

Texas A&M University - Corpus Christi
College of Nursing and Health Sciences
Syllabus

NURS 5459 - Practicum for the Nurse Educator
Online Course
Spring 2025

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COURSE DESCRIPTION:

Apply the roles of the nurse educator by using the nurse educator competencies as a framework for the practicum experience. Students will select an area of teaching either as an academic educator or as a clinical educator and work with a preceptor. This course requires the synthesis of theoretical knowledge from foundational courses to the design, implementation, and evaluation of a capstone project. Students will evaluate the responsibilities of the educator role in relation to meeting the goals of the practicum institution. This course requires 135 hours in a practicum setting. Students must achieve a B or above to earn credit for this course. The lecture component of this course is delivered through online technology. Laboratory hours must be completed in appropriate settings approved by clinical faculty.

Prerequisite: All core and nurse educator specialty courses or with permission of the Department Chair.

COURSE OBJECTIVES:

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

1. Teach evidence-based content to facilitate learner development in the classroom and clinical areas;
2. Apply learning theories as theoretical frameworks to facilitate learner development in the classroom and clinical areas;
3. Apply a theoretical framework to create a teaching plan/clinical education program;
4. Teach a unit of content based on the teaching plan/clinical education program;
5. Evaluate student/nurse performance in relation to identified outcomes;
6. Evaluate the scope of the roles and responsibilities of the nurse educator in relation to the expectations of the practicum institution;
7. Perform self-evaluation, and self-reflection on teaching interactions as a continuous quality improvement process.

REQUIRED TEXTS AND RESOURCES:

Required Texts

There are no required texts for this course. Students are encouraged to review materials from prior courses to meet course and program objectives.

Required Reference

The *Publication Manual of the American Psychological Association* (Most current edition).

Assignments

Course Assignments	Percentage Points
Student Introduction, Academic Integrity Statement & Canvas Skill Demonstration	Course Requirements
Discussions (3)	10% & 10% & 10%
Experiential Application Discussion	Course Requirement - Pass/Fail
Practicum Portfolio	70%
Total	100%

Clinical Assignments	
Practicum Arrangements & Documentation Complete	Pass/Fail
Practicum Activity Chronicles	
Preceptor Evaluation of Nurse Educator Student	
Student Evaluation of Preceptor	
Evaluation of Clinical Site	

Grading Scale: College of Nursing & Health Sciences

Grade	Points
A	90 – 100
B	83 – 89
C	75 – 82
D	67 – 74
F	Below 67

Students must earn a minimum grade of 83 to pass this course.

Requirements and Evaluation Criteria

Both the experiential and didactic assignments are designed as opportunities for the integrated application of principles, theories and frameworks learned through coursework in this program. Skill demonstration, personal reflection, independent reading and study, and online discussions are used to stimulate the development of an understanding of theory, process, and principles of learning as they affect nursing education. The student is responsible for identification of individual learning needs, self-direction, and demonstration that learning has occurred.

Course Policies

1. Syllabus: Students are expected to review the syllabus along with guidelines for assignments and related grading criteria to fully understand the course requirements and policies. **While the provisions of this syllabus are as accurate and complete as possible, faculty reserves the right to change non-critical aspects of the course to accommodate emergencies, unexpected technical problems, or any unforeseen circumstances. Such changes will be announced as soon as feasible and will be communicated by course email or announcements within Canvas. It is the student's responsibility to monitor course announcements. Questions regarding course requirements should be addressed within the first week of the course.**
2. Web-based courses do not reduce the amount of time you are likely to spend completing course requirements. Rather, the time spent in the course is set by your personal learning style, not a lecture schedule. Please note and remember the 'rule of thumb' for the weekly time commitment associated with university courses. This course is a 4-semester hour course; 1 semester hour is didactic and 3 semester hours are practicum. That translates to 3 hours per week for the didactic portion of the course and approximately 9 hours per week (135 total) for the practicum portion of the course.
3. The online weekly schedule begins on Tuesday and ends on Sunday. Assignments are due by 11:55pm on the date indicated in the course schedule.
4. Participation: Participation is due according to the course schedule. Student engagement and participation is an expectation in this course. Each student must participate to demonstrate course requirements.
5. Course communication: Professional and timely communication with course faculty is a course expectation. Communication with faculty should be within the Canvas course shell except when special circumstances exist (i.e. Canvas is not available).
 - Course faculty will monitor Canvas mail and discussion comments regularly. Students can usually expect a response to email messages or discussion comments within 48 hours of the posting unless messages are sent on Friday. I generally do not check emails etc. over the weekends or holidays. – PLEASE PLAN ACCORDINGLY
 - Students are expected to read and respond to faculty communications within 48 hours if sent during the workweek and within 72 hours if the message is sent on a weekend day.
 - Canvas should be used for all communication concerning the course.
 - You must have access to the Internet to successfully communicate with the faculty and students enrolled in this course. *Computer or Internet problems are not an excuse for late work or lack of*

- participation* – **have a back-up plan** in place in case of emergencies. Students are expected to have consistent access to a computer that can support Canvas applications.
- Professional information disclosed through course discussions is confidential and should not be shared with others outside the context of this course.
 - Course faculty is available for meetings with individual students through email, telephone, or face-to-face (virtual) encounters. Students are encouraged to make appointments when extensive content must be covered.
 - Students will generally receive feedback on assignments within 2 weeks of assignment due dates unless notified by the course faculty.
6. Late assignments will not be accepted unless arrangements have been made with the faculty **PRIOR** to the assignment due date.
 7. Discussions are asynchronous and must be completed by the due date indicated in the course schedule. The discussion will be closed on that date. One issue at a time will be explored. **Each student must participate in all of the discussions.** It should be your intent to contribute unique thoughts, ideas and/or interpretations. We do not meet weekly in a face-to-face setting hence the frequent and longer time frame discussions. It is important to be able to engage with your colleagues across disciplines on a professional level about the current issues in nursing education. Your familiarity with the topics and the literature is essential for your future as an educator in nursing and the health professions. Extend the discussion into generic real-world impact when possible.
 8. Guidelines for Form and Style of Written Assignments: Students are expected to follow instructions associated with the assignments for this course. Students who are confused about an assignment should contact course faculty in a timely manner to ensure satisfactory completion of the assignment on the date it is due.
 - Unless otherwise instructed, students must adhere to the most current edition of the APA Publication Manual for formatting and organizing written assignments. All of the assignments will be graded based on content AND format.
 - The campus Center for Academic Student Achievement (CASA) provides writing support both in person and in an online format. The phone number for CASA is 361-825-2254 and the web link is <http://casa.tamucc.edu>. You can set an appointment with a consultant and meet online to consider your writing needs. *Please use this resource.*
 - You are welcome to use AI tools (including: Bard, ChatGPT, GPT, Copilot, Gemini and anything similar) in this class. But be aware of the limits of AI tools:
 - ★ If you provide minimum effort prompts, you will get low quality results. You will need to refine your prompts in order to get good outcomes. This will take work.
 - ★ Should you decide to get research assistance from AI, please be sure to put both **a)** your prompt and **b)** the resulting text as an appendix at the end of your work, and **c)** list it in your reference list. Just as with any other source, if you use an AI bot's exact words, enclose them in quotes and put the citation in parentheses. You are expected to compose the sentences in written assignments yourself, except for a small amount of well-cited quoting. Be cautious in using AI for research assistance, as all existing AI apps 'hallucinate' and supply false information; don't rely on AI for accurate information; always fact-check.

- ★ If I have reason to suspect that AI tool(s) have been used, and you have not included the three elements required above OR if I note incorrect/false information in your submission, then you will need to meet with me via Zoom to talk about the assignment. This conversation will include knowledge checks for course/assignment content.
 - ★ **If you have decided NOT to use AI for assistance with your work, please include the following statement after the references: “I disclose that this assignment reflects my own work and all sources used to formulate the content herein are included in the reference list.”**
9. Evaluation Input from Students - The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data which is used to strengthen the program. Please be assured that this information is secured and not released to faculty until after grades are submitted. No names are available to faculty. A link to evaluations will be available toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

A Few Reminders

A practicum experience offers an opportunity to understand a great deal about the reality of nursing education as a career. In order to maximize this experience, I highly recommend that you pay close attention to your preceptors, looking for the hints and tidbits that bring the myriad pieces of the theories and concepts you have studied the past few years to life.

The assignments in this course have been chosen to specifically provide each student with the opportunity to demonstrate your contribution to the practicum setting and use your cumulative knowledge to enhance your clinical practice. As you seek to illustrate your comprehension and mastery of the NLN educator competencies, review the directions and guidelines for the practicum and the assignments to be sure your activities are set up to achieve those competencies.

You will note there are not any real group assignments in this course. That is deliberate; as the discussion forums provide sufficient group interaction leading to the course objectives. My goal is for you to each build a variety of skill sets. Planning and organizing large complex projects such as the practicum activities can be intricate and time-consuming.

- As the capstone course for a Master of Science in Nursing graduate program, students are expected to demonstrate satisfactory competencies through the application of principles learned throughout their nursing education graduate courses. The extent to which students can appropriately apply these principles in real-life situations will be evaluated by preceptors who observe students in the clinical setting and faculty who will evaluate the capstone project. The Course Project and clinical laboratory journal will contribute to the total points earned in the course.
- Students can expect to use resources acquired during their MSN program of study. **Students must earn a B (83) in this course to receive credit for the course.** Course objectives may be met through individual study using suggested resources, active involvement in classroom activities, formal and informal exchange of ideas with classmates and colleagues regarding specific topics as

well as using the critical thinking skills demanded of the graduate student. Teaching methods include multiple written activities, discussions, independent study of texts, library resources, and practical field experience.

- Students must complete a portfolio within a clinical laboratory setting.
- Included in the course credits are 135 contact hours or 3 semester credit hours of integrated practical experience through the clinical laboratory setting over the semester.
 - The 135 hours of clinical practice must be completed before the last week of the semester.
 - Students must select and make arrangements at a clinical site where they can complete the required clinical hours.
 - Preceptors who work in the clinical laboratory settings will guide students in their clinical practice. The preceptor must sign a preceptor agreement and the clinical instructor must approve the preceptor before clinical practice can occur. This agreement is available to students in the Preceptor Manual on the Texas A&M University Corpus Christi College of Nursing and Health Sciences web page.

COURSE WORK GUIDELINES AND GRADING CRITERIA

MODULE 1

3 - NON-CREDIT ASSIGNMENTS THAT MUST BE COMPLETED IN ORDER FOR SUBSEQUENT ASSIGNMENTS TO BE GRADED:

NOTE: You will not receive credit for these activities however you are still required to do them or subsequent assignments will not be graded. Refer to the first module in the *Modules and Lessons* section of the Course Menu for detailed instructions.

1. Student Introduction

The students enrolled in this course will become potential collaborators in professional ventures. The student introduction provides students an opportunity to share their professional interests, clinical expertise, and contact information to generate a peer network. This assignment is required but no grade will be earned for the activity. **The introduction must be completed the first week of class.** The directions for the introduction are in Module 1.

2. Academic Honesty Certification

In the Tests/Quizzes section of the Course Menu you will find the Academic Honesty 'Quiz'. You are required to read the four sections of the document and complete the fifth section by certifying compliance with the Academic Honesty policy.

Please also note the statement regarding the use of AI on page 4 of this syllabus.

3. Review the Practicum Portfolio Guidelines in Module 7

Module 2

Guidelines for Discussion

To participate in a discussion, students should

- Read the discussion question and prepare an INITIAL response. Each student will post a statement that is either an affirmative point about the topic OR a rebuttal about the topic. This opening statement should be clear, well organized and relevant.
- Also - each student must respond to at least TWO other student's comments on the topic with a substantive response. A comment such as "I agree" is not acceptable - responses must contain a unique contribution to the discussion. Responding students should either
 - Submit a cross-examination question to clarify the post or submit another affirmative or rebuttal statement. Identify the point made in the opening comments posted to start a response. You can do this by restating a portion of the discussion message associated with a student's response. You may use quotation marks to designate another person's comments in the new message.
 - The discussion continues in this way for the time period the discussion is open.
- Each post must include substantive literature support, including current research, for your points. You should be reading widely about these topics, both in and out of the nursing and health care literature. If you are not a fan yet of publications such as *Journal of Professional Nursing* and *Nursing Education Perspectives or Health Affairs*, it is time to become one. Do not be afraid of the lay literature, be a discriminating reader – often publications such as the New York Times publishes very useful and enlightening articles about relevant topics for health policy and economics. It is expected the students will read widely about the policy issues, both in the academic and professional literature as well as the lay-literature. You may have read sufficiently that you are able, at times, to contribute to the analysis without citing a specific source however frequently, you will wish to cite a source as a resource for your thoughts or if you have used a specific quote. Cite the article/researcher/author of the literature that provides the basis of a student's unique thoughts. Graduate level work is scholarly work and conclusions or observations that you make about a topic should be supported from literature when appropriate.

QUESTION 1: Undergraduate nursing students are taught masses of facts. How do you as a nurse educator assist students to sift & transition those facts into 'clinical thinking' for use in the messy reality of patient care?

The number of points awarded for each grading criterion depends on the quality of the discussion response where the maximum possible points are earned when a student demonstrates thoughtful reflection on the topic and accurately analyzes the issue/policy under discussion; minimal credit will be earned when a student repeats what was read in the required work but does not share individual interpretation or meaning. Each response should contain substantive information to indicate a depth of understanding of the content. Replies such as "I agree" or "You are right" by themselves are not considered quality responses.

Grading Criteria for Discussions

Criterion	Possible Points
Post contains evidence that student understands lesson content through the use of appropriate terminology and accurate synthesis and evaluation of the relevant concepts, constructs and principles. Your primary arguments are presented in a clear and orderly manner – clear, concise & cogent are the magical descriptor words.	3
Post demonstrates student's unique ideas and interpretative application of or about the content. Personal stories and vignettes are useful illustrations however too many removes the professional learning experiences focus of this class. Use them judiciously.	2
References are sufficient in number to demonstrate a thorough exploration of the pertinent literature. References are current (last 5 years) or if not, use is explained and justified. Classic writings fall into this criterion.	1
Response to other student comments is thoughtful and substantive and demonstrates critical analysis of the student's perspective.	3
Posts are submitted in a timely manner so that other students can learn from an individual's contribution. The tone of your written voice and clarity of expression contribute to the effective presentation of your points and help your audience to understand your reasoning.	1
Total	10

Note: You will receive a 0 for discussion if you do not participate as directed above.

Submit Activity and Competency Chronicle using the appropriate Assignment Link.

Module 3

Guidelines for Discussion

To participate in a discussion, students should

- Read the discussion question and prepare an INITIAL response. Each student will post a statement that is either an affirmative point about the topic OR a rebuttal about the topic. This opening statement should be clear, well organized and relevant.
- Also - each student must respond to at least TWO other student's comments on the topic with a substantive response. A comment such as "I agree" is not acceptable - responses must contain a unique contribution to the discussion. Responding students should either
 - Submit a cross-examination question to clarify the post or submit another affirmative or rebuttal statement. Identify the point made in the opening comments posted to start a response. You can do this by restating a portion of the discussion message associated with a student's response. You may use quotation marks to designate another person's comments in the new message.
 - The discussion continues in this way for the time period the discussion is open.

QUESTION 2: How do you NOT try to teach students everything you know?

The number of points awarded for each grading criterion depends on the quality of the discussion response where the maximum possible points are earned when a student demonstrates thoughtful reflection on the topic and accurately analyzes the issue/policy under discussion; minimal credit will be earned when a student repeats what was read in the required work but does not share individual interpretation or meaning. Each response should contain substantive information to indicate a depth of understanding of the content. Replies such as “I agree” or “You are right” by themselves are not considered quality responses.

Grading Criteria for Discussions

Criterion	Possible Points
Post contains evidence that student understands lesson content through the use of appropriate terminology and accurate synthesis and evaluation of the relevant concepts, constructs and principles. Your primary arguments are presented in a clear and orderly manner – clear, concise & cogent are the magical descriptor words.	3
Post demonstrates student’s unique ideas and interpretative application of or about the content. Personal stories and vignettes are useful illustrations however too many removes the professional learning experiences focus of this class. Use them judiciously.	2
References are sufficient in number to demonstrate a thorough exploration of the pertinent literature. References are current (last 5 years) or if not, use is explained and justified. Classic writings fall into this criterion.	1
Response to other student comments is thoughtful and substantive and demonstrates critical analysis of the student’s perspective.	3
Posts are submitted in a timely manner so that other students can learn from an individual’s contribution. The tone of your written voice and clarity of expression contribute to the effective presentation of your points and help your audience to understand your reasoning.	1
Total	10

Note: You will receive a 0 for discussion if you do not participate as directed above.

Submit Activity and Competency Chronicle using the appropriate Assignment Link.

Module 4

If you are running into any issues or challenges – this is a good time to reach out via CANVAS email to set an appointment with the course faculty.

Submit Activity and Competency Chronicle using the appropriate Assignment Link.

Module 5

Guidelines for Discussion

To participate in a discussion, students should

- Read the discussion question and prepare an INITIAL response. Each student will post a statement that is either an affirmative point about the topic OR a rebuttal about the topic. This opening statement should be clear, well organized and relevant.
- Also - each student must respond to at least TWO other student's comments on the topic with a substantive response. A comment such as "I agree" is not acceptable - responses must contain a unique contribution to the discussion. Responding students should either
 - Submit a cross-examination question to clarify the post or submit another affirmative or rebuttal statement. Identify the point made in the opening comments posted to start a response. You can do this by restating a portion of the discussion message associated with a student's response. You may use quotation marks to designate another person's comments in the new message.
 - The discussion continues in this way for the time period the discussion is open.

QUESTION 3: A culture of lifelong learning is a key component of professionalism. What is your role as a nurse educator instilling that value system in yourself and in your students?

The number of points awarded for each grading criterion depends on the quality of the discussion response where the maximum possible points are earned when a student demonstrates thoughtful reflection on the topic and accurately analyzes the issue/policy under discussion; minimal credit will be earned when a student repeats what was read in the required work but does not share individual interpretation or meaning. Each response should contain substantive information to indicate a depth of understanding of the content. Replies such as "I agree" or "You are right" by themselves are not considered quality responses.

Grading Criteria for Discussions

Criterion	Possible Points
Post contains evidence that student understands lesson content through the use of appropriate terminology and accurate synthesis and evaluation of the relevant concepts, constructs and	3

principles. Your primary arguments are presented in a clear and orderly manner – clear, concise & cogent are the magical descriptor words.	
Post demonstrates student's unique ideas and interpretative application of or about the content. Personal stories and vignettes are useful illustrations however too many removes the professional learning experiences focus of this class. Use them judiciously.	2
References are sufficient in number to demonstrate a thorough exploration of the pertinent literature. References are current (last 5 years) or if not, use is explained and justified. Classic writings fall into this criterion.	1
Response to other student comments is thoughtful and substantive and demonstrates critical analysis of the student's perspective.	3
Posts are submitted in a timely manner so that other students can learn from an individual's contribution. The tone of your written voice and clarity of expression contribute to the effective presentation of your points and help your audience to understand your reasoning.	1
Total	10

Note: You will receive a 0 for discussion if you do not participate as directed above.

Module 6

Submit Activity and Competency Chronicle using the appropriate Assignment Link.

Practicum Portfolio Due.

PRACTICUM PORTFOLIO GUIDELINES

The Practicum Portfolio is a compilation of information, products, and evidence reflecting your experiences and accomplishments over the duration of the practicum. Each student's experience will vary according to each student's goals and objectives as well as the practicum site, the preceptor's direction and the specific focus in the experience. While there will be individuality in the practicum experiences, there are common products and experiences within the course as well. The Guidelines set forth here apply to all students. ***The Portfolio is to be compiled over the course of the semester*** and submitted using the appropriate assignment tool in the Canvas course site. The Guidelines govern the contents of the Portfolio. Please review it carefully when preparing your Portfolio.

1. Practicum Experience Summary

This is a one-page narrative review of the practicum experience. There should be an introduction to the practicum including personal goals and objectives as well as the course objectives. Major activities, events and experiences should be included evaluating their contribution to the overall learning and should include evidence of advancement in your area of clinical expertise. Significant outcomes should be identified - including an evaluation of the anticipated usefulness of the experience for your career should conclude the summary.

2. Student self-assessment of experience and learning as listed in the Nurse Educator Competencies and recorded in the *Evaluation of Nurse Educator Student* document:

- Each student will perform a self-assessment using the self-assessment document as follows: You will select one of two outcomes, *meets objective* or *does not meet objectives* for your overall performance on each competency. Insert a summary statement explaining why you did or did not meet each competency. The student's completed document is to be included in the Portfolio.

3. Documents and other artifacts demonstrating activities and tasks performed during the practicum hours. While there are not specific numbers of documents to be submitted, it is expected that students will have had the requisite experiences to include the majority of the items listed here:

- Learning Plans displaying incorporation of your clinical area of expertise and specific learning strategies such as Active Learning or Critical Thinking;
- Teaching Plans illustrating student's planned use of specific learning theories, learning strategies and nursing theories to guide the preparation of the student learning experience;
- Lecture notes and any other supplemental teaching materials developed for the practicum experience;

- PowerPoint slides designed for use in either the classroom or clinical conference environment;
 - Test blueprint with key and appropriate content questions based on the appropriate Bloom's Taxonomy level for the designated student learners; rationale and references for answers are included;
 - Handouts or other artifacts developed for classroom or clinical conference experience
4. Student Evaluation Experience Summary - This is a one-page review of your experience during the practicum doing performance evaluations for students. The evaluations may have been in-person conferences, clinical evaluation activities, and classroom evaluation activities such as creating test blueprint, test construction, grading or other formative or summative evaluation activities.
 5. Nurse Educator Meetings & Conferences Summary - This is a one-page summary detailing your experiences accompanying your preceptor or attending on your own any meetings or conferences during the practicum experiences. Faculty meetings, curriculum meetings or other meetings related to your practice experience should be summarized in this document. Include your participatory activities. Evaluate the usefulness of the meetings/conferences towards achieving the goals and objectives of your practicum experience. There should be a recognizable introduction, activity description and conclusions in the document.
 6. Annotated Bibliography (minimum of 10)
 - An annotated bibliography serves a different purpose than a reference list. This is not the reference list for the Portfolio – there will not be a standard APA reference list. Read and understand what an annotated bibliography actually is. – below is a link that you might find helpful
 - https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotated_bibliography_samples.html
 - The annotated bibliography should have several sections summarizing your readings throughout the semester. Sections will reflect the work of the practicum such as Teaching Strategies; Learning Strategies; Nursing Theories; Learning Theories; Clinical Conferences; Student Evaluations; Nurse Educator Role. The articles you select might reflect the clinical focus of the students you are teaching or working with and/or the readings you use to prepare teaching materials.
 - *Remember, annotations are not abstracts nor are they one descriptive sentence – they are thoughtful, mini-critiques.* Note these should be single-spaced.
 7. Evaluation Documents:
 - Student Evaluation of Preceptor
 - Preceptor Evaluation of Student
 - Clinical Site Evaluation

Final Activity

- **Participate in the Experiential Application Discussion.**
- **Reflect on your 1st Chronical Assignment and describe how you leveraged your clinical experience to advance your capstone work in this course?**

CLINICAL INFORMATION - Guidelines for the Student Activities & Competency Chronicle

The Chronicle is a record of the activities you undertake during your practicum experience.

It is to be completed for each module noting the

- Dates
- Description of activities performed
- The appropriate competency and associated items
- Practicum hours accumulated

The activities should be listed in a bullet point fashion. For example:

Date	Description of Practicum Activity	Comp	Hours
9/25-10/1	• Performed a lecture about evidence-based practice	1:b	120 m
	• Attended a faculty meeting with Dr. Faculty	8:b	60 m
	• Initiated a literature review about teaching strategies for undergraduate nursing students	7:a	120 m
Total Hours Completed To-Date			3 hours

You will complete the Chronicle for **each module**. The Chronicle is intended to function as a log of your time and activities as well as a journal with which you can reflect on your progress throughout the semester. If you have another activity that you feel belongs to a particular competency, please include it. I want you to focus especially on the activities and outcomes that are of particular interest and/or support the work you are doing with your preceptor in the practicum.

AT THE END OF EACH MODULE you will use the appropriate assignment submission tool to submit your chronicle.

Student Activities & Competency Chronicle

	Date	Description of Practicum Activity	Comp	Hours
Module 1	Wk #1			
Module 2	Wk #2			
	Wk #3			
Module 3	Wk #4			
	Wk #5			
Module 4	Wk #6			
Module 5	Wk #7			
	Wk #8			

Module 6	Wk #9			
Description of how you used your clinical expertise to inform your capstone practicum work (include with each chronicle): [INFORMATION ONLY – DELETE BEFORE SUBMITTING CHRONICLE: Use the first chronical entry to describe how you plan to use your clinical expertise to inform the capstone work. For each subsequent chronicle be sure to include the implementation of this plan.]				
Total Hours to date: (please enter a running total with each chronicle)				

UNIVERSITY POLICIES:

Academic Integrity/Plagiarism.

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure of the assignment and a report to the student conduct office.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and your faculty, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Please refer to the university academic calendar (<http://www.tamucc.edu/academics/calendar>) for the last day to drop a class with an automatic grade of "W" this term.

Classroom/professional behavior

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Civility

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high-quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Student Grade Appeals*

As stated in university procedure 13.02.99.C0.03, Student Grade Appeals, a student who believes that their final grade reflects academic evaluation which is arbitrary, prejudiced, or inappropriate in view of the standards and practices outlined in the class syllabus, may appeal the final grade given for the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. Student are encouraged to first discuss their final grade with the instructor prior to filing a grade appeal. For complete details on the grade appeal process, including the timeline, please review university procedure 13.02.99.C0.03, Student Grade Appeals at <https://www.tamucc.edu/governance/rules-procedures/assets/13.02.99.c0.03-student-grade-appeals.pdf>. For assistance and/or guidance in the grade appeal process, students may contact the Dean's/Director's office in the college/school in which the course is taught.

Disabilities Accommodations*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Civil Rights Reporting*

Texas A&M University-Corpus Christi is committed to fostering a culture of caring and respect that is free from discrimination, relationship violence and sexual misconduct, and ensuring that all affected students have access to services. For information on reporting Civil Rights complaints, options, and support resources (including pregnancy support accommodations) or university policies and procedures, please contact the University Title IX Coordinator, Rosie Ruiz, at Rosie.Ruiz@tamucc.edu ext. 5826, or visit website edcs.tamucc.edu.

Limits to confidentiality. Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, are not able to maintain confidentiality when it conflicts with their responsibility to report alleged or suspected civil rights discrimination that is observed by or made known to an employee in the course and scope of their employment. As the instructor, I must report allegations of civil rights discrimination, including sexual assault, relationship violence, stalking, or sexual harassment to the Title IX Coordinator if you share it with me. These reports will trigger contact with you from the Civil Rights/Title IX Compliance office who will inform you of your options and resources regarding the incident that you have shared. If you would like to talk about these incidents in a confidential setting, you are encouraged to make an appointment with counselors in the University Counseling Center.

Campus Emergencies*

At TAMU-CC, your safety is a top concern. We actively prepare for natural disasters or human-caused incidents with the ultimate goal of maintaining a safe and secure campus.

- For any emergency, dial the University Police Department (UPD) at 361-825-4444 or dial 911. It's a good idea to have the UPD emergency number (and non-emergency number 361-825-4242) saved in your cell phone.
- There are nearly 200 classroom telephones throughout campus. If you feel threatened or need help and don't have a cell phone, dial 4444 (emergency) or 4242 (non-emergency) to be connected to UPD.
- If we hear a fire alarm, we will immediately evacuate the building and proceed outside and away from the building a minimum of one hundred feet.
 - Proceed to the nearest building exit or evacuation stairway. Do not use the elevator. Persons who need help navigating stairs should proceed to a marked Area of Rescue Assistance, if possible.
 - Persons with disabilities should speak with their faculty about how to best assist them in case of an emergency.
 - Review the evacuation route (see specific Building Emergency Plan).
- TAMU-CC employs the Code Blue Emergency Notification System, an alert system which connects the campus community during emergency situations.
 - The notifications include emails, text and pre-recorded messages, as appropriate.
 - Code Blue emergencies may include severe weather warnings, threats, school closures, delays, evacuations and other incidents which disrupt regular campus activities.
 - Students can update personal contact information anytime at <https://emergency.tamucc.edu/contactform/>
- Shelter in Place via Code Blue.
 - "Shelter-in-place" means to take immediate shelter where you are and may be implemented for severe weather, hazardous material spills, active shooters or other dangerous situations.
 - If there is a shelter in place for a tornado warning, our preferred location is the bottom floor of this building, away from windows and doors.
- Active Threat Protocol. There are three things you could do that make a difference if there is an active threat: Run, Hide, and/or Fight. For more information about the Run, Hide, Fight protocol, including what to do when law enforcement arrives, visit page 5 of the Quick Reference Guide to Campus Emergencies <https://www.tamucc.edu/finance-and-administration/facilityadministration/ehs/emergency-management/assets/documents/finalbooklet.pdf>
- For the Quick Campus Guide to Campus Emergencies (including a list of Areas of Rescue Assistance and additional protocols on assisting persons with physical disabilities, hurricanes, bomb threats, animal bites, crime reporting, elevator entrapment, etc.), visit

<https://www.tamucc.edu/finance-and-administration/facility-administration/ehs/emergency-management/assets/documents/finalbooklet.pdf>

Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Canvas and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Canvas) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Tentative Course Schedule

Module	Date	Assignments & Due Dates (Subject to Change)
Module 1	Jan 21 – Jan 26	Introductions & Initial assignments
	Jan 28 – Feb 2	Clinical and Preceptor Preparations
Module 2	Feb 4 – Feb 9	- Discussion # 1 - Initial posts are due by 11:55pm Feb 9th - Response posts are due by 11:55pm Feb 16th - Activities & Competency Chronicle Due on Feb 16th
	Feb 11 – Feb 16	
Module 3	Feb 18 – Feb 23	- Discussion # 2 - Initial posts are due by 11:55pm Feb 23rd - Response posts are due by 11:55pm on March 2nd - Activities & Competency Chronicle Due on March 2nd
	Feb 25 – Mar 2	
Module 4	Mar 4 – Mar 9	Work on Clinical Hours
	Mar 10 – Mar 16	SPRING BREAK
	Mar 18 – Mar 23	Work on Clinical Hours Activities & Competency Chronicle Due on Mar 23 rd
Module 5	Mar 25 – Mar 30	- Discussion # 3 - Initial Posts are due by 11:55pm on Mar 30th - Response posts are due by 11:55pm on March 31st - Activities & Competency Chronicle Due on March 31st
	Mar 26 – March 31	
Module 6	April 1 – April 6	Activities & Competency Chronicle Due on April 13 th
	April 8 – April 13	
Module 7	April 15 – April 20	Finishing Clinical Hours & Portfolio Work
	April 22 – April 27	- FINAL Chronicle Due on April 27th - Evaluation Documents Due on April 27th - Practicum Portfolio Due on April 27th
Finals Week	April 29 – May 4	Final Nurse Educator Competencies Discussion Due May 4 th