**Revised syllabus 4.6.2015**

**Washington State University**

**MAJOR CURRICULAR CHANGE FORM - - COURSE**

(Submit original signed form and ten copies to the Registrar’s Office, zip 1035.)

<table>
<thead>
<tr>
<th>Future Effective Date: 08/15/2015</th>
<th>☐ New course</th>
<th>☐ Temporary course</th>
<th>☐ Drop service course</th>
</tr>
</thead>
<tbody>
<tr>
<td>(effective date cannot be retroactive)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

☐ Variable credit

☐ Increase credit (former credit ________)

☐ Number (former number ________)

☐ Crosslisting (between WSU departments) (Must have both departmental signatures)

☐ Conjoint listing (400/500)

☐ Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)

☐ Request to meet GER in ________ (Must have GenEd Committee Approval) ☐ Fulfills GER lab (L) requirement

☐ Professional course (Pharmacy & Vet Med only) ☐ Graduate credit (professional programs only)

☐ Other (please list request)

---

<table>
<thead>
<tr>
<th>Course prefix</th>
<th>533</th>
<th>Trends and Issues in Healthcare Education: Workforce Diversity and Delivery Methods</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit</td>
<td>3</td>
<td>Graduate Standing</td>
<td>3</td>
</tr>
<tr>
<td>Lecture hrs per week</td>
<td>3</td>
<td></td>
<td>Lab hrs per week</td>
</tr>
<tr>
<td>Studio hrs per week</td>
<td></td>
<td></td>
<td>Prerequisite</td>
</tr>
</tbody>
</table>

**Description (20 words or less)**

Synthesis and application of advanced adult education theory, competencies, instructional delivery technologies, and best practices in interprofessional healthcare education.

---

**Instructor:** Dawn Dourich  
**Phone number:** (360) 546-9464  
**Email:** Dourich@vancouver.wsu.edu

**Contact:**  
**Phone number:**  
**Email:**

**Campus Zip Code:**

---

- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar’s Office.

---

**Chair/date**  
**Dean/date**  
**General Education Com/date**

---

**Chair (if crosslisted/interdisciplinary)**  
**Dean (if crosslisted/interdisciplinary)**  
**Graduate Studies Com/date**

---

**All-University Writing Com/date**  
**Academic Affairs Com/date**  
**Senate/date**

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.*
NURS 533: Issues and Trends in Healthcare Education: Workforce Diversity and Delivery Methods

Rationale:

Course is combination of multiple relevant issues in healthcare education and is based upon recent curricular research conducted by faculty.
Course Syllabus

COURSE NUMBER: NURS 533
COURSE TITLE: Trends and Issues in Healthcare Education: Workforce Diversity & Delivery Methods
CREDIT HOURS: 3 semester credits
COURSE FORMAT: Hybrid course (on-campus, in-class, and online activities)
COURSE FACULTY: Dawn Doutrich, PhD, CNS, RN
Email: Doutrich@vancouver.wsu.edu
Office Location: WSU Vancouver, VCLS 210W
Office Hours: By appointment telephonically or in person
Office Phone: 360-546-9464
Mobile Phone: 360-314-8084
PREREQUISITES: Graduate standing
MEETING TIME: Tuesdays 9-12
MEETING LOCATION: TBA

CATALOG DESCRIPTION
Synthesis and application of advanced adult education theory, competencies, instructional delivery technologies, and best practices in interprofessional healthcare education.

COURSE DESCRIPTION
This professional healthcare education course emphasizes the continued acquisition of knowledge, skills, and attitudes necessary for workforce diversity, successful interprofessional practice, promising practices in education delivery, the use of simulation and emerging healthcare education trends. Students will explore the nature of and need for reflective practice and values articulation in developing successful healthcare professionals.

STUDENT LEARNING OUTCOMES
Upon the completion of this course, students will be able to:

1. Articulate values, personal and professional assets essential to becoming a successful healthcare educator.
2. Analyze approaches to improve competence in developing workforce diversity, interprofessional practice, effective educational delivery, and simulation.
3. Apply pedagogical theories and identify policies that influence teaching diverse populations.
4. Demonstrate interprofessional, culturally sensitive, application of instructional design theory in the development of an online learning module that addresses healthcare inequity or another area of particular interest.
5. Collaborate with other healthcare professionals to develop innovative strategies that address barriers to healthcare equity and are designed to create community of scholars.

INSTRUCTIONAL STRATEGIES
This is a hybrid course that is primarily asynchronous (online). We will use an internet based course management system, e-mail, and WSU’s Academic Media System (AMS) videoconferencing system for
Course Syllabus: NURS 533

three class interactions and communication. A variety of Internet based teaching resources, books, and library resources will be used.

COURSE ASSUMPTIONS

1. This course explores values associated with education, healthcare, and diversity. An overarching goal is to make explicit those values that may be taken for granted. In that spirit, some of the values of the instructor and related expectations will be identified.
   - A primary value is related to inclusiveness and an honoring of diversity in many forms including, but not limited to, racial, ethnic, gender, cultural, disability, age, religion, sexual orientation, and socioeconomic differences. Issues of power, sexism, oppression and vulnerability may be aspects of class discussions.
   - It is important that diversity of opinion take place within a circle of caring, respect, and safety.
   - Assumptions related to instructional strategies include knowledge is socially constructed; and often what is presented as truth depends on power relationships. It is the responsibility of the instructor/faculty with help from all participants in the course to maintain high levels of safety (including confidentiality when appropriate).

   - Can explain: provide thorough, supportable and justifiable accounts of phenomena, facts and data
   - Can interpret: tell meaningful stories; offer apt translations; provide a revealing historical or personal dimension to ideas and events.
   - Can apply: effectively use and adapt what we know in diverse contexts.
   - Has perspective: see and hear points of view through critical eyes and ears; see the big picture.
   - Can empathize: find value in what others might find odd, alien, or implausible; perceive sensitively on the basis of prior direct experience
   - Has self-knowledge: perceive the personal style, prejudices, projections, and habits of mind that both shape and impede our own understanding; aware of what we do not understand and why understanding is so hard.

These facets of understanding can help future health educators to identify the enduring understandings that professional healthcare students will think deeply about throughout their education.

At the conclusion of the course, the following are a few big ideas (ala Wiggins and McTighe) the instructors hope you will take-away:
   - teaching professional values is crucial for healthcare professions; effective teachers can assist students learn professional values
   - demographic changes and ethics demand multicultural infusion into healthcare curricula.
   - some strategies to improve recruitment and retention of diverse student learners are more effective than others
   - As current or future leaders in healthcare curriculum development, participants will be able to create learning experiences that consider diverse starting points and take advantage of diverse backgrounds.
Participants will be able to **design, implement, and evaluate** learning experiences within a coherent theoretical and philosophical framework.

Participants work will build on prior experiences to **address future community needs for healthcare**.

As a healthcare faculty or professional developer participants will **inspire inclusivity**.

**COURSE POLICIES**

**Academic Integrity**
As an institution of higher education, Washington State University is committed to principles of truth and academic honesty. All members of the University community share the responsibility for maintaining and supporting these principles. When a student enrolls in Washington State University, the student assumes an obligation to pursue academic endeavors in a manner consistent with the standards of academic integrity adopted by the University. To maintain the academic integrity of the community, the University cannot tolerate acts of academic dishonesty including any forms of cheating, plagiarism, or fabrication. Washington State University reserves the right and the power to discipline or to exclude students who engage in academic dishonesty. You can learn more about Academic Honesty at WSU by visiting: [http://conduct.wsu.edu](http://conduct.wsu.edu).

Academic integrity violations include actions defined as “cheating” in the Washington State University Standards of Conduct for Students. See Washington Administrative Code 504-26-010. Sanctions for academic integrity violations may include receiving a failing grade for the assignment or examination, and may also include receiving a failing grade for the course. In some cases, the violation also may lead to the student’s dismissal from the WSU College of Nursing.

**WSU’s Campus Safety Statement**
Washington State University is committed to enhancing the safety of the students, faculty, staff, and visitors to the Pullman campus. As part of this commitment, the university has prepared a Campus Safety Plan for each campus. These plans include a listing of university policies, procedures, statistics and information relating to campus safety, emergency management and the health and welfare of the campus community.

- **WSU-Pullman Campus Safety Plan**
  [http://safetyplan.wsu.edu](http://safetyplan.wsu.edu)

- **WSU-Vancouver Campus Safety Plan**
  [http://www.vancouver.wsu.edu/safety-plan](http://www.vancouver.wsu.edu/safety-plan)

- **WSU-Tri-Cities Campus Safety Plan**
  [http://www.tricity.wsu.edu/safetyplan/](http://www.tricity.wsu.edu/safetyplan/)

- **WSU-Spokane Campus Safety Plan**
  [http://spokane.safetyplan.wsu.edu/](http://spokane.safetyplan.wsu.edu/)

The University emergency management web site at [http://oem.wsu.edu/emergencies](http://oem.wsu.edu/emergencies).

Information about emergencies can be found on the WSU ALERT site – [http://alert.wsu.edu](http://alert.wsu.edu). Alert notices can also be found on each campus Alert Site.

All students should sign up for Emergency Alert Notification. To do so, log onto Zzusis at [http://my.wsu.edu](http://my.wsu.edu) and register your emergency contact information for the Crisis Communication System.
WSU Disability Statement
Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Access Center on your campus. All accommodations MUST be approved through the appropriate Access Center. Please stop by or call 509-335-3417 to make an appointment with an Access Advisor.

WSU-Pullman Access Center
Washington Building, Room 217
509-335-3417

WSU-Vancouver Disability Services
http://studentaffairs.vancouver.wsu.edu/student-resource-center/disability-services
VMMC, Lower Level
360-546-9138

WSU-TriCities Disability Services
http://www.tricity.wsu.edu/disability/
Student Services Department, West Bldg, Room 262
509-372-7352.

WSU-Spokane Disability Services
http://spokane.wsu.edu/students/current/StudentAffairs/disability/disabilitystatement.html
Academic Center, Room 130
509-358-7534

Distance students may contact their ‘home’ campus office or may wish to access information at this website:
http://drc.wsu.edu/default.asp?PageID=1799

LEARNING MANAGEMENT SYSTEM
Angel is the learning management system used by Washington State University to teach online portions of courses. To use the Angel course management system, you must first enroll in Angel. To enroll, you will need the user name and password assigned for use with MyWSU. To access Angel, go to: http://lms.wsu.edu. You will find the course syllabus in the section, “Syllabus.” The course readings are available on electronic reserves via the library and can be accessed in the section, “Lessons.”

See http://ams.wsu.edu/Index.aspx for Academic Media Services to access videotstreamed classes and other information related to classroom use and videoconferencing. To access videotstream sessions you will need the user name and password assigned for use with MyWSU. Note – by the time this course is approved, I believe the plan is to change to Blackboard LMS.

ELECTRONIC RESERVES (eReserves)
The URL for electronic reserves is: TBA
Here’s the password for the eres: TBA

COURSE URL: http://lms.wsu.edu/

TEXTBOOKS AND LEARNING MATERIALS

Required

Course Syllabus: NURS 533


**Recommended**


See individual lessons on course Angel site

**EVALUATION**

**Assignments and Grading Criteria**
Details about assignments are provided below.

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Points</th>
<th>Total Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and Contributions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graded Discussions (X4)</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Philosophy of teaching with diversity statement</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Reflective Narrative “Challenge” Summary</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Web Based Teaching Module</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>ePortfolio</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Students must complete all required assignments in order to pass the course.*

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Grade</th>
<th>Points</th>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>95-100</td>
<td>C+</td>
<td>2.3</td>
<td>76-79</td>
</tr>
<tr>
<td>A–</td>
<td>3.7</td>
<td>90-94</td>
<td>C</td>
<td>2.0</td>
<td>73-75</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>86-89</td>
<td>C–</td>
<td>1.7</td>
<td>70-72</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83-85</td>
<td>D+</td>
<td>1.3</td>
<td>66-69</td>
</tr>
<tr>
<td>B–</td>
<td>2.7</td>
<td>80-82</td>
<td>D</td>
<td>1.0</td>
<td>60-65</td>
</tr>
</tbody>
</table>

F – Points 59 or below – NO POINTS; NO COURSE CREDIT

**Participation and Contributions (Graded Discussions)**
This course requires thoughtful, well-prepared scholarly engagement. It is expected that students will incorporate new knowledge gained through disciplined study and rigorous preparation into all course discussions whether online or in a face-to-face setting. Students are expected to strictly adhere to the
Course Syllabus: NURS 533

Academic Integrity standards of the College and University and to provide references for all works consulted in the development of written assignments.

The grading rubric that will be used to evaluate practicum conference participation is included below.

<table>
<thead>
<tr>
<th>Participation and Contributions Rubric—20%</th>
<th>Exceeds Expectations 5</th>
<th>Meets Expectations 3</th>
<th>Does Not Meet Expectations 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application of readings</td>
<td>Consistently incorporates assigned and supplemental readings into discussion</td>
<td>Sometimes incorporates assigned and supplemental readings into discussion</td>
<td>Rarely or never incorporates assigned and supplemental readings into discussion</td>
</tr>
<tr>
<td>Engagement</td>
<td>Consistent participation in discussion</td>
<td>Occasional participation in discussion</td>
<td>Little or no participation in discussion</td>
</tr>
<tr>
<td></td>
<td>Consistently incorporates relevant, original, and comprehensive analyses of issues and observations</td>
<td>Sometimes contributes relevant, original, and comprehensive analyses of issues and observations</td>
<td>Rarely or never contributes relevant, original, and comprehensive analyses of issues and observations</td>
</tr>
<tr>
<td></td>
<td>Consistently and respectfully acknowledges other participants’ viewpoints</td>
<td>Sometimes acknowledges other participants’ viewpoints</td>
<td>Rarely or never acknowledges other participants’ viewpoints</td>
</tr>
<tr>
<td></td>
<td>No excused or unexcused absences</td>
<td>No more than one excused or unexcused absence</td>
<td>Two or more excused or unexcused absences</td>
</tr>
<tr>
<td>Contributions</td>
<td>Consistently incorporates perspective from multiple perspectives</td>
<td>Sometimes incorporates perspective from multiple perspectives</td>
<td>Rarely or never incorporates perspective from multiple perspectives</td>
</tr>
<tr>
<td>Sources and Evidence</td>
<td>Consistently references and applies evidence-based guidelines in discussion</td>
<td>Sometimes references and applies evidence-based guidelines in discussion</td>
<td>Rarely or never references and applies evidence-based guidelines in discussion</td>
</tr>
<tr>
<td></td>
<td>Consistently recommends new/ previously unknown guidelines in discussion and analysis</td>
<td>Sometimes recommends new/ previously unknown guidelines in discussion and analysis</td>
<td>Rarely or never recommends new/ previously unknown guidelines in discussion and analysis</td>
</tr>
</tbody>
</table>

Written Assignments Including Discussion Boards.
- Written work is a representation of your research and thinking. Be sure to include your name on any work submitted. Save graded assignment files with names that include your last name (ex: FamDescripDoutrich.doc)
Course Syllabus: NURS 533

- An online web resource is available at: [http://www.apastyle.org/](http://www.apastyle.org/) and a tutorial is available here [http://flash1r.apa.org/apastyle/basics/index.htm](http://flash1r.apa.org/apastyle/basics/index.htm)
- Other writing help is available at Vancouver on line writing center [http://cla.vancouver.wsu.edu/writing-center/online-writing-lab](http://cla.vancouver.wsu.edu/writing-center/online-writing-lab) and
- The University on line etutoring web site for writing assistance [http://universitycollege.wsu.edu/units/writingprogram/units/writingcenter/undergrad/eTutoring/](http://universitycollege.wsu.edu/units/writingprogram/units/writingcenter/undergrad/eTutoring/)

**Philosophy of Teaching with Diversity Statement**

Discuss the three essays from Hooks, Palmer, and Brookfield (20??) comparing and contrasting to your experience and other suggested readings. Identify: 1) what was particularly salient for you in each of the essays, 2) what meaning each of these writers hold for you? 3) what values emerge? 4) are there values in the practice of teaching identified that you can generalize to your education practice? How are the values reflected in your teaching philosophy?

A. Pair up with another student enrolled in the course.
B. Use critical friend (copied table in Week 2 assignment) or any other method that is safe to offer feedback on each other's educational philosophy. (The philosophy will have a diversity component. Much like a philosophy of caring, your educational philosophy reflects who you are as well as what you know. Any suggestions need to be made in thoughtful, respectful ways.
C. Based on the feedback you receive, rewrite your educational philosophy in a format you can use as a web page “rollover” and eventually as part of your introduction to your web pages. (This is a one-two page word document.) After writing, getting feedback, and rewriting. Please submit your written philosophy with diversity statement to Digital Dropbox.
**Reflective Narrative Challenge Summary**

Develop a narrative incident/case study describing a “challenge” in the classroom. If you are not yet teaching, work with others who are. You may work singly or in groups. (Classroom modality may be distance, asynchronous, traditional or any combination). The case study should describe the incident, the writer’s/group’s “take” on what happened, and the stakeholders’ responses to the incident, including emotional stances. Detail what made this incident a problem and discuss ethical implications. The narrative will be written (4 pages single spaced maximum).

<table>
<thead>
<tr>
<th>Reflective Narrative Challenge Summary-20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of the incident</td>
</tr>
<tr>
<td>Interpretation of the incident by stakeholders (including you)</td>
</tr>
<tr>
<td>Ethical/social justice/policy issues embedded in the incident</td>
</tr>
<tr>
<td>Possible strategies for dealing with a similar incident including simulation (use resources for this section)</td>
</tr>
<tr>
<td>Writing flow/APA</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

**Web-based Teaching Module**

Working within your interprofessional practicum team, develop a mutually (you, faculty, and colleague) agreed upon project that addresses a health disparity or workforce diversity issue for one individual/family/community/population at risk for poor health outcomes or disproportional workforce diversity. Propose a team-based approach to care that will address contributing factors and current healthcare challenges. Within the assignment participants will have an opportunity to learn skills using PowerPoint to hyperlink, insert video, and audio content.

**Overview**
Participants are required to develop one online teaching module and post the lesson plan and teaching materials created in the module in your e-portfolio. The module will serve as an example of teaching materials for your e-portfolio. The module must include the goals, learning activities, and a plan for evaluation and assessment of learning. If desired, consider the template used in each session of this course as a guide.

Purpose
As a component of your e-portfolio, develop a focused teaching module for a specific healthcare related concept and/or instructional problem. Required elements of this assignment include:

a. Identify and use the most relevant and appropriate content and learning activities based on learner needs.

b. Apply instructional design principles to develop and incorporate at least one Web based learning activity.

c. Apply instructional design principles to develop and incorporate multimedia elements (i.e.: sound, animation, movie clips, or images) using a presentation format such as PPT, Tegrity, Voice Thread or Prezi.

d. Develop a clear and measurable plan for assessing learning outcomes.

Process
1. Select any area related to healthcare education you wish to further explore.
   If possible, select an area of content that you will actually be presenting to learners in your work or other setting. The module must include the following:
   a. Introduction, including reasons for choosing the selected topic
   b. Relevant content and learning activities
   c. Application of instructional design principles
   d. Multimedia elements
   e. Plan for evaluation of learning


3. Keep in Mind, the goal is to develop one independent web based learning / teaching module, in which the student is able to complete activities focused on attaining the learning goals.

4. Planning. Most educators approach their class preparation in a personal manner. The following is meant as a guide for learners who are still formulating their instructional plans.

   a. Decide on a topic that needs to be taught. Conduct an assessment of an instructional issue. This can be as simple as being asked to develop a lesson plan or it may be based on a key concept you think is important to be included in a health education curriculum. Within your teaching module, articulate your reasons for choosing this topic and provide background and context for the problem.
b. **Analyze what needs to be taught** for learners to reach the goals you desire. What are the Big Ideas? (40 years from now what ideas will you want the students to remember?) Then design learning goals and activities along with a plan for assessment that will demonstrate whether the students learned what you wanted them to learn.

c. **Design a lesson plan.** The web has many examples of lesson plans if you have not seen one before. The lesson plan contains: a lesson title, learning goals (objectives or outcomes), purpose, related learning activities, media sources, and methods for measuring outcomes.

d. **Other considerations:**

The module should constitute up to the equivalent of 1 hour of contact time (usually equal to a one-hour presentation with 2-3 hours of preparation.)

The materials you incorporate do NOT have to be all of your own creation; you may include items from other sources that are useful and effective to teach the content. Keep in mind copyright issues: [WSU-The Internet and Copyright](#)

Plan at least one learning activity that involves using the Web for information mining, critique, discussion, visiting chat rooms, viewing Blogs, or another activity using the Internet. (Several of these Web based learning activities will be covered early in the course.)

Structure the module in a manner that what works best for you. Alternatively to posting your PPT in your e-portfolio, you can post your module in VoiceThread, Prezi, or present using Tegrity or another forum. Add a link to connect your presentation within your e-portfolio.

**Evaluation:**
The teaching module will be evaluated based on the following rubric. 20 points = 20%

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Exemplary (A)</th>
<th>Competent (B)</th>
<th>Developing (do over)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Relevance of content and learning activities</strong></td>
<td>Content is based on an assessment of learning needs that are articulated in a statement of the instructional problem. Content and learning activities are relevant for target population and learning goals.</td>
<td>Most content is based on learner needs. May be missing content or does not consider learning needs of target population. Content and learning activities are not always relevant for target population and learning goals.</td>
<td>Fails to consider learner needs or instructional problem.</td>
</tr>
<tr>
<td><strong>Application of instructional design principles</strong></td>
<td>Principles/theories discussed in course are evident in discussion, as well as in the teaching module, lesson plan, and related learning</td>
<td>Principles/theories discussed in course are not consistently applied correctly or evident in discussion, teaching module, lesson plan and/or related learning</td>
<td>Demonstrates lack of understanding of the role of principles/theory in discussion, teaching module, lesson plan, and/or learning activities.</td>
</tr>
<tr>
<td>Dimension</td>
<td>Exemplary (A)</td>
<td>Competent (B)</td>
<td>Developing (do over)</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Creative and professional presentation with use of multimedia</td>
<td>Original, evidence of authenticity and uniqueness of effort.</td>
<td>Mostly original, evidence of authenticity and uniqueness of effort.</td>
<td>Fails to provide original, evidence of authenticity and uniqueness of effort.</td>
</tr>
<tr>
<td></td>
<td>Organized and visually pleasing.</td>
<td>May have minor problems with organization, font typeface choice, or color.</td>
<td>Disorganized, distracting, difficult to read and understand,</td>
</tr>
<tr>
<td></td>
<td>Multimedia elements explain and reinforce ideas in the presentation of content.</td>
<td>Multimedia elements are not sufficiently related to the content being presented OR may be confusing rather than explain and reinforce the content.</td>
<td>Missing the incorporation of multimedia files in learning materials</td>
</tr>
<tr>
<td></td>
<td>No misspelled words or grammatical errors.</td>
<td>Few misspelled words or grammatical errors.</td>
<td>Multiple misspelled words or grammatical errors.</td>
</tr>
<tr>
<td>Plan for Evaluation and Assessment</td>
<td>Student assessment and evaluation methods planned are consistent with learning goals and are sensitive to issues related to evaluation and assessment using information technologies.</td>
<td>Student assessment and evaluation methods planned are not always consistent with learning goals and/or sensitive to issues related to evaluation and assessment using information technologies.</td>
<td>Plan for assessment and evaluation is missing or incomplete.</td>
</tr>
</tbody>
</table>

**Eportfolio**

**Purpose**

Required elements of this assignment include:

1) Demonstrate basic web page editing skills

2) Present yourself to students, colleagues, and potential employers in a web based format
3) Link teaching module(s) to ePortfolio
4) Build a repository for your achievement of program outcomes and products

Overview
The goal for participants is to create an ePortfolio using the framework provided.

Process
The process for creating the portfolio includes:

Creating and Editing Your ePortfolio

Creating a Google Sites Portfolio (instructions are written for Mozilla Firefox.)

   a. Go to http://www.google.com/
   b. Click on GMAIL to create a Google gmail account
   c. Go to My Account
   d. Click on Sites
   e. Click on “Create” Don’t choose a Template, keep “Blank Template” selected.
   f. Name the site with your first and last name. Example: Christine Ludwig
   g. For the URL name use your name and add the word portfolio to the name. (No spaces) Example name: christineludwigportfolio
   h. Click on the to expand “Select a Theme”. Choose a theme you like. You can always change it later.
   i. Click on the to expand “More Options”. You don’t need a site description. Decide on whether to share with everyone or “only people I specify”.
   j. Type in the code and then click on “Create Site”.

   k. Click on to create new pages. The pages needed are: Teaching Philosophy, Statement of Growth, Professional Documents, Teaching Experience, Teaching Materials, Scholarly Work, and Educational Resources.
   l. When creating a page, type in the “Name your page:” box. Keep “Put Page at Top Level” selected. Click on “Create”. Click on the blue “Save” button at the top right of the window. You will do this for the listed page titles above.
   m. To manage the menu items, click on “Edit Side Bar” and then click on “Edit”.
n. Under “Configure Navigation”, click on Edit. Take the check mark off “Automatically organize my navigation”.
o. Use the grey arrow keys to move the menu items up or down. Click OK. Click on “Save” to finalize the menu changes. Click on your name to get back to your site.
To edit your portfolio on another day
2. Click on Sign in at the upper right corner of the window.
3. Use your gmail account information to login.
4. Click on the “Sites” menu.
5. Click on your portfolio website link.
6. Use the menu links to navigate to a page. Click on the pencil to edit the page.

To Delete a Page
Go to the page you want to delete. Click on “More” and then down to “Delete Page”.

Inserting an Image
1. Click on the Insert menu and go to Image.
2. Browse for the image on your computer.
3. A popup menu will appear at the bottom of the image when you glide your mouse over the image. You can choose to align the image left, center, or right. You can also “Wrap” text around the image by clicking the “ON” link.

Page Layouts
Click on the Layout menu and explore the different layouts for the current page you are working on.

Hyperlinking
Linking to a Web Site
1. Copy and paste the address from web site into your page.
2. Type the text in the body of the page that will be the link.
3. Highlight the text and then click on the “Link” tool in the tool bar.
4. Click on the “Link” tool in the tool bar.
5. Click on the Web Address button and then paste the address to the attachment. Click OK.
6. Click on the blue SAVE button at the top of the page.

Email Link - Type your email address. Highlight the email address and click on the “Link” tool in the tool bar.

Linking to an Attachment
1. Click on the pencil to get into the “Edit” mode.
2. Click on “Add Files” at the bottom of the page.
3. Browse for your file, click on the file and click Open.
4. Glide your mouse over to the down arrow on the right of the file you just attached.
5. When you see the “hand” appear on the “Download” arrow, right click and choose “Copy Link Location”.
6. Type the text in the body of the page that will become the link.
7. Click on the “Link” tool in the tool bar.
8. Click on the Web Address button and then paste the address to the attachment. Click OK.
9. Click on the blue SAVE button at the top of the page.

Sharing your Portfolio
1. Go to “More Actions” in the upper right of the window and go down to “Sharing and Permissions”.
2. Type in the email address of the person you want to share with. Click on “Share and Save”.
3. Consider if you want to share with anyone in the world. If do not want to share your site publicly, click on “Change” next to the “Public on the web” section. Choose the option you want and click on “Save”.

Checklist of ePortfolio Elements

☐ An introduction of yourself with a photo and email link on the “Introduction” page

☐ Purpose and goals of the portfolio should be defined on the “Introduction” page

☐ Teaching Philosophy that includes a diversity statement

☐ Curriculum Vita (a current resume is an acceptable document for this course)

☐ Teaching Materials (A teaching module developed in this course. Other teaching modules and related materials, such as, syllabi, assessments, etc. if you have them.

☐ Scholarly Work Include at least two papers from other courses on the “Scholarly Work” page.

☐ Educational Resources (a list of various materials including journals, books and websites)

Evaluation: 20 points upon completion of the eportfolio requirements for this course. If one or more of the required elements are missing, the student will be asked to revise and re-submit.
## NURS 533: Trends & Issues in Health Education
### COURSE MAP

<table>
<thead>
<tr>
<th>PhD Program Outcomes</th>
<th>APH Program Outcomes</th>
<th>DNP Program Outcomes</th>
<th>Student Learning Outcome</th>
<th>Demonstration of Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synthesizes knowledge from a variety of disciplines to create research designs and methods for nursing science and to address ethical, social, cultural, political, and professional issues. (outcome 4)</td>
<td>Model and influence the values of the profession of nursing. (relates to MN Essential 4)</td>
<td>Apply advanced clinical judgment and accountability in the design, delivery, and evaluation of evidence based care to individuals, families and populations. Demonstrate mastery of professional competencies leading to certification within a practice specialty. (Relates to DNP Essential 8.)</td>
<td>Articulate ethics, values, personal and professional assets essential to the development of healthcare educator practice.</td>
<td>Discussion Boards/Philosophy of Education Reflective Narrative</td>
</tr>
<tr>
<td>Collaborates with interdisciplinary scholars in research and transfers evidence-based knowledge into best clinical practices through dissemination processes. (outcome 3)</td>
<td>Provide leadership in planning, implementing, coordinating, and evaluating health care delivery. (Relates to Essential 2)</td>
<td>Analyze and translate scientific information related to the health of diverse populations to reduce health disparities in urban, rural, and global settings and to transform care delivery systems to prevent illness and optimize health. (Relates to DNP Essential 7)</td>
<td>Analyze approaches to improve competence in developing workforce diversity, interprofessional practice, effective educational delivery, and simulation.</td>
<td>Reflective Narrative Discussion Boards/</td>
</tr>
<tr>
<td></td>
<td>Participate in the formulation of health policy appropriate to a diverse and multicultural society. (relates to Essential 3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide leadership in planning, implementing,</td>
<td>Provide leadership in collaborative efforts</td>
<td>Apply pedagogical theories and identify</td>
<td>Web Based Teaching Module</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PhD Program Outcomes</td>
<td>APH Program Outcomes</td>
<td>DNP Program Outcomes</td>
<td>Student Learning Outcome</td>
<td>Demonstration of Student Learning</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>coordinating, and evaluating health care delivery. (relates to MN Essential 2)</td>
<td>coordinating, and evaluating health care delivery. (relates to MN Essential 2)</td>
<td>among health professionals and with clients and community partners. (Relates to DNP Essential 6.)</td>
<td>policies that influence teaching diverse populations.</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Collaborates with interdisciplinary scholars in research and transfers evidence-based knowledge into best clinical practices through dissemination processes. (outcome 3)</td>
<td>Deliver culturally competent nursing and health care. (essential 8) Assume responsibility and accountability for enacting the role of an advance practice nurse within the scope of legal, professional, and ethical standards (essential 5)</td>
<td>Provide leadership in collaborative efforts among health professionals and with clients and community partners. (Relates to DNP Essential 6.)</td>
<td>Demonstrate interprofessional, culturally sensitive, application of instructional design theory in the development of an online learning module that addresses healthcare inequity or another area of particular interest.</td>
<td>Eportfolio Web based Teaching Module</td>
</tr>
<tr>
<td>Week/Date</td>
<td>Topic/Content</td>
<td>Learning Activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Developing Philosophy of Teaching/Practice</td>
<td><strong>Week 2</strong>: January 20&lt;br&gt;Faculty-directed activities: 3 hours&lt;br&gt;Read: Brookfield, S.D. (1995). <em>Becoming a critically reflective teacher.</em> San Francisco, CA: Josey-Bass.&lt;br&gt;Palmer, P. (1998). <em>The courage to teach.</em> San Francisco, CA: Josey-Bass.&lt;br&gt;hooks, b. (1994). <em>Teaching to transgress: Education as the practice of freedom.</em> NY, NY: Routledge.&lt;br&gt;Read Chapters 2 and 8 in your CNE text. Look at web sites that give information about “developing a teaching philosophy”. There are many of these on the web. There are some that give information about developing a philosophy of nursing or teaching. Think about your values related to social justice, decreasing health disparities, workforce diversity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week/Date</td>
<td>Topic/Content</td>
<td>Learning Activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>---------------</td>
<td>-------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 January 27</td>
<td>At risk students</td>
<td>Reflect on who/what you find inspires your best teaching. Begin crafting/writing/fine tuning your teaching philosophy with diversity statement. What other authors have inspired you in your profession as a nurse/nurse educator? In discussion board 1—address questions/concerns above.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 January 27</td>
<td>At risk students</td>
<td>Join up with another student. Use critical friend or any other method that is safe to offer feedback on each other's educational philosophy. The philosophy will have a diversity component. Remember, like people’s practice philosophies, our educational philosophies are about who we are as well as what we know. Any suggestions need to be made in thoughtful, careful ways. Based on the feedback you received, rewrite your educational philosophy in a format you can use as a web page &quot;rollover&quot; and eventually as part of your introduction to your web pages. (This is a one-two page word document.) After writing, getting feedback, and rewriting. Please submit your written philosophy with diversity statement to Digital Dropbox.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Faculty-directed activities time: 3 hours
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Content</th>
<th>Learning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Using storytelling as an approach to teaching and learning with diverse students. <em>Journal of Nursing Education, 41</em>(9), 393-380. (eres)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Look up one article on narrative pedagogy like:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diekelmann, N. (2005). Engaging the student and the teacher: Co-creating substantive reform with narrative pedagogy. <em>Journal of Nursing Education, 44</em>(6), 249-252. This one is really great! (not in eres) or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diekelmann, N. (2002). “Pitching a lecture” and “reading the faces of students”: Learning lecturing and the embodied practices of teaching. <em>Nursing Education, 41</em> (3) 97-100. (Eres) or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>search other Diekelmann or Pamela Ironside articles having to do with narrative.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Go to the QSEN website and look around. <a href="http://www.qsen.org">http://www.qsen.org</a> You will have to register but it is free and a great site. There is a learning module (module 6) called “Teaching Patient Centered Care Using Narrative and Reflective Pedagogies.” It is very good (Horten-Deutsch and Ironside are the contributors.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion board 2 After you have thought about the art of storytelling as it relates to your practice—identify a more experienced educator you can talk with briefly. (The person may be a classmate). Ask him or her to think about episode in class or with a colleague that somehow relates to working in a multicultural society. The story should be short but include as much concrete context as possible. The talk can be done by phone or in person</td>
</tr>
</tbody>
</table>
and should be informal—this is not a formal interview. It can be couched in a “things my students taught me” format. What you need to do with the story is: 1) in 2 or 3 sentences describe the situation being vague enough so that no one is identified. If the situation is too descriptive, just describe the major theme of the episode. 2) Talk about what you learned from this interview. How does this relate to what you learned from the narrative pedagogy readings? Post your storytelling paragraphs for feedback in Discussion Board 2. What worked and what didn’t? How did the process of your interviews go? Post responses to at least one colleague’s story.

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Content</th>
<th>Learning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 February 2</td>
<td>Faculty-directed activities time: 3 hours</td>
<td>At risk students Narrative pedagogy Recruitment /Retention</td>
</tr>
<tr>
<td>6</td>
<td>Continued</td>
<td>Address in the Third discussion board. Two new learnings from</td>
</tr>
<tr>
<td>Week/Date</td>
<td>Topic/Content</td>
<td>Learning Activity</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>February 16</strong>&lt;br&gt;9 AM – Noon&lt;br&gt;Face to face seminar&lt;br&gt;Faculty-directed activities time: 3 hours</td>
<td>Guest: TBA, Promising practices with simulation in healthcare education. And: Applying motivational interviewing principles to communication with patients and families about chronic illness.</td>
<td>the TEAMSTEPPS website and two ways you plan to use the interventions in your teaching practice. Three “take aways” from the NCSBN simulation study. How do you expect this will change professional education practice? Regulation?</td>
</tr>
</tbody>
</table>
| **February 23**<br>9 AM – Noon<br>Faculty-directed activities time: 3 hours | Assessment, NCLEX and other standardized professional exams, incivility, generational differences including social media issues. | Begin this series of Learning Activities by reading chapter 2 in the course textbook, “Pedagogy Associated with Learning in Online Environments”. Spend a considerable amount of time exploring “The Health Communicator’s Social Media Toolkit”. URL: [http://www.cdc.gov/socialmedia/Tools/guidelines/pdf/SocialMediaToolkit_BM.pdf?source=govdelivery](http://www.cdc.gov/socialmedia/Tools/guidelines/pdf/SocialMediaToolkit_BM.pdf?source=govdelivery)  

**a. Roles and Infrastructures**  
How does using distance technology change the role of the teacher and learner? What type of supports and infrastructures are critical for the success of the teacher and learner? What do you think are the organizational challenges that face educators who teach using distance technologies?  

**b. Learning Theories**  
What learning theories do you see most applicable in distance education? Why? What are some examples of ways to use technology and apply constructivist theory? |
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Content</th>
<th>Learning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 March 1</td>
<td>Applying adult learning theory to teaching modules</td>
<td>Read the document “Implementing the Seven Principles: Technology as a Lever” provided in the “Best Practices Defined” section. (Keep in mind that printing may be an option prefer in reading online articles.) <a href="http://www.tltgroup.org/programs/seven.html">http://www.tltgroup.org/programs/seven.html</a> Use the beginning of Chapter 2 of the <em>NLN Living Book</em> to learn about <em>Best Practices in Online Learning</em> (Billings &amp; Connors, 2004). URL: <a href="http://www.electronicvision.com/nln/chapter02/index.htm">http://www.electronicvision.com/nln/chapter02/index.htm</a> Bransford (how people learn) <a href="http://www.colorado.edu/MCDB/LearningBiology/readings/How-">http://www.colorado.edu/MCDB/LearningBiology/readings/How-</a></td>
</tr>
</tbody>
</table>

### Teaching and Learning with Distance Technologies
What are some examples of technologies (or combinations) of technology (excluding course management systems i.e. Angel and live videoconferencing capabilities i.e. AMS used in this course) that you have seen used effectively for teaching and learning? What are some examples of voice and video technologies that are not commonly used today in distance education, but have promise for use in teaching and learning? What are the advantages and disadvantages of the technology you are describing?

Read the following:


<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Content</th>
<th>Learning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 March 8</td>
<td>Educational Resources and Instructional Materials</td>
<td><strong>Visit</strong> the Web sites listed below to view and collect instructional resources that you might be able to use as you develop your online teaching module. <strong>Multimedia Educational Resource for Learning and Online Teaching (Merlot).</strong> While it sounds like a vintage product that goes well with red meat, the site is a continually growing collection of online, peer-reviewed learning materials. Be sure to visit the health science offerings under the “Science and Technology” link, as well as the Education resources under the “Education” link. You may want to consider becoming a member of MERLOT so that you will be informed of updates. URL: <a href="http://www.merlot.org/Home.po">http://www.merlot.org/Home.po</a> <strong>Web Learning Modules at College of Registered Nurses of British Columbia</strong> This site offers four online modules in the bulleted list. Turn on your sound and use the navigation control buttons at the bottom of the page to navigate through the module. URL: <a href="https://www.crnbc.ca/PracticeSupport/CoursesWorkshops/WebModules/Pages/Default.aspx?print=1">https://www.crnbc.ca/PracticeSupport/CoursesWorkshops/WebModules/Pages/Default.aspx?print=1</a> <strong>Looking Ahead: Preparing Your Teaching Module</strong> <strong>Fourth discussion board:</strong> Address the questions posed in roles and infrastructures, learning theories, teaching and learning with distance technologies and implementing the seven principles. Describe how these will be applied in your teaching module.</td>
</tr>
<tr>
<td>Week/Date</td>
<td>Topic/Content</td>
<td>Learning Activity</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Week/Date</td>
<td>Topic/Content</td>
<td>Learning Activity</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>“How do you think these tools could most effectively be used by students... by faculty? What are some pros and cons of their use?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examine the turnitin “Getting Started” pages to gain an understanding about how this plagiarism checking program works. URL: <a href="http://turnitin.com/static/training.html">http://turnitin.com/static/training.html</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review Respondus and Lock Down Browser by watching the demos or following the “Learn more” links. URL: <a href="http://www.respondus.com/products/lockdown-browser/">http://www.respondus.com/products/lockdown-browser/</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 April 5</td>
<td>No specific learning activity listed.</td>
<td>Tools for education. News –Blog – blogs that are accredited by <a href="http://honcode.org">HONcode</a> and comply with Podcast –. Community –. Twitter –Wiki –Videos –. Mobile Phone –. Search Engine –. Clinical Sites</td>
</tr>
<tr>
<td>Week/Date</td>
<td>Topic/Content</td>
<td>Learning Activity</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>13 April 12</td>
<td>Developing your eportfolio (in class)</td>
<td>See requirements/process. (above). We will work on these in class.</td>
</tr>
<tr>
<td>9 AM – Noon</td>
<td>Faculty available entire class for hands-on help.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Face to face seminar</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty-directed activities time: 3 hours</td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>Creating communities of scholars/others</td>
<td>Explore Washington Center for Improving the Quality of Baccalaureate Education’s learning communities. (Washington Center is a great resource for educators.)</td>
</tr>
<tr>
<td>April 19</td>
<td>Reflection in practice/on practice</td>
<td></td>
</tr>
<tr>
<td>Week/Date</td>
<td>Topic/Content</td>
<td>Learning Activity</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------</td>
<td>------------------</td>
</tr>
</tbody>
</table>
| Faculty-directed activities time: 3 hours | Url: [http://www.evergreen.edu/washcenter/project.asp?pid=73](http://www.evergreen.edu/washcenter/project.asp?pid=73)  
Then explore: [http://washingtoncenter.evergreen.edu/lcrpjournal/](http://washingtoncenter.evergreen.edu/lcrpjournal/)  
Search a database for “learning communities in nursing.” Share what you find.  
As an example of creating community, health care discussions with sexual minorities, reflection, cultural safety, and the power of blog. See: [http://dannscancerchronicles.blogspot.com/](http://dannscancerchronicles.blogspot.com/).  
As an example of creating healing community | |
| 15 April 26  
Asynchronous  
Faculty-directed activities time: 3 hours | Finish up, evaluations | Complete e-portfolio and share.  
Say goodbye to each other. Complete all evaluations. |