NURS 4320 PRINCIPLES AND CONCEPTS OF PATIENT EDUCATION
Syllabus - Summer 2019

FACULTY: Shelley Dinkens, RN, MSN, CNE
OFFICE: Island Hall 342A
OFFICE HOURS: By appointment
TELEPHONE: 361-825-2848 (office) – please leave a message
EMAIL: shelley.dinkens@tamucc.edu – best and fastest way to reach me
FAX: 361-825-2484
CREDITS Three semester hours (3:3)

COURSE DESCRIPTION:
Provides opportunities for students to apply principles of teaching and learning with clients, families, and identified groups. Special emphasis is placed on patient teaching within a rapidly changing health care environment. Students will examine learning readiness and intervene with groups and families from diverse backgrounds and educational preparations.

COURSE OBJECTIVES:
Upon completion of this course, the student will be able to:
1. Identify significant trends in health care that have influenced nursing's role in patient education. (AACN Essential IX)
2. Evaluate factors that affect the learners' readiness to learn. (AACN Essential IX)
3. Analyze stage-specific learning styles and needs according to maturational levels. (AACN Essential IX)
4. Identify valid sources to obtain patient education materials. (AACN Essential III)
5. Develop teaching strategies using transcultural nursing as a framework for meeting the educational needs of a pluralistic society and special patient populations. (AACN Essential VII, IX)
6. Evaluate the role of family/significant others on patient education. (AACN Essential VII, IX)
7. Evaluate the impact of patient/family education on patient outcomes. (AACN Essential VII, IX)
8. Critique the strengths and limitations of select instructional methods. (AACN Essential VII, IX)
9. Synthesize teaching/learning principles for their efficacy to the education of patients, families, and identified groups. (AACN Essential IX)

REQUIRED TEXTS AND RESOURCES:

LEARNING EXPERIENCES AND TEACHING METHODS:

Course objectives for this Black Board on-line course are met through individual study using the references and text identified; Learning Team discussions, case study assignments, reflective thinking, and the application of learning theory to a teaching situation presented in a scholarly paper. Teaching methods include PowerPoint presentations, case study presentations, and moderated discussion rooms with faculty developed discussion questions. Each student is responsible for identifying his or her own learning needs and for self-direction in independent study of texts, on-line participation, and seeking consultation in meeting course objectives. All assignments are due on the date listed unless arrangements are made in advance of the due date 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; no late work accepted.
- Participate in group discussion using scholarly resources as a basis for the discussion. Discussion will be graded per the Discussion Rubric on the Information page.
- 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.
- Complete all case study assignments and submit per the course calendar.
- Prepare and submit to course faculty a formal paper that demonstrates the application of learning theory to a teaching situation.

GRADING

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

<table>
<thead>
<tr>
<th>Grade Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Participation</td>
<td>5%</td>
</tr>
<tr>
<td>Learning Style Assignment</td>
<td>10%</td>
</tr>
<tr>
<td>Case Studies (7)</td>
<td>60%</td>
</tr>
<tr>
<td>Application of Learning Theory Paper</td>
<td>25%</td>
</tr>
</tbody>
</table>
1. **Discussion Participation – 5%**

When a discussion topic is assigned, **students are expected to post an original answer to the discussion questions and 2 substantive responses to a peer’s original answer.**

Original responses are due each week the discussion is assigned by Thursday at 11:00pm and substantive responses are due by Sunday at 11:00pm.

1. Initial responses should answer the topic completely. Choose a UNIQUE topic. There are plenty of topics to go around for everyone to answer a different question.
2. Substantive responses should use and cite scholarly readings to add to the understanding of the topics being addressed.
3. It is expected that responses will be written in correct grammar and be well organized. References should be listed using APA style.

2. **Learning Style Assignment – 10%**

In order to understand how people learn, it is wise to do a self-assessment of how you learn. Complete the Memletics Quiz and write about your results. Please be self-reflective in your answers – explain why you believe this assessment is correct or not and why you feel this way. Give examples.

3. **End-of-Chapter Case Studies – 60%**

Each student will complete the end-of-chapter case studies each week. It is expected that you will read your text first and use it as a guide and reference in answering your questions. Most often the Case Studies are making you apply what you have learned in the reading to an actual problem. Therefore, you will not find the answer to copy and paste but something in the writing will guide you toward your answers. These are not typically short answer. They should be at least a paragraph – be thorough and thoughtful in your answers. Remember to cite your references and if a certain page from your text has guided your answer, please list the page numbers. I use the word "guided" because the answers should be in your own words and not copied and pasted from your text.

3. **Application of Learning Theory to Client/Patient Teaching Paper – 25%**

The application of learning theory to client/patient teaching paper is a group project in which the students synthesize the teaching learning concepts learned in this course and apply them to a specific teaching situation. This paper should be no more than 10 pages in length (excluding cover page and references), be written at the senior student level, and be formatted in APA style. Grades for this assignment are unique to the individual student and are based on student participation as well as the overall quality of the paper. Students will complete a self and peer evaluation for the group. The grading rubric for scoring is available with the assignment instruction in the course. The group or individual should be able to follow along with their reading chapters each week and complete another piece of their paper applying what they read that week.
**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 Student Handbook and Code of Conduct: [http://www.tamucc.edu/~students](http://www.tamucc.edu/~students)
- 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 (825-5826).

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.

Military students

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