The University of Texas Rio Grande Valley
School of Nursing
Master of Science in Nursing Education Program

Course Title and Description:
NURS 6464 - Teaching Roles and Strategies
This course focuses on the roles of nursing faculty. It includes an analysis of teaching/learning theories, teaching strategies, classroom climate, learning environments and evaluation of teaching/learning. Examination of distance education will be included. The course involves the application of teaching/learning theories, strategies and evaluation in an actual educational situation.

Prerequisite
Graduate student status

Time Allotment
4 SCH (3,1). This course is offered 100% online

Faculty:
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Office Hours: Wednesday, 10:00 a.m. – 3:00 p.m., and by appointment

Required Texts:


This Course Satisfies Learning Objectives for Core Curriculum Requirements

Course Objectives Legend

PO = Program Outcome
EME= Essentials of Masters Education for Professional Nursing Practice
NET = Nurse Educator Track Outcomes
NEC = NLN core Competencies of Nurse Educators
Student Learning Outcomes/Course Objectives
At the conclusion of this course the student will be able to:
1. Discuss the roles of the nurse educator in a variety of settings: classroom, clinical, staff
development and patient education  \( PO = 1,2; \)  \( EME = IV; \)  \( NEC = 1,5; \)  \( NET = 5 \)
2. Compare teaching/learning theories.  \( PO = 1,3,5; \)  \( EME = II; \)  \( NEC = 1; \)  \( NET = 1 \)
3. Compare a variety of teaching strategies.  \( PO = 2; \)  \( EME = I, IX; \)  \( NEC = 1; \)  \( NET = 1,2 \)
4. Compare methods for evaluation of learning.  \( PO = 4,4; \)  \( EME = IV; \)  \( NEC = 3,4; \)  \( NET = 1,2,3,4 \)
5. Compare the factors that impact distance education.  \( PO = 4; \)  \( EME = V; \)  \( NEC = 1,2; \)  \( NET = 2 \)

Advanced Clinical Practice Objectives:
6. Discuss classroom climate and learning environments related to student teaching experience.  \( PO = 1,5,6; \)  \( EME = IX; \)  \( NEC = 1,2,6,7; \)  \( NET = 1,2 \)
7. Apply appropriate teaching/learning theories, strategies and evaluation in an actual
   educational situation.  \( PO = 1,5,6; \)  \( EME = IX; \)  \( NEC = 1,2,6,7,8; \)  \( NET = 1,2,3 \)

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

Nurse Educator Track Outcomes (NET)
The student successfully completing the education track 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.

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
Topical Outline:
- Roles of the nurse educator in a variety of settings.
- Teaching/learning theories
- Discuss classroom climate and learning environments
- Teaching strategies in classroom and clinical settings
- Methods for evaluation of learning
- Implications and issues related to distance education.

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

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 75 hours of planned 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 are required to have regular, reliable access to a computer with a stable broadband Internet connection. To ensure you have the computer hardware and software available to successfully complete this course, please review the Technical Requirements information found under the Course Technology link (to the left under Resources in the course Blackboard Portal).

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. Please review the Technologies that will be used in this course found under the Course Technology link (to the left under Resources in the course Blackboard Portal).

Technical Assistance
If you need technical assistance at any time during the course or to report problems with Blackboard please refer to the information found under the Student Support Services link found under the Course Technology link (to the left under Resources in the course Blackboard Portal).

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 education.
This is accomplished through threaded discussions related to the objectives of the course. Instructional methods used in this course also include written student papers, and the development and implementation of a supervised student teaching project. Students engage in reflective practice by completing the Clinical Reflective Log and a Reflective Journal. There will be no traditional tests in this course. You will instead be asked to engage in learning activities and student teaching.

**Evaluation Methods:**
The student is expected to demonstrate leadership by actively participating in content-related discussions and giving evidence of progressive thinking on relevant topics. The success of any class is dependent on gathering information beyond textbook requirements and objectively share and exchange knowledge and ideas. The four (4) graded assignments will serve as complex performance assessments. These activities reflect the course objectives and ask the student to discuss topics related to the objectives in graded discussion board activities, student papers, and student teaching activities. Grading rubrics guide the student and faculty in clinical and classroom assessment. Attainment of clinical and classroom objectives is also assessed through observed teaching activities and the ability to synthesis those activities in both the Clinical Reflective Log and the Reflective Journal. These activities are, essentially, “tests” of the student’s ability to engage in the scholarly activities required of a nurse educator.

**Assignments:**
Students are expected to demonstrate subject competence by satisfactorily completing all assignments. Students should refer to the Course Calendar for all assignment due dates. These assignments will serve as complex performance assessments.

**Grading:**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points Allocated</th>
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<tbody>
<tr>
<td>Discussion Board</td>
<td>100</td>
</tr>
<tr>
<td>Unit Assignments</td>
<td>200</td>
</tr>
<tr>
<td>Clinical Log</td>
<td>200</td>
</tr>
<tr>
<td>Reflective Journal</td>
<td>100</td>
</tr>
<tr>
<td>Course Clinical Project</td>
<td>400</td>
</tr>
<tr>
<td>Total Points</td>
<td>1000</td>
</tr>
</tbody>
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**MSN Grading Scale:**
As noted in 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>Grade Points</th>
<th>Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>(90-100)</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>(80-89.9)</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>(75-79.9)</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>(Equal to or less than 74)</td>
</tr>
</tbody>
</table>
Incomplete Grades
An incomplete grade is not given automatically. Under extenuating circumstances an incomplete may be given at the discretion of the faculty member. An incomplete grade, normally, lowers the earned grade by one letter.

Available Student Assistance
Any student who has need for test-taking, note-taking or other accommodations, please feel free to discuss this with the instructor. Suitable accommodations will be provided. Individual assistance is available during the instructor’s office hours and by appointment at other times. This learning experience will be what the student wishes to make of it. The instructor will be available to guide in both internet and clinical experiences, but the major responsibility for learning rests with the student.

Calendar of Activities
The UTRGV academic calendar can be found at http://my.utrgv.edu at the bottom of the screen, prior to login.

UTRGV Policy Statements

Students With Disabilities:
If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time.

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

Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at accessibility@utrgv.edu.

Mandatory Course Evaluation Period:
Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Online evaluations will be available Nov. 18 – Dec. 9, 2015. Students who complete their evaluations will have priority access to their grades.

Attendance:
Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.
Scholastic Integrity:
As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; 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. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

Sexual Harassment, Discrimination, and Violence:
In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at [www.utrgv.edu/equity](http://www.utrgv.edu/equity), including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

Course Drops:
According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.