Course Number: NURS 6366

Course Name: Instructional Design and Online Teaching in Nursing

INSTRUCTOR INFORMATION

Instructor: Nelda C. Martinez, PhD, RN
Office: HCEBL 2.110.07 - Harlingen Campus
Office Hours: Wednesdays, 10:00 a.m. - 2:00 p.m. and other times by appointment. Do not hesitate to send me an email if we need to talk so we can agree on a convenient time for a phone call, online meeting, or a face to face appointment.
Cell Number: (915) 539-0902
E-mail: nelda.martinez@utrgv.edu

Response Time:
Generally I will respond to course messages and emails within 24 hours of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Course email will be a more immediate way of reaching me. Any technical questions can be referred to Blackboard Support (information found under Course Technology). I will update the online grades each time a grading session has been completed. Within 7 days (typically much sooner) following the due date of an activity, you will be provided any applicable feedback. You will see a visual indication of new grades posted using My Grades, found under the course menu.

COURSE DESCRIPTION

This course will examine processes for designing nursing instruction for effective and efficient delivery. Included is the process of instructional design in an online nursing education context.

PREREQUISITE

Prerequisite(s):
- Admission to the program
- Graduate student status

TIME ALLOTMENT

- 3 SCH (3, 0)
- This course is offered 100% online.
TEXTBOOK & COURSE MATERIALS

Required Textbooks


Recommended Texts & Other Readings
- There will be other readings and course material linked within Blackboard for you to review (See Course Content).

This Course Satisfies Learning Objectives for Core Curriculum Requirements.

Course Objectives Legend
ANA= American Nurses Association Standards of Professional Nursing Practice
SLO = Student Learning Outcomes
EME= Essentials of Masters Education for Professional Nursing Practice
NEC = Nurse Educator Competencies
NET = Nurse Educator Track

COURSE OBJECTIVES

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

1. Analyze the relationship among components in courses of instruction as they relate to models of instructional development. SLO: 1; ANA: 6-a, 6-b, 6-c, 8-a, 13-a, 13-e, 13-f, 13-h; EME: I-1, V-1, V-2, V-3, V-4, V-5, V-6, IX-1, IX-2; NEC: 4; NEP: 2
2. Explain and analyze the purpose and function of the principles of instructional design. SLO: 4; ANA: 8-a, 13-a, 13-b, 13-c, 13-d, 13-e, 13-f, 13-h; EME: I-1, V-1, V-2, V-3, V-4, V-5, V-6, IX-1, IX-2; NEC: 1, 2, 4; NEP: 1, 2
3. Analyze initial challenges that online learning poses to both learners and instructors. SLO: 2; ANA: 6-a, 6-b, 6-c, 8-a, 13-a, 13-b, 13-c, 13-d, 13-e, 13-f, 13-h; EME: I-1, V-1, V-2, V-3, V-4, V-5, V-6, IX-1, IX-2; NEC: 1, 4; NEP: 2, 3
4. Examine the role of learning styles and their effect on the design of collaborative activities in the online environment. SLO: 1, 3; ANA: 10-a, 13-a, 13-b, 13-c, 13-d, 13-e, 13-g, 13-h; EME: I-1, IX-1, IX-2; NEC: 1, 2, 4; NEP: 2

Advanced Clinical Practice Objectives
5. Design introductory activities appropriate for the online learning environment. SLO: 4; ANA: 4-a, 4-b, 4-c, 5-a, 5-c, 5-f, 11-a, 11-b, 14-b, 14-c, 14-f, 14-g, 16-c; EME: I-1, IX-1, IX-2; NEC: 8, NEP: 2
6. Analyze and design course content activities for an e-learning course and the role that technology should play in their design. SLO: 1, 5; ANA: 4-a, 4-b, 4-c, 5-a, 5-c, 5-f, 11-a, 11-b, 14-b, 14-c, 14-f, 14-g, 16-c; EME: I-1, V-1, V-2, V-3, V-4, V-5, V-6, IX-1, IX-2; NEC: 4, 8; NEP: 1, 4

MSN GRADUATE PROGRAM STUDENT LEARNING OUTCOMES (SLO)
The graduate program student learning outcomes facilitate evaluation of learning. Upon completion of the graduate program the student will:
  1. Function as a scholar with critical thinking skills supported by theories from the behavioral, physical, and nursing sciences.
  2. Demonstrate organizational and systems leadership in the application of client/patient care interventions, incorporating informatics and health care technology to improve population health care outcomes.
  3. Collaborate as a member of an inter-professional health care team to advocate for safe and effective client/patient care, being cognizant of cultural, societal, economic, political, and ethicolegal issues.
  4. Promote quality improvement in the provision of culturally competent care to diverse populations through integration of health policy, planned programs, education, and advocacy.
  5. Translate and integrate scholarship and research into masters-level practice that is grounded in the sciences and humanities.

AMERICAN NURSES ASSOCIATION STANDARDS OF PROFESSIONAL NURSING PRACTICE (ANA)
1. Assessment
2. Diagnosis
3. Outcomes Identification
4. Planning
5. Implementation
  5A. Coordination of Care
  5B. Health Teaching and Health Promotion
6. Evaluation
7. Ethics
8. Culturally Congruent Practice
9. Communication
10. Collaboration
11. Leadership
12. Education
13. Evidence-based Practice and Research
14. Quality of Practice
15. Professional Practice Evaluation
16. Resource Utilization
17. Environmental Health

**AACN ESSENTIALS OF MASTERS EDUCATION FOR PROFESSIONAL NURSING PRACTICE (EME)**

I. Background for Practice from Sciences and Humanities
II. Organizational and Systems Leadership
III. Quality Improvement and Safety
IV. Translating and Integrating Scholarship into Practice
V. Informatics and Healthcare Technologies
VI. Health Policy and Advocacy
VII. Inter-professional Collaboration for Improving Patient and Population Health Outcomes
VIII. Clinical Prevention and Population Health for Improving Health
IX. Master’s-Level Nursing Practice

**NLN CORE COMPETENCIES OF NURSE EDUCATORS (NEC)**

1. Facilitate Learning
2. Facilitate Learner Development and Socialization
3. Use Assessment and Evaluation Strategies
4. Participate in Curriculum Design and Evaluation of Program Outcomes
5. Function as Change Agents and Leaders
6. Develop Educator Role
7. Engage in Scholarship
8. Function Within the Educational Environment

**NURSE EDUCATOR PROGRAM OUTCOMES (NEP)**

The student successfully completing the education program will be able to:

1. Utilize evidence in educational design, implementation, and evaluation of strategies for classroom and clinical teaching.
2. Synthesize knowledge from nursing science and learning theory to demonstrate leadership and innovation in teaching.
3. Employ instructional strategies that recognize the diverse learner.
4. Implement assessment and evaluation methods in a variety of learning environments.
5. Analyze the teaching, scholarship and service roles of the nurse educator.

TOPICAL OUTLINE

- Educational goals and objectives
- Models of instructional development and assessment
- Principles of multimedia design for learning
- Instructional situations
- Appropriate media resources
- Online resources that support an instructional plan
- Collaborative learning
- Design of online course materials

COURSE REQUIREMENTS

- Confidentiality
- Satisfactory completion of all assignments
- Achievement of a “B” letter grade or better
- Submission of written papers and assignments using APA style

Students are expected to demonstrate subject competence by satisfactorily completing all assignments. Students should refer to the Course Calendar for all assignment due dates. Written assignments will be due according to the schedule provided by the instructor. Assignments will serve as complex performance assessments. They are tests of your ability to engage in the scholarly activities required of a nurse leader.

This advanced practice course builds and expands on entry-level nursing practice by advancing nursing knowledge and higher level leadership skills. This course provides the student with opportunities to engage in 50 hours of planned project based clinical practice experiences that address an identified area of advanced nursing practice as well as role related competencies.

TECHNICAL REQUIREMENTS

Computer Hardware

To participate in this online course, you should have easy access to a computer less than 5-years old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to Supported Browsers, Plugins & Operating Systems for Blackboard Learn from Blackboards resource page.
Student Technical Skills
You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

Software
- Mozilla’s Firefox (latest version; Macintosh or Windows)
- Google Chrome (latest version; Macintosh or Windows)
- Adobe’s Flash Player & Reader plug-in (latest version).
- Apple’s QuickTime plug-in (latest version).
- Virus protection
- Microsoft Office

Technical Assistance
If you need technical assistance at any time during the course or to report a problem with Blackboard you can:

- Visit the Blackboard Student Help Site
- Submit a Blackboard Help Ticket
- Help Contact Information (UTRGV’s Blackboard Support):

<table>
<thead>
<tr>
<th>Brownsville Campus</th>
<th>Edinburg Campus</th>
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</thead>
<tbody>
<tr>
<td>Location: Rusteberg Hall Room 108</td>
<td>Location: Education Building Room 2.202</td>
</tr>
<tr>
<td>Phone: 956-882-6697 or 956-882-6792</td>
<td>Phone: 956-665-5327</td>
</tr>
<tr>
<td>Monday – Thursday 7:30AM – 7:00PM</td>
<td>Monday – Thursday 7:30AM – 7:00PM</td>
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<tr>
<td>Friday: 7:30 AM – 6:00PM</td>
<td>Friday: 7:30 AM – 6:00PM</td>
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COURSE ORGANIZATION & ONLINE TOOLS

Course Structure
This course will be delivered entirely online through the course management system Blackboard Learn. You will use your UTRGV account to login to the course from the My UTRGV site and under applications click on Blackboard Learn.

This course is organized into 7 weekly modules. Each module contains varied activities ranging from: assigned weekly reading material, a lesson, a powerpoint presentation, a discussion board assignment, a reflective journal entry, a clinical log assignment, and/or a quiz. Some weeks may also have a video to highlight important
segments of the week's material. If there is a quiz, the content will cover material from all assigned readings for the week.

To actively participate in this course you will need to get familiar with the course environment. We will be using different tools such as Discussion Board, Journals, etc. If you are not familiar with how to navigate this environment as a student or use any of these tools, please review the following Blackboard Orientation page.

Note: Most materials used in conjunction with the course are subject to copyright protection.

Discussion Forums

You will find the following discussion forums in the course Blackboard site:
- Cloudy? Post any questions or comments you may have about course mechanics or technical issues to this forum.
- Forums related to collaborative and discussion assignments, as described in Learning Module sections

Forums versus Email

If you have a question about course content or mechanics, I encourage you to post it to the Cloudy? Discussion Forum. Doing so gives students in the course an opportunity to help one another and allows everyone to benefit from answers to your questions. Of course, don’t hesitate to email me directly if your concern is of a personal nature.

My role in discussion forums is that of a facilitator. I will occasionally correct misconceptions and/or redirect conversations that need redirecting. I may also post comments following the completion of discussion indicating my general impressions of the comments and conclusions.

Assignments

Follow the instructions provided within each Week’s Course Content Area to submit all assignments. The links to submit all assignments are found in each week’s Learning Activities Folder.

SCHEDULE

Important Note: Activity and assignment details will be explained in detail within each week’s corresponding weekly content area. The course will last seven weeks. The week will begin on a Wednesday and end on a Tuesday. Each week the initial discussion board posting will be due on Sundays at 11 pm weekly. The two peer response discussion board postings and all other assignments will be due on Tuesdays at 11 pm. If you have any questions, please contact your instructor.
GRADING POLICY

MSN Grading Scale

As noted in MSN Progression criteria, a letter grade of "B" is necessary in both nursing and non-nursing courses. A grade of less than 75 (C) is considered failing in the MSN Program. The University of Texas Rio Grande Valley grading scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Grade Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td>4</td>
<td>(90-100)</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>3</td>
<td>(80-89.9)</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2</td>
<td>(75-79.9)</td>
</tr>
<tr>
<td>F</td>
<td></td>
<td>0</td>
<td>(Equal to or less than 74)</td>
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</table>

Graded Course Activities

<table>
<thead>
<tr>
<th>Description</th>
<th>Grade Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board Forums</td>
<td>10%</td>
</tr>
<tr>
<td>Clinical Reflective Journal</td>
<td>10%</td>
</tr>
<tr>
<td>Course Development Part One</td>
<td>10%</td>
</tr>
<tr>
<td>ADDIE Model Assignment</td>
<td>10%</td>
</tr>
<tr>
<td>Course Development Part Two</td>
<td>10%</td>
</tr>
<tr>
<td>Course Shell Creation</td>
<td>5%</td>
</tr>
<tr>
<td>Initial Course Assembly</td>
<td>5%</td>
</tr>
<tr>
<td>Learning Styles Paper</td>
<td>10%</td>
</tr>
<tr>
<td>Course Development Part Three</td>
<td>15%</td>
</tr>
<tr>
<td>Peer Evaluation Worksheet</td>
<td>5%</td>
</tr>
<tr>
<td>Final Course Assembly</td>
<td>5%</td>
</tr>
<tr>
<td>Learning Management Comparison Worksheet</td>
<td>5%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
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Attendance

Regular attendance is importance for student success in this course. In an online course, the student demonstrates regular attendance by submitting assignments, participating in discussion forums, and discussing their progress through journaling.

Teaching Methods

This is an online web based course that utilizes constructivist pedagogy and collaborative activities aimed at building a community of student scholars in the area of nursing leadership, policy, and population health. Instructional methods used in this course will include web-based instruction, discussion forums, e-mail, and self-directed learning.
Late Work Policy

Be sure to pay close attention to when assignment are due. The course will last seven weeks. Each week will begin on a Wednesday and end on a Tuesday. Each week the initial discussion board posting will be due on Sundays at 11 pm weekly. The two peer response discussion board postings and all other assignments will be due on Tuesdays at 11 pm. Points are not deducted for late submissions; however, the expectation is that all work will be submitted on time, according to the published schedule. If you have a problem with timely submission of your work, please email your instructor with your concerns. It is important to note, although points are not deducted for late submissions, your course grade will be lowered by one letter grade upon receipt of your third late assignment and will be lowered an additional letter grade upon receipt of the sixth late assignment.

Viewing Grades in Blackboard
Points you receive for graded activities will be posted to the Blackboard Grade Book. Click on the My Grades link on the left navigation to view your points.

Grades will be updated each time a grading session has been completed. Within 7 days (typically much sooner) following the due date of an activity, you will be provided any applicable feedback. You will see a visual indication of new grades posted using MyGrades, found under the course menu.

Naming and Submitting Documents
Before you submit a document, name your file according to the format below. Avoid special characters and spaces in file names. Use a single underline _ to separate words.

<table>
<thead>
<tr>
<th>The name of your…</th>
<th>should follow the format:</th>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay</td>
<td>LastNameFirstInitial_Essay.doc</td>
<td>SmithJ_Essay.doc</td>
</tr>
</tbody>
</table>

COURSE POLICIES

Participation
Online courses require your active participation. Here are some tips for success:

- In discussion forums, you learn from one another by posing questions, justifying your comments, and providing multiple perspectives. When you prepare for discussions through thoughtful reflection, you contribute to your own successful learning experience as well as to the experience of your peers.

- Log in to the course frequently (at least several times per week for long semesters and daily for summer sessions) and check the announcements. This will keep you apprised of any course updates, progress in discussions, assignment information, and messages requiring immediate attention.

- Be aware of and keep up with the Course Schedule in the Syllabus.
• Participate in team activities to the best of your ability. How well your team does—and how well you do—depends on all the team members working cooperatively.

Build Rapport
If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Complete Assignments
All assignments for this course will be submitted electronically through Blackboard unless otherwise instructed. Assignments and discussions must be submitted by the given deadline or special permission must be requested from instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances.

Communication Skills
All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references to support their thesis and ideas in the paper.

Netiquette
Netiquette describes the code of conduct for an online environment. It ensures respect for others and prevents misunderstandings or unintentional offenses to others. The netiquette described here is amended to ensure your success in this course.

• When you are typing or submitting a response, do not use all capital letters (caps). Caps is equal to SHOUTING YOUR MESSAGE.
• Although it is customary to use acronyms (ex. ROFL - rolling on floor laughing, BTW - by the way, or FYI - for your information) when chatting online, try to avoid using these. There may be those in this course who are not as experienced as you and may miss out on understanding.
• Although you are encouraged to participate and ask questions, it is asked that you do not spam other users (SPAM refers to unwanted or excessive email). Before sending mass emails, consider using the discussion board to post general inquiries or requesting assistance from your instructor.

Time Commitment
Online courses are typically just as time intensive, and may be more rigorous than traditional courses. Many students claim that online courses require more time and commitment. As you begin this course, you would be wise to schedule 8 or more hours per week for studying materials and completing assignments.

Falling behind in this course is particularly problematic because the concepts we cover are cumulative. This means that not becoming proficient with information and objectives
presented and assessed in a particular week can lead to low scores for that week as well as in subsequent weeks.

**Understand When You May Drop This Course**
It is the student’s responsibility to understand when they need to consider de-enrolling from a course. Refer to the UTRGV Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student’s family.

**Incomplete Policy**
Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete grade is not given automatically. Under extenuating circumstances an incomplete may be given at the discretion of the faculty member upon approval of the School of Nursing Chair. The specifics of any incomplete grade will be negotiated between the student and the instructor at the time of the student request.

**NEEDS FOR STUDENTS WITH DISABILITIES (INFORM YOUR INSTRUCTOR OF ANY ACCOMMODATIONS NEEDED)**
If you have a documented disability and verification from Student Accessibility Services, and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student’s responsibility to provide documentation of disability to Disability Services and meet with a SSWD counselor to request special accommodation before classes start.

**Brownsville Campus:** Disability Services is located in room Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at sas@utrgv.edu

**Edinburg Campus:** Disability Services is located in room 108 University Center and can be contacted by phone at (956) 665-7005 (Voice) (956) 665-3840 (fax) or via email at sas@utrgv.edu

**COMMIT TO INTEGRITY**
As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

**UTRGV Academic Honesty Policy & Procedures**
“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.”

Read more about UTRGV’s Academic Honesty Policy & Procedures

**Definitions**
At UTRGV, Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

“Plagiarism is a form of cheating. At UTRGV, “plagiarism is the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one’s own academic work offered for credit.”

Source: UTRGV HOP

Important Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

Course policies are subject to change. It is the student’s responsibility to check Blackboard for corrections or updates to the syllabus. Any changes will be posted in Blackboard.