UNIVERSITY OF MASSACHUSETTS AMHERST
SCHOOL OF NURSING
COURSE OUTLINE
Teaching in Nursing
Credits: 3

General Course Information:

Nursing 642 WEB CT VISTA
Teaching in Nursing
Credits: 3

Instructor Information:

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Office Hours: By Appointment

Introduction:

Welcome to the online course entitled Teaching in Nursing. This course is designed to provide post-baccalaureate and graduate nurse educators with an overview of the techniques that are necessary when teaching student nurses the profession of nursing or when teaching professional nurses aspects of staff development or perhaps when teaching in a venue that is different from either the classroom or clinical setting. The preparation of nurse educators is complex and challenging. It is not easy to teach (educate) students the profession of nursing. The development of the nurse-educator role requires clinical expertise in nursing as well as knowledge, skills, and values related to the nature of teaching-learning processes in classroom and clinical settings. Teaching and learning are reciprocal processes and I always believe that I learn from my students as much as they learn from me. This applies to classroom and clinical settings. I look forward to working with all of you as we learn together about teaching in nursing. Good luck and enjoy the process.

Time Allotment:

There are ten (10) modules to be completed by the end of the semester. Each module will be opened on Monday in the evening. The first module will opened on 29 January 2007 although this syllabus will be available earlier for your convenience. The modules remain open until the end of the semester.
Required Textbooks:


Recommended Textbooks:


**Course Description:**

This course focuses on the dynamic and creative processes involved in the preparation of students for competent, reflective nursing practice. Philosophies, theories, methodologies and trends in nursing education are examined within the context of professional nursing. Nurse educators will learn to develop instructional media and learning/teaching tools and to critically analyze those instructional media and learning/teaching tools and/or evaluation tools. Specific topics include the role of the nurse educator, theoretical approaches to teaching and learning, domains of learning, approaches to design and implementation including teaching methodologies and evaluation of those methodologies. Emphasis is placed on the development of both knowledge and the skills necessary to become a nurse educator.

**Course Objectives:**

At the conclusion of this course participants will be able to:

1. Explore the role of the nurse-educator in clinical and academic settings.
2. Apply philosophies, theories, and principles of teaching, learning, and evaluation.
3. Utilize knowledge of cognitive, psychomotor, and affective domains to develop instructional plans for clinical and classroom learning.
4. Discuss various approaches to instructional and curriculum design, implementation and evaluation.
5. Select teaching and learning methods consistent with the learning needs of students.
7. Critique tools and techniques for evaluating learning and teaching.
8. Analyze current trends, issues and findings of research that influence nursing education.

**Grading Policies:**

The University grading System will be used.

**School of Nursing Grading Policy**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>B+</td>
<td>87 - 89</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79</td>
</tr>
</tbody>
</table>
Course Expectations:

In general, I expect all of us to work together to discover the knowledge and the skills necessary to develop sound educational programs including baccalaureate undergraduate programs and staff development programs. Depending on your background, expertise or practice area you will be asked to think about philosophy, theory, and practical aspects of becoming a nurse educator. There is no didactic, per se, learning will take place within each of us if we analyze and discuss the readings, critically analyze some of each others work and be open to growing and understanding the perspective of the other.

For those of you who are new to graduate education it is important for you to realize that this process of “discovery” is the norm in graduate school. Whether we are in the face-to-face classroom or in the on-line learning environment, graduate education is a process whereby the learner engages in and takes an active learning role. This role may be something new for you; be patient with yourself; work hard; and enjoy the class!

Teaching Methods (Approaches):

Seminar online discussions, presentations, teaching activity, and independent learning experiences related to the assignments.

The teaching method is predominantly threaded discussion. Because of this participants are strongly advised to keep-up-to-date with required readings. Discussion questions related to the readings will be posted each Monday evening. The modules open late at night and you will have until the following Monday to respond. In responding to the discussion questions posed it is expected that each student responds to other students’ response so that we simulate a classroom discussion. My role is to question, prompt, nudge, and cajole, essentially I am trying to get you to think differently or in a different way.

Methods of Evaluation:

1. Analyze/Critique a Classroom OR Clinical Evaluation Tool 20%
2. Develop an On-line Class using a Specific Teaching Methodology 20%
3. Philosophy of Teaching 20%
4. Final Paper 20%
5. On-line discussion and class participation 20%

Analyze/Critique a Classroom OR Clinical Evaluation Tool (20 points)
This is an on-line presentation. Prepare a presentation critiquing a classroom OR clinical evaluation tool. Describe the intended use of the evaluation tool. Explain when its use is most effective; when it is least effective. Critique the evaluation tool beginning with its components, how they relate to the class or course objective being met, appropriateness of selective behaviors, ease of use, strengths and limitations. Submit a PowerPoint
presentation for all students to preview as your on-line presentation. It will need to be uploaded into WebCT Vista. Please let me know if you require assistance with this project. I will try to find a technical person for you to contact and who can assist you in this project.

**Develop an On-line Class using a Specific Teaching Methodology (20 points)**

You are going to teach “something” related to nursing using a specific methodology. You are to decide on the topic and the methodology and share it with the rest of the class on-line. You will then need to decide upon the learning objectives, content, and use the methodology to convey the content. Please be realistic and plan for a MOCK 15 minute class. Include the following components:

1. General description of methodology 5 points
2. General assumptions about the class and content (for example: teaching CPR to senior nursing students) 2 points
3. Class objectives 2 points
4. Brief outline of content to be taught 2 points
5. Projected number of students and faculty 2 points
6. Provide rationale for all items 2 points
7. Provide description of how achievement of objectives/outcomes will be evaluated 5 points

**On-line Discussion and Class Participation (20 points)**

Active participation in classes and in online discussion throughout the semester, incorporating pertinent readings and thoughtful reflection on personal views. Students are expected to participate in all discussions.

**Guidelines:**

Good participation will include 2 or 3 of the following in any given online posting:

- Citations from relevant literature;
- Evidence of analysis and evaluation of the literature;
- Reflection on issues of interest to higher and nursing education;
- Insights about the issue as related to another person’s comments;
- Reflection on one’s own development as a potential teacher and scholar.

**Philosophy of Teaching Paper (20 points)**

This is an assignment that builds on a similar assignment from N697V. A brief overview, presentation and discussion of your ideas about your philosophy of teaching (nursing education). The presentation should incorporate selected readings from class as well as personal insights and ideas.

**Guidelines:**

Write a personal philosophy of teaching in nursing. Your philosophy should describe beliefs and values you hold about knowledge, learning, students, and the teaching and learning process, with rationales substantiating your statements. This should be no more than 3 typed pages, double-spaced and APA format. I will not read anymore than 3 pages!
The purpose of the assignment is to begin preparing a statement that will be useful when interviewing for employment in an academic, community or clinical setting. Incorporate readings from the class, as well as your personal insights and ideas.

Suggested outline:

1. Provide a little bit background about your own learning and teaching experiences & beliefs.
2. Identify a particular philosophic stance or view that you think is helpful in explaining your philosophy of teaching and learning.
3. See previous class notes, resources on teaching philosophy, course content, websites, and readings for guidance.
4. Discuss how a topic discussed in class relates to your philosophy (i.e. the production of knowledge, scholarship, online education or something else).
5. Conclude with a paragraph statement that summarizes your philosophy “in a nutshell.”

**Final Paper**

Choose a classroom or clinical teaching/learning issue. Write a statement describing why the topic you chose is an issue and submit in writing for approval your topic for the Final Paper by the 16 March 2007 class at the latest.

Guidelines for Writing the Final Paper:

- Receive approval of the issue as a topic for the Final Paper
- Review the literature to learn the history and background of the issue
- Explain why the issue is an issue based on history, background, and significance of the issue to nursing education today
- Explain the proposed solution/s and discuss both the pros and the cons for the proposed solution/s
- Provide strategies that may be used to resolve the issue with your reasoning for the applicability, appropriateness of the strategy
- Summarize the issues, your conclusions/solutions, and rationale
- Use relevant and recent references.

The paper should be no longer than ten (10) double spaced, type written pages using the APA style sheet and submit NLT 10 May 2007.

**YOUR WRITTEN ASSIGNMENTS MUST USE APA FORMAT!**

**COURSE OUTLINE:**

**Module 1:**

<table>
<thead>
<tr>
<th>Open date:</th>
<th>29 January 2007</th>
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</thead>
<tbody>
<tr>
<td>Topic:</td>
<td><strong>Introduction to the Role of Nurse Educator</strong></td>
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<tr>
<td>Objective:</td>
<td>Explore the role of the nurse-educator in clinical and academic settings.</td>
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**Assignments:**
Discussion question within Web CT Vista

**Readings:**
O’Connor Chapter 2 & 11  
Bradshaw & Lowenstein Section 1: Chapters 1, 2, 3, 4, 5, 6, & 7

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**Module 2:**
Open date: 5 February 2007  
Topic: Theoretical Approaches to Teaching and Learning  
(Objective: Apply philosophies, theories, and principles of teaching, learning, and evaluation.)

**Assignments:**
1. Focus of Module 2 (Part 1) will be on philosophies and theories of teaching and learning.
2. Discussion questions within Web CT Vista

**Readings:**
Bradshaw & Lowenstein Section 1: Chapters 1, 2, 3, 4, 5, 6, & 7  
O’Connor Chapter 3

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**Module 3:**
Open date: 12 February 2007  
Topic: Theoretical Approaches to Teaching and Learning  
(Objective: Apply philosophies, theories, and principles of teaching, learning, and evaluation.)

**Assignments:**
1. Focus of Module 2 (Part 2) will be on the principles of teaching, learning, and evaluation.
2. Discussion questions within Web CT Vista

**Readings:**
Bradshaw & Lowenstein Section 1: Chapters 1, 2, 3, 4, 5, 6, & 7  
O’Connor Chapter 3

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**Module 4:**
Open date: 26 February 2007  
Topic: Domains of Learning  
(Objective: Utilize knowledge of cognitive, psychomotor, and affective domains to develop instructional plans for clinical and classroom learning.)

**Assignments:**
1. Discussion questions within Web CT Vista
<table>
<thead>
<tr>
<th>Module 5:</th>
<th>5 March 2007</th>
<th>Approaches to Design, Implementation, and Evaluation</th>
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<tbody>
<tr>
<td>Topic:</td>
<td>Approaches to Design, Implementation, and Evaluation</td>
<td></td>
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<tr>
<td>Objective:</td>
<td>Discuss various approaches to instructional and curriculum design, implementation and evaluation.</td>
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<tr>
<td>Assignments:</td>
<td>1. Discussion questions within Web CT Vista</td>
<td></td>
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<tr>
<td>Readings: O’Connor</td>
<td>Chapter 3</td>
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<tr>
<th>Module 6:</th>
<th>12 March 2007</th>
<th>Teaching Methodology (Part 1)</th>
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</thead>
<tbody>
<tr>
<td>Topic:</td>
<td>Teaching Methodology (Part 1)</td>
<td></td>
</tr>
<tr>
<td>Objective:</td>
<td>Select teaching and learning methods consistent with the learning needs of students</td>
<td></td>
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<tr>
<td>Assignments:</td>
<td>Discussion questions within Web CT Vista</td>
<td></td>
</tr>
<tr>
<td>Readings: Bradshaw &amp; Lowenstein</td>
<td>Section 2; Section 3; Section 4; Section 5; Section 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>O’Connor</td>
<td>Chapters 4, 5, 6, 7, 8, 9, 10</td>
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<tr>
<th>Module 7:</th>
<th>26 March 2007</th>
<th>Teaching Methodology (Part 2)</th>
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<tbody>
<tr>
<td>Topic:</td>
<td>Teaching Methodology (Part 2)</td>
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<tr>
<td>Objective:</td>
<td>Select teaching and learning methods consistent with the learning needs of students</td>
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<tr>
<td>Assignments:</td>
<td>Discussion questions in Web CT Vista</td>
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<td>Readings: Bradshaw &amp; Lowenstein</td>
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<td>Chapters 4, 5, 6, 7, 8, 9, 10</td>
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<tr>
<th>Module 8:</th>
<th>16 April 2007</th>
<th>Evaluation (Part 1)</th>
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<tr>
<td>Topic:</td>
<td>Evaluation (Part 1)</td>
<td></td>
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<tr>
<td>Assignments:</td>
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</table>
Objective: Evaluate clinical and classroom environments conducive to student learning

Assignments:
Discussion questions in Web CT Vista

Readings: read evaluation materials
Bradshaw & Lowenstein  Section 2; Section 3; Section 4; Section 5; Section 6
O’Connor  Chapters 4, 5, 6, 7, 8, 9, 10
Oermann & Gaberson

Module 9:
Open date: 23 April 2007
Topic: Evaluation (Part 2)
Objective: Critique tools and techniques for evaluating learning and teaching.

Assignments:
Discussion questions in Web CT Vista

Readings: read evaluation materials
Bradshaw & Lowenstein  Section 2; Section 3; Section 4; Section 5; Section 6
O’Connor  Chapters 4, 5, 6, 7, 8, 9, 10
Oermann & Gaberson.

Module 10:
Open date: 30 April 2007
Topic: Curriculum Trends and Issues in Nursing Education
Objective: Analyze current trends, issues and findings of research that influence nursing education.

Assignments:
Discussion questions in Web CT Vista

Readings:
Finish readings for the semester

Student Lounge: (done)

This is a place for you to discuss issues of interest to you outside of the classroom: professional issues or observations that you may wish to make to and with each other. Also it can serve as a place for you to get to know each other and develop a feeling of being with classmates. It may give you the feeling of “group” as you may all be starting school together, or it may help you share similar issues, and it may just make you feel
like you have a place of your own. The lounge may be found on the left side bar under Discussions.

Assignments: (done)

Word software: It will be easier for me if you use Word software package for your assignments. If you do not have Word then you must convert your files to a text file (.rtf) in order for me to be able to open and read your assignments. All assignments must come to my attention via the WebCT Vista platform. In previous courses students have send e-mail attachments to my home e-mail or my UMass Amherst e-mail. This does not work therefore please post all the assignments to the WebCT e-mail.

APA: Your paper should be typed according to APA guidelines and may vary by assignment. It should be e-mailed or faxed to me (413-577-2550) by the specific deadline. The APA Manual is a style handbook and is used in all School of Nursing courses. Every public and college library will have it available in the reference section. It can be purchased at any general service bookstore. If you can afford to purchase your own copy you should buy it because it has many chapters on writing in general. You will use this book regularly as it is the style format used by most journals so you need to know how to use it when you begin publishing your own work. Finally, you should know that I am a real stickler about APA, so when you turn in a paper you must adhere to APA format or you will be marked down on your final grade.

1. Philosophy of Teaching (20 points)  
   due 26 February 2007
2. Analyze/Critique a Classroom OR Clinical Evaluation Tool (20 points)  
   due 16 March 2007
3. Develop an On-line Class using Specific Teaching Methodology (20 points)  
   due 5 April 2007
4. Topic for Final Paper  
   due NLT 16 March 2007
4. Final Paper (20 points)  
   due 10 May 2007
5. On-line discussion and class participation ONGOING

Bibliography:

American Association of Colleges of Nursing, Nursing Education’s Agenda for the 21st Century. American Association of Colleges of Nursing, Indicators of quality in research-focused doctoral programs in nursing.  
http://www.aacn.nche.edu/Publications/posiitions/bccmin.htm


**Academic Honesty Policy:**

The integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research. Academic honesty is therefore required of all students at the University of Massachusetts Amherst. Academic dishonesty is prohibited in all programs of the University. Academic dishonesty includes but is not limited to:

- Cheating – intentional use, and/or attempted use of trickery, artifice, deception, breach of confidence, fraud and/or misrepresentation of one’s academic work.

- Fabrication – intentional and unauthorized falsification and/or invention of any information or citation in any academic exercises.

- Plagiarism – knowingly representing the words or ideas of another as one’s own work in any academic exercises. This includes submitting without citation, in whole or part, prewritten term papers of another or the research of another, including but not limited to commercial vendors who sell or distribute such materials.

- Facilitating dishonesty – knowingly helping or attempting to help another commit an act of academic dishonesty, including substituting for another in an examination, or allowing others to represent as their own one’s papers, reports, or academic works.

Sanctions may be imposed on any student who has committed an act of academic dishonesty. Any person who has reason to believe that a student has committed academic dishonesty should bring such information to the attention of the appropriate course instructor as soon as possible.

The procedures outlined below are intend to provide an efficient and orderly process by which action may be taken if it appears that academic dishonesty has occurred, and by which students may appeal such actions.

For the full policy, please visit the following Web site:

[http://www.umass.edu/dean_students/rights/acad_honest.htm](http://www.umass.edu/dean_students/rights/acad_honest.htm)#ACAD_HONEST

**Statement of Academic Integrity**

**Graduate Students:**
(Excerpted from the Online Graduate Catalog):
[http://www.umass.edu/grad_catalog/regulations.html](http://www.umass.edu/grad_catalog/regulations.html)

**Academic Honesty**
It is the expressed policy of the University that every aspect of graduate academic life, related in whatever fashion to the University, shall be conducted in an absolutely and uncompromisingly honest manner by graduate students.

Apparent and alleged breaches in this policy are covered in the Graduate Student Academic Policy (Sen. Doc. no. 89-026). A copy of this policy is available in the Ombuds Office, Faculty Senate Office and the Office of the Vice Chancellor for Research and Dean of the Graduate School.

**Graduate Student Honor Code**

We, the graduate students of the University of Massachusetts Amherst, hereby affirm that graduate students do not lie, cheat, or steal, or willingly tolerate those who do.

We do not plagiarize the work of others, falsify data, or knowingly allow false data to be generated or published with our compliance.

We do not harass or discriminate against others for reasons of race (phenotype), creed, sexual orientation, or political belief, or keep faith with those who do.