CURRICULUM COMMITTEE REPORT

The Curriculum Committee met on October 1, 2024 and is recommending the following courses to the Graduate Board for approval at its October 24th meeting.

New Courses:

BMS 651   Grant Writing in Biomedical Science and Engineering

NUR 568   Innovations in Clinical, Simulation and Laboratory

NUR 569   Innovations in Clinical, Simulation and Laboratory Instruction Practicum

NUR 570   Nursing Program Design and Evaluation

Modifications:

ERS 542   Atmosphere, Ocean, Ice, and Climatic Change

MEE 550   Mechanics of Laminated Composite Structures

MEE 554   Theory of Elasticity

NUR 523   Family Nurse Practitioner Care of Adultsv II

BMS - 651 - Grant Writing in Biomedical Science and Engineering

Graduate New Course Proposal Form - 2023/24 AY

General Catalog Information

Graduate New Course Proposal Form

Read before you begin

FILL IN all fields required marked with an *.

ATTACH supporting documentation.

LAUNCH proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move the proposal forward in the workflow.

<u>Requested Action:</u> *Note*: A complete syllabus is required for all new courses.

Please be sure that all elements required for a syllabus at the University of Maine are present. We recommend you work closely with the syllabus guidelines found at www.umaine.edu/citl.

For assistance in completing this form or if you have any questions, email um.catalog@maine.edu.

Please attach any required files by navigating to the right side menu and clicking "Files".

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule as well as instructions on completing this form. [https://umaine.edu/graduate/facultystaff-resources/curriculum-committee/]

Syllabus* ☑ Attached

REASON FOR NEW COURSE* To make the Fall BMS 650 Grant Writing the pre-requisite to the Spring BMS [651] course, since we want to make this two semester course progression.

Department* Graduate School of Biomedical Science & Engineering

New Course: * ☑ New Course ☐ Experimental (One time offering)

EFFECTIVE SEMESTER:

Semester* Spring **Year*** 2025

PROPOSED CATALOG DESCRIPTION:

Course Designator* BMS **Proposed Course #*** 651

Course Type: * Biomedical Sciences

Short Course Title (The short course title will reflect on the Class Section in MaineStreet and on the student's transcript. Max Length is 30 characters). * Grant Writing

Long Course Title* Grant Writing in Biomedical Science and Engineering

Course Description: * Writing research proposals is a part of an academic research career, and requires understanding of the basic mechanics of a proposal in addition to a good idea. This course will involve participants in preparing a fellowship research plan in the style of an NIH F31 predoctoral fellowship application. This application is intended to focus on the student's dissertation research, and form the foundation for a submission to a funding agency. The final application developed over the course of the semester will be reviewed by a study section panel of faculty members, and students will receive written critiques, and be invited to attend the study section meeting at the end of the semester.

Prerequisites: BMS 650

Corequisites:

Definition of Credit Hours: Go to https://umaine.edu/graduate/students/progress/enroll/#define-credit-hour for the definition of a credit hour at UMaine.

Credit Hours: * 3

Can this course be repeated for credit? * ◯ Yes   ⦿ No

If YES, total number of credits allowed: **If YES, total number of completions allowed:**

Can students enroll multiple times in term? * ◯ Yes   ⦿ No

Instruction Mode: Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS. https://gojira.its.maine.edu/confluence/display/DARTS/Instruction+Modes+Documentation. *

☐ Distance Synchronous Learning   ☑ Hybrid/Blended   ☐ Hyflex
☐ In-Person   ☐ Online (Asynchronous)

(For information on Course Components Definitions please see: **UMS Data Governance Course**

Course Components (type of course/used by Student Records for MaineStreet)*

- [ ] Applied Music
- [ ] Clinical
- [ ] Field Experience
- [ ] Independent Study
- [ ] Laboratory
- [x] Lecture
- [ ] Recitation
- [ ] Research
- [ ] Seminar
- [ ] Simulation
- [ ] Studio
- [ ] Thesis
- [ ] Travel Course

When will this course typically be offered *

- [ ] Fall
- [ ] Summer
- [x] Spring
- [ ] Alternating
- [ ] Variable

Text(s) Planned for Use*

- PA-21-051. Ruth L. Kirschstein National Research Service Award (NRSA) Individual Predoctoral Fellowship (Parent F31)
- Robertson et al. <u>The Grant Application Writer's Workbook</u> (chapters 1-2, 7-11)
- Wiseman JT, Alavi K, Milner RJ. Grant writing 101. Clin Colon Rectal Surg 2013, 26:228-231
- Husain M. How to write a successful grant or fellowship application. Prac Neurol 2015, 15:474-478
- Peterson TC, Kleppner SR, Botham CM. Ten simple rules for scientists: improving your writing productivity. PLOS Comp Biol 2018, 14(10):e1006379
- Monte AA, Libby AM. Introduction to the specific aims page of a grant proposal. Acad Emerg Med 2018, 25(9):1042-1047

Course Instructor*

Instructors: Lucy Liaw PhD (Lucy.Liaw@mainehealth.org)

Joe Nadeau PhD (Joseph.Nadeau@mainehealth.org)

Robert Koza PhD (Robert.Koza@mainehealth.org)

Calvin Vary PhD (Calvin.Vary@mainehealth.org)

Arturo Hernandez PhD (Arturo. Hernandez@mainehealth.org)

Will instructional cost for this course proposal involve financial support from the

- [ ] Yes
- [x] No

Division of Life Long learning? *

Proposed Resources: Does the course addition or modification require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources? *

☑ No. The academic unit will not request additional resources for the course

☐ Yes

Units Affected: What other academic units are affected (e.g. course overlap, prerequisites)? Have the affected units been consulted? Any concerns expressed? Please explain. *

N/A

Course Frequency: Does the content of this course overlap significantly with other University courses? If so, list the course, explain the overlap, and justify the need for the proposed course. *

N/A

BMS 651, Grant Writing in Biomedical Science and Engineering

Spring 2025 Course Information

Pre-requisite: Completion of BMS 650.

Credits: 3 cr, Grading option: A-F

Course Contact Hours, Meeting Schedule, and Location
The course meets weekly in the spring semester. The course will take place via live zoom video on Wednesdays 1:00pm-3:00pm.

Zoom link: https://maine.zoom.us/j/85661670522
Meeting ID 856 6167 0522
Or Telephone (301) 715-8592

Google drive link for course materials and presentations:
https://drive.google.com/drive/folders/1lUp3OpJWAYp4WygI5e_Tf4W_fGOTf4rR?usp=sharing

Course Delivery Method

The course will take place via live zoom video on Wednesdays 1:00pm-3:00pm.

Mode of Instruction

Online

Zoom link: https://maine.zoom.us/j/85661670522
Meeting ID 856 6167 0522
Or Telephone (301) 715-8592

Google drive link for course materials and presentations:
https://drive.google.com/drive/folders/1lUp3OpJWAYp4WygI5e_Tf4W_fGOTf4rR?usp=sharing

Time Options

Synchronous only

Digital Services, Hardware, Software

Zoom platform for course participation

Google drive for course materials

Faculty Information

Instructors: Lucy Liaw PhD (Lucy.Liaw@mainehealth.org)

Joe Nadeau PhD (Joseph.Nadeau@mainehealth.org)

Robert Koza PhD (Robert.Koza@mainehealth.org)

Calvin Vary PhD (Calvin.Vary@mainehealth.org)

Arturo Hernandez PhD (Arturo.Hernandez@mainehealth.org)

Robert Friesel PhD (Robert.Friesel@gmail.com)

All instructors are Faculty Scientists at MaineHealth Institute for Research. Contact each individually to meet.

Instructional Materials and Methods

Resources and reading materials

- PA-21-051. Ruth L. Kirschstein National Research Service Award (NRSA) Individual Predoctoral Fellowship (Parent F31)
- Robertson et al. The Grant Application Writer's Workbook (chapters 1-2, 7-11)
- Wiseman JT, Alavi K, Milner RJ. Grant writing 101. Clin Colon Rectal Surg 2013, 26:228-231
- Husain M. How to write a successful grant or fellowship application. Prac Neurol 2015, 15:474-478
- Peterson TC, Kleppner SR, Botham CM. Ten simple rules for scientists: improving your writing productivity. PLOS Comp Biol 2018, 14(10):e1006379
- Monte AA, Libby AM. Introduction to the specific aims page of a grant proposal. Acad Emerg Med 2018, 25(9):1042-1047

Templates

- NIH-Bulleted-Outline-Aims. Use this to make the outline for your specific aims page
- Create-Writing-Schedule. Resource for planning and developing timeline for

preparation of application
- Aims-Review-Template. Use this to guide peer review of specific aims page
- F-Series-Rev. NIH fellowship review template. Use appropriate sections to complete peer review of proposal

All reading materials can be accessed in the course Google drive.

Course Description:

Writing research proposals is a part of an academic research career, and requires understanding of the basic mechanics of a proposal in addition to a good idea. This course will involve participants in preparing a fellowship research plan in the style of an NIH F31 predoctoral fellowship application. This application is intended to focus on the student's dissertation research, and form the foundation for a submission to a funding agency. The final application developed over the course of the semester will be reviewed by a study section panel of faculty members, and students will receive written critiques, and be invited to attend the study section meeting at the end of the semester.

To be successful in this course, you must:
- Have a dissertation research project that you can use to write a research plan
- Have satisfactorily completed BMS60 - Research Design and Introduction to Grant Writing
- Be willing to read and critique (with written comments) other students' materials on a weekly basis
- Revise and improve your proposal throughout the semester
- Be willing for your proposal to undergo faculty review in a mock study section

Instructional Objectives:

- Demonstrate understanding of major components of an NIH fellowship application.
- Complete written fellowship application specific aims, background and significance, conceptual diagram and preliminary data, approach, references, NIH fellowship biosketch, and goals for training document.
- Read peer drafts and provide written communications for improvement.
- Receive feedback and critique from peers and faculty, synthesize the feedback, and revise documents.

Student Learning Outcomes

- Identify and summarize the major components of a fellowship application
- Illustrate a research project in a conceptual diagram
- Organize a written application document with appropriate subsections, text, and citations
- Apply robust writing concepts to evaluate peer drafts and write critiques
- Integrate feedback and critique to improve written documents
- Summarize scientific data effectively in visual or tabular presentations
- Revise all work continually

Grading and Course Expectations

Grading option: A-F

The professors will collectively determine the course grade for each student based on evaluation of written documents, student quality of participation in weekly discussion, and student writing of peer critiques. The final course grade will be determined as a equal contribution from all of these interactions.

It is expected that students who need to miss a class session will inform the professor(s) at least a week in advance for a planned absence, and as soon as known for an unplanned absence. Students can miss 2 class sessions with no penalty, as long as assignments are still completed on time appropriately.

Grading rubric

	High grade A to A-	Passing grade B to B-	Not passing grade C or below	Weight	Points
Class attendance	Attend all classes with no more than 2 excused absences	Attend all classes with no more than 2 excused absences	Unexcused absences for planned time away	10%	10
Material submission	All materials submitted by deadline	Most materials submitted by deadline	Inconsistent submission of assignments	15%	15
Peer review	All peer review assignments completed, with excellent written critiques	All assignments completed, acceptable quality of review and	Incomplete assignments, unacceptable quality of critiques in	20%	20

	submitted on time	written critique	written or oral form		
Professionalism	Appropriate language in giving critique	Appropriate language in giving critique	Lack of professionalism in peer review and critique	10%	10
Accepting critique and revision	Listens, understands feedback, and integrates suggestions into revised documents for significant improvement	Makes an effort to revise; changes or progress are moderate	Documents do not improve over time, student unable to incorporate feedback for improvement	20%	20
Final application document	Completed on time, with high quality writing, good proofreading, minimal formatting and grammatical mistakes	Completed on time, acceptable written document that reflects improvement throughout the semester	Low quality document that still needs significant editing.	25%	25

Grade Scale (%)

A = 93 − 100	**C** = 72 − 75.9
A- = 89 - 92.9	**C-** = 69 − 71.9
B+ = 86 − 88.9	**D+** = 66 − 68.9
B = 82 − 85.9	**D** = 62 − 65.9
B- = 79 − 81.9	**D-** = 60 − 61.9
C+ = 76 − 78.9	**F** = below 60.00

Course Schedule:

Note – the syllabus below is an estimate of activities throughout the course of the semester. Course professors will gauge student progress and make modifications based on needs of the group and progress.

Class	Topic	Assignment and activities
1/17/24	Class orientation, overview of writing a research proposal, the review, and funding process	Read Robertson chapters 1-2 and Wiseman, Husain, and Peterson. Develop proposal ideas (use thesis project), and write 1-2 proposal ideas and 3-4 questions/idea, use Matchmaker on NIH reporter, start literature review. Bring all findings to discuss in class next week.
1/22/24	Last day to add classes	
1/24/24	Share proposal ideas and research questions. Setting up the overall research project – reviewing the literature	Read Robertson chapter 7 and Monte. Decide on proposal idea and write hypothesis – create a bulleted outline using the template.
1/29/24	Last day to drop classes for refund	
1/31/24	Present bulleted outline – get feedback.	Read Robertson chapter 8. Revise for next week and start filling in paragraphs to generate a draft of the specific aims page
2/7/24	Specific aims presentation. Power of the conceptual diagram	Develop a conceptual diagram, revise and prepare next draft of specific aims page. Send out updated aims page for review. Peer review aims page.
2/14/24	Present conceptual diagrams, fitting in aims	Read Robertson chapters 9-10, complete literature review and critical citations. Revise aims according to feedback.
2/21/24	Significance section – literature review	Draft significance section, including citations. Include preliminary data as appropriate.
2/28/24	Research strategy	Make bulleted outline of research plan, and consider primary models/methods and alternatives
3/6/24	Presentation of research plans	Work on research plan
3/13/24	Spring break – no class	
3/20/24	Presentation/review of research plan drafts. Review templates.	Peer review research plan draft
3/27/24	Presentation/review of research plan drafts	By Friday 3/29, submit aims, significance, and research plan draft (compiled) for next review
4/3/24	Peer feedback of research plans during class. Biosketch	Revise proposal – peer review, write biosketch
4/8/24	Last day to withdraw from class and receive "W" grade	
4/10/24	Other components of a fellowship application –background/goals	Final specific aims, research plan, and biosketch due on 4/17/24. Write background and goals for fellowship training and other pieces (due 4/24/24)
4/17/24	Other components of a fellowship application	Write authentication, selection of sponsor and institute, identify three references and indicate why they are the best choice
4/24/24	Presentation of other components	
5/1/24	Study section panel	Students will receive written critiques

Course Policies

Students are expected to attend and participate in each class period. They are expected to attend the final study section panel to observe. Grading reflects the students participation in discussion each week. Late or incomplete assignments will be evaluated based on discussion of the circumstances leading to the issues.

As in professional grant peer review, we expect that students consider the research data and projects presented to be privileged communications, and confidential to only be discussed within the context of the classroom. We expect all students to understand and respect this guideline.

As this course includes consistent weekly peer review and discussion, students must strive to embody professionalism, empathy, and inclusivity in their critiques and provide constructive criticism. Professors will reach out individually to students if they need guidance in this regard. We are committed to creating an atmosphere of psychological safety within our group.

Students are required to attend weekly class sessions and participate each session. Planned absences need to be cleared at least 1 week prior to absence, and student is still responsible for all assignments. Unplanned absences need to be reported as soon as feasible. If emergent situations occur, requests for changes in due dates for assignments must be submitted to the professor(s).

Campus Policies

Academic Honesty Statement:

Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, or generated by software or systems without the explicit approval of the instructor, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

Please see the University of Maine System's Academic Integrity Policy listed in the Board Policy Manual as Policy 314: https://www.maine.edu/board-of-trustees/policy-manual/section-314/

Students Accessibility Services Statement

[This should be customized to include the instructor's name]: If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, um.sas@maine.edu, 581.2319, as early as possible in the term. Students may begin the accommodation process by submitting an accommodation request form online and uploading documentation at https://umaine-accommodate.symplicity.com/public_accommodation/. Once students meet with SAS and eligibility has been determined, students submit an online request with SAS each semester to activate their approved accommodations. SAS creates an accessibility letter each semester which informs faculty of potential course access and approved reasonable accommodations; the letter is sent directly to the course instructor. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me (the instructor of the course) privately as soon as possible.

Course Schedule Disclaimer (Disruption Clause):

In the event of an extended disruption of normal classroom activities (due to COVID-19 or other long-term disruptions), the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

Observance of Religious Holidays/Events:

The University of Maine recognizes that when students are observing significant religious holidays, some may be unable to attend classes or labs, study, take tests, or work on other assignments. If they provide adequate notice (at least one week and longer if at all possible), these students are allowed to make up course requirements as long as this effort does not create an unreasonable burden upon the instructor, department or University. At the discretion of the instructor, such coursework could be due before or after the examination or assignment. No adverse or prejudicial effects shall result to a student's grade for the examination, study, or course requirement on the day of religious observance. The student shall not be marked absent from the class due to observing a significant religious holiday. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.

Sexual Violence Policy

Sexual Discrimination Reporting

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a faculty or staff member who is deemed a "responsible employee" about sexual discrimination, they are required to report this information to Title IX Student Services or the Office of Equal Opportunity.

Behaviors that can be "sexual discrimination" include sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct, and gender discrimination. Therefore, all of these behaviors must be reported.

Why do teachers have to report sexual discrimination?

The University can better support students in trouble if we know about what is happening. Reporting also helps us to identify patterns that might arise – for example, if more than one person reports having been assaulted or harassed by the same individual.

What will happen to a student if a teacher reports?

An employee from Title IX Student Services or the Office of Equal Opportunity will reach out to you and offer support, resources, and information. You will be invited to meet with the employee to discuss the situation and the various options available to you.

If you have requested confidentiality, the University will weigh your request that no action be taken against the institution's obligation to provide a safe, nondiscriminatory environment for all students. If the University determines that it can maintain confidentiality, you must understand that the institution's ability to meaningfully investigate the incident and pursue disciplinary action, if warranted, may be limited. There are times when the University may not be able to honor a request for confidentiality because doing so would pose a risk to its ability to provide a safe, nondiscriminatory environment for everyone. If the University determines that it cannot maintain confidentiality, the University will advise you, prior to starting an investigation and, to the extent possible, will share information only with those responsible for handling the institution's response

The University is committed to the well-being of all students and will take steps to protect all involved from retaliation or harm.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For *confidential resources on campus*: **Counseling Center: 207-581-1392** or **Cutler Health Center: at 207-581-4000**.

For *confidential resources off campus*: **Rape Response Services:** 1-800-871-7741 or **Partners for Peace**: 1-800-863-9909.

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For *support services on campus*: **Title IX Student Services: 207-581-1406**, **Office of Community Standards: 207-581-1406**, **University of Maine Police: 207-581-4040 or 911**.

[Visit the Title IX Student Services website at umaine.edu/titleix/ for more information.](http://umaine.edu/titleix/)

NUR - 568 - Innovations in Clinical, Simulation and Laboratory

Graduate New Course Proposal Form - 2024/25 AY

General Catalog Information

Graduate New Course Proposal Form

Read before you begin

FILL IN all fields required marked with an *.

ATTACH supporting documentation.

LAUNCH proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move the proposal forward in the workflow.

<u>Requested Action:</u> *Note*: A complete syllabus is required for all new courses.

Please be sure that all elements required for a syllabus at the University of Maine are present. We recommend you work closely with the syllabus guidelines found at **www.umaine.edu/citl**.

For assistance in completing this form or if you have any questions, email **um.catalog@maine.edu**.

Please attach any required files by navigating to the right side menu and clicking "Files".

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the **3rd of each month.** Please refer to the Graduate School website for the Curriculum Committee meetings schedule as well as instructions on completing this form. [**https://umaine.edu/graduate/facultystaff-resources/curriculum-committee/**]

Syllabus* ☑ Attached

REASON FOR NEW COURSE* Graduate Nursing revised the Nursing Education nursing track to meet with accreditation essentials. This course aligns with the new program requirements outlined by the nursing accreditation body CCNE, and new AACN nursing accreditation standards.

Department* School of Nursing

New Course: * ☑ New Course ☐ Experimental (One time offering)

EFFECTIVE SEMESTER:

Semester* Spring   **Year*** 2025

PROPOSED CATALOG DESCRIPTION:

Course Designator* NUR   **Proposed Course #*** 568

Course Type: * Nursing

Short Course Title (The short course title will reflect on the Class Section in MaineStreet and on the student's transcript. Max Length is 30 characters). * Clinical, Simulation, Lab Educ

Long Course Title* Innovations in Clinical, Simulation and Laboratory

Course Description:* Introduces the student to educational strategies for clinical, simulation and laboratory environments in a variety of healthcare setting. Teaching principles, concepts, terminology, models, and methods for planning, guiding, and evaluating nursing clinical, simulation and laboratory experiences. Opportunities to develop

in-depth knowledge and expertise in a particular area of nursing as it applies to clinical, simulation and laboratory teaching are incorported.

Prerequisites:

NUR 566, NUR 567

Corequisites:

NUR 569

Definition of Credit Hours: Go to https://**umaine.edu/graduate/students/progress/enroll/#define-credit-hour** for the definition of a credit hour at UMaine.

Credit Hours: *   2

Can this course be repeated for credit? *   ◯ Yes   ⦿ No

If YES, total number of credits allowed:

If YES, total number of completions allowed:

Can students enroll multiple times in term?   ◯ Yes   ⦿ No

Instruction Mode: Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS. https://gojira.its.maine.edu/confluence/display/DARTS/Instruction+Modes+Documentation.*

☐ Distance Synchronous Learning   ☐ Hybrid/Blended   ☐ Hyflex
☐ In-Person   ☑ Online (Asynchronous)

(For information on Course Components Definitions please see: **UMS Data Governance Course Components Definitions**)

Course Components (type of course/used by Student Records for MaineStreet)*

☐ Applied Music   ☐ Clinical   ☐ Field Experience
☐ Independent Study   ☐ Laboratory   ☑ Lecture   ☐ Recitation
☐ Research   ☐ Seminar   ☐ Simulation   ☐ Studio   ☐ Thesis
☐ Travel Course

When will this course typically be

☐ Fall   ☐ Summer   ☑ Spring   ☐ Alternating   ☐ Variable

offered *

Text(s) Planned for Use *

- Billings, D.M., & Halstead, J.A. (2023). *Teaching in nursing: A guide for faculty* (7th ed.). Elsevier.
- Oermann, M., Shellenbarger, T., & Gaberson, K. (2022) *Clinical Teaching Strategies in Nursing,* (6th ed.). New York, NY: Springer Publishing.
- Jeffries, P. (ed.), (2020). *Simulation in Nursing Education,* (3rd ed.). Wolters Kluwer.
- American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th ed). APA.

Course Instructor * Dr. Valerie Herbert

Will instructional cost for this course proposal involve financial support from the Division of Life Long learning? *

☑ Yes
☐ No

Proposed Resources: Does the course addition or modification require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources? *

☑ No. The academic unit will not request additional resources for the course
☐ Yes

Units Affected: What other academic units are affected (e.g. course overlap, prerequisites)? Have the affected units been consulted? Any concerns expressed? Please explain.*

None

Course Frequency: Does the content of this course overlap significantly with other University courses? If so, list the course, explain the overlap, and justify the need for the proposed course.*

No overlap with other University courses; only offered during spring semester annually.

University of Maine School of Nursing
NUR 568: Innovations in Clinical, Simulation and Laboratory
Spring 2025 Course Syllabus

Course Description:
Introduces the student to educational strategies for clinical, simulation and laboratory environments in a variety of healthcare setting. Teaching principles, concepts, terminology, models, and methods for planning, guiding, and evaluating nursing clinical, simulation and laboratory experiences. Opportunities to develop in-depth knowledge and expertise in a particular area of nursing as it applies to clinical, simulation and laboratory teaching are incorported.

Credits: Two (2) credits

Prerequisite: NUR 566, NUR 567
Co-Requisite: NUR 569 (Innovations Practicum)

Faculty: Valerie Herbert DNP, RN, CNE (Call me—Dr. Herbert, she, her, hers)
Associate Professor, School of Nursing
Office: 236 Dunn Hall
Tel: 581-2598   Cell: (207) 852-7009
Email: valerie.herbert@maine.edu (preferred)

Student Hours: Student Hours for any appointments are available on Monday from 1-5pm; Tuesday 9-12pm, or other days/evenings by appointment (In-Person or Zoom)

Course Delivery–Time Options: Online Asynchronous; 3 "recommended" zoom sessions per course schedule.

Course Infrastructure & Access/Tech Support:
Electronic Learning/Required Technology includes: Brightspace®, MaineStreet account, UMaine email, and a web browser. The course resources and assignments are accessed through the Learning Management System (Brightspace). The course website is: http://www.courses.maine.edu Additionally, students will need QuickTime player or video capability and a broadband internet connection. University of Maine System has multiple sites with free computer access. Course information will be transmitted using the Brightspace course site. All documents/ assignments must be submitted in a .docx or pdf. Format.

Technical Support: Help Line 1-877-947-4357 or 207-581-4591
Hours: Monday-Thursday 8 AM-7PM; Friday 8AM- 5PM
Helpful IT Tech & Support at https://tdx.maine.edu/TDClient/2624/Portal/Home/?ID=1ee28f61-aea2-4452-8aa9-859961307402

COURSE INSTRUCTIONAL MATERIALS
Required Textbook(s):
- Billings, D.M., & Halstead, J.A. (2023). *Teaching in nursing: A guide for faculty* (7th ed.). Elsevier.
- Oermann, M., Shellenbarger, T., & Gaberson, K. (2022) *Clinical Teaching Strategies in Nursing,* (6th ed.). New York, NY: Springer Publishing. ISBN: 9780826167040
- Jeffries, P. (ed.), (2020). *Simulation in Nursing Education,* (3rd ed.). Wolters Kluwer.
- American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th ed). APA.
- Additional readings and videos are available on Brightspace®

Course Objectives (see Appendix B):
After taking this course, the student will successfully be able to:
1. Integrate current legal, ethical, cultural, civility and social constructs into the professional advanced clinical nurse educator role.

2. Develop in-depth knowledge, expertise and communication strategies to promote care relationships in a variety of settings in delivery of evidenced based person-centered care
3. Construct evidence-based educational strategies to promote effective interprofessional communication in delivery of quality and safe care
4. Identify effective communication technologies and information processes to promote communication and delivery of safe nursing care

Importance of Time Management: Unlike courses that may meet weekly, the "recommended" in-person zoom sessions will only meet 3 times over the semester, but the course does require you complete many assignments independently. For these reasons, good time management and communications skills are particularly important for this graduate-level course. I am available to provide clarification or guidance on any components of the course.

Expectations for Student Conduct:
Attendance:
This web-based course will be conducted via Brightspace. Assignments and course information will be posted on Brightspace, under the appropriate headings. All students should check the course announcements frequently – it is recommended at least three times per week. Since online class participation is an important part of this course, all students are expected to contribute to the electronic discussions regularly and to respond to the comments of other students in the class.
Late Penalties:
The on-line portion of the course is asynchronous, meaning that students and professors may work on the course at any time. However, please note the due dates for assignments. All assignments must be completed and turned in by the dates listed in the course schedule. I recognize that graduate students are balancing work, family and school so I try to be flexible with assignments. My expectation is that assignments are submitted by the due date, but if unable to meet the deadline you need to communicate with me before the assignment is due. We can then come up with a mutually acceptable plan.

GRADING AND COURSE EXPECTATIONS:

Grading/Evaluation (see individual assignment for details)	Weight
Discussion Boards ▪ 3 discussion posts with peer posts	30
Laboratory, Simulation or Clinical Teaching Plan ▪ Teaching Plan for laboratory, simulation, or clinical teaching settings	60
Lab/Sim/Clinical Education Reflection	10
Total	100

COURSE GRADING:

A	=	100 - 92	C	=	77
A-	=	91 - 90	C-	=	76 - 70
B+	=	89 - 88	D+	=	69 - 68
B	=	87 - 82	D	=	67 - 62
B-	=	81 - 80	D-	=	61 - 60
C+	=	79 - 78			

Course Grade Requirements: The School of Nursing follows the University of Maine Grades and Grading Policy located on the Office of Student Records website. Grades and other student information is confidential and protected by University of Maine policy and the Family Educational Rights and Privacy Act (FERPA). Additional information regarding FERPA is available from the University Of Maine Department Of Student Records.

Grades are assigned as whole numbers are not rounded up. This applies to individual quiz and exam scores, course assignments, and final course grades. Students are expected to achieve a grade of "B-" or higher in all courses. If a student earns a "C" or lower in any course, the student is counseled and may be dismissed from the nursing major. Students who wish to return to the graduate program in nursing after a leave of absence or to re-enroll after withdrawing will re-enter under current curricular requirements. If a significant amount of time has lapsed, additional coursework may be required (UMaine SON Graduate Handbook, 2024).

A grade of "I" (incomplete) will only be used for extreme circumstances and documentation will be required. The student will have a mandatory meeting with faculty to document a plan to clear the "I" grade per UMaine and SON policy. The student cannot progress to a subsequent course with an "I" in a prerequisite or professional course.

Course and Professional Expectations

Professional Conduct for Class: Students are expected to abide by the University of Maine SON Standards of Professional Conduct detailed in the 2024-2025 SON Graduate Handbook. Respecting others in the classroom/course includes peers, faculty, and guest speakers. Side conversations during class or coming in late are disruptive to everyone. Please silence and store cell phones unless needed for in-class activities.

Class Attendance/Participation: There are 3 "recommended" in-person zoom classes; class attendance is expected but not mandatory (see course schedule at end of syllabus for dates). We share many activities in the zoom class, and your involvement is vital to expand your individual learning and success in the course. Involvement requires attendance and regular access of the Brightspace course, and helpful in completion of the assignments. If you miss class, contact me ahead of class time and we can make arrangements to ensure you receive class information. I want you to be successful this semester and in this course. Therefore I strongly encourage to reach out to me directly…early rather than later…. if you are having academic or personal challenges that are impacting your success at valerie.herbert@maine.edu

Assignments/testing are **all due at 11:59pm of the assigned day** (unless otherwise stated). Assignments must be submitted via Brightspace for grading. All assignments submitted after the due date will be considered late. If you have been unable to submit by the deadline, you need to email me directly so we can work out alternative due dates. It is the responsibility of the student to contact the faculty member and make arrangements for handing in any assignment that is late. Assignments must be submitted in a **docx. or pdf. format** via Brightspace for grading.

All assignments must be submitted in order to pass the course. Guidelines and due dates for assignments are set forth in the course schedule (see Course Schedule at end of syllabus). Assignments submitted late without prior arrangements with me will be penalized by a letter grade per day. Any student having difficulty with the content or due dates for assignments is encouraged to contact the course faculty early to develop a mutually agreed upon plan to meet course requirements.

Course Assignment Expectations

Activity/Discussion Boards (3 assignments 10% each x 3 = 30%)
Purpose: What skills and knowledge that will be gained. Welcome to our discussion board assignment focused on the pivotal role of nurse educators. As future leaders in nursing education, it is imperative to understand the dynamic responsibilities, challenges, and opportunities that come with this role. Through this assignment, we will delve into the multifaceted aspects of being a nurse educator in a variety of settings, and its significance in shaping the future of nursing practice.
Tasks: What & How I want you to do it.
- For each discussion board (DB) assignment, select one prompt from list in Appendix C

- Length of <u>initial</u> post should be approximately 650 words which is one 8 ½ by 11-inch paper single spaced (do not count prompt), and supported with at least 2 references (one can be a textbook).
- References should be no older than 5 years unless they are the landmark studies on the topic. References need not be exclusively from the nursing literature but they should be directly related to nursing/healthcare or to your role as an educator.
- Initial posts are submitted in the Discussion Board section of Brightspace® by due date (see course schedule)
- Two <u>responses</u> of peer posts should be submitted within 48 hours of initial post due date. Continued discussion beyond the 48-hour requirement is encouraged as learning and consideration of various perspectives regarding course content enriches discussions.
- Students and faculty are viewed as self-directed learners who actively seek new knowledge from a variety of sources and are respectful of others' diverse perspectives. Everyone must take responsibility for guarding the confidentiality of students, faculty, and any sensitive information that is shared in this course. Any clinical or work-related exemplars in discussion posts must be de-identified; pseudonyms must be used in reference to a real person.
- Faculty will submit a grade for each discussion assignment area using the following grading rubric. ***No submission in the Brightspace® assignment area is required by the student.***
-

Grading Criteria: How I will evaluate you. Evaluation will be completed using following rubric:

Criteria	Excellent (2)	Good (1.5)	Fair (1)	Poor (0.5)	Points	Course Obj.
Content Understanding	Demonstrates a deep understanding of the clinical nurse educator role and addresses all aspects of the discussion questions with insightful analysis and relevant examples.	Shows a solid understanding of the clinical nurse educator role and adequately addresses most aspects of the discussion questions with relevant examples.	Displays a basic understanding of the clinical nurse educator role but may lack depth in analysis or provide limited examples.	Shows limited understanding of the clinical nurse educator role and fails to address key aspects of the discussion questions with relevant examples.	/2	1,2,3,4
Critical Thinking	Provides well-reasoned arguments and demonstrates critical thinking by synthesizing information, drawing connections, and offering original insights.	Offers coherent arguments and demonstrates some critical thinking by analyzing information and drawing connections, though some points may lack depth or originality.	Presents arguments but may lack coherence or fail to thoroughly analyze information, resulting in limited critical thinking evident in responses.	Arguments are unclear or illogical, and critical thinking is lacking in the responses, with minimal effort to analyze information or draw connections.	/2	1,2,3,4
Engagement & Participation	Actively engages in the discussion, responds thoughtfully to 2 peers' contributions, and fosters meaningful dialogue through respectful and insightful interactions.	Engages adequately in the discussion, responds to 1-2 peers' contributions, and participates in dialogue, but interactions may lack depth or fail to foster meaningful discussion consistently.	Participates minimally in the discussion of 1 peer, responds briefly to peers' contributions, and may not actively contribute to fostering meaningful dialogue.	Rarely engages in the discussion, offers minimal responses to peers' contributions, and does not actively participate in fostering meaningful dialogue.	/2	2
Clarity & Organization	Initial posts and responses are well-structured, clearly articulated, and effectively	Initial posts and responses are generally clear and organized, with some minor issues in	Initial posts and responses may lack clarity or organization at times, making it	Initial posts and responses are unclear, disorganized, or poorly structured,	/2	

Criteria	Excellent (2)	Good (1.5)	Fair (1)	Poor (0.5)	Points	Course Obj.
	organized, facilitating ease of understanding and coherence in communication.	clarity or organization that may slightly impede understanding.	challenging for the reader to follow the flow of ideas consistently.	impeding understanding and coherence in communication.		2
References	Includes at least 2 references in APA format		Includes one reference in APA format, or 2 references without APA	No references included	/2	2
					Total	**/10**

Clinical (Laboratory, Simulation, Clinical) Teaching Plan Assignment (60%)

Purpose: What skills and knowledge that will be gained. The objective of this teaching plan is to develop a comprehensive clinical teaching plan (includes laboratory, simulation or clinical settings) aimed at enhancing clinical competence and promoting evidence-based practice among nursing students in a healthcare setting within your area of expertise. Clinical experiences provide invaluable opportunities for nursing students to apply theoretical knowledge to real-life patient care situations. In this assignment, you will design a clinical teaching plan focused on facilitating students' clinical competence and critical thinking skills within a healthcare setting.

Tasks: What & How I want you to do it. Create a **course syllabus** and **select one week from your course syllabus to develop a teaching plan** for a lab, simulation or clinical setting in your area of expertise from one of the following settings: (a) BSN program, (b) acute care, or (c) community New Graduate Residency Program. The syllabi template is posted on the Assignment in Brightspace®. The teaching plan will be implemented in the practicum course (see NUR 569 Innovations in Clinical, Simulation & Laboratory Practicum syllabus).

1. Clinical Setting Selection:
   - Choose a healthcare setting (e.g., academic nursing school, hospital unit, outpatient clinic, community health center) for the clinical teaching plan.
   - Determine learner level and type of clinical experience (for example, prelicensure nursing student, junior level at a psychiatric outpatient site)
   - Identify a faculty member who is teaching a synchronized face-to-face undergraduate course in a nursing program or a nurse residency program for entry level nurses.
2. Develop a clinical course syllabus using the 'Syllabus Template' as a guide.
3. Select <u>one week</u> from your course syllabus to develop a teaching plan (must be in a new setting if currently teaching in lab, simulation, or clinical). The teaching plan should include:
   - Course objective(s) that will be met for the clinical session.
     1. Develop clear and measurable learning objective(s) for the clinical teaching plan.
     2. Ensure that learning objectives align with the clinical setting chosen and are achievable within the timeframe of the clinical experience.
   - Preparation and Orientation:
     1. Required readings, videos and other preparatory materials students complete prior to the clinical session.
     2. Outline the preparation and orientation process for students before the clinical experience.
     3. Discuss the importance of providing background information, setting expectations, and reviewing relevant clinical protocols and procedures.
   - Clinical Teaching Plan:
     1. Design a structured clinical plan that provides students with opportunities to observe, participate in, and reflect on various aspects of patient care.

2. Describe the teaching strategies and instructional methods you will use to facilitate the clinical experience.
3. Include details on how you will provide guidance, feedback, and debriefing sessions to support students' learning and skill development.
- o Assessment and Evaluation:
    1. Describe an assessment plan to evaluate students' performance and clinical competence during the clinical experience.
    2. Describe how you will assess students' clinical skills, decision-making abilities, and communication with patients and interdisciplinary team members.
- o Evidence-Based Practice Integration:
    1. Discuss the importance of evidence-based practice (EBP) in nursing and its relevance to the clinical setting.
    2. Identify opportunities for students to apply EBP principles in patient care activities or clinical decision-making processes.
- o Interprofessional Collaboration:
    1. Highlight the importance of interprofessional collaboration in healthcare delivery.
    2. Identify opportunities for students to collaborate with other healthcare professionals (e.g., physicians, pharmacists, social workers) during the clinical experience.

Draft Submission: submit draft plan for faculty feedback (see course schedule)
Final Submission Guidelines:
- Format: Written report.
- Length: 1500-2000 words.
- Structure: Include headings for each task.
- References: Use APA format for in-text citations and reference list.

Note: Ensure that your clinical teaching plan reflects best practices in nursing education, promotes patient safety and quality care, and aligns with the specific learning needs and objectives of the nursing student/new graduate within the chosen healthcare setting. Additionally, consider incorporating reflective exercises to encourage students to critically analyze their clinical experiences and further enhance their clinical competence.

Grading Criteria: How I will evaluate you. Evaluation will be completed using following rubric:

Criteria	Excellent	Good	Fair	Poor	Points	Course Obj.
Clarity and coherence of the clinical teaching plan	**Points 15** Exceptionally clear, well-organized, and easy to understand. It effectively outlines the objectives, activities, and expectations for the clinical experience.	**Points 13** Clear and coherent, with minor areas of improvement in organization or clarity.	**Points 9** Lacks some clarity or coherence, making it somewhat difficult to understand or follow.	**Points 5** Unclear, disorganized, or difficult to follow, hindering understanding of the objectives and activities.	/15	2
Alignment of learning objectives with the clinical setting	**Points 10** Highly aligned with specific clinical setting chosen. They are relevant, achievable, directly applicable to the clinical experience.	**Points 8** Well-aligned with the clinical setting, though there may be minor areas where further alignment could be achieved.	**Points 5** Some alignment with the clinical setting, but there are notable gaps or inconsistencies.	**Points 3** Poorly aligned with the clinical setting, making them irrelevant or impractical for the clinical experience.	/10	2,4
Appropriateness and realism of clinical experience design	**Points 10** Highly appropriate and realistic for the chosen clinical setting. It accurately reflects the complexities and challenges of real-	**Points 8** Mostly appropriate and realistic, with minor areas where improvements could be made to enhance realism.	**Points 5** Some appropriateness and realism, but there are significant aspects that may lack authenticity or practicality.	**Points 3** Not appropriate or realistic for the clinical setting, failing to adequately prepare students for real-world patient care scenarios.	/10	2,4

	Points 15	Points 13	Points 9	Points 5	/15	2-4
				world patient care.		
Effectiveness of teaching strategies and instructional methods	**Points 15** Highly effective in facilitating student learning and skill development. They are engaging, interactive, and tailored to meet the needs of diverse learners.	**Points 13** Effective, though there may be minor areas where improvements could enhance student engagement or understanding.	**Points 9** Some effectiveness, but there are notable weaknesses or areas where student learning may be compromised.	**Points 5** Ineffective, hindering student learning and failing to achieve the desired educational outcomes.	/15	2-4
Comprehensive assessment plan for evaluating students' performance	**Points 15** Comprehensive, including multiple assessment methods that effectively evaluate students' performance and achievement of learning objectives.	**Points 13** Mostly comprehensive, though there may be minor areas where additional assessment methods or criteria could enhance evaluation of student performance.	**Points 9** Some elements of comprehensiveness, but there are significant gaps or limitations in evaluating student performance.	**Points 5** Not comprehensive, lacking sufficient methods or criteria to adequately evaluate student performance and achievement of learning objectives.	/15	2
Integration of evidence-based practice principles	**Points 10** Thoroughly integrated throughout the clinical teaching plan, guiding decision-making and patient care activities.	**Points 8** Integrated into the clinical teaching plan, though there may be areas where further emphasis or application could be beneficial.	**Points 5** Somewhat integrated into the clinical teaching plan, but there are notable gaps or inconsistencies in their application.	**Points 3** Not adequately integrated into the clinical teaching plan, resulting in limited emphasis on the importance of evidence-based practice in nursing care.	/10	2,4
Consideration of interprofessional collaboration opportunities	**Points 10** Comprehensive opportunities for interprofessional collaboration, fostering teamwork and communication among healthcare professionals.	**Points 8** Present in the clinical teaching plan, though there may be areas where further collaboration could be promoted or emphasized.	**Points 5** Some opportunities for interprofessional collaboration are included in the clinical teaching plan, but there are limitations or missed opportunities for enhancing collaboration.	**Points 3** Interprofessional collaboration opportunities are lacking in the clinical teaching plan, hindering students' exposure to collaborative practice and teamwork in healthcare settings.	/10	2-3
Reference, Citations & APA	**Points 10** No errors.	**Points 8** No more than 2 errors.	**Points 5** No more than 5 errors.	**Points 3** Greater than 5 errors.	/10	2
				Totals	/100*	

Lab/Sim/Clinical Education Course & Practicum Reflection (10%)

Purpose: What skills and knowledge that will be gained. The purpose of this self-reflection assignment is to encourage you to critically reflect on your learning experiences, personal growth, and professional development throughout this course and your practicum experiences. In this assignment, you will engage in self-reflection to explore the progress you have made, the challenges you have encountered, and the lessons you have learned during your journey through graduate nursing education.

This self-reflection assignment is an opportunity for you to engage in introspection, self-awareness, and self-directed learning. Take the time to reflect deeply on your experiences, insights, and achievements, and consider how they have shaped your journey as a graduate nursing student and future nurse professional.

Tasks: What & How I want you to do it.
- Write a self-reflection on your learning from the course and practicum
- Length: 500-700 words.
- Structure: Include headings for each task.
- Style: Use first-person narrative and reflective writing style.
- References: Optional, if you wish to cite specific literature or resources use 7th ed. APA format.
- Assignment headings:
  - Personal and Professional Goals:
    - Reflect on the personal and professional goals you set for yourself at the beginning of your graduate nursing education program.
    - Describe any changes or modifications to your goals that have occurred over the course of your education, and discuss the factors that influenced these changes.
  - Academic and Clinical Learning Experiences:
    - Evaluate your academic and clinical learning experiences throughout these 2 courses, including coursework, practicum/internship placements, and any additional learning opportunities.
    - Identify key concepts, skills, or knowledge areas that you have mastered, as well as areas where you feel you still have room for growth.
  - Challenges and Resilience:
    - Reflect on the challenges and obstacles you have encountered during your graduate nursing education journey.
    - Discuss how you have demonstrated resilience in overcoming these challenges, and identify strategies or resources that have helped you navigate difficult times.
  - Professional Identity and Values:
    - Explore how your professional identity as a nurse has evolved through this semester
    - Reflect on any shifts in your values, beliefs, or perspectives related to nursing practice, education, leadership, or advocacy.
  - Interpersonal Relationships and Collaboration:
    - Evaluate your experiences in working with faculty, preceptors, peers, and other members of the healthcare team.
    - Reflect on the impact of interpersonal relationships and collaboration on your learning and professional development.
  - Future Directions and Aspirations:
    - Articulate your future career aspirations and goals as a graduate-educated nurse.
    - Discuss how your experiences in the graduate nursing education program have influenced your career path and shaped your vision for the future.

Grading Criteria: How I will evaluate you. Evaluation will be completed using following criteria:

Criteria					Course Obj.
Content	**40 Points** Reflection clearly identifies key components, with in depth self-reflection and critical analysis	**34 Points** Reflection clearly identifies most key components, with in depth self-reflection and critical analysis	**27 Points** Reflection identifies at least 50% of key components; some self-reflection and critical analysis	**20 points** Reflection minimally identifies <50% of key components; no or little self-reflection and critical analysis	1-3
Integration of Experiences	**30 Points** Thoroughly & insightfully explores, explains, & supports each idea using personal experiences with content 100% of	**24 Points** Develops & supports key points idea using personal experiences with content 80% of the	**17 Points** Inadequately or ineffectively explains & defends ideas using personal experiences with	**10 Points** Does not make a meaningful attempt to explain or support ideas using personal experiences with	1-3

	time	time.	content 50% of the time.	content < 50% of the time.	
Grammar, punctuation, capitalization, & spelling/word choice.	**20 Points** No errors in grammar, punctuation, capitalization, & spelling/word choice.	**17 Points** Occasional errors in grammar, punctuation, capitalization, & spelling/word choice.	**13 Points** Errors in grammar, punctuation, capitalization, & spelling/word choice make it necessary to reread sentences to discern meaning.	**10 Points** Coherence of overall meaning unclear due to grammar, punctuation, capitalization, & spelling/word choice. Paper requires extensive editing/proofreading	2
APA	**10 Points** No errors	**8 Points** No more the 2 errors	**6 Points** No more than 5 error	**3 Points** Greater than 5 errors	2

Course Inclusion

This class strives to be an inclusive community, learning from the many perspectives that come from having differing backgrounds and beliefs. In an ideal world we would all be aware, respectful and inclusive of each other's differences. I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). Like many people I am still in the process of learning about diverse perspectives and identities. To help accomplish this goal:

- If you have a name and/or set of pronouns that differ from those that appear in your official MaineStreet or Brightspace records, please let me know!
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.
- If something was said in class (by anyone) that made you feel hurt or uncomfortable, you can discuss the situation privately with me. I am always open to listening to students' experiences, and want to work with students to find acceptable ways to process and address the issue. If uncomfortable talking to me directly, you can notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer.
- If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue. Alternative resources and contacts can be found at UMaine's President's Council on Diversity, Equity and Inclusion at https://umaine.edu/president/council-on-diversity-equity-and-inclusion/

Commitment to Intersectionality: We are all individuals with multiple sociocultural identities that intersect and shape our worldview through the lens of privilege and oppression. I want to minimize systemic forces of oppression within the classroom such as ableism, classism, racism, sexism, transphobia, and heterosexism in efforts to create a safe learning environment for all of us. I ask that you also join me in this commitment to foster respect for one another, enhance solidarity, and build community." (Adapted from Funtes, et al., 2021)

Gender Name Statement: Class rosters and University data systems are currently provided to instructors with students' legal names and gender identifications. However, knowing that not all students use their legal names or sex/gender assigned at birth, I am happy to use the name and/or pronouns you use. We will take time during our first NUR 516 zoom session together to do introductions, at which point you can choose to share with all members of our learning community what name and pronouns you use. Additionally, if these change at any point during course, please let me know and we can develop a way to share this information with others in a way that is comfortable and safe for you. (Adapted from Hakkola, 2021)

University of Maine POLICIES

Land Acknowledgement: The University of Maine recognizes that it is located on Marsh Island in the homeland of the Penobscot Nation, where issues of water and territorial rights, and encroachment upon sacred sites, are ongoing. Penobscot homeland is connected to the other Wabanaki Tribal Nations — the Passamaquoddy, Maliseet, and Mi'kmaq — through kinship, alliances and diplomacy. The university also recognizes that the Penobscot Nation and the other Wabanaki Tribal Nations are distinct, sovereign, legal and political entities with their own powers of self-governance and self-determination.

University COVID-19 Statement: To keep our campus safe, students are expected to comply with all University policies related to the COVID-19 pandemic. For the latest guidance, please visit
https://umaine.edu/return **or** https://www.maine.edu/together/community-guidance/students/

Academic Honesty Statement: Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, or generated by software or systems without the explicit approval of the instructor, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University. Please see the University of Maine System's Academic Integrity Policy listed in the Board Policy Manual as Policy 314 (*Date Issued: September 1, 2020; Last Updated July 7, 2023): https://www.maine.edu/board-of-trustees/policy-manual/section-314/

Appealing assignment and/or course grades: The University of Maine has formal procedures by which students may appeal the assignment of grades by an instructor, accusations of cheating or plagiarism, or certain aspects of classroom procedure. The details of these appeal processes can be found on the Office of Student Records website.

Students Accessibility Services Statement: If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, located at the Center for Accessibility and Volunteer Engagement at the UCU, 139 Rangeley Rd, um.sas@maine.edu, 207.581.2319, as early as possible in the term. Students may begin the accommodation process by submitting an accommodation request form online and uploading documentation at https://umaine-accommodate.symplicity.com/public_accommodation/. Once students meet with SAS and eligibility has been determined, students submit an online request with SAS each semester to activate their approved accommodations. SAS creates an accessibility letter each semester which informs faculty of potential course access and approved reasonable accommodations; the letter is sent directly to the course instructor. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me (the instructor of the course) privately as soon as possible.

Course Schedule Disclaimer (Disruption Clause): In the event of an extended disruption of normal classroom activities (due to COVID-19 or other long-term disruptions), the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

Observance of Religious Holidays/Events: The University of Maine recognizes that when students are observing significant religious holidays, some may be unable to attend classes or labs, study, take exams, or work on other assignments. If they provide adequate notice (at least one week and longer if at all possible), these students are allowed to make up course requirements as long as this effort does not create an unreasonable burden upon the instructor, department or University. At the discretion of the instructor, such coursework could be due before or after the examination or assignment. No adverse or prejudicial effects shall result to a student's grade for the examination, study, or course requirement on the day of religious observance. The student shall not be marked absent from the class due to observing a significant religious holiday. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.

Sexual Discrimination Reporting

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination involving members of the campus, your teacher is required to report this information to Title IX Student Services or the Office of Equal Opportunity. **If you want to talk in confidence** to someone about an experience of sexual discrimination, please contact these resources:

- **For confidential resources on campus:** Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.
- **For confidential resources off campus:** Rape Response Services: 1-800-871-7741 or Partners for Peace: 1-800-863-9909.
- **Other resources:** The resources listed below can offer support but may have to report the incident to others who can help:
- **For support services on campus:** Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911. Or see the OSAVP website for a complete list of services a http://www.umaine.edu/osavp

NUR 568 Spring 2025 Course Schedule

Topics	Assigned Readings	Course Objective	*Assignment - Due Date

Module One
Weeks 1-2
 	
• Welcome – Creating Community
• Overview of Course & Practicum
• Foundations of Clinical Teaching:
   o Contextual Factors
   o Outcomes of Clinical
• Clinical Judgment Measurement Model (CJMM)
• Zoom Meeting (recommended)
	Billings, D.M., & Halstead, J.A. (2023). *Teaching in Nursing: A Guide for Faculty* (7th ed.). Elsevier
	Chapter 18: Teaching in the Clinical Learning Environment
	
	Oermann, M., Shellenbarger, T., & Gaberson, K. (2022). *Clinical Teaching Strategies in Nursing,* (6th ed). Springer Publishing.
	Chapter 1: Contextual Factors Affecting Clinical Teaching
	Chapter 2: Outcomes of Clinical Teaching
		Integrate current legal, ethical, cultural, civility and social constructs into the professional advanced clinical nurse educator role.	▪ Getting to Know You survey

Module 2
Weeks 3-4
• Foundations of Clinical Teaching:
  o Developing Learning Sites
  o Preparing for Clinical Teaching
  o Models of Clinical Teaching
  o Ethical & Legal Issues
  o Models of Clinical Teaching
  o Ethical & Legal Issues
	Oermann, M., Shellenbarger, T., & Gaberson, K. (2022). *Clinical Teaching Strategies in Nursing,* (6th ed). Springer Publishing.
	Chapter 3: Developing Clinical Learning Sites
	Chapter 4: Preparing for Clinical Learning Activities
	Chapter 5: Process of Models of Clinical Teaching
	Chapter 6: Ethical and Legal Issues in Clinical Teaching
	
	NLN CNEn website
		Integrate current legal, ethical, cultural, civility and social constructs into the professional advanced clinical nurse educator role.	▪ DB #1 - initial post due Feb 5, 2025
			▪ DB #1 - 2 Peer posts due February 8, 2025

Module 3 **Weeks 5-6** • Check In • Challenges & Barriers • Conducting the Practicum Interviews • Simulation Experiences • Creating A Clinical Teaching Plan • Simulation Theory & Standards • Zoom Meeting (recommended)	Billings, D.M., & Halstead, J.A. (2023). *Teaching in Nursing: A Guide for Faculty* (7th ed.). Elsevier **Chapter 19:** Teaching & Learning Using Simulation Oermann, M., Shellenbarger, T., & Gaberson, K. (2022). *Clinical Teaching Strategies in Nursing,* (6th ed). Springer Publishing. **Chapter 7:** Clinical Teaching Methods and Crafting Clinical Assignments **Chapter 8:** Cases for Clinical Learning **Chapter 9:** Clinical Simulation Jeffries, P. (ed.), (2020). *Simulation in Nursing Education,* (3rd ed.). Wolters Kluwer. **Chapter1:** State of the Science **Chapter 2:** The NLN Jeffries Simulation Theory **Chapter 3:** Simulation-Based Curriculum Essentials,	Develop in-depth knowledge, expertise, and communication strategies to promote care relationships in a variety of settings in delivery of evidenced based person-centered care	Draft Teaching Plan due March 4, 2025

	INACSL Standards of Best Practice: Simulation SM Fostering Curriculum Integration		
Module 4 **Weeks 7-8** ▪ The Art & Science of Designing Simulations ▪ Promoting Safe, Quality Patient Care	Jeffries, P. (ed.), (2020). *Simulation in Nursing Education,* (3rd ed.). Wolters Kluwer. **Chapter 4:** Debriefing: An Essential Component for Learning in Simulation Pedagogy **Chapter 5:** Structuring Simulation-Based Education (SBE): From Pre-Simulation to Debriefing **Chapter 10:** Simulation and Its Value in Promoting Safe, Quality Patient Care	Develop in-depth knowledge, expertise, and communication strategies to promote care relationships in a variety of settings in delivery of evidenced based person-centered care Construct evidence-based educational strategies to promote effective interprofessional communication in delivery of quality and safe care Identify effective communication technologies and information processes to promote communication and delivery of safe nursing care	▪ DB #2 - initial post due March 12, 2025 ▪ DB #2 - 2 Peer posts due March 15, 2025
Spring Break			
Module 5 **Weeks 9-10** ▪ Clinical & Simulation Evaluation ▪ Interprofessional Simulation	Billings, D.M., & Halstead, J.A. (2023). *Teaching in Nursing: A Guide for Faculty* (7th ed.). Elsevier **Chapter 11:** Interprofessional Education & Collaborative Practice **Chapter 25:** Clinical Performance Evaluation Oermann, M., Shellenbarger, T., & Gaberson, K. (2022). *Clinical Teaching Strategies in Nursing,* (6th ed). Springer Publishing. **Chapter 11:** Preceptors as Clinical Teachers **Chapter 12:** Clinical Evaluation & Grading Jeffries, P. (ed.), (2020). *Simulation in Nursing Education*, (3rd ed.). Wolters Kluwer. **Chapter 6:** Simulation Evaluation **Chapter 8:** Designing Simulations for Interprofessional Education Across Health Professions **Chapter 9:** Designing Competency-Based Objective Structured Clinical Examinations and Case Scenarios in APN Education	Develop in-depth knowledge, expertise, and communication strategies to promote care relationships in a variety of settings in delivery of evidenced based person-centered care Construct evidence-based educational strategies to promote effective interprofessional communication in delivery of quality and safe care	Teaching Plans due March 14, 2025

Module 6 **Weeks 11-12** ▪ The Simulation Center & Role of the Educator ▪ Virtual and Gaming Simulation	Oermann, M., Shellenbarger, T., & Gaberson, K. (2022). *Clinical Teaching Strategies in Nursing,* (6th ed). Springer Publishing. **Chapter 10:** Pedagogical Technologies in Clinical Education Jeffries, P. (ed.), (2020). *Simulation in Nursing Education*, (3rd ed.). Wolters Kluwer. **Chapter 7:** Setting Up a Simulation Center and Its Essentials **Chapter 11:** Virtual Simulations and Game-Based Learning to Promote Student Learning & Engagement	Identify effective communication technologies and information processes to promote communication and delivery of safe nursing care	▪ DB #3 - initial post due April 16, 2025 ▪ DB #3- 2 Peer posts due April 19, 2025
Module 7 **Weeks 12-14** ▪ Future Considerations ▪ Check-Outs & Wrap Up ▪ Feedback & Evaluations ▪ Zoom Meeting (recommended)	Jeffries, P. (ed), (2020). *Simulation in Nursing Education*, (3rd ed.). Wolters Kluwer. **Chapter 12:** Summary & Future Considerations	Identify effective communication technologies and information processes to promote communication and delivery of safe nursing care	Clinical Reflection Paper due May 2, 2025

*Schedule subject to change with prior notice

Appendix A
Map of Certified Nurse Educator Novice (CNEn) Competencies

CNEn Competency	Definition of Competency	Criteria
I. Facilitate Learning	Novice nurse educators are responsible for creating an environment in classroom, laboratory, and clinical settings that facilitates student learning and the meeting of identified cognitive, affective, and psychomotor outcomes. To facilitate learning effectively, the novice nurse educator:	▪ Implements a variety of teaching strategies appropriate to: content, setting, learner needs, learning style, and desired learner outcomes ▪ Employees teaching strategies grounded in educational theories and evidence-based teaching practices ▪ Engages in self-reflection and continued learning to improve teaching practices that facilitate learning ▪ Uses technologies skillfully to support the teaching-learning process ▪ Uses oral, written, and electronic communication that reflects an awareness of self ▪ Engages in critical and reflective thinking considering multiple perspectives ▪ Provides opportunities for learners to develop critical thinking and clinical judgement skills ▪ Shows enthusiasm for teaching, learning, and nursing that inspires and motivates learners ▪ Demonstrates interest in and value for all learners ▪ Uses person attributes (e.g. caring, confidence, patience, integrity, flexibility) that facilitate learning ▪ Participates positively in collegial working relationships with learners, faculty, colleagues, and the interprofessional health care team to promote learning ▪ Maintains a professional practice knowledge base needed to assist learners to prepare for contemporary nursing practice ▪ Serves as a role model in practice settings ▪ Creates a physically, psychologically, emotionally safe learning environment ▪ Establishes professional boundaries
II. Facilitate Learner Development & Socialization	Novice nurse educators recognize the responsibility for helping learners develop as nurses and integrate the values and behaviors expected of those in the role. To facilitate learner development and socialization effectively, the novice nurse educator:	▪ Recognizes individual learning and professional socialization needs of diverse learner populations ▪ Identifies resources available for diverse learners that assist in meeting individual learning needs ▪ Guide learner self-reflection and personal goal setting ▪ Fosters the cognitive, psychomotor, and affective development of learners ▪ Encourages learners to engage in thoughtful and constructive self-evaluation
III. Use Assessment & Evaluation Strategies	Novice nurse educators use a variety of strategies to assess and evaluate learning in classroom, laboratory, and clinical settings. To use assessment and evaluation strategies effectively, the novice nurse educator.	▪ Uses extant literature to develop evidence-based assessment and evaluation strategies ▪ Employs a variety of strategies to assess and evaluate learning in the cognitive, psychomotor, and affective domains ▪ Implements formative and summative evidence-base assessment and evaluation strategies ▪ Provides timely, constructive and thoughtful feedback to learners

IV.	Participate in Curriculum Design and Evaluation of Program Outcomes	Novice nurse educators are responsible for assisting to develop program outcomes and design of curricula that reflect contemporary health care trends and prepare graduates to function effectively in the health care environment. To participate effectively in curriculum design and systematic evaluation of program outcomes, the novice nurse educator:	- Contributes to curriculum revision based on assessment of program outcomes; learner needs; and societal and health care trends - Assists in maintaining community and clinical partnerships that support educational goals
V.	Function as a Change Agent and Leader	Novice nurse educators function as change agents and leaders in the creation of the preferred future for nursing education and practice. To function effectively as a change agent and leader, the novice nurse educator:	- Demonstrates cultural humility with advocating for change - Recognizes inter-professional efforts to address healthcare, health policy, and educational needs locally, regionally, nationally, and internationally - Develops leadership behaviors for shaping and implementing change
VI.	Pursue Continuous Quality Improvement in the Role of the Nurse Educator	Novice nurse educators begin to recognize that the role is multidimensional and that an ongoing commitment to develop and maintain competence in the role is essential. To pursue continuous quality improvement in the nurse educator role, the novice nurse educator:	- Demonstrates commitment to lifelong learning - Recognizes that career enhancement needs and activities change as experience is gained in the role - Engages in professional development opportunities that increase effectiveness in the role - Engages in activities that promote socialization to the role - Seeks mentors to enhance development in the role
VII.	Engage in Scholarship	Novice nurse educators acknowledge that scholarship is an integral component of the faculty role, and that teaching is a scholarly activity. To engage effectively in scholarship, the novice nurse educator:	Draws on extant literature to design evidence-based teaching practices
VIII.	Function within the Educational Environment	Novice nurse educators become knowledgeable of the educational environment and recognize how political, institutional, social, and economic forces impact the role. To function effectively in the environment, the novice nurse educator:	- Identifies history, current trends, issues, roles, and boundaries in higher education - Identifies how social, technological, economic, political, and institutional forces impact higher education in general and nursing education specifically - Engages in cross-mentorship (mentor-mentee) collaborations and partnerships - Supports the goals and mission of the nursing program and parent institution when managing conflict - Integrates the values of civility, collegiality, professionalism, and caring to build an organizational climate that fosters the development of learners and nurse educators. - Implements policies and procedures related to learners, faculty, and the educational environment - Uses social media in a manner consistent with professional and institutional guidelines - Maintains professional role boundaries as an educator

Appendix B
Course Mapping

Course Objectives	MSN Program Outcomes	AACN Essential	Evaluation/Assessment
Integrate current legal, ethical, cultural, civility and social constructs into the professional advanced clinical nurse educator role.	Incorporate ethical principles, legal and regulatory mandates, and professional standards in the advanced professional nursing role. Model and assume accountability for professional expectations of communication, therapeutic relationships, evidence-based practice, and ethical behaviors.	**Domaine 1: Knowledge for Nursing Practice** 1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines (1.1e-g) 1.2 Apply theory and research-based knowledge from nursing, arts, humanities and other sciences (f) 1.3 Demonstrate clinical judgment founded on a broad knowledge base (1.3d-f) **Domain 9: Professionalism** 9.1 Demonstrate an ethical comportment in one's practice reflective of nursing's mission to society(9.1h-j) 9.2 Employ participatory approach to nursing care (9.2h-l) 9.3 Demonstrate accountability to the individual, society, and the profession (9.3i-l) 9.5 Demonstrate the professional identity of nursing (9.5f-i) 9.6 Integrate diversity, equity, and inclusion as core to one's professional identity (9.6d-i)	DB responses Teaching Plan Reflection Paper
Develop in-depth knowledge, expertise and communication strategies to promote care relationships in a variety of settings in delivery of evidenced based person-centered care	Foster caring relationships through the use of communication techniques and a variety of modalities that meet the needs of diverse audiences. Integrate, promote, and advance ethical scholarship to advance health and promote best practice.	**Domaine 2: Person-Centered Care** 2.1 Engage with the individual in establishing a caring relationship (2.1 d-e) **Domain 4: Scholarship for the Nursing Discipline** 4.1 Advance the scholarship of nursing (4.1h) 4.2 Integrate best evidence into nursing practice (4.2f)	DB responses Teaching Plan
Construct evidence-based educational strategies to promote effective interprofessional communication in delivery of quality and safe care	Contribute to the creation of evidence-based structures, policies, and processes that promote quality improvement and a just culture of safety. Facilitate effective healthcare experiences and outcomes by partnering with interprofessional teams.	**Domain 5: Quality and Safety** 5.2 Contribute to a culture of patient safety (5.2g) **Domain 6: Interprofessional Partnerships** 6.1 Communicate in a manner that facilitates a partnership approach to quality care delivery(6.1h-j) 6.2 Perform effectively in different team roles, using principles and values of team dynamics (6.2g, 6.2j) 6.4 Work with other professions to maintain a climate of mutual learning, respect, and shared values (6.4e-i)	DB Posts Teaching Plan
Identify effective communication technologies and information processes to promote communication and delivery of safe nursing care	Describe and use technology to improve safety, efficiency, and outcomes understanding of ethical and legal boundaries.	**Domain 8: Informatics & Healthcare Technologies** 8.1 Describe the various information and communication technology tools used in the care of patients, communities, and populations (8.1g-h) 8.2 Use information and communication technology to gather data, create information, and generate knowledge (8.2f) 8.4 Use information and communication technology to support documentation of care and communication among providers, patients, and all system levels (8.4e-f) 8.5 Use information and communication technologies in accordance with ethical, legal, professional, and regulatory standards, and workplace policies in the delivery of care (8.5g-j)	DB Posts Teaching Plan

Appendix C
Discussion Board Assignment Prompts

- **Discussion Prompts for Post #1**
  - What defines the role of a clinical nurse educator (CNE) within healthcare institutions or academic settings? How does this role differ from other nursing roles? Reflect on the core competencies and skills essential for effective clinical nurse educators. What is the significance of obtaining novice certification as a Clinical Nurse Educator (CNE)? Discuss the potential benefits of CNE novice certification in terms of professional development, competence enhancement, and credibility within the field of nursing education.
  - How does the development of clinical judgment intersect with the role of the clinical nurse educator? Discuss the strategies employed by clinical nurse educators to foster the acquisition and refinement of clinical judgment skills among nursing students, considering the integration of evidence-based practice and experiential learning opportunities in clinical education settings. Share an example(s) of how effective clinical judgment enhances patient care outcomes and contributes to the professional growth of nursing students.
  - What trends or events are occurring in health care that impact clinical teaching? Rather than adding more content to the curriculum, how can you modify your clinical teaching to respond to these trends or events? Identify common challenges faced by clinical nurse educators in their role and discuss potential strategies for overcoming these challenges.

- **Discussion Prompts for Post #2**
  - Ethical and legal considerations are paramount in clinical teaching environments. Reflecting on your experiences or understanding, discuss the ethical and legal issues that clinical nurse educators may encounter in their teaching practice. Consider topics such as student confidentiality, informed consent, student supervision, and professional boundaries. How can CNEs navigate these complex ethical and legal issues while ensuring high-quality education and patient care? Share strategies for promoting ethical conduct and adhering to legal requirements in clinical teaching settings, considering the impact on student learning and patient outcomes.
  - In an increasingly digital age, the integration of social media into clinical teaching practices has become a topic of interest. Reflecting on the potential benefits and challenges, discuss the role of social media in clinical teaching environments. Consider how platforms such as Twitter, Facebook, or Instagram can be utilized to enhance communication, collaboration, and knowledge sharing among students and educators. Additionally, examine the ethical considerations surrounding the use of social media in clinical education, including privacy concerns, professionalism, and maintaining boundaries.
  - Simulation has become an integral component of clinical teaching in nursing education. Reflecting on your experiences or understanding, discuss the role of simulation in enhancing clinical teaching and learning outcomes. Consider how simulation-based learning activities, such as high-fidelity manikin simulations or virtual reality scenarios, provide opportunities for students to develop clinical skills, critical thinking abilities, and confidence in a safe environment. Additionally, explore the ethical considerations and challenges associated with simulation in clinical teaching, including the fidelity of simulation scenarios, debriefing practices, and student assessment. Share your perspectives on the effectiveness of simulation-based education in preparing nursing students for real-world clinical practice, and propose strategies for maximizing the educational impact of simulation while addressing potential ethical dilemmas.

- **Discussion Prompts for Post #3**
  - Virtual and gaming simulations are emerging as innovative tools in nursing education. Reflecting on the potential benefits and challenges, discuss the use of virtual and gaming simulations in nursing education. Explore how these interactive platforms can facilitate experiential learning, enhance critical thinking skills, and improve decision-making abilities among nursing students. Share your perspectives on the effectiveness of virtual and gaming simulations in preparing nursing students for clinical practice, and propose strategies for integrating these technologies into nursing education curricula while addressing potential ethical concerns.

o Interprofessional education (IPE) and collaborative practice are essential components of modern healthcare delivery. Reflecting on the importance of teamwork and collaboration in patient care, discuss the role of interprofessional simulations in nursing education. Explore how simulations involving multiple healthcare disciplines, such as nursing, medicine, pharmacy, and allied health professions, can foster effective communication, teamwork, and mutual respect among students. Additionally, consider the challenges and opportunities associated with interprofessional simulations, including coordination among various disciplines, role clarity, and cultural competence. Finally, propose strategies for integrating interprofessional simulations into nursing education curricula to enhance students' interprofessional competencies while addressing potential barriers.

o Simulation-based learning has become a cornerstone of nursing education, providing students with immersive and interactive experiences to develop clinical skills and critical thinking abilities. Reflecting on your experiences or understanding, discuss the methods and challenges associated with evaluating simulations for nursing education. Consider how simulation effectiveness, student performance, and learning outcomes are assessed in both formative and summative evaluations. Explore the use of validated assessment tools, such as rubrics and checklists, to measure students' competency acquisition and clinical reasoning skills during simulations.

NUR - 569 - Innovations in Clinical, Simulation and Laboratory Instruction Practicum

Graduate New Course Proposal Form - 2024/25 AY

General Catalog Information

Graduate New Course Proposal Form

Read before you begin

FILL IN all fields required marked with an *.

ATTACH supporting documentation.

LAUNCH proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move the proposal forward in the workflow.

<u>Requested Action:</u> *Note*: A complete syllabus is required for all new courses.

Please be sure that all elements required for a syllabus at the University of Maine are present. We recommend you work closely with the syllabus guidelines found at **www.umaine.edu/citl**.

For assistance in completing this form or if you have any questions, email **um.catalog@maine.edu**.

Please attach any required files by navigating to the right side menu and clicking "Files".

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the **3rd of each month.** Please refer to the Graduate School website for the Curriculum Committee meetings schedule as well as instructions on completing this form. [**https://umaine.edu/graduate/facultystaff-resources/curriculum-committee/**]

Syllabus* ☑ Attached

REASON FOR NEW COURSE* Graduate Nursing revised the Nursing Education nursing track to meet with accreditation essentials. This course aligns with the new program requirements outlined by the nursing accreditation body CCNE, and new AACN nursing accreditation standards. This course is the practicum course for the new NUR 568 didactic course

Department* School of Nursing

New Course: * ☑ New Course   ☐ Experimental (One time offering)

EFFECTIVE SEMESTER:

Semester* Spring   **Year*** 2025

PROPOSED CATALOG DESCRIPTION:

Course Designator* NUR   **Proposed Course #*** 569

Course Type: * Nursing

Short Course Title (The short course title will reflect on the Class Section in MaineStreet and on the student's transcript. Max Length is 30 characters). * Clincial & Lab Practicum

Long Course Title* Innovations in Clinical, Simulation and Laboratory Instruction Practicum

Course Description: * Students will participate in a supervised identified area of clinical, laboratory and simulation experiences which allows them to integrate learning from the didactic component of this course; NUR 568 Innovations in Clinical, Simulation and Laboratory. Opportunities to develop in-depth knowledge and expertise in a particular area of clinical nursing as it applies to teaching and learning are integrated, with a strong emphasis on clinical, simulation and laboratory settings needed for the roles of clinical nurse educator or nursing professional development specialist.

Prerequisites: NUR 566, NUR 567

Corequisites: NUR 568

Definition of Credit Hours: Go to https://**umaine.edu/graduate/students/progress/enroll/#define-credit-hour** for the definition of a credit hour at UMaine.

Credit Hours: * 2

Can this course be repeated for credit? * ◯ Yes ⦿ No

If YES, total number of credits allowed:

If YES, total number of completions allowed:

Can students enroll multiple times in term? ◯ Yes ⦿ No

Instruction Mode: Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS. https://gojira.its.maine.edu/confluence/display/DARTS/Instruction+Modes+Documentation.*

☐ Distance Synchronous Learning ☐ Hybrid/Blended ☐ Hyflex
☑ In-Person ☐ Online (Asynchronous)

(For information on Course Components Definitions please see: **UMS Data Governance Course**

Course Components (type of course/used by Student Records for MaineStreet) *

- ☐ Applied Music
- ☐ Clinical
- ☑ Field Experience
- ☐ Independent Study
- ☐ Laboratory
- ☐ Lecture
- ☐ Recitation
- ☐ Research
- ☐ Seminar
- ☐ Simulation
- ☐ Studio
- ☐ Thesis
- ☐ Travel Course

When will this course typically be offered *

- ☐ Fall
- ☐ Summer
- ☑ Spring
- ☐ Alternating
- ☐ Variable

Text(s) Planned for Use *

- Billings, D.M., & Halstead, J.A. (2023). *Teaching in nursing: A Guide for Faculty* (7th ed.). Elsevier.
- Oermann, M., Shellenbarger, T., & Gaberson, K. (2022) *Clinical Teaching Strategies in Nursing,* (6th ed.). New York, NY: Springer Publishing. ISBN: 9780826167040
- Jeffries, P. (ed.), (2020). *Simulation in Nursing Education,* (3rd ed.). Philadelphia, PA: Wolters Kluwer.
- American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th ed). APA.

Course Instructor *

Dr. Valerie Herbert

Will instructional cost for this course proposal involve financial support from the Division of Life Long learning? *

- ☑ Yes
- ☐ No

Proposed Resources: Does the course addition or modification require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?*

☑ No. The academic unit will not request additional resources for the course

☐ Yes

Units Affected: What other academic units are affected (e.g. course overlap, prerequisites)? Have the affected units been consulted? Any concerns expressed? Please explain.*

N/A

Course Frequency: Does the content of this course overlap significantly with other University courses? If so, list the course, explain the overlap, and justify the need for the proposed course.*

No overlap with other University courses; only offered during spring semester annually.

<div align="center">

University of Maine School of Nursing
NUR 569: Innovations in Clinical, Simulation and Laboratory Instruction <u>Practicum</u>
Spring 2025 Course Syllabus

</div>

Course Description:
Students will participate in a supervised identified area of clinical, laboratory and simulation experiences which allows them to integrate learning from the didactic component of this course; NUR 568 Innovations in Clinical, Simulation and Laboratory. Opportunities to develop in-depth knowledge and expertise in a particular area of clinical nursing as it applies to teaching and learning are integrated, with a strong emphasis on clinical, simulation and laboratory settings needed for the roles of clinical nurse educator or nursing professional development specialist.

Purpose: Teaching in the clinical, simulation and laboratory environments presents nurse educators or professional development specialists with challenges that are different from those encountered in the classroom. Class and clinical environments are closely linked as students apply what they have learned in class to the clinical settings, but this requires nursing educators to use different approaches to teaching. This course provides a framework for planning, guiding, and evaluating clinical, simulation and laboratory experiences. Creating and selecting appropriate clinical assignments to meet learners' levels of knowledge and skill, while also challenging enough to motivate learning, is the responsibility of the clinical nursing educator. Clinical teaching is also impacted by trends beyond the nursing profession; issues such as diversity, healthcare financing, globalization, technology development influences the nurse educator role. This course will provide the foundation for preparing and teaching in the laboratory, simulation and clinical environments, and explore innovative teaching methods available to the nurse educator.

Credits: Two (2) credits (75 Direct and Indirect Clinical Hours)
Prerequisite: NUR 566, NUR 567
Co-Requisite: NUR 568 (Innovations Didactic course)

Faculty: Valerie Herbert DNP, RN, CNE (Call me—Dr. Herbert, she, her, hers)
            Associate Professor, School of Nursing
            Office: 236 Dunn Hall
            Tel: 581-2598 Cell: (207) 852-7009
            Email: valerie.herbert@maine.edu (preferred)

            Student Hours: Student Hours for any appointments are available on Monday from 1-5pm;
            Tuesday 9-12pm, or other days/evenings by appointment (In-Person or Zoom)

Course Delivery–Time Options: In person

 Course Infrastructure & Access/Tech Support:
        Electronic Learning/Required Technology includes: Brightspace®, MaineStreet account, UMaine email, and a web browser. The course resources and assignments are accessed through the Learning Management System (Brightspace). The course website is: http://www.courses.maine.edu Additionally, students will need QuickTime player or video capability and a broadband internet connection. University of Maine System has multiple sites with free computer access. Course information will be transmitted using the Brightspace course site. All documents/ assignments must be submitted <u>in a .docx or pdf. Format.</u>

        Technical Support: Help Line 1-877-947-4357 or 207-581-4591
        Hours: Monday-Thursday 8 AM-7PM; Friday 8AM- 5PM
        Helpful IT Tech & Support at https://tdx.maine.edu/TDClient/2624/Portal/Home/?ID=1ee28f61-aea2-4452-8aa9-859961307402

Required Textbook(s):
- Billings, D.M., & Halstead, J.A. (2023). *Teaching in nursing: A Guide for Faculty* (7th ed.). Elsevier.
- Oermann, M., Shellenbarger, T., & Gaberson, K. (2022) *Clinical Teaching Strategies in Nursing,* (6th ed.). New York, NY: Springer Publishing. ISBN: 9780826167040

- Jeffries, P. (ed.), (2020). *Simulation in Nursing Education,* (3rd ed.). Philadelphia, PA: Wolters Kluwer.
- American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th ed). APA.
- Additional readings and videos are available on Brightspace®

Course Objectives (see Appendix B for mapping):
After taking this course, the student will successfully be able to:
1. Incorporate current legal, ethical, cultural, civility and social constructs into the professional advanced clinical nurse educator role.
2. Apply communication strategies to promote care relationships in a variety of settings in delivery of evidenced based person-centered care
3. Create evidence-based educational strategies to promote effective interprofessional communication in delivery of quality and safe care
4. Utilize effective communication technologies and information processes to promote communication and delivery of safe nursing care

Importance of Time Management: Unlike courses that may meet weekly, the course requires you complete many clinical setting assignments independently. For these reasons, good time management and communications skills are particularly important for this graduate-level course. I am available to provide clarification or guidance on any components of the course.

Expectations for Student Conduct:
Attendance:
This web-based course will be conducted via Brightspace. Assignments and course information will be posted on Brightspace, under the appropriate headings. All students must check the course via frequently – it is recommended at least three times per week.
Late Penalties:
The on-line portion of the course is asynchronous, meaning that students and professors may work on the course at any time. However, please note the due dates for assignments. All assignments must be completed and turned in by the dates listed in the course schedule. I recognize that graduate students are balancing work, family and school so I try to be flexible with assignments. My expectation is that assignments are submitted by the due date but if you are unable to meet the deadline, you need to communicate with me before the assignment is due. We can then come up with a mutually acceptable plan.

GRADING AND COURSE EXPECTATIONS:

Grading/Evaluation (see individual assignment for details)	Weight
Lab/Sim/Clinical Professional Interviews (2)	20
Clinical Practicum Experiences	60
Lab/Sim/Clinical Summaries (4)	20
Total	100

COURSE GRADING:

A	=	100 - 92	C	=	77
A-	=	91 - 90	C-	=	76 - 70
B+	=	89 - 88	D+	=	69 - 68
B	=	87 - 82	D	=	67 - 62
B-	=	81 - 80	D-	=	61 - 60
C+	=	79 - 78			

Course Grade Requirements: The School of Nursing follows the University of Maine Grades and Grading Policy located on the Office of Student Records website. Grades and other student information is confidential and protected by University of Maine policy and the Family Educational Rights and Privacy Act (FERPA). Additional information regarding FERPA is available from the University Of Maine Department Of Student Records.

Grades are assigned as whole numbers are not rounded up. This applies to individual quiz and exam scores, course assignments, and final course grades. Students are expected to achieve a grade of "B-" or higher in all courses. If a student earns a "C" or lower in any course, the student is counseled and may be dismissed from the nursing major. Students who wish to return to the graduate program in nursing after a leave of absence or to re-enroll after withdrawing will re-enter under current curricular requirements. If a significant amount of time has lapsed, additional coursework may be required (UMaine SON Graduate Handbook, 2024).

A grade of "I" (incomplete) will only be used for extreme circumstances and documentation will be required. The student will have a mandatory meeting with faculty to document a plan to clear the "I" grade per UMaine and SON policy. The student cannot progress to a subsequent course with an "I" in a prerequisite or professional course.

Courses and Professional Expectations

Professional Conduct for Class: Students are expected to abide by the University of Maine SON Standards of Professional Conduct detailed in the 2023-2024 SON Graduate Handbook. Respecting others in the classroom/course includes peers, faculty, and guest speakers. Side conversations during class or coming in late are disruptive to everyone. Please silence and store cell phones unless needed for practicum activities.

Practicum Attendance/Participation: Involvement requires practicum attendance and regular access of the Brightspace course, and completion of all assignments. If you must miss class, contact me ahead of class time and we can make arrangements to ensure you receive class information. Unfortunately, if you have 1 unexcused practicum absence I may require an extra assignment to ensure you understand the content or there will be a loss of -5.0 points on final grade. For 2 unexcused absences, 10 points will be deducted from your final course score, and for more than 2 unexcused absences you are at risk of not passing the course. I want you to be successful this semester and in this course. Therefore I strongly encourage to reach out to me directly…early rather than later…. if you are having academic or personal challenges that are impacting your success at valerie.herbert@maine.edu

Assignments/testing are **all due at 11:59pm of the assigned day** (unless otherwise stated). Assignments must be submitted via Brightspace for grading. All assignments remediation submitted after the due date will be

considered late. If you have been unable to submit by the deadline, you need to email me directly so we can work out alternative due dates. It is the responsibility of the student to contact the faculty member and make arrangements for handing in any assignment that is late. Assignments must be submitted in a **docx. or pdf. format** via Brightspace for grading.

All assignments and Practicum Immersion hours must be submitted in order to pass the course. Guidelines and due dates for assignments are set forth in the course schedule (see Course Schedule at end of syllabus). Assignments submitted late without prior arrangements with me will be penalized by a letter grade per day. Any student having difficulty with the content or due dates for assignments is encouraged to contact the course faculty early to develop a mutually agreed upon plan to meet course requirements.

Course Assignment Expectations

Lab/Sim/Clinical Professional Interviews (2 Interviews @ 10% each x 2 = 20%)

Purpose: What skills and knowledge that will be gained. The purpose of the practicum interviews is to provide you with some exposure to a variety of topics that nursing educators may face in the lab/simulation/clinical settings. You will need to select 2 topics from the list below and submit a brief response on each.

Tasks: What & How I want you to do it.
- Select any 2 interview topics from below.
- During your clinical practicums, interview key participants and submit a brief (2-4 paragraphs; single spaced) response for each topic, using your textbooks and additional resources for more information on the topic.
- Include minimum of 2 references in APA format
- Single spaced except for reference page
- Avoid using first person in narrative
- Copy and Paste into the Discussion Board - Interviews
- Topics for Interview (Chose different topic for each interview):
    1. Interview a nursing educator with at least 3 years of teaching experience about their expectations regarding **learners' cognitive preparation** for lab/sim/clinical learning activities. How much written work is required, and what is the teacher's rationale for requiring it? Are all learners expected to do the same type of written assignment in all clinical courses throughout the nursing education program? If possible, interview several learners to determine their beliefs about the value of such preparation activities. What modifications, if any, would you suggest making to these requirements?
    2. Interview a prelicensure student who is an active user of **social media** to determine his or her understanding of responsible use of social media as a member of the nursing profession, including:
        - The student's knowledge of professional and institutional guidelines for appropriate social media use.
        - Understanding of the need to maintain role boundaries.
        - Privacy rights.
        - The appropriate response to questionable content posted by colleagues.
        - The effect of disrespectful online content on effective health care team functioning and patient safety.
    3. Interview a nursing educator who uses **preceptors/adjunct instructors** as lab/sim/clinical teachers. What positive and negative experiences has this educator had while working with preceptors/adjuncts? How does the nursing educator evaluate the performance of preceptors/adjunct instructors?
    4. Interview a faculty member or clinical educator about the **written assignments** in the lab/sim/clinical practicum. How varied are the types of assignments? How many written

assignments are expected, and what is the rationale for this number? What is the typical length of each written assignment?

5. Interview a colleague or nurse educator about their use of **case studies** for lab/sim/clinical teaching. What are this educator's sources of case material? How do they integrate with lab/sim/clinical teaching? How do they evaluate the student learning?

6. Interview students about their views of **clinical evaluation**, assuring them of confidentiality. What do the students believe is the purpose of clinical evaluation? Ask them to give an example of the most and least helpful clinical evaluation experiences, without mentioning names of individuals, and a rationale for those responses. What did you learn about the clinical evaluation and your role from this interview?

Grading Criteria: How I will evaluate you. Evaluation using following rubric for **EACH INTERVIEW POST:**

Criteria				Total	Course Obj
Interview Topics	**2 Points** Completed the interview and submitted the post response	**1 Points** Completed interview but did not post response	**0 Points** Did not complete the interview or post response.	/2	1-2
Comprehensiveness of Interview	**6 Points** Detailed and in-depth answers for interview topic, including application to personal learning; 2-4 paragraphs	**4 Points** Answered all topic prompts; or minimal details about the topic; no application to personal learning; 2 paragraphs included	**2 Points** Did not answer all topic prompts or lacks details about the topic; only 1 paragraph included.	/6	2,4
References, Citations & APA	**2 Points** No APA errors; 2 or more references and citations included in post	**1 Points** No more than 2 APA errors;1 reference included or lacked citation in post	**0 Points** No references included or greater than 5 APA errors	/2	2
			TOTAL	_/10	

Clinical Practicum Experience (60% of grade)
Purpose: What skills and knowledge that will be gained. The purpose of the practicum experience to expose and expand your clinical knowledge and skills at the graduate nurse level. You are expected to work with lab/sim/clinical preceptors, participating in a variety of activities to meet your course objectives. The expectation is you must meet the minimum required practicum hours for the course (150 hours direct and indirect activities) in the following settings: (a) 20% in a nursing skills laboratory, (b) 30% in nursing or interprofessional simulation, including 5% in virtual or gaming simulations, and (c) 50% in a clinical setting.

The practicum consists of several individuals facilitating your learning as the semester progresses: (a) you – the student, (b) UMaine SON Clinical Coordinator, (c) the preceptor/educator, (d) and me – the faculty. Each person will play a key part during your practicum.

Tasks: What & How I want you to do it. Once the settings and preceptor(s) have been identified you will want to coordinate requirements for each clinical setting (lab/simulation/clinical). You may have more than one preceptor, depending on the setting:

- Ensure your clinical site has an approved Clinical Contract; SON Clinical Coordinator Kaitlin Robinson can provide this information.
- Students will work with approved preceptor(s) to meet the student's overall goals and specific learning objectives for the practicum.

- Coordinate an initial meeting with the Preceptor(s) to review student learning objectives, assignment expectations, access to any clinical materials, and set schedules. There is a required 150 Direct and Indirect Clinical hours required per the Graduate SON Student Handbook and Course Requirements; the minimum required practicum hours for the course (150 hours) are to be completed in the following settings: (a) 20% in a nursing laboratory, (b) 30% in nursing or interprofessional simulation, including 5% in virtual or gaming simulations, and (c) 50% in a clinical setting. This may include working with other field experts to gain experiences that align with a specific objective.
- Participate in providing/developing clinical education to prelicensure and/or new graduate nursing in lab/sim/clinical settings, including implementing your NUR 568 Teaching Plan.
- Track and share your hours and activities using the Practicum Activity Log (see Appendix C in the syllabus)

Criteria	3	2	0-1	Total	Course Obj.
Clinical Settings Lab/sim/clinical activities	Completed practicum activities in lab/sim/clinical settings	Completed practicum activities in 2 of 3 settings	Completed practicum activities in only 1 of 3 setting		2-3-4
Hours	Completed 150 hours or more of practicum	Completed between 120-150 hours of practicum	Completed less than 120 hours of practicum hours		2-3-4
Activities	Submitted all activities associated with filed experience; used APA without errors if needed	Submitted minimal activities associated with field experience; did not use APA if needed or had errors	No submissions		2-3-4
Professionalism	Demonstrated exceptional professional behaviors with faculty, preceptor and/or practicum	Minor professional issue(s) with faculty, preceptor and/or practicum site	Lacked professionalism with interactions with faculty, preceptor and/or practicum site		1-4
			TOTAL	*__/12	

*Points will be converted to total of possible 60 points for this course assignment.

<mark>Lab/Sim/Clinical Summaries</mark> (4 Summaries @ 5% each x 4 = 20%)
Purpose: What skills and knowledge that will be gained. Intermittent reflection summaries provide an opportunity for you to communicate your accomplishments, but also synthesize the activities you have completed and any challenges or gaps in your experiences.

Tasks: What & How I want you to do it.
- Submit 4 semester summaries/narratives according to the Course Schedule
- Include the following in each submission:
  - Practicum Activity Log: current indirect and direct hours in each of clinical area (lab – simulation – clinical)
  - Reflection of your experiences learning in the lab – simulation – clinical setting
  - Challenges or barriers in your clinical experiences
  - Future goals for remainder of the semester
  - Summary #4 include your self-reflection, including peer and student evaluations of the lab/simulation/clinical session developed in NUR 569 and taught in this practicum course.

Grading Criteria: How I will evaluate you. Upon completion of each summary, students will be awarded 5 points using the following criteria:

Criteria	3	2	0-1	Total	Course Obj.
Practicum Activity Log	Completed all practicum activity logs and hours, including skills laboratory, in simulation and virtual gaming, and in clinical setting; provided detailed descriptions in log; identified all activities as direct/indirect	Completed practicum activity logs, but failed to include either skills laboratory, simulation and virtual gaming, or in clinical setting; provided some details and descriptions in log; identified most activities as direct/indirect	Minimally completed practicum activity logs, but failed to include either skills laboratory, simulation and virtual gaming, or in clinical setting; provided little to no details and descriptions in log; or did not identify activities as direct/indirect		2-3
Reflection of Learning	Submitted self-reflection into experiences in skills lab, simulation and clinical settings	Submitted self-reflection into experiences in skills lab, simulation and clinical settings	No self-reflection submitted into experiences in skills lab, simulation and clinical settings		2
Challenges	Identified barriers and/or challenges to lab, simulation or clinical experiences		No barriers or challenges identifies		2
Future Goals	Provided future goals for learning	Minimal future goals in learning identified	No future goals provided		2
Peer & Student evaluations of teaching	In Summary #4 of self-reflection on learning, included peer and student evaluations and their impact on individual graduate nurse development	Included peer or student evaluations, but did not include their impact in the self-reflection	No peer or student evaluations included, and their impact in the self-reflection		2-3
				Total	_/15*

*Points will be converted to total of possible 5 points for each summary for this course assignment.

NUR XXX Practicum Spring 2025 Course Schedule

Assignment	*Date/Due Dates

▪ **Zoom Meeting (recommended):**
  o Overview of Course & Practicum
  o Review of Roles: Student, Faculty, Preceptor, Clinical Instructor
  o Practicum Activity Log
	▪ [Wednesday, January 22, 2025, 6-7pm](#)

▪ Interview Post #1	▪ Feb 12, 2025
▪ Clinical Summary & Activity Log Assignment #1	▪ Feb 19, 2025

▪ **Zoom Meeting (recommended)**
  o Check-Ins
  o Challenges & Barriers
	▪ [Wednesday, February 19, 2025, 6-7pm](#)

▪ Clinical Summary & Activity Log Assignment #2	▪ March 5, 2025
▪ Clinical Summary & Activity Log Assignment #3	▪ April 9, 2025
▪ Interview Post #2	▪ April 16, 2025

▪ **Zoom Meeting (recommended)**
  o Check-In & Wrap Up
  o Feedback & Evaluations
	▪ [Wednesday, April 30, 2025, 6-7pm](#)

▪ Final Lab/Simulation/Clinical Summary & Activity Log Self-Reflection Assignment #4	▪ May 9, 2025

*Schedule subject to change with prior notice

Course Inclusion

This class strives to be an inclusive community, learning from the many perspectives that come from having differing backgrounds and beliefs. In an ideal world we would all be aware, respectful and inclusive of each other's differences. I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). Like many people I am still in the process of learning about diverse perspectives and identities. To help accomplish this goal:

- If you have a name and/or set of pronouns that differ from those that appear in your official MaineStreet or Brightspace records, please let me know!
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.
- If something was said in class (by anyone) that made you feel hurt or uncomfortable, you can discuss the situation privately with me. I am always open to listening to students' experiences, and want to work with students to find acceptable ways to process and address the issue. If uncomfortable talking to me directly, you can notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer.
- If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue. Alternative resources and contacts can be found at UMaine's President's Council on Diversity, Equity and Inclusion at https://umaine.edu/president/council-on-diversity-equity-and-inclusion/

Commitment to Intersectionality: We are all individuals with multiple sociocultural identities that intersect and shape our worldview through the lens of privilege and oppression. I want to minimize systemic forces of oppression within the classroom such as ableism, classism, racism, sexism, transphobia, and heterosexism in

efforts to create a safe learning environment for all of us. I ask that you also join me in this commitment to foster respect for one another, enhance solidarity, and build community." (Adapted from Funtes, et al., 2021)

Gender Name Statement: Class rosters and University data systems are currently provided to instructors with students' legal names and gender identifications. However, knowing that not all students use their legal names or sex/gender assigned at birth, I am happy to use the name and/or pronouns you use. We will take time during our first NUR 516 zoom session together to do introductions, at which point you can choose to share with all members of our learning community what name and pronouns you use. Additionally, if these change at any point during course, please let me know and we can develop a way to share this information with others in a way that is comfortable and safe for you. (Adapted from Hakkola, 2021)

University of Maine POLICIES

Land Acknowledgement: The University of Maine recognizes that it is located on Marsh Island in the homeland of the Penobscot Nation, where issues of water and territorial rights, and encroachment upon sacred sites, are ongoing. Penobscot homeland is connected to the other Wabanaki Tribal Nations — the Passamaquoddy, Maliseet, and Mi'kmaq — through kinship, alliances and diplomacy. The university also recognizes that the Penobscot Nation and the other Wabanaki Tribal Nations are distinct, sovereign, legal and political entities with their own powers of self-governance and self-determination.

University COVID-19 Statement: To keep our campus safe, students are expected to comply with all University policies related to the COVID-19 pandemic. For the latest guidance, please visit https://umaine.edu/return **or** https://www.maine.edu/together/community-guidance/students/

Academic Honesty Statement: Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, or generated by software or systems without the explicit approval of the instructor, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University. Please see the University of Maine System's Academic Integrity Policy listed in the Board Policy Manual as Policy 314 (*Date Issued: September 1, 2020; Last Updated July 7, 2023): https://www.maine.edu/board-of-trustees/policy-manual/section-314/

Appealing assignment and/or course grades: The University of Maine has formal procedures by which students may appeal the assignment of grades by an instructor, accusations of cheating or plagiarism, or certain aspects of classroom procedure. The details of these appeal processes can be found on the Office of Student Records website.

Students Accessibility Services Statement: If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, um.sas@maine.edu, 581.2319, as early as possible in the term. Students may begin the accommodation process by submitting an accommodation request form online and uploading documentation at https://umaine-accommodate.symplicity.com/public_accommodation/ Once students meet with SAS and eligibility has been determined, students submit an online request with SAS each semester to activate their approved accommodations. SAS creates an accessibility letter each semester which informs faculty of potential course access and approved reasonable accommodations; the letter is sent directly to the course instructor. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me (the instructor of the course) privately as soon as possible.

Course Schedule Disclaimer (Disruption Clause): In the event of an extended disruption of normal classroom activities (due to COVID-19 or other long-term disruptions), the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

Observance of Religious Holidays/Events: The University of Maine recognizes that when students are observing significant religious holidays, some may be unable to attend classes or labs, study, take exams, or work on other assignments. If they provide adequate notice (at least one week and longer if at all possible), these students are allowed to make up course requirements as long as this effort does not create an unreasonable burden upon the instructor, department or University. At the discretion of the instructor, such coursework could be due before or after the examination or assignment. No adverse or prejudicial effects shall result to a student's grade for the examination, study, or course requirement on the day of religious observance. The student shall not be marked absent from the class due to observing a significant religious holiday. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.

Sexual Discrimination Reporting
The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination involving members of the campus, your teacher is required to report this information to Title IX Student Services or the Office of Equal Opportunity. **If you want to talk in confidence** to someone about an experience of sexual discrimination, please contact these resources:

- **For confidential resources on campus:** Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.
- **For confidential resources off campus:** Rape Response Services: 1-800-871-7741 or Partners for Peace: 1-800-863-9909.
- **Other resources:** The resources listed below can offer support but may have to report the incident to others who can help:
- **For support services on campus:** Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911. Or see the OSAVP website for a complete list of services a http://www.umaine.edu/osavp

Appendix A
Certified Nurse Educator Novice (CNEn) Competencies

CNEn Competency	Definition of Competency	Criteria
I. Facilitate Learning	Novice nurse educators are responsible for creating an environment in classroom, laboratory, and clinical settings that facilitates student learning and the meeting of identified cognitive, affective, and psychomotor outcomes. To facilitate learning effectively, the novice nurse educator:	- Implements a variety of teaching strategies appropriate to: content, setting, learner needs, learning style, and desired learner outcomes - Employees teaching strategies grounded in educational theories and evidence-based teaching practices - Engages in self-reflection and continued learning to improve teaching practices that facilitate learning - Uses technologies skillfully to support the teaching-learning process - Uses oral, written, and electronic communication that reflects an awareness of self - Engages in critical and reflective thinking considering multiple perspectives - Provides opportunities for learners to develop critical thinking and clinical judgement skills - Shows enthusiasm for teaching, learning, and nursing that inspires and motivates learners - Demonstrates interest in and value for all learners - Uses person attributes (e.g. caring, confidence, patience, integrity, flexibility) that facilitate learning - Participates positively in collegial working relationships with learners, faculty, colleagues, and the interprofessional health care team to promote learning - Maintains a professional practice knowledge base needed to assist learners to prepare for contemporary nursing practice - Serves as a role model in practice settings - Creates a physically, psychologically, emotionally safe learning environment - Establishes professional boundaries
II. Facilitate Learner Development & Socialization	Novice nurse educators recognize the responsibility for helping learners develop as nurses and integrate the values and behaviors expected of those in the role. To facilitate learner development and socialization effectively, the novice nurse educator:	- Recognizes individual learning and professional socialization needs of diverse learner populations - Identifies resources available for diverse learners that assist in meeting individual learning needs - Guide learner self-reflection and personal goal setting - Fosters the cognitive, psychomotor, and affective development of learners - Encourages learners to engage in thoughtful and constructive self-evaluation
III. Use Assessment & Evaluation Strategies	Novice nurse educators use a variety of strategies to assess and evaluate learning in classroom, laboratory, and clinical settings. To use assessment and evaluation strategies effectively, the novice nurse educator	- Uses extant literature to develop evidence-based assessment and evaluation strategies - Employs a variety of strategies to assess and evaluate learning in the cognitive, psychomotor, and affective domains - Implements formative and summative evidence-base assessment and evaluation strategies - Provides timely, constructive and thoughtful feedback to learners

IV. Participate in Curriculum Design and Evaluation of Program Outcomes	Novice nurse educators are responsible for assisting to develop program outcomes and design of curricula that reflect contemporary health care trends and prepare graduates to function effectively in the health care environment. To participate effectively in curriculum design and systematic evaluation of program outcomes, the novice nurse educator:	▪ Contributes to curriculum revision based on assessment of program outcomes; learner needs; and societal and health care trends ▪ Assists in maintaining community and clinical partnerships that support educational goals
V. Function as a Change Agent and Leader	Novice nurse educators function as change agents and leaders in the creation of the preferred future for nursing education and practice. To function effectively as a change agent and leader, the novice nurse educator:	▪ Demonstrates cultural humility with advocating for change ▪ Recognizes inter-professional efforts to address healthcare, health policy, and educational needs locally, regionally, nationally, and internationally ▪ Develops leadership behaviors for shaping and implementing change
VI. Pursue Continuous Quality Improvement in the Role of the Nurse Educator	Novice nurse educators begin to recognize that the role is multidimensional and that an ongoing commitment to develop and maintain competence in the role is essential. To pursue continuous quality improvement in the nurse educator role, the novice nurse educator:	▪ Demonstrates commitment to lifelong learning ▪ Recognizes that career enhancement needs and activities change as experience is gained in the role ▪ Engages in professional development opportunities that increase effectiveness in the role ▪ Engages in activities that promote socialization to the role ▪ Seeks mentors to enhance development in the role
VII. Engage in Scholarship	Novice nurse educators acknowledge that scholarship is an integral component of the faculty role, and that teaching is a scholarly activity. To engage effectively in scholarship, the novice nurse educator:	▪ Draws on extant literature to design evidence-based teaching practices
VIII. Function within the Educational Environment	Novice nurse educators become knowledgeable of the educational environment and recognize how political, institutional, social, and economic forces impact the role. To function effectively in the environment, the novice nurse educator:	▪ Identifies history, current trends, issues, roles, and boundaries in higher education ▪ Identifies how social, technological, economic, political, and institutional forces impact higher education in general and nursing education specifically ▪ Engages in cross-mentorship (mentor-mentee) collaborations and partnerships ▪ Supports the goals and mission of the nursing program and parent institution when managing conflict ▪ Integrates the values of civility, collegiality, professionalism, and caring to build an organizational climate that fosters the development of learners and nurse educators. ▪ Implements policies and procedures related to learners, faculty, and the educational environment ▪ Uses social media in a manner consistent with professional and institutional guidelines ▪ Maintains professional role boundaries as an educator

Appendix B
Course Mapping

Course Objectives	MSN Program Outcomes	AACN Essential	Evaluation/Assessment
Incorporate current legal, ethical, cultural, civility and social constructs into the professional advanced clinical nurse educator role.	Incorporate ethical principles, legal and regulatory mandates, and professional standards in the advanced professional nursing role. Model and assume accountability for professional expectations of communication, therapeutic relationships, evidence-based practice, and ethical behaviors.	**Domaine 1: Knowledge for Nursing Practice** 1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines (1.1e-g) 1.2 Apply theory and research-based knowledge from nursing, arts, humanities and other sciences (f) 1.3 Demonstrate clinical judgment founded on a broad knowledge base (1.3d-f) **Domain 9: Professionalism** 9.1 Demonstrate an ethical comportment in one's practice reflective of nursing's mission to society(9.1h-j) 9.2 Employ participatory approach to nursing care (9.2h-l) 9.3 Demonstrate accountability to the individual, society, and the profession (9.3i-l) 9.5 Demonstrate the professional identity of nursing (9.5f-i) 9.6 Integrate diversity, equity, and inclusion as core to one's professional identity (9.6d-i)	Lab/Sim/Clinical Professional Interviews Clinical Practicum Experience
Apply communication strategies to promote care relationships in a variety of settings in delivery of evidenced based person-centered care	Foster caring relationships through the use of communication techniques and a variety of modalities that meet the needs of diverse audiences. Integrate, promote, and advance ethical scholarship to advance health and promote best practice.	**Domaine 2: Person-Centered Care** 2.1 Engage with the individual in establishing a caring relationship (2.1 d-e) **Domain 4: Scholarship for the Nursing Discipline** 4.1 Advance the scholarship of nursing (4.1h) 4.2 Integrate best evidence into nursing practice (4.2f)	Lab/Sim/Clinical Professional Interviews Lab/Sim/Clinical Summaries Clinical Practicum Experience
Create evidence-based educational strategies to promote effective interprofessional communication in delivery of quality and safe care	Contribute to the creation of evidence-based structures, policies, and processes that promote quality improvement and a just culture of safety. Facilitate effective healthcare experiences and outcomes by partnering with interprofessional teams.	**Domain 5: Quality and Safety** 5.2 Contribute to a culture of patient safety (5.2g) **Domain 6: Interprofessional Partnerships** 6.1 Communicate in a manner that facilitates a partnership approach to quality care delivery(6.1h-j) 6.2 Perform effectively in different team roles, using principles and values of team dynamics (6.2g, 6.2j) 6.4 Work with other professions to maintain a climate of mutual learning, respect, and shared values (6.4e-i)	Lab/Sim/Clinical Professional Interviews Lab/Sim/Clinical Summaries Clinical Practicum Experience
Utilize effective communication technologies and information processes to promote communication and delivery of safe nursing care	Describe and use technology to improve safety, efficiency, and outcomes understanding of ethical and legal boundaries.	**Domain 8: Informatics & Healthcare Technologies** 8.1 Describe the various information and communication technology tools used in the care of patients, communities, and populations (8.1g-h) 8.2 Use information and communication technology to gather data, create information, and generate knowledge (8.2f) 8.4 Use information and communication technology to support documentation of care and communication among providers, patients, and all system levels (8.4e-f) 8.5 Use information and communication technologies in accordance with ethical, legal, professional, and regulatory standards, and workplace policies in the delivery of care (8.5g-j)	Lab/Sim/Clinical Professional Interviews Clinical Practicum Experience

Appendix C
NUR XXX Spring 2025: Innovations in Clinical, Simulation and Laboratory
Peer Evaluation of Teaching Rubric

Student Faculty:	Course Title & Number:	Number of Students:
Date of Observation:	Location:	Time:
Peer Observer Name:	Peer Observer Rank:	

Organization and Presentation		
1	2	3
• Arrived > 15 minutes late to lab, simulation or clinical • Completed < 50% of scheduled topics/activities from teaching plan • Concepts were not clearly presented • Words were not articulated in a way student could understand • Does not speak at a pace that permits students understanding or note taking • Finished < 50% of lab, simulation or clinical activities • No eye contact made • Does not effectively use lab, simulation or clinical space • No display of confidence or demonstration of enthusiasm and excitement for the course	• Arrived 1 - 15 minutes late to lab, simulation or clinical • Completed 50% of scheduled topics/activities from teaching plan • Some concepts were clearly presented or limited rationales provided • Some words were articulated in a way students could understand • Speaks at a pace that permits student understanding but not note taking • Finished 50% - 75% of lab, simulation or clinical activities • Minimal eye contact made • Some lab, simulation or clinical space was effectively used • Lacks display of confidence or demonstration of enthusiasm and excitement for the course	• Arrives to lab, simulation or clinical on time • Completed scheduled topics/activities from teaching plan • Concepts were clearly presented with rationales • Articulates words so they are understandable to students • Speaks at a pace that permits students to understand and take notes • Allows sufficient time for lab, simulation or clinical activities • Establishes eye contact • Effectively uses lab, simulation or clinical space • Displays confidence and demonstrates enthusiasm and excitement for the course

Comments

Course Materials		
1	2	3
• Preparatory materials are not current • No critical thinking, clinical reasoning, and clinical judgment used in course materials • No examples of lab, simulation, or clinical application provided	• Some preparatory materials are current • Minimal critical thinking, clinical reasoning, and clinical judgment used in course materials • Minimal examples of lab, simulation or clinical application provided	• Preparatory materials are current • Incorporates critical thinking, clinical reasoning, and clinical judgment used in course materials • Provides examples of lab, simulation or clinical application

Comments

Engagement and Teaching Strategies		
1	2	3
• No incorporation of active teaching strategies • No facilitation of group discussions • No student coaching when needed to understand and apply the content • No attraction of nonparticipating students into activities/discussions • Significant domination of activities/discussions from specific students	• Minimal incorporation of active teaching strategies • Limited facilitation of group discussions • Limited student coaching when needed to understand and apply the content • Limited attraction of nonparticipating students into activities/discussions • Some domination of activities/discussions from specific students	• Incorporates active teaching strategies • Facilitates group discussions • Coaches students as needed in understanding and application of content • Attracts nonparticipating students into activities/discussions • Prevents specific students from dominating activities/discussions

Comments

Clinical Milieu		
1	2	3
• No respect for all students • No active listening	• Lacks respect for all students • Limited active listening	• Ensures an environment of respect for all students • Demonstrates active listening

Comments

Appendix D
Student Evaluation of Laboratory/Simulation/Clinical Session

Instructor				
The instructor ensured an environment of respect for all groups of people in the lab/simulation/clinical setting.				
5 Always	4	3	2	1 Never
Concepts are presented in a manner that helps me learn.				
5 Always	4	3	2	1 Never
Practical applications of materials were discussed.				
5 Always	4	3	2	1 Never
The lab/simulation/clinical activities helped me apply the concepts.				
5 Very Much	4	3	2	1 Very Little
The lab/simulation/clinical activities were engaging.				
5 Very Much	4	3	2	1 Very Little
My clinical judgment skills improved because of the lab/simulation/clinical session.				
5 Very Much	4	3	2	1 Very Little
I developed strategies to improve my learning because of the lab/simulation/clinical session.				
5 Very Much	4	3	2	1 Very Little
Overall, how would you rate the instructor?				
5 Excellent	4	3	2	1 Poor
Please share any additional thoughts about strategies that could have enhanced learning.				

Appendix E
Practicum Experience Activity Log
2 credits = 150 hours

__NAME:__

Date	Description of Clinical Activity Indicate if Activity is Direct (D) or Indirect (I) for each activity Assignments (Indirect) Teaching (Direct)	Total Hours		
		Lab	Sim	Clinical

NUR - 570 - Nursing Program Design and Evaluation

Graduate New Course Proposal Form - 2024/25 AY

General Catalog Information

Graduate New Course Proposal Form

Read before you begin

FILL IN all fields required marked with an *.

ATTACH supporting documentation.

LAUNCH proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move the proposal forward in the workflow.

<u>Requested Action:</u> *Note*: A complete syllabus is required for all new courses.

Please be sure that all elements required for a syllabus at the University of Maine are present. We recommend you work closely with the syllabus guidelines found at **www.umaine.edu/citl**.

For assistance in completing this form or if you have any questions, email **um.catalog@maine.edu**.

Please attach any required files by navigating to the right side menu and clicking "Files".

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the **3rd of each month.** Please refer to the Graduate School website for the Curriculum Committee meetings schedule as well as instructions on completing this form. [**https://umaine.edu/graduate/facultystaff-resources/curriculum-committee/**]

Syllabus* ☑ Attached

REASON FOR NEW COURSE* Graduate Nursing revised nursing track to meet with accreditation standards. This course aligns with the new program requirements outlined by CCNE, nursing accreditation standards.

Department* School of Nursing

New Course: * ☑ New Course   ☐ Experimental (One time offering)

EFFECTIVE SEMESTER:

Semester* Spring   **Year*** 2025

PROPOSED CATALOG DESCRIPTION:

Course Designator* NUR   **Proposed Course #*** 570

Course Type: * Nursing

Short Course Title (The short course title will reflect on the Class Section in MaineStreet and on the student's transcript. Max Length is 30 characters). * Nursing Program Design

Long Course Title* Nursing Program Design and Evaluation

Course Description:* Introduces the student to components of nursing program design in a variety of settings. Required regulatory agencies and processes for nursing programs are discussed. Evaluation principles, concepts, terminology, models, and methods for evaluation at the level of the individual course and the nursing program are explored. Evidence based evaluation strategies are discussed within the context

of ethical, legal, social, and political aspects of nursing education.

Prerequisites: NUR 566, NUR 567

Corequisites: NUR 568, NUR 569

Definition of Credit Hours: Go to https://**umaine.edu/graduate/students/progress/enroll/#define-credit-hour** for the definition of a credit hour at UMaine.

Credit Hours: * 3

Can this course be repeated for credit? *   ◉ Yes   ○ No

If YES, total number of credits allowed: 3

If YES, total number of completions allowed: 1

Can students enroll multiple times in term?   ○ Yes   ◉ No

Instruction Mode: Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS. https://gojira.its.maine.edu/confluence/display/DARTS/Instruction+Modes+Documentation.*

☐ Distance Synchronous Learning   ☐ Hybrid/Blended   ☐ Hyflex
☐ In-Person   ☑ Online (Asynchronous)

(For information on Course Components Definitions please see: **UMS Data Governance Course Components Definitions**)

Course Components (type of course/used by Student Records for MaineStreet)*

☐ Applied Music   ☐ Clinical   ☐ Field Experience
☐ Independent Study   ☐ Laboratory   ☑ Lecture   ☐ Recitation
☐ Research   ☐ Seminar   ☐ Simulation   ☐ Studio   ☐ Thesis
☐ Travel Course

When will this course typically be offered *

☐ Fall   ☐ Summer   ☑ Spring   ☐ Alternating   ☐ Variable

Text(s) Planned for Use*

1. Billings, D.M. & Halstead, J.A. (2023). *Teaching in nursing: A guide for faculty* (7th ed.). Elsevier.
2. Oermann, M.H. & Gaberson, K.B. (2021). *Evaluation and testing in nursing education* (6th ed.). Springer.
3. American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed). APA.

Course Instructor*   Dr. Mary Tedesco-Schneck

Will instructional cost for this course proposal involve financial support from the Division of Life Long learning?*

☑ Yes
☐ No

Proposed Resources: Does the course addition or modification require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?*

☑ No. The academic unit will not request additional resources for the course
☐ Yes

Units Affected: What other academic units are affected (e.g. course overlap, prerequisites)? Have the affected units been consulted? Any concerns expressed? Please explain.*

None

Course Frequency: Does the content of this course overlap significantly with other University courses? If so, list the course, explain the overlap, and justify the need for the proposed course.*

No overlap with other University courses; only offered during spring semester annually.

University of Maine
School of Nursing
NUR 570 Nursing Program Design and Evaluation
Spring 2025

Course Description: Introduces the student to components of nursing program design in a variety of settings. Required regulatory agencies and processes for nursing programs are discussed. Evaluation principles, concepts, terminology, models, and methods for evaluation at the level of the individual course and the nursing program are explored. Evidence based evaluation strategies are discussed within the context of ethical, legal, social, and political aspects of nursing education.

Course Credits: 3 　　　　　**Prerequisites:** NUR 566, NUR 567 　　　**Co-requisites:** NUR 568, NUR 569

Course Meeting Day, Time, and Location: The is an asynchronous online course which utilizes Brightspace® as the course management platform. Assignments and course information will be posted within Brightspace®, under the appropriate headings.

Faculty:
Mary Tedesco-Schneck, PhD, RN, CPNP
Telephone: (207) 460-2055 (cell)
Email: mary.tedescoschneck@maine.edu
Office hours by appointment

Required Text:
1. Billings, D.M. & Halstead, J.A. (2023). *Teaching in nursing: A guide for faculty* (7th ed.). Elsevier.
2. Oermann, M.H. & Gaberson, K.B. (2021). *Evaluation and testing in nursing education* (6th ed.). Springer.
3. American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed). APA.
4. Additional required readings and videos are available on Brightspace® for each week.

Required Technology: Brightspace®, MaineStreet account and UMaine email are required. A personal computer is recommended. Resources regarding these technologies are posted on Brightspace®.

Teaching Methods: Teaching-learning methods include faculty recorded presentations on selected topics, assigned readings and videos, discussion questions, and written assignments.

After taking this course, the student will successfully be able to:

Course Objectives	Program Outcomes	Essentials of Nursing Education	NLN Competencies	Evaluation Method
Understand various types of nursing program designs.	Integrate, translate, and apply knowledge from nursing and other disciplines to provide high quality, safe, culturally sensible, and ethically-based advanced-level nursing practice. **Note:** Nursing, biological, psychological, and sociopolitical theories in the context of nursing program design serve as the foundation for nursing education which is focused on patient care.	1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines. 1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.	Participate in curriculum design and evaluation of program outcomes.	Discussion Board Post Analytic Essay
Describe accreditation standards for various types of nursing programs.	Integrate, translate, and apply knowledge from nursing and other disciplines to provide high quality, safe, culturally sensible, and ethically-based advanced-level nursing practice. **Note:** Nursing, biological, psychological, and sociopolitical theories in the context of nursing program design serve as the foundation	1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines. 1.2 Apply theory and research-based knowledge from nursing,	Participate in curriculum design and evaluation of program outcomes.	Discussion Board Post Analytic Essay

	for nursing education which is focused on patient care.	the arts, humanities, and other sciences.		
Discuss philosophical underpinnings for various types of nursing program designs.	Integrate, translate, and apply knowledge from nursing and other disciplines to provide high quality, safe, culturally sensible, and ethically-based advanced-level nursing practice. **Note:** Nursing, biological, psychological, and sociopolitical theories in the context of nursing program design serve as the foundation for nursing education which is focused on patient care.	1.2f Synthesizers knowledge from nursing and other disciplines to inform education, practice, and research.		Discussion Board Post
Incorporate principles of diversity, equity, and inclusion in nursing program design.	Contribute to the creation of evidence-based structures, policies, and processes that promote quality improvement and a just culture of safety.	9.6d Model respect for diversity, equity, and inclusion for all team members.	Functions as a Change Agent and a Leader	Discussion Board Post
Differentiate between course evaluation and program evaluation.	Integrate, translate, and apply knowledge from nursing and other disciplines to provide high quality, safe, culturally sensible, and ethically-based advanced-level nursing practice. **Note:** Nursing, biological, psychological, and sociopolitical theories in the context of course and program	1.2f Synthesizers knowledge from nursing and other disciplines to inform education, practice, and research.	Uses Assessment and Evaluation Strategies	Discussion Board Post Analytic Essay

	serve as the foundation for nursing education which is focused on patient care.			
Analyze the advantages and disadvantages to various course evaluation strategies.	Integrate, translate, and apply knowledge from nursing and other disciplines to provide high quality, safe, culturally sensible, and ethically-based advanced-level nursing practice. **Note:** Nursing, biological, psychological, and sociopolitical theories in the context of course and program serve as the foundation for nursing education which is focused on patient care.	1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines. 1.2f Synthesizers knowledge from nursing and other disciplines to inform education, practice, and research.	Uses Assessment and Evaluation Strategies	Discussion Board Post Analytic Essay
Discuss factors affecting reliability and validity of course evaluation instruments used in nursing education.	Integrate, translate, and apply knowledge from nursing and other disciplines to provide high quality, safe, culturally sensible, and ethically-based advanced-level nursing practice. **Note:** Nursing, biological, psychological, and sociopolitical theories in the context of course and program serve as the foundation for nursing education which is focused on patient care.	1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines. 1.2f Synthesizers knowledge from nursing and other disciplines to inform education, practice, and research.	Uses Assessment and Evaluation Strategies	Discussion Board Post

Create course evaluation instruments.	Integrate, translate, and apply knowledge from nursing and other disciplines to provide high quality, safe, culturally sensible, and ethically-based advanced-level nursing practice. **Note:** Nursing, biological, psychological, and sociopolitical theories in the context of course and program serve as the foundation for nursing education which is focused on patient care.	1.2f Synthesizers knowledge from nursing and other disciplines to inform education, practice, and research.	Uses Assessment and Evaluation Strategies	Test and Test Blueprint for Multiple Choice Exam Writing Assignment with Grading Rubric
Incorporate legal and ethical considerations when conducting learner and program evaluation.	Contribute to the creation of evidence-based structures, policies, and processes that promote quality improvement and a just culture of safety.	9.1h Analyze current policies and practices in the context of an ethical framework. 9.1k Model ethical behaviors in practice and leadership roles.	Pursue Continuous Quality Improvement in the Role as a Nurse Educator	Discussion Board Post Test and Test Blueprint for Multiple Choice Exam Writing Assignment with Grading Rubric

Course Inclusion

This class strives to be an inclusive community, learning from the many perspectives that come from having differing backgrounds and beliefs. In an ideal world we would all be aware, respectful, and inclusive of each other's differences. I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). Like many people I am still in the process of learning about diverse perspectives and identities. To help accomplish this goal:

- If you have a name and/or set of pronouns that differ from those that appear in your official MaineStreet or Brightspace records, please let me know!
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.
- If something was said in class (by anyone) that made you feel hurt or uncomfortable, you can discuss the situation privately with me. I am always open to listening to students' experiences, and want to work with students to find acceptable ways to process and address the issue. If uncomfortable talking to me directly, you can notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer.
- If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue. Alternative resources and contacts can be found at UMaine's President's Council on Diversity, Equity and Inclusion at https://umaine.edu/president/council-on-diversity-equity-and-inclusion/

Commitment to Intersectionality:
We are all individuals with multiple sociocultural identities that intersect and shape our worldview through the lens of privilege and oppression. I want to minimize systemic forces of oppression within the classroom such as ableism, classism, racism, sexism, transphobia, and heterosexism in efforts to create a safe learning environment for all of us. I ask that you also join me in this commitment to foster respect for one another, enhance solidarity, and build community." (Adapted from Funtes, et al., 2021)

Gender Name Statement:
Class rosters and University data systems are currently provided to instructors with students' legal names and gender identifications. However, knowing that not all students use their legal names or sex/gender assigned at birth, I am happy to use the name and/or pronouns you use. Prior to our first discussion board post, we will do introductions, at which point you can choose to share with all members of our learning community what name and pronouns you use. Additionally, if these change at any point during course, please let me know and we can develop a way to share this information with others in a way that is comfortable and safe for you. (Adapted from Hakkola, 2021)

Course Policies

Attendance:
This online course will be conducted via Brightspace®. Assignments and course information will be posted on Brightspace®, under the appropriate headings. All students must check Brightspace® frequently – it is recommended at least two times per week. Since online class participation is an important part of this course, all students are expected to contribute to the electronic discussion regularly and to respond to the comments of other students in the class.

Assignment Due Dates:
This online course is asynchronous, meaning that students and professors may work on the course at any time. However, please note the due dates for assignments. Late assignments will result in a zero unless there are justifying circumstances. Faculty must be made aware of these circumstances as soon as they are known. If you are unable to meet the deadline, communicate with faculty before the assignment is due. A mutually acceptable plan to complete coursework can be established.

University of Maine Policies

Academic Honesty Statement: Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, or generated by software or systems without the explicit approval of the instructor, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University. Please see the University of Maine System's Academic Integrity Policy listed in the Board Policy Manual as Policy 314 (***Date Issued:** September 1, 2020): https://www.maine.edu/board-of-trustees/policy-manual/section-314/

Course Schedule Disclaimer (Disruption Clause): In the event of an extended disruption of normal classroom activities (due to COVID-19 or other long-term disruptions), the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

Observance of Religious Holidays/Events: The University of Maine recognizes that when students are observing significant religious holidays, some may be unable to attend classes or labs, study, take tests, or work on other assignments. If they provide adequate notice (at least one week and longer if at all possible), these students are allowed to make up course requirements as long as

this effort does not create an unreasonable burden upon the instructor, department or University. At the discretion of the instructor, such coursework could be due before or after the examination or assignment. No adverse or prejudicial effects shall result to a student's grade for the examination, study, or course requirement on the day of religious observance. The student shall not be marked absent from the class due to observing a significant religious holiday. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.

Sexual Discrimination Reporting
The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of **sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination** involving members of the campus, **your teacher is required to report** this information to Title IX Student Services or the Office of Equal Opportunity.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:
For *confidential resources on campus*: **Counseling Center: 207-581-1392** or **Northern Light Primary Care, University of Maine: at 207-581-4000**. *Confidential Resource Advisor: 207-571-5372 (call or text). Or see the* [Confidential Resource Advisor website](#) *for a complete list of services and resources.*

For *confidential resources off campus*: **Rape Response Services:** 1-800-871-7741 or **Partners for Peace**: 1-800-863-9909.
Other resources: The resources listed below can offer support but may have to report the incident to others who can help:
For *support services on campus*: **Title IX Student Services: 207-581-1406**, **Office of Community Standards: 207-581-1409**, **University of Maine Police: 207-581-4040 or 911**. Or [see the Title IX Student Services website for a complete list of services (open in a new window)](#) . Also, [Student Wellness Resource Center (opens in a new window)](#).

Students Accessibility Services Statement
If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, located at the Center for Accessibility and Volunteer Engagement at the UCU, 139 Rangeley Rd, um.sas@maine.edu, 207.581.2319, as early as possible in the term. Students may begin the accommodation process by submitting an accommodation request form online and uploading documentation at https://umaine-accommodate.symplicity.com/public_accommodation/. Once students meet with SAS and eligibility has been determined, students submit an online request with SAS each semester to activate their approved accommodations. SAS creates an accessibility letter each semester which informs faculty of potential course access and approved reasonable accommodations; the letter is sent directly to the course instructor. Students who have already been approved for

accommodations by SAS and have a current accommodation letter should meet with me (Mary Tedesco-Schneck) privately as soon as possible.

Appealing assignment and/or course grades: The University of Maine has formal procedures by which students may appeal the assignment of grades by an instructor, accusations of cheating or plagiarism, or certain aspects of classroom procedure. The details of these appeal processes can be found on the Office of Student Records website: https://studentrecords.umaine.edu/home/grades-and-grading-policy/

Course Requirements

Assignments and Grading Criteria		
I.	Discussion Board Post and Responses	30%
II.	Test and Test Blueprint for Multiple Choice Exam	20%
III.	Writing Assignment with Grading Rubric	20%
IV.	Analytic Essays (2 Essays each worth 15%)	30%

COURSE GRADING:

A	=	100 - 92	C	=	77
A-	=	91 - 90	C-	=	76 - 70
B+	=	89 - 88	D+	=	69 - 68
B	=	87 - 82	D	=	67 - 62
B-	=	81 - 80	D-	=	61 - 60
C+	=	79 - 78			

Course Grade Requirements: The School of Nursing follows the University of Maine Grades and Grading Policy located on the Office of Student Records website. Grades and other student information is confidential and protected by University of Maine policy and the Family Educational Rights and Privacy Act (FERPA). Additional information regarding FERPA is available from the University Of Maine Department Of Student Records.

Grades are assigned as whole numbers are not rounded up. This applies to individual quiz and exam scores, course assignments, and final course grades. Students are expected to achieve a grade of "B-" or higher in all courses. If a student earns a "C" or lower in any course, the student is counseled and may be dismissed from the nursing major. Students who wish to return to the graduate program in nursing after a leave of absence or to re-enroll after withdrawing will re-enter under current curricular requirements. If a significant amount of time has lapsed, additional coursework may be required (UMaine SON Graduate Handbook, 2024).

A grade of "I" (incomplete) will only be used for extreme circumstances and documentation will be required. The student will have a mandatory meeting with faculty to document a plan to clear the "I" grade per UMaine and SON policy. The student cannot progress to a subsequent course with an "I" in a prerequisite or professional course.

I. Discussion Board Posts and Response(s) *(There are 6 posts and each is worth 5% equally a total of 30%)*

Purpose: Stimulate thoughtful discussion among students and faculty related to course content.

Requirements:

- Posts are submitted in the Discussion Board section of Brightspace®.
- Length of posts should be approximately 650 words which is one 8 ½ by 11-inch paper single spaced.
- A broad prompt is provided for each discussion board posts based on the assigned readings and videos. A response to one or more of the posted responses is required within 24 hours. Continued discussion beyond the 24-hour requirement is encouraged as learning and consideration of various perspectives regarding course content enriches discussions.
- Students and faculty are viewed as self-directed learners who actively seek new knowledge from a variety of sources and are respectful of others' diverse perspectives. Everyone must take responsibility for guarding the confidentiality of students, faculty, and any sensitive information that is shared in this course. Any clinical or work-related exemplars in discussion posts must be de-identified; pseudonyms must be used in reference to a real person.
- References are not required but can be used to provide substance to your responses; if references are provided, they should be no older than 10 years unless they are the landmark studies on the topic. References need not be exclusively from the nursing literature but they should be directly related to nursing/healthcare or to your role as an educator.
- Faculty will submit a grade for each post in the assignment area using the following grading rubric. ***No submission in the assignment area is required by the student.***

Grading Rubric: Discussion Board

Criteria				
Submission of Discussion Board Post	**0 points** Late. Grade is 0% and no other criteria in this rubric are graded.			**15 points** On-time
Response to Discussion Board Post	**0 points** Late.			**15 points** On-time.
Content	**25 points** The focus cannot be ascertained from the information provided. Requires major restructuring.	**35 points** The focus is unclear. It is difficult to understand due to poor organization.	**40 points** The focus is clear but could be more precisely defined. It would benefit from restructuring.	**50 points** The focus is easily identified, well organized & easy to navigate.
Grammar, punctuation, capitalization, & spelling/word choice.	**7 points** Coherence of overall meaning unclear due to grammar, punctuation, capitalization, & spelling/word choice. Post requires extensive editing/proofreading in this area.	**10 points** Errors in grammar, punctuation, capitalization, & spelling/word choice make it necessary to reread sentences to discern meaning.	**12 points** Occasional errors in grammar, punctuation, capitalization, & spelling/word choice.	**20 points** No errors in grammar, punctuation, capitalization, & spelling/word choice.

II. Test and Test Blueprint for Multiple Choice Exam for Continuing Education Offering

Purpose: The purpose of this assignment is to give the student the opportunity to create multiple choice test questions and a test blueprint reflective of the course objectives for a continuing education course.

Instructions: Select a topic for a one-hour continuing education offering. Create 4 course objectives. Create a multiple-choice test and quiz blueprint for 10 questions. Use the Test Blue Print (Appendix A) of the syllabus.

Test and Test Blueprint for Multiple Choice Exam for Continuing Education Offering Grading Rubric

Criteria			
Course Objectives	**0 points** Not done.	**20 points** Lacks clarity or is not based on Bloom's Taxonomy	**30 points** Clearly stated and based on Bloom's Taxonomy
Test Blueprint	**0 points** Not done	**20 points** Missing 20% of components on the blueprint in Appendix A	**30 points** Contains all of the components on the blueprint in Appendix A
Test Questions	**0 points** Not done	**20 points** Is missing components for the format of multiple-choice questions with a stem, 4 answer options and distractors.	**30 points** Each question follows the format of multiple-choice questions with a stem, 4 answer options and distractors.
Spelling and Grammar	**2 points** Coherence of overall meaning unclear due to grammar, punctuation, capitalization, & spelling/word choice.	**5 points** Occasional errors in grammar, punctuation, capitalization, & spelling/word choice.	**10 points** No errors in grammar, punctuation, capitalization, & spelling/word choice.

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III. Writing Assignment with Grading Rubric Assignment

Purpose: The purpose of this assignment is to give the student the opportunity to create a writing assignment and a corresponding grading rubric. It is also intended to help the student connect the writing assignment with the course objective.

Instructions: Select a topic for a one-hour class session. Create 4 course objectives. Select one of the following writing assignments and create a grading rubric:
- Research paper
- Evidence-based practice paper
- Reflective writing assignment

You should include clear instructions and the purpose of the written assignment for the students. You should also indicate which course objective(s) the assignment is intended to fulfill. Use the criteria in Oermann & Gaberson Exhibit 9.1 p. 167 to develop the rubric

Grading Rubric for Writing Assignment with Grading Rubric

	1	1.5	2
Content	Includes 1 of the 3 requirements: • Clear instructions. • Purpose of written assignment. • Course objective(s) the assignment is intended to fulfill.	Includes 2 of the 3 requirements: • Clear instructions. • Purpose of written assignment. • Course objective(s) the assignment is intended to fulfill.	Includes all of the 3 requirements: • Clear instructions. • Purpose of written assignment. • Course objective(s) the assignment is intended to fulfill.
Rubric	Difficult to follow.	Easy to follow, but would benefit from some restructuring and/or stronger transitions between ideas.	Well organized, paragraphs and ideas flow coherently.
Spelling and Grammar	Grammar and spelling < 80% correct.	Grammar and spelling 80% correct.	Grammar and spelling 100% correct.

IV. Analytical Essays (2 each worth 15%)

Purpose: To provide an opportunity to analyze an issue that impacts nursing program design and course or program evaluation. Analytical writing is intended to provide an opportunity to dissect and analyze an issue and then synthesize the information to formulate conclusions.

Requirements: An issue that may impact nursing program design and course or program evaluation will be assigned for each analytical essay. Scholarly journal articles that have been assigned specifically for the essay as well as additional articles selected by the student should be used to support the analysis. ***The course textbook, websites, and UpToDate® should not be used*** as it is intended that the student will master the skill of synthesis.

The essay should be 4 pages, double spaced, 12-point font and include a title and a reference page. Headings should not be used.

Organization of the paper should include an introduction, the body of the paper, and a conclusion. The introduction should engage the reader and provide a roadmap of what will be discuss in 1-2 paragraphs ending in a thesis statement that sums up the central point of the essay. The body of the paper should contain information supporting the thesis statement by providing background information, emphasizing specific contributing points, and providing contrasting viewpoints. The conclusion should be 1 paragraph that recaps the analysis reminding the reader of the most important points and a final thought for consideration.

Analytic Essay Grading Rubric

Criteria				
Content	**15 points** The focus cannot be ascertained from the information provided. No evidence from reliable sources. Requires major restructuring.	**22 points** The focus is unclear. The evidence is weak. It is difficult to understand due to poor organization.	**26 points** The focus is clear but could be more precisely defined. Evidence supports contentions. It would benefit from restructuring.	**30 points** The focus is easily identified & is supported by strong evidence. It is well organized & easy to navigate.

Development and Support	**20 points** Does not make a meaningful attempt to explain or support ideas using articulate, academic language < 50% of the time.	**30 points** Inadequately or ineffectively explains & defends ideas using articulate, academic language 50% of the time.	**34 points** Develops & supports key points using articulate, academic language 80% of the time.	**40 points** Thoroughly & insightfully explores, explains, & supports each idea using articulate, academic language 100% of the time.
Grammar, punctuation, capitalization, & spelling/word choice.	**3 points** Coherence of overall meaning unclear due to grammar, punctuation, capitalization, & spelling/word choice. Paper requires extensive editing/proofreading.	**6 points** Errors in grammar, punctuation, capitalization, & spelling/word choice make it necessary to reread sentences to discern meaning.	**8 points** Occasional errors in grammar, punctuation, capitalization, & spelling/word choice.	**10 points** No errors in grammar, punctuation, capitalization, & spelling/word choice.
APA Format	**3 points** Greater than 5 errors.	**6 points** No more than 5 errors.	**8 points** No more the 2 errors.	**10 points** No errors.
Assignment Requirements	**3 points** Adheres to less than 70% of the assignment requirements.	**6 points** Adheres to 70%-79% of the assignment requirements.	**8 points** Adheres to 80%-89% of the assignment requirements.	**10 points** Adheres to 90%-100% of the assignment requirements.

Course Outline

Modules/Dates	Assigned Reading and Resources	Course Objective	Assignments

Module One
Week 1 & 2
 	
Nursing Program Designs
• Academic Nursing Programs
  o Prelicensure: ADN and BSN
  o Graduate: MSN, DNP, PhD
• Nurse Residency Programs
  o New prelicensure graduates
  o Nurse Practitioners
• Continuing Education Programs for Nurses
	Assigned Reading
	Billings, D.M., & Halstead, J.A. (2023). *Teaching in nursing: A guide for faculty* (7th ed.). Elsevier.
	Chapter 8: Curriculum Models for Undergraduate Programs
	Chapter 9: Curriculum Models for Graduate Programs
	
	Ryder, M. & Brown, F. (2024). Changing the delivery of continuing professional education: An action research approach. *Nurse Education Today, 139,* https://doi.org/10.1016/j.nedt.2024.106248
	
	AACN Nurse Residency Programs https://www.aacnnursing.org/our-initiatives/education-practice/nurse-residency-program
		Understand various types of nursing program designs.	

Module Two Week 3 & 4 • Accreditation of Academic Programs • Accreditation of Nurse Residency Programs	Billings, D.M., & Halstead, J.A. (2023). *Teaching in nursing: A guide for faculty* (7th ed.). Elsevier. **Chapter 27:** The Accreditation Process Oermann, M.H. & Gaberson, K.B. (2021). *Evaluation and testing in nursing education* (6th ed.). Springer.	Describe accreditation standards for various types of nursing programs.	Discussion Board Post #1

• Accreditation and Continuing Education Units Nursing Conferences	**Chapter 18:** Program Evaluation and Accreditation		

Model Three
Week 5 & 6
• Philosophical Foundations for Academic, Nurse Residency, and Continuing Education Programs
   o Mission and Vision Statement
   o Aligning Mission and Vision Statements to nursing program outcomes
   o Incorporating diversity, equity, and inclusion
   o Scaffolding and leveling of courses
	Billings, D.M., & Halstead, J.A. (2023). *Teaching in nursing: A guide for faculty* (7th ed.). Elsevier.
	Chapter 7: Philosophical Foundations of the Curriculum
	
	Pitts, C., Hudson, T., Reeves, G., Christenbery, T., & Johnson, R. (2020). Writing a diversity and inclusivity statement: Guidelines for nursing programs and faculty. *Nurse Educator, 45*(4), 198-201.
	
	Coombs, N. (2018). Educational scaffolding: Back to basics for nursing education in the 21st Century. *Nursing Education Today, 68*, 198-200.
	
	Coffman, S., Iommi, M., & Morrow, K. (2023). Scaffolding as active learning in nursing education. *Teaching and Learning in Nursing, 18*(1), 232-237.
		Discuss philosophical underpinnings for various types of nursing program designs.
		
		Incorporates principles of diversity, equity, and inclusion in nursing program design.
			Discussion Board Post #2
			
			Analytic Essay #1

Module Four Week 7 & 8 • Components of Course Evaluation linked with Course Objectives	Billings, D.M., & Halstead, J.A. (2023). *Teaching in nursing: A guide for faculty* (7th ed.). Elsevier. **Chapter 22:** Introduction to the Evaluation Process	Differentiates between course evaluation and program evaluation.	Discussion Board Post #3

o Testing
o Written Assignments
o Clinical Evaluation & Competencies
• Program Evaluation
  o Systematic Program Evaluation linked to:
    ▪ Program outcomes
    ▪ Mission & Vision
	Chapter 23: Strategies for Evaluating Learner Outcomes
	Chapter 26: Systematic Program Evaluation
	
	Oermann, M.H. & Gaberson, K.B. (2021). *Evaluation and testing in nursing education* (6th ed.). Springer.
	Chapter 1: Assessment ad the Educational Process
	Chapter 2: Qualities of Effective Assessment Procedures: Validity, Reliability, and Usability		

Module Five
Week 9 & 10
• Course evaluation strategies
  o Testing
    ▪ Faculty Created
    ▪ Commercially available nationally normed tests
  o Written assignments
  o Simulation
	Billings, D.M., & Halstead, J.A. (2023). *Teaching in nursing: A guide for faculty* (7th ed.). Elsevier.
	Chapter 24: Using Classroom Tests to Evaluate Student Attainment of Learning Outcomes
	Chapter 25: Clinical Performance Evaluation
	
	Oermann, M.H. & Gaberson, K.B. (2021). *Evaluation and testing in nursing education* (6th ed.). Springer.
	Chapter 15: Simulation and Objective Structured Clinical Examination for Assessment
		Analyze the advantages and disadvantages to various course evaluation strategies.	Discussion Board Post #2
			
			Analytic Essay #2

	Dreher, H., Glasgow, M., & Schreiber, J. (2019). The use of "high-stakes testing" in nursing education: Rhetoric or rigor? *Nursing Forum, 54*(4), http://dx.doi.org/10.1111/nuf.12363 Richards, E. (2020). The effectiveness of high-stakes testing and low-stakes strategies in a prelicensure nursing program: A literature review. *ABNF Journal, 31*(2), 67-72. Westerdahl, F., Carlson, E., Wennick, A., & Borglin, A. (2020). Teaching strategies and outcome assessments targeting critical thinking in bachelor nursing students: a scoping review protocol. *BMJ Open, 10*(1), https://doi.org/10.1136/bmjopen-2019-033214		

Module Six
Week 11 & 12
• Reliability and validity of course evaluation instruments
  o Tests
  o Written Assignments
	Oermann, M.H. & Gaberson, K.B. (2021). *Evaluation and testing in nursing education* (6th ed.). Springer.
	Chapter 9: Assessment of Written Assignments
	Chapter 12: Test ad Item Analysis
		Discuss factors affecting reliability and validity of course evaluation instruments used in nursing education.	Discussion Board Post #5
			
			Test and Test Blueprint for Multiple Choice Exam

Module Seven Week 13 & 14	Oermann, M.H. & Gaberson, K.B. (2021). *Evaluation and testing in nursing education* (6th ed.). Springer.	Create course evaluation instruments.	Discussion Board Post #6

• Creating tests and written assignments • Legal and ethical considerations	**Part II:** Testing and Other Assessment Measures (Chapters 3 to 9) **Chapter 16:** Social, Ethical, and Legal Issues	Incorporate legal and ethical considerations when conducting learner and program evaluation.	Writing Assignment with Grading Rubric

Test Blueprint

Cognitive Domains

Remembering (R) = #_____ (_____%)
- Recall of facts
- Memorization of specifics
- Define, identify, list, name, recall

Understanding (U) = #_____ (_____%)
- Ability to explain and describe
- Describe, differentiate, draw conclusions, explain, give examples of, interpret, tell me in your own words

Applying (AP) = #_____ (_____%)
- Use of information in clinical situations
- Apply, relate, use

Analyzing (A) = #_____ (_____%)
- Divide material into its component parts, analyze data, and clinical situations
- Analyze, compare, contrast, identify reasons and assumptions, relate

Evaluating (E) = #_____ (_____%)
- Make a judgment based on criteria
- Appraise, assess, critique, evaluate, judge, select on the basis of

Creating (C) = #_____ (_____%)
- Develop new ideas, plans, products
- Construct, create, design, develop, propose a plan, suggest a new approach

Difficulty: 1 = Easy   2 = Moderate   3 = Difficulty

Q #	Cognitive Domain	Difficulty	Content	Course Objective
1.				
2.				
3.				.
4.				
5.				
6.				
7.				
8.				.
9.				
10.				

ERS - 542 - Atmosphere, Ocean, Ice, and Climatic Change

Graduate Course Modification Form - 2023/24 AY

General Catalog Information

Graduate Course Modification Form

Read before you begin

FILL IN all fields required marked with an * after importing data.

ATTACH supporting documentation.

LAUNCH proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move the proposal forward in the workflow.

For assistance in completing this form or if you have any questions, email **um.catalog@maine.edu**.

*Faculty who are converting a course for online delivery, or making substantive changes to an existing course delivered online, are strongly encouraged to work with the Center for Innovation in Teaching and Learning (CITL) on those modifications: **https://umaine.edu/citl/instructional-design-2/**

REASON FOR COURSE MODIFICATION:* ERS 541 is currently listed as a prerequisite but we would like to remove this. While ERS 541 covers related content, it is not necessary for understanding ERS 542. Because ERS 542 covers climate change broadly, it is relevant to students in many disciplines, and we would like to lower barriers for enrollment.

MODIFICATION: * ☐ Designator Change   ☐ Credit Change   ☐ Cross Listing
☐ Number Change   ☐ Title Change   ☐ Description Change
☑ Prerequisite Change   ☐ Addition of Electronic Learning Component*
☐ Conversion of an existing on-site Course to an online Course*

Department * [School of Earth and Climate Change]

EFFECTIVE SEMESTER:

Semester * [Spring]   **Year** * [2025]

CATALOG DESCRIPTION:

Current Course Designator * [ERS]   **Current Course #** * 542

Proposed Course Designator

Proposed Course #

Current Short Course Title (The short course title will reflect on the Class Section in MaineStreet and on the student's transcript. Max 30 characters). *   Atm, Ocean, Ice, and Climate

Proposed New Short Course Title (The short course title will reflect on the Class Section in MaineStreet and on the student's transcript. Max 30 characters)   Atm, Ocean, Ice, and Climate

Current Long Course Title* Atmosphere, Ocean, Ice, and Climatic Change

Proposed Long Course Title

Current Course Description* Designed to introduce graduate students to the main components of Earth's climate system. Topics include: Heating of the earth by solar radiation, Radiation balance, Composition and circulation of the atmosphere and ocean. Geographic distribution and motion of ice. Feedbacks between components of the climate system. Past changes in the radiative forcing, atmosphere, ocean, and ice on Earth. Climate change on time scales ranging from years to millions of years.

Prerequisites & Notes
ERS 541 or permission.

Credits: 3

Proposed Course Description Designed to introduce graduate students to the main components of Earth's climate system. Topics include: Heating of the earth by solar radiation, Radiation balance, Composition and circulation of the atmosphere and ocean. Geographic distribution and motion of ice. Feedbacks between components of the climate system. Past changes in the radiative forcing, atmosphere, ocean, and ice on Earth. Climate change on time scales ranging from years to millions of years.

Prerequisites & Notes
None

Credits: 3

Current Prerequisite(s) ERS 541 or permission.

Proposed Prerequisite(s) None

Current Corequisite(s) None

Proposed Corequisite(s) None

If the Course will be cross listed, please identify below what the course listed courses are:

Definition of Credit Hours: Go to https://umaine.edu/graduate/students/progress/enroll/#define-credit-hour for the definition of a credit hour at UMaine.

Current Credit Hours:* 3

Proposed Credit Change

If the course designator or course number is being changed, please list any courses for which this course is a prerequisite:

When will this course typically be offered
☐ Fall ☐ Summer ☐ Spring ☐ Alternating ☑ Variable

Can this course be repeated for credit?
◯ Yes ◉ No

If YES, total number of credits allowed:

If YES, total number of completions allowed:

Can students enroll multiple times in term?
◯ Yes ◉ No

Instruction Mode: Select the mode of instruction for this course. Review the instruction modes
☐ Distance Synchronous Learning ☐ Hybrid/Blended ☐ Hyflex
☑ In-Person ☐ Online (Asynchronous)

documentation provided by UMS. https://gojira.its.maine.edu/confluence/display/DARTS/Instruction+Modes+Documentation.

COURSE RESOURCES

Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?

○ Yes

○ No

If additional resources are needed, outline them below:

MEE - 550 - Mechanics of Laminated Composite Structures

Graduate Course Modification Form - 2023/24 AY

General Catalog Information

Graduate Course Modification Form

Read before you begin

FILL IN all fields required marked with an * after importing data.

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REASON FOR COURSE MODIFICATION:* The course prerequisites are being updated to include multivariable calculus and differential equations, as well as a computer programming course, to help students succeed in the course.

MODIFICATION:* ☐ Designator Change ☐ Credit Change ☐ Cross Listing ☐ Number Change ☐ Title Change ☐ Description Change ☑ Prerequisite Change ☐ Addition of Electronic Learning Component* ☐ Conversion of an existing on-site Course to an online Course*

Department* Mechanical Engineering

EFFECTIVE SEMESTER:

Semester* Spring   **Year*** 2025

CATALOG DESCRIPTION:

Current Course Designator* MEE   **Current Course #*** 550

Proposed Course Designator

Proposed Course #

Current Short Course Title (The short course title will reflect on the Class Section in MaineStreet and on the student's transcript. Max 30 characters).* -

Proposed New Short Course Title (The short course title will reflect on the Class Section in MaineStreet and on the student's transcript. Max 30 characters)

Current Long Course Title *   Mechanics of Laminated Composite Structures

Proposed Long Course Title

Current Course Description *   3-D anisotropic constitutive relations. Classical lamination theory and boundary conditions for composite beams, plates and shells. Boundary value problems and solutions for static loads, buckling and vibrations. Higher order theories incorporating shearing deformation and layerwise theories. Interlaminar stresses and edge effects.

Proposed Course Description

Current Prerequisite(s)   MEE 450 or permission

Proposed Prerequisite(s)   MEE 125, MAT 228, MAT 258, and MEE 450, or by permission

Current Corequisite(s)

Proposed Corequisite(s)

If the Course will be cross listed, please identify below what the course listed courses are:

Definition of Credit Hours: Go to https://umaine.edu/graduate/students/progress/enroll/#define-credit-hour for the definition of a credit hour at UMaine.

Current Credit Hours: *   3.0

Proposed Credit Change

If the course designator or course number is being changed, please list any courses for which this course is a prerequisite:

When will this course typically be offered
☑ Fall　　☐ Summer　　☑ Spring　　☐ Alternating　　☐ Variable

Can this course be repeated for credit?
○ Yes　　◉ No

If YES, total number of credits allowed:

If YES, total number of completions allowed:

Can students enroll multiple times in term?
○ Yes　　◉ No

Instruction Mode: Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS. https://gojira.its.maine.edu/confluence/display/DARTS/Instruction+Modes+Documentation.
☐ Distance Synchronous Learning　　☐ Hybrid/Blended　　☐ Hyflex
☑ In-Person　　☐ Online (Asynchronous)

COURSE RESOURCES

Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?
○ Yes
◉ No

If additional

resources are needed, outline them below:

Will instructional cost for this course proposal involve financial support from the Division of Life Long learning?*

☐ Yes

☑ No

MEE - 554 - Theory of Elasticity

Graduate Course Modification Form - 2023/24 AY

General Catalog Information

Graduate Course Modification Form

Read before you begin

FILL IN all fields required marked with an * after importing data.

ATTACH supporting documentation.

LAUNCH proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move the proposal forward in the workflow.

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REASON FOR COURSE MODIFICATION:*

The course title, course description, and prerequisites are being updated for MEE 554.

The course description is being updated to accurately reflect the course contents. Two new topics (viscoelasticity and plasticity) have been added to the description, and the course title has been updated accordingly. In addition, MAT 228 Calculus III has been added as a prerequisite since students need to be familiar with concepts from multivariable calculus. An updated syllabus has been attached.

The proposed changes have been reviewed and approved by the Mechanical Engineering Faculty.

MODIFICATION:*

- ☐ Designator Change
- ☐ Credit Change
- ☐ Cross Listing
- ☐ Number Change
- ☑ Title Change
- ☑ Description Change
- ☑ Prerequisite Change
- ☐ Addition of Electronic Learning Component*
- ☐ Conversion of an existing on-site Course to an online Course*

Department*

Mechanical Engineering

EFFECTIVE SEMESTER:

Semester* Spring

Year* 2025

CATALOG DESCRIPTION:

Current Course Designator* MEE

Current Course #* 554

Proposed Course Designator MEE

Proposed Course # 554

Current Short Course Title (The short course title will reflect on the Class Section in MaineStreet and on the student's transcript. Max 30 characters).*	Theory of Elasticity
Proposed New Short Course Title (The short course title will reflect on the Class Section in MaineStreet and on the student's transcript. Max 30 characters)	Advanced Solid Mechanics
Current Long Course Title*	Theory of Elasticity
Proposed Long Course Title	Advanced Solid Mechanics
Current Course Description*	Includes plane stress and plane strain, stress function; problems in Cartesian and polar coordinates; photoelasticity, strain energy; three-dimensional problems.
Proposed Course Description	This course is designed to provide a rigorous foundation in solid mechanics at the graduate level. Topics covered include deformation, strain, geometric compatibility, balance laws, Cauchy stress tensor, plane stress and plane strain, linearized constitutive equations for isotropic and anisotropic materials, Airy stress function, classical solutions for boundary value problems, and an introduction to viscoelasticity and plasticity.
Current Prerequisite(s)	MAT 251 and MAT 258
Proposed Prerequisite(s)	MAT 228, MAT 258, and a grade of C or better in MEE 251, or by permission
Current Corequisite(s)	

Proposed Corequisite(s)

If the Course will be cross listed, please identify below what the course listed courses are:

Definition of Credit Hours: Go to https://umaine.edu/graduate/students/progress/enroll/#define-credit-hour for the definition of a credit hour at UMaine.

Current Credit Hours:* 3.0

Proposed Credit Change

If the course designator or course number is being changed, please list any courses for which this course is a prerequisite:

When will this course typically be offered ☑ Fall   ☐ Summer   ☑ Spring   ☐ Alternating   ☐ Variable

Can this course be repeated for credit? ○ Yes   ⦿ No

If YES, total number of credits allowed:

If YES, total number of completions allowed:

Can students enroll multiple times in term? ○ Yes   ⦿ No

Instruction Mode: Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS. https://gojira.its.maine.edu/confluence/display/DARTS/Instruction+Modes+Documentation.

☐ Distance Synchronous Learning   ☐ Hybrid/Blended   ☐ Hyflex
☑ In-Person   ☐ Online (Asynchronous)

COURSE RESOURCES

Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?

○ Yes
◉ No

If additional resources are needed, outline them below:

Will instructional cost for this course proposal involve financial support from the Division of Life Long learning?*

☐ Yes
☑ No

NUR - 523 - Family Nurse Practitioner Care of Adults II

Graduate Course Modification Form - 2023/24 AY

General Catalog Information

Graduate Course Modification Form

Read before you begin

FILL IN all fields required marked with an * after importing data.

ATTACH supporting documentation.

LAUNCH proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move the proposal forward in the workflow.

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REASON FOR COURSE MODIFICATION:*

Remove variable credit and maintain fixed 3 credits for course as it is designed. This will eliminate the risk of students enrolling in less than 3 credits in error.

Also, remove a prerequisite (NUR 502) that will be sunset.

MODIFICATION:* ☐ Designator Change ☑ Credit Change ☐ Cross Listing
☐ Number Change ☐ Title Change ☐ Description Change
☑ Prerequisite Change ☐ Addition of Electronic Learning Component*
☐ Conversion of an existing on-site Course to an online Course*

Department* School of Nursing

EFFECTIVE SEMESTER:

Semester* Spring **Year*** 2025

CATALOG DESCRIPTION:

Current Course Designator* NUR **Current Course #*** 523

Proposed Course Designator

Proposed Course #

Current Short Course Title (The short course title will reflect on the Class Section in MaineStreet and on the student's transcript. Max 30 characters).* Fam Nurse Prac Care Adults II

Proposed New Short Course Title (The short course title will reflect on the Class Section in MaineStreet and on the student's transcript. Max 30 characters)

Current Long Course Title* Family Nurse Practitioner Care of Adults II

Proposed Long Course Title

Current Course Description* Continuation of NUR 522 with emphasis on health care needs of older adults and other underserved populations.

Proposed Course Description

Current Prerequisite(s) NUR 502, NUR 522; permission required.

Proposed Prerequisite(s) NUR 522 or by permission.

Current Corequisite(s)

Proposed Corequisite(s)

If the Course will be cross listed, please identify below what the course listed courses are:

Definition of Credit Hours: Go to https://umaine.edu/graduate/students/progress/enroll/#define-credit-hour for the definition of a credit hour at UMaine.

Current Credit Hours:* 1-3

Proposed Credit Change 3 credits

If the course designator or course number is being changed, please list any courses for which

courses for which this course is a prerequisite:

When will this course typically be offered
☐ Fall ☐ Summer ☑ Spring ☐ Alternating ☐ Variable

Can this course be repeated for credit?
◯ Yes ⦿ No

If YES, total number of credits allowed:

If YES, total number of completions allowed:

Can students enroll multiple times in term?
◯ Yes ⦿ No

Instruction Mode: Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS. https://gojira.its.maine.edu/confluence/display/DARTS/Instruction+Modes+Documentation.
☐ Distance Synchronous Learning ☐ Hybrid/Blended ☐ Hyflex
☑ In-Person ☐ Online (Asynchronous)

COURSE RESOURCES

Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?
◯ Yes
⦿ No

If additional resources are needed, outline them below:

Will instructional cost for this course proposal involve financial support from the Division of Life Long learning? *

☐ Yes

☑ No