



College of Nursing  
Practicum in Teaching

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**Credit Hours: 3**

**Prerequisites:** NUR 566

**Classroom:** G13/ G12

**Days and hours of class meetings:** Sunday from 5 PM to 8 PM

**Instructor contact information:** Dr. Olfat Salem & Dr. Latifah Almater

[osalem@ksu.edu.sa](mailto:osalem@ksu.edu.sa) [latifah@KSU.EDU.SA](mailto:latifah@KSU.EDU.SA)

**Office Hours:** By appointment

**Course Description:** Application of teaching-learning strategies will conduct. Experience in clinical and classroom settings promotes the opportunity for development and increased skills in the total teaching-learning process. An analytical approach to teaching effectiveness is emphasized. The graduate students will practice teaching using a variety of instructional procedures, materials, and technologies. Students will apply classroom management strategies and methods of evaluation for use with inclusive instructional settings (classroom, Lab. Clinical setting) and diverse students' groups. This will lead to practice in planning, teaching, and evaluation first in a microteaching situation with peers and later in classroom settings. The teaching practicum must be undertaken with the supervision of a faculty member at CON. However, Students work with their faculty to design the practicum and receive feedback on all aspects of course design, delivery and assessment.

**Instructional Methods:**

Seminar discussion, readings, student presentations, critique, independent study, and faculty/student interaction will be utilized in fulfilling the requirements of the course. In addition, lecture, E-mail discussion, student led seminars and presentations, group and individual projects will be used

**Required Texts:**

1. Bastable, S. (2014): *Nurse as Educator: Principles of Teaching and Learning For Nursing Practice, fourth Edition*. Jones and Bartlett Publishers, Sudbury.
2. Iwasiw, L., & Goldenberg, D. (2014). *Curriculum Development In Nursing Education 3rd Edition*. Jones & Bartlett Learning.

## Required Articles:

On class

## Recommended Resources:

1. Billings, D & Halstead, J. (2012). *Teaching in Nursing: A Guide for Faculty*. (4th Edition) St. Elsevier.
2. National League for Nursing (2012). *The Scope of Practice for Academic Nurse Educators*. New York: Author.
3. Recommended Electronic References  
<http://www.youtube.com/watch?v=TmO7WLxWWFE>  
<http://www.teaching.iub.edu/>  
<http://www.issotl.org/>

*Note: suggested readings are subject to change and/or modification, according to the requirement and instructor's recommendations.*

**Course Goals:** The goals of this course is to apply concepts and develop students skills in curriculum development, classroom and clinical teaching, and evaluation methods in an educator role within the student's area of specialization.

## Goals for Student Learning:

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

1. Critique (critical evaluation) of a nursing education program offered by a selected institution.
2. Observe other Faculty member's teaching classes, provides instructional support and assistance during teaching.
3. provide positive, constructive feedback and self-evaluation report based on observation of others' teaching
4. Design a course specification that includes course outcome, active learning strategies & techniques, sound grading practices and incorporates other assessment methods as well.
5. Plan, conduct and evaluate classroom instruction;
  - a. Analyze pedagogical literature for relevancy to your classroom
  - b. Present instructional material in a clear manner (microteaching)
  - c. Practice using innovative student-centered teaching methods
  - d. Apply principles of adult learning, classroom management strategies and best ways to use classroom technologies to encourage student centered learning
  - e. Collect and evaluate evidence of student learning through developing a rubric evaluation tool& conducting Quiz exam.
6. Prepare a teaching portfolio;
  - a. curated collection; it presents the syllabi, assignments, and other materials that best illustrate your teaching approach and methods.

### **Course Requirements:**

1. Critique a nursing education program offered by a selected institution using a developed nursing curriculum evaluation tool

This should be the basis for a conference discussion between the student and the faculty member (10%)

2. Observing classes to see how others organize instruction (5%)

- The practicum student must be observed teaching at least 2 class sessions. The student conducts these observations or if unable to be present at both, arrange for another student to conduct some number of the observations.
- The practicum student must observe a variety of teaching and learning situations
- Observe numerous teachers in different situations and environments (classroom, lab., hospital clinical setting)

3. Supporting others who organize instruction (instructional assistance) (5%)

- Taking attendance, handing back papers.
- Organizing physical classroom setting
- Grading student papers, exams, quizzes
- Using technology, including laptop computer rooms
- Setting up demonstrations labs, or technology work
- Attending/participating in student events

4. Organizing instruction individually or collectively (instructional assistance) (5%)

- Facilitate small group work in class, library, or other settings
- Conduct small group instruction.
- Supervise groups during work sessions
- Provide students with appropriate feedback about their performance

5. Reflection/Self Appraisal (5%)

- The practicum student should complete some form of self- and course (lesson) appraisal before the class microteaching. This should be the basis for a conference discussion between the student and the faculty.

This appraisal should include:

- An overview of the class-to-date
- The practicum student's overall course objectives and teaching philosophy
- How well the students in class are prepared and motivated
- The physical or environmental factors that may be influencing the class
- The teaching approaches being used and reasons for using them
- Class assignments/activities and those that preceded the class

6. Developing a course syllabus and learning activities for Nursing students in selected area following all elements of course syllabus ( 10%)

#### **Basic Course Information**

- College Name
- Course Number, Code, Title, Location, Semester/Date

- Instructor's name, office hours, phone extension, E-mail address, webpage
- Prerequisite information
- Provide an overview of the course's purpose
- State general learning goals or objectives, and instructional methods
- Student Learning Outcomes
- Required textbooks, title, author, edition, as well as any recommended materials

#### Tentative Schedule (2%)

- Include a Tentative Schedule for the date and time of each class meeting
- List the topics, themes, or concepts to be covered each class session or week
- Pre-class reading assignments

#### Grading System (2%)

- Explain how students will be evaluated and graded
- Number and types of graded exams, quizzes, projects, and papers
- Grading system—how are assignments weighted?
- Briefly explain the content and format of each type of assignment
- Provide a grading scale—if appropriate

#### Policies (2%)

- State your policy regarding absences, delay, late work and make-up exams.
- Include a statement on plagiarism, classroom disruption, cell-phone noise, or other issues

#### 7. Present instructional material in a clear manner (microteaching) in selected area (2%)

##### Number of Students

- The course being taught by the teaching practicum student (microteaching) must include at least 10 students.

#### Microteaching (2 %)

- The practicum student will be responsible to present a topic of her choice to the entire class. Hopefully this topic will be one you will eventually present to your students. The presentation should be no longer than 20 minutes in length and must include at least one student centered learning activity and one classroom assessment technique. The criteria for evaluating the presentations will be developed by the course practicum students as a class project. Following each microteaching we will have a discussion in which your peers will identify both the positive aspects of your presentation as well as some aspects to work on

#### 7. Prepare a teaching portfolio that documents graduate student performance (10%)

Students can address these topics through independent study or by working with their classmate.

- Learning Styles
- Teaching styles
- Principles of Adult Learning
- How to Deliver a Successful Lecture
- How to Facilitate Small Group Learning
- Classroom management strategies

- How to Teach Critical Thinking and Writing Skills
- Principles of Instructional Design
- Technology and Teaching
- Philosophy and Goals of Higher Education

**Attendance:** Students are expected to attend every class. Students are responsible for all announcements and any content covered in each class.

**Classroom behavior:** This class will be conducted in an atmosphere of mutual respect. It is expected that cell phones will be muted during class. No student will be permitted to respond to text messages during class. Students who show disrespect to the professor or their classmates will be told to leave the room for the remainder of that class period.

Other Policies or Expectations:

**Class Schedule:**

Date	Topic
30/4/1440 6/1/2019	INTRODUCTION Reviewing syllabi (to be used throughout semester) <b>Class Discussion &amp; Feedback</b>
7/5/1440 13/1/2019	Reviewing Characteristics of an effective teacher Reviewing Classroom Management Strategies
14/5/1440 20/1/2019	Reviewing Principles of adult learning & effective teaching Cooperative Learning
21/5/1440 27/1/2019	<b>Meeting in class &amp; Submit handout about Characteristics of an effective teacher &amp; Classroom Management Strategies assignment</b> <b>Blackboard Discussion &amp; Feedback</b>
28/5/1440 3/2/2019	Reviewing Rubric evaluation <i>Reviewing How to develop course specification</i>
5/6/1440 10/2/2019	<b>Submit handout about Curriculum Evaluation</b>
12/6/1440 17/2/2019	<b>Discussion &amp; Feedback on Curriculum Evaluation</b>
19/6/1440 24/2/2019	Conducting teaching class /Teaching Practicum
26/6/1440 3/3/2019	Conducting teaching class /Teaching Practicum <b>Submit handout about Rubric evaluation</b>

3/7/1440 10/3/2019	Conducting teaching class /Teaching Practicum
10/7/1440 17/3/2019	Conducting teaching class /Teaching Practicum <b>Submit handout about course specification in selected area of teaching</b>
17/7/1440 24/3/2019	Conducting teaching class /Teaching Practicum
24/7/1440 31/3/2019	Conducting teaching class /Teaching Practicum
2/8/1440 7/4/2019	Conducting teaching class /Teaching Practicum <b>Submit Course Specification &amp; Reflection/Self Appraisal</b>
9/8/1440 14/4/2019	<b>Final Exam</b>

### **General rules**

- Students are expected to follow their program dress codes and comply with the professional appearance.
- Students are required to be present and punctual every day. As per KSU rules and regulations, you are required to attend at least 75 % of the classrooms in order to enter the final exam. Attendance will be calculated from the first week of the semester regardless of the day of enrollment in the course.
- As per KSU rules and regulations, sick leaves (out of KSU facilities) will not be accepted unless being authenticated by KSU.
- Students are responsible for any missed class, in term of class content, homework, assignments, and exams.
- Missed deadlines for homework and projects will affect your grade with no credit.
- Missed quizzes will not be taken.
- Missed midterms or final exams, however, may be taken in accordance with KSU policy.
- Cheating or plagiarism on tests or assignments is cause for formal disciplinary action.

- Courses that have practical part, students will not enter the final practical unless they pass 85 % of the required clinical competencies for this course.
- Cell phones should be on silent mode in class.