

# Minnesota State University Moorhead

## NURS 643P: Advanced Nurse Educator Practicum Capstone II

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: \*.\*

Prerequisites:

NURS 605 - Healthcare Quality, Safety, and Regulatory Management AND NURS 600 - Nursing Science, Ethical, and Transcultural Theories AND NURS 639 - Curriculum/Course Design and Evaluation AND NURS 629 - Educational Foundations and Teaching Strategies AND NURS 649 - Nursing Education Assessment, Testing, & Evaluation Strategies

Corequisites: None

MnTC Goals: None

This practicum experience takes place in healthcare or academic setting. If students choose an academic setting, the focus must be on a different education program or different institution than that pursued in NURS 642P. The student will have opportunities for the application of nurse educator knowledge and skills in the selected setting. Students will collaborate with a preceptor, observe the role of the nurse educator, and implement nurse educator practices. Major competencies include nurse educator advanced roles, interdisciplinary collaboration, evidence-based teaching and learning practices, professional issues, organizational education, practice trends, industry influences, changing role of the educator, and self-assessment. The course focuses on the expanded role expectations for registered nurses prepared at the graduate level in nursing education. 100 precepted clinical hours are integrated into the course (on-site, virtual, and/or simulated) which includes direct-care hours.

**B. COURSE EFFECTIVE DATES:** 02/02/2019 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. Determine and establish an appropriate practicum setting
2. Observe and participate with a preceptor in a higher learning setting
3. Evidence-based practice
4. Professional issues related to education, industry and other factors
5. Changing role of the nurse educator and self-assessment
6. Understanding student populations and learning methods

**D. LEARNING OUTCOMES (General)**

1. Plan two theoretical or evidence-based teaching strategies in the practicum setting.
2. Integrate current research to influence curriculum/program/educational offering development (student, patient, and/or staff) and advanced roles for nurse educators.
3. Apply an evidence-based teaching strategy to address the learning styles and associated learning needs of a unique patient, staff or student population.
4. Implement a variety of strategies to assess and evaluate learning in the cognitive, psychomotor, and affective domains.
5. Describe current practices in the given practicum setting in relation to economic influences, assessment and evaluation of client learning, ethical/legal implications, and policy implications.
6. Engage in discussion, collaboration, and consultation with colleagues in nursing and other disciplines involved practice setting.
7. Use feedback from self, peer, instructor, and preceptor evaluations to improve role effectiveness.

**E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

None

**F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

**G. SPECIAL INFORMATION**

None noted