

**Wayland Baptist 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.

**Course Name:** NURS 5312 Foundations of Adult Learning in Nursing

**Term:** Fall 2018

**Instructor:** Diane Frazor, EdD, RN, CNE

**Office phone and email:** 1-830-7173 ext 306; frazord@wbu.edu

**Office Hours, building and location:** Monday 10 to 12 and 1 to 4, 1672 Independence Dr.,Suite 150, New Braunfels, Dean’s office.

**Class meeting time and location:** online

**Catalog Description:** Introduces concepts of adult development and how adults learn and explores the different learning styles necessary to develop critical thinking and safe nursing practice in a student.

**Prerequisites:** None

**Required Textbooks:**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. Retrieved from <http://www.apastyle.org/> ISBN**:** 978-1-4338-0561-5

Billings, D. M. & Halstead, J. A. (2016). *Teaching in nursing: A guide for faculty*. (5th ed.). St. Louis: Elsevier- Saunders. ISBN: 978-0-323-29054-8

**Course Outcome Competencies**

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

1. Understand the development of the adult learner.
2. Explore and utilize different learning styles of the nursing student.
3. Implement teaching strategies to meet the needs of the learning styles of the nursing student.
4. Develop a plan for assessing learning styles.

**Attendance**:

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 is your attendance record.

Your 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.

**Statement on Plagiarism and 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.

**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 requests for accommodations.

**Course Requirements and Grading Criteria**

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= below 60

**Grading Procedures:**

Participation in online class discussions 30%

Needs Assessment (why this topic?) 5%

Develop a course Syllabus 20%

Learning Theory you will be using (and why) 10%

Presentation 20%

Post course evaluation 5%

APA format and grammar 10% 100%

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 Executive Vice President/Provost to the 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.

**Student Work:**

Class participation:

Graduate level learning requires a variety of communication and assessment skills. Constant practice and feedback is a necessity. Weekly class participation is a requirement**. Each participant/student will ensure that they initiate at least one discussion on the discussion board by the Wednesday of each week related to assigned weekly topic. Each student will reply to at least 2 other discussions by Sunday of that week.** Discussions are an important part of learning and as such I expect a robust discussion on the various weekly topics. Please remember nurses from different cultures, religions, levels of practice, and age may be in the course. Respect of all is an expectation.

**Individual Skills Assessment**:

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.

**Written assignments:**

Students receiving academic credit are to use APA format for all postings and written assignments. All assignments are due on assigned date.

**Policy on Incomplete/Late Work:**

Unless the student has suffered an emergency, students submitting late assignments will have their grades reduced by 5% days 1-3, 10% days 4-7, and 20% days 8-10. No assignments will be accepted after 10 days late and the assignment will be graded as a ZERO. **Incomplete work will be graded as such.**

**Copyright Policy:**

Copyright laws and fair use policies protect the rights of those who have produced their material. Using copyrighted material in the course of your projects may require permission from the copyright holder. The student is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code.) The professor assumes no responsibility for individuals who improperly use copyrighted material.

**Cheating and Plagiarism:**

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another student to do so. Plagiarism consists of the misuse of the published and/or unpublished works of others by misrepresenting the material so used as one’s own work. Penalties for cheating and plagiarism range from 0 for a particular assignment, through an F for the course, and reporting to the school.

**Course Schedule**

The syllabus and schedule are subject to change. If you are absent from class, it is your responsibility to check for announcements made while you were absent. The Discussion and Announcement board will have any changes made by the instructor.

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| Week OneMay 29-June 4th | Faculty and Students | **Reading Assignment: Chapters 1,2, & 4** |
| Week twoJune 5th – 11th | Curriculum as a process | **Reading Assignment: Chapters 5-8**  |
| Week threeJune 12th – 18th  | Curriculum as a process | **Reading Assignment: Chapters 9-12** **Assignment due: Needs Assessment 10%** |
| Week fourJune 19th-June 25th | Teaching and Learning | **Reading Assignment: Chapters 13-14****Assignment due: Develop a course Syllabus 20%** |
| Week fiveJune 26th-July 2nd.  | Technology Empowered Learning | **Reading Assignment: Chapters 15-17** |
| Week sixJuly 3rd-July 9th | Technology Empowered Learning | **Reading Assignment: Chapters 19-21****Assignment due: Learning theory you will be using 20%** |
| Week sevenJuly 10th – July 16th |  | **Reading Assignment: Chapters 22-23** |
| Week eightJuly 17th – July 23 | Evaluation | **Reading Assignment: Chapters 24-25** |
| Week nineJuly 24- July 30th | Evaluation  | **Reading Assignment: Chapters 26-27****Assignment due: Presentation** |
| Week tenMay 2-8 | Evaluation & Education | **Reading Assignment: Review each other’s presentations****Assignment due: Evaluation** |
| Week elevenMay 9-15 | Evaluation & Education | **Reading Assignment: Evaluation of course, final comments on discussion board of the course experience. Your plans for next term.**  |

**Course assignments:** The following sections represent the course assignments that need to be completed during the semester.

1. **Needs Assessment (10%):** This is an APA formatted paper that you write. The paper should reflect how you determined the presentation you are developing and teaching is needed. How did you determine the intended target audience? These are just a couple of questions that need to be answered. I would suggest that this is the most important piece of the entire paper. Without a good foundation to build off of, you may have trouble the rest of the way. Please use references besides the text.
2. **Develop a course Syllabus (20%).** The determination of how complex you want to make your syllabus is up to you. Personally I think a very complete syllabus gives the student an advantage. Depending upon the course and course length the syllabus can be from 1-10 pages. I would expect everyone’s to be in the 2 page range.
3. **Learning Theory you will be using (20%)**. Whether you use a Humanist, Behaviorist, or Social learning theory (or any other), all of us utilize at least one. It is OK if you use more than one as long as you identify them and why you use them. What is the advantage of using these theories? Why you chose this theory? This section should be 2-3 pages at a minimum and should include several references.
4. **Presentation (20%).** This will be a classroom presentation of the topic that you selected during your needs assessment. You can do it in any format that you wish i.e. Lecture with PowerPoints, video etc. It needs to be posted on the discussion board so that your classmates can view it and comment on it.

1. **Post course evaluation (10%)** How will you evaluate the effectiveness of the course? How will you know that what you teach your course participants understand what you are presenting?