

Syllabus

Course Overview

The role of a nurse educator is a dynamic, challenging, yet rewarding career choice for which many nurses have developed a true passion. This course is designed to provide you with the foundation necessary to become a proficient nurse educator, capable of facilitating learning in a variety of settings. In this course, you will explore hallmarks and evidence-based best practices in teaching. You will discover how to assess learning styles and cultural needs of learners as a foundation for developing and implementing appropriate learning environments and effective instructional strategies. You will also explore various teaching modalities, such as traditional lecture, activity- and computer-based instruction, and clinical simulation. Through the assignments in the course you will develop a teaching plan for a course of your design, which could be implemented in a selected nursing education environment.

MSN Practicum and Capstone

- Learners enrolled in the MSN or RN-to-MSN degree program with a specialization in care coordination or nursing leadership and administration are required to complete 100 documented hours of hands-on practicum experience.
- Learners enrolled in the MSN or RN-to-MSN degree program with a specialization in nursing education are required to complete 100 documented hours of hands-on practicum experience, with a minimum of 20 of those hours completed in a clinical practice setting.
- Learners enrolled in the MSN or RN-to-MSN degree program with a specialization in nursing informatics are required to complete 200 documented hours of hands-on practicum experience.

Once you complete all specialization courses in your MSN program, you will be eligible to enroll in MSN Practicum and Capstone.

Action Required

In preparation for your practicum, you will want to review the [MSN Practicum](#) page and begin the application process. Your site and preceptor should be approved well before you start your practicum course (at least 1–2 months)

The review process may take up to two weeks, so please ensure your program progression is not delayed. Submit all requirements as soon as possible for review and approval.

During your MSN Practicum, you will be required to submit multiple artifacts and documents for successful course completion. This may include items such as time logs, site evaluations, preceptor evaluations, and other projects unique to this course.

CORE ELMS

Capella has partnered with CORE Higher Education Group to provide a cloud-based experiential learning management system (ELMS) to support learners during practice immersion, practicum, or internship. CORE ELMS, here after referred to as CORE, provides a safe and secure repository to house forms and other coursework that requires visibility and input from third parties (such as preceptors).

Note: While you will still be submitting assignments to your instructor via the MSN courseroom, you will be instructed specifically where and when content should be submitted to CORE. Read your assignments carefully for directions and contact your instructor with any questions.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Appraise the influence of learners' culture, gender, and experiences on teaching and learning.
- 2 Apply educational theory and evidence-based teaching practices when implementing teaching strategies.
- 3 Apply a variety of teaching strategies appropriate to diverse learner needs, content, and desired learner outcomes.
- 4 Integrate best practices for classroom management.
- 5 Communicate in a manner that is scholarly, professional, and consistent with the expectations of a nursing education professional.

Course Prerequisites

Prerequisite(s): MSN6103.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

DeYoung, S. (2015). *Teaching strategies for nurse educators* (3rd ed.). Boston, MA: PearsonEducation. ISBN: 9780133565232.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Adams, N. E. (2015). [Bloom's taxonomy of cognitive learning objectives](#). *Journal of the Medical Library Association*, 103(3), 152–153.
- Barton, A. J. (2019). [Enhancing Your Professional Presence on Social Media](#). *Journal of Nursing Education*, 58(3), 127–128.
- Burbach, B., Barnason, S., & Thompson, S. A. (2015). [Using "Think Aloud" to capture clinical reasoning during patient simulation](#). *International Journal of Nursing Education Scholarship*, 12(1), 1–7.

- Burrell, L. A. (2014). Integrating critical thinking strategies into nursing curricula. *Teaching and Learning in Nursing*, 9(2), 53–58.
- Chen, H. C., Jensen, F., Measom, G., Bennett, S., Nichols, N. D., Wiggins, L., & Anderton, A. (2018). Factors influencing the development of cultural competence in undergraduate nursing students. *Journal of Nursing Education*, 57(1), 40–43.
- Chicca, J., & Shellenbarger, T. (2018). Connecting with Generation Z: Approaches in nursing education. *Teaching and Learning in Nursing*, 13(3), 180–184.
- Clark, C. M. (2017). An evidence-based approach to integrate civility, professionalism, and ethical practice into nursing curricula. *Nurse Educator*, 42(3), 120–126.
- Clynes, M. P. (2009). A novice teacher's reflections on lecturing as a teaching strategy: Covering the content or uncovering the meaning. *Nurse Education in Practice*, 9(1), 22–7.
- Curran, M. K. (2014). Examination of the teaching styles of nursing professional development specialists. part I: Best practices in adult learning theory, curriculum development, and knowledge transfer. *The Journal of Continuing Education in Nursing*, 45(5), 233–240.
- Curran, M. K. (2014). Examination of the teaching styles of nursing professional development specialists. part II: Correlational study on teaching styles and use of adult learning theory. *The Journal of Continuing Education in Nursing*, 45(8), 353–359.
- Curtis, E., Ryan, C., Roy, S., Simes, T., Lapkin, S., O'Neill, B., & Faithfull-Byrne, A. (2016). Incorporating peer-to-peer facilitation with a mid-level fidelity student led simulation experience for undergraduate nurses. *Nurse Education in Practice*, 20, 80–84.
- Dunlap, R. (2013). Nursing theory and the clinical gaze: Discovery in teaching theory across a cultural divide. *Nursing Science Quarterly*, 26(2), 176–180.
- Fewster-Thuyente, L., & Batteson, T. J. (2018). Kolb's Experiential Learning Theory as a theoretical underpinning for interprofessional education. *Journal of allied health*, 47(1), 3–8.
- Flood, L. S., & Robinia, K. (2014). Bridging the gap: Strategies to integrate classroom and clinical learning. *Nurse Education in Practice*, 14(4), 329–332.
- Fuller, B. L., & Mott-Smith, J. A. (2017). Issues influencing success: Comparing the perspectives of nurse educators and diverse nursing students. *Journal of nursing education*, 56(7), 389–396.
- Gallo, A. (2011). Beyond the classroom: Using technology to meet the educational needs of multigenerational perinatal nurses. *The Journal of Perinatal & Neonatal Nursing*, 25(2), 195–199.
- Gardner, S. S. (2014). From learning to teach to teaching effectiveness: Nurse educators describe their experiences. *Nursing Education Perspectives*, 35(2), 106–111.
- Griffiths, B. (2018). Preparing tomorrow's nurses for collaborative quality care through simulation. *Teaching and Learning in Nursing*, 13(1), 46–50.
- Gunn, V., Muntaner, C., Ng, E., Villeneuve, M., Gea-Sanchez, M., & Chung, H. (2019). Gender equality policies, nursing professionalization, and the nursing workforce: A cross-sectional, time-series analysis of 22 countries, 2000–2015. *International journal of nursing studies*, 99, 103388.
- Hermann, C. P., Head, B. A., Black, K., & Singleton, K. (2016). Preparing nursing students for interprofessional practice: the interdisciplinary curriculum for oncology palliative care education. *Journal of Professional Nursing*, 32(1), 62–71.
- Herrman, J. W. (2011). Keeping their attention: Innovative strategies for nursing education. *The Journal of Continuing Education in Nursing*, 42(10), 449–456.
- Hodges, E. A., Rowsey, P. J., Gray, T. F., Kneipp, S. M., Giscombe, C. W., Foster, B. B., ... & Kowlowitz, V. (2017). Bridging the gender divide: Facilitating the educational path for men in nursing. *Journal of Nursing Education*, 56(5), 295–299.
- Jeffries, P. R., Rodgers, B., & Adamson, K. (2015). NLN Jeffries simulation theory: Brief narrative description. *Nursing Education Perspectives*, 36(5), 292–293.
- Jones-Schenk, J. (2016). Think competencies, not hours, when planning your next education initiative. *The Journal of Continuing Education in Nursing*, 47(8), 350–352.
- Kalb, K. A., O'Conner-Von, S. K., Brockway, C., Rierison, C. L., & Sendelbach, S. (2015). Evidence-based teaching practice in nursing education: Faculty perspectives and practices. *Nursing Education Perspectives*, 36(4), 212–219.
- Krathwohl, D. R. (2002). A revision of Bloom's taxonomy: An overview. *Theory Into Practice*, 41(4), 212.
- Loftin, C., Newman, S. D., Gilden, G., Bond, M. L., & Dumas, B. P. (2013). Moving toward greater diversity: A review of interventions to increase diversity in nursing education. *Journal of Transcultural Nursing*, 24(4), 387–396.
- Mitchell, G. J., Jonas-Simpson, C. M., & Cross, N. (2013). Innovating nursing education: Interrelating narrative, conceptual learning, reflection, and complexity science. *Journal of Nursing Education and Practice*, 3(4), 30–39.
- NLN Board of Governors. (2015). A vision for the changing faculty role: Preparing students for the technological world of health care, null
- O'Flaherty, J., & Timms, H. (2015). The implementation of innovative initiatives to enhance distance learning for Australian undergraduate nursing and midwifery students. *Journal of Nursing Education and Practice*, 5(1), 107–114.
- O'Lynn, C. (2017). Rethinking indicators of academic quality in nursing programs. *Journal of Nursing Education*, 56(4), 195–196.
- Pepito, J. A., & Locsin, R. (2019). Can nurses remain relevant in a technologically advanced future? *International journal of nursing sciences*, 6(1), 106–110.
- Reibel, M. D., Cason, M., & Screws, S. (2019). Creating a simulation experience to promote clinical judgment. *Teaching and Learning in Nursing*, 14(4), 298–302.
- Rowlinson, L. (2013). Lived experience of being a nurse from a male and a female perspective. *British Journal of Nursing*, 22(4), 218–222.
- Stanny, C. J. (2016). Reevaluating bloom's taxonomy: What measurable verbs can and cannot say about student learning. *Education Sciences*, 6(4), 37.
- Staykova, M. P., Von Stewart, D., & Staykov, D. I. (2017). Back to the basics and beyond: Comparing traditional and innovative strategies for teaching in nursing skills laboratories. *Teaching and Learning in Nursing*, 12(2), 152–157.
- Tan, K., Chong, M. C., Subramaniam, P., & Wong, L. P. (2018). The effectiveness of outcome based education on the competencies of nursing students: A systematic review. *Nurse education today*, 64, 180–189.

- Tengelin, E., Bülow, P. H., Berndtsson, I., & Lyckhage, E. D. (2019). Norm-Critical Potential in Undergraduate Nursing Education Curricula: A Document Analysis. *Advances in Nursing Science*, 42(2), E24–E37.
- Werth E. P., & Werth, L. (2011). Effective training for millennial students. *Adult Learning*, 22(3), 12–19.
- Wittman-Price, R. A., & Fasolka, B. J. (2010). Objectives and outcomes: The fundamental difference. *Nursing Education Perspectives*, 31(4), 233–236.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- NLN Board of Governors. (2003). Innovation in nursing education: A call to reform. *National League for Nursing*. Retrieved from <http://www.nln.org/docs/default-source/about/archived-position-statements/innovation-in-nursing-education-a-call-to-reform-pdf.pdf?sfvrsn=4>

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Projects

Project >> Teaching and Learning Strategies

Project Overview

Your course project culminates in your final assignment, "Teaching and Learning Strategies," in Unit 9. You have been learning about and creating key elements of a successful lesson plan throughout the course. In Unit 9, you will bring these elements together, adding a plan for assessment.

Before you submit your complete course project, you should incorporate the feedback you received from your instructor on all of the project components to make any changes or improvements to your final submission.

The following components should be included in your project submission:

- Title page.
- Table of Contents.
- An overview of your course: Topic, setting audience, and so on.
- Learning Theories and Diversity (Unit 3).
- Teaching Strategies (Unit 5).
- Management and Motivation (Unit 7).
- Teaching and Learning Strategies (Unit 9).
- Summary.
- References.
- Appendices.

Your final paper should be 12–15 pages in length, not including the title page and reference page(s). Be sure to follow proper APA style and formatting. You should have at least 10 references, and at least 5 of them must be from peer-reviewed journal articles that are not required for this course.

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current [APA style and formatting](#).
- **Number of resources:** Minimum of 10 references.
- **Length of paper:** 12–15 typed double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

Project Components

| Activity | Grade Weight (%) |
|--|------------------|
| u03a1 - Learning Theories and Diversity | 15 |
| u05a1 - Teaching Strategies | 15 |
| u07a1 - Management and Motivation | 15 |
| u09a1 - Teaching and Learning Strategies | 25 |

Unit 1 >> Effective Teaching

Introduction

To meet the demands of the twenty-first century, the nurse educator role shifted from a teaching to a learning paradigm. In that learning paradigm, the nurse educator is challenged to facilitate learning of complex concepts to a multicultural learner population. What are the hallmarks of an excellent nurse educator? What are characteristics that learners use to describe an excellent educator? Learners develop perceptions of effective teaching in their early careers as learners. As learners, we have heard or made comments such as, "that is a good teacher" or "that is a bad teacher." DeYoung (2015) proposed the following characteristics as the hallmarks of an excellent nurse educator—professional competence, interpersonal relationships, personal characteristics, teaching skill, evaluation practices, teacher clarity, and efficient use of time.

Werth and Werth (2011), in a pilot study to identify teaching methods that addressed the needs of Millennial learners, suggested that techniques that faculty have used in the past may not be meeting the learning needs of this new generation of nurses. Since student engagement is linked to learning as well as motivation, it is imperative that nursing educators evaluate their strategies for presentation of information. Educators need to develop, modify, and evaluate their teaching philosophy to meet the challenges of educating the next generation of nurses.

In this unit, you will develop an understanding of the criteria used by learners to evaluate an educator's effectiveness and have an opportunity to assess your own teaching perspective. As you progress through this unit, reflect upon your personal teaching style, values, beliefs, and how you facilitate learning as you develop your educational philosophy.

References

Werth E. P., & Werth, L. (2011). Effective training for millennial students. *Adult Learning*, 22(3), 12–19.

DeYoung, S. (2015). *Teaching strategies for nurse educators* (3rd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Course Resources

[Effective Training for Millennial Students](#)

MSN Program Journey

Teaching Strategies for Nurse Educators

Learning Activities

u01s1 - Studies

Readings

Use your DeYoung text to read:

- Chapter 1, "Good Teaching," pages 1–9.

Use the Capella Library to read:

- Chicca's 2018 article: [Connecting with Generation Z: Approaches in nursing education](#) in *Teaching and Learning in Nursing*, 13(3), 180–184.
- Gallo's 2011 article, "[Beyond the Classroom: Using Technology to Meet the Educational Needs of Multigenerational Perinatal Nurses](#)," in *The Journal of Perinatal and Neonatal Nursing*, volume 25, issue 2, pages 195–199.
- Gardner's 2014 article, "[From Learning to Teach to Teaching Effectiveness: Nurse Educators Describe Their Experiences](#)," in *Nursing Education Perspectives*, volume 35, issue 2, pages 106–111.
- Werth and Werth's 2011 article, "[Effective Training for Millennial Students](#)," from *Adult Learning*, volume 22, issue 3, pages 12–19.

u01s2 - Resources

The following Capella resources may assist you in successfully completing this course:

- [Nursing Masters \(MSN\) Research Guide](#).
- [Library Research and Information Literacy Skills \(RAILS\)](#).
- [Capella Nursing Club](#).

u01d1 - Characteristics of Effective Teaching

The DeYoung (2015) text describes characteristics for effective teaching in nursing, which include professional competence, interpersonal relationships with learners, personal characteristics, teaching practices, evaluation practices, teacher clarity, and efficient use of time. Effective teaching is not an innate skill that teachers are born with; it is a learned process that is cultivated over time. Knowledge of educational theory and research provides a framework for educators to improve their teaching abilities. DeYoung suggests the desire to learn new teaching methods and the willingness to evaluate one's own teaching are important teacher attributes.

As learners, you can easily recall your best teachers. For this discussion:

- Identify (without naming) a nurse educator who taught you in the past and who you believe exemplified excellence in nursing education.
- Describe the characteristics that made this educator "good."
- How do this educator's characteristics compare/contrast with the effective teaching characteristics identified by DeYoung?
 - Are there similarities?
- How might the nurse educator incorporate these characteristics into his/her practice?

Response Guidelines

Respond to your peers based on the Faculty Expectation Guidelines for discussion responses. Provide feedback about their analysis of the characteristics of a good teacher, and suggest at least one additional strategy to cultivate these characteristics. Use APA style and formatting for references and citations, where appropriate.

Reference

DeYoung, S. (2015). *Teaching strategies for nurse educators* (3rd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Course Resources

Graduate Discussion Participation Scoring Guide

[Faculty Expectations](#)

u01d2 - Teaching to Your Audience

Teachers are not born, they are created; they are taught how to teach (DeYoung, 2015). However, learning to teach does not always produce an effective teacher. Learning to teach needs to develop in tandem with developing the characteristics of an effective teacher (Gardner, 2014).

Effective teaching methods for fostering student engagement must be tailored to generational learning needs (Werth & Werth, 2011). You will encounter multiple generations in your classrooms. Reflecting back on your own educational experience and articles you have found, how have things changed in nursing education, and how would you adopt changes to become an effective nurse educator of millennials in your future classroom?

Response Guidelines

Respond to your peers based on the Faculty Expectation Guidelines for discussion responses. Include an analysis of their views related to the classroom changes with millennial learners. Use APA style and formatting for references and citations where appropriate.

References

DeYoung, S. (2015). *Teaching strategies for nurse educators* (3rd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Gardner, S. S. (2014). From learning to teach to teaching effectiveness: Nurse educators describe their experiences. *Nursing Education Perspectives*, 35(2), 106–111.

Werth E. P., & Werth, L. (2011). Effective training for millennial students. *Adult Learning*, 22(3), 12–19.

Course Resources

Graduate Discussion Participation Scoring Guide

[Faculty Expectations](#)

Unit 2 >> Learning Theory

Introduction

Educators today are faced with the challenge of teaching traditional and non-traditional learners from diverse backgrounds. Research suggests that we have uniquely different learning preferences, such as auditory, visual, and kinesthetic; some of us prefer to learn in groups, while others prefer to learn independently.

How do you foster individualized learner success in a diverse classroom? How do you identify the diverse learning needs of learners? How do you identify diversity barriers and what strategies could be implemented to prevent these barriers? When learners understand how they learn, they can identify ways to help themselves. This self-directed learning fosters critical thinking and creates an empowered learning environment.

In this unit, you will examine the learning styles of individuals and cultural groups to create an empowered learning environment. You will determine your own learning style and consider how that might impact your teaching preferences. Finally, you will reflect on learning theory from previous courses and determine how it can be utilized with differing learning environments and with diversity in learner groups.

Reference

DeYoung, S. (2015). *Teaching strategies for nurse educators* (3rd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Course Resources

Teaching Strategies for Nurse Educators

Learning Activities

u02s1 - Studies

Readings

Use your DeYoung text to read:

- Chapter 2, "Learning Theory," pages 11–32.
- Chapter 3, "Teaching to Diversity," pages 39–50.

Remember, your e-books are available for reading via VitalSource Bookshelf. You can access Bookshelf from the left **Course Tools** menu or via the optional downloaded application.

Use the Capella Library to read:

- Curran's 2014 article, "[Examination of the Teaching Styles of Nursing Professional Development Specialists, Part I: Best Practices in Adult Learning Theory, Curriculum Development, and Knowledge Transfer](#)," in *The Journal of Continuing Education in Nursing*, volume 45, issue 5, pages 233–240.
- Curran's 2014 article, "[Examination of the Teaching Styles of Nursing Professional Development Specialists, Part II: Correlational Study on Teaching Styles and Use of Adult Learning Theory](#)," in *The Journal of Continuing Education in Nursing*, volume 45, issue 8, pages 353–359.
- Fuller's 2017 article, "[Issues influencing success: Comparing the perspectives of nurse educators and diverse nursing students](#)," in *Journal of nursing education*, 56(7), 389–396.
- Fewster-Thuente's 2018 article, "[Kolb's Experiential Learning Theory as a theoretical underpinning for interprofessional education](#)," in *Journal of allied health*, 47(1), 3–8.

Multimedia

Click **100 Years of Learning Theory** to launch the presentation.

Course Resources

100 Years of Learning Theory

u02s2 - Vila Health Challenge Preparation



[Vila Health: The Learning Environment](#)

 [Transcript](#)

Vila Health is a virtual environment that simulates a real-world healthcare system. In the various Vila Health scenarios, you will apply professional strategies, practice skills, and build competencies that you can apply to your coursework and in your career.

During this unit, complete the Vila Health: Learning Theories and Diversity challenge to inform your first assignment, which is due in Unit 3. To prepare for this assignment, you should review the activity below and identify the topic and learning environment that you would like to use. This is the initial assignment in the larger course project; as such, your choice of topic and learning environment will affect how you complete all the assignments in the course. If you cannot identify a topic and learning environment from your current (or past) employment environment to use for the course project, please contact the instructor privately to discuss a viable alternative.

- Click **Vila Health: The Learning Environment** to complete this multimedia challenge.

Course Resources

Vila Health: The Learning Environment

u02d1 - Learning Styles

There is an abundance of research on learning styles in the fields of psychology and education. There are many learning style models and tools that can be used to measure a person's unique learning style.

For this discussion:

- Conduct an internet search for an online learning style inventory.
- Complete the learning style inventory that you find.
- Post your results and be sure to include the URL and your evaluation of the tool.
- Does this accurately reflect who you really are as a learner?
 - How can this inventory be useful as an activity in your classroom or learning environment?
 - How does peer-reviewed scholarship on the use of learning style inventories support your observations?

Response Guidelines

Respond to your peers based on the Faculty Expectation Guidelines for discussion responses. Take their learning style inventory and provide feedback related to the evidence-based research of that learning style tool, and how they may plan to use such a tool in their classroom or learning environment. Use APA style and formatting for references and citations, where appropriate.

Course Resources

Graduate Discussion Participation Scoring Guide

[Faculty Expectations](#)

u02d2 - Learning Theories and Environments

Review the first Vila Health scenario, Learning Theories and Diversity. When reviewing the different types of educational settings, identify learning theory/theories that might be useful in each setting. Discuss the rationale for selecting different theories if appropriate.

Response Guidelines

Respond to your peers based on the Faculty Expectation Guidelines for discussion responses. Respond to at least one learner who identified a theory/theories for one of the scenarios that was different than the one you chose. Realizing that multiple theories might fit the same scenario, explore the ways that your peer's choice might augment your own or predict a different teaching strategy moving forward.

Course Resources

Graduate Discussion Participation Scoring Guide

[Faculty Expectations](#)

[Vila Health: The Learning Environment](#) | [Transcript](#)

Unit 3 >> Culturally Responsive Teaching

Introduction

Nursing recognizes the importance of cultural beliefs and how culture may affect the needs of our clients. In fact, cultural diversity is a key component in nursing curriculum. Although cultural diversity is embedded throughout nursing education, nurse educators are often less confident to assess for cultural diversity within their classroom setting.

As the U.S. population becomes more diverse, the learner population may change to mirror that diversity. Nurse educators must embrace this cultural change and become experts in the multicultural aspects of learning. In order to avoid the pitfalls of stereotyping, DeYoung (2015) suggests that the nurse educator must assess the learning styles of particular cultural groups as well as the unique learning styles of the individual learners.

In Unit 3, you will explore ways to assess the cultural needs of your learners and teaching strategies to minimize cultural barriers.

References

DeYoung, S. (2015). *Teaching strategies for nurse educators* (3rd ed.). Upper Saddle River, NJ: Pearson Education.

Course Resources

Teaching Strategies for Nurse Educators

Learning Activities

u03s1 - Studies

Readings

Use your DeYoung text to review:

- Chapter 3, "Teaching to Diversity," pages 33–38.

Use the Capella Library to read:

- Chen et al.'s 2018 article, "[Factors influencing the development of cultural competence in undergraduate nursing students](#)," in *Journal of Nursing Education*, 57(1), 40–43.
- Gunn et al.'s 2019 article, "[Gender equality policies, nursing professionalization, and the nursing workforce: A cross-sectional, time-series analysis of 22 countries, 2000–2015](#)," in *International journal of nursing studies*, 99, 103388.
- Hodges et al.'s 2017 article, "[Bridging the gender divide: Facilitating the educational path for men in nursing](#)," in *Journal of Nursing Education*, 56(5), 295–299.
- Loftin, et al.'s 2013 article, "[Moving Toward Greater Diversity: A Review of Interventions to Increase Diversity in Nursing Education](#)," in *Journal of Transcultural Nursing*, volume 24, issue 4, pages 387–396.
- Rowlinson's 2013 article, "[Lived Experience Of Being A Nurse From A Male And A Female Perspective](#)," in *British Journal of Nursing*, volume 22, issue 4, pages 218–222.
- Tengelin et al.'s 2019 article, "[Norm-Critical Potential in Undergraduate Nursing Education Curricula: A Document Analysis](#)," in *Advances in Nursing Science*, 42(2), E24–E37.

u03s2 - MSN Practicum

- Learners enrolled in the MSN or RN-to-MSN degree program with a specialization in care coordination or nursing leadership and administration are required to complete 100 documented hours of hands-on practicum experience.
- Learners enrolled in the MSN or RN-to-MSN degree program with a specialization in nursing education are required to complete 100 documented hours of hands-on practicum experience, with a minimum of 20 of those hours completed in a clinical practice setting.
- Learners enrolled in the MSN or RN-to-MSN degree program with a specialization in nursing informatics are required to complete 200 documented hours of hands-on practicum experience.

Once you complete all specialization courses in your MSN program, you will be eligible to enroll in MSN Practicum and Capstone.

Action Required

In preparation for your practicum, you will want to review the [MSN Practicum](#) page and begin the application process. Your site and preceptor should be approved well before you start your practicum course (at least 1–2 months)

The review process may take up to two weeks, so please ensure your program progression is not delayed. Submit all requirements as soon as possible for review and approval.

During your MSN Practicum, you will be required to submit multiple artifacts and documents for successful course completion. This may include items such as time logs, site evaluations, preceptor evaluations, and other projects unique to this course.

CORE ELMS

Capella has partnered with CORE Higher Education Group to provide a cloud-based experiential learning management system (ELMS) to support learners during practice immersion, practicum, or internship. CORE ELMS, here after referred to as CORE, provides a safe and secure repository to house forms and other coursework that requires visibility and input from third parties (such as preceptors).

Note: While you will still be submitting assignments to your instructor via the MSN courseroom, you will be instructed specifically where and when content should be submitted to CORE. Read your assignments carefully for directions and contact your instructor with any questions.

u03a1 - Learning Theories and Diversity

You have been learning about the role that diversity considerations and the learning environment play in helping you to identify appropriate theories and approaches to a desired learning outcome. After having the opportunity to practice the implementation of these considerations in the Vila Health challenge provided, you now will apply this approach in an educational environment of your choosing.

Instructions

For this assignment, write a paper in which you address the following:

- Select a topic that you would like to teach in an educational environment. (The educational environment can be a nursing instructor in an institution of higher learning, a staff development educator in a clinical facility or that of a patient educator.)
- Review the educational theories that you studied in prior courses.
- Select an educational theory that would be the most appropriate to provide a foundation for the course you have planned.
- Describe the key points of the theory most appropriate for your course and audience and explain why the theory that you selected is the most appropriate.
 - Be sure to cite textbooks or articles from peer-reviewed journals to support your choice.
- Describe the intended audience for your course.
- Identify and discuss potential diversity in the group that you anticipate teaching. (Diversity can include multiculturalism, age, gender, ethnicity, socio-economic status, Limited English Proficiency (LEP), or other cultural barriers that you feel could impact your learning environment.)
 - Use current research to describe how you will address these issues in your learning environment.
 - Describe how you will manage conflict in the classroom that may arise from the anticipated diversity amongst learners.
- Briefly describe your course and the environment that you will utilize for teaching.

Your paper should be 5–7 pages in length, not including the title page and reference page(s). Be sure to follow proper APA style and formatting. In addition to your unit readings, you should reference at least three articles from peer-reviewed journals that are not required for this course. This assignment constitutes the first component of your final project.

Course Resources

[Vila Health: The Learning Environment | Transcript](#)

[Faculty Expectations](#)

u03d1 - Cultural Competence

Choose one of the cultures identified in the simulation and address the following questions:

- How can you prepare yourself to be a culturally competent educator for this population of learners?
- Do you foresee any discomfort arising from possible clashes between your own values, beliefs, and habits, and those of some of your learners?

- What learning activities might you design that will enhance the learning experience of those within the culture you chose?

Response Guidelines

Respond to your peers based on the Faculty Expectation Guidelines for discussion responses. Do you see any possible barriers to learning that might be associated with the identified culture or age group? What strategies would you suggest that might help overcome those barriers? Use APA style and formatting for references and citations, where appropriate.

Course Resources

Graduate Discussion Participation Scoring Guide

Faculty Expectations

Unit 4 >> Learning and Teaching Strategies

Introduction

In Unit 1, you reflected upon the hallmarks of an excellent educator, the paradigm shift from teaching to learning, and assessment of your own teaching perspectives. In Unit 4, you will examine the class planning process. What are the steps in designing a class, and what influence does planning have on teaching and learning?

According to DeYoung (2015), "A course that has been well planned and that starts out well on the first session is already on the way to success (p. 66)." The planning process includes developing a class outline, formulating objectives, selecting and organizing content, selecting teaching methods, planning assignments, and conducting the class.

As you progress through this unit, reflect upon the impact that planning has on the teaching and learning process. How will you determine what content should be left in and what should be left out? Which teaching strategy best fits your own philosophy of teaching within the confines of a selected learning environment?

References

DeYoung, S. (2015). *Teaching strategies for nurse educators* (3rd ed.). Upper Saddle River, NJ: Pearson Education.

Course Resources

Teaching Strategies for Nurse Educators

Learning Activities

u04s1 - Studies

Readings

Use your DeYoung text to read:

- Chapter 4, "Planning and Conducting Classes," pages 51–68.

Use the Capella library to read:

- O'Lynn's 2017 article, "[Rethinking indicators of academic quality in nursing programs](#)," in *Journal of Nursing Education*, 56(4), 195–196.
- Tan and Chon's 2018 article, "[The effectiveness of outcome based education on the competencies of nursing students: A systematic review](#)," in *Nurse education today*, 64, 180–189.
- Wittman-Price and Fasolka's 2010 article, "[Objectives and Outcomes: The Fundamental Difference](#)," in *Nursing Education Perspectives*, volume 31, issue 4, pages 233–236.


Use the Capella library to read the following on Bloom's updated taxonomy:

- Krathwohl's 2002 article, "[A Revision of Bloom's Taxonomy: An Overview](#)," in *Theory Into Practice*, volume 41, issue 4, page 212.
- Adams' 2015 article, "[Bloom's Taxonomy of Cognitive Learning Objectives](#)," in *Journal of the Medical Library Association*, volume 103, issue 3, pages, 152–153.
- Stanny's 2016 article, "[Reevaluating Bloom's Taxonomy: What Measurable Verbs Can and Cannot Say About Student Learning](#)," in *Education Sciences*, volume 6, issue 4, page 37.

u04s2 - Vila Health Challenge Preparation



[Vila Health: Developing a Teaching Strategy](#)

 [Transcript](#)

During this unit, complete the Vila Health: Teaching Strategies challenge. You will use the information you gather in this scenario to complete your second assignment, "Learning Outcomes and Teaching Strategies," due in Unit 5. For the assignment, you will identify teaching objectives and learning strategies that are applicable to the topic and learning environment that you chose for the first assignment.

- Click **Vila Health: Developing a Teaching Strategy** to complete this multimedia challenge.

Course Resources

Vila Health: Developing a Teaching Strategy

u04d1 - Outcomes Versus Objectives

Wittman-Price and Fasolka (2010) differentiate between "objectives" and "outcomes" thusly: "An *objective* speaks to the process and the goal. Therefore it is (both) teacher and student focused. An *outcome*, a final product or end result, speaks to the goal, so its focus is the student, because learning is the goal for the student" (p. 233).

- Provide your own understanding of how one uses outcomes to determine objectives in a teaching environment.
- Identify potential outcomes and the subsequent objectives for the Vila Health simulations you have encountered within this course.

Response Guidelines

Respond to your peers based on the Faculty Expectation Guidelines for discussion responses. Ideally, respond to someone who has identified outcomes or objectives for the Vila Health simulation that are different than those you have identified. How might their response affect your thinking in regard to your course project? Use APA style and formatting for references and citations, where appropriate.

Reference

Wittman-Price, R. A., & Fasolka, B. J. (2010). Objectives and outcomes: The fundamental difference. *Nursing Education Perspectives*, 31(4), 233–236.

Course Resources

Graduate Discussion Participation Scoring Guide

[Faculty Expectations](#)

u04d2 - Cognitive, Affective, and Psychomotor Domains

According to DeYoung (2015), "Bloom (1984) and his colleagues identified three learning domains: cognitive (knowing), psychomotor (doing), and affective (feeling, valuing) (p. 55)."

Nurse educators write measurable outcomes in all three domains. It is easy to write measurable outcomes in the cognitive and psychomotor domains. The challenge is writing measurable outcomes in the affective domain that relates to feelings, values, and beliefs. Beliefs and values are important concepts, and nurse educators must develop skills in writing affective domain outcomes.

For this discussion, write a total of four affective learning outcomes that apply to the scenarios in the Vila Health simulation:

- Two for the classroom setting.
- Two for one of the clinical settings.

How will you measure each outcome?

Response Guidelines

Respond to your peers based on the Faculty Expectation Guidelines for discussion responses. Evaluate their measurable classroom and clinical outcomes. Do the outcomes successfully capture the essence of the affective domain? Use APA style and formatting for references and citations, where appropriate.

Reference

DeYoung, S. (2015). *Teaching strategies for nurse educators* (3rd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Course Resources

Graduate Discussion Participation Scoring Guide

[Faculty Expectations](#)

Unit 5 >> Best Practices in Teaching

Introduction

Nurse educators continually assess their teaching strategies in search of the answer to the fundamental question: What is the best way to teach? The development of critical thinking skills that foster analysis, evaluation, inference, interpretation, explanation, and self-regulation are the focus of nursing education.

Billings and Halstead (2012) suggest that, "nurses are required to use their holistic nursing knowledge base to think through each situation to provide individualized, effective (evidence-based) care rather than simply following routine procedures" (p. 259). Over two decades ago, Carlson-Catalano (1992) suggested that older traditional teaching practices encouraged students to simply follow procedures without question and suggests that today's teaching practices should empower students to make critical thinking decisions. The move away from the teacher-centered to a learner-centered educational environment continues today (Steiner, Floyd, Hewett, Lewis, & Walker, 2010; Chambers, Thiekotter, & Chambers, 2013).

It is imperative for nursing faculty to establish teaching practices that foster critical thinking in order to advance nursing practice into the future. In this unit, reflect on the fundamental question, "What is the best way to teach?" as you explore the best teaching practices in a traditional learning environment, in a diverse learning environment, and in an online environment.

References

Billings, D. M., & Halstead, J. A. (2012). *Teaching in nursing: A guide for faculty* (4th ed.). St. Louis, MO: Saunders Elsevier.

Carlson-Catalano, J. (1992). Empowering nurses for professional practice. *Nursing Outlook*, 40, 139–142.

Chambers, D., Thiekotter, A., & Chambers, L. (2013). Preparing student nurses for contemporary practice: The case for discovery learning. *Journal of Nursing Education*, 3(9), 106–111.

Steiner, H., Floyd, E., Hewett, B., Lewis, N., & Walker, E. (2010). Creating a learner-centered environment in nursing education: An emersion experience. *Journal of Adult Education*, 39(1), 11–17.

Learning Activities

u05s1 - Studies

Readings

Use your DeYoung text to read:

- Chapter 10, "Promoting and Assessing Critical Thinking," pages 175–199.

Use the Capella Library to read:

- Clark's 2017 article, "[An evidence-based approach to integrate civility, professionalism, and ethical practice into nursing curricula](#)," in *Nurse Educator*, 42(3), 120–126.
- Hermann et al.'s 2016 article, "[Preparing nursing students for interprofessional practice: the interdisciplinary curriculum for oncology palliative care education](#)," in *Journal of Professional Nursing*, 32(1), 62–71.
- Jones-Schenk's 2016 article, "[Think competencies, not hours, when planning your next education initiative](#)," in *The Journal of Continuing Education in Nursing*, 47(8), 350–352.

Use the Internet to read:

- The NLN Board of Governors 2003 report, "[Innovation in Nursing Education: A Call to Reform](#)," in *National League for Nursing*. This report represented a significant shift in nursing education practices; it is fundamental to an understanding of the field.

u05a1 - Teaching Strategies

For this assignment, write a paper in which you address the following:

- Utilize your assigned reading from this week and your independent research to write three learning outcomes for your course project, which you began planning in Unit 1.
- Explain how these outcomes are reflected in the course content and representative of what is expected of the learner at course completion.
- Based on your course content, outcomes, objectives, and learner population, evaluate at least three learning strategies that could be used.
- Defend why these are the most appropriate strategies for your course and audience.
- Describe the advantages of using your selected strategies.
- Use the literature to support the choices you are making.
- What possible barriers to learning might you encounter?
 - What strategies would be most applicable in overcoming those barriers?
 - How will your strategies keep learners motivated?

Your paper should be 5–7 pages in length, not including the title page and reference page(s). Be sure to follow proper APA style and formatting. In addition to your unit readings, you should reference at least two articles from peer-reviewed journals that are not required for this course.

Course Resources

[Vila Health: Developing a Teaching Strategy](#) | [Transcript](#)

[Faculty Expectations](#)

u05d1 - Best Practices in Teaching

For this discussion, you will:

- Provide a short summary of the current best practices in both a traditional environment and an online environment as identified in the nursing research literature.
- Compare and contrast traditional and online teaching practices.
- Select at least two teaching strategies that you feel exemplify best practices that could be used in the Vila Health: Teaching Strategies challenge. Provide evidence-based support for your choices.
- Discuss how the teaching strategies you selected might facilitate critical thinking.

Response Guidelines

Review the posts, then respond to your peers based on the Faculty Expectation Guidelines. Respond to posts with a similar best practice or one of your peers who selected different teaching strategies than you did. Are the choices well-supported? Analyze the advantages and disadvantages of the selected strategies. Use APA style and formatting for references and citations, where appropriate.

Course Resources

Graduate Discussion Participation Scoring Guide

[Faculty Expectations](#)

[Vila Health: Developing a Teaching Strategy](#) | [Transcript](#)

Unit 6 >> Teaching Methods

Introduction

Lecture, one of the most commonly used traditional teaching methods in education, encourages a one-way, passive teaching-learning approach. Why do many educators continue to use the lecture method? Most adults are familiar with the lecture format and learn how to teach from their own experiences. Passive learning is out and active learning is in. How can the traditional passive strategy of lecturing become engaging? Seaman and Fellenz (1989) suggest one way to engage the learner is to add "...variety in lecturing including deciding which learning goals and activities are appropriate for each class" (p. 55). Goldsmith (2014), suggests that the traditional lecture still has great value in education, the art is to know when to use it. There are also many lecture variations, such as traditional oral essay, participatory lecture, lecture with uncompleted handouts, and feedback lecture. Socratic questioning and the use of audiovisuals have been successfully used to enhance traditional teaching strategies and to engage students. In addition, lectures can be effective when teaching new material, integrating and synthesizing a large body of knowledge, stimulating interest in a subject, and clarifying difficult concepts (DeYoung, 2015).

In this unit, examine the use of traditional teaching methods to create an engaging and interactive learning environment. What evidence-based research supports or refutes the use of traditional teaching methods? What traditional teaching methods support critical thinking?

References

Billings, D. M., & Halstead, J. A. (2009). *Teaching in nursing: A guide for faculty* (3rd ed.). St. Louis, MO: Saunders Elsevier.

Goldsmith, J. J. (2014). Revisiting the lecture: despite general skepticism of its effectiveness, the lecture can and should be employed in certain training situations. *Training and Development*, 68(6), 30–33.

DeYoung, S. (2015). *Teaching strategies for nurse educators* (3rd ed.). Upper Saddle River, NJ: Pearson Education.

Seaman, D. F., & Fellenz, R. A. (1989). *Effective strategies for teaching adults*. New York, NY: Macmillan Publishing Company.

Course Resources

Teaching Strategies for Nurse Educators

Learning Activities

u06s1 - Studies

Readings

Use your DeYoung text to read:

- Chapter 5, "Traditional Teaching Strategies," pages 69–93.

Use the Capella Library to read:

- Staykova et al.'s 2017 article, "[Back to the basics and beyond: Comparing traditional and innovative strategies for teaching in nursing skills laboratories](#)," in *Teaching and Learning in Nursing*, 12(2), 152–157.

u06s2 - Vila Health Challenge Preparation



Vila Health: Management and Motivation

During this unit, complete the Vila Health: Management and Motivation challenge. You will use the information you gather in this scenario to complete your third assignment, which is due in Unit 7. Begin the process of addressing the questions about management and motivation detailed in the assignment instructions.

- Click **Vila Health: Management and Motivation** to complete this multimedia challenge.

Course Resources

Vila Health: Management and Motivation

u06d1 - Traditional Teaching

Lecturing can be an effective teaching strategy in learning situations in which you are introducing new content, stimulating interest, summarizing knowledge from several sources, clarifying difficult concepts, and updating the most recent knowledge lacking in a textbook (DeYoung, 2015). While lecture may be the most common traditional teaching method, there are other traditional strategies that have enjoyed prevalence in the classroom environment. For this discussion, imagine you are preparing a one-hour lesson plan for the educational topic and learner population you identified for your Unit 3 assignment.

- Select a variety of traditional teaching strategies such as lecture, discussion, questioning, and audiovisuals.
- Divide your lesson plan by changing your traditional teaching strategies approximately every 15 minutes using a maximum of four different strategies.
- Use references from your unit readings and independent research to support your choices.

You may choose to include this lesson plan in your final project as an appendix.

Response Guidelines

Respond to your peers based on the Faculty Expectation Guidelines for discussion responses. Does the lesson plan have the potential to capture the learners' attention? What level of learner interaction do you think will take place? What alternative strategies might be used? Use APA style and formatting for references and citations, where appropriate.

Reference

DeYoung, S. (2015). *Teaching strategies for nurse educators* (3rd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Course Resources

Graduate Discussion Participation Scoring Guide

[Faculty Expectations](#)

u06d2 - Engagement and Motivation

According to DeYoung (2015), it is important to maintain learner engagement and determine appropriate motivation for learning. Review the third Vila Health challenge, Management and Motivation. Select one of the learning situations and determine how the faculty could support learning while maintaining an engaged and motivated audience.

Response Guidelines

Respond to your peers based on the Faculty Expectation Guidelines for discussion responses. What cultural or environmental considerations might be factors in the suggestions that they have made for supporting learning, engagement, and motivation?

Reference

DeYoung, S. (2015). *Teaching strategies for nurse educators* (3rd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Course Resources

Graduate Discussion Participation Scoring Guide

[Faculty Expectations](#)

[Vila Health: Management and Motivation | Transcript](#)

Unit 7 >> Active Learning

Introduction

Nursing education is feeling pressure to be more responsive to student learning needs, as healthcare organizations who are no longer offering costly and extensive orientations expect the new graduate nurse to quickly transition into the professional staff nurse role.

The challenge for nurse educators is captured by Jeffries (2007), "Innovative ways that teach students about the real world of nursing in a cost-effective, efficient, and high quality manner are needed to prepare nurses for safe and efficient practice" (p. 97). Innovative pedagogical teaching strategies include activity-based teaching strategies as suggested by De Young (2015), who cited Prince (2004): "As you will see, there is a great deal of research pointing to greater knowledge retention and a high level of performance when these types of active learning strategies are used" (p. 94). Among the list of effective teaching strategies, simulation is becoming a commonly used strategy to meet the learning needs of learners with a variety of learning styles. While it can be an expensive strategy to employ, it can provide the learners with experiences that can help learners experience situations that would aid the transition into the professional staff nurse role (DeYoung, 2015). In this unit, you will read more about the NLN Jeffries Simulation Theory (2015), which provides a lens through which nurse educators can consider implementation of simulation as an active learning strategy.

As you progress through this unit, reflect on society's driving forces that command changes in nursing education. What innovative pedagogical teaching strategies are present in your teaching philosophy? What evidence-based research supports or refutes the use of activity-based teaching methods?

References

- DeYoung, S. (2015). *Teaching strategies for nurse educators* (3rd ed.). Upper Saddle River, NJ: Pearson Education.
- Jeffries, P. R. (2007). A framework for designing, implementing, and evaluating simulations used as teaching strategies in nursing. *Nursing Education Perspectives*, 26(2), 96–103.
- Jeffries, P. R., Rodgers, B., & Adamson, K. (2015). NLN Jeffries simulation theory: Brief narrative description. *Nursing Education Perspectives*, 36(5), 292–293.

Course Resources

NLN Jeffries Simulation Theory

Teaching Strategies for Nurse Educators

Learning Activities

u07s1 - Studies

Readings

Use your DeYoung text to read:

- Chapter 6, "Activity-Based Teaching Strategies," pages 94–123.

Use the Capella Library to read:

- Burbach, Barnason, and Thompson's 2015 article, "[Using 'Think Aloud' to Capture Clinical Reasoning During Patient Simulation](#)," in *International Journal of Nursing Education Scholarship*, volume 12, issue 1, pages 1–7.
- Curtis, et al's 2016 article, "[Incorporating Peer-to-Peer Facilitation With a Mid-Level Fidelity Student-Led Simulation Experience for Undergraduate Nurses](#)," in *Nurse Education in Practice*, volume 20, pages 80–84.
- Dunlap's 2013 article, "[Nursing Theory and the Clinical Gaze: Discovery in Teaching Theory Across a Cultural Divide](#)," in *Nursing Science Quarterly*, volume 26, issue 2, pages 176–180.
- Griffith's 2018 article, "[Preparing tomorrow's nurses for collaborative quality care through simulation](#)" in *Teaching and Learning in Nursing*, 13(1), 46–50.
- Jeffries, Rodgers, and Adamson's 2015 article, "[NLN Jeffries Simulation Theory: Brief Narrative Description](#)," in *Nursing Education Perspectives*, volume 36, issue 5, pages 292–293.
- Reibel, Cason, and Screws's 2019 article, "[Creating a simulation experience to promote clinical judgment](#)," in *Teaching and Learning in Nursing*, 14(4), 298–302.

u07a1 - Management and Motivation

Based upon your proposed educational topic and using your assigned readings as well as independent research, propose a learning environment that you believe would facilitate motivation for your chosen learner population and assist in the management of the learning environment. Your paper should do the following:

- Describe the learning environment most appropriate for the identified educational topic and intended audience.
- Briefly describe theories of classroom, learner management, and learner motivation.
- Evaluate theories of classroom and learner management and learner motivation for appropriateness of use with identified educational topic and intended audience.
- Describe evidence-based strategies for classroom and learner management.
- Describe evidence-based best practices to enhance learner motivation as related to diversity.

Be sure to use appropriate resources to support your choices.

Your paper should be 3–4 pages in length, not including the title page and reference page(s). Be sure to follow proper APA style and formatting. In addition to your unit readings, you should reference at least three articles from peer-reviewed journals that are not required for this course. This assignment constitutes the second component of your final project.

Course Resources

Faculty Expectations

Vila Health: Management and Motivation | Transcript

u07d1 - Simulation

DeYoung (2015) suggests that simulation exercises are categorized by their degree of fidelity, or how accurately the simulation mimics the real world. A simulation that has a low fidelity might include one that teaches laboratory skills, such as administration of an enema on a model. An intermediate fidelity might include a mannequin with heart sounds. A high-fidelity simulation might include a computerized mannequin that provides virtual physiological reactions.

For this discussion, you will design an intermediate- or high-fidelity simulation of a simple procedure or short-case scenario of your choice that includes decision-making and critical thinking skills. Be sure to include the following elements in your discussion:

- A simulation plan that includes the objectives, complexity, cues needed, and debriefing.
- A description of what you believe is the educator's role.
- Evidence-based research from two resources not required for this course to support your choice of simulation.

If your simulation is based on the educational topic for your final course project, you may choose to include this simulation in your final project as an appendix.

Response Guidelines

Respond to your peers based on the Faculty Expectation Guidelines for discussion responses. Provide feedback on the alignment of objectives to the degree of fidelity and the level of decision making and critical thinking. Also provide feedback on the objectives, complexity, cues needed, and debriefing. Are the simulations designed to engage the learner? Explain. Use APA style and formatting for references and citations, where appropriate.

Reference

DeYoung, S. (2015). *Teaching strategies for nurse educators* (3rd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Course Resources

Graduate Discussion Participation Scoring Guide

Faculty Expectations

Unit 8 >> Considerations When Teaching With Technology

Introduction

Higher education is shifting from a teaching to a learning paradigm, and technology is an essential part of that paradigm shift (DeYoung, 2015). To support this paradigm shift, faculty must explore the use of media and technology in the learning environment. National League for Nurses Board of Governors' (2005) position statement, *Transforming Nursing Education*, recommends: "Nursing education programs must also be designed to involve students as active participants in the educational enterprise, be flexible to meet constantly changing demands and individual student learning needs, be accessible and responsive to diverse student populations, and be accountable to the public (p. 1)."

Learners today are heavily involved in the search for knowledge on the Internet. Use of wikis, blogs, online databases, and social media are all examples of utilization of technology in education. Since computer use by nurses is expanding rapidly, it is incumbent upon us as nursing faculty to utilize this increased use of technology as a method to teach learners in a "world" they are familiar with and enjoy using (DeYoung, 2015).

In this unit, you will review and evaluate research that supports or refutes the use of technology for teaching, considering various approaches and tools that will complement your teaching style and most effectively facilitate learning. How does the use of technology enhance critical thinking? What potential opportunities and pitfalls should you consider when planning the use of technology in nursing education?

References

DeYoung, S. (2015). *Teaching strategies for nurse educators* (3rd ed.). Upper Saddle River, NJ: Pearson Education.

National League for Nurses Board of Governors. (2005). Position statement: Transforming nursing education. *Nursing Education Perspectives*, 26(3). Retrieved from <https://www.questia.com/library/journal/1G1-132963980/position-statement-transforming-nursing-education>

Course Resources

Teaching Strategies for Nurse Educators

Learning Activities

u08s1 - Studies

Readings

Use your DeYoung text to read:

- Chapter 7, "Computer-Mediated Teaching and Learning," pages 124–143.

Use the Capella Library to read:

- Barton's 2019 article, "[Enhancing Your Professional Presence on Social Media](#)," in *Journal of Nursing Education*, 58(3), 127–128.
- O'Flaherty and Timms' 2015 article, "[The Implementation of Innovative Initiatives to Enhance Distance Learning for Australian Undergraduate Nursing and Midwifery Students](#)," in *Journal of Nursing Education and Practice*, volume 5, issue 1, pages 107–114.
- Pepito and Locsin's 2019 article, "[Can nurses remain relevant in a technologically advanced future?](#)" in *International journal of nursing sciences*, 6(1), 106–110.

u08s2 - Assignment Preparation



Vila Health: Developing an Assessment Strategy

During this unit, complete the Vila Health: Developing an Assessment Strategy challenge. You will use the information you gather in this scenario to complete your final assignment, "Teaching and Learning Strategies," which is due in Unit 9. Begin putting together the elements of your final project as detailed in the assignment instructions.

- Click **Vila Health: Developing an Assessment Strategy** to complete this multimedia challenge.

Course Resources

Vila Health: Developing an Assessment Strategy

u08d1 - Computer-Assisted Instruction

In your *Teaching Strategies for Nurse Educators* text, DeYoung (2015) provides six criteria (Table 7–1) for evaluating Computer-Assisted Instruction (CAI) software. For this discussion:

- Select a CAI product related to the course topic of your final project.
- Evaluate the product using the six criteria.
- Discuss whether the product would enhance or duplicate course content.

You may choose to include this evaluation in your final project as an appendix.

Describe how CAI could be helpful in one of the scenarios that you encountered in Vila Health.

Response Guidelines

Respond to your peers based on the Faculty Expectation Guidelines for discussion responses. Base your responses on the perspective of a nurse educator who is considering using the CAI they evaluated in a course. Based on the evaluation, would you purchase the CAI? Explain why or why not. Use APA style and formatting for references and citations, where appropriate.

Reference

DeYoung, S. (2015). *Teaching strategies for nurse educators* (3rd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Course Resources

Graduate Discussion Participation Scoring Guide

[Faculty Expectations](#)

u08d2 - Social Media as a Learning Tool

Referring back to the Vila Health scenarios, describe a way that social media might be utilized to facilitate the educational process. Examples include support groups, collaborative online project development, et cetera. When utilizing social media for education, what are some examples of appropriate professional social etiquette?

Response Guidelines

Respond to your peers based on the Faculty Expectation Guidelines for discussion responses. Troubleshoot their suggestions for utilizing social media for education. What are some points of potential concern (FERPA, civility, accuracy in learning, et cetera) that might arise in the scenario they have suggested? How might those concerns be mitigated in order to make the suggested approach a viable educational experience?

Course Resources

Graduate Discussion Participation Scoring Guide

[Faculty Expectations](#)

Unit 9 >> Classroom Assessment Techniques

Introduction

Assessing student learning is an important component when planning a course. Knowing whether a learning outcome was met is considered paramount to effective teaching. DeYoung (2015) defines assessment of learning as, "Formative feedback that is done to find out what and how well people are learning what we teach" (p. 244). Classroom Assessment Techniques (CATs) provide both the faculty and student feedback related to the teaching and learning process and include strategies such as one-minute paper, muddiest point, directed paraphrasing, application cards, background knowledge probe, misconception/preconception check, and self-confidence surveys.

As you progress through this unit, reflect upon the purpose of assessment. If you are currently a nurse educator, do you routinely conduct course assessments? If so, is that assessment data used for classroom or course improvement? Consider the course that you have been designing. What types of assessment could you employ to measure learning?

References

DeYoung, S. (2015). *Teaching strategies for nurse educators* (3rd ed.). Upper Saddle River, NJ: Pearson Education.

Course Resources

Teaching Strategies for Nurse Educators

Learning Activities

u09s1 - Studies

Readings

Use your DeYoung text to read:

- Chapter 12, "Assessing and Evaluating Learning," pages 224–242.

Use the Capella Library to read:

- Flood and Robinia's 2014 article, "[Bridging the gap: Strategies to integrate classroom and clinical learning](#)," in *Nurse Education in Practice*, 14(4), 329–332.
- Burrell's 2014 article, "[Integrating critical thinking strategies into nursing curricula](#)," in *Teaching and Learning in Nursing*, 9(2), 53–58.

u09a1 - Teaching and Learning Strategies

In this final assignment for the course, you will utilize the first three assignments, with the addition of an assessment component, as a clear, concise, cohesive document to form a teaching plan for the final project. For the final assessment component, what types of assessment do you believe are most appropriate for your educational topic and intended audience? How will you evaluate if learning outcomes were accomplished? Do the assessments you have selected support cultural competence? How will the assessments demonstrate that learning has happened? What is your rationale for the type of assessments you will use, and explain how these assessments support differences in learning styles (visual, auditory, kinesthetic)?

Before you submit your completed course project, you should incorporate the feedback you received from your instructor on all of the project components to make any changes or improvements to your final submission. You will be graded on the following criteria:

- Apply appropriate theory to optimize the teaching experience and learner outcomes.
- Apply your knowledge of methods of thinking, learning, and communicating to specific learning situations.
- Incorporate evidence-based best practices to enhance learner motivation in your selected learning environment and format.
- Integrate appropriate learning strategies, techniques, and outcomes for nursing and healthcare education for use in specific situations and populations.
- Integrate evidence-based best practices for classroom and learner management.
- Consider barriers to learning when designing and developing educational programs.
- Integrate cultural competence in nursing and healthcare educational offerings.
- Develop a teaching plan that demonstrates flow, cohesion, and application of best practices.

- Support your identified position with effective written communication using appropriate spelling, grammar, punctuation and mechanics, and APA style and formatting.

The following components should be included in your project submission:

- Title page.
- Table of Contents.
- An overview of your course (topic, setting audience, and so on).
- Learning Theories and Diversity (Unit 3).
- Teaching Strategies (Unit 5).
- Management and Motivation (Unit 7).
- Teaching and Learning Strategies (Unit 9).
- Summary.
- References.
- Appendices.

Your paper should be 12–15 pages in length, not including the title page and reference page(s). Be sure to follow proper APA style and formatting. You should have at least ten references, and at least five of them from peer-reviewed journals that are not required for this course.

Course Resources

[Faculty Expectations](#)

[Vila Health: Developing an Assessment Strategy | Transcript](#)

u09d1 - Classroom Assessment Techniques

Classroom Assessment Techniques (CATs) provide immediate feedback about the effectiveness of the teaching-learning process. By incorporating CATs throughout the course, teachers are given time to readjust the teaching and learning process to accommodate clarification of content.

Choose a minimum of three CATs that you feel best align with your teaching style and one of the Vila Health scenarios. Provide a brief description of each CAT, and discuss how you might use each CAT in the selected learning environment. Support your choices and method of use with references from your unit readings and at least one resource not required for this course.

Response Guidelines

Respond to your peers based on the Faculty Expectation Guidelines for discussion responses. Do you see any disadvantages in using the CATs they have selected? Suggest one alternate CAT and provide a sound rationale supported with references from your unit readings, and one additional resource. Use APA style and formatting for references and citations, where appropriate.

Course Resources

Graduate Discussion Participation Scoring Guide

[Faculty Expectations](#)

Unit 10 >> The Nurse Educator

Introduction

In this course you have examined the teaching strategies in nursing education for both traditional and online environments, identified personal attributes that are necessary for effective teaching, recognized the influence of teaching styles and interpersonal interactions on learner outcomes, and engaged in

critical reflection to evaluate your personal teaching practice. Your teaching model provided you with an opportunity to enhance your knowledge and experience in course development that focuses on multiculturalism, learning styles, technology, assessment, and evaluation.

The National League for Nursing (2002) proposed recommendations for educators to shift from content-centered teaching to student-centered learning. In this course, you reviewed the seven recommendations in the position statement, "Innovation in Nursing Education: A Call to Reform" and its impact on nursing education. You explored evidence-based teaching strategies to identify best practices that will prepare a diverse nursing population and reflected upon how you might incorporate these pedagogies into your practice.

It is important for you to understand that assessment and evaluation can provide useful feedback for individual student and course improvement. There are numerous CATs available that assist faculty in evaluating student outcomes. Aligning the right assessment tool to student outcomes is an essential component in the course planning process. Frequent and ongoing classroom assessment enhances the teaching-learning process.

The 2002 position statement of the National League for Nursing (NLN) states that "the teaching of nursing must be evidence-based, with research informing what is taught, how learning is facilitated and evaluated, and how curricula/programs are designed" (p. 3). However, Kalb, O'Conner-Von, Brockway, Rierson, and Sendelbach, (2015) reported that faculty may not be familiar with evidence-based teaching practice although they were familiar with evidence-based nursing practice. Furthermore they were unaware of the necessity to utilize evidence-based research in their teaching or faculty responsibilities. In order to prepare future nurses for evidence-based practice, it is paramount that faculty be taught and mentored into a research-based role for their teaching of the next generation of nurses.

As this course ends, reflect upon the hallmarks and best practices of excellence in nursing education and continue to embrace the rapid changes in healthcare as they shape the future of nursing education. Consider how your understanding of the teaching-learning process will prepare you as an educator to prepare future nurses. Consider how you can implement evidence-based teaching into your role as a nursing educator and faculty member.

References

Kalb, K. A., O'Conner-Von, S. K., Brockway, C., Rierson, C. L., & Sendelbach, S. (2015). Evidence-based teaching practice in nursing education: Faculty perspectives and practices. *Nursing Education Perspectives*, 36(4), 212–219.

NLN Board of Governors. (2003). Innovation in nursing education: A call to reform. *National League for Nursing*. Retrieved from <http://www.nln.org/docs/default-source/about/archived-position-statements/innovation-in-nursing-education-a-call-to-reform-pdf.pdf?sfvrsn=4>

Course Resources

Evidence-Based Teaching Practice in Nursing Education

MSN Program Journey

[Innovation in Nursing Education: A Call to Reform](#)

Learning Activities

u10s1 - Studies

Readings

Use your DeYoung text to read:

- Chapter 13, "Becoming a Faculty Member," pages 243–258.

Use the Capella Library to read:

- Herrman's 2011 article, "[Keeping Their Attention: Innovative Strategies for Nursing Education](#)," in *The Journal of Continuing Education in Nursing*, volume 42, issue 10, pages 449–456
- Mitchell, Jonas-Simpson, and Cross' 2013 article, "[Innovating Nursing Education: Interrelating Narrative, Conceptual Learning, Reflection, and Complexity Science](#)," in *Journal of Nursing Education and Practice*, volume 3, issue 4, pages 30–39.
- Kalb, et al.'s 2015 article, "[Evidence-Based Teaching Practice in Nursing Education: Faculty Perspectives and Practices](#)," in *Nursing Education Perspectives*, volume 36, issue 4, pages 212–219.
- NLN Board of Governors' 2015 article, "[A vision for the changing faculty role: Preparing students for the technological world of health care](#)."

u10s2 - Additional Research/Reading for Discussion

Using the Capella Library, search for two to three additional articles on either of the following topics:

- Staying current with evidence-based practices in nursing while a nursing educator.
- The role of research in a nursing education position.

What kind of research requirements are typical for nursing education jobs? How might regular review of peer-reviewed scholarship or an active research agenda facilitate effective teaching? Expect to address these issues (and reference your chosen articles) in your discussion questions for this unit.

u10d1 - The Role of Research in Fostering Teaching Excellence

In this course, we have discussed many teaching strategies in nursing education. You have also engaged in additional research this week on either evidence-based practices or what role research plays for professional nurse educators. Referencing the additional articles you found on your topic of choice, respond to the following:

- How has this course enhanced your understanding of nursing education excellence?
- What do you view as a teaching priority for nurse educators?
- How will you pass on what you have learned in this course to the nursing profession in order to build an organizational climate that fosters the development of students and teachers?
- Reflect on the multiple teaching strategies discussed in this course.
- How has your learning experience in this course enhanced your understanding of planning, conducting, and selecting multiple teaching strategies to engage the adult learner?
- Reflect on the readings for evidence-based teaching in this unit. How might that knowledge impact your plans for teaching in nursing?
- Describe the teaching strategies you envision for the future millennial student.

Response Guidelines

Respond to your peers based on the Faculty Expectation Guidelines for discussion responses. Leveraging your own research, identify potential areas of ongoing learning and/or research that might complement their current learning trajectory, future plans for application of the course materials, or professional goals.

Course Resources

Graduate Discussion Participation Scoring Guide

[Faculty Expectations](#)

u10d2 - Vila Health: Learning Takeaways

Reflect back on the Vila Health scenarios in this course. Select one of the learning environments and answer the following:

- If you had been the clinical educator how would you have handled the situation differently?
- How would your teaching style impact the learning environment differently?
- How would you have tried to prevent the problems and barriers that you encountered based on your own teaching strategies?
- Describe how the Vila Health Scenario has impacted your vision of nursing education.

Response Guidelines

Respond to your peers based on the Faculty Expectation Guidelines for discussion responses. Select peers who have described very different takeaways from the Vila Health scenarios. What can you glean from their response that might change or augment your own?

