

PhD in Nursing Science

Mentored Experience Implementation Plan

As part of their degree requirements, PhD students must complete a program-defined Mentored Experience Requirement (MER) as per these guidelines. The Mentored Experience Implementation Plan (MEIP) is the written articulation of a program-defined degree requirement for PhD students to engage in mentored teaching activities and/or mentored professional activities, collectively referred to as *MERs*.

Mentored Experience Requirements (MERs)

Philosophy of Teaching

Effective communication of information and concepts is a critical skill for nurses with a PhD in Nursing Science. Each nursing science student must be able to demonstrate excellence in teaching and presentation of scientific research topics. The following are essential competencies for PhD in Nursing Science students to achieve in the Mentored Experience Teaching whether they pursue employment in the academic setting, the acute care setting, or a different career path.

1. Communicate a philosophy of teaching that embodies commitment to the improvement of professional practice and research through excellence in teaching and mentoring.
2. Demonstrate sound strategies of planning, delivery, and evaluation of teaching encounters.
3. Continually seek to improve teaching strategies in response to self-reflection, peer input, and student feedback.

Preparatory Engagement

Preparatory Engagement activities are those that represent an introduction to the foundational skills associated with teaching or communication. Pedagogical preparation engagement activities are normally completed before students are permitted to engage in assisting or teaching in a classroom.

Students are required to conduct three Preparatory Engagement activities:

1. Complete the Washington University Center for Teaching and Learning's Graduate Student Mentored Teaching Orientation within two semesters prior to the Mentored Teaching Assistant in Instruction semester.
2. Attend at least one Washington University Center for Teaching and Learning 90-minute workshop of the student's choice upon completion of the Graduate Student Mentored Teaching Orientation and within two semesters prior to the Mentored Teaching Assistant in Instruction semester.

3. Complete a self-assessment of previous teaching experience and interests to best align the student with courses taught in the desired Mentored Teaching Assistant in Instruction semester. The student will meet with their Student Advisor and the Upper Division or Graduate Program Director to finalize course selection.

Mentored Teaching Experiences (MTEs)

Assistant in Instruction (AI)

An Assistant in Instruction (AI) is a PhD student who is directly engaged in the organization, instruction, and/or support of a semester-long course *primarily taught by a faculty member*. An AI receives mentorship from a faculty member related to best practices in classroom engagement, instruction in the field, interpersonal engagement, and other relevant skills. Students and mentors complete a mentorship plan prior to the start of each AI experience. To complete each AI assignment and to ensure that it applies toward their degree requirements, students must register for the appropriate course number for each semester of engagement. Refer to the "Required Pathways for Completion" section below for course numbers and details.

Students are required to complete one AI assignment for 5 MER units.

Required Pathways for Completion

Students work with their faculty mentor to plan how and when they will complete their MERs. Students register during the normal registration period for courses in accordance with one of these approved pathways.

- Preparatory Engagement

MGS 8005	Take one time
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