Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should <u>not</u> be used to purchase course materials.

COURSE SYLLABUS

NURS 764
LEARNING THEORIES AND TEACHING METHODS FOR NURSE EDUCATORS

COURSE DESCRIPTION

This course provides an overview of major research based theories of adult learning and knowledge development. Application of theory to the planning and execution of various phases of curriculum across a variety of educational settings is explored. Students will engage in self-reflection to improve teaching practices through strategies such as use of personal attributes, demonstrating enthusiasm for nursing and the teaching-learning process, use of technology, and respect for the learner. Individual learning styles and unique needs of students will be explored, including international, adult, multicultural, educationally disadvantaged, physically challenged, at-risk, and second degree learners. Students will be encouraged to develop an individual teaching style utilizing research based theory and engage in continuous self-evaluation as life-long learners.

RATIONALE

Advanced nursing practice may include the role of nurse educator. This course is designed to increase teaching effectiveness in both didactic and clinical areas. It is important for the nurse educator to be well versed in principles of teaching and learning as well as various teaching methodologies.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III. ADDITIONAL MATERIALS FOR LEARNING

A. Computer with basic audio/video output equipment
B. Internet access (broadband recommended)
C. Blackboard recommended browsers
D. Microsoft Office

IV. **MEASURABLE LEARNING OUTCOMES**

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

A. Apply theories of adult learning, learning styles, and knowledge development of planning and execution across the academic nursing curriculum. (PLO 1; NLNC 1, 4)

B. Develop an individual teaching style utilizing a variety of teaching methods and strategies from a biblical/Christian worldview. (PLO 4, 7; NLNC 1, 2)

C. Demonstrate knowledge and expertise in the use of educational technologies. (PLO 4; NLNC 1, 3)

D. Engage in self-reflection to improve teaching practices, relationships with faculty and students, and personal scholarship. (PLO 5; NLNC 1–8)

E. Demonstrate knowledge of special needs and considerations for various student populations such as interactional, multi-cultural, and second degree learners. (PLO 6, 7; NLNC 1, 2, 5, 8)

V. **COURSE REQUIREMENTS AND ASSIGNMENTS**

A. Textbook readings and lecture presentations

B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](), the student will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (2)

Discussion boards are collaborative learning experiences. Therefore, the student is required to create a thread in response to the provided topic for each forum. Each thread does not have a required word count. However, it will be graded on course-related knowledge, including depth and breadth of discussion. In addition, the student will reply to 1 other classmate's thread. Graduate-level writing in current APA format (excluding cover page) is expected. Each thread must reference 2 peer-reviewed journal articles, and each reply must include 1 different peer-reviewed journal article.

D. Project

The student will develop a comprehensive teaching project in current APA format based on his/her topic of interest. The project will be submitted in the following parts throughout the duration of the course:

Topic, Bibliography, and Objectives

The student will choose a topic of interest for his/her project and submit a bibliography of applicable sources. It must be 5–7 pages, include 8–10 references, and conform to current APA format. The student will also provide 4–5 measurable objectives for the project.

Classroom Teaching Plan

The student will develop a 6–8 page classroom teaching plan. It must include: an outline of topics and assessments for 1 semester; a plan for theory integration; at least an hour of lecture deliverables; a short video of the student teaching the topic; and details of how the plan relates to the objectives.

Innovative Strategies

The student will discuss at least 2 strategies that he/she could use to help teach the topic in a classroom setting in 5–7 pages. The student must include 3–5 references and conform to current APA format.

Clinical Teaching Plan

The student will create a 6–8 page plan to teach/reinforce a skill or related concept in the clinical arena. The student must use 3–5 references and conform to current APA format.

Distance Learning Strategies

The student will describe how he/she could utilize the Internet to build a greater sense of community in his/her classroom in 5–7 pages. The paper must include 3–5 references and conform to current APA format.

Final Submission

The student will describe how he/she might design either a service learning project or a mission trip that would reinforce concepts of the chosen topic. This assignment and all previous assignments will be combined for submission as a comprehensive teaching portfolio on the student's chosen topic of interest.

VI.   COURSE GRADING AND POLICIES

A.   Points

Course Requirements Checklist	10
Discussion Board Forums (2 at 100 pts ea)	200
Project	
Topic, Bibliography, and Objectives	100
Classroom Teaching Plan	150
Innovative Strategies	125
Clinical Teaching Plan	150
Distance Learning Strategies	125
Final Submission	150
Total	1010

B.   Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859

C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739

D- = 680–699 F = 0–679

C.   Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

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Textbooks: Billings & Halstead, *Teaching in Nursing: A Guide for Faculty* (2015).
Bradshaw & Lowenstein, *Innovative Teaching Strategies in Nursing and Related Health Professions* (2014).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Billings & Halstead: chs. 1, 13 Bradshaw & Lowenstein: ch. 1 1 presentation	Course Requirements Checklist Class Introductions DB Forum 1	10 0 100
2	Billings & Halstead: chs. 2–4 Bradshaw & Lowenstein: ch. 6 1 presentation	Project – Topic, Bibliography, and Objectives	100
3	Billings & Halstead: chs. 2, 16 Bradshaw & Lowenstein: ch. 2 1 presentation	DB Forum 2	100
4	Billings & Halstead: chs. 14–15 Bradshaw & Lowenstein: chs. 9–11, 18 1 presentation	Project – Classroom Teaching Plan	150
5	Billings & Halstead: chs. 10 15, 19 Bradshaw & Lowenstein: chs. 3, 7–8, 12–13, 1 presentation	Project – Innovative Strategies	125
6	Billings & Halstead: chs. 17–19 Bradshaw & Lowenstein: chs. 14–15, 17, 23–26 1 presentation	Project – Clinical Teaching Plan	150
7	Billings & Halstead: chs. 20–21 Bradshaw & Lowenstein: chs. 19–22 1 presentation	Project – Distance Learning Strategies	125
8	Billings & Halstead: ch. 12 Bradshaw & Lowenstein: chs. 28–29 1 presentation	Project – Final Submission	150
		TOTAL	**1010**

DB = Discussion Board

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.