Texas A&M University - Corpus Christi
College of Nursing and Health Sciences

NURS 5353: Theory and Concepts for the Nurse Educator

Syllabus

Summer 2017

FACULTY: Jason E. Saladiner, Ed.D

OFFICE: Island Hall, Office 347

OFFICE HOURS: By appointment Monday - Friday

TELEPHONE: 361-825-3270

EMAIL: Jason.saladiner@tamucc.edu

Students are encouraged to communicate with the faculty as needed to facilitate learning. Phone calls and email will be addressed in a timely fashion.

FAX: (361) 825-3491

CREDITS: 3 semester hours (3:0)

COURSE DESCRIPTION: Focuses on the scientific and theoretical foundations of nursing education; stimulates reflections on the character and aims of the nurse educator; examines the distinctive characteristics and roles of the educator in the diffusion and extension of knowledge through teaching and the advancement of knowledge through research and scholarship. Theories related to teaching and learning are explored. The concepts of role, change, curriculum, instruction and evaluation are introduced.

COURSE OBJECTIVES:

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

1. Develop an appreciation of nursing education from a historical and philosophical perspective. (Essential I, II, III, IV, VI, VII, VIII, and IX)

2. Examine the emergence of professional nursing education. (Essential I, II, III, IV, V, VI, VII, VIII, and IX)
3. Analyze the ethical, legal, and economic influences on nursing education.
   (Essential I, II, III, IV, V, VI, VII, and VIII)

4. Analyze the characteristics and roles of the nurse educator.
   (Essential I, II, III, IV, VI, VII, and VIII)

5. Evaluate theories of teaching and learning.
   (Essential I, IV, VI, VII, VIII, and IX)

   (Essential I, IV, V, VI, VII, VIII and IX)

7. Evaluate methods and strategies for teaching and learning in a dynamic health care
   environment.
   (Essential I, II, III, IV, V, VII, VIII and IX)

REQUIRED TEXTS AND RESOURCES:


   (softcover) OR ISBN-10: 1-4338-0562-6 (spiral bound)


LEARNING EXPERIENCES AND TEACHING METHODS

Course objectives for this online course are met through individual study using the references
and texts identified, weekly team discussions, investigation and presentation of contemporary
learning theories, development of a philosophy of teaching and learning, and development of a
team presentation. Teaching methods include instructor presentations, moderated discussion
rooms, small group work, and independent inquiry. The student is responsible for identification
of his/her learning needs and self-direction for independent study of texts, online 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. A 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. I would like for you to concentrate on the reading and supportive research the first week. For the second (discussion week), begin on Wednesday and end on Monday at 11:55pm. Tuesday is set aside for faculty review of the discussion. Discussion will be graded according to the Discussion Rubric on the Information page.
• Complete Unit journal assignments.
• 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 online 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 (30%)

Students will be randomly assigned to Learning Teams to facilitate group discussion. Unit 1 has a practice discussion component for instructor feedback. Unit 2 through Unit 6 has a discussion component that will be graded. 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 week. To earn the full 20-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 (5%)

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 and is graded pass/fail.

3. Annotated Bibliography (10%)

Each Learning Team will be assigned a learning theory to research and review for contemporary information regarding what is known about that learning theory. The bibliography requirements
and grading criteria are found attached to the posted Assignment in Blackboard. These bibliographies will be shared on the main discussion board for the entire class to review and use.

4. Philosophy of Teaching and Learning (20 %)

This formal, scholarly paper is an individual project in which the student defines and describes their personal philosophy of teaching and learning. See the course schedule for due date. The grading criteria are found attached to the posted Assignment in Blackboard. This paper should be no more than two (2) double-spaced 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. Professional Portfolio (15%)

Each individual student will submit an electronic professional portfolio that includes their completed teaching/learning philosophy. This portfolio does not need to be completely polished. The assignment is designed to give the student an introduction to portfolio design and the use of the portfolio to demonstrate accomplishments, and goals for interested employers, etc. See the guidelines and due date under the Assignment tab in Blackboard.

6. Learning Team Presentation (20 %)

Each Learning Team will work together to construct a presentation using a learning theory to teach an identified topic for students with a particular preferred learning style. The presentation requirements and grading criteria are found attached to the posted Assignment in Blackboard. See the course schedule for due date.

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

POLICIES:

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 online. 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 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 Integrity and Honesty**

It is expected that University students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity, and the capacity for self-direction in personal behavior. 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 intentionally, knowingly, or carelessly presenting the work of another as one’s own. Please see the following sites for additional information:

- University catalog related to academic integrity and honesty: [http://catalog.tamucc.edu/](http://catalog.tamucc.edu/)

**Students with Disabilities**

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 CCH 116. 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.

**Title IX**

As part of the Texas A & M Corpus Christi University policy, pregnant students are urged to contact the Title IX office for facilitation of academic issues impacted by pregnancy, delivery and subsequent complications. Contact information: Mr. Samuel Ramirez, Title IX Coordinator or Ms. Rosie Ruiz, Deputy Title IX Coordinator (361) 825-5826.

**Active Military Duty**

Active duty military personnel, military spouses, and veterans with special circumstances (deployment, drill requirements, disabilities, etc.) are welcome and encouraged to communicate these, in advance if possible, to the course instructor.

**Grade Appeals Process**

The College of Nursing and Health Sciences (CONHS) adheres to the University’s student grade appeal procedures described in Section 13.02.99.C2.01 (revised May, 2013) and follows those guidelines. See [http://academicaffairs.tamucc.edu/Rules_Procedures/](http://academicaffairs.tamucc.edu/Rules_Procedures/) for the University procedure and [http://conhs.tamucc.edu](http://conhs.tamucc.edu) for the CONHS.

**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.

**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 can be reached at 361-825-5893.
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 with me before you decide to drop to be sure it is the best thing for you 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 schedule and WILL result in a failing grade.