

# REQUEST FOR NEW COURSE

**1. General Information.**

a. Submitted by the College of: Nursing Today's Date: 12/2/09

b. Department/Division: \_\_\_\_\_

c. Contact person name: Patricia Howard Email: pbhowa00@email.uky.edu Phone: 323-6332

d. Requested Effective Date:  Semester following approval OR  Specific Term/Year<sup>1</sup>: Summer 2010

**2. Designation and Description of Proposed Course.**

a. Prefix and Number: NUR 640

b. Full Title: Best Practices in Nursing Instruction

c. Transcript Title (if full title is more than 40 characters): Nursing Instruction

d. To be Cross-Listed<sup>2</sup> with (Prefix and Number): \_\_\_\_\_

e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.

Lecture      \_\_\_\_\_ Laboratory<sup>1</sup>      \_\_\_\_\_ Recitation       Discussion<sup>2</sup>      \_\_\_\_\_ Indep. Study

\_\_\_\_\_ Clinical      \_\_\_\_\_ Colloquium      \_\_\_\_\_ Practicum      \_\_\_\_\_ Research      \_\_\_\_\_ Residency

\_\_\_\_\_ Seminar      \_\_\_\_\_ Studio       Other – Please explain:

This is considered an intensive course as students will meet in person for 3 consecutive days. The rest of the course is on-line and through assignments.

f. Identify a grading system:  Letter (A, B, C, etc.)       Pass/Fail

g. Number of credits: 3

h. Is this course repeatable for additional credit? YES  NO

If YES: Maximum number of credit hours: \_\_\_\_\_

If YES: Will this course allow multiple registrations during the same semester? YES  NO

i. Course Description for Bulletin:

This course is designed to assist graduate nursing students to develop the abilities to teach in educational institutions or healthcare agencies. Using a variety of learning theories and teachings methods students will learn how to develop a course syllabus and design appropriate learning activities, develop and deliver a lecture using a variety of active learning techniques, use simulation, teach on-line, work with students in the clinical setting, and assess student performance. The legal aspects of teaching will be addressed along with advantages and disadvantages of distributed learning, use of multimedia, and strategies designed to actively engage students in the learning process.

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>3</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

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j. Prerequisites, if any: 6 credit hours of electice courses in education , Admission to Certificate in teaching nursing or consent of instructor

k. Will this course also be offered through Distance Learning? YES<sup>4</sup>  NO

l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both

3. Will this course be taught off campus? YES  NO

4. Frequency of Course Offering.

a. Course will be offered (check all that apply):  Fall  Spring  Summer

b. Will the course be offered every year? YES  NO   
If NO, explain: \_\_\_\_\_

5. Are facilities and personnel necessary for the proposed new course available? YES  NO   
If NO, explain: \_\_\_\_\_

6. What enrollment (per section per semester) may reasonably be expected? 10-15

7. Anticipated Student Demand.

a. Will this course serve students primarily within the degree program? YES  NO

b. Will it be of interest to a significant number of students outside the degree pgm? YES  NO   
If YES, explain: \_\_\_\_\_

8. Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program? YES  NO   
If YES, name the proposed new program: Certificate in Teaching Nursing

b. Will this course be a new requirement<sup>5</sup> for ANY program? YES  NO   
If YES<sup>5</sup>, list affected programs: \_\_\_\_\_

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500? YES  NO   
If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b.  The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-

<sup>4</sup> You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

<sup>5</sup> In order to change a program, a program change form must also be submitted.

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level grading differentiation if applicable, from 10.a above) are attached.

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## Signature Routing Log

**General Information:**

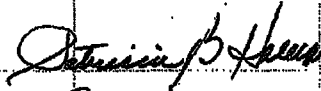
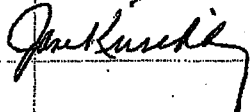
Course Prefix and Number: NUR ~~300~~ **610**

Proposal Contact Person Name: Patricia Howard Phone: 323-6332 Email: pbhowa00@email.uky.edu


**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Graduate Faculty	10/9/09	Pat Howard / 323-6632 / pbhowa00@email.uky.edu	
College of Nursing Total Faculty	11/12/09	Jane Kirschling / 323-4857 / janek@email.uky.edu	
		/ /	
		/ /	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council			
Graduate Council			
Health Care Colleges Council	1/19/10		
Senate Council Approval		University Senate Approval	

**Comments:**

<sup>6</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

## Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery.

All fields are required!

**Introduction/Definition:** For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: NUR 640	Date: 8/23/09
Instructor Name: Sherry Warden	Instructor Email: lsward00@email.uky.edu

<b>Curriculum and Instruction</b>	
1.	<p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?</p> <p>Students will meet in the classroom 3 consecutive days in the 8 week summer session and will also participate in blackboard discussions and interactive learning experiences. Syllabus conforms to Senate Guidelines.</p>
2.	<p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>Textbooks, course goals, and assessments of students would be identical to the experience in a traditional course. This is a new course, thus it is not the same as an existing course. But, the content would be the same.</p>
3.	<p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.</p> <p>Students are required to login to blackboard for all course materials. Cheating and plagiarism policies are stated on the syllabus, and all policies are given to students in the CON graduate student handbook, as well as the student rights and responsibilities handbook, and the Health Sciences Student Professional Behavior Code</p>
4.	<p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?</p> <p>No</p> <p>If yes, which percentage, and which program(s)?</p> <p><i>This course fills a portion of the requirements for a teaching certificate in teaching nursing.</i></p> <p><i>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL,</i></p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

	the effective date of the course's DL delivery will be six months from the date of approval.
5.	<p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?</p> <p>Students taking this course via DL have access to the same services as students in a traditional classroom setting. They are given access to library services, TASC, and all course materials on blackboard. In addition, faculty are available via phone, email, or in person for consultation about the course. Students are also given contact information for the College's IT support, Blackboard help desk, and TASC support services.</p>
<b>Library and Learning Resources</b>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>Course requirements require students to use blackboard for electronic discussions as well as for course documents, and for submission of assignments.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>All students are given a UK email address which is also used as their login for blackboard. This is the only resource they are required to use. If students need to use university computer facilities, this login will work as well. Students have access to the Nursing building on class days, as the building is not locked.</p>
<b>Student Services</b>	
8.	<p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (<a href="http://www.uky.edu/TASC/index.php">http://www.uky.edu/TASC/index.php</a>) and the Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>)?</p> <p>The syllabus lists contact information for the instructor, TASC, as well as the IT service center, so the student has 3 places to go for help.</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p>
	<p>Does the syllabus contain all the required components, below? Yes</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any.</li> <li><input type="checkbox"/> The technological requirements for the course.</li> <li><input type="checkbox"/> Contact information for TASC (<a href="http://www.uky.edu/TASC/">http://www.uky.edu/TASC/</a>; 859-257-8272) and Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>; 859-257-1300).</li> <li><input type="checkbox"/> Procedure for resolving technical complaints.</li> <li><input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message.</li> <li><input type="checkbox"/> Maximum timeframe for responding to student communications.</li> <li><input type="checkbox"/> Information on Distance Learning Library Services (<a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a>) <ul style="list-style-type: none"> <li>o Carla Cantagallo, DL Librarian</li> </ul> </li> </ul>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

	<ul style="list-style-type: none"> <li>○ Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)</li> <li>○ Email: <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a></li> <li>○ DL Interlibrary Loan Service: <a href="http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;lilib_id=16">http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;lilib_id=16</a></li> </ul>
10.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: Sherry Warden</p> <p style="text-align: right;">Instructor Signature: <i>Sherry Warden</i></p>

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UNIVERSITY OF KENTUCKY  
COLLEGE OF NURSING

NUR 640 Best Practices in Nursing Instruction

An Intensive Teaching Course  
Summer 2010

**TITLE:** Best Practices in Nursing Instruction

**CREDIT HOURS:** 3 Credits

**CLASS MEETING TIMES**

Thursday 10AM-5PM

Friday 9AM-6PM

Saturday 9AM-4PM

**PRE OR CO-REQUISITES:** 2 elective courses in education or consent of instructor

<b><u>FACULTY:</u></b>	Sherry Warden, PhD, RN Associate Professor Room 439 <a href="mailto:Lsward00@email.uky.edu">Lsward00@email.uky.edu</a>	Dorothy Brockopp, RN, PhD Professor Room 517 <a href="mailto:dybroc00@email.uky.edu">dybroc00@email.uky.edu</a>
	Mary DeLetter, RN, PhD Assistant professor Room 557 <a href="mailto:mcdele01@email.uky.edu">mcdele01@email.uky.edu</a>	Kathryn Moore, RN, DNP Associate Professor Room 547 <a href="mailto:kmmo222@uky.edu">kmmo222@uky.edu</a>
	Claudia Diebold, RN, MSN, Senior Lecturer Room 441B <a href="mailto:cmdieb0@uky.edu">cmdieb0@uky.edu</a>	Kathy Wagner, RN, EdD Lecturer Room 429B <a href="mailto:kdwagn00@email.uky.edu">kdwagn00@email.uky.edu</a>

**COURSE DESCRIPTION:**

This course is designed to assist graduate nursing students to develop the abilities to teach in educational institutions or healthcare agencies. Using a variety of learning theories and teachings methods students will learn how to develop a course syllabus and design appropriate learning activities, develop and deliver a lecture using a variety of active learning techniques, use simulation, teach on-line, work with students in the clinical setting, and assess student performance. The legal aspects of teaching will be addressed along with advantages and disadvantages of distributed learning, use of multimedia, and strategies designed to actively engage students in the learning process.



## **COURSE OBJECTIVES:**

Upon completion of this course the students will:

- 1) Reflect on the use of self in the teaching/learning environment.
- 2) Apply learning theories to designing learning activities.
- 3) Demonstrate innovative methods of teaching/learning that are appropriate to meet educational goals.
- 4) Assess student performance in the classroom and clinical environments.
- 5) Describe strategies designed to assist students at risk for failure.
- 6) Use and evaluate a variety of instructional technologies for effective teaching/learning.
- 7) Analyze potential problems teaching a course.
- 8) Describe the legal requirements for teaching nursing students (Americans with Disabilities, privacy issues, Kentucky Board of Nursing requirements, etc)

## **CLASS SCHEDULE:**

<b>Date</b>	<b>Class Meeting and Special Assignments</b>
Weeks 1 -3	Read Palmer, P. J. (1998). <i>The courage to teach</i> . San Francisco: Jossey-Bass
Week 4	Discuss this book on Blackboard using the guide provided.
Week 5	Meet in the College of Nursing for intensive class time to discuss: Thursday: 10-12PM Learning Theories 1-5PM Best Practices in Classroom Delivery Friday: 9-1PM Best Practices in Clinical Teaching 2-6PM Simulation in the Classroom Saturday: 9-1PM On-line Teaching 2-4 PM Constructing an Effective Syllabus
Week 6-8	Complete classroom observation project

## **LEARNING METHODS:**

Discussion  
Presentation/demonstrations  
Reading  
Literature review  
On-line assignments

## **GRADING:**

90-100 = A

80-89 = B

70-79 = C

69 or less = E

**EVALUATION:**

Reflection Paper on "The Courage to teach"	40%
Observation and critique of class and clinical	45%
Construction of a syllabus	15%

**Reflection Paper on the Courage to Teach by Parker Palmer**

Instructions for writing a 15 page paper on your response to Palmer's ideas about teaching:

Note: Only the first 15 pages will be graded. No references required.

- a) Reflect on each of the ideas presented below
- b) When reflecting on your experiences use the "first person"
- c) For each idea - discuss Palmer's position, your view on the issue presented, and give at least one example of how this issue has affected your prior experience as a learner or a teacher

Palmer presents the following ideas:

- 1) Kindergarten teachers often understand the craft (teaching) better than those of us with Ph.Ds (page 7)
- 2) .....good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher (page 10)
- 3) If we embrace diversity, we find ourselves on the doorstep of our next fear: fear of the conflict that will ensue when divergent truths meet (page 38)
- 4) We separate theory from practice. Result: theories that have little to do with life, and practice that is uninformed by understanding (page 66)
- 5) Good education is always more process than product (page 94)
- 6) When we are willing to abandon our self-protective professional autonomy and make ourselves as dependent on our students as they are on us, we move closer to the interdependence that the community of truth requires (page 146)

**Evaluation:**

- a) Clear articulation of Palmer's ideas (30%)
- b) Organized under each idea presented above (20%)
- c) Clear articulation of past experiences related to Palmer's ideas (20%)
- d) Clear articulation of views on each of Palmer's ideas (30%)

**Guidelines for Critique of Clinical Teaching**

Contact a clinical instructor or course coordinator for permission to attend a clinical day. Explain that you are working on a teaching certificate and that one of your assignments is to critique a clinical teaching experience. Review the readings you have completed and your learning experiences from on-line and in-class discussions.

The paper should be divided into five components: an overview, preconference, clinical experience post conference and summary.

1. **Overview:** Include a description of the clinical site, level of student, focus of the clinical day, and preparation and experience of the instructor. Describe the thought process that the instructor used in making the student assignments for the clinical day. Describe how the clinical day is organized.
- 2-4. **Describe how the following topics were incorporated into preconference, the clinical experience and post conference.**
  - How did the instructor create an environment for learning?
  - What teaching strategies were used overall?
  - What resources were used and how did they facilitate learning?
  - What teaching strategies were used to provide supervision and feedback to the students?
  - How are the students evaluated / graded for their clinical performance?

**5. Summary**

Review the syllabus and clinical objectives and compare it to your observations during the clinical teaching experience.

Critique the overall experience describing the strongest teaching strategies that you observed and areas for improvement. Provide some additional teaching / learning strategies that you would use in this clinical setting with the same level of student.

**Guidelines for Critique of Classroom Observation**

Ask permission from a professor to attend one of his/her classes. Explain that you are working on a teaching certificate and that one of your assignments is to critique a lecture. Review the readings you have completed and your learning experiences from on-line and in-class discussions.

Describe how the following topics were covered in the class you observed.

1. Describe the class topic and the physical environment.
2. How did the professor create an environment for learning?
3. What teaching strategies were used?
4. How was the lecture organized?
5. What audiovisuals or technology was used and how did it facilitate learning?
6. What methods were used to engage the students?
7. How will this learning be evaluated?
8. Review the syllabus and compare the course content and activities to the objectives for the class or in the syllabus.
9. Describe the positive elements of the lecture and provide some other strategies for teaching this topic.

### **FACULTY OFFICE HOURS:**

Course faculty are available to meet with students by appointment. Appointments may be made by students using faculty e-mail addresses (preferable method) or phone numbers will be listed on the front of the syllabus. Students can expect that faculty will respond to email or telephone messages within 72 hours during the regular business week.

### **STUDENT SUPPORT**

The University of Kentucky has a wide range of support services, academic and other, for student learners. Students wishing to learn more about these services should contact Kathy Collins in the College of Nursing's Graduate Student Services office (room 315) or their faculty academic advisor. Students wishing to obtain support related to writing skills should contact The Writing Center in the W.T. Young Library through their website at <http://www.uky.edu/AS/English/wc/> or by telephone at 257-1368.

### **POLICIES**

#### **Teacher/Course Evaluations**

“The University policy on faculty performance review requires that faculty obtain student evaluations of teaching for every course every semester. To meet this requirement, the College of Nursing uses web-based surveys on a confidential site for faculty and course evaluation. All students enrolled in this course are required to access the CourseEval website to fill out evaluations or to decline the opportunity within the designated time frame. Students who don’t visit each survey available to them within the designated time will receive an incomplete in the course that will remain until the surveys are accessed. Students should take this opportunity to provide serious input regarding faculty performance and course evaluation. These evaluations are used by the College of Nursing to improve the curriculum and enhance faculty teaching. Evaluations are completely anonymous. The information is compiled and shared with individual faculty members and appropriate administrators only after final grades are submitted. **To receive announcements about the evaluations, students must activate and use their UK email addresses. Forwarding UK email to an alternate address is not a viable option.**”

### **Cheating and Plagiarism**

Academic integrity is a core value at the University of Kentucky and strongly supported by faculty, staff, and students within the College of Nursing. Neither cheating nor plagiarism is acceptable in any form. Please refer to the *Student Rights and Responsibilities Handbook* for a detailed description of the University policies related to what constitutes cheating and plagiarism and how both are handled at the University. The College of Nursing adheres to these policies.

### **Absence Policies**

Graduate students are expected to assume responsibility for their own learning and attend all classes. Because of the limited number of class meetings, your attendance and participation are required at each class. The procedure for excused absence for this course is outlined in the evaluation section of this syllabus; please refer to the Student Right and Responsibility Handbook (pp. 47-48) for the definition of excused absences.

### **Blood Borne Pathogen Policy**

Students are reminded to review the Blood Borne Pathogens. Review the policy at: <http://www.mc.uky.edu/Nursing/academic/application/BloodBorne.htm>

### **Health Sciences Student Professional Behavior Code**

The College of Nursing ascribes to the Health Sciences professional behavior code. Please see the following web site for additional information: [www.uky.edu/Regulations/AR/ar083.pdf](http://www.uky.edu/Regulations/AR/ar083.pdf)

### **Identification Badges**

All students using Medical Center facilities for any purpose are issued an identification badge. If you lose or misplace the badge, you will be required to replace it at your expense. Without this badge, you will be unable to use Medical Center facilities. Graduating students will not receive final grades or transcripts until return of the ID badge to the Office of Student Services on the final day of classes. The Office of Student Services will assist with the badge process.

### **Immunization Requirements**

Please refer to the following website for information about immunization requirements:

**<http://www.mc.uky.edu/nursing/academic/application/ImmuneReq.htm>**

### **Licensure**

Registered nurse licensure without limitations in the state in which your clinicals will take place is prerequisite to a clinical practicum or research. This means you will need a Kentucky R.N. license and a license for any out-of-state clinicals (Not applicable to NUR 900).

### **WHAT DOES IT MEAN TO BE A "DISTANCE LEARNING" COURSE?**

This means that some of the course materials are available to you on the web. In-class meetings are scheduled for 3 consecutive days on the weekend. This does not mean, however, that the course is not interactive. For example, you will participate in threaded discussions with other class members using Blackboard.

**Computer Requirements.** This web-enhanced course requires the following computer hard- and soft-ware: (1) ready computer access with a high speed network connection, an internet browser - Internet Explorer or Mozilla Firefox; (2) an active UK e-mail account, and (3) Microsoft Office.

Microsoft Office is available to all UK students for free by downloading it from <http://download.uky.edu>. You can also obtain McAfee antivirus from this site as well as Spybot to help protect your machine.

### **Technical Problems:**

If you have any problems or questions, please contact the University Information Technology Help Desk through their website at <http://www.uky.edu/UKIT/>, or by calling 257-1300.

You may also contact Teaching and Academic Support Services (TASC) at <http://www.uky.edu/TASC>, or by calling 859-257-8272.

For information on Distance Learning Library Services, please see [www.uky.edu/Libraries/DLLS](http://www.uky.edu/Libraries/DLLS)

or contact Carla Cantagallo, DL Librarian local phone (859) 257-0500 ext 2171; long distance (800) 828-0439 (option #6) or email [dllservice@email.uky.edu](mailto:dllservice@email.uky.edu). For DL interlibrary loan service please see [http://www.uky.edu/Libraries/libpage.php?lweb\\_id=253&llib\\_id=16](http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16).

### **OFFICE OF SERVICES FOR STUDENTS WITH DISABILITIES:**

Any student who is in need of academic accommodations and who is registered with the Office of Services for Students with Disabilities should make an individual appointment to discuss accommodations. Upon request, this syllabus can be made available in alternative forms.

### **PROFESSIONAL CONDUCT:**

Students will abide by the policies in the University of Kentucky College of Nursing Graduate Student Handbook located at <http://www.mc.uky.edu/nursing/StuResources/> as well as the Behavioral Standards in Patient Care found at <http://www.uky.edu/Provost/documents/documents.php>. All persons are to be treated with kindness, respect and civility in verbal and written communications. Confidentiality of persons and information about all agencies is to be maintained. Students are expected to maintain professional boundaries.

Students are also responsible for adhering to all policies and procedures approved and distributed by the University of Kentucky and/or the College of Nursing including Students Rights and Responsibilities located at <http://www.uky.edu/StudentAffairs/code/>.

### **ANA Code of Professional Conduct**

“The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual...” (p. 4). Principles of respect extend to all encounters, including colleagues. “This standard of conduct precludes any and all prejudicial actions, any form of harassment or threatening behavior, or disregard for the effect of one’s actions on others” (p. 9). (American Nurses Association Code of Ethics, 2001).

### **CONTENT OUTLINE:**

Module 1: Theories of Learning

Module 2: Best Practices in Classroom Delivery

Module 3: Using Simulation in the Classroom

Module 4: Best Practices in Clinical Instruction

Module 5: On-Line Teaching

Module 6: Constructing an Effective Syllabus

### **ASSIGNMENTS**

#### **Module 1: Theories of Learning: Sherry Warden**

##### **Topic Outline**

1. Overview of teaching and learning theories  
Teaching theories  
Learning theories
2. Identification of personal teaching and learning

##### **Readings**

- Chap 12, pp. 231-281  
Billings and Halstead

- theories
3. Strategies for using teaching and learning theories
    - Audiovisuals/multimedia
    - Lecture
    - Demonstration
    - Experiential
    - Problem-based learning

## **Module 2: Best Practices in Classroom Delivery: Kathy Wagner**

### **Topic Outline**

1. Overview of Learning and Teaching Strategies
  - a. Learning Preferences
  - b. Teaching Strategies
  
2. The "Multi-Sensory/Multi-Method Lecture"
  - a. Planning
    - i. Time
    - ii. Audience, Size of Class
    - iii. Organizing the Topic
    - iv. Technology
    - v. Building in Student-Active Strategies
    - vi. Getting Students to Read
  - b. Implementation
    - i. Effective Delivery Strategies
    - ii. Maintaining Civility in the Classroom
    - iii. Motivating Students
  
3. Teaching/Learning Strategies
  - a. Teaching Problem Solving
  - b. Discussion Strategies
  - c. Questioning Techniques
  - d. Experiential Learning Activities
  - e. Group Learning Strategies
  - f. Writing-to-Learn Activities

### **Readings**

- Ch. 12 Teaching to Different Learning Styles, pp. 79-856
  
- Ch 14/Making the Lecture a Learning Experience, pp. 93-104
- Ch 19/Getting Your Students to Do the Readings, pp. 137-140
- Ch 22/Tools of the Trade: Making the Most of Instructional Aids and Technology, p 153-166
- Ch 8/Preventing and Responding to Classroom Incivility, pp 55-64
- Ch 11/Motivating Your Students, pp 73-76
  
- Ch 23/Teaching Problem Solving I: The Case Method, pp 169-172
- Ch 24/Teaching Problem Solving II: Problem-Based Learning, pp 173-176
- Ch 15/Leading Effective Discussions, pp 105-112
- Ch 16/Questioning



Techniques for Discuss  
and Assessment, pp  
113-118

- Ch 17/Experiential  
Learning Activities, pp  
119-126
- Ch 18/Learning in  
Groups, pp 127-136
- Ch 20/Writing to Learn  
Activities and  
Assignments, pp 141-  
146

### **Module 3: Using Simulation in the Classroom: Kate Moore**

#### **Topic Outline**

1. Demonstration and participation in simulation
  - Providing cues
  - Coaching
  - Trouble shooting
2. Planning and coordinating various types of simulation
  - Computer based
  - Full scale simulations
  - Creating scenarios
3. Debriefing and reflection
  - Linking simulation to practice
  - Analysis of process and learning
  - Self and group analysis

#### **Readings**

Reference: Jefferies (2007)  
Riley (2008)

### **Module 4: Best Practices in Clinical Instruction: Claudia Diebold**

#### **Topic Outline**

1. Overview of Clinical Instruction
  - a. Developing a Philosophy
  - b. Creating a learning environment
  - c. Legal and Ethical considerations
2. The Nuts and Bolts of Clinical Instruction
  - a. Planning
    - i. Orientation to the clinical site and preparation

#### **Readings**

O'Connor (2006)

- ii. Making assignments
- iii. Preconference
- iv. Clarifying Clinical Expectations/focus of the clinical day
- v. Post Conference
- b. Implementation
  - i. Monitoring and coaching students
  - ii. Role Modeling
  - iii. Promoting critical thinking
  - iv. Meeting individualized students' learning needs

Discipline and remediation issues

- 3. Teaching/Learning Strategies related to clinical
  - a. Student Preparation
  - b. Promoting Problem Solving
  - c. Discussion Strategies in pre and post conference
  - d. Questioning Techniques
  - e. Clinical assignments/reflections

4. Strategies and methods for Evaluation in the clinical setting

- a. Summative evaluation components
  - i. student Preparation
  - ii. Skills
  - iii. Communication
  - iv. Ability to Problem Solve
  - v. Ability to Prioritize
  - vi. Professional behaviors
- b. Strategies for evaluating disciplinary and remediation issues
- c. Documenting student evaluation

5. Instructor Support

- a. Resources

**Module 5: On- Line Teaching: Mary DeLetter, PhD, RN**

**Topic Outline**

- 1. Overview of On-line Teaching/Learning
  - a. Common terms used in on-line education
  - b. Differentiating distance learning and distance education
  - c. Creating a collaborative learning environment

**Readings**

- Kruse, 2004a
- Kruse, 2004b
- Palloff, 2005, Chapter 2.
- Walter, 2004

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>2. Overview of On-line Teaching/Learning           <ul style="list-style-type: none"> <li>a. Common terms used in on-line education</li> <li>b. Differentiating distance learning and distance education</li> <li>c. Creating a collaborative learning environment</li> </ul> </li> <br/> <li>3. Pedagogy as a basis for on-line teaching           <ul style="list-style-type: none"> <li>a. Developing a pedagogical philosophy</li> <li>b. Quality Assurance</li> <li>c. Best practices</li> </ul> </li> <br/> <li>4. Types of on-line education           <ul style="list-style-type: none"> <li>a. Synchronous               <ul style="list-style-type: none"> <li>i. Same-time, same place</li> <li>ii. Same-time, different place</li> </ul> </li> <li>b. Asynchronous               <ul style="list-style-type: none"> <li>i. Different-time, same place</li> <li>ii. Different-time, different place</li> </ul> </li> </ul> </li> <br/> <li>5. Technological Opportunities for On-line Learning           <ul style="list-style-type: none"> <li>a. Learning Management Systems</li> <li>b. Threaded Discussions (synchronous and asynchronous)</li> <li>c. Wiki</li> <li>d. Web-casting</li> <li>e. Simulations</li> <li>f. Other</li> </ul> </li> <br/> <li>6. Assessment and evaluation of on-line learning           <ul style="list-style-type: none"> <li>a. Rubrics and expectations</li> <li>b. Guidelines for feedback</li> <li>c. Learner-centered assessment</li> <li>d. Collaborative assessment</li> </ul> </li> <br/> <li>7. On-line education specific to nursing           <ul style="list-style-type: none"> <li>a. Clinical education</li> <li>b. Didactic education</li> </ul> </li> </ul> | <p>Conrad, 2007<br/>         Miller &amp; King, 2004<br/>         Conrad, 2007<br/>         Pond, 2002</p> <p>Miller &amp; King, 2004<br/>         Kennedy, 2004<br/>         Pond, 2002</p> <p>Miller &amp; King, 2004</p> <p>Baumgartner, 2005<br/>         DiMaria-Ghalili et al, 2005<br/>         Fry-Welch, 2004</p> <p>Palloff, 2005, Chapter 4</p> <p>Hayward, 2004<br/>         Hyde &amp; Murray, 2005<br/>         Jeffries, 2005<br/>         Linser &amp; Ip, 2002<br/>         Wonacott, 2002<br/>         Palloff, 2005, Chapter 2</p> |
|--|---|

**Module 6: Constructing an Effective Syllabus: Dorothy Brockopp**

### **Topic Outline**

1. Clarity of Learning Outcomes
2. Contractual Responsibilities of student and faculty member
3. Clarity and appropriateness of evaluation strategies
4. Appropriateness of teaching strategies
5. Classroom expectations (active or passive learning)

### **Assignment:**

Work prior to intensive.

- a) Make a list of 10 to 15 concerns you have regarding courses you have taken
- b) Describe the components of a course that you thought was exceptional in terms of course design, teaching etc.

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