Texas A&M University- Corpus Christi  
College of Nursing and Health Sciences  
Graduate Nursing Program  
NURS 6305 Principles of Nursing Education for Teaching & Patient Care  
Syllabus-Spring 2018

Theory: Blackboard, Located at www.tamucc.edu

Credits: 3 credit hours

Pre or Co requisites: None

Course Faculty: Tammy McGarity, DNP, MSN, RN, NEA-BC

Phone: 361-825-2607 [office] and 214-952-3498 [cell].

Email: Emailing through the course site in Blackboard is preferred; 
Alternative email is tammy.mcgarity@tamucc.edu [only if Blackboard email unavailable]

COURSE DESCRIPTION: An overview of theoretical principles and guidelines used in the 
design and evaluation of educational programs. Focus is on adult education philosophies with 
learning theories and their impact on nursing education in multiple settings. Curriculum 
development at the institutional, course and individual class levels including both academic and 
clinical settings will be examined.

PREREQUISITES: Graduate standing

COURSE OBJECTIVES: The purpose of this course is to aid doctoral students in synthesizing 
past nursing expert practice with the principles of education, especially adult education, to 
support effective educational endeavors with various constituencies.

STUDENTS LEARNING OUTCOMES:

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

1. Design innovative teaching modules appropriate to the patient, staff, or nursing student in 
   the clinical area of the doctoral student’s focus.
2. Combine the principles of patient and student safety with the principles of education 
   necessary to enhance learning and achieve excellence in nursing practice.
3. Generate a plan of curriculum appropriate for the student’s focus area incorporating latest 
   scientific evidence and best practices in education.
4. Appreciate the ethical challenges of teaching patients, staff and nursing students in the 
   complex and changing arena of health care.

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REQUIRED TEXTS:


Also readings from the current literature, such as:


Davis, B. W. (2011). A conceptual model to support curriculum review, revision and redesign in an Associate Degree nursing program. *Nursing Education Perspectives, 32*(6), 389-394.

RECOMMENDED TEXTS {depending on the student’s area of focus; please consult with faculty if you have questions about which to buy}


LEARNING EXPERIENCES AND TEACHING METHODS: Course objectives are met through individual study of required and recommended readings, utilizing lecture notes, discussion, and internet sources, and the assignments listed below. The student is responsible for self-direction, an awareness of their own learning needs, and requesting advice from course faculty for demonstrating the successful achievement of the course requirements.

COURSE COMMUNICATION:

The Blackboard (Bb) Mail tool is required for communication within the course. When contacting me or your classmates in this course, always use the Bb Mail tool rather than another e-mail account. This tool is accessed in the Bb Mail section of the Course Menu. Messages sent within Bb are archived within the course, thus eliminating lost correspondence.

1. Faculty will respond to Blackboard Messages within 48 hours during the week and 72 hours over the weekend. If you need assistance faster, please call or text faculty.
2. Students are expected to read and respond to faculty communications within 48 hours if sent during the workweek and within 72 hours if the message is sent on a weekend day.
3. Blackboard Messaging should be used for private communication concerning the course.

COURSE TIME EXPECTATIONS:

All assignments are due by 11:59 pm on the specified due date in the course schedule unless prior arrangements are made with me. Please note and remember that a 3 credit hour course requires a weekly time commitment of a 3-hour presence associated with 9 hours of preparation time. That expectation remains the same in an on-line course. The time spent in the course is set by your personal learning schedule. You should review Bb mail and announcements at least every 48 hours.

COURSE REQUIREMENTS:

1. You are expected to have access to a computer that can support Bb applications and all related course materials. A backup plan should be in place if normal computer access becomes unavailable, i.e. arrange use of a computer elsewhere.
2. Any problems with technology, computer, internet, Bb or other applications should be dealt with through the IT (information technology) helpline at (361) 825-2692 or computer.helpline@tamucc.edu
3. Any problems understanding the assignments or due dates should be brought to my attention, preferably within the first week of class.
4. You are expected to complete the course orientation and Academic Honesty Statement prior to beginning work on course content.
5. All e-mail communication with me should occur through Bb, unless otherwise noted. You should review Bb mail and announcements at least every 48 hours.
6. All assignments are due by 11:59 pm on the scheduled date unless other arrangements have been made with me before the due date. Late work will be penalized with a 10% grade deduction/day for up to 2 days. However exceptions will be considered for extreme emergencies where pre-planning was not possible.
7. Respectful and timely participation in discussion forums is required. Since it is assumed each of you will be prepared for discussions, all contributions will be considered knowledgeable contributions. Disrespect in any form will NOT be tolerated.
8. All information disclosed through course chats or discussions is confidential and should not be shared with others outside the context of this course.
9. You should notify the faculty if you withdraw from the course and should not attempt to access course materials once you have withdrawn.
10. You are expected to complete a course evaluation at the end of the course.
11. You can expect that I will grade assignments within 2 weeks of submission unless you are otherwise informed.

COURSE ASSIGNMENTS:

Assignment I: Compose a personal philosophy of nursing education applicable to the chosen area of focus [higher education, patient education or staff education]. This will include applicable theory, personal values and opinions, ethical considerations for a nurse educator and a definition of how the student in the chosen area of focus is viewed.

Assignment II: Devise and analyze a curriculum appropriate to the chosen area of focus. For examples in higher education, the curriculum might be the courses necessary to teach the concept of patient safety; in patient education it might be a diabetes curriculum for the newly diagnosed diabetic patient, and in staff education, it might be an infection control curriculum.

Assignment III: Create and defend an innovative teaching module in the chosen area of focus.

Assignment IV: Create and defend an evaluation for the innovative teaching module in the chosen area created in Module III.

Assignment V: Throughout this course, the DNP student will be reflecting in a journal on the learning experiences they are having, their conclusions about the way they learn best and areas of need in students they may not see based on their personal method of learning. Student will identify potential ethical dilemmas that can arise in teaching situations and describe factors that should be considered when responding to the dilemmas. Also, they will reflect on high impact learning practices they can incorporate in their chosen focus area. Each week they will have
specific areas and/or questions to focus on in their journal which will also teach them the process for having students do reflective journaling, which is one part of the three part approach (access to information and ideas, reflection, and experiences) that Fink (2003) advocates for active, online learning. This is also congruent with the Essentials for Doctoral Education in Nursing which says the DNP graduate should be a reflective practitioner.

**EVALUATION**: Evaluation is a mutual on-going process providing the student and faculty with feedback regarding their performance in achieving course objectives.

**GRADING DETERMINANTS:**

- Philosophy of Education Statement: 25%
- Curriculum Development: 25%
- Innovative Module Development: 25%
- Evaluation for Innovative Module: 10%
- Reflective Journal: 15%

100%

Grading Scale- Consistent with the standard for College of Nursing and Health Sciences

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>90 - 100</td>
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<tr>
<td>B</td>
<td>83 - 89</td>
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<tr>
<td>C</td>
<td>75 - 82</td>
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<tr>
<td>D</td>
<td>67 - 74</td>
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<tr>
<td>F</td>
<td>&lt; 67</td>
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**SUBMISSION OF ASSIGNMENTS:**

Submission of assignments will be through the Assignment Tool using WORD in doc or docx format unless otherwise stated. Please see submission instructions for each assignment.

Assignments in other formats are not accepted. Student assignments and discussions are subject to anti-plagiarism screening.

Late assignments will be accepted, but with the expectation of a lower grade. Students will receive a grade of zero for submissions after five days past the due date unless faculty approves a later submission. There are no extensions for discussion posts. There is no extra credit option in this course.

**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.

**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/Plagiarism**

It is expected that University students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. 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 penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a grade of “F”.

Please see the following sites for additional information:

University Student Handbook and Code of Conduct: [http://www.tamuccd.edu/~students](http://www.tamuccd.edu/~students)
University catalog related to academic integrity and honesty: [http://catalog.tamuccd.edu](http://catalog.tamuccd.edu)

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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. \textit{Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.} 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 class. April 6, 2018 is the last day to drop a class with an automatic grade of “W” this term.

Disabilities Accommodations*

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 call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 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 Disability Services office for assistance at (361) 825-5816.

\textit{Statement of Academic Continuity*}

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

\textit{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).

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*

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

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.

Syllabus Disclaimer

While the provisions of this syllabus and other course components are as accurate and complete as possible, faculty reserves the right to adjust the course to accommodate emergencies, unexpected technical problems, or other unforeseen circumstances. Faculty will announce any necessary changes through the BlackBoard course discussion, announcements, or course emails. It is the student’s responsibility to keep abreast of course announcements.

*Required by SACS or HB2504