

## NC-NET Academy Practicum Participants Share Integrated Lessons

This past spring, teams of faculty members from colleges across the state participated in the NC-NET Academy's Practicum that offers a "deep dive" in integrated curriculum design. Instructors from academic disciplines are paired with instructors from career-technical disciplines for collaborative work on integrated projects. Titled *Collaborative Curriculum Development for Creating Integrated Instruction*, the Practicum challenges faculty to create classroom-ready projects that:

- Integrate career and technical content and academic concepts—reinforcing both
- Use real-world scenarios to engage students and make content relevant
- Foster critical thinking, collaboration, and other skills valued by employers
- Encourage instructors to use active, authentic assessment techniques

In this issue of *NC-NET News* we share two of the integrated projects developed by Practicum participants. The course will be offered again in March 2019.

### *A Chest X-Ray is Equal to 10 Days of Natural Radiation... Is Radiation Bad?*

*Created by Rebecca Berger,  
Cape Fear Community College*



#### **Project Description:**

In this project, students will make connections between biological responses, radiosensitivity among different organs, and implementation of safe exposure practices to minimize radiation dose to the patient.

#### **Estimated Duration:**

Approximately three class periods.

#### **Appropriate Course(s) for Implementation:**

- RAD 111/112 (Procedures 1 and 2)
- RAD 241 (Radiobiology)
- Anatomy and Physiology (BIO 163, 168, 169)

>> Access the [complete project](#) on NC-NET.

### *Little Man: Ethics and Advocacy*

*Created by Meredyth Corey and  
Peter Pellegrin, Roanoke-  
Chowan Community College*



#### **Project Description:**

This activity will enhance the ethical decision-making abilities of students in NUR 212. In NUR 111, students are introduced to basic ethical concepts. This module will build on these concepts in NUR 212, which requires that students spend time in a clinical setting, consequently bringing them face to face with real-world scenarios calling for difficult ethical decisions. Students must also remember their role as patient advocate in the midst of these difficult situations. The activities are designed to help students understand the various ethical decision-making models people use, and of course, that the students themselves use. Understanding the benefits and limitations of each model will help them understand their own ethical decisions and better understand the decisions of others.

#### **Estimated Duration:**

Approximately two class periods (class periods in NUR courses are 3-hour blocks)

#### **Appropriate Course(s) for Implementation:**

- NUR 212 (Activity builds on prior knowledge acquired in NUR 111 and NUR 211)
- PHI 240 (Introduction to Ethics)
- MED 118 (Medical Law and Ethics)
- HCI 230 (Professional Issues)

>> Access the [complete project](#) on NC-NET.