COURSE DESCRIPTION

This course focuses on teaching and learning for nurse educators in the classroom, clinical, and laboratory settings. Emphasis is placed on instructional theory, best teaching practices, and research-based instructional strategies that support a diverse, student-centered learning environment. Instructional strategies will be critiqued in relation to the fit with teaching content and course design/delivery. Instructional strategies will be assessed for their effectiveness to evaluate student learning and program outcomes.

COURSE OBJECTIVES

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

1. Identify theoretical frameworks used to develop instructional theory.
2. Discern differences in learning approaches and how they can determine teaching strategies.
3. Analyze differences in learning styles and their influences in student learning outcomes.
4. Compare and contrast instructional teaching strategies in the classroom, clinical and laboratory/simulation settings.

5. Critique instructional strategies that assess student critical thinking/clinical reasoning

6. Evaluate the effectiveness of select instructional strategies on student learning and program outcomes.

PRE-REQUISITES:

NURS 5324: Health Assessment for Advanced Practice; NURS 5322: Advanced Pharmacological Concepts for Nurse Educators; NURS 5326: Advanced Physiology for Nurse Educators; or permission from the course instructor

REQUIRED TEXTS:


OPTIONAL TEXT:

LEARNING EXPERIENCES AND TEACHING METHODS

Course objectives for this on-line course are met through individual study using the references and text identified; weekly team discussions; development of a scholarly paper critiquing a specific teaching strategy; and, development of a Team presentation. Teaching methods include instructor presentations; moderated discussion rooms; and, faculty and student developed discussion questions. The student is responsible for identification of learning needs and self-direction for independent study of texts, on-line participation, and seeking consultation in meeting course objectives. All assignments are due on the date listed unless prior arrangements are made in advance with the professor.

The highest standards of academic honesty are expected of students. All faculty adhere to the University policy regarding academic honesty published in the University Catalog. Plagiarism or misrepresentation of references will result in failure of the work in question without the opportunity to re-do the work. See the APA manual for the proper way to use and cite material.

COURSE REQUIREMENTS:

Students are expected to:

- Complete all course assignments on time unless prior arrangements are made with the faculty; 10% per day penalty will be assessed for late work.
- Participate in group discussions using scholarly resources as a basis for the discussion. Each Unit develops over two weeks and has a discussion component on the second week. For each discussion week, begin on Wednesday and end on Monday at 11:55p. Tuesday is set aside for faculty review of the discussion. Discussion will be graded according to the Discussion Rubric on the Information page.
- Prepare and submit to course faculty a formal paper critiquing a designated model for nursing education
- Participate in the Team Presentation assignment, and Team Peer Evaluation.
- Use the highest level of on-line etiquette, respect and professional communication is expected: Communication should be respectful of other views and have a positive and polite tone. PLEASE REVIEW DISCUSSION Rules Of Engagement.

CONHS GRADING POLICY

A = 90 to 100    B = 83 to 89    C = 75 to 82    D = 67-74    F = Below 67

COURSE GRADE

1. Learning Team Discussion Participation (20%)
Group discussion is used to facilitate reflective thinking about the Unit concepts and provide opportunities to ask relevant questions. Each Unit discussion areas will be posted by the instructor. **Minimally, students are expected to post 1-2 substantive postings and to post thoughtful responses to a minimum of 2 peer postings on at least 2 different days each discussion week. To earn the full 10-points for each discussion the student must participate at a higher level than minimum requirements.**

A substantive posting:
1. Is about 150-200 words long.
2. Relates to the weekly topics and readings.
3. Uses the scholarly readings (giving citations) for support of ideas and the discussion to critically assess some area of practice.
4. It is expected that postings will be written in correct grammar, be well organized and be documented using APA style. References should be cited using APA style.

A response posting:
1. Is about 40-90 words long (can be longer if needed for the discussion).
2. Must be more than simple agreement.
3. *Should have support from an additional scholarly literature source.*
4. It is expected that responses will be written in correct grammar, be well organized and be documented using APA style. References should be cited using APA style.

2. **Unit Journal Postings (15%)**

Each Unit has a personal journal component. The shift in the role of the nurse from clinician to educator requires understanding of a combination of faculty responsibilities; student perspective and needs; and, clinical expertise. This assignment is designed to support faculty (clinical and/or academic) development.

3. **Literature Review (10%)**

Each student will conduct a review of the recent educational and nursing literature pertaining to a specific instructional strategy. This literature review will include an analysis of the instructional strategy. The literature review requirements and grading criteria are found attached to the posted Assignment in Blackboard. See the course schedule for due dates.

4. **Teaching Strategy Critique Paper (30%)**

The teaching strategy paper is an individual project in which the student critiques a specific strategy for its application to the nurse educator role. See the course schedule for due dates. Guidelines and grading criteria are found attached to the posted
Assignment in Blackboard. This paper should be no more than 6 pages in length (excluding cover page and references), be written at the graduate level, and be formatted in APA style. Students are encouraged to review documentation and plagiarism in the APA manual.

5. Learning Team Presentation (25%)

Students will work together in groups (2-3 students), to develop a presentation for teaching a specific, pre-identified topic, using a specific teaching strategy. The presentation requirements and grading criteria are found attached to the posted Assignment in Blackboard. See the course schedule for due dates.

A Peer Evaluation of the team work and the teaching product will be turned in at the end of the presentation. Your colleagues’ evaluation will contribute to your grade even though the faculty will evaluate the final grade.

ACADEMIC HONESTY

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity is an act of academic misconduct on an assignment or test will result in a zero (0) for that assignment or test.

http://judicialaffairs.tamucc.edu/assets/Article%20III%202012.pdf

DROPPING A CLASS

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the course. Friday, November 2, 2012, is the last day to drop a class with an automatic grade of “W” this term.

GRADE APPEAL PROCESS

As stated in the College of Nursing and Health Sciences (CONHS) Handbook under section VII Policies and Procedures, a student that believes they have an academic grade appeal is encouraged to go through the CONHS academic review process prior to pursuing University Grade Appeal. See the handbook for the process.
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://academicaffairs.tamucc.edu/Rules_Procedures/PDF/130299C2.pdf and the University Procedures Web site at http://academicaffairs.tamucc.edu/assets/130299C201.pdf. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

EVALUATION INPUT FROM STUDENTS

The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for courses posted are on line. The online mechanism allows us the opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. No names are available to faculty. In order to garner some reliability and validity, the College must have representative data from the student population. That representation, based on the literature, has been set at 70%. The College is anticipating that students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the specific tracks within the Graduate Program. A link to evaluations will be available on Blackboard toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

ACADEMIC ADVISING

The College of Nursing and Health Sciences require that students consult with an Academic Advisor regarding their degree plan and/or changes to their degree plan. The Academic Advisor will set up a degree plan and indicate plan is active by signing the plan. Once the plan is completed it will be filed in the student’s record. The College's Academic Advising Center is located on the third floor of Island Hall, and the Graduate Academic Advisor, Mr. Barton Bailey, can be reached at 361-825-5893.
SUPPORT SERVICES

Students are encouraged to seek faculty assistance in accessing University Services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources, job/work placement, career guidance, and computer/technical support/instruction. If a student is interested in other support services provided by the University, the student is encouraged by the College of Nursing and Health Sciences and the University to seek these services.

DISABILITY SERVICES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at 361.825.5816 or visit the office in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disabilities Services office for assistance at (361) 825-5816.

1/2013 - skb