FALL 2016

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.

I encourage all students to communicate with me as needed to facilitate learning. Telephone calls & emails will be addressed in a timely fashion.
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:


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


OPTIONAL TEXT:

Please note that ISBN numbers are only included in the references above as necessary purchase information for students (ISBN numbers are not part of APA style).

Reading assignments will be made from these resources in addition to other resources identified throughout the semester. Students will be responsible for accessing additional scholarly resources to support team discussions and other assignments.

**LEARNING EXPERIENCES AND TEACHING METHODS:**
Course objectives for this online 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, 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 faculties 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 if prior arrangements have not been made.
  - If there have been no prior arrangements and an assignment has not been submitted, a zero will be given after day 5.
- Participate in group discussions using scholarly resources as a basis for the discussion. For each discussion the week, begins on Wednesday and ends on Monday at 11:55 pm. 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.
- The highest level of online etiquette, respect and professional communication is expected. Communication should be polite, positive tone, and respectful of other student’s views. PLEASE REVIEW DISCUSSION Rules Of Engagement.

CONHS GRADING SCALE:

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

(There are no extra credit assignments in this course.)

COURSE ASSIGNMENTS:

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 area will be managed 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. Is 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.

D. Dolan, PhD, MSN, RN
NURS 5355: Fall 2016
2. Unit Journal Postings (20%)

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. Annotated Bibliography/Literature Review (20%)

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 a teaching strategy of your choice. The literature review requirements and grading criteria are found attached to the posted Assignment in Blackboard. See the course schedule for due dates. This paper should be no more than 8 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.

4. Teaching Project (40%)

The teaching project is an individual project in which the student creates a class for clinical students. See the course schedule for due dates. Guidelines and grading criteria are found attached to the posted Assignment in Blackboard. Include the instructional strategy that you will use, summarize the content, and include a copy or the slides that you will use.

Note: Refer to the Course Schedule for specific information about each course requirement and its due date. Detailed assignment guidelines are available in the Assignment section of the Course Menu. Students are strongly advised to read the detailed guidelines before completing the assignments.

COURSE EXPECTATIONS:

Expectations for Student Behavior

1. Students are expected to have access to a computer that can support Blackboard and all related course materials.
2. Students must review the course introduction to learn how communication will occur and how assignments will be managed during the course.
3. All email communication should occur through the Blackboard. Students should review email at least every 48 hours as well as the general announcements area of the course.
4. All assignments are due on the scheduled date unless other arrangements have been made.
with the course instructor before the due date. Late work is generally not accepted. See Course Requirements listed above. Assignments are made in a time frame allowing the student sufficient time to plan the necessary work to accomplish the assigned course components. Exceptions would be considered for extreme and unplanned emergencies. Students should review the syllabus and course schedule throughout the semester to insure that class assignments are completed correctly and by the due date. Print a copy of the syllabus and course schedule as a reference.

5. Students should notify the faculty if they withdraw from the course and should not attempt to access course materials once they have withdrawn.

6. The nature of the content of this course may promote debate in the discussion forums. Students are assumed to be prepared and knowledgeable for the discussions. Contributions should be made in a respectful manner and the discussion should be an orderly sharing of ideas. Disrespect to classmates will NOT be tolerated.

7. All information disclosed through course chats or discussions is confidential and should not be shared with others outside the context of this course. Passwords should not be shared with anyone including classmates or family members.

8. Each assignment is designed to provide students with an opportunity to demonstrate their understanding of the principles covered in the course and their ability to apply them to management and leadership problems. To successfully complete these assignments it is imperative that students prepare for each class and use the communication tools to clarify content that may be confusing.

**Expectations for Faculty Behavior**

1. Dr. Dolan will monitor Blackboard email and discussion comments regularly. Students can expect a response to email messages or telephone messages within 48 hours unless messages are sent on Friday. The instructor will not regularly check for new messages on weekends and holidays.

2. Students will generally receive feedback on assignments within 14 days of assignment due dates unless notified by the course faculty.

3. Dr. Dolan is available to talk with individual students through email, texting, WebEx, or telephone.

**Guidelines For Form And Style Of Written Assignments**

Students are expected to follow instructions associated with the assignments for this course. Students who are confused about an assignment should contact Dr. Dolan in a timely manner to insure satisfactory completion of the assignment on the date it is due. **Unless otherwise instructed**, students must adhere to the APA Publication Manual, 6th Edition.
guidelines for formatting and organizing written assignments. Review the format specified before writing papers AND before submitting completed assignments. Plagiarism is not acceptable especially at a graduate level. Check your work before submission. Plagiarized work will receive a zero and is grounds for failure.

Scientific writing is precise and formal. Writing within the corporate world frequently uses a less formal structure. This course will use both styles of written communication.

Numerous resources are available to assist students to develop these new writing skills. The Center for Academic Student Achievement provides writing support both in person and in an online format. The contact at the Center is Noel Ballmer at 361-825-2254 and the web link is http://casa.tamucc.edu. You are able to set an appointment with a consultant and meet online in a whiteboard space to consider your writing needs. Please do not hesitate to use this resource.

**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. Consult the APA manual if further clarity is needed.

Please see the following sites for additional information:

University Student Handbook and Code of Conduct: http://www.tamucc.edu/~students

University catalog related to academic integrity and honesty: 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 (eg: deployment, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the course and clinical 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/ for the University procedure and see http://conhs.tamucc.edu/shb/ for the CONHS process identified in the Student Handbook.
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.

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.

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.