

• AUTHORIZATION TO OFFER TOPICS COURSES FOR ACADEMIC CREDIT THROUGH EXTENDED STUDIES •

(Note: Extended Studies sections of topic classes for which the appropriate form E-T is not on file in the Office of Academic Programs will be removed from BANNER as periodic audits of course offerings are performed.)

Note: Any proposed topic can only be offered two times before being converted to a non-topics course. Academic Programs will assign the appropriate suffix and edit the topic description provided.

1. College of: School of Nursing 2. Center/Program/Department: Nursing
3. Instructor Judy Papenhausen, Ph.D.
(If more than one instructor will be teaching the course, list full name of the "instructor of record.")
4. Topic Abbreviation and Number: NURS E496 C 5. Grading Method Standard
6. Term Spring 7. Year 2008 8. Variable Units* 5
9. Has this topic been offered previously? Yes No If yes, indicate term(s) _____ Year _____
10. Topic Title: Teaching Nursing: Implementation of Theory into Practice
11. **Topic Description:** Note: This part can be skipped if answer to part 9 is "yes." (NOTE: Please provide detailed information about the topic. Please type. You may also attach the topic description on a separate sheet if you do not have enough space.)

cc

This course is an introduction to teaching of clinical nursing in simulated and actual clinical laboratory settings. Course focus is on the construction of nursing curriculum, course syllabi, objectives, learning outcomes, creation of a learning environment in clinical laboratory settings, and evaluation of student clinical performance, critical thinking and diagnostic reasoning/clinical inference. Utilization of simulation technology and the creation of clinical scenarios for simulation testing will also be included.

12. Does this topic have prerequisites?
13. Does this topic have corequisites?
14. Does the topic require consent for enrollment? Yes No
 _____ Faculty _____ Credential Analyst _____ Dean Program/Center/Department - Director/Chair
15. Is topic crosslisted: _____ Yes No If yes, indicate which course _____ and obtain signature in #18.

16. What resources are needed to offer this topic (including technology)?

Billings, D. M., & Halstead, J. A. (2009). *Teaching in Nursing: A Guide for Faculty*. (3rd ed.). St. Louis: Saunders Elsevier.

Emerson, R. J. (2007). *Nursing Education in the Clinical Setting*. (1st ed.). Philadelphia: Elsevier Mosby.

17. Justification for offering this topic. This course fulfills the demand to train clinical nurse faculty.

* Enter units only if this is a variable-units topic course.

18. Does this topic impact any other disciplines? Note: This number can be skipped if answer to part 9 is "yes."

 Yes No If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline Signature Date Support Oppose

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19. Location (if topic not offered at main campus) Online

20. Is this course being offered on-line? Yes No

21. Is this a contract topic? Yes No

22. Enrollment Limit 30

23. Requested Bldg/Room N/A
Please call Extended Learning first to reserve the room.

Please note: A separate Form E-T must be submitted for each section offered.

SIGNATURES

Judith S. Penhauer 3-11-08
1. Program/Center/Department – Director/Chair Date

McSteen 3/14/08
2. College Dean (or Designee) Date

The academic credentials of the instructor listed above are known to the Program/Center/Department (either regular faculty, or adjunct faculty with a curriculum vitae on file in the Program/Center/Department Office). The instructor is qualified to deliver the topic as described in part 9 (or on a previous Form T or Form E-T in the case of a topic that has already been offered).

Gene Baker 3/14/08
3. Dean of Extended Studies (or Designee) Date

Completed form received in the Office of Extended Studies

4. Associate Vice President for Academic Affairs – Academic Programs Date

**COURSE SYLLABUS
NURS E496**

Teaching Nursing: Implementation of Theory into Practice (5 Units)

Course Description:

This course is an introduction to teaching of clinical nursing in simulated and actual clinical laboratory settings. Course focus is on the construction of nursing curriculum, course syllabi, objectives, learning outcomes, creation of a learning environment in clinical laboratory settings, and evaluation of student clinical performance, critical thinking and diagnostic reasoning/clinical inference. Utilization of simulation technology and the creation of clinical scenarios for simulation testing will also be included.

Course Outcomes

Upon successful completion the student will be able to:

1. Describe the evolution of nursing education from training to higher education and implications for 21st century education.
2. Examine the role of the nurse educator in professional nursing programs.
3. Describe the diverse learning needs of contemporary nursing students based on cultural, generational, gender, and learning style differences.
4. Discuss the essential elements of a nursing curriculum and the current forces driving philosophic underpinnings and curriculum design.
5. Discuss the linkages between curriculum frameworks and program objectives, student learning outcomes and competencies.
6. Compare and contrast the appropriate learning domains for didactic and clinical courses and give examples of each.
7. Describe the process of selecting learning activities and strategies that promote critical thinking and provide environments conducive to active student learning.
8. Discuss the process in management of the clinical practicum experience including student clinical assignments, student preparation for client care, and clinical conferences.
9. Discuss the critical elements of performing formative and summative clinical evaluations and the development of evaluative tools and methods.
10. Describe strategies of assessment and evaluation of student learning outcomes.

11. Describe the various forms of media, distance strategies and electronically mediated technologies available for implementation into didactic and clinical courses.
12. Discuss the emergence of clinical simulation in teaching clinical nursing and advantages of these methodologies.
13. Discuss the process of reflective observation and debriefing techniques.
14. Demonstrate the use of simulation technology by developing one clinical scenario to be used for simulation testing.

Course Outline:

- I. Educational Environment
 - A. History and current trends in higher nursing education
 - B. Nurse Educator role
 1. Professional role within the context of academia and service
 2. Critical thinking and critical reasoning skills
 3. Diverse learning needs of students
 4. Teaching strategies and evidence based practice
- II Essentials of nursing curriculum construction
 - A. Theoretical perspective
 - B. Program outcomes
 - B. Develop competency statements
 - C. Learning objectives-Theory and Clinical
 - D. Evaluation strategies
 1. Developing and using classroom tests
 2. Education program evaluation
- III Teaching in the Clinical setting
 - A. Acute Care Environments
 - B. Community Care Environments
- C. Evaluating Experiences
 - D. Simulation Technology

Methods of Evaluation:

- | | |
|--|-----------|
| 1. Written Paper- Clinical Evaluation Tool | 40 points |
| 2. Presentation-Simulation Scenario | 15 points |
| 3. Communication and Participation | 20 points |
| 4. Reflection | 10 pints |
| 5. Quizzes | 15 points |

Standard Grading Scale:

The letter grades will be assigned according to the following points:

Letter Grade	Points
A	90 -100
B	80 - 89
C	79 - 71
D	70- 60
F	≤59

Required Textbooks

1. Billings, D. M., & Halstead, J. A. (2009). *Teaching in Nursing: A Guide for Faculty*. (3rd ed.). St. Louis: Saunders Elsevier.
2. Emerson, R. J. (2007). *Nursing Education in the Clinical Setting*. (1st ed.). Philadelphia: Elsevier Mosby.

Recommended Books:

1. Ackley, B., & Ladwig, G.B. (2006) *Nursing diagnosis handbook: A guide to planning care*. (7th ed.). Philadelphia: Elsevier Mosby.
2. Jeffres, P. R. (2007). *Simulation in Nursing Education*. New York: National League for Nursing.