

SUMMER SESSION SYLLABUS

Hybrid Course

NU640H: Development and Planning in Nursing & Health Care Education

C5: 2009



Saint Joseph's College of Maine

DIVISION OF GRADUATE & PROFESSIONAL STUDIES

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<http://www.sjcme.edu/gps/summer/index.htm>

Welcome to:
**NU640H:
Development
and Planning in
Nursing & Health
Care Education**

Summer Session #1

Course Start Date: June 15

Online Dates:

June 15-20;

June 29-July 24

On Campus Dates:

June 22-26

Course End Date: July 24

COURSE DESCRIPTION

Explores the development of higher education in the United States and nursing education's evolution in collegiate programs. Students study the educator's role in clinical and academic settings and are introduced to program planning and curriculum development in both settings.

IMPORTANT RESOURCES

If you have any questions regarding your course materials, please contact your academic advisor (1-800-343-5498) and/or our book vendor EdMap. You can reach EdMap by phone or email:

1-(800)-274-9104

<http://www.shop-edmap.biz/sjs/>

All Saint Joseph's College students must have a library card for the Wellehan Library prior to arriving on campus. To obtain your card, if you do not already have one, please call the library or visit their Website:

1-(800) 343-5498 ext. 7725

<http://www.sjcme.edu/library/index.htm>

REQUIRED TEXT

Bastable, S.B. (2008). *Nurse as educator: Principles of teaching and learning (3rd ed.)*. Sudbury, MA: Jones and Bartlet.

ISBN 0-7637-4643-6

Billings, D.M. & Halstead, J.A. (2004). *Teaching in nursing: A guide for faculty*. Philadelphia: W.B.

Saunders.

ISBN 1-4164-4084-6

REQUIRED PERFORMANCE ATTENDANCE

June 21, 2009 – 2:00 p.m. – 7:00 p.m.

Too Live Nurse Medi-Musical and Active Learning Workshop – Alford Hall Auditorium

WRITTEN ASSIGNMENTS

All but the final project paper are listed on the schedule as “brief papers”, and specific expectations are given for length and format. APA guidelines should be followed for any citations in these brief papers, but otherwise does not have to be applied.

Expectations for the final project are given below.

Your Instructor



Name: Janet B. Douglass
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Phone: (207)627-7075

Welcome to Development and Planning in Nursing and Healthcare Education. This hybrid course offers you opportunities to work both on-line and face-to-face in the classroom to complete the course in just six weeks.

It seems appropriate here to compare this way of teaching and learning to the many approaches I have been exposed to as a student in many programs, and as a teacher since I started in my first teaching job in 1964.

I was educated from kindergarten through high school in a parochial school (bless the sisters of the Holy Union for being so tough). Then, I earned a diploma in nursing at the Lawrence General Hospital School of Nursing in Lawrence, Mass. After practicing for a few years in Emergency Nursing and Emergent care (in-patient at Beth Israel before the days of ICU's and CCU's, this was called a "Critical admission unit"). I decided that I would like to teach and joined my home Diploma school faculty as an assistant to the Chemistry, Anatomy and Physiology and Microbiology lecturers (ran the labs, gave some lectures—best teaching job I ever had). Of course, I also did clinical supervision in the hospital, and often covered the whole 200 bed facility as the only faculty member (told you times have changed). In order to keep this job, I had to earn a bachelor's degree, which I did, starting at Boston University and completing at St. Anselm College in New Hampshire. This quickly rolled into a Masters of Science degree with a focus in Community Health and Community Mental Health Nursing from Boston College (including a functional specialty in teaching), and a Doctorate in Nursing Science from Boston University. I left teaching for a year to work on deinstitutionalization for the Massachusetts Department of Mental Health in the late 80's, but just couldn't stay away from the teaching role and soon returned.

My teaching experience rolled on as well, and I taught at Northern Essex Community College (Mass.), Boston College, Boston University, the Harvard School of Public Health (where I was a lecturer in Occupational Health Nursing), and the University of Massachusetts Lowell, from which I retired from my tenured Associate Professor position in 1999. After retirement, my husband, our two cats and I built a home in Maine and moved up here from Massachusetts (OK, so the cats just watched while we did the building). Retirement didn't last long, though, because I took on the job of Chairperson of the Nursing Department at Husson College in Bangor, Maine for a couple of years.

I have been teaching at Saint Joseph's College on a part time basis continuously since 1985, and my involvement in that teaching has grown over time, especially after we moved to within 15 miles of the campus. I am now about half way through my third year as full-time faculty at a distance for Saint Joe's.

From the relatively rigid approaches used in my first teaching job (but note, I did lab and clinical initially—"active learning") to my experiences lecturing to groups of close to a hundred undergraduates, and on to the work I love best at this point in my life—working one-on-one with students who are developing research proposals—my life as a teacher has been about as good as it can be. Those of you who are in love with teaching already will understand. If there are others who may have fears or concerns about teaching—"let's talk".

Student Resources



COURSE POLICIES AND PROCEDURES

Current information regarding College policies affecting your course can be found on the Resources/Policy section of the ANGEL course homepage.

On this page, you will find vital information, including the following:

- Current Student Handbook, outlining course-specific policies
 - *Includes grading rubric*
- Access to support resources, including advising and online tutorial services
- Student Success Guides

SUBMITTING ASSIGNMENTS

Instructions on how to submit your assignment to your instructor can be found on your ANGEL course site.

Course Overview



COURSE INTRODUCTION

This hybrid course will start with one on-line week and then move onto our beautiful campus for a week of face-to-face learning. You will then go back home and complete the course on-line during the next four weeks.

During our six weeks together, we will examine the following questions: How and why do people learn? What factors influence how each one of us learns best? How is teaching related to learning? How are teaching roles structured within academic settings?

You will learn how to write plans to help learners achieve desired outcomes, starting by the writing of learning objectives and continuing on to short courses, on-the-job training, formal courses and entire curricula.

Each student is expected to respond to questions posted by the instructor on the course discussion board, and to respond actively to the postings of other students during the pre and post residency weeks. On-line learning will be complemented by classroom interaction during our week on campus where we will use limited lecture but lots of discussion, group work, case analysis and student presentations to explore a wide range of topics related to the faculty role, teaching competencies, strategies, lesson plans, and an introduction to course and curriculum development.

COURSE OBJECTIVES

At the completion of this course, you will:

1. Compare and contrast the major categories of learning theories.
2. Analyze major determinants of learning.
3. Analyze concepts of Andragogy & Pedagogy for similarities and differences.
5. Conduct an assessment of learning needs in the workplace.
6. Outline a draft curriculum plan for an academic-based program and a worksite program for pre-professional health care providers.

COURSE FORMAT

This is an accelerated five week online course with an additional week in the classroom, providing the opportunity to continue the online dialogue in a group setting. You will acquire the skills outlined in the course objectives through the following:

- Readings from the textbook and required readings, which may include case studies.
- Lecture notes
- Active dialogue with your instructor and fellow learners via the course bulletin board
- Active dialogue and discussion in person with your instructor and classmates.
- **Class Participation:** You are expected to participate in the online dialogue **at minimum three times per week per discussion question**, preferably on non-consecutive days.

COURSE GUIDELINES

Active participation, be it online or in the classroom, is expected from every student. Papers and postings must be submitted on schedule, as the course moves along rapidly and it is difficult or impossible to “make up” work. Please let the instructor know immediately if you believe that circumstances may make compliance with this policy impossible.

In particular, I expect active participation in the on-line discussion board, with frequent postings (at least 3 a week) that include both your responses to my questions and your responses to other students’ responses. It goes without saying that interaction on the discussion board and in the classroom should be relevant to course content and respectful of all of your fellow students. I will respond to your postings as well, and maintain a presence on the discussion board at least three days a week. You may certainly email me at any time if you wish to discuss something that isn’t appropriate to post on that board.

Written work is to be completed in a professional manner, using as many quality references from the literature as needed to support your statement (how many is that? --as many as it takes to satisfy me that you’ve explored the literature on a topic). All material used must be cited, and APA format for the entire paper, including citations and reference lists is expected. The number of pages for each written assignment are offered as suggested size, and not “carved in stone”. You will be graded on whether or not you responded to the paper’s content and format requirements, not on the length of your paper. This is because I recognize that students have varying levels of ability to write concisely than others and, although more is not always better, some of us take longer to speak our piece than others (but please try to edit your papers carefully to remove redundancies and clarify your meaning).

EVALUATION

- Discussion question responses on ANGEL.....30%
- *Class participation r/t all student postings on ANGEL.....15%
- *Class Participation in the classroom during residency.....10%
- Written Assignments (final paper=half of this)30%
- Classroom Presentations15%

*NOTE: Participation grades focus on the assessment of quality of the content of your comments, but also will reflect whether or not you have participated actively and met the minimum requirements for numbers of weekly postings on Angel during the first week.

PLEASE NOTE: If life gets in the way of your online classroom responsibilities, you must notify your instructor as soon as you are aware that events may occur that may inhibit you from participating at the required level.

Class Schedule

PERIOD	TOPIC	ASSIGNMENT
Week of 6/15 Online	<p>Reflect on your experiences as a:</p> <ol style="list-style-type: none"> 1. Student. 2. Teacher. <p>Develop personal objectives for this course.</p>	<p><u>Read</u> Bastable, Chapters 1 & 2 Billings & Halstead, Chapter 1</p> <p><u>Discussion Board Posting</u> Reflect on your experiences as a student and as a teacher (include experiences from both formal and informal settings. Post a one to two paragraph response on the discussion board that summarizes your conclusions re” this reflection and answers the following question: What could I learn about the process of learning that would improve my experiences as learner and teacher? <u>Respond</u> to at least two other students’ postings.</p> <p><u>Write</u> A brief paper (one page) that contains three to five objectives for your personal learning during this course. Explain why each of these objectives will help you to be a better teacher. Describe learning experiences that would help you achieve your objectives.</p>
6/21 2 – 7 p.m.	Too Live Nurse Medi-Musical and Active Learning Workshop	Includes dinner
Week of 6/22 On Campus Monday	<p>Introduction to the course</p> <p>Learning Theories</p> <p>Determinants of learning</p> <p>Developmental Stages</p> <p>Compliance, motivation & health Behaviors</p> <p>Literacy</p> <p>Gender, SES & Culture</p>	<p><u>Read</u> Bastable, Chapter 3-9 Billings and Halstead, Chapter 4 & 12.</p> <p><u>Group Exercise:</u> The influence of theoretical</p>

	<p>Special populations Andragogy vs. Pedagogy</p>	<p>approaches on teaching & learning styles.</p> <p><u>Brief paper:</u> Assess your own styles of learning & teaching—what theories best explain them?</p>
Tuesday	<p>Learning needs assessments Describing learning Outcomes Bloom’s taxonomies Writing Objectives Writing Teaching Plans</p>	<p><u>Read</u> Bastable, Chapter 10</p> <p><u>Group Exercise</u> Writing goals and learning outcomes (objectives)</p>
Wednesday	<p>Curriculum Development</p> <p>Review sample nursing curricula</p>	<p>Billings & Halstead Chapters 5-9.</p> <p><u>Group Exercise</u> Draft a curriculum for an undergraduate nursing program including: Philosophy Framework Outcomes and Competencies</p>
Thursday	<p>Nursing curricula, continued</p> <p>Developing courses and selecting learning experiences to achieve planned outcomes</p>	<p>Continue exercise</p> <p>Billings and Halstead, Chapters 10 & 11</p>
Friday	<p>Curriculum model presentation</p> <p>Evaluation of on-campus experience</p>	<p><u>Group Presentation:</u> Model curriculum</p>
Week of 6/20 Online	<p>Promoting behavior change through patient education</p>	<p><u>Review</u> Bastable, Part II with a focus on Chapter 6</p> <p><u>Read</u> Instructor notes on Health Behavior theories.</p> <p><u>Discussion Board postings</u> Post a one to two paragraph contribution to the discussion board that describes how the use of health behavior theories can improve patient education outcomes.</p>

		<u>Respond</u> to at least two other students' postings on this question.
Week of 7/6 Online	Health behaviors and motivation	<p><u>Submit</u> a paper describing a teaching plan for a group of clients/patients based on a specific Health Behavior theory.</p> <p><u>Discussion Board Posting</u> Post a one or two paragraph contribution to the discussion board that describes barriers to effective patient education and strategies to overcome those barriers.</p> <p><u>Respond</u> to at least two other students' postings on this subject.</p>
	Staff education	<u>Submit</u> a final paper (by 7/24) that describes assessment of either an example of staff or one of student learning need (your choice) and a complete teaching plan to meet these needs (follow format from Bastable, Chapter 10).
Week of 7/20 Online	Evaluation Good-byes	<p><u>Submit</u> self evaluation based on course and personal learning outcomes.</p> <p><u>Discussion Board Posting</u> Summarize your self-evaluation in one short paragraph, and add your plans for continuing development of teaching/learning skills.</p> <p><u>Respond</u> to at least two other students' postings on this topic.</p>

Final Project



Week of 7/20 (Paper due on 7/24)

Submit a final paper that is approximately 10-12 pages in length that describes assessment of a group of **either** clinical staff **or** students in a formal program (your choice), and their learning needs. Design a complete teaching plan to meet one of these needs (follow the format presented in Bastable, Chapter 10, and cite relevant sources to support your methods of assessment, choices of objectives, content, strategies and materials for the teaching plan).

Identify the learning theory (ies) that your plan's methods and expectations reflect.

It is suggested that your teaching plan be organized to cover one to three hours of learning time (obviously, you will have to identify a discrete area of need in order to cover it in such a short time).

As usual, use APA format to complete this paper. The teaching plan itself can be written in tabular format and either inserted into the paper or as the appendix of the paper.

Grading Rubric

Description of learner group is clear and includes parameters that reflect important characteristics of the learners involved needed for planning.	20%
The plan presented is appropriate for the learner characteristics described.	15%
Learning theories identified match strategies and outcomes described in the plan.	10%
Learning outcomes are clearly stated in behavioral terms	15%

Outcomes, content, strategies, materials and evaluation methods in the plan fit together logically. 20%

Resources cited reflect in-depth exploration of the literature for relevant information (and include research-based articles). 15%

Paper format follows APA guidelines 5%

The Online Learning Environment



Online Discussion: What Is Expected of You

1. Class participation using the course discussion board is an essential learning activity and a required component of this course.
2. If life gets in the way of your course, then you must notify your instructor as soon as possible. Your instructor is here to help you learn as much as you can; he/she needs to know what is happening in order to facilitate your learning.
3. You are required to substantively contribute to the ongoing discussion. Substantive postings are thoughtful and add value to the discussion by offering your critical and creative thoughts and by building upon the thoughts and comments of others.
4. All postings in response to discussion questions should be on point, concise, and succinct.
5. The purpose of engaging in discussion is to extend your learning and to deepen your understanding of concepts presented in the course. The expectation is **not** to have everyone repeat what was read in the week's readings but to share ideas, perspectives, experiences, and understanding; always trying to go beyond what we (currently) know.

ANGEL Information

This course has an online ANGEL component. Please review the checklist below. Before your course begins you will receive a letter from the College with instructions on how to access your account, which will include your log on and password.

If you need technical support, please contact the 24-hour Collegis HelpDesk:
1-(877) 725-4357 or email: <https://hdo.collegis.com>

Checklist for Online Learners

In order to complete this course, you will need the following:

- ANGEL account (will be assigned to you by Saint Joseph's College)
- Basic computer skills
- Computer with speakers or headphones
- Internet access
- Required materials