nursing for intensive class time to discuss: Thursday: 10-12PM Learning Theories 1-5PM Best Practices in Classroom Delivery Friday: 9-1PM Best Practices in Clinical Teaching 2-6PM Simulation in the Classroom Saturday: 9-1PM On-line Teaching 2-4 PM Constructing an Effective Syllabus
Week 6-8	Complete classroom observation project

LEARNING METHODS:

Discussion
Presentation/demonstrations
Reading
Literature review
On-line assignments

GRADING:

90-100 = A

80-89 = B

70-79 = C

69 or less = E

EVALUATION:

Reflection Paper on “The Courage to teach”	40%
Observation and critique of class and clinical	45%
Construction of a syllabus	15%

Reflection Paper on the Courage to Teach by Parker Palmer

Instructions for writing a 15 page paper on your response to Palmer’s ideas about teaching:

Note: Only the first 15 pages will be graded. No references required.

- a) Reflect on each of the ideas presented below
- b) When reflecting on your experiences use the “first person”
- c) For each idea - discuss Palmer’s position, your view on the issue presented, and give at least one example of how this issue has affected your prior experience as a learner or a teacher

Palmer presents the following ideas:

- 1) Kindergarten teachers often understand the craft (teaching) better than those of us with Ph.Ds (page 7)
- 2)good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher (page 10)
- 3) If we embrace diversity, we find ourselves on the doorstep of our next fear: fear of the conflict that will ensue when divergent truths meet (page 38)
- 4) We separate theory from practice. Result: theories that have little to do with life, and practice that is uninformed by understanding (page 66)
- 5) Good education is always more process than product (page 94)
- 6) When we are willing to abandon our self-protective professional autonomy and make ourselves as dependent on our students as they are on us, we move closer to the interdependence that the community of truth requires (page 146)

Evaluation:

- a) Clear articulation of Palmer's ideas (30%)
- b) Organized under each idea presented above (20%)
- c) Clear articulation of past experiences related to Palmer's ideas (20%)
- d) Clear articulation of views on each of Palmer's ideas (30%)

Guidelines for Critique of Clinical Teaching

Contact a clinical instructor or course coordinator for permission to attend a clinical day. Explain that you are working on a teaching certificate and that one of your assignments is to critique a clinical teaching experience. Review the readings you have completed and your learning experiences from on-line and in-class discussions.

The paper should be divided into five components: an overview, preconference, clinical experience post conference and summary.

1. **Overview:** Include a description of the clinical site, level of student, focus of the clinical day, and preparation and experience of the instructor. Describe the thought process that the instructor used in making the student assignments for the clinical day. Describe how the clinical day is organized.

- 2-4. **Describe how the following topics were incorporated into preconference, the clinical experience and post conference.**
 - How did the instructor create an environment for learning?
 - What teaching strategies were used overall?
 - What resources were used and how did they facilitate learning?
 - What teaching strategies were used to provide supervision and feedback to the students?
 - How are the students evaluated / graded for their clinical performance?

5. Summary

Review the syllabus and clinical objectives and compare it to your observations during the clinical teaching experience.

Critique the overall experience describing the strongest teaching strategies that you observed and areas for improvement. Provide some additional teaching / learning strategies that you would use in this clinical setting with the same level of student.

Guidelines for Critique of Classroom Observation

Ask permission from a professor to attend one of his/her classes. Explain that you are working on a teaching certificate and that one of your assignments is to critique a lecture. Review the readings you have completed and your learning experiences from on-line and in-class discussions.

Describe how the following topics were covered in the class you observed.

1. Describe the class topic and the physical environment.
2. How did the professor create an environment for learning?
3. What teaching strategies were used?
4. How was the lecture organized?
5. What audiovisuals or technology was used and how did it facilitate learning?
6. What methods were used to engage the students?
7. How will this learning be evaluated?
8. Review the syllabus and compare the course content and activities to the objectives for the class or in the syllabus.
9. Describe the positive elements of the lecture and provide some other strategies for teaching this topic.

FACULTY OFFICE HOURS:

Course faculty are available to meet with students by appointment. Appointments may be made by students using faculty e-mail addresses (preferable method) or phone numbers will be listed on the front of the syllabus. Students can expect that faculty will respond to email or telephone messages within 72 hours during the regular business week.

STUDENT SUPPORT

The University of Kentucky has a wide range of support services, academic and other, for student learners. Students wishing to learn more about these services should contact Kathy Collins in the College of Nursing's Graduate Student Services office (room 315) or their faculty academic advisor. Students wishing to obtain support related to writing skills should contact The Writing Center in the W.T. Young Library through their website at <http://www.uky.edu/AS/English/wc/> or by telephone at 257-1368.

POLICIES

Teacher/Course Evaluations

“The University policy on faculty performance review requires that faculty obtain student evaluations of teaching for every course every semester. To meet this requirement, the College of Nursing uses web-based surveys on a confidential site for faculty and course evaluation. All students enrolled in this course are required to access the CoursEval website to fill out evaluations or to decline the opportunity within the designated time frame. Students who don’t visit each survey available to them within the designated time will receive an incomplete in the course that will remain until the surveys are accessed. Students should take this opportunity to provide serious input regarding faculty performance and course evaluation. These evaluations are used by the College of Nursing to improve the curriculum and enhance faculty teaching. Evaluations are completely anonymous. The information is compiled and shared with individual faculty members and appropriate administrators only after final grades are submitted. **To receive announcements about the evaluations, students must activate and use their UK email addresses. Forwarding UK email to an alternate address is not a viable option.**”

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Health Sciences Student Professional Behavior Code

The College of Nursing ascribes to the Health Sciences professional behavior code. Please see the following web site for additional information: www.uky.edu/Regulations/AR/ar083.pdf

Identification Badges

All students using Medical Center facilities for any purpose are issued an identification badge. If you lose or misplace the badge, you will be required to replace it at your expense. Without this badge, you will be unable to use Medical Center facilities. Graduating students will not receive final grades or transcripts until return of the ID badge to the Office of Student Services on the final day of classes. The Office of Student Services will assist with the badge process.

Immunization Requirements

Please refer to the following website for information about immunization requirements:

<http://www.mc.uky.edu/nursing/academic/application/ImmuneReq.htm>

Licensure

Registered nurse licensure without limitations in the state in which your clinicals will take place is prerequisite to a clinical practicum or research. This means you will need a Kentucky R.N. license and a license for any out-of-state clinicals (Not applicable to NUR 900).

WHAT DOES IT MEAN TO BE A “DISTANCE LEARNING” COURSE?

This means that some of the course materials are available to you on the web. In-class meetings are scheduled for 3 consecutive days on the weekend. This does not mean, however, that the course is not interactive. For example, you will participate in threaded discussions with other class members using Blackboard.

Computer Requirements. This web-enhanced course requires the following computer hard- and soft-ware: (1) ready computer access with a high speed network connection, an internet browser - Internet Explorer or Mozilla Firefox; (2) an active UK e-mail account, and (3) Microsoft Office.

Microsoft Office is available to all UK students for free by downloading it from <http://download.uky.edu>. You can also obtain McAfee antivirus from this site as well as Spybot to help protect your machine.

Technical Problems:

If you have any problems or questions, please contact the University Information Technology Help Desk through their website at <http://www.uky.edu/UKIT/>, or by calling 257-1300.

You may also contact Teaching and Academic Support Services (TASC) at <http://www.uky.edu/TASC>, or by calling 859-257-8272.

For information on Distance Learning Library Services, please see www.uky.edu/Libraries/DLLS

or contact Carla Cantagallo, DL Librarian local phone (859) 257-0500 ext 2171; long distance (800) 828-0439 (option #6) or email dllservice@email.uky.edu. For DL interlibrary loan service please see http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16.

OFFICE OF SERVICES FOR STUDENTS WITH DISABILITIES:

Any student who is in need of academic accommodations and who is registered with the Office of Services for Students with Disabilities should make an individual appointment to discuss accommodations. Upon request, this syllabus can be made available in alternative forms.

PROFESSIONAL CONDUCT:

Students will abide by the policies in the University of Kentucky College of Nursing Graduate Student Handbook located at <http://www.mc.uky.edu/nursing/StuResources/> as well as the Behavioral Standards in Patient Care found at <http://www.uky.edu/Provost/documents/documents.php>. All persons are to be treated with kindness, respect and civility in verbal and written communications. Confidentiality of persons and information about all agencies is to be maintained. Students are expected to maintain professional boundaries.

Students are also responsible for adhering to all policies and procedures approved and distributed by the University of Kentucky and/or the College of Nursing including Students Rights and Responsibilities located at <http://www.uky.edu/StudentAffairs/code/>.

ANA Code of Professional Conduct

“The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual...” (p. 4). Principles of respect extend to all encounters, including colleagues. “This standard of conduct precludes any and all prejudicial actions, any form of harassment or threatening behavior, or disregard for the effect of one’s actions on others” (p. 9). (American Nurses Association Code of Ethics, 2001).

CONTENT OUTLINE:

Module 1: Theories of Learning

Module 2: Best Practices in Classroom Delivery

Module 3: Using Simulation in the Classroom

Module 4: Best Practices in Clinical Instruction

Module 5: On-Line Teaching

Module 6: Constructing an Effective Syllabus

ASSIGNMENTS

Module 1: Theories of Learning: Sherry Warden

Topic Outline

1. Overview of teaching and learning theories
Teaching theories
Learning theories
2. Identification of personal teaching and learning

Readings

- Chap 12, pp. 231-281
Billings and Halstead

- theories
3. Strategies for using teaching and learning theories
 - Audiovisuals/multimedia
 - Lecture
 - Demonstration
 - Experiential
 - Problem-based learning

Module 2: Best Practices in Classroom Delivery: Kathy Wagner

Topic Outline

1. Overview of Learning and Teaching Strategies
 - a. Learning Preferences
 - b. Teaching Strategies

2. The “Multi-Sensory/Multi-Method Lecture”
 - a. Planning
 - i. Time
 - ii. Audience, Size of Class
 - iii. Organizing the Topic
 - iv. Technology
 - v. Building in Student-Active Strategies
 - vi. Getting Students to Read
 - b. Implementation
 - i. Effective Delivery Strategies
 - ii. Maintaining Civility in the Classroom
 - iii. Motivating Students

3. Teaching/Learning Strategies
 - a. Teaching Problem Solving
 - b. Discussion Strategies
 - c. Questioning Techniques
 - d. Experiential Learning Activities
 - e. Group Learning Strategies
 - f. Writing-to-Learn Activities

Readings

- Ch. 12 Teaching to Different Learning Styles, pp. 79-856

- Ch 14/Making the Lecture a Learning Experience, pp. 93-104
- Ch 19/Getting Your Students to Do the Readings, pp. 137-140
- Ch 22/Tools of the Trade: Making the Most of Instructional Aids and Technology, p 153-166
- Ch 8/Preventing and Responding to Classroom Incivility, pp 55-64
- Ch 11/Motivating Your Students, pp 73-76

- Ch 23/Teaching Problem Solving I: The Case Method, pp 169-172
- Ch 24/Teaching Problem Solving II: Problem-Based Learning, pp 173-176
- Ch 15/Leading Effective Discussions, pp 105-112
- Ch 16/Questioning

Techniques for Discuss
and Assessment, pp
113-118

- Ch 17/Experiential Learning Activities, pp 119-126
- Ch 18/Learning in Groups, pp 127-136
- Ch 20/Writing to Learn Activities and Assignments, pp 141-146

Module 3: Using Simulation in the Classroom: Kate Moore

Topic Outline

1. Demonstration and participation in simulation
 - Providing cues
 - Coaching
 - Trouble shooting
2. Planning and coordinating various types of simulation
 - Computer based
 - Full scale simulations
 - Creating scenarios
3. Debriefing and reflection
 - Linking simulation to practice
 - Analysis of process and learning
 - Self and group analysis

Readings

Reference: Jefferies (2007)
Riley (2008)

Module 4: Best Practices in Clinical Instruction: Claudia Diebold

Topic Outline

1. Overview of Clinical Instruction
 - a. Developing a Philosophy
 - b. Creating a learning environment
 - c. Legal and Ethical considerations
2. The Nuts and Bolts of Clinical Instruction
 - a. Planning
 - i. Orientation to the clinical site and preparation

Readings

O'Connor (2006)

- ii. Making assignments
- iii. Preconference
- iv. Clarifying Clinical Expectations/focus of the clinical day
- v. Post Conference
- b. Implementation
 - i. Monitoring and coaching students
 - ii. Role Modeling
 - iii. Promoting critical thinking
 - iv. Meeting individualized students' learning needs

Discipline and remediation issues

3. Teaching/Learning Strategies related to clinical
 - a. Student Preparation
 - b. Promoting Problem Solving
 - c. Discussion Strategies in pre and post conference
 - d. Questioning Techniques
 - e. Clinical assignments/reflections

4. Strategies and methods for Evaluation in the clinical setting
 - a. Summative evaluation components
 - i. student Preparation
 - ii. Skills
 - iii. Communication
 - iv. Ability to Problem Solve
 - v. Ability to Prioritize
 - vi. Professional behaviors
 - b. Strategies for evaluating disciplinary and remediation issues
 - c. Documenting student evaluation

5. Instructor Support
 - a. Resources

Module 5: On- Line Teaching: Mary DeLetter, PhD, RN

Topic Outline

1. Overview of On-line Teaching/Learning
 - a. Common terms used in on-line education
 - b. Differentiating distance learning and distance education
 - c. Creating a collaborative learning environment

Readings

- Kruse, 2004a
 Kruse, 2004b
 Palloff, 2005, Chapter 2.
 Walter, 2004

- | | |
|--|---|
| <ul style="list-style-type: none"> 2. Overview of On-line Teaching/Learning <ul style="list-style-type: none"> a. Common terms used in on-line education b. Differentiating distance learning and distance education c. Creating a collaborative learning environment
 3. Pedagogy as a basis for on-line teaching <ul style="list-style-type: none"> a. Developing a pedagogical philosophy b. Quality Assurance c. Best practices
 4. Types of on-line education <ul style="list-style-type: none"> a. Synchronous <ul style="list-style-type: none"> i. Same-time, same place ii. Same-time, different place b. Asynchronous <ul style="list-style-type: none"> i. Different-time, same place ii. Different-time, different place
 5. Technological Opportunities for On-line Learning <ul style="list-style-type: none"> a. Learning Management Systems b. Threaded Discussions (synchronous and asynchronous) c. Wiki d. Web-casting e. Simulations f. Other
 6. Assessment and evaluation of on-line learning <ul style="list-style-type: none"> a. Rubrics and expectations b. Guidelines for feedback c. Learner-centered assessment d. Collaborative assessment
 7. On-line education specific to nursing <ul style="list-style-type: none"> a. Clinical education b. Didactic education | <p>Conrad, 2007
 Miller & King, 2004
 Conrad, 2007
 Pond, 2002</p> <p>Miller & King, 2004
 Kennedy, 2004
 Pond, 2002</p> <p>Miller & King, 2004</p> <p>Baumgartner, 2005
 DiMaria-Ghalili et al, 2005
 Fry-Welch, 2004</p> <p>Palloff, 2005, Chapter 4</p> <p>Hayward, 2004
 Hyde & Murray, 2005
 Jeffries, 2005
 Linser & Ip, 2002
 Wonacott, 2002
 Palloff, 2005, Chapter 2</p> |
|--|---|

Module 6: Constructing an Effective Syllabus: Dorothy Brockopp

Topic Outline

1. Clarity of Learning Outcomes
2. Contractual Responsibilities of student and faculty member
3. Clarity and appropriateness of evaluation strategies
4. Appropriateness of teaching strategies
5. Classroom expectations (active or passive learning)

Assignment:

Work prior to intensive.

- a) Make a list of 10 to 15 concerns you have regarding courses you have taken
- b) Describe the components of a course that you thought was exceptional in terms of course design, teaching etc.

REFERENCES

Books

- Billings, D. M. & Halstead, J. A. (2005). *Teaching in nursing: A guide for faculty*. St. Louis: Elsevier Saunders.
- Jefferies, P. R. (2007). *Simulation in nursing education*. Washington, DC: National League for Nursing.
- Johnson, K. & Magusin, E. (2005). *Exploring the digital library: A guide for online teaching and learning (online teaching and learning series)*. San Francisco: Josey-Bass.
- Nilson, L.B. (2003). *Teaching at its best: A research-based resource for college instructors* (2nd ed). San Francisco, CA: Anker Publishing.
- O'Connor, A.B. (2006). *Clinical instruction and evaluation: A teaching resource* (2nd ed.). Sudbury, MA: Jones and Bartlett Pub.
- Palloff, R, & Pratt, K. (2005). *Collaborating on-line: Learning together in community*. San Francisco: Josey-Bass.
- Riley, R. H. (2008). *A manual of simulation in healthcare*. NY: Oxford.
- Shelton, K. & Saltsman, G. (2005). *An administrator's guide to online education*. Greenwich,

CT: Information Age Publishing.

Articles

Baumgartner, P. (2005). How to choose a content management tool according to a learning model. *E-learning Europa. Info.*

http://www.elarningeuropa.info/index.php?page=doc_print&doc ...

Conrad, D. (2007). *Quo Vadis?* Reflections on the current state of research in distance education. *Distance Education*, 28(1), 111-116.

DiMaria-Ghalili, R.A., Ostrow, L. & Rodney, K. (2005). Webcasting: A new instructional technology in distance graduate nursing education. *Journal of Nursing Education*, 44(1) 11-18.

Fry-Welch, D. (2004). Use of threaded discussion to enhance classroom teaching of critical evaluation of the professional literature. *Journal of Physical Therapy Education*, 18(2), 48-53.

Hayward, L. (2004). Integrating web-enhanced instruction into a research-methods course: Examination of student experiences and perceived learning. *Journal of Physical Therapy Education*, 18(2), 54-65.

Hyde, A. & Murray, M. (2005). Nurses' experiences of distance education programmes. *Journal of Advanced Nursing*, 49(1), 87-95.

Jeffries, P.R. (2005). Technology trends in nursing education: Next steps. *Journal of Nursing Education*, 4(1), 3-4.

Kennedy, D.M. (2004). Standards for online teaching: Lessons from the education, health and IT sectors. *Nurse Education Today*, 25, 23-30.

Kruse, K. (2004a). E-learning alphabet soup: A guide to terms. E-learning Guru.com

http://e-leraningguru.com/articles/art1_1.htm

Kruse, K. (2004b). The benefits and drawbacks of e-learning. E-learning Guru.com

http://e-leraningguru.com/articles/art1_3.htm

Linser, R. & Ip, A. (2002). Beyond the current e-learning paradigm: Applications of role play simulations (RPS) –case studies. *Association for the advancement of computing in education (AACET)*, Norfolk, VA.

Miller, T.W. & King, F.B. (2003). Distance education: Pedagogy and best practices in the new millennium. *International Journal of Leadership in Education*. 6(3) 283-297.

Ostrow, L. & DiMaria-Ghalili, R.A. (2005). Distance education for graduate nursing: One state school's experience. *Journal of Nursing Education*, 44(1) 5-10.

Pond, W.K., (2002). Distributed education in the 21st century: Implications for quality assurance. *Online Journal of Distance Learning Administration*, V(II).

Walter, L.M. (2004). Is distance education for you? *Distance Education and Training Council*, Washington, DC, <http://www.detc.org/downloads/IsDistanceEducationforYou.pdf>.

Wonacott, M.E. (2002). Blending face-to-face and distance learning methods in adult and career technical education. *ERIC Clearinghouse on Adult, Career, and Vocational Education*, Columbus, OH.

REQUEST FOR NEW COURSE

1. General Information.				
a.	Submitted by the College of: Nursing	Today's Date:	12/2/09	
b.	Department/Division: _____			
c.	Contact person name: Patricia Howard	Email: pbhowa00@email.uk y.edu	Phone:	323-6332
d.	Requested Effective Date:	<input type="checkbox"/> Semester following approval	OR	<input checked="" type="checkbox"/> Specific Term/Year ¹ : Fall 2010
2. Designation and Description of Proposed Course.				
a.	Prefix and Number:	NUR 641		
b.	Full Title:	Best Practices in Clinical Teaching		
c.	Transcript Title (if full title is more than 40 characters):	Clinical Teaching		
d.	To be Cross-Listed ² with (Prefix and Number):	_____		
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ³ for each meeting pattern type.			
	_____ Lecture	_____ Laboratory ¹	_____ Recitation	_____ Discussion
	_____ Clinical	_____ Colloquium	180 contact hrs Practicum	_____ Research
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____	
f.	Identify a grading system:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail	
g.	Number of credits:	3		
h.	Is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES: Maximum number of credit hours:	_____		
	If YES: Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
i.	Course Description for Bulletin:	This course will give students the opportunity to plan, initiate, and evaluate learning activities within the profession of nursing. These activities may include lecture, seminar, simulation, on-line teaching, evaluating clinical performance and evaluating a syllabus. Students who plan to teach nursing in an academic setting will have a mentor who is a faculty member in a nursing program. Students who plan to teach nursing in other health care settings will have a mentor appropriate to their field.		
j.	Prerequisites, if any:	6 credit hours of elective courses in education, NUR 640 , Admission to Certificate in teaching nursing		
k.	Will this course also be offered through Distance Learning?	YES ⁴ <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

REQUEST FOR NEW COURSE

1. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. Will this course be taught off campus? YES NO

4. Frequency of Course Offering.

a. Course will be offered (check all that apply): Fall Spring Summer

b. Will the course be offered every year? YES NO

If NO, explain: _____

5. Are facilities and personnel necessary for the proposed new course available? YES NO

If NO, explain: _____

6. What enrollment (per section per semester) may reasonably be expected? 10-15

7. Anticipated Student Demand.

a. Will this course serve students primarily within the degree program? YES NO

b. Will it be of interest to a significant number of students outside the degree pgm? YES NO

If YES, explain: _____

8. Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program? YES NO

If YES, name the proposed new program: Certificate in Teaching Nursing

b. Will this course be a new requirement⁵ for ANY program? YES NO

If YES⁵, list affected programs: _____

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500? YES NO

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4*.)

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

⁵ In order to change a program, a program change form must also be submitted.

REQUEST FOR NEW COURSE

Signature Routing Log

General Information:


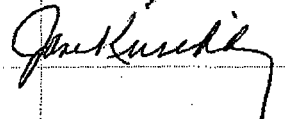
Course Prefix and Number: NUR ~~641~~ 641

Proposal Contact Person Name: Patricia Howard Phone: 323-6332 Email: pbhowa00@email.uky.edu


INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Graduate Faculty	10/9/09	Pat Howard / 323-6632 / pbhowa00@email.uky.edu	
College of Nursing Total Faculty	11/12/09	Jane Kirschling / 323-4857 / janek@email.uky.edu	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council			
Graduate Council			
Health Care Colleges Council	1/19/10		
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

**UNIVERSITY OF KENTUCKY
COLLEGE OF NURSING**

**NUR 641 Best Practices in Clinical Teaching
Fall 2010**

<u>TITLE:</u>	Teaching Nursing Practicum
<u>CREDIT HOURS:</u>	3 Credits (4:1 ratio for clinical hours=180 hours)
<u>PRE OR CO-REQUISITES:</u>	Admission to the Certificate in Teaching Nursing and completion of 6 credits of electives and NUR 640 Best Practices in Nursing Instruction

FACULTY:

COURSE DESCRIPTION:

This course will give students the opportunity to plan, initiate, and evaluate learning activities within the profession of nursing. These activities may include lecture, seminar, simulation, on-line teaching, evaluating clinical performance and evaluating a syllabus. Students who plan to teach nursing in an academic setting will have a mentor who is a faculty member in a nursing program. Students who plan to teach nursing in other health care settings will have a mentor appropriate to their field.

COURSE OBJECTIVES:

Upon completion of the course, the student will be able to:

1. Facilitate learning for students with different learning styles.
2. Develop an environment that encourages and supports optimal learning.
3. Plan and implement various teaching strategies appropriate to learner needs
4. Evaluate summative and formative learning in the classroom and in the clinical setting
5. Analyze legal and ethical issues related to nursing education.
6. Practice techniques of self-reflection and access resources in order to improve teaching.

LEARNING METHODS

Classroom and clinical teaching
Role modeling
Demonstration
Review of educational research
On-line module in writing test questions

LEARNING ACTIVITIES

- Participate in various teaching/learning strategies
- Lead pre and post conferences
- Present a lecture and write objectives, write test questions
- Supervise in clinical practice
- Make assignments
- Develop appropriate learning experiences
- Participate in simulation
- Evaluate performance with legal and ethical considerations
- Conference with mentor to discuss student performance and potential problems
- On-line discussions with other students and faculty
- Web on-line with voice-over in writing test questions

Assessment of Student Performance in the Classroom: Test Item Writing -Kathy Wagner
Topic Outline

1. Purpose of assessing student performance
2. Determining which information is worth testing
3. Importance of matching teaching with testing methods
4. Anatomy of test items
 - a. Inferences to write items by
 - b. Types of common test items
 - 1) Multiple choice (true and false, matching, multiple choice [single answer], multiple selection [multiple correct answers])
 - 2) Short answer, completion
 - 3) Context dependent item sets
 - 4) Case-based testing
5. Climbing the testing ladder
 - a. Cognitive levels as a tool for leveling test items
 - b. Determining the best test item for the desired outcome
6. Ways to avoid test item writing pitfalls
7. Analyzing objective exam results

GRADING:

90-100 = A

80-89 = B

70-79 = C

69 or less = E

EVALUATION:

Students will write a contract with the mentor that will include learning objectives. The evaluation will be based on the student achieving the set goals.

Mentor Evaluation

100%

CLASS OVERVIEW

This course requires 12 hours of clinical hour a week. Examples of activities for these hours include direct clinical supervision, making assignments, meetings with students about performance, grading papers, preparing lectures. Activities and credit for these activities will be planned in collaboration with your clinical mentor. Discussions will take place between students and mentors relative to nursing education and will be organized by the Certificate Director at mid-term and end of semester.

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Registered nurse licensure without limitations in the state in which your clinicals will take place is prerequisite to a clinical practicum or research. This means you will need a Kentucky R.N. license and a license for any out-of-state clinicals (Not applicable to NUR 900).

OFFICE OF SERVICES FOR STUDENTS WITH DISABILITIES:

Any student who is in need of academic accommodations and who is registered with the Office of Services for Students with Disabilities should make an individual appointment to discuss accommodations. Upon request, this syllabus can be made available in alternative forms.

PROFESSIONAL CONDUCT:

Students will abide by the policies in the University of Kentucky College of Nursing Graduate Student Handbook located at <http://www.mc.uky.edu/nursing/StuResources/> as well as the Behavioral Standards in Patient Care found at <http://www.uky.edu/Provost/documents/documents.php>. All persons are to be treated with kindness, respect and civility in verbal and written communications. Confidentiality of persons and information about all agencies is to be maintained. Students are expected to maintain professional boundaries.

Students are also responsible for adhering to all policies and procedures approved and distributed by the University of Kentucky and/or the College of Nursing including Students Rights and Responsibilities located at <http://www.uky.edu/StudentAffairs/code/>.

ANA CODE OF PROFESSIONAL CONDUCT

“The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual...” (p. 4). Principles of respect extend to all encounters, including colleagues. “This standard of conduct precludes any and all prejudicial actions, any form of harassment or threatening behavior, or disregard for the effect of one’s actions on others” (p. 9). (American Nurses Association Code of Ethics, 2001).