

Scholarly Practicum Proposal

Ginger VanDenBerg

Ferris State University

Abstract

One of the strongest motivators to teach, according to Penn, Dodge, and Rosseter (2008), is that teaching provides an opportunity to influence student success and shape the future of our nursing profession. But the faculty role is more than simply teaching, as a novice nurse educator it is imperative to have an opportunity that will provide the experience to in the teaching-learning process and gain exposure to the culture of academic education. The following practicum proposal presents an academic learning opportunity, with a master's prepared nurse educator, at the University of Michigan-Flint, to engage and develop the knowledge and skill needed to fulfill the demands roles of an academic nurse educator. Also, as part of the practicum proposal, practicum goals are presented, along with supporting objectives, activities, and timeline to provide focus and guidance for a successful experience.

Keywords: Nursing educator, perioperative education, evaluation

Scholarly Practicum Proposal

According to the Institute of Medicine (2010), the Robert Wood Johnson Foundation (RWJF) and the Institute of Medicine (IOM), 2008 kicked off a two-year endeavor to respond to the need to assess and evolve the nursing profession. As part of this report, *The Future of Nursing: Leading Change, Advancing Health*, the committee members considered many challenges that face the nursing education system as patient needs and care environments have become more complex. In response to the IOM report, the Association of periOperative Registered Nurses (AORN) (2010), states that nursing students within their education need to attain indispensable competencies to deliver high-quality care. Among some of these competencies are leadership, understanding system improvement, and teamwork and collaboration, which are imperative to the perioperative nurse and can be role modeled for nursing students during a clinical rotation. In support of the IOM report, Castelluccio (2012) states that presently nursing schools rarely offer perioperative nursing clinical rotations, and students are often only provided a day or two to experience how imperative safety, quality initiatives, care coordination, teamwork, and collaboration impact today's patients and health care systems. An experienced nurse educator may find the opportunity to extend nursing student clinical time within the perioperative unit an environment rich with experience to build knowledge and skill but for a novice nurse educator the idea is exciting but overwhelming.

I have been working within healthcare for the past 15 years, kicking off my journey as a Surgical Technologist at Henry Ford Hospital in Detroit, Michigan. In April 1999, I accepted a Surgical Technologist position with Genesys Regional Medical Center (GRMC) and ambitiously started pursuing an Associate Degree in Nursing (ADN). Upon completion of my nursing degree,

I transferred to a nursing position within the Emergency Room (ER) department for approximately one and half years. Although the knowledge and skill I gained while working within the ER provided me with great clinical experience. I soon found myself gravitating back to the Operating Room (OR) as a circulating nurse and again pursuing academia for a Bachelor's of Science in Nursing (BSN). In addition to my roles as a staff nurse and academic student, I was also learning the skill and art of precepting, through classroom didactic and mentorship by the OR educator at GRMC. In 2009, I interviewed and accepted a new role as GRMC's Perioperative Clinical Educator. Through this new endeavor, I have had the opportunity to influence perioperative nursing practice, patient safety initiatives, and engage nurses in professional development education. Although my nursing career has focused on building an extensive knowledge base and skill level within the perioperative arena, the time as come to professionally grow and pursue the knowledge and skill needed to provide competent nursing education.

The purpose of the following paper is to present a scholarly practicum proposal discussing an academic opportunity that will allow me to professionally grow and develop as a novice nurse educator. This experience will allow me to engage in the teaching-learning process within various learning environments under the guidance of a master's prepared academic nurse educator. To provide focus for my professional development and learning, competency-based goals, supported by objectives, activities and a timeline have been developed and are included within this proposal. The University of Michigan-Flint nursing program classrooms and skills lab will serve as the main learning environment for this practicum opportunity. In addition to the academic setting, I will engage with my preceptor to develop a perioperative clinical curriculum for nursing students electing to pursue clinical time within the perioperative unit at Genesys

Regional Medical Center. To assist in monitoring and measurement of my practicum completion and success, evaluations have also been developed and are included as part of this practicum proposal.

Teaching-Learning Settings

Moscaritlo (2009) presents, that faculty is expected to arrange for a teaching-learning environment that is consistent with meeting academic and clinical rotation goals. The classroom didactic and skills lab experience will take place at the University of Michigan's-Flint campus located in Flint, Michigan. The didactic session will be conducted within a traditional classroom setting attended by 40 beginner-level nursing students. The skills lab will take place within one of three rooms specifically designed with six patient care cubicles. Each cubical is equipped with patient care equipment and supplies such as a hospital bed, blood pressure cuff, otoscope, suction, and oxygen flow meter.

The University of Michigan-Flint is a four-year public university located in downtown Flint, Michigan. The Flint campus, established in 1956, is one of three University of Michigan sites. U of M-Flint embraces the significance of "doing" as basic to each learner's education, personal, and professional growth. Faculty leaders at the Flint campus cover over 100 areas of studies that focus on development of research and service learning that ties course curriculum with today's societal issues (University of Michigan-Flint, 2012).

Student learning for the perioperative clinical rotation will take place within multiple learning environments such as classroom, simulation lab, and clinical site. Although all three environments are different in space and resources they will all be conducted at Genesys Regional Medical Center in Grand Blanc, Michigan (GRMC). Genesys Regional Medical Center is a 425-bed teaching facility that includes 23 operating room theaters. The perioperative area provides

patient care as needed 24 hours a day and seven days a week, employing approximately 125 nurses whom care for an average of a least 50-scheduled surgical patients Monday thru Friday and emergencies during the weekend. The three phases of the perioperative area (preoperative, intraoperative, and postoperative) will provide an outstanding opportunity for nursing students to engage and learn how imperative quality, safety, teamwork, and collaboration are a patient undergoing an invasive procedure. In addition to the clinical environment, the simulation lab and classroom environment at GMRC will provide the nursing students with the space and resources, such as literature, computer access, and equipment to gain knowledge and hands-on opportunity to build basic knowledge around perioperative nursing.

Goals and Objectives

According to Poindexter (2008), new nurse educators transforming into their new roles often discover they are not as prepared as they would hope to be. Being an experienced or expert nurse is not sufficient to assume the novice role of a nurse educator. To better transition into the nurse educator role, nurses with experience need to be prepared with essential qualifications and the competencies developed by the National League for Nursing (Poindexter, 2008). Utilizing these core competencies and academic preparation enhances the nurse educator's ability to transform nursing students into practicing registered nurses ready to deliver high-quality care, as requested by the IOM report.

In order to prepare for the specialty role of a nurse educator the following goals and objectives, as presented in Appendix A, have been identified in order to fulfill the expectations of engaging and completing a practicum experience as a graduate nurse educator. As presented by the National League for Nursing (NLN) (2007), nurse educators are actively involved in numerous roles and functions, each of which mirrors the core competencies for academic

nurse educators. Two of the NLN nurse educator core competencies, competency I: facilitate learning and competency IV: participate in curriculum design and evaluation of program outcomes, has been identified as the bases in establishing the goals for this practicum experience (NLN, 2007). In addition to the two established goals numerous objectives have been developed as milestones in order to support and guide the accomplishment of the practicum goals, they are as follows:

Goal 1 Core Competency 1: Facilitate Learning

According to the National League for Nursing, *The scope and practice for academic nurse educators (2007)*, nurse educators must facilitate learning efficiently by utilizing various teaching strategies and engage in continuous life learning to enhance teaching knowledge and skill that facilitates learning.

The first objective to support this goal is to engage, along side my mentor, in the teaching and learning process, while developing a deeper understanding of how various teaching strategies and content delivery methods are utilized to build nursing students knowledge and skill and reflect current and future nursing practices. Bartel (2005) states, nurse educators need to be future-oriented in order to anticipate the role of the nurse in the future and adapt curriculum and teaching strategies in response to innovations in nursing science and ongoing changes in the practice environment. The second objective involves attending a nurse educator development seminar focusing on the nurse educator's role in utilizing adult learning principles while planning and developing healthcare provider education within a simulated learning environment. According to Penn, Wilson, and Rosseter (2008), interprofessional workshops for faculty are

excellent opportunities, offering not only quality guidance on improving teaching skills, but also a network of supporting colleagues.

Goal 2 Core Competency IV: Participate in Curriculum Design and Evaluation of Program

Outcomes

The National League for Nursing, *The Scope and Practice for Academic Nurse Educators (2007)*, states nurse educators must demonstrate knowledge in curriculum design by implementing appropriate teaching-learning strategies and assessment techniques.

The first objective for goal number two is to develop learning objectives that will reflect the expect learning outcomes for the University of Michigan-Flint nursing students electing to complete a clinical rotation within the Perioperative care unit during the 2012 fall semester. Nurse educator skill in curriculum development is inparative and includes creating sound objectives, which guide the content and serve as the basis for evaluating learner achievement (Southern Regional Education Board, 2002). The second objective will focus on designing a clinical curriculum that reflects not only basic perioperative nursing but also is reflective of the student's academic didactic. Curricular knowledge and skill for a nurse educator according to Penn, Wilson, and Rosseter (2008) includes knowing what content is essential for current practice, and ensuring that classroom content and clinical experiences are directly tied and complement one another.

The third and last objective will focus on developing various evaluation tools to measure not only student learning but also gather student feedback pertaining to the value of learning content and education delivery during their periopertive clinical experience. Bartel (2005) encourages, faculty to develop a variety of evaluation approaches for the setting in which they teach. The

creative challenge comes from determining the many ways students can demonstrate their achievement of objectives.

Preceptor

My preceptor for this practicum experience will be Libby Bell, MSN, RN, Lecturer III. Libby obtained her Bachelor's of Science in Nursing (BSN) degree from Wayne State University in 1982 and returned back to college to obtain her Master's in Nursing Science degree with an education track from Oakland University in 2001. Libby accepted a clinical instructor position with the University of Michigan-Flint (U of M-Flint) nursing program in 2002 while continuing her staff position as a cardiac intensive care unit (CICU) nurse. In the role as a clinical instructor Libby Bell (2012), has instructed multiple clinical rotations from community settings, medical-surgical rotations, and critical care sessions. Presently, Libby continues to practice as clinical instructor but has also accepted a position as an adjunct instructor. As an adjunct lecturer, Libby is responsible for class didactic and lab instruction for the introductory nursing course, Nursing 202.

As my preceptor, Libby will assist me in achieving my practicum goals through her ability to engage in various academic nurse educator roles. By engaging as a facilitator of learning, Libby will guide my opportunities to develop student knowledge and skill through implementing educational theory and teaching strategies. While assisting me in creating collegial working relationships with students and faculty colleagues, Libby will also be role modeling the values and behaviors expected of professional fulfilling the role as an academic nurse educator. According to the NLN (2007), an academic nurse educator is a facilitator of learner development and socialization by engaging in effective counseling and guidance planning that assist learners in meeting their professional goals.

My Role

I believe my role during this practicum experience will be that of a novice educator. Since my experience within the academic educator role has been very limited, consisting of observation and very little student interaction. The transition from clinical practice to an academic setting will require, for myself, building of knowledge and skill for the teaching learning process and teacher-student interaction. As explained by McArthur-Rouse (2008) according to Benner's novice to expert theory, the novice practitioner has limited experience with the opportunities in which they are to perform. The faculty role is more than just teaching and the novice educator may find it overwhelming to figure out "what to teach and how to teach it" (McArthur-Rouse, 2008). Penn, Wilson, and Rosseter (2008), recognize that it is imperative for novice teachers to learn not only interpersonal and communication skill but also course development skills that include determining what a particular level of student needs to know, deciding between "nice-to-know" and "need-to-know" content, and thoughtful organizing the information to elevate student learning.

Activities and Timeline

In order to monitor and maintain progress toward meeting the scholarly practicum experience completion date of December 10, 2012, the practicum proposal planning guide, as present in Appendix A, provides a high level overview of all timelines related to actives needed to complete the project objectives. The first objective 1.1 includes activities that will focus on reviewing the University of Michigan-Flint's nursing program mission, vision, faculty handbook, and program policies. Also, a review of the Introductory to Nursing 202 class syllabus and

learning material will also be conducted. Once all materials, policies, and materials have been gathered a review should be completed by September 8, 2012.

Additional activities will also focus on collecting and reviewing literature to build my knowledge of teaching strategies that promote student-centered learning and address different learning styles. Once the literature and research materials have been collected and reviewed an annotated bibliography will be compiled and organized to discuss with my preceptor by September 30, 2012. Other activities will be to engage in the teaching-learning environment to practice skilled oral, written, and electronic communication with faculty and students. This activity will be ongoing throughout the entire fall semester ending December 10, 2012.

Objective 1.2 activities will include attending and engaging in a nurse educator development opportunity to develop a broader knowledge and skill base as a facilitator of learning. In addition to the education venue this occasion will open possibilities in developing relationships and networking with other nurse educators. This activity will take place in Cincinnati, Ohio and will be completed by August 30, 2012.

The milestone of objective 2.1 will be met when the activities of conducting a literature search and review to identify student nurse clinical rotation expectations within a perioperative unit-learning environment. Additional activities to support objective 2.1 will involve developing learning objectives for nursing student selecting to complete a perioperative clinical rotation. Objective 2.1 will be completed by September 15, 2012. Objective 2.2 activities will focus on identifying appropriate learning activities and teaching strategies to engage students in learning basic perioperative nursing practice. Also activities will need to be implemented around selecting an appropriate preceptor for the Bachelor's of Science in Nursing (BSN) students. The projected

date for meeting objective 2.2 and implementing the perioperative clinical rotation is October 1, 2012.

The last objective 2.3 activities will include conducting a literature search and review of evaluation tools utilized for student learning assessment and program feedback. Once evaluation methods have been implemented and data gathered. A detailed and organized report of collected evaluation information will be prepared in order for my practicum preceptor to review and provide constructive feedback for areas of program improvement and success. This detailed report and preceptor meeting will accomplish the last project timeline of December 1, 2012.

Evaluation

Evaluation is the process of collecting and interpreting data to identify areas of success and areas in need of improvement. The National League for Nursing (NLN, 2007) identifies part of the nurse educator's role, to utilize multiple strategies to assess and evaluate student learning and program outcomes. According to Oermann and Gaberson (2009), nurse educators are accountable for the quality of teaching provided to learners, outcomes achieved, and overall effectiveness of educational programs.

A preceptor-student evaluation tool, as presented in Appendix B, will also be initiated as a formal form to document communication and feedback related to the achievement of the identified practicum goals and objectives. Berry and Thomas (2011) note, feedback is the process of comparing identified objectives with current progress toward meeting the overall stated goals. This feedback provides opportunity to identify adjustments in activities in order to progress for project success. Objectives that are S.M.A.R.T (specific, measureable, achievable, realistic, and time-bound), according to Heathfield (2012), are likely to be accomplished. Objective written in a S.M.A.R.T format emerge as short-term goals that engage focus,

performance, learning, and evaluation. The S.M.A.R.T target objective's provides a guidance system for preceptor-student performance review and evaluation (Heathfield, 2012). An evaluation form utilizing a S.M.A.R.T goal format, as shown in appendix b, provides clear written objectives to be achieved through identified activities within a designated timeline. The preceptor-student evaluation form identifies all practicum objectives and measurement expectation for the purpose of monitoring objective progress. Through implementing the S.M.A.R.T goal evaluation form, both the preceptor and student will identify and document if the set objective, has meet expectation, needs improvement, or is below expectation. Preceptor and student comments will also need to be included describing how the objective was achieved or why the objective has not been achieved, along with a documented recovery plan for achieving the identified objective.

In order to collect the nursing students' (end recipients) attitudes related to the value of the clinical education content and method of delivery, a qualitative 5-point Likert scale evaluation tool, present in Appendix C, will be implemented for data collection. As noted by McLeod (2008), the Likert scale is a simple numeric scale that assigns numeric ratings to specific responses and are used to measure the degree to which an individuals attitude or opinion meets or does not meet a particular criteria. In evaluation surveys, Likert scales are typically used to measure the degree to which a respondent agrees or disagrees with a particular statement, measuring individual value (McLeod, 2008). The Likert evaluation questions will be presented to the perioperative clinical nursing students at the end of the their rotation. Collective feedback will provide information for content and education improvement. A collective report at the end of the clinical education and rotation will be provided to the project preceptor for review and project evaluation.

Conclusion

Nurse educators definitely play a fundamental role in strengthening the nursing work force (Halstead, 2007). Assuring quality educational experiences that prepare future nurses for their working environment is a huge responsibility, but with the right mentor and striving to meet the core competencies for academic nurse educators, it is possible to learn effective and innovative teaching strategies while creating positive learning environments (Billings and Halstead, 2008). The purpose of this paper is to provide the intention of my practicum experience goals, objectives, activities, timeline, and educational setting in meet my overall goal in developing my professional growth within various roles of a nurse educator. This proposal also presents my practicum preceptor and includes the various evaluation methods that will be utilized to monitor the process and completion of the practicum experience.

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Appendix A

NURS 730 Practicum Proposal Planning Guide

Purpose Statement: The purpose of the following practicum proposal is to present the goals, objective, activities, and timeline for developing and assessing a nursing student clinical rotation within the perioperative unit.

Goals	Objectives	Activities	Timeline
Goal 1 : Develop the advance specialty role of nurse educator using the National League for Nursing, <i>The Scope and Practice for Academic Nurse Educators (2007)</i> as framework for meeting Core Competency I: Facilitate learning, during the Fall semester of 2012.	1.1 Implement teaching and learning strategies for each of the learning domains (cognitive, psychomotor, affective) in the classroom, simulation lab, and clinical settings for University of Michigan-Flint Nursing 220 students, during the 2012 Fall semester.	1.1a. Review nursing program mission, values, faculty handbook	Aug 2012
		1.1b. Research teaching strategies, student centered learning-addressing all learning domains	Sept 2012
		1.1c. Engage in creating learning environments	Sept-Dec 2012
		1.1d. Practice skilled oral/written/electronic communication with faculty and students	Sept-Dec 2012
Goal 2: Develop the advance specialty role of nurse educator using the National League for Nursing, <i>The Scope and Practice for Academic Nurse Educators (2007)</i> as a framework for meeting Core Competency IV: Participate in curriculum design and evaluation of program outcomes, during the Fall semester of 2012.	1.2 Attended nurse educator development opportunities to support development within the nurse educator's role (Ethicon-Nurse Educator seminar) August 2012 in Cincinnati, Ohio.	1.2a. Engage in continued educator learning-attend seminar	Aug 2012
	2.1 Identify learning objectives for a clinical rotation within the perioperative area for University of Michigan-Flint Nursing 220 students, for the 2012 Fall semester.	2.1a. Conduct literature search to identify student clinical rotation expectations 2.1b. Identify learning objectives for periop clinical rotation	Aug 2012 Aug-Sept 2012

	<p>2.2 Develop clinical rotation curriculum that reflects basic perioperative nursing practice for University of Michigan-Flint Nursing 220 students.</p> <p>2.3 Develop assessment for evaluation of learning objectives outcomes.</p>	<p>2.2a. Identify appropriate learning activities to teach basic OR practice</p> <p>2.2b Identify appropriate preceptor for BSN students</p> <p>2.2c Implement clinical rotation for students electing Periop clinical rotation</p> <p>2.3a research literature for assessment & evaluation of learning outcomes & learning experience</p> <p>2.3b Conduct assessment & evaluation</p>	<p>Sept 2012</p> <p>Sept 2012</p> <p>Oct 2012</p> <p>Oct 2012</p> <p>Nov 2012</p>
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Appendix B

PRECEPTOR / STUDENT PERFORMANCE EVALUATION FORM

Preceptor/Student Evaluation Form for Practicum Experience Preceptor: Libby Bell, MSN, RN Student: Ginger VanDenBerg				
Objective 1.1 Engage in teaching and learning strategies for of the learning domains (cognitive, psychomotor, affective) within the classroom, learning laboratory, and clinical environments at the University of Michigan-Flint nursing students. <i>This objective will be performed throughout the entire fall semester ending in December, 2012.</i>				
	Objective Met	Objective Needs Improvement	Objective Below Expectations	Comments
Preceptor Appraisal				
Student Appraisal				
Additional Feedback				

Objective 1.2 Attended nurse educator development opportunity to support development within the nurse educator's role (Ethicon – Nurse Educator seminar) <i>This objective will be met by August 30, 2012</i>				
	Objective Met	Objective Needs Improvement	Objective Below Expectations	Comments
Preceptor Appraisal				
Student Appraisal				
Additional Feedback				

Objective 2.1 Identify learning objectives for a clinical rotation within the perioperative area for University of Michigan-Flint Nursing 220 students, for the Fall semester.

Clinical Learning Objectives will be developed by September 15, 2012

	Objective Met	Objective Needs Improvement	Objective Below Expectations	Comments
Preceptor Appraisal				
Student Appraisal				

Additional Feedback

Objective 2.2 Develop a clinical rotation curriculum that reflects basic perioperative nursing practice for University of Michigan-Flint Nursing 220 students in the Fall semester 2012.

Clinical curriculum will be developed for students to complete 80 hours of perioperative clinical hours to be completed by October, 2012.

	Objective Met	Objective Needs Improvement	Objective Below Expectations	Comments
Preceptor Appraisal				
Student Appraisal				

Additional Feedback

Objective 2.3 Develop assessment for evaluation of learning objectives outcomes

Assessment will be developed to evaluate student's achievements of clinical learning objectives, will be completed by October, 2012.

	Objective met	Objective Needs Improvement	Objective Below Expectations	Comments
Preceptor Appraisal				
Student Appraisal				

Additional Feedback

Appendix C

Likert scale evaluation form to capture nursing student feedback.

Results will be reported anonymous

<i>Place an X under the heading that reflects your opinion to the following questions</i>	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1
The clinical information was organized and in a logical order.					
The course information prepared me for my direct patient care					
I feel the clinical information will benefit my future nursing practice					
My preceptor made me feel at ease to learn					
My preceptor assisted me in identifying and seeking learning opportunities					
Additional Comments/Feedback					

Appendix D

Preceptor/Student Agreement

This letter represents an agreement that Libby Bell, MSN, RN has agreed to precept Ginger VanDenBerg during a 320-hour teaching practicum experience. The overall objective of this experience is to provide an on-site setting in which a student, guided by a preceptor, can further develop his/her understanding and skills related to the advanced specialty nursing role of nursing education. The practicum experience will be completed at the University of Michigan-Flint campus. The following provides Libby Bell's contact information:

Libby Bell, MSN, RN - Lecturer III
 Telephone: (810) 766-6787
 Email: llbell@umflint.edu

The student in order to implement and evaluate the proposed practicum experience will complete the following goal(s) and objectives.

Goal 1: Develop the advance specialty role of nurse educator using the National League for Nursing, *The Scope and Practice for Academic Nurse Educators (2007)* as a framework for meeting Core Competency I: Facilitate learning, during the Fall semester of 2012.

Objectives:

- Implement teaching and learning strategies for each of the learning domains (cognitive, psychomotor, and affective) in the classroom, skills laboratory, and clinical settings for the University of Michigan-Flint Nursing 220 students, during the 2012 Fall semester.
- Attended a nurse educator development opportunity (August, 2012) to support development within the nurse educator's role (in Cincinnati, Ohio). Copy of agenda and report back will be provided to mentor on experience at this seminar.

Goal 2: Develop the advance specialty role of nurse educator using the National League for Nursing, *The Scope and Practice for Academic Nurse Educators (2007)* as a framework for meeting Core Competency IV: Participate in curriculum design and evaluation of program outcomes, during the Fall semester of 2012.

Objectives:

- Identify learning objectives for a clinical rotation within the preoperative area for University of Michigan-Flint Nursing students, for the 2012 Fall semester.
- Develop clinical rotation curriculum that reflects perioperative nursing practice for University of Michigan-Flint nursing students.
- Develop assessment for evaluation of learning objective outcomes.

Student Ginger VanDenBerg Phone: 810-287-5027 Date: 7-19-12

Preceptor Libby Bell Date: 7-12-12

Agency/Student Agreement

It is agreed upon by, the agency representative and student-Ginger VanDenBerg, that an academic nurse education practicum experience consisting of 320 hours will be complete at the University of Michigan-Flint campus under the mentorship of Libby Bell, MSN, RN. The student will complete the following goals and objectives during this project.

Goal 1: Develop the advance specialty role of nurse educator using the National League for Nursing, *The Scope and Practice for Academic Nurse Educators (2007)* as a framework for meeting Core Competency I: Facilitate learning, during the Fall semester of 2012.

Objectives:

- Implement teaching and learning strategies for each of the learning domains (cognitive, psychomotor, and affective) in the classroom, skills laboratory, and clinical settings for the University of Michigan-Flint Nursing 220 students, during the 2012 Fall semester.
- Attended a nurse educator development opportunity (August, 2012) to support development within the nurse educator's role (in Cincinnati, Ohio). Copy of agenda and report back will be provided to mentor in regards to experience/knowledge gained from seminar.

Goal 2: Develop the advance specialty role of nurse educator using the National League for Nursing, *The Scope and Practice for Academic Nurse Educators (2007)* as a framework for meeting Core Competency IV: Participate in curriculum design and evaluation of program outcomes, during the Fall semester of 2012.

Objectives:

- Identify learning objectives for a clinical rotation within the preoperative area for University of Michigan-Flint Nursing students, for the 2012 Fall semester.
- Develop clinical rotation curriculum that reflects perioperative nursing practice for University of Michigan-Flint nursing students.
- Develop assessment for evaluation of learning objective outcomes.

Agency: University of Michigan-Flint (Nursing Department)

Agency Representative:

Representative's phone:

Email:

SIGNATURE SIGNIFYING AGREEMENT TO THE TERMS OF THIS AGREEMENT

Student Ginger VanDenBerg Date 7-19-12

Agency Representative Maft Al Date 7-12-12

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