Minnesota State University Moorhead

NURS 642P: Advanced Nurse Educator Practicum Capstone I

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 0

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

The student will have opportunities for application of knowledge and skills in an academic nursing education setting. Students will collaborate with a preceptor in higher education, and have the opportunity to implement various roles and practices of the nurse educator. Major competencies in evidence-based teaching strategies, curriculum development, interdisciplinary collaboration, academic practice trends, industry influences, changing role of the educator, and self-assessment are integrated into the course with an emphasis on breadth of the role of nursing in higher education. 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).

B. COURSE EFFECTIVE DATES: 01/02/2019 - 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 each of the cognitive, psychomotor, and affective domains.
5. Describe current practices in the given academic 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 in the 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