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2019

660 Adults Learners in Healthcare and Academia

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XAVIER UNIVERSITY
COLLEGE OF PROFESSIONAL SCIENCES
SCHOOL OF NURSING

SPRING SEMESTER 2019

Course Number: NURS 660
Course Title: Adult Learners in Healthcare and Academia
Prerequisite: Graduate Standing
Credit Hours: 3 graduate credit hours
Theory Hours: 45

Course Description:

This course provides a framework for facilitating learning and understanding the adult learner within academia and the healthcare environment. It explores theoretical foundations, principles for teaching/learning, factors that impact readiness to learn, tips for on-line teaching, and how to create learning objectives.

Course Objectives:

1. Apply adult learning theory and principles of teaching/learning to learners in the healthcare environment and academia.
2. Examine principles of how adults acquire and use knowledge, develop skills, and form attitudes.
3. Understand how organizational and individual differences in values, needs, interests, styles, policies, and competencies impact the learning process.
4. Investigate best strategies for on-line teaching.
5. Create learning objectives appropriate to the adult learner.

Time and Location: Thursday, 4:00 PM – 6:30 PM
Location: Cohen 187

Faculty: Brenda Wiles, DNP, RN
Office: Cohen Rm. 125
Phone: 745-3040
E-mail: wilesb@xu.edu
Office Hours: M & W 11AM-12PM and by appointment

Textbooks:

American Psychological Association. (2009). *Publication manual of the American psychological association*. (6th ed.). Washington, DC: Author.

Bastable, S. (2017). *Nurse as educator: Principles in teaching and learning for nursing*

practice. (5th ed.) Boston, MA: Jones and Bartlett.

Billings, D. & Halstead, J. (2016) *Teaching in nursing: A guide for faculty.* (5th ed.). St. Louis, MO: Elsevier.

Vai, M., & Sosluski, K. (2015) *Essentials of online course design: A standards-based guide* New York, NY: Routledge

Teaching Strategies:

Class discussion, ticket out the door, muddiest point, inquiry based learning, video clips, gaming, pair and share, lecture, student presentations, and written assignments.

Evaluation Methods:

Theorist Presentation	25%
Teaching Session Presentation	25%
Teaching Plan/Session Paper	35%
Class participation (in-class assignments)	15%
TOTAL	100%

Theorist presentation: Each student or pair of students will be assigned an adult learner theory for presentation to the rest of the class. The method of presentation will be determined by you/your pair. Appropriate teaching strategies should be incorporated. For this presentation you have the opportunity to be as creative as you wish. Each presentation will be allotted a 30 minute period (25 minutes for presentation and 5 for questions/discussion). The student needs to submit pertinent handouts to the other classmates and the faculty member via discussion board posting prior to the date of the actual presentation. For learning purposes the student’s colleagues in the class will be asked to evaluate the presentation. Only the faculty member will view the colleagues’ feedback. A summary of colleagues’ feedback may be included in the faculty evaluation of the student presentation. See rubric in Canvas for details.

Teaching Session Presentation: A student or pair of students will be responsible to present an adult learner session. Each presentation will be allotted a 30 minute period (25 minutes for presentation and 5 for questions/discussion). The student(s) needs to submit pertinent handouts and APA reference list to the classmates and the faculty member via discussion board posting prior to the date of the actual presentation. For learning purposes the student’s colleagues in the class will be asked to evaluate the presentation. Only the faculty member will view the colleagues’ feedback. A summary of colleagues’ feedback may be included in the faculty evaluation of the student presentation. See rubric in Canvas for details.

Teaching Plan/Session Paper: Each student will submit a scholarly paper on his/her preparation for the teaching session. This paper will be typed and done using APA (6th edition) standards. The body of the paper needs to be a minimum of 8-10 pages. See rubric in Canvas for details

Grading Scale:

94 and up	=	A
90-93	=	A-
87-89	=	B+
84-86	=	B
80-83	=	B-
70-80	=	C
69 and below	=	F

Student Responsibilities:

1. Reading and critically reflecting on material related to class content.
2. Discussing and analyzing assigned topics related to adult learning.
3. Attending all scheduled classes and diligent preparation prior to class in order to share insights and experiences concerning assigned topics.
4. Submitting all written assignments on time and according to requirements.
5. Notifying the professor as necessary for assistance in facilitating understanding of course content or concerns/problems.

Attendance Policy:

The student's attendance in class is expected. It is your professional obligation to attend class. Your participation in class is greatly needed therefore you need to be there to participate unless there are extenuating circumstances out of the your control.

Classroom protocol:

It is important that everyone have the opportunity to share their thoughts and points of view in a positive and respectful environment. For everyone to benefit, it is necessary to be present with minimal distractions. Therefore, cell phones are to be silenced during class and respectful attention should be shown to the presenter, be it faculty, guest speaker or peer. Working on other class assignments, surfing the internet, or sleeping in class is behavior not considered professional and will be addressed. Please read your School of Nursing Handbook to review professional classroom behavior.

Academic honesty:

Refer to the Xavier University Catalogue (p. 54) and the School of Nursing Student Handbook.

In addition to The Academic Honesty Policy of Xavier University, the American Nurses' Association's Code of Ethics includes provisions which hold nurses accountable for demonstrating integrity, knowledge development and competency to promote personal and professional growth. Students are expected to work toward meeting these standards throughout their coursework.

If you have any question as to whether or not you are appropriately citing a reference or are unclear as to what plagiarism encompasses, please meet and discuss with your faculty member.

Social media:

Social media and the internet provide an important medium for sharing information and offers easily accessible methods for mass communication. Students must be aware of the risks and consequences associated with social networking. On-line social networking (e.g., Face book, MySpace, Twitter, blogs, etc.) are open, publicly accessible sites. Unprofessional or unbecoming online behavior undermines not only the student's reputation, but may also have negative implications for Xavier University, and the profession of nursing. Certain violations in the use of social media may expose the offender to criminal and civil liability. Refer to your student handbook for more information and to view the Social Media Policy, go to the following link: <http://www.xavier.edu/nursing/current-students.cfm>.

Office of Academic Support

The Office of Academic Support offers tutoring, Supplemental Instruction (SI), and study groups. For information about these services, contact Stephanie Daniels at 745-3214 or danielss3@xavier.edu. The OAS is located on the fifth floor of the Conaton Learning Commons, Suite 514.

Office of Disability Services

Xavier University is committed to providing equal opportunity and access to the educational experience through the provision of reasonable accommodations. For students who have an accommodation letter from Disability Services, it is essential that you email the letter and meet with Cassandra Jones as soon as possible to discuss your disability-related accommodation needs for this course. If you have not yet met with Disability Services to arrange accommodations, it is necessary that you do so as soon as possible as accommodations are not retroactive. If you would like information regarding eligibility for academic accommodations due to barriers associated with a potential disability, please contact Cassandra Jones, Director of Disability Services, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at jonesc20@xavier.edu. to coordinate reasonable accommodations as soon as possible. Please contact Disability Services well in advance of needing an accommodation as the registration process can take several weeks.

Faculty Bio

Dr. Wiles earned a BSN at Spalding University in 1990, an MSN from Xavier University in 2008, a MEd from Xavier University in 2009, and a DNP in educational leadership from Case Western Reserve University in 2016. Her research area of interest is promoting nursing students' clinical judgment to enhance patient safety and quality care through the use of various teaching strategies, including high-fidelity patient simulation.

She has many years of experience as a registered nurse in the clinical setting. She began her career at Deaconess Hospital in Cincinnati, where she spent ten years as a staff and charge nurse in oncology, neurology, and medical-surgical nursing. She spent the next eight years working at Bethesda North Hospital in the ICU/CVRU and PICC team, during which time she was ACLS and CCRN certified. During this time she was well-known as a clinical leader with the ability to communicate and collaborate with all members of the interprofessional team, in order to promote patient safety and quality of care. She has been in the nursing faculty role for several years. She received the Miriam Agnes Payne Award in 1990. She is a member of the Omicron Omicron Chapter of Sigma Theta Tau International.

Caveat:

The schedule and procedure in this course are subject to change in the event of extenuating circumstances, as well as class learning needs and desires.

Class Date	Topic	Readings/Assignments
1/17/19	Introduction Adult learning theories	Bastable chp 3, and pp 189-192 Billings & Halstead chp 13
1/24/19	Adult learning theories	Same as above
1/31/19	Adult learning theories	Student presentations of theories due
2/7/19	Adult learning theories	Student presentations of theories due
2/14/19	Motivational theory, motivators, barriers, and readiness to learn	Bastable chp 6 and chp 4 pp 131-139 Read motivational theory article
2/21/19	Impact on learning: Human Development, generational and gender issues, culture, and socioeconomic status	Bastable chp 5 Bastable chp 8 Billings & Halstead chp 16
2/28/19	Impact on learning: Literacy	Bastable chp 7
3/7/19	Fostering learning development; three domains, teaching plans, SMART goals	Billings & Halstead pp 167-168 Bastable pp 436-448
3/14/19	No class; Spring break	
3/21/19	Fostering learning: Telehealth	Guest speaker: Jennifer Ruschman Paper due
3/28/19	Applying adult learning theory to on-line learning: intro and elements of an online course	Vai & Sosulski Chps 1 & 2 Billings & Halstead Chp 21
4/4/19	Applying adult learning theory to on-line learning: language, writing style, design, links, images, and audiovisual	Vai & Sosulski Chps 3 & 4 & 7 Billings & Halstead Chp 21
4/11/19	Applying adult learning theory to on-line learning: engagement and teaching tools	Vai & Sosulski Chps 5 & 6 Billings & Halstead Chp 21
4/18/19	No class; Easter break	
4/25/19	Student Presentations	Student presentations due
5/2/19	Student Presentations	Student presentations due
5/9/19	Wrap up; overview of semester; course evaluations	