Course Syllabus

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THE PENNSYLVANIA STATE UNIVERSITY

COLLEGE OF NURSING

Spring, 2016

**COURSE NUMBER:** NURS 840

**COURSE TITLE:**Nursing Education Theories and Strategies

**ABBREVIATED TITLE:**NRSG ED THEORIES

**COURSE CREDITS:**3 SH (3, 0)

**DESCRIPTION:**Theoretical foundation and evidence-based strategies for nursing education

**PREREQUISITES:** None

**CONCURRENT COURSES:** None

**FACULTY:**  Mary Louise Kanaskie, PhD, RN-BC, AOCN

**TOPICAL OUTLINE:**

1. Introduction to Nursing Education and the Faculty Role (3 hours)
2. Legal and Ethical Issues in Nursing Education (2 hours)
3. Managing Academic Dishonesty and Student Incivility (1 hour)
4. Diversity in Nursing Education (3 hours)
5. Educational Needs Assessment (3 hours)
6. Educational Philosophy and Theories (6 hours)
7. Critical Thinking and Clinical Reasoning (3 hours)
8. Evidence-based Nursing Education (3 hours)
9. Classroom Teaching Strategies (6 hours)
10. Clinical Teaching Strategies (4 hours)
11. Strategies for On-line and Distance Education (4 hours)
12. Simulation and Information Technology (4 hours)
13. Evaluation Strategies (3 hours)

**COURSE OBJECTIVES:**

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

1. Discuss the various forms of scholarship for the nurse educator.
2. Develop a personal educational philosophy based upon teaching and learning theories.
3. Analyze legal and ethical issues in nursing education.
4. Compare, contrast, and evaluate evidence-based teaching strategies for classroom, clinical, and on-line educational settings.
5. Describe and evaluate strategies to meet the learning needs of diverse students.

Approved by Faculty Senate in March 2012

**EVALUATION METHODS:**

**Written Assignments (55%)**

Statement of Teaching Philosophy with Commentary (30%)

Teaching Learning Plan (25%)

**Class Participation/discussion (20%)**

**Final Exam Paper: Evidence Based Practice Paper (25%)**

**TEXTBOOKS**

**Required**  
   
American Psychological Association (2012). Publication Manual of the American Psychological Association (7th ed.). Washington, D.C.: American Psychological Association.  
ISBN 978-1-4338-0561-5  MBS Direct, item# 983638  
   
Billings, D.M., & Halstead, J.A. (2012). Teaching in nursing: A guide for faculty. St. Louis, MO: Elsevier.        
ISBN 978-1-4557-0551-1 MSB Direct, item #1156509  
   
National League for Nursing (2012). The Scope of Practice for Academic Nurse Educators (2012 Revision). New York, NY: Author.  
ISBN 978-1-934758-17-5  MSB Direct, item#1333414  
   
**Recommended**  
   
American Nurses Association and National Nursing Staff Development Organization (2010). “Nursing Professional Development: Scope and Standards of Practice”  ISBN-13: 978-1-55810-272-9  
  
Benner, P., Sutphen, M., Leonard, V., & Day, L. (2010). Educating nurses: A call for radical transformation. San Francisco, CA: Jossey-Bass.  
ISBN 978-0-470-45796-2 MSB Direct, item 1013832

**Additional Resources**

Benner, P., Hughes, R.G., & Sutphen, M. (2008). Clinical reasoning, decisionmaking, and action: Thinking critically and clinically. In *Patient Safety and Quality: An Evidence-Based Handbook for Nurses.* Rockville, MD: Agency for Healthcare Research and Quality. Retrieved from  [http://www.ahrq.gov/professionals/clinicians-providers/resources/nursing/resources/nurseshdbk/index.html (Links to an external site.)](http://www.ahrq.gov/professionals/clinicians-providers/resources/nursing/resources/nurseshdbk/index.html" \t "_blank)

Dougherty, H. (n.d.) How to write a statement of teaching philosophy. Retrieved September 27, 2013 from [https://curriculumfellows.hms.harvard.edu/sites/curriculumfellows.hms.harvard.edu/files/u12/How%20to%20Write%20a%20Statement%20of%20Teaching%20Philosophy%20v\_2%20annotated.pdf (Links to an external site.)](https://curriculumfellows.hms.harvard.edu/sites/curriculumfellows.hms.harvard.edu/files/u12/How%20to%20Write%20a%20Statement%20of%20Teaching%20Philosophy%20v_2%20annotated.pdf)

EDUCAUSE. (2012). Seven things you should know about flipped classrooms. Retrieved from [http://net.educause.edu/ir/library/pdf/eli7081.pdf (Links to an external site.)](http://net.educause.edu/ir/library/pdf/eli7081.pdf)

Faculty Focus. (2009). *Philosophy of teaching statements: Examples and tips on how to write a teaching philosophy statement.* Magna Publications. Retrieved from [http://www.facultyfocus.com/wp-content/uploads/images/Philo-of-Teaching-FF.pdf (Links to an external site.)](http://www.facultyfocus.com/wp-content/uploads/images/Philo-of-Teaching-FF.pdf)

Gierach, M., & Everson, C. (2010). Clinical reasoning in the classroom: A triage simulation. *Nurse Educator, 35*(6), 228-230.

Guneysu, S., & Tekmen, B. (2010). Implementing an alternative cooperative learning method. *Procedia Social and Behavioral Sciences, 2*, 5670-5674.

Hauer, J., & Quill, T. (2011). Educational needs assessment, development of learning objectives, and choosing a teaching approach. *Journal of Palliative Medicine, 14*(4), 503-508.

Johnson-Farmer, B., & Frenn, M. (2009). Teaching excellence: What great teachers teach us. *Journal of Professional Nursing, 25*(5), 267-272.

Kerber, C., Jenkins, S., Woith, W., & Kim, M.J. (2012). Journal clubs: A strategy to teach civility to nursing students. *Journal of Nursing Education, 51*(5), 277-282.

Levett-Jones, T., Hoffman, K., Dempsey, J., Jeong, S.Y., Noble, D., Norton, C.A., Roche, J., & Hickey, N. (2010). The ‘five rights’ of clinical reasoning: An educational model to enhance nursing students’ ability to identify and manage clinically ‘at risk’ patients. *Nurse Education Today, 30*, 515-520.

Melillo, K.D., Dowling, J., Abdallah, L., Findeisen, M., & Knight, M. (2013). Bring diversity to nursing: Recruitment, retention and graduation of nursing students*. Journal of Cultural Diversity, 20*(2), 100-104.

Northwestern Memorial Hospital. (2009). The assessment for the continuing education needs of nurses at all levels and settings, and the related implementation plan. Retrieved from [http://ww2.nmh.org/oweb/MagnetDoc/01\_oo\_organizational\_overview/01-10/oo9\_narrative\_.htm (Links to an external site.)](http://ww2.nmh.org/oweb/MagnetDoc/01_oo_organizational_overview/01-10/oo9_narrative_.htm)

Northwestern Memorial Hospital (2009). Education needs assessment: An evidence based approach. Retrieved from [https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&ved=0CDEQFjAA&url=http%3A%2F%2Fww2.nmh.org%2Foweb%2FMagnetDoc%2Freference\_files%2Freference\_document\_-\_o\_\_-\_item\_1\_of\_2\_-\_education\_needs\_assessment.doc&ei=dz9EUtTQGcWn4APV1IBg&usg=AFQjCNHQeiek1zsHdCwQOf1xza38jDHVhQ&bvm=bv.53217764,d.dmg (Links to an external site.)](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&ved=0CDEQFjAA&url=http%3A%2F%2Fww2.nmh.org%2Foweb%2FMagnetDoc%2Freference_files%2Freference_document_-_o__-_item_1_of_2_-_education_needs_assessment.doc&ei=dz9EUtTQGcWn4APV1IBg&usg=AFQjCNHQeiek1zsHdCwQOf1xza38jDHVhQ&bvm=bv.53217764,d.dmg)

Sand-Jecklin, K. (2007). The impact of active/cooperative instruction on beginning nursing student learning strategy preference. *Nurse Education Today, 27*, 474-480.

Shinnick, M.A., & Woo, M.A. (2013). The effect of human patient simulation on critical thinking and its predictors in prelicensure nursing students. *Nurse Education Today, 33*, 1062-1067.

Sullivan-Mann, J., Perron, C.A., & Fellner, A.N. (2009). The effects of simulation on nursing students’ critical thinking scores: A quantitative study. *Newborn and Infant Nursing Reviews, 9*(2), 111-116.

Thomas, C.M., Monturo, C., & Conroy, K. (2011). Experiences of faculty and students using an audience response system in the classroom. *CIN: Computers, Informatics, Nursing, 29*, 396-400.

University of North Carolina Charlotte Center for Teaching and Learning. (2013). Writing objectives using Bloom’s taxonomy. Retrieved from [http://teaching.uncc.edu/articles-books/best-practice-articles/goals-objectives/writing-objectives-using-blooms-taxonomy (Links to an external site.)](http://teaching.uncc.edu/articles-books/best-practice-articles/goals-objectives/writing-objectives-using-blooms-taxonomy).

**Disability Statement**

Penn State welcomes students with disabilities into the University's educational programs. Every Penn State campus has an office for students with disabilities. The Office for Disability Services (ODS) Web site provides contact information for every Penn State campus: [http://equity.psu.edu/ods/dc. (Links to an external site.)](http://equity.psu.edu/ods/dcl)

For further information, please visit the Office for Disability Services Web site: http://equity.psu.edu/ods.

In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: [http://equity.psu.edu/ods/doc-guidelines. (Links to an external site.)](http://equity.psu.edu/ods/doc-guidelines)

If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with an accommodation letter. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. You must follow this process for every semester that you request accommodations.

University Policy       Confirmed by faculty 06/09

Modified October 9, 2006; August 20, 2012; August 2013

**Diversity Statement**

The faculty and staff of the College of Nursing value and are committed to fostering diversity in the classroom, the University, and the profession.  By respecting differences in culture, age, gender, gender expression, race, ethnicity, national origin, differing abilities, sexual orientation, and religious affiliation, we enrich the learning environment; improve the practice and profession of Nursing; and enhance personal creativity and professional growth.

**Academic Integrity Statement**

The College of Nursing Graduate Program follows the guidelines and procedures stated in [Faculty Senate Policy 49-20 (Links to an external site.)](http://senate.psu.edu/policies-and-rules-for-undergraduate-students/47-00-48-00-and-49-00-grades/#49-20), as follows:

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

See [G-9 Academic Integrity (Links to an external site.)](http://www.psu.edu/oue/aappm/G-9-academic-integrity.html) for consequences of violating Academic Integrity.

**Plagiarism**

Talking over your ideas and getting comments on your papers from faculty and students are not examples of plagiarism. Taking someone’s published or unpublished work or ideas and using them or calling them your own is plagiarism (and a violation of Academic Integrity) (this includes work done by individuals who have previously completed a course in which you are enrolled.)

Referencing others’ works is extremely important. Direct quotes need to be placed in quotation marks and the page from where the quote was taken documented. All other works used in the development of the paper need to be cited in the reference list. It is considered plagiarism if these procedures are not followed.

For more clarification, reference the [TLT Student Plagiarism Tutorial (Links to an external site.)](http://tlt.psu.edu/plagiarism/student-tutorial/).

**Grading Policy**

Successful completion of required nursing courses is defined as a “B” (83%) or better according the College of Nursing grading scale. For more detail in the graduate academic progression policy, see the College of Nursing MS handbook [http://www.hhdev.psu.edu/nurs/grad/handbook.html (Links to an external site.)](http://www.hhdev.psu.edu/nurs/grad/handbook.html).

**Grading Scale**

University Faculty Senate Policy 47-60 applies to all grading in the College of Nursing Graduate Program as follows:

|  |  |  |
| --- | --- | --- |
| ***Grade*** | ***Grade-Point Equivalent*** | ***Percentage Equivalent*** |
| A | 4.0 | 94 - 100 |
| A- | 3.67 | 90 - 93 |
| B+ | 3.33 | 87 - 89 |
| B | 3.00 | 83 - 86 |
| B- | 2.67 | 80 - 82 |
| C+ | 2.33 | 77 - 79 |
| C | 2.00 | 75 - 76 |
| D | 1.00 | 68 - 74 |
| F | 0 | Below 68 |

**College of Nursing Expectation for Excellent Writing at Graduate Level**

All written work will be graded based on assignment content criteria.  However, all writing assignments are expected to demonstrate excellent graduate level writing, which includes writing that is free of typographical errors, misspellings, and punctuation errors.  Excellent writing also contains proper grammar and correct APA formatting (when applicable).  Writing should be concise, include relevant content and support, as well as meet assignment requirements in a well presented, easy to read format.  No points will be assigned for completing these requirements, but up to 10% of your assignment total grade may be deducted for not demonstrating excellent writing skills.   We strongly encourage you to use the Graduate Writing Center, complete the istudy tutorial, and utilize the APA resources if you need support.

Note: see Academic Integrity/Plagiarism section for the consequences of violating plagiarism policies.

**CON Course Examination Rounding Policy**

A student must achieve a minimal final course grade of a B (83%) for successful completion of the course.  Each individual examination score is reported to the hundredth place, e.g. 92.76 and not rounded up. Only the final course grade will be rounded up. A final course grade of X.50 will be rounded to the next highest whole number (example 82.50 = 83). A final course grade of X .49 would not round up (example 82.49 = 82).

**Code of Conduct**

All graduate students are expected to adhere to the Code of Conduct and Academic Standards as clarified by Graduate Council in the Graduate Degree Bulletin, at the Graduate School web site: [http://bulletins.psu.edu/bulletins/whitebook/appendices.cfm?section=appendix1 (Links to an external site.)](http://bulletins.psu.edu/bulletins/whitebook/appendices.cfm?section=appendix1).

Approved by Faculty Senate July 16, 2012

Course Summary:

| **Date** | **Details** | **Due** |
| --- | --- | --- |
| Wed Jan 13, 2016 | Calendar Event L01: Initial Discussion Post Due | 11:59am |
| Sun Jan 17, 2016 | Assignment [Academic Integrity & Plagiarism Statement](https://psu.instructure.com/courses/1775707/assignments/8543104) | due by 11:59pm |
| Assignment [L01: Faculty Careers in Nursing](https://psu.instructure.com/courses/1775707/assignments/8543115) | due by 11:59pm |
| Wed Jan 20, 2016 | Calendar Event L02: Initial Discussion Post Due | 11:59pm |
| Sun Jan 24, 2016 | Assignment [L02: Theoretical Foundations](https://psu.instructure.com/courses/1775707/assignments/8543114) | due by 11:59pm |
| Sun Jan 31, 2016 | Assignment [L03: First Draft Statement of Teaching Philosophy](https://psu.instructure.com/courses/1775707/assignments/8543117) | due by 11:59pm |
| Wed Feb 3, 2016 | Calendar Event L04: Initial Discussion Post Due | 11:59pm |
| Sun Feb 7, 2016 | Assignment [L04: Developing Critical Thinking and Clinical Reasoning Skills](https://psu.instructure.com/courses/1775707/assignments/8543113) | due by 11:59pm |
| Wed Feb 10, 2016 | Calendar Event L05: Initial Discussion Post Due | 11:59pm |
| Sun Feb 14, 2016 | Assignment [L05: Major Components of Educational Assessment](https://psu.instructure.com/courses/1775707/assignments/8543112) | due by 11:59pm |
| Sun Feb 21, 2016 | Assignment [L06: Second Draft Statement of Teaching Philosophy](https://psu.instructure.com/courses/1775707/assignments/8543118) | due by 11:59pm |
| Wed Feb 24, 2016 | Calendar Event L07: Initial Discussion Post Due | 11:59pm |
| Sun Feb 28, 2016 | Assignment [L07: Using Case Studies in the Classroom](https://psu.instructure.com/courses/1775707/assignments/8543111) | due by 11:59pm |
| Wed Mar 2, 2016 | Calendar Event L08: Initial Discussion Post Due | 11:59pm |
| Sun Mar 6, 2016 | Assignment [L08: Evidence Based Teaching Strategies](https://psu.instructure.com/courses/1775707/assignments/8543110) | due by 11:59pm |
| Wed Mar 16, 2016 | Calendar Event L09: Initial Discussion Post Due | 11:59pm |
| Sun Mar 20, 2016 | Assignment [L09: Clinical Education](https://psu.instructure.com/courses/1775707/assignments/8543109) | due by 11:59pm |
| Assignment [L09: Prospectus Paper](https://psu.instructure.com/courses/1775707/assignments/8543119) | due by 11:59pm |
| Assignment [L09: Teaching-Learning / Lesson Plan](https://psu.instructure.com/courses/1775707/assignments/8543120) | due by 11:59pm |
| Wed Mar 23, 2016 | Calendar Event L10: Initial Discussion Post Due | 11:59am |
| Sun Mar 27, 2016 | Assignment [L10: Online Education Strategies for Nurse Educator Students](https://psu.instructure.com/courses/1775707/assignments/8543108) | due by 11:59pm |
| Wed Mar 30, 2016 | Calendar Event L11: Initial Discussion Post Due | 11:59pm |
| Sun Apr 3, 2016 | Assignment [L11: Embracing Technology in Nursing Education](https://psu.instructure.com/courses/1775707/assignments/8543107) | due by 11:59pm |
| Sun Apr 10, 2016 | Assignment [L12: Final Draft Statement of Teaching Philosophy](https://psu.instructure.com/courses/1775707/assignments/8543121) | due by 11:59pm |
| Wed Apr 13, 2016 | Calendar Event L13: Initial Discussion Post Due | 11:59pm |
| Sun Apr 17, 2016 | Assignment [L13: Faculty Responsibilities with Student Misconduct](https://psu.instructure.com/courses/1775707/assignments/8543106) | due by 11:59pm |
| Wed Apr 20, 2016 | Calendar Event L14: Initial Discussion Post Due | 11:59pm |
| Sun Apr 24, 2016 | Assignment [L14: Evidence Based Nursing Education](https://psu.instructure.com/courses/1775707/assignments/8543105) | due by 11:59pm |
| Sun May 1, 2016 | Assignment [Final Paper](https://psu.instructure.com/courses/1775707/assignments/8543116) | due by 11:59pm |
|  | Assignment [STRE Student Evaluation](https://psu.instructure.com/courses/1775707/assignments/8543122) |  |