



## Graduate Course Syllabus

### **NUR-502: Teaching and Learning in Nursing**

Center: Online

Credits: 3

#### **Course Prerequisites**

Must be enrolled in MSN program

#### **Course Description**

This course covers instructional frameworks, learning environments, and classroom and student management and motivation techniques. Learners explore theories associated with optimizing the teaching experience and student outcomes and gain an understanding of the teaching, learning, communication, and motivation strategies used for specific learning situations and student populations. Learners identify various learning barriers and formulate appropriate teaching strategies to address them, including acknowledging and using emotional intelligence. As part of this course, learners are required to teach in an online course room.

#### **AACN Essentials**

This course meets the following AACN Essentials of Master's Education for Professional Nursing Practice:

- Essential I: Background for Practice from Sciences and Humanities
- Essential II: Organizational and Systems Leadership
- Essential IV: Translating and Integrating Scholarship into Practice
- Essential IX: Master's-Level Nursing Practice

#### **Course Outcomes**

- Synthesize and apply theories and conceptual models from nursing and other related disciplines to facilitate clinical practice decision making.
- Integrate the use of communication skills, information systems, and standardized language in relation to clinical outcomes and continuous performance measures.
- Develop collaborative interdisciplinary relationships and partnerships to improve the health care of the cohort population.
- Interpret and apply evidenced-based data to assess cohort risk, implement interventional strategies, and evaluate outcomes as part of an interdisciplinary health care team.
- Design, implement, and evaluate innovative, population-based programs of care to achieve quality outcomes.
- Pursue continuous quality improvement through the clinical nurse leader role.
- Serve as an advanced practice generalist for a cohort population within the selected health care

subsystem.

- Create a capstone research project for oral and written presentation on a nursing practice topic.

### **Required Materials**

Using your learning resources is critical to your success in this course. Please purchase directly through the [SNHU Online Bookstore](#) rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the IT Service Desk, your advisor, and the instructor can provide you with support if you have problems.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). ISBN: 978-1-4338-3216-1

Computer Hardware: Webcam

### **Diversity, Equity, and Inclusion**

As indicated in our core values, SNHU is committed to “embrace diversity where we encourage and respect diverse identities, ideas, and perspectives by honoring difference, amplifying belonging, engaging civilly, and breaking down barriers to bring our mission to life.”

This may or will be reflected in SNHU’s curriculum as we embrace and practice diversity, equity, and inclusion (DEI) to provide the most transformative experience for our students, faculty, and staff. Because topics pertaining to DEI can be sensitive, please remember that embodying and practicing diversity, equity, and inclusion is one of our core values that you will encounter throughout the academic experience. In higher education, we are expected to think and engage critically. Use a growth mindset to embrace the diverse readings, course assignments, and experiences of your peers and faculty.

For more information about DEI at SNHU, please visit our website at the [Office of Diversity and Inclusion](#).

### **Instructor Availability and Response Time**

Your class interaction with the instructor and your classmates will take place on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions discussion topic so that your questions and the instructor’s answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours. Instructors will post grades and feedback (as applicable) within seven days of an assignment’s due date, or within seven days of a late submission.

## Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussions	5	40	200
Case Studies	3	100	300
Reflection Journal			
Biweekly Reflections	5	10	50
Final Reflection	1	50	50
Course Project	1	200	200
Group Project	1	200	200
			<b>Total Course Points: 1,000</b>

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

## University Grading System: Graduate

Grade	Numerical Equivalent	Points
A	93–100	4.00
A-	90–92	3.67
B+	87–89	3.33
B	83–86	3.00
B-	80–82	2.67
C+	77–79	2.33
C	73–76	2.00
F	0–72	0.00
I	Incomplete	
IF	Incomplete/Failure *	
W	Withdrawn	

\* Please refer to the [policy page](#) for information on the incomplete grade process.

## Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Assignments and Rubrics section of the course.

## Weekly Assignment Schedule

All reading and assignment information can be found within each module of the course. Assignments and discussion posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module.

Module	Topics and Assignments
1	Teaching and Learning in Clinical Settings 1-1 Discussion: Teaching and Learning Styles 1-2 Case Study: Generational Needs of the Adult Learner 1-3 Course Project: Clinical Education Program: Milestone One 1-4 Reflection Journal: Teaching Perspectives Inventory
2	Supporting Adult Learning through Motivation and Communication 2-1 Discussion: Classroom Assessment Strategies 2-2 Case Study: Health Literacy Training
3	Health Literacy and its Impact on Patient Care Outcomes 3-1 Group Project: Pain Assessment Game 3-2 Group Project: Self and Peer Evaluation 3-3 Course Project: Milestone Two: Clinical Education Program Project: Review of the Literature 3-4 Reflection Journal: Nursing Educator Ethical Implications
4	Gaming and Other Web-Based Resources 4-1 Course Project: Milestone Three: Clinical Education Program Project: Needs Assessment and Expected Outcomes
5	Educating to Meet Priority Health Care Needs: The IOM 5-1 Discussion: Service Learning Activities 5-2 Reflection Journal: Educational Resources
6	The Art and Science of Teaching and Learning Strategies 6-1 Discussion: Digital Natives vs. Digital Immigrants
7	The Relationship Between Learning Outcomes and Patient Care Outcomes 7-1 Course Project: Milestone Four: Clinical Education Plan Project: Proposed Teaching Plan 7-2 Reflection Journal: Safe and Effective Patient Care
8	Examining the Concepts of Programmatic and Learner-Centered Evaluation 8-1 Course Project: Milestone Five: Clinical Education Program Project: Proposed Method for Programmatic Evaluation
9	Educating Cohort Groups 9-1 Case Study: Designing Training for a Mobile Staff Population 9-2 Course Project: Clinical Education Program Project: Final Project Paper and Product Submission 9-3 Reflection Journal: Group Member vs. Group Leader
10	Teaching and Learning Within Interdisciplinary Teams 10-1 Discussion: Collaborative Creativity 10-2 Course Project: Clinical Education Program Project: Project Presentation 10-3 Course Project: Clinical Education Program Project: Project Presentation Peer Review 10-4 Reflection Journal: Final Reflection

### **Attendance Policy**

Online students are required to submit a graded assignment/discussion during the first week of class. If a student does not submit a graded assignment/discussion during the first week of class, the student is automatically dropped from the course for non-participation. Review the [full attendance policy](#).

### **Late Assignments Policy**

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the [full late assignment policy](#).

### **SNHU Student Handbook**

Review the [student handbook](#).

### **ADA/504 Compliance Statement**

In accordance with Section 504 of the Rehabilitation Act of 1973, Title III of the Americans with Disabilities Act (ADA) of 1990, and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008, Southern New Hampshire University does not discriminate on the basis of disability, including intellectual disability, in admission, treatment, or access to its programs or activities, nor does it discriminate in employment in its programs or activities.

The university prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities. A disability is a condition or impairment that impacts a “major life activity” or “major bodily function.”

- **Major life activities** include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.
- **Major bodily functions** include, but are not limited to, functions of the immune system, normal cell growth, and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Disabilities include physical, medical (including pregnancy), mental health, and learning needs.

At the beginning of each term, or as soon as you become aware of a disability or accessibility concern, we encourage you to contact the Online Accessibility Center (OAC) to discuss accommodations for which you may be qualified. Reasonable accommodations are established through an interactive process between the student and the OAC.

Note that accommodations are not retroactive and that disability accommodations are not provided until acceptable documentation of a disability and its impact is received and an accommodation letter has been processed. If you are unsure whether your condition qualifies as a disability or accessibility concern, please contact the OAC for determination.

**Contact Information:**

Online Accessibility Center

Phone: 866-305-9430

Email: [oad@snhu.edu](mailto:oad@snhu.edu)

**For questions concerning support services, documentation guidelines, or general disability issues, please visit the [Online Accessibility Center](#) website.**

If you feel you have been denied appropriate disability-related accommodations, including appropriate auxiliary aids and services, you may file a grievance as described in the ADA/504 Grievance Policy found on the [Disability and Accessibility Services](#) website.

**Academic Honesty Policy**

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic honesty policy](#).

**Copyright Policy**

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

**SNHU Withdrawal Policy**

Review the [full withdrawal policy](#).

**Southern New Hampshire University Policies**

More information about SNHU policies can be found on the [policy page](#).

**Student Work Samples**

For the purpose of continuous improvement of our educational training, Southern New Hampshire University may, on occasion, utilize anonymous student work samples for internal professional development and staff training. If you would like to withdraw permission for use of your work, please complete the [Student Work Sample Survey](#).