



New Braunfels Campus
School of Nursing

2. UNIVERSITY MISSION STATEMENT

Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

3. COURSE NUMBER & NAME:

NURS 5309: Teaching Strategies in Nursing

4. TERM:

Fall I, 2022

5. INSTRUCTOR:

Dr. Erin Dy

6. CONTACT INFORMATION:

Office phone: n/a

WBU Email: erin.dy@wayland.wbu.edu

Cell phone: 702-302-7117

7. OFFICE HOURS, BUILDING & LOCATION:

Virtual by appointment

8. COURSE MEETING TIME & LOCATION:

Asynchronous Virtual Attendance

9. CATALOG DESCRIPTION:

This course provides the learner with knowledge necessary for competent classroom and clinical teaching. Methods of teaching students at the university, community college, and healthcare settings in classroom, seminar and electronic formats are explored.

10. PREREQUISITE:

None

11. REQUIRED TEXTBOOK AND RESOURCE MATERIAL:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Author. ISBN: 978-1433832161

Bradshaw, M. J., Hulquist, B. L., & Hagler, D. (2019). *Innovative teaching strategies in nursing and related health professions* (8th ed.). Jones and Bartlett. ISBN: 978-1284170177

12. SUPPLEMENTAL MATERIALS

- Alexander, M., Durham, C. F., Hooper, J. I., Jeffries, P. R., Goldman, N., Kardong-Edgren, S. "Suzie," Kesten, K. S., Spector, N., Tagliareni, E., Radtke, B., & Tillman, C. (2015). NCSBN Simulation Guidelines for Prelicensure Nursing Programs. *Journal of Nursing Regulation*, 6(3), 39–42. (Accessible on Blackboard)
- Kamenšek, T. (2022). The use of virtual simulation or virtual patients in nursing education: An integrative literature review. *Obzornik Zdravstvene Nege*, 56(1), 31–48.
<https://doi.org/10.14528/snr.2022.56.L3136> (Accessible on Blackboard)
- Kool. (2022). Virtual Simulation: Impact on Clinical Judgment. *The Oklahoma Nurse*, 67(2), 18–18. (Accessible on Blackboard)
- Pew, S. (2007). Andragogy and Pedagogy as Foundational Theory for Student Motivation in Higher Education. *InSight: A Collection of Faculty Scholarship*, 2, 14–25. (Accessible on Blackboard)
- Schiller. (2018). Teaching concept analysis to graduate nursing students. *Nursing Forum (Hillsdale)*, 53(2), 248–254. <https://doi.org/10.1111/nuf.12233> (Accessible on Blackboard)

13. COURSE OUTCOMES AND COMPETENCIES:

At the end of this course, the student will be able to:

1. Comprehend educational principles and techniques suitable for students in all higher education settings, at the graduate and undergraduate levels.
2. Understand the various forms of technology for teaching and teaching effectiveness.
3. Discuss the diversity of learners on all levels of higher education.
4. Provide approaches for greater accord in the teaching-learning process among age groups.
5. Develop an educational offering which incorporates learning strategies, objectives, and content evaluation
6. Evaluate the effectiveness of simulation activities

14. ATTENDANCE REQUIREMENTS:

The University expects students to actively participate in the online course. There are no scheduled meetings. All information pertaining to the course is on the virtual campus website. The Blackboard software effectively measures participation. Logging in and posting assignments are your attendance record. The student's behavior and demeanor shall be consistent with school and requirements. Professional requirements include punctuality in turning in assignments and professional and supportive communication between your peer groups and fellow students.

15. STATEMENT ON PLAGIARISM & ACADEMIC DISHONESTY:

Wayland Baptist University observes a zero-tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

16. DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

17. COURSE REQUIREMENTS and GRADING CRITERIA:

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs/Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

A point system is used to determine the grade in this course:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = below 60
Only the final grade is rounded to the nearest whole point from the first-place holder. For example, 74.45 will not round to a 75. 74.5 will round to a 75. You must maintain a 'B' average in the program.

GRADING RUBRIC

Classroom:	
Discussion Boards	25%
Innovative Teaching Strategy Paper Part I	10%
Innovative Teaching Strategy Paper Part II	20%
Innovative Teaching Strategy Paper Part III	20%
Innovative Teaching Strategy Paper Part IV	25%
Total:	100%

* See Blackboard for Assignment Instructions and Grading Rubrics

18. TENTATIVE SCHEDULE:

Week	Topic	Bradshaw, Hulquist, & Hagler Reading	Supplemental Reading	Assignments (*see Blackboard for due dates)
1	The Teaching-Learning Experience	Ch. 1-3	“Andragogy and Pedagogy as Foundational Theory for Student Motivation in Higher Education”	Discussion Board (DB) Part I: Personal Philosophy of Teaching
2	Strategies for Innovation	Ch. 4-6		DB
3	Educational Use of Technology	Ch. 7-9	“Teaching Concept Analysis to Graduate Nursing Students”	DB Part II: Concept Analysis
4	Teaching Strategies in Structured Settings	Ch. 10-14		DB
5	Teaching Strategies in Experiential Settings	Ch. 15,16, 19, 20		DB Part III: Literature Review
6	Teaching Strategies in Experiential Settings	Ch. 17, 18, 21, 22	“The Use of Virtual Simulation or Virtual Patients in Nursing Education: An Integrative Literature Review” “NCSBN Simulation Guidelines for Prelicensure Nursing Programs”	DB
7	Evaluation	Ch. 25-28		DB
8	Engaging in Global Health Endeavors	Ch. 23-24		DB Part IV: Teaching Module

19. ADDITIONAL INFORMATION:

DUE DATES FOR ASSIGNMENTS

Written work will be submitted on the announced due date and time, unless prior arrangements were made with the faculty. Failure to notify faculty or turn in assignments on time will result in a zero for the assignment. **NO LATE ASSIGNMENTS WILL BE ACCEPTED.** All assignments will be submitted in PDF or Word/PowerPoint document format through Blackboard as noted in the assignment directions, unless otherwise specified by the faculty. Students are responsible for contacting the course faculty if there is any difficulty in understanding the course materials or completing the course assignments.

Baccalaureate level learning requires a variety of communication and assessment skills. Constant practice and feedback are necessities. Weekly class participation is a requirement. Discussions, group work, and written assignments are an important part of learning, and as such, a robust discussion and/or assignment on the various weekly topics with substantiation through course materials and/or other peer-reviewed resources is expected. Please remember nurses from different cultures, religions, levels of practice, and age may be in the course. Respect of all is an expectation.

STUDENT RESPONSIBILITIES

Students are adult learners and responsible for self-directed study to complete this course. Check postings on blackboard and university email daily, learn to use blackboard postings provided by professors, as they are intended to increase your professional nursing knowledge bank. Learn to become a resource broker, speak professionally and use citations, it is part of professional nursing. Assignments and presentation have due dates and punctuality is a requirement. The profession of nursing requires punctuality in documentation and attendance. It also requires reliability as fellow staff and administration rely on you to come to work prepared. Patients rely on you to know the current state of their health and current professional standards.

Communication is an important component of Nursing Education. The nurse must be comfortable communicating with their community, patient families, as well as the infirmed. While professional nursing is substantively more than successful communication, competence in communication is essential to the nurse's role. Therefore, all written work should utilize professional language and include citations and references using the professional citation of nursing, APA (7th edition) format.

Research and writing competency are expectations in professional nursing; therefore, effective writing is required in this course. Consult Purdue's OWL website or WBU's Saturday clinic for writing assistance in APA citation. Research and writing competencies are expected. Source selections shall be peer-reviewed. Format, citations, organization, grammar and mechanics can impact your grade on written assignments.