UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

Fall 2022

COURSE NUMBER NGR 6711

COURSE TITLE Instructional Theories and Learning Strategies in Nursing Education

CREDITS 3

PREREQUISITES None

FACULTY Judith A. Halstead, PhD, RN, CNE, ANEF, FAAN

Adjunct Clinical Professor

Cell Phone: (812) 480-5076

Office hours\*: Wednesday 3:00 –5:00 pm CST via phone or Zoom

Email: [j.halstead@ufl.edu](mailto:j.halstead@ufl.edu)

\* Faculty are generally available to meet with students (in the office or virtually) as listed above. Due to professional travel and other unavoidable obligations, faculty may not be present every week without notice. **It advisable that students confirm availability or make an appointment in advance.**

COURSE DESCRIPTION This course provides students with appropriate principles, models and processes of instructional design to create appropriate educational experiences for graduate and undergraduate nursing students. Selected teaching/ learning theories are examined and applied to the role of nurse educator and nursing education practice.

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

1. Recognizes multicultural, gender, and experiential influences on teaching and learning.
2. Identifies the individual learning styles and unique learning needs of international, adult, multicultural, educationally disadvantaged, physically challenged, at-risk, and second-degree learners.
3. Uses information technologies skillfully to support the teaching/ learning process.
4. Implements a variety of teaching strategies appropriate to learner needs, desired learner outcomes, content, and context.
5. Demonstrates an understanding selected teaching/learning theories and their applications to a diverse student body.
6. Creates opportunities for learners to develop their critical thinking and critical reasoning skills.
7. Fosters the cognitive, psychomotor and affective development of learners.

COURSE SCHEDULE

Faculty Section Day/Time

Halstead 0505 Web-based

E-Learning in Canvas is the course management system that you will use for this course. E- Learning in Canvas is accessed by using your Gatorlink account name and password at <http://elearning.ufl.edu/>. There are several tutorials and student help links on the E-Learning login site. If you have technical questions call the UF Computer Help Desk at 352-392-HELP or send email to [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu). It is important that you regularly check your Gatorlink account email for College and University wide information and the course E-Learning site for announcements and notifications. Course websites are generally made available on the Friday before the first day of classes.

**Faculty generally respond to emails within 48 hours but may not respond during weekends or holidays.**

TEACHING METHODS

Recorded presentations, scheduled zoom discussions, guided on-line discussions, online community building, modeling & mentoring, concept map final, student presentations, collaborative learning activities.

LEARNING ACTIVITIES

Group discussions (on-line and Zoom), team assignment, teaching design project, student engagement project, final reflection assignment and selected readings.

EVALUATION METHODS/COURSE GRADE CALCULATION

Discussion assignments 10 x 15 points each 150 points 64%

Student Engagement Project 25 points 10%

Teaching Design Project 20 points 9%

Final Reflection Assignment 40 points 17%

TOTAL 235 points 100%

ATTENDANCE

All assignments are expected to be completed by the due dates**. Please note that initial postings in weekly discussion forums are due by Wednesday of each week.** Following their initial postings, students are expected to respond to peer and faculty postings each week. **Students must communicate directly with the professor in order to get accommodation on deadline due to an emergency, based on the school policy.**

MAKE UP POLICY

Only requests that have been given prior approval for late submission will be given full credit if submitted after the posted deadline. Otherwise, students will lose 15% of the total points of an assignment for each day it is submitted late.

GRADING SCALE/GRADE POINTS

A 95-100 (4.0) C 74-79 (2.0)

A- 93-94 (3.67) C- 72-73 (1.67)

B+ 91- 92 (3.33) D+ 70-71 (1.33)

B 84\*-90 (3.0) D 64-69 (1.0)

B- 82-83 (2.67) D- 62-63 (0.67)

C+ 80-81 (2.33) E 61 or below (0.0)

\* 84 is the minimal passing grade

For more information on grades and grading policies, please refer to University’s grading policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

COURSE EVALUATION

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

ACCOMMODATIONS DUE TO DISABILITY

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352) 392-8565, <https://disability.ufl.edu/> ) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

PROFESSIONAL BEHAVIOR

The College of Nursing expects all Nursing students to be professional in their interactions with patients, colleagues, faculty, and staff and to exhibit caring and compassionate attitudes. These and other qualities will be evaluated during patient contacts and in other relevant settings by both faculty and peers. Behavior of a Nursing student reflects on the student's individual’s ability to become a competent professional Nurse. Attitudes or behaviors inconsistent with compassionate care; refusal by, or inability of, the student to participate constructively in learning or patient care; derogatory attitudes or inappropriate behaviors directed at patients, peers, faculty or staff; misuse of written or electronic patient records (e.g., accession of patient information without valid reason); substance abuse; failure to disclose pertinent information on a criminal background check; or other unprofessional conduct can be grounds for disciplinary measures including dismissal.

INCLUSIVE LEARNING ENVIRONMENT

We strive to provide an inclusive learning environment as we prepare graduates who care, lead, and inspire. As we share our nursing values and personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels they belong to the College of Nursing community. <https://nursing.ufl.edu/wordpress/files/2022/08/BSN_DNP-Handbook-Jul-28-2022.pdf>

CIVILITY STATEMENT

Civility among all individuals in the CON (faculty, staff and students) is vital for an inclusive environment that fosters personal reflection, growth and a collective harmony. <https://nursing.ufl.edu/wordpress/files/2022/08/BSN_DNP-Handbook-Jul-28-2022.pdf>

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/> . Students are required to provide their own privacy screen for all examination’s administered to student laptops. No wireless keyboards or wireless mouse/tracking device will be permitted during examinations.

University and College of Nursing Policies

Please see the College of Nursing website for student policies (<http://students.nursing.ufl.edu/currently-enrolled/student-policies-and-handbooks/>)

REQUIRED TEXTBOOKS

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th ed.). American Psychological Association.

Billings, D.M., & Halstead, J.A. (2020). *Teaching in nursing: A guide for faculty*. 6th ed.

Elsevier.

Bradshaw, M., Hultquist, B., & Hagler, D. (2021). *Innovative Teaching Strategies in Nursing*

*and Related Health Professions,* 8th ed. Jones & Bartlett Learning.

McDonald, M. (2018). The Nurse Educator’s Guide to Assessing Learning Outcomes, 4th ed. Jones & Bartlett Learning.

National League for Nursing (2020). *The Scope of Practice for Academic Nurse Educators and*

*Academic Clinical Nurse Educators*, 3rd ed. Author.

WEEKLY CLASS SCHEDULE

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| **DATE** | **TOPIC/EVALUATION** | **READINGS/**  **ASSIGNMENT DUE DATES** | PROGRAM OBJECTIVE |
| Week 1 –  August 24 | Introduction to Course |  |  |
| Week 2 –  August 29 | Module 1 - Understanding the Faculty Role   * Self-assessment of competencies related to facilitating learning | Scope of Practice for Academic Nurse Educators  Billings and Halstead – Chapter 1  Selected readings | Demonstrates evidence- based teaching practice which supports improved health care.  Promotes improved clinical reasoning and judgment by utilizing innovative approaches in teaching practice.  Engages in holistic teaching practice that provides a quality nursing education for diverse student populations. |
| Sept 5 | LABOR DAY |  |  |
| Weeks 3 & 4 –  Sept. 6 & 12 | Module 2 – Supporting Diverse Learning Needs in a Multicultural Society | Billings and Halstead – Chapter 2, 4, 17  Bradshaw, et al - Chapter 2, 3 | Engages in holistic teaching practice that provides a quality nursing education for diverse student populations. |
| Weeks 5 & 6 –  Sept. 19 & 26 | Module 3 – Teaching and Learning Theories | Billings and Halstead – Chapter 7, 14 | Demonstrates evidence- based teaching practice which supports improved health care. |
| Weeks 7 & 8 –  Oct. 3 & 10 | Module 4 – Designing Learning Experiences: Cognitive, Affective and Psychomotor Domains | Billings and Halstead – Chapter 10 | Demonstrates evidence- based teaching practice which supports improved health care.  Promotes improved clinical reasoning and judgment by utilizing innovative approaches in teaching practice. |
| Week 9 –  Oct. 17 | Module 5 – Promoting Student Engagement | Billings and Halstead – Chapter 16  Bradshaw, et al -Chapter 12, 13 | Engages in holistic teaching practice that provides a quality nursing education for diverse student populations. |
| Weeks 10 & 11 -  Oct 24 & 31 | Module 6 – Designing Learning Experiences: Critical Thinking and Clinical Reasoning | Bradshaw, et al – Chapter 6  **Assignment Due – Student Engagement Project – October 31** | Demonstrates evidence- based teaching practice which supports improved health care.  Promotes improved clinical reasoning and judgment by utilizing innovative approaches in teaching practice. |
| Week 12 -  Nov 7 | Module 7 – Technology Powered Learning: Online Learning | Billings and Halstead – Chapter 22  Bradshaw, et al – Chapter 8 | Demonstrates evidence- based teaching practice which supports improved health care.  Promotes improved clinical reasoning and judgment by utilizing innovative approaches in teaching practice. |
| Week 13 –  Nov 14 | Module 8 – Technology Powered Learning: Simulations | Billings and Halstead – Chapter 19  Bradshaw, et al – Chapter 17, 18 | Demonstrates evidence- based teaching practice which supports improved health care.  Promotes improved clinical reasoning and judgment by utilizing innovative approaches in teaching practice. |
| Week 14 –  Nov 21 & 28 | Module 9 – Technology Powered Learning: Digital Technology in the Classroom | Billings and Halstead – Chapter 20  Bradshaw, et al – Chapter 7  **Assignment Due 11/28 - Teaching Design Project** | Demonstrates evidence- based teaching practice which supports improved health care.  Promotes improved clinical reasoning and judgment by utilizing innovative approaches in teaching practice. |
| Nov. 23 - 25 | THANKSGIVING HOLIDAY |  |  |
| Week 15 –  Dec 5 | ZOOM CLASS | **Student Presentation of Teaching Design Project**  **Assignment Due 12/5 – Final Reflection Paper** | Demonstrates evidence- based teaching practice which supports improved health care.  Promotes improved clinical reasoning and judgment by utilizing innovative approaches in teaching practice.  Engages in holistic teaching practice that provides a quality nursing education for diverse student populations. |

The purposes of the curriculum leading to the degree Doctor of Nursing Practice are to:

1. Prepare the student to acquire advanced competencies in increasingly complex practice and emerging leadership roles.
2. Provide the student with a significant and comprehensive knowledge base that supports scientific skepticism and the incorporation of new knowledge in advanced nursing practice.
3. Provide the student with enhanced knowledge for the acquisition of leadership skills used to improve nursing practice and patient outcomes.

Upon completion of the doctoral program, the graduate will be able to:

1. Evaluate scientific bases from extant and emerging areas of knowledge for advanced nursing practice.
2. Evaluate decision support systems to solve clinical problems for individuals, aggregates and systems.
3. Develop advanced leadership and collaborative skills to mobilize interdisciplinary teams to solve highly complex clinical problems.
4. Develop expertise to formulate health policy and provide leadership in establishing clinical excellence and creating new models of cost-effective health care delivery.
5. Critically assess, plan, intervene and evaluate the health experiences of individuals, aggregates and systems to provide safe, evidence-based care.
6. Synthesize knowledge of cultural diversity and global perspectives in delivering health care and in critiquing nursing systems

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| Approved: | Academic Affairs Committee:  General Faculty:  UF Curriculum Committee: | 01/2021  01/2021  03/2021 |