**Department:** Nursing  
**Effective Session:** Spring 2016

**Instructions:** Please check the items below which describe the purpose of this request.

- New course with supporting documents (complete proposal form)
- Change in course attributes
- Change in instructional hours
- Change in course description
- Change in course requisites
- Change in semesters offered
- Transfer from one department to another

**Proposed:**

**Subject Abbreviation:** NUR  
**Course Number:** 559

**Long Title:** Role of the Nurse Educator
**Short Title:** Role Nurse Ed

**Subject Abbreviation:**

**Course Number:**

**Abbreviated title will be entered by the Office of the Registrar if omitted. (20 characters only)**

<table>
<thead>
<tr>
<th>Credit Type</th>
<th>Instructional Type</th>
<th>COURSE ATTRIBUTES: Check All That Apply</th>
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<tbody>
<tr>
<td>Lecture</td>
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<td>1. Pass/Not Pass Only</td>
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<td>Recitation</td>
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<td>2. Satisfactory/Unsatisfactory Only</td>
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<td>Presentation</td>
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<td>3. Repeatable</td>
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<td>Laboratory</td>
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<td>4. Credit by Examination</td>
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<td>Lab Prep</td>
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<td>5. Designator Required</td>
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<td>Studio</td>
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<td>6. Special Fees</td>
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<td>Distance</td>
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<td>Research</td>
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<td>Ind. Study</td>
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<td>Pract/Observ</td>
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Examinations the role of the nurse educator in academic, clinical, and community settings. Students explore requirements for current certifications in nursing. Students analyze the role of the nurse educator based on current evidence-based practice in relation to case scenarios.
To: Purdue University Graduate Council
From: Faculty Member: Susan Ahrens
Department: Nursing
Campus: IPFW
Date: April 23, 2009
Subject: Proposal for New Graduate Course-Documents Supporting Registrar's
Form 40
Contact information if questions arise
Name: Susan Ahrens
Phone Number: 260-481-6278
E-mail: ahrenss@ipfw.edu
Course Number: NUR 559
Campus Address: Neff B50-U
Course Title: Role of the Nurse Educator

A. Justification for the Course
   Explain how this course relates to other courses offered in the department or other
   departments and how this course fulfills a recognized need.

   This course is intended primarily for students Choose one:

B. Level of the course:
   Justify request for graduate course level by indicating anticipated enrollments of
   undergraduate and graduate students.
   Anticipated Undergraduate Student Enrollment:
   Anticipated Graduate Student Enrollment:

C. Prerequisites: (If none, please explain reasons for absence)

D. Course Instructor:
   Instructor's Name

E1. Course Outline:
   (An outline of topics to be covered and an indication of the relative emphasis or time devoted
   to each topic is necessary. If laboratory or field experience is involved, the nature of this
   component should be explained as well).

E2. Method of Evaluation or Assessment:

F. Reading List:
   A reading list or bibliography should be limited to material the students will be required to read
   in order to successfully complete the course. It should not be a compilation of general reference
   material.
Course Subject Abbreviation and Number: NUR 559

Course Title: Role of the Nurse Educator

A. Justification for the Course:

1. Explanation of need for course:
   Required by the accrediting bodies for graduate education in the specialty of the nurse educator role. Prepares advanced practice nurses to understand and develop strategies to provide education in a wide variety of healthcare settings.

2. Contribution of the course to existing fields of study:
   This is one of the courses for the Nurse Educator concentration of the graduate nursing program. Students are introduced to teaching and learning theories and their application for teaching in didactic and clinical arenas.

3. This course is intended primarily for students (choose one):
   □ From within this department OR □ From other departments

B. Learning Outcomes and Method of Evaluation or Assessment:

Describe the course objectives and student learning outcomes that address the objectives.

Upon successful completion of this course, the student is able to:

1. Analyze the role of the nurse educator.
2. Explore rank and tenure in the academic setting
3. Compare and contrast the role of the educator in the institutional and community setting
4. Create a plan for an effective learning environment based on current evidence-based practice

Outcomes:

1. Describe the methods of evaluation or assessment of student learning outcomes.
   Students will be evaluated on the basis of:
   -Discussion forum participation
   -Synthesis paper using evidence-based nursing education practice regarding the role of the nurse educator
   -Learning environment plan
   -Presentation
   -Self-reflection

2. Identify methods of instruction

   □ Lecture
A. Level of the Course:
1. Justify the level of the proposed graduate course including statements on, but not limited to, the target audience, rigor of the course, and expected learning outcomes.
   Designed for the Advanced Practice Nurse, along with several other courses NUR 559 provides content on the role of the nurse educator in learning environments, providing the graduate student nurse with in-depth and scholarly understanding of the role.

2. Indicate the anticipated number of undergraduate and graduate students who will enroll in the course.
   20-40

B. Prerequisites:
1. List prerequisite courses by subject abbreviation, number, and title. NUR 557 Curriculum Development, NUR 558 Instructional Methods in Nursing Education
2. List other prerequisites and/or experiences required. Graduate of an accredited nursing program with a 3.0 GPA; Licensed to Practice in Indiana;

3. If no prerequisites—explain their absence.

C. Course Instructor
   1. Name, Rank, and department/program affiliation
      Dr. Linda Finke, Dean, Health and Human Services.

   2. Is the instructor currently a member of the Graduate Faculty? _X__yes ___no
      (If no, indicate when it is expected that a request will be submitted.)

D. Reading List:
   1. Required primary reading list.


E. Library Resources:
   Other Readings as determined to supplement learning will be available in Reserves Express or from the E-Journal Finder.

F. Course Syllabus: attach at this point.
Course Number and Title: NUR 559 Role of the Nurse Educator

Pre: NUR 557, NUR 558

Course Credits and Hours: Credit: 3 Lecture 3 Clinical 0 Lab 0

Faculty: Professor
Linda Finke PhD, RN
Professor and Dean
Neff 142 C
260-481-6564
finkel@ipfw.edu
office hours by appointment

Required Textbooks:


Course Description:
Examines the roles of the nurse educator in academic, clinical, and community settings. Students explore requirements for current certifications in nursing education. Students analyze the role of the nurse educator based on current evidence-based practice in relation to case scenarios.

Course Objectives:
Upon successful completion of this course, the student is able to:

1. Analyze the role of the nurse educator.
2. Explore rank and tenure in the academic setting.
3. Compare and contrast the role of the educator in the institutional and community setting.
4. Create a plan for an effective learning environment based on current evidence-based practice.

Topical Outline:
1. Role of the educator
2. Rank and Tenure
3. Teaching  
4. Service  
5. Research  
6. Staff education  
7. Patient education  
8. Advising  
9. Counseling  
10. Professional responsibilities  
11. Academia  

**Methods of Instruction:**  
Self-assessment, self-reflection, lecture, discussion  

**Course Requirements:**  
Computer with internet access, computer account at IPFW, and system profiles as required by distance learning  

**Evaluation Methods:**  
Discussion forums, synthesis paper using evidence-based nursing education practice regarding the role of the educator, effective learning environment plan and presentation, self-reflection, e-portfolio  

**Department Announcements:**  

**Communication**  
The official university communication is by IPFW e-mail using the university student E-mail address. E-mail includes information sent to the nursing listserv. Students’ must maintain the mailbox, including sufficient space to receive e-mails. Students are responsible for information sent via e-mail.  

**Services for Students with Disabilities**  
If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Services for Students with Disabilities (Walb, room 113, telephone number 481-6658), as soon as possible to work out the details. For more information, please visit the web site for SSD at [http://www.ipfw.edu/ssd/](http://www.ipfw.edu/ssd/)  

**Classes in the nursing program will be canceled:**  
A. At all instructional sites if IPFW is officially closed by the administration of the university, or  
B. At the practicum or clinic site if it is closed by officials of that institution. Decisions to close IPFW and practicum/clinic sites are left to the chief administrators of those respective facilities. In the event of inclement weather, listen to local radio or television announcements, go to [www.ipfw.edu](http://www.ipfw.edu) (a notice will appear at the top of the page), or call the campus weather emergency number, 481-6050 or 481-5770 for a recorded message.
Plagiarism
According to the American Psychiatric Association (2001), plagiarism is the representation of another author's work as your own. Additional clarification of plagiarism is found in the following statements, from the American Psychological Association (2001):

Quotation marks should be used to indicate the exact words of another author. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text. The key element of this principle is that an author does not present the work of another author as if it were his or her own work (p.349).

The Plagiarism Policy of the nursing department indicates that any student who plagiarizes has committed academic dishonesty and misconduct which may lead to dismissal from the program or college. Any student, who has been identified to have plagiarized will receive a zero for that assignment.


Graduate Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>90 – 100</th>
<th>80 – 89</th>
<th>70 – 79</th>
<th>Below 70</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>F</td>
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</table>

Graduate Handbook
As a student you are responsible for all policies contained in the Graduate Handbook online. These policies include:

- Student Progression
- Grade appeal
- Attendance
- Student Conduct and Attire
- Confidentiality

As information may change at any time, frequent and regular checking is important.

Resources:
Resources available at IPFW are found on the IPFW website. A few resources are listed below.

The Writing Center at IPFW (http://www.ipfw.edu/casa/writing/)
You can improve your writing for any class by discussing your writing with a knowledgeable peer writing consultant in the Writing Center, Kettler G19. The staff will help you brainstorm, develop, and organize your ideas, work on issues of meaning and style, and learn to polish and edit your final draft. The Center is not a proofreading
service; improving your writing takes time. To get the most from your visits: (a) sign up on the board outside KT G19 for 30 or 50 minute free appointments; (b) bring assignment, due dates, questions, ideas, and draft (if you have one); come early in the writing process, and (d) come regularly.

**Additional Resources for Writing**
APA Style Tips [http://www.apastyle.org/styletips.html](http://www.apastyle.org/styletips.html)
Electronic References [http://www.apastyle.org/elecref.html](http://www.apastyle.org/elecref.html)

**The Online Learning Environment**
To participate in an on-line course you must have Internet access. Before you start your course, it is expected that you are proficient with using basic Internet functions, such as using e-mail, searching the Web and using browsers. If you do not have a home computer and access to the Internet, you may use the IPFW student labs with a proper user ID, your local public library or a designated learning center, which are located around the state of Indiana.

To know the technical needs for using the IPFW Online Learning Environment, you can access this information at: [http://www.ipfw.edu/dlearning/technical.shtml](http://www.ipfw.edu/dlearning/technical.shtml)

**Great Expectations: A Master Level Student:**
*This is a Master’s level course. As such, the faculty has expectations of learning behaviors that are important to your achieving the objectives of the course and that are a part of being a good leader. Rather than ‘spring them on you’ in fairness to you, the following are some of these expectations:*

1. Plan carefully your schedule to ensure that you are able to attend class on time.
2. Schedule sufficient time to complete the assignments. Assignments have been carefully chosen to ensure that you have a good learning experience, but also that the reading is realistic.
3. Share with the faculty any life circumstances that interfere with your ability to compete an assignment so that you and the faculty member can come up with an alternate plan.
4. Ask clarifying questions if unsure of expectations.
5. Challenge yourself to become a life-long learner. It is a wonderful thing to be a life-long learner. Learning new ideas and concepts is exciting.
6. Write papers that reflect meeting objectives and scholarly work using APA format.
7. Support your ideas and opinions with reference citations using evidence-based supporting information when writing papers.
8. Seek university resources to help you write in a scholarly manner. It is not unusual for nursing students who are returning to school to have struggles with writing. Nurses are socialized to write in bullet points, checklists, and one word ideas. Use and outline when developing your paper and plan to finish with enough time to get feedback from the writing center.
9. Write scholarly papers in third person. According to APA, there are some exceptions to this and your faculty will let you know if it is ok to write in first person. The APA manual has some great suggestions for ways to write in the third person which do not use, 'this writer' or 'this author' all the time.

10. Provide feedback for identifying your optimal method of learning. It is the faculty members’ position to provide you with feedback and empower you to have a good learning experience.

11. Read the assignments in the course. The assigned readings are critical to your understanding and mastery of the knowledge and skills you need as an advanced nurse practitioner. Please keep in mind that this is minimal reading and that you need to develop and embrace reading as a way to continually expand your worldview.

12. Integrate evidence-based practice that is essential to professional nursing.