

Syllabus

Course Overview

The practice of nurse educators requires the use of technology to innovate, advance, and support the learner experience. This course is designed to help you develop technology competencies that are applicable to the practice of a nurse educator. Those competencies include the comparison and selection of new technologies for the educational environment within academia or clinical settings. They also include the skills needed to devise an implementation plan for a selected technology.

In this course, you will also explore the following topics:

- Guiding educational principles.
- Instructional design concepts.
- Technologies and innovations in nursing education.

Impact of Technological Advances

Continuing advances in the technology used for teaching, learning, and assessment mean that nurse educators must adapt and stay abreast of changes. And, it is not only the technology that is changing, but learners are changing as well. Growing diversity in the population of learners means different teaching methods are needed to respond to a wide variety of learning preferences. Expanding technology options can help meet those needs.

This course will prepare you to select and implement technologies to meet the changing needs in nursing education.

Vila Health

To meet the demands of an evolving health care system and the changing needs of patients, Capella has designed a virtual lab, Vila Health, to practice solving real health care challenges. Through the Vila Health challenges in this course, you will quickly gain the interprofessional leadership skills and competencies that can make an impact in your career.

Discussion Requirements

The requirements for unit discussion posts and peer responses are provided in the School of Nursing and Health Sciences Faculty Expectations message. Be sure to review these requirements, which apply to all discussions. Contact your faculty member if you have questions.

When you incorporate another writer's ideas in your work (as a quotation, paraphrase, or summary), to support your position or substantiate a claim, be sure to give credit to that writer in a correctly formatted APA citation. Remember that an APA citation includes both the in-text citation (the author's last name and the year of publication) and the full reference for the source.

Audiovisual Recording

As part of this course, you are required to record and submit an asynchronous, audiovisual presentation in Unit 9. You may use Kaltura or similar software. Refer to [Using Kaltura](#) for more information about this courseroom tool.

Note: If you use assistive technology or any alternative communication methods to access course content, please contact DisabilityServices@capella.edu with any access-related questions or to request accommodations.

MSN Program Journey

Complete the MSN Program Journey presentation to view a useful map that will guide you as you continue your program. This map gives you an overview of all the steps required to prepare for your practicum and to complete your degree. It also outlines the support that will be available to you along the way.

Course Competencies

(Read Only)

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

- 1 Plan for the implementation of technology into nursing education.
- 2 Select technologies appropriate for nursing education in an academic and/or health care environment.

- 3 Incorporate technology into the design of nursing education programs in academic and/or health care environments.
- 4 Assess the value of educational technology in academic and/or health care environments.
- 5 Communicate effectively with diverse audiences in an appropriate form and style consistent with applicable organizational, professional, and scholarly standards.

Course Prerequisites

MSN6103.

Syllabus >> Course Materials

Required

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

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.

- Aebersold, M., & Tschannen, D. (2013). Simulation in nursing practice: The impact on patient care. *Online Journal of Issues in Nursing*, 18(2), 83–86.
- Bassendowski, S., & Petrucka, P. (2016). Resetting nursing education. *Journal of Nursing Informatics*, 20(2), 1–8.
- Chan, Z. C. Y., & Lai, C. K. Y. (2017). The nurse-patient communication: Voices from nursing students [PDF]. *International Journal of Adolescent Medicine and Health*, 29(6), 363–371.
- Collins, R. (2014). Best practices for integrating technology into nurse communication processes. *American Nurse Today*, 9(11), 32–33.
- Dickerson, P. S. (2014). Needs assessment: Collecting the evidence. *The Journal of Continuing Education in Nursing*, 45(3), 104–105.
- Dumitrache, A. (2015). Educational platforms evaluation framework. *The 11th International Scientific Conference eLearning and Software for Education, Bucharest, Romania*, 2, 506–511.
- Foronda, C., Alfes, C., Dev, P., Kleinheksel, A. J., Nelson, D. A., Jr., O'Donnell, J., & Samosky, J. (2017). Virtually nursing: Emerging technologies in nursing education. *Nurse Educator*, 42(1), 14–17.
- Green, J. (2017). Nurse's online behaviour: Lessons for the nursing profession. *Contemporary Nurse*, 53(3), 355–367.
- Harrington, L. (2017). New health technologies advancing nursing practice. *AACN Advanced Critical Care*, 28(4), 311–313.
- Kartal, Y. A., & Yazici, S. (2017). Health technologies and reflection in nursing practices. *International Journal of Caring Sciences*, 10(3), 1733–1740.
- Kiyoshi-Teo, H., Carter, N., & Rose, A. (2017). Fall prevention practice gap analysis: Aiming for targeted improvements. *Medsurg Nursing*, 26(5), 332–335.
- Lin, K., Chang, L., Tsai, F., & Kao, C. (2015). Examining the gaps between teaching and learning in the technology curriculum within Taiwan's 9-year articulated curriculum reform from the perspective of curriculum implementation [PDF]. *International Journal of Technology and Design Education*, 25(3), 363–385.
- McAllister, M., & Flynn, T. (2016). The capabilities of nurse educators (CONE) questionnaire: Development and evaluation. *Nurse Education Today*, 39, 122–127.
- McCabe, C., & Timmins, F. (2016). Embracing healthcare technology – What is the way forward for nurse education?. *Nurse Education in Practice*, 21, 104–106.
- McCutcheon, K., Lohan, M., Traynor, M., & Martin, D. (2014). A systematic review evaluating the impact of online or blended learning vs. face-to-face learning of clinical skills in undergraduate nurse education. *Journal of Advanced Nursing*, 71(2), 255–270.
- Merrill, E. B. (2015). Integrating technology into nursing education. *ABNF Journal*, 26(4), 72–73.
- Mitchell, G. (2013). Selecting the best theory to implement planned change. *Nursing Management*, 20(1), 32–37.
- Novotny, N. L., Stapleton, S. J., & Hardy, E. C. (2016). Enhancing critical thinking in graduate nursing online asynchronous discussions. *Journal of Nursing Education*, 55(9), 514–521.
- Plante, K., & Asselin, M. E. (2014). Best practices for creating social presence and caring behaviors online. *Nursing Education Perspectives*, 35(4), 219–223.
- Priscotty, R. J., Jr., Kalisch, B., & Gracey-Thomas, A. (2015). Impact of healthcare information technology on nursing practice. *Journal of Nursing Scholarship*, 47(4), 287–293.
- Procter, P. M., Brixey, J. J., Todhunter, F., & Honey, M. L. L. (2017). Social media providing an international virtual elective experience for student nurses [PDF]. *Informatics*, 4(2), 1–8.
- Raman, J. (2015). Mobile technology in nursing education: Where do we go from here? A review of the literature. *Nursing Education Today*, 35(5), 663–672.
- Royal, K. D., & Stockdale, M. R. (2015). The myth of learning styles: What medical educators need to know. *Ear, Nose and Throat Journal*, 94(4/5), 132, 134.
- Safdari, R., Ghazisaeidi, M., Goodini, A., Mirzaee, M., & Farzi, J. (2016). Electronic game: A key effective technology to promote behavioral change in cancer patients. *Journal of Cancer Research and Therapeutics*, 12(2), 474–480.
- Sanko, J. S. (2017). Simulation as a teaching technology: A brief history of its use in nursing education. *Quarterly Review of Distance Education*, 18(2), 77–85, 102–103.
- Scammell, J. (2016). Reflections on nurse education: Past, present and future. *British Journal of Nursing*, 25(21), 1213.
- Sethi, D., & Rani, M. K. (2017). Communication barrier in health care setting as perceived by nurses and patients. *International Journal of Nursing Education*, 9(4), 30–35.
- Shatto, B., & Erwin, K. (2016). Moving on from millennials: Preparing for generation Z. *The Journal of Continuing Education in Nursing*, 47(6), 253–254.
- Silvestru, C., Lupescu, E., Silvestru, D., & Bere, R. (2015, April). Using cloud technology and social networks in e-learning. *The International Scientific Conference eLearning and Software for Education*, 3, 148–153.
- Stodart, K. (2017). Understanding the skills our future nurses need is key. *Nursing New Zealand*, 23(9), 26–27.
- Thiele, A. K., Mai, J. A., & Post, S. (2014). The student-centered classroom of the 21st century: Integrating Web 2.0 applications and other technology to actively engage students. *Journal of Physical Therapy Education*, 28(1), 80–93.
- Thornton, K. (2018). Australian hospital-based nurse educators' perceptions of their role. *The Journal of Continuing Education in Nursing*, 49(6), 274–281.
- Toothaker, R. (2018). Millennial's perspective of clicker technology in a nursing classroom: A mixed methods research study. *Nurse Education Today*, 62, 80–84.
- Vinales, J. J. (2015). The learning environment and learning styles: A guide for mentors. *British Journal of Nursing*, 24(8), 454–457.
- Voutilainen, A., Saaranen, T., & Sormunen, M. (2017). Conventional vs. e-learning in nursing education: A systematic review and meta-analysis. *Nurse Education Today*, 50, 97–103.
- Williamson, K., & Muckle, J. (2018). Students' perception of technology use in nursing education. *CIN: Computers, Informatics, Nursing*, 36(2), 70–76.

- Wolf, A. B., & Peyre, S. E. (2018). Student satisfaction with blackboard-style videos. *Nursing Education Perspectives*, 39(4), 244–246.
- Zitzelsberger, H., Campbell, K. A., Service, D., & Sanchez, O. (2015). Using wikis to stimulate collaborative learning in two online health sciences courses. *Journal of Nursing Education*, 54(6), 352–355.

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.

- Greenberg, C. I. (n.d.). How to conduct a training needs analysis. Retrieved from <http://www.xperthr.com/how-to/how-to-conduct-a-training-needs-analysis/6716>
- Jannetti, A. J. (2012). A guide to performing a needs assessment and a gap analysis [PDF]. Available from <https://www.sun.org>
- National Educator. (n.d.). NLN standards of practice. Retrieved from <https://kristindejonge.weebly.com/nln-standards-of-practice.html>
- National League for Nursing. (n.d.). Nurse educator core competency. Retrieved from <http://www.nln.org/professional-development-programs/competencies-for-nursing-education/nurse-educator-core-competency>
- Sheikhaboumasoudi, R., Bagheri, M., Hosseini, S. A., Ashouri, E., & Elahi, N. (2018). Improving nursing students' learning outcomes in fundamentals of nursing course through combination of traditional and e-learning methods. *Iranian Journal of Nursing and Midwifery Research*, 23(3), 217–221. Retrieved from <https://doaj.org/article/6e3b8298be384d5facf9243d28751ae8>
- Spencer, R. (2016, March 16). 4 steps for a training needs analysis [Blog post]. Retrieved from <https://elearningindustry.com/4-steps-training-needs-analysis>
- van Eekeren, R., Rolfes, L., Koster, A. S., Magro, L., Parthasarathi, G., Al Ramimmy, H., . . . Härmak, L. (2018). What future healthcare professionals need to know about pharmacovigilance: Introduction of the WHO PV core curriculum for university teaching with focus on clinical aspects. *Drug Safety*. Retrieved from <https://link.springer.com/article/10.1007/s40264-018-0681-z>

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.

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.

- U.S. Department of Education. (n.d.). Family Educational Rights and Privacy Act (FERPA) <https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- U.S. Department of Health & Human Services. (n.d.). Summary of the HIPAA privacy rule <https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>

Unit 1 >> Communication Barriers and Gap Analysis

Introduction

Effective communication and incorporating the right technology into nursing education practices are crucial components of an educational endeavor.

In this unit, you will discuss barriers to communication you may encounter as a nurse educator. You will also consider steps for implementing technology into nursing education through a gap analysis or needs analysis.

MSN Program Journey

Complete the MSN Program Journey presentation for an overview of your degree program and the support that will be available to you along the way.

Learning Activities

u01s1 - Studies

Readings

Read the following articles addressing needs assessment, gap analysis, and communications. The resources will help you with the discussion in this unit and the upcoming assignment in Unit 3.

From the Capella University Library:

- Chan, Z. C. Y., & Lai, C. K. Y. (2017). [The nurse-patient communication: Voices from nursing students \[PDF\]](#). *International Journal of Adolescent Medicine and Health*, 29(6), 363–371.
- Dickerson, P. S. (2014). [Needs assessment: Collecting the evidence](#). *The Journal of Continuing Education in Nursing*, 45(3), 104–105.
- Kiyoshi-Teo, H., Carter, N., & Rose, A. (2017). [Fall prevention practice gap analysis: Aiming for targeted improvements](#). *Medsurg Nursing*, 26(5), 332–335.
- Lin, K., Chang, L., Tsai, F., & Kao, C. (2015). [Examining the gaps between teaching and learning in the technology curriculum within Taiwan's 9-year articulated curriculum reform from the perspective of curriculum implementation \[PDF\]](#). *International Journal of Technology and Design Education*, 25(3), 363–385.
- Sethi, D., & Rani, M. K. (2017). [Communication barrier in health care setting as perceived by nurses and patients](#). *International Journal of Nursing Education*, 9(4), 30–35.

From the Internet:

- Jannetti, A. J. (2012). [A guide to performing a needs assessment and a gap analysis \[PDF\]](#). Available from <https://www.sun.org>

APA Style Resources

Capella uses the *Publication Manual of the American Psychological Association* (commonly referred to as the APA Manual) as its style guide for scholarly writing. Using a single publication manual ensures a consistent style across degrees, programs, and schools, and APA style is well respected and widely used in scholarly works and academic publications.

For your program, Capella provides a selection of online resources designed to help you understand APA style and use it effectively. See Capella's [APA Module](#), which offers highlights that are designed to help you quickly understand the fundamentals you need to write a course paper that meets APA guidelines.

Optional Resources

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and find answers to specific questions:

- [Academic Honesty & APA Style and Formatting](#).
- [Introduction to the Writing Center](#).

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework:

- [Capella University Library](#).
- [Library Research and Information Literacy Skills](#).
- [Nursing Masters \(MSN\) Research Guide](#).
- [Journal and Book Locator Library Guide](#).

u01s1 - Learning Components

- Identify educational technologies used in contemporary nursing settings.

- Identify the measures used to determine the value of educational technologies.
- Determine how changes in existing technology can close educational and performance gaps.
- Determine how educational technologies can be applied in contemporary nursing settings.
- Identify technology needs.

u01s2 - Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time, you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom to store your assignments for you as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the [Online ePortfolio Guidelines \[PDF\]](#) to ensure you set up your online portfolio correctly. For more information on [ePortfolio](#), visit the Campus ePortfolio page.

Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the [Family Educational Rights and Privacy Act \(FERPA\)](#) and/or the [Health Insurance Portability and Accountability Act \(HIPAA\)](#) if you have specific questions or concerns about your choices.

u01d1 - Barriers to Communication

Note: Remember to adhere to the requirements for unit discussion posts and peer responses addressed in the School of Nursing and Health Sciences Faculty Expectations message.

For this discussion:

- List the four types of factors that could result in possible barriers to communication when conducting an educational session with either students or patients and families.
 - Choose one of these barriers and provide supporting literature on how to overcome that barrier in a health care setting.
- Describe an experience in your current or past workplace in which you encountered a barrier to communication related to education and cultural differences.

- Describe a way to effectively handle this situation.
- Discuss the strategies you recommend for overcoming communication barriers in a health care setting arising from cultural differences.
 - Provide evidence to support your recommended strategies.

Response Guidelines

Suggest an additional way to overcome the communication barrier your colleague experienced and described in his or her current or past workplace that you think might also have been effective.

- How effective are your colleague's recommended strategies for overcoming communication barriers arising from cultural differences?
- What might be the positive and negative implications of the suggested strategies?
- Can you detect any assumptions underlying these strategies?
- What alternative strategies might you suggest?

Be sure to cite relevant evidence from the literature, as applicable, to support your position or substantiate a claim.

Course Resources

Graduate Discussion Participation Scoring Guide

u01d1 - Learning Components

- Determine the role of communications related to technology use.
- Determine how changes in existing technology can close educational and performance gaps.

u01d2 - Gap Analysis in Your Organization

Note: Remember to adhere to the requirements for unit discussion posts and peer responses addressed in the School of Nursing and Health Sciences Faculty Expectations message.

Consider an area within your organization or practice setting where a gap analysis would provide needed information as the basis for quality improvements.

- Where do you see a gap in care within your organization?
 - Cite evidence to show that this gap exists.
- How do existing organizational systems and processes cause this gap? Explain.
- How could the existing systems and processes be changed to close the gap?
 - Cite evidence to show that your suggested approach could be successful in addressing the gap.
- What additional information would you need to answer this question more thoroughly?

Response Guidelines

Address the following questions in your response:

- What causes a gap in practice?
- How are gaps identified?
- What questionable assumptions can you uncover in your colleague's post?
- What additional suggestions would you propose, if you and your colleague were to work together to address this gap in care?

In addition, be sure to cite relevant evidence from the literature, as applicable, to support your position or substantiate a claim.

Course Resources

Graduate Discussion Participation Scoring Guide

u01d2 - Learning Components

- Identify the measures used to determine the value of educational technologies.
- Identify technology needs.

- Determine the effects of proposed changes on educational outcomes.
- Provide supporting evidence for recommended changes.
- Determine how existing educational technology benefits an organization.
- Identify the measures used to determine the value of educational technologies.

Unit 2 >> Technology for Nursing Education

Introduction

Educational technology can be used in health care settings to enhance nursing education that have an impact on identified needs and gaps in care.

In this unit, you will examine the selection process for new technologies within a nursing education setting, including needs assessment. In addition, you will consider the role of the nurse educator and your personal teaching or learning philosophy.

Learning Activities

u02s1 - Studies

Readings

Read the following articles addressing the role of nurse educators, technology integration, and planned change, which will help you with the discussions in this unit.

From the Capella library:

- Collins, R. (2014). [Best practices for integrating technology into nurse communication processes](#). *American Nurse Today*, 9(11), 32–33.
- McAllister, M., & Flynn, T. (2016). [The capabilities of nurse educators \(CONE\) questionnaire: Development and evaluation](#). *Nurse Education Today*, 39, 122–127.
- Mitchell, G. (2013). [Selecting the best theory to implement planned change](#). *Nursing Management*, 20(1), 32–37.
- Thornton, K. (2018). [Australian hospital-based nurse educators' perceptions of their role](#). *The Journal of Continuing Education in Nursing*, 49(6), 274–281.

From the Internet:

- National League for Nursing. (n.d.). [Nurse educator core competency](#). Retrieved from <http://www.nln.org/professional-development-programs/competencies-for-nursing-education/nurse-educator-core-competency>

Read the following Capella resource by Dr. Nancyruth Leibold, which will help you with the second discussion in this unit:

- [Sample Teaching/Learning Philosophy \[PDF\]](#).

Optional Resources

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and find answers to specific questions:

- [Academic Honesty & APA Style and Formatting](#).
- [APA Module](#).
- [Introduction to the Writing Center](#).

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework:

- [Capella University Library](#).
- [Library Research and Information Literacy Skills](#).
- [Nursing Masters \(MSN\) Research Guide](#).
- [Journal and Book Locator Library Guide](#).

u02s1 - Learning Components

- Determine the role of communications related to technology use.
- Determine the role of nurse educators.
- Determine appropriate applications of technology.
- Identify applicable change management considerations.

u02s2 - Assignment Preparation

In your upcoming assignment in Unit 3, you will assess the need for changes in existing educational technology, or the current use of that technology, to improve nursing education in a setting of your choice.

To prepare for the assignment, you are encouraged to reflect on how educational technologies, such as simulation equipment, e-learning, and remote communication technologies, are used to support nursing education or training programs you are familiar with. Then, consider the effectiveness of these technologies and whether new or upgraded technologies, or changes in current use, might help close performance gaps and improve patient outcomes. In addition, you may wish to:

- Review the Vila Health: Educational Technology Needs Assessment assignment and scoring guide to ensure you understand the work you will be asked to complete.
- Reflect on the studies and discussions you have completed so far, and consider how the content of these activities might inform your approach to this assignment.
- Ask your instructor any questions you have at this time about the assignment.

Note: Remember that you can submit all, or a portion of, your draft needs assessment to [Smarthinking Tutoring](#) for feedback, before you submit the final version for this assessment. If you plan on using this free service, be mindful of the turnaround time of 24–48 hours for receiving feedback.

u02s3 - Vila Health Challenge Preparation

Vila Health is a virtual environment that simulates a real-world health care 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: Educational Technology Needs Assessment challenge. You will use the information you gather in this scenario to complete upcoming coursework.

Click **Vila Health: Educational Technology Needs Assessment** to complete this multimedia challenge.

Course Resources

Vila Health: Educational Technology Needs Assessment

u02s3 - Learning Components

- Determine how changes in existing technology can close educational and performance gaps.
- Identify technology needs.

u02d1 - Selecting New Technologies

Note: Remember to adhere to the requirements for unit discussion posts and peer responses addressed in the School of Nursing and Health Sciences Faculty Expectations message.

For this discussion:

- Explain the differences between a needs assessment, a request for information (RFI), and a request for proposal (RFP) in the selection process for new technology.

- Describe an example of each related to your current or past practice setting.
- Select a new nursing education technology and explain how you would use a needs assessment, RFI, and RFP during the selection process.
 - What additional information will you need to complete the selection process for the new technology you chose?

Response Guidelines

Assume the role of a consultant with the company that produces and sells the nursing education technology your colleague identified. If you were asked for advice about the selection process, with respect to needs assessment, RFIs, and RFPs, what would you offer?

- What knowledge gaps or areas of uncertainty are evident in your colleague's post with regard to his or her understanding of the selection process?
- What evidence can you provide to show the colleague's organization or practice setting will be able to improve outcomes by adopting the new technology?

Course Resources

Graduate Discussion Participation Scoring Guide

u02d1 - Learning Components

- Identify educational technologies used in contemporary nursing settings.
- Identify the changes under consideration by an organization.
- Describe the technology acquisition process.
- Determine appropriate applications of technology.

u02d2 - The Nurse Educator's Role

Note: Remember to adhere to the requirements for unit discussion posts and peer responses addressed in the School of Nursing and Health Sciences Faculty Expectations message.

Nurse educators can be employed in a variety of roles involving classroom and clinical education, and many nurse educators and faculty members have developed a personal teaching and learning philosophy.

For this discussion:

- Define the role of a nurse educator.
- Write and post your teaching and learning philosophy.
 - Combine teaching and learning in a single philosophy statement or write two different statements: one for a teaching philosophy and one for a learning philosophy.
 - Include your philosophy toward technology for teaching and learning in nursing education.

To view an example of a faculty teaching and learning philosophy, read Dr. Nancyruth Leibold's Sample Teaching/Learning Philosophy, linked in the resources.

Response Guidelines

Comment on the similarities and differences in your teaching and learning philosophies to those of your peer.

- What more would you like to know from the colleague regarding the teaching and learning philosophies he or she shared?
- What has been your own experience regarding your teaching and learning philosophies?

Course Resources

Graduate Discussion Participation Scoring Guide

Sample Teaching/Learning Philosophy [PDF]

u02d2 - Learning Components

- Determine the role of nurse educators.
- Determine how educational technologies can be applied in contemporary nursing settings.

Unit 3 >> Educational Technology Needs Assessment

Introduction

Alignment of educational technology with an organization's strategic goals and mission is an important aspect of a needs assessment and is vital to successful technology integration.

In this unit, you will identify technology needs in your particular academic or health care setting. You will also discuss your needs assessment with your colleagues and identify the methodology, outcomes, evidence, and best practices that support your assessment.

Learning Activities

u03s1 - Studies

Readings

Read the following Internet article and blog post, which will help you with the assignment and discussion in this unit:

- Greenberg, C. I. (n.d.). [How to conduct a training needs analysis](http://www.xperthr.com/how-to/how-to-conduct-a-training-needs-analysis/6716). Retrieved from <http://www.xperthr.com/how-to/how-to-conduct-a-training-needs-analysis/6716>
- Spencer, R. (2016, March 16). [4 steps for a training needs analysis \[Blog post\]](https://elearningindustry.com/4-steps-training-needs-analysis). Retrieved from <https://elearningindustry.com/4-steps-training-needs-analysis>

Multimedia

The following interactive exercises will help you with the assignment in this unit, if you elect to take a SWOT or TOWS approach to comparing the current state of educational technology use with the desired state:

- [SWOT Analysis](#).
- [TOWS Analysis in Action: Going Beyond the SWOT Analysis](#).

Optional Resources

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and find answers to specific questions:

- [Academic Honesty & APA Style and Formatting](#).
- [APA Module](#).
- [Introduction to the Writing Center](#).

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework:

- [Capella University Library](#).
- [Library Research and Information Literacy Skills](#).
- [Nursing Masters \(MSN\) Research Guide](#).
- [Journal and Book Locator Library Guide](#).

u03s1 - Learning Components

- Identify the measures used to determine the value of educational technologies.
- Identify technology needs.
- Determine the effects of proposed changes on educational outcomes.
- Provide supporting evidence for recommended changes.
- Interpret an organization's mission, vision, values, and goals.
- Determine how existing educational technology benefits an organization.
- Identify the measures used to determine the value of educational technologies.

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 - Vila Health: Educational Technology Needs Assessment

Professional Context

As thoughtful stewards of organizational resources, nurse educators must be able to determine whether new educational technology, upgrades to existing technology, or changes in current technology use will help to close performance gaps, improve patient outcomes, and yield measurable benefits for nursing staff and the organization at large. A comprehensive needs assessment distinguishes needs from wants, compares the current state with the desired state, and enables sound decision making.

This assignment provides an opportunity for you to assess the need for changes in existing educational technology, or the current use of that technology, to improve nursing education in a setting of your choice.

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 1: Plan for the implementation of technology into nursing education.
 - Describe how nurses are currently using educational technology within a particular setting and educational context.
- Competency 2: Select technologies appropriate for nursing education in an academic and/or health care environment.
 - Compare the current state of educational technology use within an organization with the desired state.
 - Recommend changes to existing educational technology, or current use of the technology, that will improve nursing education.
- Competency 3: Incorporate technology into the design of nursing education programs in academic and/or health care environments.
 - Assess the metrics used to determine the benefits of current educational technology use.
- Competency 4: Assess the value of educational technology in academic and/or health care environments.
 - Explain how new or existing educational technology aligns with the strategic mission of an organization.
- Competency 5: Communicate effectively with diverse audiences in an appropriate form and style consistent with applicable organizational, professional, and scholarly standards.
 - Support assertions, arguments, propositions, and conclusions with relevant and credible evidence.

- Write clearly and concisely in a logically coherent and appropriate form and style.

Workplace Setting and Educational Context

You may choose your current workplace setting or another health care setting you are familiar with and interested in as the context for this assignment and all subsequent assignments. Also, in your selected setting, choose the educational context within which the technology is being used:

- Academic.
- Clinical (on the job).
- Continuing professional education.

Scenario

As you work through each assignment in this course, imagine yourself as the director of nursing education or fulfilling a similar role in your organization. In your capacity as director, you are aware that several organizational training initiatives and ongoing educational programs have not met expectations. You suspect that part of the reason for this can be attributed to the ineffective use of existing educational technologies, and in some cases, the lack of appropriate tools and technology. Consequently, you have decided to conduct a needs assessment to determine what changes in existing technologies, or their use, you might propose to executive leaders that would have a positive impact on current nursing processes, staff performance, and patient outcomes.

Instructions

Conduct an educational technology needs assessment.

Note: If you have not already done so, complete the Vila Health: Educational Technology Needs Assessment challenge, linked in the resources.

The needs assessment requirements, outlined below, correspond to the grading criteria in the scoring guide, so be sure to address each point. Read the performance-level descriptions for each criterion to see how your work will be assessed. In addition, be sure to note the requirements below for document format and length and for citing supporting evidence.

- Describe how nurses are currently using educational technology within the setting and educational context you have chosen for this assignment.
 - What information is lacking that would provide you with a more complete or accurate description of current usage?
 - Is your description based on any particular assumptions?
- Compare the current state of educational technology use with the desired state (best practices in nursing education).
 - Choose any analysis methodology you are familiar with and comfortable using. For example:
 - Gap analysis.
 - SWOT or TOWS analysis.
 - Appreciative inquiry (discover and dream steps).
 - Address the following:
 - What, if any, changes are needed in how nurses currently use the existing technology?
 - Is there a need for a new technology solution?
 - On what do you base your conclusions?
- Assess the metrics used to determine the benefits of current educational technology use.
 - Are the metrics sufficient for the intended purpose?
 - What are the best practices that could help improve the quality, interpretation, and use of the data?
- Explain how new or existing educational technology aligns with the strategic mission of the organization.
 - If needed, locate a public statement of the organization's mission.
- Recommend changes to existing educational technology, or current use of the technology, that will improve nursing education.
 - How will your recommendations result in improvements in nursing education?
 - What evidence do you have to support your conclusions and recommendations?
- Support assertions, arguments, propositions, and conclusions with relevant and credible evidence.
 - Is your supporting evidence clear and explicit?
 - How or why does particular evidence support a claim?
 - Will your reader see the connection?
 - Did you summarize, paraphrase, and quote your sources appropriately?
- Write clearly and concisely in a logically coherent and appropriate form and style.
 - Write with a specific purpose and audience in mind.
 - Adhere to scholarly and disciplinary writing standards and APA formatting requirements.

Document Format and Length

Format your needs assessment using current APA style.

- Use the APA Style Paper Template, linked in the resources. An APA Style Paper Tutorial is also provided to help you in writing and formatting your needs assessment. Be sure to include:
 - A title page and references page. An abstract is not required.
 - A running head on all pages.
 - Appropriate section headings.
- Your needs assessment should be 3–5 pages in length, **not including** the title page and references page.

Supporting Evidence

Cite at least three credible sources from peer-reviewed journals or professional industry publications to support your needs assessment.

Submission Requirements

Proofread your needs assessment, before you submit it, to minimize errors that could distract readers and make it more difficult for them to focus on the substance of your assessment.

Portfolio Prompt: You may choose to save your needs assessment to your ePortfolio.

Course Resources

[APA Module](#)

[APA Style Paper Tutorial \[DOCX\]](#)

[Smarthinking Tutoring](#)

[ePortfolio](#)

[Online ePortfolio Guidelines \[PDF\]](#)

[APA Style Paper Template \[DOCX\]](#)

[Vila Health: Educational Technology Needs Assessment](#) | Transcript

u03d1 - Needs Assessment

Note: Remember to adhere to the requirements for unit discussion posts and peer responses addressed in the School of Nursing and Health Sciences Faculty Expectations message.

For this discussion, describe the analysis methodology you chose to use for your technology needs assessment in the assignment in this unit. Then, address the following:

- What was the outcome of your needs assessment?
 - Did you decide there was a need for new educational technology? Why or why not?
- On what evidence do you base your conclusions?
- What technology use best practices did you find to support keeping existing technology or to support the acquisition of new technology?

Response Guidelines

Take the role of a critic on the governing board who disagrees with your colleague's needs assessment findings, regardless of whether they support keeping existing educational technology or acquiring new technology.

- Be creative and convincing in stating your position.
- Provide evidence that supports your assertions and conclusions.

You are welcome to respond to one or more of the critics of your initial post and indicate whether and how you might amend your assessment in response to their feedback.

Course Resources

Graduate Discussion Participation Scoring Guide

u03d1 - Learning Components

- Identify the measures used to determine the value of educational technologies.
- Identify technology needs.
- Determine the effects of proposed changes on educational outcomes.
- Provide supporting evidence for recommended changes.
- Determine how existing educational technology benefits an organization.
- Identify the measures used to determine the value of educational technologies.

Unit 4 >> Online Professionalism, Games, and Simulation

Introduction

Rapid advances in digital learning technologies offer exciting new strategies for learning. However, fundamental principles of professionalism and etiquette should not be overlooked or forgotten when adopting new technologies.

In this unit, you will examine the use of games and simulations in nursing education and training. You will also consider issues of correct tone and etiquette with online technology.

Learning Activities

u04s1 - Studies

Readings

Read the following articles from the Capella library addressing online communication and styles of learning, which will help you with the discussions in this unit:

- Green, J. (2017). Nurse's online behaviour: Lessons for the nursing profession. *Contemporary Nurse*, 53(3), 355–367.
- Plante, K., & Asselin, M. E. (2014). Best practices for creating social presence and caring behaviors online. *Nursing Education Perspectives*, 35(4), 219–223.
- Royal, K. D., & Stockdale, M. R. (2015). The myth of learning styles: What medical educators need to know. *Ear, Nose and Throat Journal*, 94(4/5), 132, 134.
- Vinales, J. J. (2015). The learning environment and learning styles: A guide for mentors. *British Journal of Nursing*, 24(8), 454–457.

Optional Resources

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and find answers to specific questions:

- [Academic Honesty & APA Style and Formatting](#).
- [APA Module](#).
- [Introduction to the Writing Center](#).

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework:

- [Capella University Library](#).
- [Library Research and Information Literacy Skills](#).
- [Nursing Masters \(MSN\) Research Guide](#).
- [Journal and Book Locator Library Guide](#).

u04s1 - Learning Components

- Identify the purpose and use of educational technologies within a particular category.
- Identify applicable nurse educator duties and responsibilities.
- Determine appropriate applications of technology.
- Identify the expected outcomes of a particular instructional strategy.

u04s2 - Assignment Preparation

In your upcoming assignment in Unit 5, you will determine the impact on nursing processes, staff performance, and patient outcomes of new or upgraded technology or changes in how current technology is being used.

To prepare for the assignment, you are encouraged to begin thinking about how recommended changes in educational technology, based on your needs assessment in the previous assignment, support your organization's mission, vision, values, and goals. In addition, consider your role as a nurse educator in implementing these changes and their effect on the organization. You may wish to:

- Review the Vila Health: The Impact of Educational Technology assignment and scoring guide to ensure that you understand the work you will be asked to complete.
- Reflect on the studies and discussions you have completed so far, and consider how the content of these activities might inform your approach to this assignment.
- Ask your instructor any questions you have at this time about the assignment.

Note: Remember that you can submit all, or a portion of, your draft impact statement to [Smarthinking Tutoring](#) for feedback, before you submit the final version for this assessment. If you plan on using this free service, be mindful of the turnaround time of 24–48 hours for receiving feedback.

u04s3 - Vila Health Challenge Preparation

Vila Health is a virtual environment that simulates a real-world health care 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: The Impact of Educational Technology challenge. You will use the information you gather in this scenario to complete upcoming coursework.

Click **Vila Health: The Impact of Educational Technology** to complete this multimedia challenge.

Course Resources

Vila Health: The Impact of Educational Technology

u04s3 - Learning Components

- Predict the effects of proposed educational technology changes.
- Determine appropriate applications of technology.

u04d1 - Online Tone and Etiquette

Note: Remember to adhere to the requirements for unit discussion posts and peer responses addressed in the School of Nursing and Health Sciences Faculty Expectations message.

Effective online communication requires appropriate tone and netiquette. For this discussion, please review the following scenario and answer the following questions.

Scenario: You are a faculty member who has just submitted grades for an exam. A learner, who did poorly, is e-mailing you demanding that she meet with you to discuss the possibilities of making up points. You can feel the emotion and anger in her e-mail, and her communication lacks etiquette.

- Question 1: What is your initial response to the learner?
- Question 2: The learner is not satisfied with your initial response and replies to your e-mail with inappropriate tone. How do you respond to the learner and defuse the emotional response?

Response Guidelines

Assume the role of your colleague's supervisor. The learner, who is not satisfied with your colleague's response in this situation, has taken her complaints to you.

- How will you address the issue?
- What additional suggestions would you propose to help your colleague in addressing this issue?
- What are the implications, both positive and negative, of your colleague's responses to the learner in this situation?

Give a brief example of your own experience with this type of issue and how it was handled.

- What could have been done differently in that situation?

Course Resources

Graduate Discussion Participation Scoring Guide

u04d1 - Learning Components

- Predict the effects of proposed educational technology changes.
- Identify applicable nurse educator duties and responsibilities.

u04d2 - Games and Simulation

Note: Remember to adhere to the requirements for unit discussion posts and peer responses addressed in the School of Nursing and Health Sciences Faculty Expectations message.

Active learning and engagement is an important part of current educational expectations.

For this discussion, propose an idea for an educational game, simulation, or virtual workplace learning activity that is related to health care or nursing education.

Describe the proposed learning activity, including the:

- Process for implementing the activity.
- Process for evaluating the activity.
- Strengths and weaknesses of the activity.

Cite evidence-based research that addresses the effectiveness of this type of learning activity in health care settings.

Response Guidelines

Address the following questions in your response:

- What knowledge gaps, missing information, or areas of uncertainty are evident in your colleague's chosen learning activity that should be addressed?
- What suggestions or lessons learned can you offer for implementing and/or evaluating this type of learning activity, based on your own experience or research?
- What additional strengths or weaknesses inherent in this type of learning activity did your colleague not address?
- What are the potential problems or risks associated with this type of learning activity?
- Do you agree with the evidence that supports the effectiveness of this type of learning activity?

Course Resources

Graduate Discussion Participation Scoring Guide

u04d2 - Learning Components

- Predict the effects of proposed educational technology changes.
- Identify applicable nurse educator duties and responsibilities.

Unit 5 >> The Impact of Educational Technology on the Organization

Introduction

After completing a gap analysis or needs assessment, the nurse educator may be called upon to present the case for the acquisition of a specific educational technology to crucial stakeholders in the organization, in the form of an impact statement.

In this unit, you will apply what you have learned so far to craft an impact statement that explains to stakeholders how a prospective change in the use of existing educational technologies or the acquisition of new tools, technology, or upgrades will affect current nursing processes, staff performance, and patient outcomes.

Learning Activities

u05s1 - Studies

Readings

Read the following articles from the Capella library, addressing nurses' perceptions of information and learning technologies, which will help you with the assignment and discussion in this unit:

- Merrill, E. B. (2015). [Integrating technology into nursing education](#). *ABNF Journal*, 26(4), 72–73.
- Priscotty, R. J., Jr., Kalisch, B., & Gracey-Thomas, A. (2015). [Impact of healthcare information technology on nursing practice](#). *Journal of Nursing Scholarship*, 47(4), 287–293.
- Sanko, J. S. (2017). [Simulation as a teaching technology: A brief history of its use in nursing education](#). *Quarterly Review of Distance Education*, 18(2), 77–85, 102–103.
- Wolf, A. B., & Peyre, S. E. (2018). [Student satisfaction with blackboard-style videos](#). *Nursing Education Perspectives*, 39(4), 244–246.

Optional Resources

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and find answers to specific questions:

- [Academic Honesty & APA Style and Formatting](#).
- [APA Module](#).
- [Introduction to the Writing Center](#).

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework:

- [Capella University Library](#).
- [Library Research and Information Literacy Skills](#).
- [Nursing Masters \(MSN\) Research Guide](#).
- [Journal and Book Locator Library Guide](#).

u05s1 - Learning Components

- Identify the purpose and use of educational technologies within a particular category.
- Identify steps in the implementation process.
- Determine appropriate applications of technology.
- Identify the purpose and use of specific educational technologies.
- Identify the expected outcomes of a particular instructional strategy.

u05a1 - Vila Health: The Impact of Educational Technology

Professional Context

Change has both positive and negative effects on how a health care organization operates, and ultimately, on the quality of patient care. As a nurse educator, you must understand how a technology change not only benefits learner success, but also its relevance to the strategic plan, mission, and future viability of the organization.

This assignment provides an opportunity for you to determine the impact on nursing processes, staff performance, and patient outcomes of new or upgraded technology or changes in how current technology is being used.

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 2: Select technologies appropriate for nursing education in an academic and/or health care environment.
 - Describe new educational technology, technology upgrades, or changes in current technology use under consideration in an organization.
 - Analyze the impact of proposed educational technology changes on an organization.
- Competency 3: Incorporate technology into the design of nursing education programs in academic and/or health care environments.
 - Describe the nurse educator's role in implementing proposed educational technology changes.
 - Explain how proposed educational technology changes will be incorporated into the design of current or future nursing education programs.
- Competency 4: Assess the value of educational technology in academic and/or health care environments.
 - Explain how proposed technology changes support an organization's mission, vision, values, and goals.
- Competency 5: Communicate effectively with diverse audiences in an appropriate form and style consistent with applicable organizational, professional, and scholarly standards.
 - Support assertions, arguments, propositions, and conclusions with relevant and credible evidence.
 - Write clearly and concisely in a logically coherent and appropriate form and style.

Scenario

Executive leaders agree with your assessment of educational technology needs and, as the next step, they have asked you to submit a technology impact statement. They would like to know how the prospective change in the use of existing educational technologies or the acquisition of new tools, technology, or upgrades will affect current nursing processes, staff performance, and patient outcomes.

Instructions

Write a 2–4-page impact statement delineating the possible effects on learners, the organization, and patients of the new or upgraded educational technology, or changes in current technology use, that you proposed in the previous assignment.

Note: If you have not already done so, complete the Vila Health: The Impact of Educational Technology simulation, linked in the resources.

The technology impact statement requirements, outlined below, correspond to the grading criteria in the scoring guide, so be sure to address each point. Read the performance-level descriptions for each criterion to see how your work will be assessed. In addition, be sure to note the requirements below for document format and length and for citing supporting evidence.

- Describe the new educational technology, upgrades to existing technology, or changes in current technology use that are under consideration.
- Explain how the proposed changes support the organization's mission, vision, values, and goals.
- Analyze the impact of the proposed changes on the organization.
 - How might these changes affect day-to-day nursing operations or educational activities?
 - What is the expected impact of these changes on patient care?
 - How will the organization measure the impact?
 - How should the organization be prepared if the new or upgraded technology, or changes in current technology use, do not deliver as promised?
- Describe the nurse educator's role in implementing the proposed changes.
 - What are the nurse educator's primary responsibilities?
 - What actions can the nurse educator reasonably be expected to take to facilitate the change?
- Explain how the proposed changes will be incorporated into the design of current or future nursing education programs.
 - How will implementation of these changes affect learning and performance?
- Support assertions, arguments, propositions, and conclusions with relevant and credible evidence.
 - Is your supporting evidence clear and explicit?
 - How or why does particular evidence support a claim?
 - Will your reader see the connection?
 - Did you summarize, paraphrase, and quote your sources appropriately?
- Write clearly and concisely in a logically coherent and appropriate form and style.

- Write with a specific purpose and audience in mind.
- Adhere to scholarly and disciplinary writing standards and APA formatting requirements.

Document Format and Length

Format your impact statement using current APA style.

- Use the APA Style Paper Template, linked in the resources. An APA Style Paper Tutorial is also provided to help you in writing and formatting your impact statement. Be sure to include:
 - A title page and references page. An abstract is not required.
 - A running head on all pages.
 - Appropriate section headings.
- Your impact statement should be 2–4 pages in length, **not including** the title page and references page.

Supporting Evidence

Cite 3–5 credible sources from peer-reviewed journals or professional industry publications to support your impact statement.

Submission Requirements

Proofread your change proposal, before you submit it, to minimize errors that could distract readers and make it more difficult for them to focus on the substance of your analysis.

Portfolio Prompt: You may choose to save your technology impact statement to your ePortfolio.

Course Resources

[Educational Platforms Evaluation Framework](#)

[Vila Health: The Impact of Educational Technology | Transcript](#)

[APA Style Paper Tutorial \[DOCX\]](#)

[ePortfolio](#)

[APA Module](#)

[APA Style Paper Template \[DOCX\]](#)

[Smarthinking Tutoring](#)

[Online ePortfolio Guidelines \[PDF\]](#)

u05d1 - Impact Statement

Note: Remember to adhere to the requirements for unit discussion posts and peer responses addressed in the School of Nursing and Health Sciences Faculty Expectations message.

For this discussion, describe the new educational technology, upgrades to existing technology, or changes in current technology use that you identified in the assignment in this unit. Then, address the following:

- How will these changes affect your organization?
 - State both positive and negative effects.
- How will you implement your proposed changes?
 - What is the role of the nurse educator in your implementation process?

Response Guidelines

Address the following in your response:

- What additional suggestions would you propose to help your colleague in implementing the proposed changes?
- What are the two things you learned from your colleague's impact statement?
- What additional information would you like your colleague to supply to give you a better understanding of his or her organization's educational technology needs and the impact of proposed changes?

Course Resources

Graduate Discussion Participation Scoring Guide

u05d1 - Learning Components

- Identify steps in the implementation process.
- Predict the effects of proposed educational technology changes.
- Identify applicable nurse educator duties and responsibilities.
- Identify the changes under consideration by an organization.
- Determine appropriate applications of technology.

Unit 6 >> Using Technology to Enhance Learning

Introduction

When implementing technology in nursing education, it is important to understand the learning needs and styles of the audience, and to choose an appropriate technology with that in mind.

In this unit, you will consider learner-centered technologies that can enhance learning and how these technologies can promote the application of theory in your practice as a nurse educator.

Learning Activities

u06s1 - Studies

Readings

Read the following articles addressing the use of technology in nursing education. These articles will help you with the discussions in this unit.

From the Capella library:

- Aebersold, M., & Tschannen, D. (2013). Simulation in nursing practice: The impact on patient care. *Online Journal of Issues in Nursing*, 18(2), 83–86.
- Bassendowski, S., & Petrucka, P. (2016). Resetting nursing education. *Journal of Nursing Informatics*, 20(2), 1–8.
- Dumitrache, A. (2015). Educational platforms evaluation framework. *The 11th International Scientific Conference eLearning and Software for Education, Bucharest, Romania*, 2, 506–511.
- Procter, P. M., Brixey, J. J., Todhunter, F., & Honey, M. L. L. (2017). Social media providing an international virtual elective experience for student nurses [PDE]. *Informatics*, 4(2), 1–8.
- Safdari, R., Ghazisaeidi, M., Goodini, A., Mirzaee, M., & Farzi, J. (2016). Electronic game: A key effective technology to promote behavioral change in cancer patients. *Journal of Cancer Research and Therapeutics*, 12(2), 474–480.
- Shatto, B., & Erwin, K. (2016). Moving on from millennials: Preparing for generation Z. *The Journal of Continuing Education in Nursing*, 47(6), 253–254.
- Silvestru, C., Lupescu, E., Silvestru, D., & Bere, R. (2015, April). Using cloud technology and social networks in e-learning. *The International Scientific Conference eLearning and Software for Education*, 3, 148–153.
- Williamson, K., & Muckle, J. (2018). Students' perception of technology use in nursing education. *CIN: Computers, Informatics, Nursing*, 36(2), 70–76.
- Zitzelsberger, H., Campbell, K. A., Service, D., & Sanchez, O. (2015). Using wikis to stimulate collaborative learning in two online health sciences courses. *Journal of Nursing Education*, 54(6), 352–355.

From the Internet:

- Sheikhaboumasoudi, R., Bagheri, M., Hosseini, S. A., Ashouri, E., & Elahi, N. (2018). [Improving nursing students' learning outcomes in fundamentals of nursing course through combination of traditional and e-learning methods](https://doi.org/10.1016/j.ijnmr.2018.03.001). *Iranian Journal of Nursing and Midwifery Research*, 23(3), 217–221. Retrieved from <https://doaj.org/article/6e3b8298be384d5facf9243d28751ae8>

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and find answers to specific questions:

- [Academic Honesty & APA Style and Formatting](#).
- [APA Module](#).
- [Introduction to the Writing Center](#).

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework:

- [Capella University Library](#).
- [Library Research and Information Literacy Skills](#).
- [Nursing Masters \(MSN\) Research Guide](#).
- [Journal and Book Locator Library Guide](#).

u06s1 - Learning Components

- Identify the purpose and use of educational technologies within a particular category.
- Identify educational technologies by type.
- Identify the relevant features, capabilities, and benefits of educational technologies.
- Identify the purpose and use of specific educational technologies.
- Select appropriate criteria for evaluating educational technologies.
- Identify the expected outcomes of a particular instructional strategy.

u06s2 - Assignment Preparation

In your upcoming assignment in Unit 7, you will examine the capabilities of a selected type of educational technology, how it is used in specific educational settings, and how it can be integrated into an existing nursing education program.

To prepare for the assignment, you are encouraged to identify two similar educational technologies for comparison and the teaching and learning situations this type technology is best suited for. In addition, you may wish to:

- Review the Educational Technologies Comparison assignment and scoring guide to ensure that you understand the work you will be asked to complete.
- Reflect on the studies and discussions you have completed so far, and consider how the content of these activities might inform your approach to this assignment.
- Ask your instructor any questions you have at this time about the assignment.

Note: Remember that you can submit all, or a portion of, your draft technology comparison to [Smarthinking Tutoring](#) for feedback, before you submit the final version for this assessment. If you plan on using this free service, be mindful of the turnaround time of 24–48 hours for receiving feedback.

u06d1 - Technologies That Enhance Learning

Note: Remember to adhere to the requirements for unit discussion posts and peer responses addressed in the School of Nursing and Health Sciences Faculty Expectations message.

Select two innovative educational technologies that can be used by a nurse educator. In your post, address the following:

- How will these technologies enhance learning and promote a more engaging learning environment?
- What you would consider to be the most important aspect of each technology you selected? Provide a brief statement.
 - Cite literature that supports your conclusions.

- What changes would you make in your organization to incorporate these two technologies?

Response Guidelines

Address the following in your response:

- What are the positive and negative consequences of implementing your colleague's selected technologies in the nursing education environment?
- What are the outcomes you would anticipate in your colleague's organization, if these educational technologies were to be implemented? Provide a brief description.
- What evidence can you provide that supports assertions and conclusions about the effectiveness of your colleague's selected technologies and their impact on the organization?

Course Resources

Graduate Discussion Participation Scoring Guide

u06d1 - Learning Components

- Identify the purpose and use of educational technologies within a particular category.
- Identify educational technologies by type.
- Identify the relevant features, capabilities, and benefits of educational technologies.
- Identify applicable change management considerations.
- Identify the purpose and use of specific educational technologies.

u06d2 - Simulations and the Application of Theory

Note: Remember to adhere to the requirements for unit discussion posts and peer responses addressed in the School of Nursing and Health Sciences Faculty Expectations message.

For this discussion, describe how educational simulations encourage the application of learning theory in clinical nursing practice. Then, address the following:

- To what extent have you seen simulations work, or not work, effectively in this regard, in your own organization or practice setting?
- How effective do you consider simulations to be as an educational tool in a health care setting?
 - What evidence can you provide to support your conclusions?
 - What knowledge gaps or areas of uncertainty do you have with respect to using simulations as an educational tool?

Response Guidelines

In your response:

- Compare your own experience with simulations to that of your colleague.
- Include the factors or potential problems you would suggest that your colleague consider when implementing simulation as an educational strategy in his or her organization or practice setting.
- Locate and summarize at least one article, from a relevant and credible source, related to the use of simulations in a health care setting that could help your colleague in implementing simulation as an educational strategy.

Be sure to cite relevant and credible evidence from the literature, as applicable, to support your position or substantiate a claim.

Course Resources

Graduate Discussion Participation Scoring Guide

u06d2 - Learning Components

- Identify the purpose and use of educational technologies within a particular category.
- Identify educational technologies by type.
- Select appropriate criteria for evaluating educational technologies.
- Identify the expected outcomes of a particular instructional strategy.

Unit 7 >> Comparing Technologies for Nursing Education

Introduction

Comparing and evaluating similar educational technologies can be helpful in choosing the best option for a specific setting.

In this unit, you will compare two similar educational technologies, examine their suitability for particular teaching and learning situations, and consider how this type of technology could be incorporated into a nursing education program.

Learning Activities

u07s1 - Studies

Readings

Read the following articles from the Capella library, which will help you with the assignment and discussion in this unit.

Technology in Nursing Education

The following articles address the use of technology in nursing education.

- Foronda, C., Alfes, C., Dev, P., Kleinheksel, A. J., Nelson, D. A., Jr., O'Donnell, J., & Samosky, J. (2017). [Virtually nursing: Emerging technologies in nursing education](#). *Nurse Educator*, 42(1), 14–17.
- Toothaker, R. (2018). [Millennial's perspective of clicker technology in a nursing classroom: A mixed methods research study](#). *Nurse Education Today*, 62, 80–84.

Health Care Technologies

The following articles offer an informative look at a variety of health care technologies in use today. They provide useful context for nurse educators, illustrative of the types of education and training needs that influence the selection of learning technologies for specific programs.

- Harrington, L. (2017). [New health technologies advancing nursing practice](#). *AACN Advanced Critical Care*, 28(4), 311–313.
- Kartal, Y. A., & Yazici, S. (2017). [Health technologies and reflection in nursing practices](#). *International Journal of Caring Sciences*, 10(3), 1733–1740.
- Raman, J. (2015). [Mobile technology in nursing education: Where do we go from here? A review of the literature](#). *Nursing Education Today*, 35(5), 663–672.

Optional Resources

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and find answers to specific questions:

- [Academic Honesty & APA Style and Formatting](#).
- [APA Module](#).
- [Introduction to the Writing Center](#).

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework:

- [Capella University Library](#).
- [Library Research and Information Literacy Skills](#).
- [Nursing Masters \(MSN\) Research Guide](#).
- [Journal and Book Locator Library Guide](#).

u07s1 - Learning Components

- Identify educational technologies by type.
- Identify the purpose and use of specific educational technologies.

u07a1 - Educational Technologies Comparison

Professional Context

When comparing educational technologies and evaluating their suitability for particular teaching and learning situations, it is important to determine how nurse educators will use the technology and how well it fits into the organization's existing nursing education strategy. Successful integration of new or updated technology into the nursing education environment depends on how well you understand the role of technology in education and training. When considering new technologies, it is sometimes easy to let a product's impressive, but non-value-added bells and whistles influence decision making, which could have an adverse impact on learning outcomes.

This assignment provides an opportunity for you to examine the capabilities of a selected type of educational technology, how it is used in specific educational settings, and how it can be integrated into an existing nursing education program.

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 2: Select technologies appropriate for nursing education in an academic and/or health care environment.
 - Compare the features, capabilities, and benefits of similar educational technologies.
 - Explain the benefits and limitations of comparing similar educational technologies.
 - Determine which teaching and learning situations a selected educational technology is best suited for.
- Competency 3: Incorporate technology into the design of nursing education programs in academic and/or health care environments.
 - Explain how a selected teaching, learning, or assessment technology can be incorporated into a specific nursing education program.
- Competency 5: Communicate effectively with diverse audiences in an appropriate form and style consistent with applicable organizational, professional, and scholarly standards.
 - Support assertions, arguments, propositions, and conclusions with relevant and credible evidence.
 - Write clearly and concisely in a logically coherent and appropriate form and style.

Scenario

Whether your needs assessment identified shortfalls in the use of current educational technology, the need for an upgrade to existing technology, or the need for new technology, you know that knowledge of current technologies is key to making informed decisions when considering improvements to existing educational programs. Consequently, you have decided to examine the features, capabilities, and benefits of comparable educational technologies you are planning to incorporate into your educational program now or would consider as a future acquisition.

Instructions

Compare two versions of a similar technology that can be used for teaching, learning, or assessment in nursing education. Then, determine which teaching and learning situations the technology is best suited for and how it can be incorporated into a specific nursing education program.

For example:

- E-learning technologies, such as Storyline, Articulate, and Captivate.
- Technologies for presenting lectures or classroom activities remotely, such as Kaltura and GoToMeeting.
- Learning management systems (LMSs) for managing coursework, e-learning, and tracking learner progress, such as Brightspace, Taleo, and PeopleSoft Enterprise Learning Management, Health Stream, Net Learning.
- Online courserooms, such as Blackboard, Canvas, and Moodle.
- Technologies for assessing learning outcomes, such as e-portfolios, testing software, and surveys.
- Technologies to enhance learner interactivity, such as gamification and virtual reality technologies.
- Presentation technologies, such as PowerPoint and Prezi.
- High-, medium-, and low-fidelity simulation equipment or software, such as simulation mannequins and body-part models.

The technology comparison requirements outlined below correspond to the grading criteria in the scoring guide, so be sure to address each point. Read the performance-level descriptions for each criterion to see how your work will be assessed. In addition, be sure to note the requirements below for document format and length and for citing supporting evidence.

- Compare the features, capabilities, and benefits of two similar educational technologies.
 - What characteristics or attributes of the technology are non-essential or have little or no effect on teaching and learning?
 - What evidence supports claims about the benefits of this technology?
 - What are the assumptions underlying your comparison? What influence do they have on decision making?
- Explain the benefits and limitations of this type of comparison.
 - Justify your conclusions.
- Determine which teaching and learning situations the technology is best suited for.
 - Justify your conclusions.
- Explain how your selected teaching, learning, or assessment technology can be incorporated into a specific nursing education program.
 - How will incorporation of this technology affect learning and performance?

- Support assertions, arguments, propositions, and conclusions with relevant and credible evidence.
 - Is your supporting evidence clear and explicit?
 - How or why does particular evidence support a claim?
 - Will your reader see the connection?
 - Did you summarize, paraphrase, and quote your sources appropriately?
- Write clearly and concisely in a logically coherent and appropriate form and style.
 - Write with a specific purpose and audience in mind.
 - Adhere to scholarly and disciplinary writing standards and APA formatting requirements.

Document Format

Use the Comparing Technologies Template, linked in the resources.

Supporting Evidence

Cite 3–5 credible sources from peer-reviewed journals or professional industry publications to support your analysis.

Submission Requirements

Proofread your change proposal before you submit it to minimize errors that could distract readers and make it difficult for them to focus on the substance of your analysis.

Portfolio Prompt: You may choose to save your technology comparison to your ePortfolio.

Course Resources

[APA Module](#)

[Online ePortfolio Guidelines \[PDF\]](#)

[Comparing Technologies Template \[DOCX\]](#)

[ePortfolio](#)

[Smarthinking Tutoring](#)

u07d1 - Comparing Technologies

Note: Remember to adhere to the requirements for unit discussion posts and peer responses addressed in the School of Nursing and Health Sciences Faculty Expectations message.

Describe the two teaching, learning, or assessment technologies you are comparing in the assignment in this unit.

- Identify the characteristics or attributes of the technology that are non-essential or have little or no effect on teaching and learning.
- Describe the teaching and learning situations for which this type of technology is best suited.
- Explain how your selected technologies can be incorporated into a specific nursing education program.
- Discuss how incorporation of this technology will affect learning and performance.

Response Guidelines

Address the following in your response:

- How do the technologies you and your colleague selected compare, if both of you have selected the same type or category?
 - Whose technology selections would be better suited for the intended use? Why?
- What other teaching or learning situation would your colleague's chosen technologies be well suited for?
- What risks do you see with implementing your colleague's chosen technology?
- What are the challenges or opportunities in implementing this technology?

- What evidence can you provide to support your assertions and conclusions, which might also influence your colleague's comparison and assessment of their selected technologies?

Course Resources

Graduate Discussion Participation Scoring Guide

u07d1 - Learning Components

- Identify the purpose and use of educational technologies within a particular category.
- Identify educational technologies by type.
- Identify the relevant features, capabilities, and benefits of educational technologies.
- Select appropriate criteria for evaluating educational technologies.

Unit 8 >> Implementing Educational Technologies

Introduction

With any type of implementation, you will take steps or have a process for implementing new or updated educational technology and for introducing the technology to end users and stakeholders.

In this unit, you will consider the key milestones or steps in the implementation of educational technology. In addition, you will examine the advantages and disadvantages of face-to-face learning and online learning.

Learning Activities

u08s1 - Studies

Readings

Read the following articles from the Capella library addressing online and face-to-face learning strategies. These articles will help you with the first discussion in this unit.

- Voutilainen, A., Saaranen, T., & Sormunen, M. (2017). [Conventional vs. e-learning in nursing education: A systematic review and meta-analysis](#). *Nurse Education Today*, 50, 97–103.
- McCutcheon, K., Lohan, M., Traynor, M., & Martin, D. (2014). [A systematic review evaluating the impact of online or blended learning vs. face-to-face learning of clinical skills in undergraduate nurse education](#). *Journal of Advanced Nursing*, 71(2), 255–270.
- Novotny, N. L., Stapleton, S. J., & Hardy, E. C. (2016). [Enhancing critical thinking in graduate nursing online asynchronous discussions](#). *Journal of Nursing Education*, 55(9), 514–521.

Review the following library articles. They will help you with the second discussion in this unit and the upcoming assignment in Unit 9.

- Collins, R. (2014). [Best practices for integrating technology into nurse communication processes](#). *American Nurse Today*, 9(11), 32–33.
- Mitchell, G. (2013). [Selecting the best theory to implement planned change](#). *Nursing Management*, 20(1), 32–37.

Presentation Development Resources

Use the following resources to help you create and deliver a more effective presentation for upcoming assignment in Unit 9, whether you choose to use PowerPoint or other presentation software.

- [Guidelines for Effective PowerPoint Presentations \[PPTX\]](#).
- [Conquering Death by PowerPoint: The Seven Rules of Proper Visual Design](#).
 - A video primer on presentation design.
 - Approximate run time: 45:00.
- [Creating a Presentation: A Guide to Writing and Speaking](#).
 - This video addresses the primary areas involved in creating effective audiovisual presentations. You can return to this resource throughout the process of creating your presentation to view the tutorial appropriate for you at each stage.

Optional Resources

Presentation Software Help

You may review the following:

- [Capella University Library: PowerPoint Presentations](#).
 - This library guide provides links to PowerPoint and other presentation software resources.
- [Microsoft Office Software](#).
 - This site includes tip sheets and tutorials for Microsoft PowerPoint.

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and find answers to specific questions:

- [Academic Honesty & APA Style and Formatting](#).
- [APA Module](#).
- [Introduction to the Writing Center](#).

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework:

- [Capella University Library](#).
- [Library Research and Information Literacy Skills](#).
- [Nursing Masters \(MSN\) Research Guide](#).
- [Journal and Book Locator Library Guide](#).

u08s1 - Learning Components

- Determine the purpose of a presentation.
- Identify the desired outcomes of a specific educational technology change initiative.
- Prioritize the steps of a change implementation process.
- Apply best-practice visual aid design principles.
- Identify end-user performance goals following an educational technology change.
- Identify applicable change management considerations.
- Define the scope, duration, and outcomes of a change implementation project.
- Determine the appropriate presentation strategy, tone, and style.
- Identify the gap between current and desired end-user knowledge and skills that must be closed to ensure the success of a change initiative.

u08s2 - Assignment Preparation

In your upcoming assignment in Unit 9, you will develop and record an asynchronous audiovisual presentation, using Kaltura or similar software, to executive leaders soliciting their support for a plan to implement a new educational technology, upgrade in existing technology, or change how existing technology is currently being used.

To prepare for the assignment, you are encouraged to begin thinking about a plan for implementing the educational technology change addressed in your needs assessment and impact statement, which you completed in Units 3 and 5. In addition, consider how best to present your plan to executive leaders. You may also wish to:

- Review the Educational Technology Change Implementation Plan assignment and scoring guide to ensure that you understand the work you will be asked to complete.
- Reflect on the studies and discussions you have completed so far, and consider how the content of these activities might inform your approach to this assignment.
- Allow plenty of time to practice your presentation before your assignment is due next week.
- Be sure that your audiovisual equipment works and that you know how to record and upload your presentation.
- Ask your instructor any questions you have at this time about the assignment.

You may use Microsoft PowerPoint or other suitable presentation software to create your slides. If you elect to use an application other than PowerPoint, check with your instructor to avoid potential file compatibility issues.

Note: Remember that you can submit all, or a portion of, your draft presentation to [Smarthinking Tutoring](#) for feedback, before you submit the final version for this assessment. If you plan on using this free service, be mindful of the turnaround time of 24–48 hours for receiving feedback.

Using Kaltura

Because you will make a video recording of your presentation, complete the following between now and Unit 9:

- Set up your microphone and webcam, using the installation instructions provided by the manufacturer.
- Practice using the microphone and webcam to ensure the audio and visual quality is sufficient.
- Review the information in the [Using Kaltura](#) tutorial.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact DisabilityServices@capella.edu to request accommodations.

u08s3 - Vila Health Simulation

Vila Health is a virtual environment that simulates a real-world health care 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: Implementing New Educational Technology challenge. This interactive exercise offers some insight into the potential implications of educational technology use, which can be helpful when developing your technology implementation plan for the Unit 9 assignment.

Click **Vila Health: Implementing New Educational Technology** to complete this multimedia challenge.

Course Resources

Vila Health: Implementing New Educational Technology

u08s3 - Learning Components

- Identify the desired outcomes of a specific educational technology change initiative.
- Prioritize the steps of a change implementation process.
- Define the scope, duration, and outcomes of a change implementation project.

u08d1 - Steps in Technology Implementation

Note: Remember to adhere to the requirements for unit discussion posts and peer responses addressed in the School of Nursing and Health Sciences Faculty Expectations message.

For this discussion:

- Describe the key milestones or steps in the implementation process for any new teaching or learning technology used in a health care setting.
- Identify the stakeholders who should be involved the implementation process.
 - What key roles will they have in the process?
- Describe an evaluation process for measuring outcomes after the new technology is implemented.

Response Guidelines

Address the following in your response:

- What challenges might the identified stakeholders present that should be addressed in the implementation process?
- What opportunities might the identified stakeholders present that should be addressed in the implementation process?

In addition:

- Provide suggestions for improving the evaluation process for measuring outcomes your colleague has described, if you see weaknesses in the process.
- Provide at least one credible reference that will support your colleague's evaluation process.

Course Resources

Graduate Discussion Participation Scoring Guide

u08d1 - Learning Components

- Identify the desired outcomes of a specific educational technology change initiative.
- Prioritize the steps of a change implementation process.
- Define the scope, duration, and outcomes of a change implementation project.
- Define the criteria for evaluating the effectiveness of an educational technology change.

u08d2 - Face-to-Face and Online Discussions

Note: Remember to adhere to the requirements for unit discussion posts and peer responses addressed in the School of Nursing and Health Sciences Faculty Expectations message.

Digital technologies for online learning enable the implementation of new teaching and learning strategies and greater flexibility for learners.

For this discussion, compare a face-to-face approach to learning (traditional classroom or group-based) with online learning (e-learning and blended learning). Then, address the following:

- What are the advantages and disadvantages of each approach?
- Which approach do you see as more effective for nursing education and training? Why?
- What teaching and learning strategies have you experienced as being least and most effective in your organization or practice setting?
 - In instances where the chosen strategy proved ineffective, what would you have done differently?

Cite current literature to support your analysis and conclusions.

Response Guidelines

Address the following in your response:

- Do you agree with your colleague's analysis of the advantages and disadvantages of each approach?
 - Include the evidence you have that either supports or contradicts elements of the analysis.
 - Include the other advantages or disadvantages you can add to your colleague's analysis.
 - Suggest at least one additional resource that could assist your colleague in his or her analysis.
- Are your colleague's conclusions about the effectiveness of a particular approach supported in the literature or based on unsubstantiated assumptions?
- What evidence can you provide that would further substantiate your colleague's conclusions or challenge his or her assumptions?

Course Resources

Graduate Discussion Participation Scoring Guide

u08d2 - Learning Components

- Identify the desired outcomes of a specific educational technology change initiative.
- Identify end-user performance goals following an educational technology change.
- Identify the gap between current and desired end-user knowledge and skills that must be closed to ensure the success of a change initiative.
- Define the criteria for evaluating the effectiveness of an educational technology change.

Unit 9 >> Creating and Presenting an Implementation Plan

Introduction

Creating an implementation plan and being able to effectively present that plan to executive leaders is an important leadership skill for nurse educators.

In this unit, you will have the opportunity to build on the work you have completed to this point in the course, as you develop and present a plan for implementing a proposed educational technology change.

Learning Activities

u09s1 - Studies

Presentation Design Tips

Being able to effectively address any audience is a necessary leadership skill. Remember that you are the speaker, not a projectionist. Your purpose is not to present a slide show. Your audience is there to listen to what you have to say, not read your slides—or worse, listen to you read them. Design your presentation slides to complement and reinforce your message and engage your listeners.

If you need help designing your presentation, you are encouraged to review the optional presentation resources listed below. These resources will help you to design an effective presentation, whether you choose to use PowerPoint or other presentation software. You are also encouraged to review the following tips for designing presentation slides that work to your advantage:

- Use a professional presentation template, or one used in your organization.
- Ensure that your slide background provides sufficient visual contrast for your text and graphics.
- Consider your intended audience and how best to communicate effectively with them.
- Focus on the content of your presentation and the development of your key points. Remember that your purpose is to garner support for your implementation plan.
- Create slides that *augment* your presentation. They should not *be* your presentation.
 - Presentation slides are a visual medium. Images are more effective than text at engaging your audience.
 - Be judicious in your use of bulleted lists. You might even consider a separate slide for some of your key points.
- Use speaker notes to record the details you want to communicate to your audience.
 - Speaker notes can also serve as an audio recording script.
- Use images and graphics, when the visual representation of information facilitates understanding or effectively reinforces key points.
 - Avoid using images that are simply decorative. They can be a visual distraction and do not contribute to your message.
- Avoid using flashy slide transitions and animations. They can be distracting and annoying. Keep your slide transitions consistent throughout the presentation.
- Add a slide to the end of your presentation to prompt questions from the audience.
- Proofread your slides to minimize errors that could distract the audience and make it more difficult to focus on the substance of your presentation.

Optional Resources

Presentations

Use the following resources for help with presentation software:

- [Microsoft Office Software](#).
 - This site includes tip sheets and tutorials for Microsoft PowerPoint.
- [Capella University Library: PowerPoint Presentations](#).
 - This library guide provides links to PowerPoint and other presentation software resources.

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and find answers to specific questions:

- [Academic Honesty & APA Style and Formatting](#).
- [APA Module](#).
- [Introduction to the Writing Center](#).

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework:

- [Capella University Library](#).
- [Library Research and Information Literacy Skills](#).

- [Nursing Masters \(MSN\) Research Guide](#).
- [Journal and Book Locator Library Guide](#).

u09s1 - Learning Components

- Determine the purpose of a presentation.
- Apply best-practice visual aid design principles.
- Determine the appropriate presentation strategy, tone, and style.

u09a1 - Vila Health: Implementing New Educational Technology

Professional Context

The incorporation of technology into educational settings is a learned skill, and nurse educators must have a thorough understanding of a technology's capabilities, benefits, and use. In nursing and health care, the use of technology is no longer an option (Axley, 2008). Nursing educators recognize the need for technology and are taking a proactive role in its adoption and use in teaching and learning. The use of technology in academic settings mirrors the technology that is being used in practice areas.

This assignment provides an opportunity for you to develop and present a plan for implementing a proposed educational technology change.

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 1: Plan for the implementation of technology into nursing education.
 - Outline the steps in a plan for implementing changes in existing educational technologies or aspects of their current use.
 - Determine the resource requirements for a successful technology change implementation.
 - Determine the end-user training requirements for successful technology change implementation.
- Competency 4: Assess the value of educational technology in academic and/or health care environments.
 - Formulate a plan to evaluate the effectiveness of an educational technology change.
- Competency 5: Communicate effectively with diverse audiences in an appropriate form and style consistent with applicable organizational, professional, and scholarly standards.
 - Develop slides that augment a multimedia presentation.
 - Communicate effectively with executive leaders in presenting an educational technology change implementation plan.
 - Support assertions, arguments, propositions, and conclusions with relevant and credible evidence.

Scenario

With the support of executive leaders for the proposed educational technology change, detailed in your needs assessment and impact statement, you are ready to develop and present a plan for its implementation.

Instructions

Using Kaltura or similar software, record an audiovisual presentation of your plan for implementing new educational technology, an upgrade in existing technology, or a change in how existing technology is currently being used.

Note: If you have not already done so, complete the Vila Health: Implementing New Educational Technology simulation, linked in the resources.

Before you begin work on your presentation, develop a detailed outline of your implementation plan, using the Implementation Plan Template, linked in the resources. The outline will guide the development of your presentation and serve as a useful handout for the attendees.

The implementation plan requirements, outlined below, correspond to the grading criteria in the scoring guide, so be sure to address each point. Read the performance-level descriptions for each criterion to see how your work will be assessed. In addition, be sure to note the requirements below for presentation format and length and for citing supporting evidence.

- Outline the steps in a plan for implementing changes in existing educational technologies or aspects of their current use.
 - Consider contingent steps for areas of uncertainty.
- Determine the resource requirements for a successful implementation. Be sure to include:
 - Required human and capital resources.
 - Budget projections.
 - Technical support requirements.
- Determine the end-user training requirements for successful implementation.
 - What is the current level of end-user knowledge and expertise with regard to the proposed changes?

- What are the end-user performance expectations?
- What type of initial and ongoing support will end users need?
- Formulate a plan to evaluate the effectiveness of the change.
 - What performance measurement data do you need for a valid assessment?
 - What reasonable conclusions can be drawn from the data?
- Develop slides that augment your presentation.
 - Refer to the presentation design tips in the unit studies.
- Communicate effectively with executive leaders in presenting your educational technology change implementation plan.
 - Consider the information needs of your audience and any potential concerns they might have about the plan.
 - What questions or objections are they likely to raise?
 - How would you respond?
- Support assertions, arguments, propositions, and conclusions with relevant and credible evidence.
 - Integrate relevant and credible evidence from 3–5 peer-reviewed journals or professional industry publications.
 - Ensure your supporting evidence is clear and explicit.
 - How or why does particular evidence support a claim?
 - Will your reader see the connection?
 - Be sure you summarize, paraphrase, and quote your sources appropriately.

Presentation Format and Length

Remember, you may use Microsoft PowerPoint or other suitable presentation software to create your slides. If you decide to use an application other than PowerPoint, check with your instructor to avoid potential file compatibility issues.

- Be sure that your slide deck includes the following slides:
 - Title.
 - Introduction. (The reasons for your presentation.)
 - Planned Change. (Describe the new technology, upgrade, or change in current use.)
 - References. (At the end of your presentation.)
- Be sure your slide deck consists of 8–10 slides, not including the title, introduction, planned change, and references slides.
- Use the speaker's notes section of each slide to develop your talking points and cite your sources, as appropriate.

Note: If you use assistive technology or any alternative communication methods to access course content, please contact DisabilityServices@capella.edu with any access-related questions or to request accommodations.

Supporting Evidence

Cite 3–5 credible sources from peer-reviewed journals or professional industry publications to support your presentation.

Submission Requirements

Be sure to submit both your presentation slides and implementation plan outline for this assignment.

Proofread your slides to minimize errors that could distract the audience and make it more difficult to focus on the substance of your presentation.

Portfolio Prompt: You may choose to save your presentation to your ePortfolio.

Reference

Axley, L. (2008). The integration of technology into nursing curricula: Supporting faculty via the technology fellowship program. Retrieved from <http://www.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/vol132008/No3Sept08/ArticlePreviousTopic/IntegrationofTechnology.html>

Course Resources

[Implementation Plan Template \[DOCX\]](#)

[Online ePortfolio Guidelines \[PDF\]](#)

[ePortfolio](#)

[Smarthinking Tutoring](#)

u09d1 - Technology Change Implementation Plan

Note: Remember to adhere to the requirements for unit discussion posts and peer responses addressed in the School of Nursing and Health Sciences Faculty Expectations message.

Describe your technology change implementation plan for the assignment in this unit.

- Outline the steps in your implementation plan.
- Describe your plan to evaluate the effectiveness of the changes.
- Describe performance measures you will use to assess the changes.
- Provide credible evidence to support your plan.

Response Guidelines

Take the role of a supervisor in the area where the new technology changes are being implemented and provide the following feedback on the implementation plan your colleague has described in his or her post:

- Does the plan provide assurance that the implementation will proceed on track? Why or why not?
- Is the plan for evaluating the new technology feasible?
 - What are the strengths and weaknesses of the plan?
- Did your colleague provide sufficient evidence to support the plan?

Course Resources

Graduate Discussion Participation Scoring Guide

u09d1 - Learning Components

- Identify the desired outcomes of a specific educational technology change initiative.
- Prioritize the steps of a change implementation process.
- Define the scope, duration, and outcomes of a change implementation project.
- Define the criteria for evaluating the effectiveness of an educational technology change.

Unit 10 >> The Future of Nursing Education

Introduction

Now that you have completed an educational technology needs assessment, compared technologies, developed an impact statement, and presented a technology implementation plan, it is important to look at the next steps and future of technology in nursing education.

In this unit, you will look to the future and describe how you envision technology will change nursing education, as well as your practice as a nurse educator.

MSN Program Journey

Complete the MSN Program Journey presentation to review this useful guide.

MSN Program Journey

Learning Activities

u10s1 - Studies

Readings

Read the following articles addressing the future of nursing education, which will help you with the discussions in this unit.

From the Capella Library:

- McCabe, C., & Timmins, F. (2016). Embracing healthcare technology – What is the way forward for nurse education?. *Nurse Education in Practice*, 21, 104–106.
- Scammell, J. (2016). Reflections on nurse education: Past, present and future. *British Journal of Nursing*, 25(21), 1213.
- Stodart, K. (2017). Understanding the skills our future nurses need is key. *Nursing New Zealand*, 23(9), 26–27.
- Thiele, A. K., Mai, J. A., & Post, S. (2014). The student-centered classroom of the 21st century: Integrating Web 2.0 applications and other technology to actively engage students. *Journal of Physical Therapy Education*, 28(1), 80–93.

From the Internet:

- National Educator. (n.d.). NLN standards of practice. Retrieved from <https://kristindejonge.weebly.com/nln-standards-of-practice.html>
- van Eekeren, R., Rolfes, L., Koster, A. S., Magro, L., Parthasarathi, G., Al Ramimmy, H., . . . Härmak, L. (2018). What future healthcare professionals need to know about pharmacovigilance: Introduction of the WHO PV core curriculum for university teaching with focus on clinical aspects. *Drug Safety*. Retrieved from <https://link.springer.com/article/10.1007/s40264-018-0681-z>

Optional Resources

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and find answers to specific questions:

- Academic Honesty & APA Style and Formatting.
- APA Module.
- Introduction to the Writing Center.

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework:

- Capella University Library.
- Library Research and Information Literacy Skills.
- Nursing Masters (MSN) Research Guide.
- Journal and Book Locator Library Guide.

u10s1 - Learning Components

- Determine the usefulness of particular educational technologies.
- Identify key nursing education outcomes.
- Identify educational technology trends.
- Identify appropriate applications of educational technologies.
- Identify current educational technology needs.

u10d1 - Future Technology Perspectives in Nursing Education

Note: Remember to adhere to the requirements for unit discussion posts and peer responses addressed in the School of Nursing and Health Sciences Faculty Expectations message.

As you reflect on the future of technology in nursing education, briefly state the outcomes measures you consider to be the most important, citing literature that supports your conclusions. In addition, address the following:

- What are the common themes or trends among the top technologies in nursing education?
- What are the current educational technology needs of your organization?
- What influence do you think the National League of Nursing (NLN) standards of practice for nurse educators will have on the future of technology in nursing education?
 - Refer to the NLN Standards of Practice web page, linked in the unit studies.

Response Guidelines

In your response:

- Offer your perspective on the outcomes measures your colleague sees as most important, as well his or her view of educational technology themes or trends.
 - Does your colleague base the conclusions on any underlying assumptions not supported in the literature?
- Include the tips or suggestions you can offer on how to continue to stay abreast of changes in technology for nursing education.
- Compare the technology needs of your colleague's organization with those in your own organization or practice setting.

Be sure to cite relevant evidence from the literature, as applicable, to support your position or substantiate a claim.

Course Resources

Graduate Discussion Participation Scoring Guide

u10d1 - Learning Components

- Identify key nursing education outcomes.
- Identify educational technology trends.
- Identify current educational technology needs.

u10d2 - Course Wrap-Up and Reflection

Note: Remember to adhere to the requirements for unit discussion posts and peer responses addressed in the School of Nursing and Health Sciences Faculty Expectations message.

Reflect on what you have learned in this course and how you will apply new knowledge and skills to your role as a nurse educator.

- What type of technology did you learn about in this course that you consider to be most useful for nursing education?
- How might you be able to use this type of educational technology in your current organization or practice setting?
- What are your thoughts about increasing the use of technology in nursing education?
- What are some strengths and weaknesses inherent in the use of educational technology in health care environments?
- How will you use your experience in this course in moving forward along the path to your MSN degree?
- Was there anything that you found particularly exciting about any of the technologies you researched for this course?

Response Guidelines

In your response:

- Consider the type of technology your colleague identified as most useful for nursing education.
 - Do you think that his or her conclusion is justified? Why or why not?
 - What additional evidence can you provide that either supports or refutes the colleague's claim?
- Offer at least one other suggestion for how your colleague could utilize the selected technology in his or her current organization or practice setting.
- Include potential challenges and opportunities you see as associated with your colleague's position on technology in education.

Course Resources

Graduate Discussion Participation Scoring Guide