

Syllabus: NURS 565

Course title: Teaching Strategies in Nursing Education

Course prefix and number: NURS 565

CREDIT hours: 2

Faculty: Dr. Beverly Siegrist, EdD, MS, RN, CNE

Professor, School of Nursing

Office: MCHC 3

Prerequisites: Admission to MSN Nurse Educator concentration or permission of the faculty.

Course description: Builds upon educational theory presented in NURS 504 Advanced Nursing Theory, emphasizing andragogy and issues related to learner diversity.

Analyzes teaching strategies and modalities relevant to classroom and clinical teaching in nursing education in structured and unstructured settings.

Required texts:

Boswell, C. & Cannon, S. (2014). *Evidence-based teaching in nursing: A foundation educators*. Jones & Bartlett.

Brookfield, S.D. (2015). *The skillful teacher: On technique, trust, and Responsiveness in the classroom*. Jones & Bartlett.

Course Objectives: Upon completion of this course the learning will the opportunity to:

1. Analyze theoretical foundations and evidenced -based practices that enhance teaching strategies for instruction of nursing students.
2. Design/plan appropriate methodologies for teaching strategies in structured and unstructured learning environments.
3. Explore and recognize the influence of interpersonal interactions and socialization on learner outcomes.
4. Analyze appropriate types of teaching strategies for the setting.

Content outline:

I. Introduction

- a. Effective learning
 1. Assumptions about skillful teaching
 2. What students value in teachers.
- b. NLN Teaching Competencies
- c. Culture and diversity in the classroom

II. Types of Learners

- a. Current theories of learning
- b. Conditions for learning
- c. Teaching students to critically think.

III. Teaching in Structured Settings

- a. Creative Lecturing
 - 1. Understanding students and responding to classroom emotions
- b. Discussions
- c. Teams
- d. Using other methods

IV. Teaching in Unstructured Settings

- A. Concept mapping
- B. Precepted clinical experience
- C. Student learning in a facility
- e. Service learning
- F. Study abroad

V. Student and faculty expectations and requirements

- a. Student and self-evaluations
- b. Self-assessment and development
- c. Life-long learning

Evaluation Methods:

Discussion Boards:	5	20%
Module activities	5	20%
Paper	Lecture 100 pts.	25%
Mid-term	50 points	25%
Final	50 points	30%