

Webster University MSN Program
NURN 5210 Instructional Methods in Nursing

Class: Spring I, 2008

Monday – 5:30-9:30

Instructor: Margo Thompson

Office: 816-926-4270 or 444-2200

Cell: 913-226-6253

Email: thompsma@webster.edu

Course Description:

This course is designed to explore a variety of teaching methods used by nurse educators in academia, staff development and/or community education. Learning theories, principles of adult learning and learning objectives are examined. Use of technology in nursing education is integrated throughout the course. Students develop, implement and evaluate a lesson plan appropriate for adult learners. *Prerequisites: NURN 5000 & NURN 5550 or permission of Coordinator.*

Credits: 3 (2 hours class and 1 hour practicum)

Course Objectives:

Upon completion of this course, the student will be able to:

1. Analyze selected theories related to adult learning.
2. Integrate the use of selected adult learning theories in the assessment of individual and group learning needs in a variety of settings.
3. Select content appropriate in meeting the learning needs of adult individuals and groups.
4. Analyze the advantages and disadvantages of selected teaching strategies in a variety of groups.
5. Utilize selected teaching strategies appropriate to the content and to the learning needs of individuals and groups of adults in a variety of settings.
6. Utilize appropriate methods for the assessment of learning outcomes with adult individuals and groups.
7. Describe the role of the nurse educator in academia, staff development and community education.
8. Discuss the influences of cultural diversity on teaching and learning.
9. Examine current research on adult learning.

Readings:

DeYoung, S. (2008). *Teaching strategies for nurse educators* (2nd ed.).

Upper Saddle River, NJ: Prentice Hall.

Other readings, as assigned.

Essential Course Content:

Learning theories	Role of the nurse educator
Principles of adult learning	Lesson plans
Learning objectives	Philosophy of education
Teaching strategies and methods	Research on adult learners
Cultural diversity	

Course Requirements:

Class

Students develop a written philosophy of education. A philosophy gives meaning and direction to the practice of education. The framework includes: (1) beliefs about adults as learners; (2) beliefs about aims, what you hope to accomplish when you teach; (3) beliefs about subject matter, what you teach; (4) overall beliefs about teaching and learning. The philosophical statement is limited to 200 words.

Practicum

Students have 24 hours of teaching experience consisting of preparation and presentation of a 50 minute seminar. The focus of the seminar is presenting a topic to fellow MSN students to broaden their knowledge of the topic and how they might apply the information in their role as educator. Each student must choose a different topic and the topic choice must be cleared with and approved by the instructor.

Topics could include:

Lecture	Problem-based learning
Critical thinking	Evaluation and testing
Writing	Creativity
Issues of diversity, culture & gender	Humor
Special needs,	Learning disabilities
Clinical teaching strategies	Clinical Evaluation
Legal-ethical issues	Journal writing
Mapping	Motivation
Simulation	Gaming

A lesson plan is developed for the seminar including learner assessment, purpose, goal, learner objectives, content outline, teaching strategies and methods, learner activities, time plan, resources and means for assessment/evaluation of student learning. (Guidelines will be distributed) A reference list in APA format is included with the teaching plan. References are scholarly journals and texts published within the last 5 years. A minimum of 8 references, including current research on adult learners and the topic, are required.

All plans and reference lists are due to the instructor for review one week prior to the scheduled teaching session.

An assignment for participants is to be described or uploaded by the seminar presenter into the course site in the **WorldClassroom** (BbVista) at least one week prior to the scheduled seminar. Seminar participants need to prepare to play an active role by considering the topic, reading the text, where appropriate, and completing the presenter's assignment.

A variety of teaching methods should be utilized, including strategies to engage the audience in discussion of the topic. Presenters complete a self-evaluation of the teaching experience. Peer evaluations are completed and summarized for the student. (Self-evaluation and peer evaluation forms are instructor designed)

An APA formatted Title Page and Reference List is distributed to the class at the time of the seminar.

WorldClassroom (BbVista):

Intro activity: Respond to the instructor's posting.

Regularly post questions, responses, observations or comments regarding teaching and learning that are an extension of the week's class/seminar topics, or that are simply of interest to you as an instructor or student. The assignment is completed by participating in the discussion with meaningful postings at least once per week during five of the eight weeks of the class.

Initiate a topic for class discussion twice during the course.

Respond to instructor's queries and postings.

Philosophy-upload your philosophy draft, give feedback to each class member's draft philosophy. Revise and upload final version.

Dates on Weekly Outline.

Provide assignment(s) to classmates for your scheduled seminar.

Cell Phones/Pagers:

These devices are to be in the **OFF** or **Vibrate** mode during class.

Class Attendance

Attendance for **all** scheduled class periods is an expectation. The final course grade will be lowered proportionally for absences, late arrivals and early departures.

Course Evaluation:

Philosophy of education statement	15 points
Seminar	50 points
Active participation in seminars	20 points
Participation in WorldClassroom activities & assignments	15 points

Grading Scale:

A/A-	Superior graduate work
B+/B/B-	Satisfactory graduate work
C	Work that is barely adequate as graduate-level performance
CR	Work that is performed as satisfactory graduate work (B- or better). A grade of "CR" is reserved for courses designated by a department, involving internships, a thesis, practicums, or specified courses.
F	Work that is unsatisfactory
I	Incomplete work
IP	In progress
NR	Not reported
W	Withdrawn from the course

Weekly Outline

Date	Topic	Learner Activities
Jan 14	Introduction to course Introduction to BbVista Teaching and learning The learner Role of the educator Planning and conducting class	DeYoung: Chs. (1, 2, 6, & 15) Readings ~ E-Reserves WorldClassroom
Jan. 21	MLK Holiday	Group Discussion Assignment in WorldClassroom Readings ~ E-Reserves
Jan. 28	The learner Role of the educator (cnt) Generational Diversity Teaching Strategies	Assignment ~ Instructor DeYoung: Chs. (3, 4, 5, & 7) Readings ~ E-Reserves WorldClassroom
Feb. 4	Technology and teaching Assessing and Evaluating Learning Wrap-up	DeYoung: Chs. (9, 10, 12, & 14) Readings ~ E-Reserves WorldClassroom Draft of Philosophy must be uploaded to BbVista by 5pm, Feb 6
Feb. 11	Student Seminars (2)	Seminar assignments WorldClassroom
Feb. 18	Student Seminars (3)	Seminar assignments WorldClassroom Responses to all philosophy drafts due in BbVista by 5pm, Feb 18
Feb. 25	Student Seminars (3)	Seminar assignments WorldClassroom Final Philosophy must be uploaded by 5pm Feb 27
Mar. 3	Student Seminars (2) Philosophy of education	Seminar assignments Read all Final Philosophies WorldClassroom

Chs. Have been updated to new edition of text.

Syllabus is subject to change. 12-07