

Cedar Crest College
Nursing Department
NUR 533 – Teaching Strategies for the Nurse Educator
Spring 2010

Course Faculty

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Prerequisites

Successful completion of Core and Clinical courses - NUR 510, NUR 512, NUR 514, NUR 516, NUR 520, NUR 522, NUR 525, NUR 531.

Co-requisite - NUR 558

Course Description

This course presents the facilitation process necessary to motivate change in learners. Effective teaching strategies and materials to maximize learning in academic and clinical settings are emphasized. Measurement and evaluation techniques that are essential to effective teaching in academic and clinical practice settings are explored.

Placement – Second year – Spring semester

Credits – 3 credits = 42 hours of class time

Course Withdrawal - The withdrawal period for students at Cedar Crest College for Spring 2010 ends on Tuesday, April 13 at 4 PM.

Course Objectives

1. Design an individual philosophy of teaching and learning.
2. Discuss the historical, ethical, legal, and economic foundations of nursing education.
3. Compare and contrast learning theories.
4. Identify and evaluate characteristics of learners to be able to meet the needs of a variety of adult learners.

5. Use a variety of modalities for teaching and learning in classroom, clinical, and practice settings.
6. Examine evidence-based measurement and evaluation techniques appropriate for the different teaching modalities.
7. Appropriately and skillfully apply technology to support the teaching-learning process.

Course Format

Lecture, discussion, guest speakers, presentations, web-enhanced assignments.

Textbooks

Required

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

Lowenstein, A. J., Foord-May, L. Romano, J.C. (2009). *Teaching strategies for health education and health promotion: Working with patients, families, and communities*. Sudbury, MA: Jones and Bartlett.

O'Connor, A. B. (2006). *Clinical instruction and evaluation: A teaching resource* (2nd ed.). Sudbury, MA: Jones and Bartlett.

Oermann, M.H., & Gaberson, K. B. (2009). *Evaluation and testing in nursing education* (3rd ed.). New York: Springer.

Recommended

Clark, C. C., (2008). *Classroom skills for nurse educators*. Sudbury, MA: Jones and Bartlett.

Herrman, J. W. (2008). *Creative teaching strategies for the nurse educator*. Philadelphia: F. A. Davis.

Class Policies

Syllabus and Pacing Schedule

The syllabus and pacing schedule provide a general plan for this course; faculty reserve the right to make changes to the syllabus and/or pacing schedule including but not limited to assignments, time tables, projects, etc.

Honor Code – I fully support the Cedar Crest College Honor Code.

Plagiarism

Plagiarism is the presentation of someone else's paper or work under one's own name with or without additions or modifications; downloading and turning in a paper from the internet or including concepts, phrases, sentences, or paragraphs from print or electronic sources whether verbatim or paraphrased in one's own paper without proper attribution.

Plagiarism and/or careless scholarship will result in additional points being taken off the grade of any assignment/paper, so that the grade may be lowered to zero. Penalties for academic dishonesty may be even more severe. See "Response to Academic Misconduct" in the Cedar Crest College Student Handbook.

All papers are to be the student's original work. **Submission of a paper from a previous course or from a previous assignment in this course is unacceptable and will result in a grade of zero (0).**

General Participant Responsibilities

1. Actively participate in each class session and on-line sessions (if used in course).
2. Be prepared for each class session by reading the required readings and submitting assignments on time.
3. Regularly check your Cedar Crest College e-mail account.

Class Attendance – As per the Cedar Crest College Student Handbook. Students are expected to be present for all classes and other learning experiences. Students who have extenuating circumstances need to communicate with the faculty as soon as possible.

Class Participation – Class participation is 15% of the total grade. See grading rubric on e-college.

Classroom Protocol

Learning Environment and Appropriate Classroom Behavior

Cedar Crest College maintains a classroom and learning environment dedicated to scholarly, artistic, and professional inquiry. The college's community of learning is founded upon the intellectual freedom of students and faculty in pursuit of knowledge and understanding. Such an environment depends upon the insights of the liberal-arts disciplines, as well as a respect for the global diversity of viewpoints and cultural backgrounds.

The college expects students to conduct themselves in a manner that best realizes their own and other students' education. Appropriate classroom behavior includes, but is not limited to, the expectations for students: to attend and be prepared for all classes, to arrive and leave on time, to treat the faculty members and other students with respect, to refrain from any activities within the classroom that do not directly pertain to the business of the class, to use

language that is respectful and non-abusive, and to otherwise refrain from any behavior that disrupts or jeopardizes the learning environment as determined by a reasonable faculty member.

Late assignments

Ten points will be deducted for each day an assignment is late. On the fifth day the student will receive a grade of zero for the assignment. Students are to discuss extenuating circumstances with faculty prior to the assignment due date. Faculty reserve the right to determine extenuating circumstances.

Accountability for assignments

Students are to keep hard copies AND electronic copies of all submitted work.

Documented disabilities

Students with documented disabilities who may need academic accommodations should discuss these needs with the professor of the course during the first 2 weeks of class. Students with disabilities who wish to request accommodations should contact Academic Services.

Course Assessment

Assignment	
Reflection Paper	15%
2 Learning Team Activities (12.5% each)	25%
Classroom Observation	25%
Microteaching	20%
Class Participation	15%

Grading

100 - 93	A	79 - 77	C+
92 - 90	A-	76 - 73	C
89 - 87	B+	72 - 70	C-
86 - 83	B	69 - 60	D
82 - 80	B-	Below 60	F