Cover Sheet: Request 15750

NGR 6XXX – Instructional Theories and Learning Strategies in Nursing Education

Info

Process	Course|New|Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Cecile Kiley ckiley@ufl.edu
Created	1/29/2021 12:24:27 PM
Updated	3/11/2021 10:22:49 AM
Description of request	This is one of three courses that compose the nursing education certificate. Completion of these courses will allow the novice nursing educator to develop the expertise in nursing education.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	NUR - Nursing 31010000	Rene Love		1/29/2021
No document changes					
College	Approved	NUR - College of Nursing	Rene Love		1/29/2021
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			1/29/2021
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 15750

Info

Request: NGR 6XXX – Instructional Theories and Learning Strategies in Nursing Education
Description of request: This is one of three courses that compose the nursing education certificate. Completion of these courses will allow the novice nursing educator to develop the expertise in nursing education.
Submitter: Cecile Kiley ckiley@ufl.edu
Created: 1/29/2021 12:20:30 PM
Form version: 1

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:
NGR

Course Level
Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:
6

Course Number
Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:
XXX

Category of Instruction
Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response:
Intermediate

• *1000 level = Introductory undergraduate*
• *2000 level = Introductory undergraduate*
• *3000 level = Intermediate undergraduate*
• *4000 level = Advanced undergraduate*
• *5000 level = Introductory graduate*
• *6000 level = Intermediate graduate*
• *7000 level = Advanced graduate*
• *4000/5000= Joint undergraduate/graduate*
• *4000/6000= Joint undergraduate/graduate*

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title

*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

Response:
Instructional Theories and Learning Strategies in Nursing Education

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Inst Theo & Learn Strat Nsg Ed

Degree Type

Select the type of degree program for which this course is intended.

Response:
Professional

Delivery Method(s)

Indicate all platforms through which the course is currently planned to be delivered.

Response:
Online

Co-Listing

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective

term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Fall

Effective Year
Select the requested year that the course will first be offered. See preceding item for further information.

Response:
2021

Rotating Topic?
Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?
Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit
Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?
Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

• Regularly Scheduled [base hr]
• Thesis/Dissertation Supervision [1.0 headcount hr]
• Directed Individual Studies [0.5 headcount hr]
• Supervision of Student Interns [0.8 headcount hr]
• Supervision of Teaching/Research [0.5 headcount hr]
• Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:
3

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines.

Response:
This course provides students with appropriate principles, models and processes of instructional design to create appropriate educational experiences for graduate and undergraduate nursing students. Selected teaching/ learning theories are examined and applied to the role of nurse educator and nursing education practice.

Prerequisites
Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
None

Completing Prerequisites on UCC forms:

• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.
• If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
N/A

Rationale and Placement in Curriculum
Explain the rationale for offering the course and its place in the curriculum.

Response:
This is one of three courses that compose the nursing education certificate. Completion of these courses will allow the novice nursing educator to develop the expertise in nursing education.

Course Objectives
Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
1. Recognizes multicultural, gender, and experiential influences on teaching and learning.
2. Identifies the individual learning styles and unique learning needs of international, adult, multicultural, educationally disadvantaged, physically challenged, at-risk, and second-degree learners.
3. Uses information technologies skillfully to support the teaching/ learning process.
4. Implements a variety of teaching strategies appropriate to learner needs, desired learner outcomes, content, and context.
5. Demonstrates an understanding selected teaching/learning theories and their applications to a diverse student body.
6. Creates opportunities for learners to develop their critical thinking and critical reasoning skills.
7. Fosters the cognitive, psychomotor and affective development of learners.

Course Textbook(s) and/or Other Assigned Reading
*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:
American Psychological Association (2020). Publication Manual of the American Psychological Association (7th ed.). American Psychological Association.

Billings, D.M., & Halstead, J.A. (2015). Teaching in nursing: A guide for faculty. 5th Ed. Elsevier.

Bradshaw, M., Hultquist, B., & Hagler, D. (2021). Innovative Teaching Strategies in Nursing and Related Health Professions, 8th Ed. Jones & Barlett Learning

National League for Nursing (2020). The Scope of Practice for Academic Nurse Educators and Academic Clinical Nurse Educators, 3rd Ed. . Author.

Weekly Schedule of Topics
Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:

WEEK	MODULE	FOCUS
1	1	Introduction to Nursing Education and the Faculty Role

- History of Nursing Education
- Expectations of Teaching
- Faculty Scholarship
- Service & Member of an Academic Institution

| 2-4 | 2 | Current Influences in Nursing Education: |

- Impact of Quality and Safety Initiatives
- Changing Healthcare Environment
- Impact of Racism, Implicit Bias in Nursing Education
- Student Diversity

| 5 | 3 | Legal and Ethical Issues |
| 6-8 | 4 | Types of Learners: |

- Educational Philosophy and Theories
- Conditions for Learning
- Critical Thinking and Clinical Reasoning

| 9-10 | 5 | Educational Use of Technology |

- Using Multimedia in the Blended Classroom
- Teaching in the Online Environment
- Social media for Connected Learning

| 11-14 | 6 | Teaching in Structured Settings & Experiential Practice Settings: |

- Classroom Teaching Strategies
- Crafting the Clinical Experience
- Simulation: High and Low Fidelity
- Interprofessional Learning Experiences

| 15 | 7 | Teaching in Unstructured Settings: |

- Service Learning
- Engaging Students in Global Endeavors

| 16 | | Presentations & Peer Review |

Grading Scheme
List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:

Participation in Online Class Discussions	30%	
Module Assignments		30%
Papers/ Projects	40%	
	100%	

Instructor(s)
Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:

Karen Reed, DHSc, RN, CNL, CNE, CRRN
Clinical Assistant Professor
Office: HPNP 3228
Office Phone: (352) 273-6097
Virtual Office Hours: Thursdays 10A-12N
ksreed@ufl.edu

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

• Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Response:
Yes

Accomodations
Please confirm that you have read and understand the University of Florida Accommodations policy.
A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Response:
Yes

UF Grading Policies for assigning Grade Points
Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

• https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Response:
Yes

Course Evaluation Policy
Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

• *Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at&nbsp;https://gatorevals.aa.ufl.edu/public-results/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via&nbsp;https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at&nbsp;https://gatorevals.aa.ufl.edu/public-results/.*

&nbsp;

Response:
Yes

COURSE NUMBER   NGR 6XXX

COURSE TITLE   Instructional Theories and Learning Strategies in Nursing Education

CREDITS   3

PREREQUISITES   None

FACULTY   Karen Reed, DHSc, RN, CNL, CNE, CRRN
        Clinical Assistant Professor
        Office: HPNP 3228
        Office Phone: (352) 273-6097
        Virtual Office Hours: Thursdays 10A-12N
        ksreed@ufl.edu

COURSE DESCRIPTION   This course provides students with appropriate principles, models and processes of instructional design to create appropriate educational experiences for graduate and undergraduate nursing students. Selected teaching/ learning theories are examined and applied to the role of nurse educator and nursing education practice.

COURSE OBJECTIVES   Upon completion of this course, the student will be able to:
1. Recognizes multicultural, gender, and experiential influences on teaching and learning.
2. Identifies the individual learning styles and unique learning needs of international, adult, multicultural, educationally disadvantaged, physically challenged, at-risk, and second-degree learners.
3. Uses information technologies skillfully to support the teaching/ learning process.
4. Implements a variety of teaching strategies appropriate to learner needs, desired learner outcomes, content, and context.
5. Demonstrates an understanding selected teaching/learning theories and their applications to a diverse student body.
6. Creates opportunities for learners to develop their critical thinking and critical reasoning skills.
7. Fosters the cognitive, psychomotor and affective development of learners.

COURSE SCHEDULE
E-Learning in Canvas is the course management system that you will use for this course. E-Learning in Canvas is accessed by using your Gatorlink account name and password at

http://elearning.ufl.edu/. There are several tutorials and student help links on the E-Learning login site. If you have technical questions call the UF Computer Help Desk at 352-392-HELP or send email to helpdesk@ufl.edu. It is important that you regularly check your Gatorlink account email for College and University wide information and the course E-Learning site for announcements and notifications. Course websites are generally made available on the Friday before the first day of classes.

Modules typically open on Mondays at 8am; assignments are due on Sundays at 1159 pm. Adjustments are at faculty discretion and will be indicated on the syllabus. Changes to modules, assignments, and the course syllabus are at the discretion of the faculty.

Our class sessions may be audio visually recorded for students in the class to refer back. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Faculty generally respond to emails within 48 hours but may not respond during weekends or holidays.

TEACHING METHODS
Recorded presentations, pod casts, guided discussions, online community building, modeling & mentoring, feedback, collaborative learning

LEARNING ACTIVITIES
Group discussions, case presentations, evaluation of teaching materials, research critiques, written papers and selected readings.

EVALUATION METHODS/COURSE GRADE CALCULATION
Online Class Discussions	30%
Module Assignments	30%
Papers/ Projects	40%
	100%

ATTENDANCE
Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

MAKE UP POLICY

Assignments are due on the dates and times posted in Canvas. If lateness is unavoidable, please communicate with your instructor in advance of the deadline. Unexcused late submission may result in a grade reduction; generally, one point per day up to one week. After one week, assignments may not be accepted. Make-up quizzes may not be available or may be in an alternate form.

GRADING SCALE/GRADE POINTS

A	95-100 (4.0)		C	74-79* (2.0)
A-	93-94 (3.67)		C-	72-73 (1.67)
B+	91- 92 (3.33)		D+	70-71 (1.33)
B	84-90 (3.0)		D	64-69 (1.0)
B-	82-83 (2.67)		D-	62-63 (0.67)
C+	80-81 (2.33)		E	61 or below (0.0)

* 74 is the minimal passing grade

For more information on grades and grading policies, please refer to University's grading policies: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.

COURSE EVALUATION

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

ACCOMMODATIONS DUE TO DISABILITY

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, https://disability.ufl.edu/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

HONESTY POLICY

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

PROFESSIONAL BEHAVIOR
The College of Nursing expects all Nursing students to be professional in their interactions with patients, colleagues, faculty, and staff and to exhibit caring and compassionate attitudes. These and other qualities will be evaluated during patient contacts and in other relevant settings by both faculty and peers. Behavior of a Nursing student reflects on the student's individual's ability to become a competent professional Nurse. Attitudes or behaviors inconsistent with compassionate care; refusal by, or inability of, the student to participate constructively in learning or patient care; derogatory attitudes or inappropriate behaviors directed at patients, peers, faculty or staff; misuse of written or electronic patient records (e.g., accession of patient information without valid reason); substance abuse; failure to disclose pertinent information on a criminal background check; or other unprofessional conduct can be grounds for disciplinary measures including dismissal.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT
Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at http://www.dso.ufl.edu/students.php. Students are required to provide their own privacy screen for all examination's administered to student laptops. No wireless keyboards or wireless mouse/tracking device will be permitted during examinations.

UNIVERSITY AND COLLEGE OF NURSING POLICIES
Please see the College of Nursing website for student policies (http://students.nursing.ufl.edu/currently-enrolled/student-policies-and-handbooks/) and a full explanation of each of the university policies – (http://students.nursing.ufl.edu/currently-enrolled/course-syllabi/course-policies)
UF Grading Policy
Religious Holidays
Counseling and Mental Health Services
Student Handbook
Faculty Evaluations
Student Use of Social Media

TEXTBOOKS
American Psychological Association (2020). Publication Manual of the American Psychological Association (7th ed.). American Psychological Association.

Billings, D.M., & Halstead, J.A. (2015). Teaching in nursing: A guide for faculty. 5th Ed. Elsevier.

Bradshaw, M., Hultquist, B., & Hagler, D. (2021). Innovative Teaching Strategies in Nursing and Related Health Professions, 8th Ed. Jones & Barlett Learning

National League for Nursing (2020). The Scope of Practice for Academic Nurse Educators and Academic Clinical Nurse Educators, 3rd Ed. . Author.

WEEKLY SCHEDULE

WEEK	MODULE	FOCUS
1	1	Introduction to Nursing Education and the Faculty Role • History of Nursing Education • Expectations of Teaching • Faculty Scholarship • Service & Member of an Academic Institution
2-4	2	Current Influences in Nursing Education: • Impact of Quality and Safety Initiatives • Changing Healthcare Environment • Impact of Racism, Implicit Bias in Nursing Education • Student Diversity
5	3	Legal and Ethical Issues
6-8	4	Types of Learners: • Educational Philosophy and Theories • Conditions for Learning • Critical Thinking and Clinical Reasoning
9-10	5	Educational Use of Technology • Using Multimedia in the Blended Classroom • Teaching in the Online Environment • Social media for Connected Learning
11-14	6	Teaching in Structured Settings & Experiential Practice Settings: • Classroom Teaching Strategies • Crafting the Clinical Experience • Simulation: High and Low Fidelity • Interprofessional Learning Experiences
15	7	Teaching in Unstructured Settings: • Service Learning • Engaging Students in Global Endeavors
16		Presentations & Peer Review

Approved: Academic Affairs Committee: 01/2021
            General Faculty: 01/2021
            UF Curriculum Committee: