**PURDUE UNIVERSITY**
REQUEST FOR ADDITION, EXPIRATION, OR REVISION OF A GRADUATE COURSE
(500-599 LEVEL)

**DEPARTMENT** Nursing

**EFFECTIVE SESSION** Spring 2010

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

- [X] 1. New course with supporting documents (complete proposal form)
- 2. Add existing course offered at another campus
- 3. Expiration of a course
- 4. Change in course number
- 5. Change in course title
- 6. Change in course credit/type
- 7. Change in course attributes
- 8. Change in instructional hours
- 9. Change in course description
- 10. Change in course requisites
- 11. Change in semesters offered
- 12. Transfer from one department to another

**PROPOSED**:

<table>
<thead>
<tr>
<th>Subject Abbreviation</th>
<th>NUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>590</td>
</tr>
<tr>
<td>Long Title</td>
<td>Nurse Educator Practicum I</td>
</tr>
<tr>
<td>Short Title</td>
<td>Nur Ed Pract I</td>
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<table>
<thead>
<tr>
<th>TERMS OFFERED</th>
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<tbody>
<tr>
<td>Check All That Apply:</td>
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<tr>
<td>[X] Summer</td>
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<td>[X] Fall</td>
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<td>[X] Spring</td>
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<tr>
<th>CAMPUS(ES) INVOLVED</th>
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<tr>
<td>Calumet</td>
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<td>N. Central</td>
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<td>Tech Statewide</td>
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<td>Ft. Wayne</td>
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<td>W. Lafayette</td>
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<table>
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<tr>
<th>INDIANAPOLIS</th>
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Abbreviated title will be entered by the Office of the Registrar if omitted. (22 CHARACTERS ONLY)

**CREDIT TYPE**

- [ ] 1. Fixed Credit: Cr. Hrs. [2]
- 2. Variable Credit Range:
  - Minimum Cr. Hrs. (Check One):
  - Maximum Cr. Hrs. (Check One):
  - Equivalent Credit: Yes [x]
  - No [x]
- 4. Thesis Credit: Yes [x]
- No [x]

<table>
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<tr>
<th>INSTRUCTIONAL TYPE</th>
<th>Minutes Per Min</th>
<th>Meetings Per Week</th>
<th>Weeks Offered</th>
<th>% of Credit Allocated</th>
<th>Delivery Method (Asyn. Or Syn.)</th>
<th>Delivery Medium (Audio, Internet, Live, Text-Based, Video)</th>
<th>Cross-Listed Courses</th>
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**COURSE DESCRIPTION (INCLUDE REQUISITES):**

P or C: NUR 590
Emphasis placed on assessment, design, implantation, and evaluation of an evidence-based practice instructional unit incorporating instructional technology. Aligned by preceptors, students assimilate nurse educator core competencies as defined by the National League for Nursing (NLN). Practicum experiences will reflect student's specific area of interest.

**SIGNED**

- [Signature: Carol Sternberg] 5-6-09
- [Signature: Franklin] 9-14-09

**OFFICE OF THE REGISTRAR**
To: Purdue University Graduate Council
From: Faculty Member: Dr. Susan Ahrens
Department: Nursing
Campus: FW
Date: April 8, 2009
Subject: Proposal for New Graduate Course Documents Supporting Registrar's Form 40

Name: Dr. Susan L. Ahrens
Contact information if questions arise
Phone Number: 260-481-6278
E-mail: ahrnss@ipfw.edu
Course Number: NUR 680
Campus Address: Neff B50-U
Course Title: Nurse Educator Practicum I

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 680

Course Title: Nurse Educator Practicum I

A. Justification for the Course:
   1. Explanation of the need for the course:
      This course is one of the required courses in the Nurse Education track that
      contributes to fulfilling the core competencies for nurse educators defined by the
      National League for Nurses (2005). To facilitate the transition into the educator role
      the student applies the theoretical knowledge gained in prerequisite classes during the
      practicum experience.

   2. Contribution of the course to existing fields of study
      This required course is one of two practicum courses in the nurse education track.
      The supervised instruction by the student with a nurse educator preceptor contributes
      to the assimilation of required nurse educator core competencies.

   3. This course is intended primarily for students (choose one):
      X In 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. Design an evidence-based practice instructional unit utilizing advanced instructional
      technology.
   2. Implement evidence-based assessment and evaluation strategies for the clinical setting.
   3. Demonstrate skill in the design and use of tools for assessing clinical practice
   4. Recognize the influence of teaching styles and interpersonal interaction on learning
      outcomes.
   5. Facilitate learners’ integration of strategies for quality improvement and assurance.

Outcomes:
1. Describe the methods of evaluation or assessment of student learning outcomes.

- Practicum proposal
Develop a proposal for a practicum experience.
   • Define in detail a proposal for the practicum experience which includes the purpose and
     objectives.
   • Describe the setting and preceptor.
   • Create a time table identifying the actions needed to achieve the proposed activity.
   • Complete 135 practicum hours and 15 hours of seminar
   • See Practicum Proposal Grading Rubric.
Practicum includes 135 hours of experience in the clinical setting. Students experience the complex setting of the clinical teaching environment:

- Organization and management of clinical practice setting
  - College laboratory experience
  - Conducting preconference
  - Selecting clinical learning experiences
  - Student assessment for clinical learning
  - Conducting postconference
- Teaching strategies for the clinical setting
  - Clinical simulation
- Evaluation for the clinical setting
  - Student evaluation
  - Site evaluation
  - Clinical instructor evaluation
- Ethical and legal issues

- Listserv
Select and join a nursing educator listserv.

- Three times during the semester submit to the class discussion an issue/concern/topic that has been discussed on the listserv. Sharing of information synthesized from listserv sites will enhance learning in this course.
- Group discussion of the listserv information is encouraged to further expand learning with shared experiences and information appropriate to the topics.
- See Listserv Grading Rubric.

- Practicum Journal
Submit weekly a journal entry to the class Blackboard.

- Include progress in meeting practicum proposal, achievements, lessons learned, and self-evaluation.
- Accompany each weekly journal submission with one annotated journal article. The article should be pertinent to the practicum proposal and/or experience.
- See Practicum Journal Grading Rubric.

- E-Portfolio

- Submission of item with rationale for item inclusion.
- E-portfolio Grading Rubric

- Practicum Paper
Synthesis of the proposed practicum experience, based on purpose and objectives, which details the incorporated instructional methodology.

- Documentation required from professional references.
- Maximum of 20 pages, not including the cover and reference pages.
- Written to the standards of graduate level work with correct spelling, punctuation, grammar, syntax, concept development, and follow APA (5th Edition) format.
- See Practicum Paper Grading Rubric.

**Practicum Proposal Presentation**
Presentation of completed practicum experience.

- Formal presentation of outcomes of proposed practicum experience.
- See Teaching Presentation Grading Rubric.

<table>
<thead>
<tr>
<th>Methods of Evaluation</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Practicum Proposal</td>
<td>75</td>
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<tr>
<td>Listserv</td>
<td>75</td>
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<tr>
<td>Practicum Journal</td>
<td>150</td>
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<tr>
<td>Practicum Paper</td>
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</tr>
<tr>
<td>Practicum Presentation</td>
<td>100</td>
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<tr>
<td><strong>Total</strong></td>
<td>500</td>
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</tbody>
</table>

1. Identify methods of instruction
   - Lecture
   - Recitation
   - Presentation
   - Laboratory
   - Lab Prep
   - Studio
   - Distance
   - Clinic
   - Experiential
   - Research
   - Ind. Study
   - Practicum/Observation
   - Seminar

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.

   One of two practicum courses requiring the student to incorporate and appraise previously learned teaching concepts, methodology, and theories to meet the course objectives. The transition from student to nurse educator is facilitated with the practicum experience.

   2. Indicate the anticipated number of undergraduate and graduate students who will enroll in the course.
      - Graduate 20-40 per semester
      - Undergraduate 2-4
B. Prerequisites:
   1. List prerequisite courses by subject abbreviation, number, and title.
      P or C: NUR 560 Evaluation of Learning Environments
   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.
      N/A

C. Course Instructor
   1. Name, Rank, and department/program affiliation
      Department of Nursing Graduate Faculty
   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.
   2. Secondary reading list

Other Readings as determined to supplement learning will be available online or in ReservesEXpress.

3. Secondary reading list
Other readings as determined to supplement learning will be available online or in ReservesEXpress.

E. Library Resources:
Students will be completing a scholarly paper which will require information literacy skills. Assistance may be sought from the Helmke librarians.

F. Course Syllabus:
Course Number and Title: NUR 680 Nurse Educator Practicum I

Prerequisite: P or C: NUR 560

Course Credits and Hours: Credit: 2 Lecture: 0 Clinical: 2 (135 hrs) and Seminar: 15 hours

Faculty: Professor
Department of Nursing Graduate Faculty

Required Textbooks:


Recommended Texts, but not required:


Other Readings as determined to supplement learning will be available online or in ReservesEXpress.
Course Description:
Emphasis placed on assessment, design, implantation, and evaluation of an evidence-based practice instructional unit incorporating instructional technology. Aided by preceptors, students assimilate nurse educator core competencies as defined by the League for Nursing (NLN). Practicum experiences will reflect student’s specific area of interest.

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

1. Design an evidence-based practice instructional unit utilizing advanced instructional technology.
2. Implement evidence-based assessment and evaluation strategies for the clinical setting.
3. Demonstrate skill in the design and use of tools for assessing clinical practice
4. Recognize the influence of teaching styles and interpersonal interaction on learning outcomes.
5. Facilitate learners’ integration of strategies for quality improvement and assurance.

Topical Outline:
This topical outline builds upon knowledge from the prerequisite classes.

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit I</td>
<td>Planning and Conducting the Instructional Unit</td>
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<td></td>
<td>• Formulate objectives</td>
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<td>• Select and organize content</td>
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<td></td>
<td>• Choose learning materials</td>
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<td>• Select teaching methods</td>
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<td></td>
<td>• Promotion critical thinking and active learning</td>
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<td>• Assignments</td>
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<td>• Conducting the clinical experience</td>
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<td>Unit II</td>
<td>Teaching Strategies</td>
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<td>• Advantages and disadvantages</td>
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<td>• Research on teaching strategies</td>
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<td>Unit III</td>
<td>Evaluation of Learning</td>
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<td></td>
<td>• Assessment of learners</td>
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<td></td>
<td>• Strategies to assess learning outcomes</td>
</tr>
</tbody>
</table>

Methods of Instruction:
Online lecture, cross platform environment, lecture and discussion (option for classroom environment for 5 sessions).

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- Complete 135 practicum hours.
- See Practicum Proposal Grading Rubric.

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Practicum Proposal Presentation
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- See Teaching Presentation Grading Rubric.

Course Requirements:
Computer with internet access, computer account at IPFW, and system profiles as required by Distance Learning.

Evaluation Methods:

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<td>E-portfolio Rationale</td>
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<td>Practicum Presentation</td>
<td>100</td>
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<td>Total</td>
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Points conversion to letter grade:
A = 450 - 500
B = 400 - 449
C = 350 - 399
F = 349 and below

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/
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 (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 authors 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:
90 – 100   A
80 – 89    B
70 – 79    C
Below 70   F

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 can change without notice, 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
About APA Style http://apastyle.apa.org/
APA Style Tips http://www.apastyle.org/styletips.html
Electronic References 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

Great Expectations: A Master Level Student:
This is a Master’s level course. As such, the faculties have 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.