



**UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES**

NURS 5170: Teaching and Learning in Nursing

Course Outline: Spring, 2017

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COURSE DESCRIPTION:

The focus of this course is on developing a critical appreciation of teaching and learning theories and how these can be used to enhance learning in nursing education.

COURSE FORMAT:

Online with two face-to-face seminars.

COURSE OUTCOMES:

Upon successful completion of this course, you will be able to:

1. Describe and critique the theoretical foundations of nursing education;
2. Describe and critique how nursing education programs are developed and evaluated in Canada;
3. Describe and critique prominent trends in nursing education;
4. Articulate your beliefs about teaching, learning and nursing education;
5. Integrate, apply and critique several learning theories;
6. Evaluate, analyze and make informed recommendations for approaches to instruction and assessment; and
7. Understand the role of the instructor as both educator and mentor.

TEXTS:

There are two required textbooks for this course, selected specifically for its use as part of your growing library on teaching and learning in nursing. The first textbook is relevant to classroom teaching, and the second textbook deals with clinical teaching and working with students, preceptors, or supervisors in the clinical setting. Both of these books are available at the University of Lethbridge bookstore or through Amazon.

Required:

Billings, D. M., & Halstead, J. A. (2011). Teaching in Nursing (5th Ed.). Elsevier.

Gaberson, K. B., Oermann, M. H. & Shellenbarger, T. (2014). Clinical Teaching Strategies in Nursing (4th Ed.). Springer.

All other required resources will be online and available through the University of Lethbridge library databases or via Moodle.

COURSE PROCESS:

This course is mainly online with two face-to-face seminars. You will require regular and reliable access to the internet. To engage with this online course you will login to Moodle, the University of Lethbridge's online courseware. Moodle is like a digital, online classroom; students can only access the courses in which they are enrolled, so each online class is a private space restricted to students in each course. This course is asynchronous, which means that you can login to Moodle when it is convenient for you, and engage with the course materials and processes as you wish. However, due to the use of online discussions as a primary vehicle for engaging with the course material, time limits will be set as to when you should engage with asynchronous discussions each week, to ensure everyone in the class moves through the content more or less together.

Within Moodle you will find the course content presented in weekly modules. Each module consists of a number of learning resources--articles, videos, inventories, polls, online readings, and asynchronous online discussions to help you develop a knowledge base of theories, concepts and research related to nursing education. You are encouraged to engage in Moodle activities *at least twice per week*. You will also submit assignments, view your grades, and ask questions about assignments within Moodle. Please do not email your assignments to your instructor.

The two face-to-face seminars are required and every effort should be made to attend. The purpose of the seminars is to engage in critical discussions about teaching and learning in nursing and to provide opportunity for you to put your learning into practice.

To succeed in this course:

- Read the course outline, particularly the sections on assignments.
- If there is anything you do not understand about the course, please ask the instructor for clarification in the designated Moodle discussion forum.
- Stay up-to-date in the readings and discussion postings.
- While there are no examinations in this course, your degree of engagement with the topics and discussions will reveal how much you have read and understood from the posted resources.
- Fully participate both as an individual learner and as a discussion forum member.
- Set aside 3 hours each week to work on the content and discussions in this course. Please plan ahead for when assignments are due, and budget in extra time to work on the assignments.
- Attend the two face-to-face seminars. They are designed to help you with your learning.

ASSIGNMENTS:

Assignment	Weighting	Due
Discussion Forum	40%	Ongoing
Minor Assignment Options: Choose 1 of:		
1. <u>Your philosophy of teaching</u> : Articulate your own <i>philosophy of teaching</i> statement, as relevant to your current or future educator role.	25%	Week 7
2. <u>Tools for enhancing teaching</u> : Describe the learners with which you have a teaching role and describe ways you can enhance their learning.		or Week 9
Major Paper:		
Discuss, analyze and critique a current issue within nursing education. (Please see list of potential topics and discuss your ideas with the instructor.)	35%	Week 12
100%		

Below are descriptions of the assignments for this course.

Discussion Forum:

Participating in asynchronous discussions is a considerable requirement of this online course. Regular and in-depth participation is required to pass this course and to maximize the benefit of the online learning environment. Each week you will:

1. Study the module for that week and complete any assigned readings, videos, inventories and quizzes;
2. Post your own original answers to the posted questions (informed by the course modules and readings) *prior* to reading and responding to the postings of others. I ask you to post your original thoughts prior to reading what others have said to ensure that the discussion forum presents a rich cornucopia of ideas and experiences, not “what she said.” These original posts should be 200-250 words in length. Please post your responses to discussion questions *in the designated subject thread* (which will be clearly indicated) and *in text format* (not as an attachment) to make sure online discussions are easy to follow and navigate. Responses in the wrong place will be required to be moved to the correct one. You will be evaluated on the depth of your discussion and engagement with and reflection on the required readings and activities. You must engage in the discussion forums within the designated time period.
3. Respond to two peers’ original postings, on two different topics, to affirm and extend their thinking. This second response – that is, the ones to other students – should be less than 75 words in length and should professionally *affirm*, *challenge* and *extend* the initial respondent’s thinking. Make sure you end these responses with a challenging question to further their thinking. In a sense, these will be like small group discussions since you will be responding to different topics and asking questions to extend the thinking of your peers. If you notice that as many as two different people have already responded to one posting, please choose another to which to respond. Please abide by netiquette rules of respect and confidentiality.
4. Respond to those who have responded to your original posting.

Discussions will be locked at the end of the posting week at midnight.

NB: In the event that enrollment is low (e.g. $n=1$), the discussion forum will be more of a conversation with the instructor, or simply a smaller discussion between peers (e.g. $n\geq 2$). In these cases, the instructor will respond to your original posts with prompting questions, and your responses to these prompts will take the place of your responding to peers. In other words, you will:

1. Study the module and complete the readings.
2. Post your own original answers to the posted questions (as above).
3. Respond to each of your instructor’s questions.
4. Respond to any further questions from your instructor.

Assessment criteria for discussion forum participation:

1. Evidence of deep reflection upon course readings. Actively and consistently discusses the strengths and limitations of any materials and resources brought into the discussion. Course materials and academic literature is cited. (Maximum 2 marks)
2. Clear evidence of critically examining issues raised by the prompting questions. (Maximum 2 marks)
3. Expression of ideas is clear and succinct. Logical development of ideas, arguments and conclusions. Postings have substance yet are concise. No grammatical or spelling errors. (Maximum 2 marks)
4. Relates course content to issues in personal/professional context to make theory-practice links (i.e., clarifies concepts with examples). Consistent use of personal insights, experiences, and/or examples as evidence of personal engagement with the question. (Maximum 2 marks)
5. Responds to **two** peers on **two** different topics (see caveat for low enrolment). Responds to peers’ and instructor’s questions. Proactively promotes learning of the class as a whole. Considerable and consistent engagement with other students’ ideas, opinions, and viewpoints. Responses to peers are professional, affirming, and challenging and aim to extend the thinking of peers. Overall comments highly respectful of others and offers constructive feedback to others. Responses to peers end with a question that seeks to clarify and extend their thinking. Proactively promotes learning of the class as a whole. (Maximum 3 marks – each response)

Minor Assignment Options: Choose one of the following options. Please note that each option has a different due date.

Option 1: Develop a Personal Philosophy of Teaching

This assignment is designed to provide opportunity for scholarly reflection on course content and extant literature in a meaningful, personally relevant context. For this assignment, you will develop a **two-page** personal philosophy of teaching. It is hoped that this document could be used to support your developing curriculum vitae. By articulating a personal teaching philosophy, you will better understand your view of teaching, learning, knowledge, relationships and roles.

This personal philosophy statement will go through several revisions and will require you to post (in the appropriate Moodle online workshop) *or* share (at the seminar) a draft prior to submission, so that your peers and possibly your instructor can give you constructive feedback on your developing work. (If posting a draft for peer review within Moodle, please post in the appropriate discussion forum labeled "Drafts of Minor Assignment," and post *in text format, not as an attachment*.) Articulation of your epistemology/worldview, teaching perspective(s), and relevant adult learning principles, using the course materials, are required elements. Building upon course content, you are free to also use literature from outside of the course.

Assessment criteria for this assignment:

1. Writing is clear, understandable and accurate, and from the perspective of an educator. (25%)
2. There is ample evidence of deep reflection upon, and analysis and application of, course materials, readings and other scholarly literature. (50%)
3. Epistemology and teaching perspectives are clearly articulated with depth and meaning from the perspective of an educator. (25%)

This assignment does not need to be in APA format. Instead, you may choose to be creative in articulating your teaching philosophy statement, an item that you may wish to affix to your curriculum vitae when applying for a teaching position. Please submit your final version of this philosophy statement within Moodle in the designated assignment drop-box. If the document is heavily formatted, please convert it to PDF prior to submitting.

Option 2: Tools for Enhancing Teaching

This assignment is designed to provide opportunity for scholarly reflection on course content and extant literature in a meaningful, personally relevant context. For this assignment, you will describe the learners with which you presently have a teaching role and describe ways you can enhance their learning. Learners may be patients, clinical students, nurse colleagues, new hires, etc. This **four-page** document will include a description of the learners and what they bring to the learning process, how you will assess prior learning, and how you will design meaningful teaching for effective learning. Include examples.

This document will go through several revisions and will require you to post (in the appropriate Moodle online workshop) *or* share (at the seminar) a draft prior to submission, so that your peers and possibly your instructor can give you constructive feedback on your developing work. (If posting a draft for peer review within Moodle, please post in the appropriate discussion forum labeled "Drafts of Minor Assignment," and post *in text format, not as an attachment*.) Articulation of learning theories, basic teaching principles, and instructional design principles, are required elements. Building upon course content, you are free to also use literature from outside of the course.

Assessment criteria for this assignment:

1. Writing is clear, understandable and accurate. (25%)
2. There is ample evidence of deep reflection upon, and analysis and application of, course materials, readings and other scholarly literature. (50%)

3. The teaching tools are clearly and accurately articulated and described with depth and creativity. (25%)

Please submit your final version of this assignment within Moodle in the designated assignment drop-box.

Major Paper

The purpose of this paper is to enable you the opportunity to discuss, analyze and critique a current issue within nursing education that is of particular interest to you. Please discuss your ideas with the instructor before beginning your work on this assignment.

Potential topics *related to teaching within a school of nursing* include but are not limited to:

1. What are the purposes of undergraduate nursing education and how are these purposes actualized? What purposes are not adequately realized and why?
2. Discuss and critique the theory-practice gap as described by Eggertson (2013) and make recommendations for enhancing the preparation of new nurses.
3. Describe and then critique the ideal undergraduate nursing education program curriculum design.
4. What is interprofessional education and what are the challenges and benefits as it relates to nursing education?
5. Should undergraduate nursing education produce generalists or specialists?
6. What is the role of liberal education courses in nursing education?

Potential topics *related to teaching within the clinical setting* include but are not limited to:

1. What challenges does the clinical nurse educator face and how might these be effectively overcome?
2. Discuss and critique the theory-practice gap as described by Eggertson (2013) and make recommendations for how practice areas can contribute to the preparation of new nurses.
3. What are the philosophical underpinnings of the role of the clinical nurse educator and how do you see this role expanding?
4. What is interprofessional education and what are the challenges and benefits for institutions that provide patient care?
5. Telling is not teaching; however, much of patient education involves just telling. What belief systems result in so many health professionals thinking that telling is teaching? What are ways that nurses can enhance their patient teaching—at the individual, unit and institutional level?
6. As a clinician, you have seen both students and new graduates in your area of practice. Pretend that you have been asked by the Canadian Association of Schools of Nursing (CASN) to discuss your observations of today's nursing students and new graduates in clinical practice. Provide theories that support your observations, and explore options for enhancing the preparation of nurses for practice.

This scholarly paper will draw on course resources and on scholarly literature outside of the course. The final paper should be 12 pages long, double-spaced, with at least 10 scholarly references.

Assessment criteria for this assignment:

1. Writing is clear, understandable and accurate. (25%)
2. There is ample evidence of deep reflection upon, and analysis and application of, course materials, readings and other scholarly literature. (50%)
3. The topic is clearly and accurately articulated and critiqued with depth and insight. (25%)

GENERAL GUIDELINES FOR ASSIGNMENTS:

All assignments submitted for evaluation are to be your original work created *specifically* for this class. Using the work of others without appropriate recognition (citation), or using your own work originally

developed for another class, constitutes the academic offence of plagiarism. (Please refer to the current University of Lethbridge Calendar for current academic regulations and student discipline policies.) Please use an appropriate referencing format specific to your discipline or of your choosing and use it consistently.

Please familiarize yourself with the marking criteria for each assignment.

It is expected that university students are familiar with correct spelling and grammar rules. If you feel that you need help in these areas, you are strongly advised to obtain and use dictionaries, and/or to take advantage of university resources set up to assist students with writing papers.

Marks will be reduced by 5% per day late (weekends and holidays included). An extension will be considered for legitimate reasons at the discretion of the instructor. You are responsible for approaching the instructor at least 48 hours prior to the due date in order for your request to be considered. Documentation from a third party may be required.

Because the online discussion forums are the primary vehicle for learning in this course, late submissions will not be possible for the discussion forums. To keep the class moving along at the same pace, discussion forums will be locked at the end of each posting period. Similarly, the face-to-face seminars cannot be rescheduled.

PLAGIARISM STATEMENT:

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY:

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre to set up an appointment at 403.329.2766 <http://www.uleth.ca/ross/counselling/index.html>. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least ***two weeks*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

COPYRIGHT STATEMENT:

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University's Copyright website (www.uleth.ca/copyright) is a source of current copyright information that includes:

- answers to common copyright questions (see the [FAQs](#)),
- guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](#)),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor (copyright@uleth.ca) for assistance with any copyright questions or issues.

GRADING BREAKDOWN:

The determination of final grades for courses in the School of Graduate Studies is as follows:

Letter Grade	Comments	GPA	Percent
A+	Outstanding	4.0	97 - 100
A	Excellent	4.0	93 - 96
A-	Commendable	3.7	90 - 92
B+	Very good	3.3	87 - 89
B	Good	3.0	83 - 86
B-	Satisfactory	2.7	80 - 82
<i>NB: Any course with a grade of less than B- cannot be considered for credit in the School of Graduate Studies.</i>			
C+		2.3	77 - 79
C		2.00	73 - 76
C-		1.70	70 - 72
D+		1.30	67 - 69
D		1.00	63 - 66
F		0.00	Less than 63

COURSE SCHEDULE

Week	Dates	Topics	Readings	Assignments
1	Jan. 9-14	Welcome, Introductions and Course Orientation	<input type="checkbox"/> Navigate Moodle course	<input type="checkbox"/> Face-to-Face Seminar is on JANUARY 13 1-4PM <input type="checkbox"/> Post an introduction of yourself and welcome peers to the class
NURSING EDUCATION AND CURRICULA				
2	Jan. 15-21	Theoretical and Historical Foundations of Nursing Education	<input type="checkbox"/> Moodle content <input type="checkbox"/> Kirkwood (2005) <input type="checkbox"/> Bramadat and Chalmers (1989) <input type="checkbox"/> Pijl-Zieber, Grypma, and Barton (2014)	<input type="checkbox"/> Moodle discussions
3	Jan. 22-28	Curriculum and the Purpose(s) of Nursing Education	<input type="checkbox"/> Moodle content <input type="checkbox"/> Billings and Halstead (2011) Ch. 5, 7, 9	<input type="checkbox"/> Moodle discussions
THE NURSING EDUCATOR				
4	Jan. 29-Feb. 4	Theoretical Foundations of Teaching and Learning	<input type="checkbox"/> Moodle content <input type="checkbox"/> Schraw and Olafson (2002) <input type="checkbox"/> Billings and Halstead (2011) Ch. 13 <input type="checkbox"/> Pratt, Arseneau, and Collins (2001)	<input type="checkbox"/> Moodle discussions
5	Feb. 5-Feb. 11	Basic Teaching Principles	<input type="checkbox"/> Moodle content <input type="checkbox"/> Billings and Halstead (2011) Ch. 1 <input type="checkbox"/> Palis and Quiros (2014)	<input type="checkbox"/> Moodle discussions
6	Feb. 12-18	Learning Theories	<input type="checkbox"/> Moodle content <input type="checkbox"/> Reardon (1999) <input type="checkbox"/> Peters (2000) <input type="checkbox"/> Dickieson, Carter, and Walsh (2008)	<input type="checkbox"/> Moodle discussions
Feb. 19-25 Reading Week				
7	Feb. 26-Mar. 4	Instructional Design	<input type="checkbox"/> Moodle content <input type="checkbox"/> Billings and Halstead (2011) Ch. 11, 15 <input type="checkbox"/> Pratt, Boll, and Collins (2007)	<input type="checkbox"/> Moodle discussions <input type="checkbox"/> Minor assignment due (option 1)
8	Mar. 5-Mar. 11	Designing Instruction and Planning Lessons		<input type="checkbox"/> Face-to-Face Seminar is on MARCH 10, 1-4PM
9	Mar. 12-18	Assessment of/for Learning	<input type="checkbox"/> Moodle content <input type="checkbox"/> Billings and Halstead (2011) Ch. 16, 25 <input type="checkbox"/> Taras (2002)	<input type="checkbox"/> Moodle discussions <input type="checkbox"/> Minor assignment due (option 2)
THE CLINICAL TEACHER				
10	Mar. 19-25	Teaching in the Clinical Environment	<input type="checkbox"/> Moodle content <input type="checkbox"/> Gaberson, Oermann, and Shellenbarger (2014) Ch. 1, 2, 4, 5	<input type="checkbox"/> Moodle discussions
11	Mar. 26-Apr. 1	Assessing Students in the Clinical Environment	<input type="checkbox"/> Moodle content <input type="checkbox"/> Gaberson et al. (2014) Ch. 15 <input type="checkbox"/> Billings and Halstead (2011) Ch. 27 <input type="checkbox"/> Watson, Stimpson, Topping, and Porock (2002)	<input type="checkbox"/> Moodle discussions
THE FUTURE OF NURSING EDUCATION				
12	Apr. 2-8	Trends in Nursing Education	<input type="checkbox"/> Moodle content <input type="checkbox"/> Anema (2009) Ch. 1 <input type="checkbox"/> Spencer and Jordan (1999) <input type="checkbox"/> Curran, Sharpe, Flynn, and Button (2010) <input type="checkbox"/> MacMillan and Gurnham (2013)	<input type="checkbox"/> Moodle discussions <input type="checkbox"/> Major assignment due

References

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