NU642: Teaching Methods in Nursing and Healthcare Education

Summer Session Hybrid Syllabus

<table>
<thead>
<tr>
<th>COURSE START DATE:</th>
<th>July 8, 2013</th>
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<tbody>
<tr>
<td>ONLINE DATES:</td>
<td>July 8-14; July 20-August 16, 2013</td>
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<td>ON CAMPUS DATES:</td>
<td>July 15-19, 2013</td>
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<td>COURSE END DATE:</td>
<td>August 16, 2013</td>
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COURSE DESCRIPTION

Explores a variety of teaching strategies from traditional lecture format to more recent trends in active learning strategies. Analysis of appropriate teaching strategies needed in various academic or health care settings provides insights for implementing effective learning experiences.

Although most of the resources used for this course are from nursing education, any health care professional who is updating or preparing to teach other professionals in health care will also find them useful. The course assignments have been structured in such a way that you can begin to apply the theory and principles in various educational settings and with the professionals of your choice.

All information on this course, including the official course description and any prerequisites, can be found in the GPS Catalog at [http://catalog.sjcme.edu/](http://catalog.sjcme.edu/)

COURSE PREREQUISITE AND/OR MINIMAL TECHNICAL SKILLS: n/a

COURSE OBJECTIVES

Upon completion of this course, you should be able to do the following:

1. Demonstrate an awareness of current trends and issues relative to classroom and clinical teaching.
2. Compare and contrast teaching methods and materials used in classroom, clinical and non-traditional learning settings.
3. Analyze research reported in the literature regarding effectiveness of selected teaching methods and materials.

COURSE FORMAT

This is an accelerated, hybrid course with 6-weeks online and an additional week on campus. You will acquire the skills outlined in the course objectives through the following:

1. Readings from textbooks, journal articles, and Internet sources.
2. Lecture notes
3. Case studies, group work
4. Active participation in the Dialogue Areas of your ANGEL classroom.

REQUIRED TEXT


Additional Recommended Reference:


If you have any questions regarding your course materials, please contact your academic advisor and/or our book vendor EDMAP. You can reach EDMAP by phone at 1-(800)-274-9104 or website at http://www.edmapbookstore.com/storefront/index/STJSP

COURSE SCHEDULE

**Week 1: Online**

1. **Topics & Issues**
   - Icebreaker Discussion Board Postings

2. **Required Readings**
   - You should spend this first week reading all assigned chapters for Days 1-5 on campus.

3. **Assignments**
   - Discussion Board Week 1 Posting by 7/12/13, required, but not a graded activity

**Week 2, Day 1: On Campus**

1. **Topics & Issues**
   - The Courage to Teach
   - Teaching in Nursing and Healthcare
   - Education in Healthcare
• Diverse Learning Needs of Students

2. Required Readings
• Palmer, read entire text
• Billings and Halstead Chapters 1-3
• Bastable Chapters 1-2

3. Assignments
• There are no graded assignments for this day on campus

Week 2, Day 2: On Campus

1. Topics & Issues
• Curriculum Development Overview
• Philosophical Foundations of the Curriculum

2. Required Readings
• Billings and Halstead Chapters 5-7

3. Assignments
• There are no graded assignments for this day on campus

Week 2, Day 3: On Campus

1. Topics & Issues
• Teaching and Learning
• Critical Thinking
• Improved Teaching and Learning

2. Required Readings
• Billings and Halstead Chapters 13, 15-17

3. Assignments
• There are no graded assignments for this day on campus

Week 2, Day 4: On Campus

1. Topics & Issues
• Bloom’s Taxonomy
• Instructional Methods and Settings
• Instructional Materials

2. Required Readings
• Bastable Text Chapters 10-12
3. Assignments
   - There are no graded assignments for this day on campus

Week 2, Day 5: On Campus

1. Topics & Issues
   - Innovations in Teaching

2. Required Readings
   - N/A

3. Assignments
   - There are no graded assignments for this day on campus

Week 3: Online

1. Topics & Issues
   - Review of Week 2, Days 1 & 2 Topics Discussed on Campus

2. Required Readings
   - N/A, review prior assigned readings

3. Assignments
   - Discussion Board Week 3 Postings
   - Matching Exercise
   - Complete your 5-page Philosophy of Teaching paper

   **Paper Guidelines:**
   Your paper will be five (5) double-spaced pages (excluding cover page, abstract page, references, and appendix). It will be presented using APA guidelines (6th ed.) and in Times New Roman 12 font. The paper will contain citations from all three assigned texts in addition to at least three journal articles dated within the past five years. Structure your paper with these level one and level two headings:

```
Introduction
   My Personal Philosophy of Teaching
   Teaching vs. Learning
   Nursing vs. Teaching Roles
   My Responses to Changing Health Care Needs
   Educator in Academia

My Role
Legal and Ethical Concerns
Barriers to Teaching
Barriers to Learning

Self-Directed Development
Relationships Among Culture, Motivation, and Learning
Conclusion
```
Or choose to write your 5-page paper on the **Seven Components of Curriculum Design**:

- **Introduction**
- **Definition of Curriculum**
- **The Seven Components of Curriculum Design**
  - Foundations
  - Philosophy and Mission
  - Designs
  - Organizing Frameworks
  - Outcomes, Competencies, Objectives
  - Educational Activities
  - Evaluation
  - Philosophy Defined and Its Relationship to Curriculum Design
  - My Personal Philosophy of Teaching Statement
  - Philosophy Statement Related to the Nursing Metaparadigm
  - Conclusion

- All assignments must be posted during this week by Friday, 7/26/13, for full credit.

**PLEASE NOTE:** All graded assignments for this Week should be grouped together and submitted using the Assignment Submission form accessed from your course homepage or [http://www.sjcme.edu/gps/assignments](http://www.sjcme.edu/gps/assignments).

**Week 4: Online**

1. **Topics & Issues**
   - Review of Week 2, Day 3 Topics Discussed on Campus

2. **Required Readings**
   - N/A, review prior assigned readings

3. **Assignments**
   - Week 4 Discussion Board Postings
   - Complete your 5-page **Teaching-Learning Paper**

**Paper Guidelines:**
Your paper will be five (5) double-spaced pages (excluding the cover page, abstract page, references, and appendix). It will be presented using APA guidelines (6th ed.). The paper will contain citations from all three assigned texts in addition to at least three journal articles dated within the past five years. Structure your paper with these Level One Headings:

- **Introduction**
- Teaching Defined
- Learning Defined
The Teaching-Learning Process
The Significance of Lifelong Learning
Critical Thinking Defined
Measurement Tools of Critical Thinking
Incorporating Measurement Tools into the Academic/Practice Setting
Classroom Assessment Techniques

Strengths
Weaknesses

Cultural Competence in the Classroom

Conclusion

• All assignments must be posted during this week by Friday, 8/2/13, for full credit.

PLEASE NOTE: All graded assignments for this Week should be grouped together and submitted using the Assignment Submission form accessed from your course homepage or http://www.sjcme.edu/gps/assignments.

Week 5: Online

1. Topics & Issues
   • Review of Week 2, Day 4 Topics Discussed On Campus

2. Required Readings
   • N/A, review prior assigned readings

3. Assignments
   • Week 5 Discussion Board Postings
   • Complete your 5-page Teaching Plans paper

   **Paper Guidelines:**
   Your paper will be five (5) double-spaced pages (excluding the cover page, abstract page, references, and appendix). It will be presented using APA guidelines (6th ed.). The paper will contain citations from all three assigned texts in addition to at least three journal articles dated within the past five years. Structure your paper with these Level One Headings:

   **Introduction**
   **Proposed Teaching Plan**
   **Teaching Plan with Lecture and Question Asking Techniques**
   **Teaching Plan with Active Learning Strategies**
   **Compare and Contrast of Teaching Plans**

   **Effectiveness**
   **Comfort Level of Both Learners and Teacher**
   **Strategies for Evaluation of Learning**

   **Conclusion**

   **Appendix A: Lecture/Question Asking**
   **Appendix B: Active Learning**
Week 6: Online

1. Topics & Issues
   - Review of Week 2, Day 5 Topics Discussion On Campus

2. Required Readings
   - N/A, Review prior assigned readings

3. Assignments
   - Week 6 Discussion Board Postings
   - Complete your 10-page Curriculum Development Program of Study in the Academic Setting paper
     Paper Guidelines:
     Your paper will be ten (10) double-spaced pages (excluding the cover page, abstract page, references, and appendix). It will be presented using APA guidelines (6th ed.). The paper will contain citations from all three assigned texts in addition to at least three journal articles dated within the past five years. Structure your paper with these Level One Headings:
     
     Introduction
     Overview of Where Professional Will Practice
     Academic Program
     Essential Skills and Knowledge Base
     Course Philosophy and Curriculum Framework
     Learning Theory
     Course Content
     Course Length
     Sequence of Course Content
     Teaching Methods Used
     Conclusion

   - All assignments must be posted during this week by Friday, 8/16/13, for full credit.

PLEASE NOTE: All graded assignments for this Week should be grouped together and submitted using the Assignment Submission form accessed from your course homepage or http://www.sjcme.edu/gps/assignments.

FINAL ASSESSMENT

Final grades for this course will be determined as follows:

Week 3 Graded Assignment 20 %
Week 4 Graded Assignment  25%
Week 5 Graded Assignment  25%
Week 6 Graded Assignment  30%

**GRADING BREAKDOWN:** Percent-based system

<table>
<thead>
<tr>
<th>Percent-Based</th>
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<tbody>
<tr>
<td><strong>Week 3:</strong> 20% of your Course Grade</td>
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<tr>
<td>Discussion Board</td>
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<tr>
<td>20% of you Unit Grade</td>
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<tr>
<td>Matching Exercise</td>
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<tr>
<td>20% of you Unit Grade</td>
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<tr>
<td>5-page paper</td>
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<td>60% of your Unit Grade</td>
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<td><strong>Week 4:</strong> 25% of your Course Grade</td>
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<td>Discussion Board</td>
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<td>20% of you Unit Grade</td>
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<td>5-page Paper</td>
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<td>80% of you Unit Grade</td>
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<tr>
<td><strong>Week 5:</strong> 25% of your Course Grade</td>
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<tr>
<td>Discussion Board</td>
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<tr>
<td>20% of you Unit Grade</td>
</tr>
<tr>
<td>5-page paper</td>
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<tr>
<td>80% of you Unit Grade</td>
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<tr>
<td><strong>Week 6:</strong> 30% of your Course Grade</td>
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<tr>
<td>Discussion Board</td>
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<tr>
<td>20% of you Unit Grade</td>
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<tr>
<td>10-page Paper</td>
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<tr>
<td>80% of you Unit Grade</td>
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**RUBRICS.**

<table>
<thead>
<tr>
<th>Score</th>
<th>Discussion Grading Criteria</th>
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<tbody>
<tr>
<td>A</td>
<td>Responses are on topic, original, and contribute to the quality of the discussion. Responses make frequent, informed references to unit material. Responses are clearly written.</td>
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</tbody>
</table>
Substantial original answers to the questions that furthers the work of the class. Typically in the 100 word range or responses meet length requirements as posted in the classroom. Two or more thoughtful responses per discussion question to classmates that advance the discussion.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Content, Focus, Use of Text/Research</th>
<th>Analysis and Critical Thinking</th>
<th>Writing Style, Grammar, APA Format</th>
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<tbody>
<tr>
<td>A</td>
<td>Response successfully answers the assignment question(s); thoroughly uses the text and other literature.</td>
<td>Response exhibits strong higher-order critical thinking and analysis (e.g., evaluation).</td>
<td>Sentences are clear, concise, and direct; tone is appropriate. Grammatical skills are strong with almost no errors per page. Correct use of APA format when assigned.</td>
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<tr>
<td>B</td>
<td>Response answers the assignment question(s) with only minor digressions; sufficiently uses the text and other literature.</td>
<td>Response generally exhibits higher-order critical thinking and analysis (e.g., true analysis).</td>
<td>Sentences are generally clear, concise, and direct; tone is appropriate. Grammatical skills are competent with very few errors per page. Correct use of APA format when assigned.</td>
</tr>
<tr>
<td>C</td>
<td>Response answers the assignment question(s) with some digression; sufficiently uses the text and other literature.</td>
<td>Response exhibits limited higher-order critical thinking and analysis (e.g., application of information).</td>
<td>Sentences are occasionally wordy or ambiguous; tone is too informal. Grammatical skills are adequate with few errors per page. Adequate use of APA format when assigned.</td>
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<tr>
<td>D</td>
<td>Response answers the assignment question(s) but digresses significantly; insufficiently uses the text and other literature.</td>
<td>Response exhibits simplistic or reductive thinking and analysis but does not demonstrate comprehension.</td>
<td>Sentences are generally wordy and/or ambiguous; tone is too informal. Grammatical skills are inadequate, clarity and meaning are impaired, numerous errors per page. Inadequate use of APA format when assigned.</td>
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Please note: All graded assignments for this Unit should be grouped together and submitted using the Assignment Submission form accessed from your course homepage or http://www.sjcme.edu/gps/assignments.

Scoring Table for Week 3

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<td>Score</td>
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### 1. Discussion Board Question

- posted your personal philosophy of teaching by defining the following terms: student, teacher, learning, teaching, teaching-learning process. How do these concepts interrelate? How does your personal philosophy of nursing and personal philosophy of teaching interrelate?

- commented on the posts of two other students

### 2. Matching Exercise

#### 5-Page Paper (Choice 1)

Refer to Written Assignment Rubric:
- 50% Content, Focus, use of Text/Research
- 30% Analysis and Critical Thinking
- 20% Writing Style, Grammar, APA Format

- identified philosophy of teaching

- compared teaching vs. learning

- compared nursing vs. teaching roles

- discussed responses to changing health care needs

- described educator in academia role (role, legal and ethical concerns, barriers to teaching and learning)

- discussed self-directed development

- described relationships among culture, motivation, and learning

- citations from all three assigned texts and at least three journal articles dated within the past five years

OR

### 5-Page Paper (Choice 2) Choose either 1 or 2, but not both

Refer to Written Assignment Rubric:
- 50% Content, Focus, use of Text/Research
- 30% Analysis and Critical Thinking
- 20% Writing Style, Grammar, APA Format
- definition of curriculum

- the seven components of curriculum design

- compared philosophy and its relationship to curriculum design

- expanded upon personal philosophy of teaching statement

- related philosophy statement to the nursing metaparadigm

- citations from all three assigned texts and at least three journal articles dated within the past five years

**TOTAL POSSIBLE** 100%

**PLEASE NOTE:** All graded assignments for this Unit should be grouped together and submitted using the Assignment Submission form accessed from your course homepage or http://www.sjcme.edu/gps/assignments.

<table>
<thead>
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<th>Scoring Table for Week 4</th>
<th>Total Score</th>
<th>Your Score</th>
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<tbody>
<tr>
<td><strong>1. Discussion Board Question</strong></td>
<td>20% of Unit grade</td>
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<tr>
<td>- posted how do you know when you (or a student) is thinking critically? Is it possible to measure changes in critical thinking ability? How would you use such measures in your approach to teaching?</td>
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<td>- commented on the posts of two other students</td>
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<tr>
<td><strong>2. 5-Page Paper</strong></td>
<td>80% of Unit grade</td>
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<tr>
<td>Refer to Written Assignment Rubric:</td>
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<tr>
<td>50% Content, Focus, use of Text/Research</td>
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<tr>
<td>30% Analysis and Critical Thinking</td>
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<tr>
<td>20% Writing Style, Grammar, APA Format</td>
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<tr>
<td>- teaching defined and learning defined</td>
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<td>- the teaching-learning process</td>
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<td>- the significance of lifelong learning</td>
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<tr>
<td>- critical thinking defined measurement tools of critical thinking incorporating measurement tools into the academic/practice setting</td>
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<tr>
<td>- classroom assessment techniques strengths weaknesses</td>
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</tbody>
</table>
- cultural competence in the classroom

- citations from all three assigned texts and at least three journal articles dated within the past five years

**TOTAL POSSIBLE** 100%

**PLEASE NOTE:** All graded assignments for this Unit should be grouped together and submitted using the Assignment Submission form accessed from your course homepage or [http://www.sjcme.edu/gps/assignments](http://www.sjcme.edu/gps/assignments).

<table>
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<tr>
<th>Scoring Table for Week 5</th>
<th>Total Score</th>
<th>Your Score</th>
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<tbody>
<tr>
<td>1. Discussion Board Question</td>
<td>20% of Unit grade</td>
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<tr>
<td>- posted an educational program in the workplace. Stated the program’s goals and wrote three behavioral objectives to address the goals: one cognitive; one affective; and one psychomotor. How would these objectives be used to structure teaching material and activities, and to evaluate the effectiveness of your teaching?</td>
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<td>- commented on the posts of two other students</td>
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<tr>
<td>2. 5-Page Paper</td>
<td>80% of Unit grade</td>
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<tr>
<td>Refer to Written Assignment Rubric:</td>
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<tr>
<td>50% Content, Focus, use of Text/Research</td>
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<tr>
<td>30% Analysis and Critical Thinking</td>
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<tr>
<td>20% Writing Style, Grammar, APA Format</td>
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<tr>
<td>- stated proposed teaching plan</td>
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<tr>
<td>- described teaching plan with lecture and question asking techniques</td>
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<tr>
<td>- described teaching plan with active learning strategies</td>
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<tr>
<td>- compared and contrasted both teaching plans</td>
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<td></td>
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<tr>
<td>- attached Appendix A teaching plan</td>
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<td>- attached Appendix B teaching plan</td>
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<tr>
<td><strong>TOTAL POSSIBLE</strong></td>
<td>100%</td>
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<tr>
<th>Scoring Table for Week 6</th>
<th>Total</th>
<th>Your</th>
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1. Discussion Board Question

- posted a description of your current practice setting and how educational and practice requirements have changed and will most likely change in the near future. What types of teaching strategies will educators need to adopt to meet the needs of your identified changes and target population?

- commented on the posts of two other students

2. 10-Page Paper

Refer to Written Assignment Rubric:
50% Content, Focus, use of Text/Research
30% Analysis and Critical Thinking
20% Writing Style, Grammar, APA Format

- described overview of where professional will practice
- described academic program
- discussed essential skills and knowledge base
- described course philosophy and curriculum framework
- identified learning theory
- described course content
- described course length
- described sequence of course content
- identified teaching methods used

TOTAL POSSIBLE 100%

Score | Score
--- | ---

20% of Unit grade

80% of Unit grade

**PLEASE NOTE:** All graded assignments for this Unit should be grouped together and submitted using the Assignment Submission form accessed from your course homepage or [http://www.sjcme.edu/gps/assignments](http://www.sjcme.edu/gps/assignments).

**COURSE POLICIES AND PROCEDURES**

Current information regarding College policies affecting your course can be found on the Resources/Policy section of the course homepage. On this page, you will find vital information, including the following:
Current Student Handbook, outlining course-specific policies
Access to support resources, including advising and online tutorial services
Student Success Guides

SUBMITTING ASSIGNMENTS

As you complete each assignment in one Week, add each assignment on a new page to your word processing document. Complete and submit all the assignments for each Week in a single word processing document.

For instructions on how to submit your assignments, you can find an icon in your course called “Submit an Assignment” or by clicking on the following link and fill out the Assignment Submission Form: http://www.sjcme.edu/gps/assignments.

How Do I Access Disabilities Services?

Anyone who would like information or needs access to accommodations or services related to disabilities should contact the college’s Accommodations Office. Please contact your Academic Advisor or refer to the Student Handbook for more information.

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