**PURDUE UNIVERSITY**

**REQUEST FOR ADDITION, EXPIRATION, OR REVISION OF A GRADUATE COURSE**

**(500-600 LEVEL)**

**DEPARTMENT**: Nursing  
**EFFECTIVE SESSION**: Fall 2000

**INSTRUCTIONS**: Please check the items below which describe the purpose of this request.

- [x] New course with supporting documents (complete proposal form)
- [ ] Add existing course offered at another campus
- [ ] Expiration of a course
- [ ] Change in course number
- [ ] Change in course title
- [ ] Change in course credit/type
- [ ] Change in course attributes
- [ ] Change in instructional hours
- [ ] Change in course description
- [ ] Change in course requisites
- [ ] Change in semesters offered
- [ ] Transfer from one department to another

**PROPOSED:**

<table>
<thead>
<tr>
<th>Subject Abbreviation</th>
<th>Existing</th>
<th>Course Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR</td>
<td></td>
<td>558</td>
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</table>

**Long Title**: Instructional Methods in Nursing Education

**Short Title**: Inst Meth Neg Educ

Abbreviated title will be entered by the Office of the Registrar if omitted. (22 CHARACTERS ONLY)

**TERMS OFFERED**: Check All That Apply.

- [x] Summer
- [x] Fall
- [x] Spring

**CAMPUS(ES) INVOLVED**:

- [ ] Calumet
- [ ] Cont Ed
- [x] N. Central
- [ ] Tech Statewide
- [x] Ft. Wayne
- [x] Indianapolis
- [x] W. Lafayette

**CREDIT TYPE**:

- [ ] Fixed Credit: Cr. Hrs. 2
- [ ] Variable Credit Range: Minimum Cr. Hrs. (Check One) To [ ] Or [ ]
- [ ] Maximum Cr. Hrs.
- [x] Equivalent Credit: Yes [x] No
- [ ] Thesis Credit: Yes [ ]

**INSTRUCTIONAL TYPE**:

- Lecture
- Recitation
- Presentation
- Laboratory
- Lab Prep
- Studio
- Distance
- Clinic
- Experiential
- Research
- Ind. Study
- Pract/Observe

**COURSE ATTRIBUTES**:

- [ ] Pass/Not Pass Only
- [ ] Satisfactory/Unsatisfactory Only
- [ ] Repeatable
- [ ] Maximum Repeatable Credit: [ ]
- [ ] Credit by Examination
- [ ] Designator Required
- [ ] Special Fees

**WEEKS OFFERED**

- [ ] 16
- [ ] 100

**DELIVERY METHOD**

- [ ] Asyn. Or Syn. Live
- [ ] Audio, Internet, Live, Text-Based, Video

**COURSE DESCRIPTION** (INCLUDE REQUISITES):

Teaching and learning principles will be discussed and applied to the discipline of nursing. Students will be introduced to instructional methods that have been found to be effective with various learning styles and foster the cognitive, psychomotor, and affective development of learners.

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**Calumet Department Head**

**School Dean**

**Fort Wayne Department Head**

**School Dean**

**Indianapolis Department Head**

**School Dean**

**North Central Department Head**

**Chancellor**

**West Lafayette Department Head**

**College/School Dean**

**Graduate Area Coordinator Committee**

**Committee Chair**

**Undergrad Curriculum Committee**

**Chancellor**

**Date**

**Date**

**Date**

**Date**

**Date**

**OFFICE OF THE REGISTRAR**
To: Purdue University Graduate Council
From: Faculty Member: Becky Jensen
Department: Nursing
Campus: IPFW
Date: January 29, 2009
Subject: Proposal for New Graduate Course-Documents Supporting Registrar's Form 40

Contact information if questions arise

Course Number: NUR 558
Course Title: Instructional Methods in Nursing Education

Name: Dr. Susan L. Ahrens
Phone Number: 260-481-6278
E-mail: ahrenss@ipfw.edu
Campus Address: Neff B50-U

A. Justification for the Course
   ☐ Explain how this course relates to other courses offered in the department or other departments and how this course fulfills a recognized need.

   ☐ This course is intended primarily for students Choose one:

B. Level of the course:
   ☐ Justify request for graduate course level by indicating anticipated enrollments of undergraduate and graduate students.

   Anticipated Undergraduate Student Enrollment:
   Anticipated Graduate Student Enrollment:

C. Prerequisites: (If none, please explain reasons for absence)
   ☐

D. Course Instructor:
   ☐ Instructor's Name Staff

E1. Course Outline:
   ☐ (An outline of topics to be covered and an indication of the relative emphasis or time devoted to each topic is necessary. If laboratory or field experience is involved, the nature of this component should be explained as well).

E2. ☐ Method of Evaluation or Assessment:

F. Reading List:
   ☐ A reading list or bibliography should be limited to material the students will be required to read in order to successfully complete the course. It should not be a compilation of general reference material.
INSTRUCTIONS FOR COURSE ADDITIONS, EXPIRIATIONS, OR REVISIONS

**Graduate** course additions, expirations, or revisions (course numbers 500-699) shall be originated by a department and submitted on Office of the Registrar Form 40 through college/school channels to the Office of the Registrar via the Graduate School (and the chancellor or school dean if by a regional campus). See the Graduate School's Policies and Procedures Manual (Section I) for specific course guidelines, [http://www.gradschool.purdue.edu/downloads/facstaff/2005PP.pdf](http://www.gradschool.purdue.edu/downloads/facstaff/2005PP.pdf).

If the number, title, and description of a course are all changed, it shall be considered a new course.

A proposal to change or expire a course that is a requisite for a course in another department or that is a requirement for a curriculum in any college/school should be discussed with the department and college/school concerned before submitting a change. In particular if the change or expiration affects multiple campuses, all campuses involved should be consulted.

If the request is a course revision, only the items to be revised need to be specified on the Form 40. For example, check Item #2 to add an existing course, indicate the course identifier (subject abbreviation and course number) and the campus where the course is to be added.

New subject abbreviations must be coordinated with the Office of the Registrar.

The numbering system designates the level of the course with 001-099 pre-college, remedial, deficiency and non-degree courses; 100-299 lower division; 300-499 upper division; 500-599 graduate courses open to upper-division undergraduates; and 600-699 graduate courses. The department and/or college/school shall propose a course number, subject to clearance by the Office of the Registrar, in order to avoid duplication.

A number that has been used for a course being expired should not be used again for a new course for at least four years.

The title of the course should reflect major content of the course. Variable title courses should be specified. Courses such as: special topics, special problems, seminars, selected topics may be offered under a variable title for students.

Courses with variable credit should be so indicated and minimum/maximum credit hours are to be specified. Equivalent credit is granted for non-collegiate courses and should be so designated. Thesis credit applies to thesis research at all upper undergraduate and graduate-level courses and should be so indicated.

If the grade option for the course is to be other than regular grade, (i.e. pass/not pass option or satisfactory/unsatisfactory option) the appropriate item should be checked.

Courses that are repeatable for credit (indicate maximum number of credits the course may be repeated if applicable), credit by examination, variable title or requiring special fees should be indicated.

If special approval by department/instructor is required or an instructor designator for scheduling purposes, it should be indicated.

Courses that are annotated as remedial or honors should be so indicated.

If a course has an off campus experience (i.e., Clinical Experience, Co-Op, Internship, Professional Practicum, Student Teaching or Study Abroad), please list accordingly.

Each instructional type that is utilized should be marked appropriately. For the definitions of each type, you can refer to [http://www2.itap.purdue.edu/faculty/documents/Minutes.pdf](http://www2.itap.purdue.edu/faculty/documents/Minutes.pdf) refer to pages 35-48. Please indicate how many minutes per meeting, meetings per week and weeks offered. Additionally, of the total amount of credit associated with the course, please specify what percentage is to be recorded with each instructional type.

It is necessary to record whether a course is Asynchronous (exchanging information involving a delay between sending and receiving of the material) or Synchronous (exchanging information instantaneously). Also specify the delivery medium for each type whether it be Audio, Internet, Live, Text-Based or Video.

A department on a specific campus may create a course that is similar to an existing course offered on one or more campuses. However, the level and number for an existing course being offered on more than one campus shall remain the same unless the responsible department heads on all campuses that offer the course mutually agree to a change.

A course covering the same general area of essentially equivalent content will carry the same subject abbreviation, course number, and title for all campuses. However, basically equivalent courses may be offered with variable patterns (i.e. instructional types, such as laboratories) and variable credits with the approval of the responsible department heads.
Approvals in addition to the department head, college/school dean, and chancellor, as appropriate, are as follows:

<table>
<thead>
<tr>
<th>PURPOSE</th>
<th>GRADUATE APPROVALS REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>New course with supporting documents</td>
<td>Graduate Council Area Committee; Graduate Council</td>
</tr>
<tr>
<td>Add existing course</td>
<td>Graduate Dean</td>
</tr>
<tr>
<td>Expiration of a course</td>
<td>Graduate Dean</td>
</tr>
<tr>
<td>Change in course number</td>
<td>(Upgrading only) Graduate Council Area Committee; Graduate Council</td>
</tr>
<tr>
<td>Change in course title</td>
<td></td>
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<tr>
<td>Change in course credit/type</td>
<td>Graduate Dean</td>
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<tr>
<td>Change in course attributes</td>
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<td>Change in instructional hours</td>
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<tr>
<td>Change in course description</td>
<td></td>
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<tr>
<td>Change in course prerequisites</td>
<td>Graduate Dean</td>
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<tr>
<td>Change in semesters offered</td>
<td></td>
</tr>
<tr>
<td>Cross-listing courses</td>
<td>Graduate Dean</td>
</tr>
<tr>
<td>Transfer from one department to another</td>
<td>Graduate Dean</td>
</tr>
</tbody>
</table>

ALL CAMPUSES INVOLVED IN ADDITIONS, EXPIRATIONS, OR REVISIONS SHOULD BE INDICATED AND THE APPROPRIATE SIGNATURES OBTAINED PRIOR TO SUBMISSION TO THE OFFICE OF THE REGISTRAR AT WEST LAFAYETTE.
Course Subject Abbreviation and Number: NUR 558

Course Title: Instructional Methods in Nursing Education

Justification for the Course:

1. Explanation of the need for the course:
   Required by the accrediting bodies for graduate education in the specialty of the nurse educator role. Prepares advanced practice nurses to understand and develop strategies to provide education in a wide variety of healthcare settings.

2. Contribution of the course to existing fields of study
   One of the courses for the Nurse Educator concentration of the graduate nursing program. Students are introduced to teaching and learning theories and their application for teaching in didactic and clinical arenas.

3. This course is intended primarily for students (choose one):
   - ✓ □ From within this department OR □ From other departments

A. Learning Outcomes and Method of Evaluation or Assessment:
   Describe the course objectives and student learning outcomes that address the objectives.

Upon successful completion of this course, the student is able to:

1. Demonstrate teaching/learning principles foundational education theories.
2. Construct a variety of teaching strategies appropriate to learner needs and desired outcomes.
3. Develop critical thinking activities for a variety of learners.
4. Analyze instructional methods for both clinical and didactic experiences.
5. Describe the methods of evaluation or assessment of student learning outcomes.
6. Identify methods of instruction

Outcomes:

- ✓ □ Lecture
- □ Recitation
- ✓ □ Presentation
- □ Laboratory
- □ Lab Prep
A. Level of the Course:
   1. Justify the level of the proposed graduate course including statements on, but not limited to, the target audience, rigor of the course, and expected learning outcomes. Designed for the Advanced Practice Nurse. Along with several other courses Nursing 558 provides content on a wide variety of instructional techniques and the teaching and learning principles that provides the graduate student nurse with in-depth and scholarly understanding of nurse education.

   2. Indicate the anticipated number of undergraduate and graduate students who will enroll in the course. 20 - 40

B. Prerequisites:
   1. List prerequisite courses by subject abbreviation, number, and title. None
   2. List other prerequisites and/or experiences required. Graduate of an accredited nursing program with a 3.0 GPA; Licensed to Practice in Indiana
   3. If no prerequisites-explain their absence.

C. Course Instructor
   1. Name, Rank, and department/program affiliation

   2. Is the instructor currently a member of the Graduate Faculty? ___yes ___no
      (If no, indicate when it is expected that a request will be submitted.)

D. Reading List:
   1. Required primary reading list.


Additional readings from current nursing education literature as assigned.

F. Library Resources:

Other Readings as determined to supplement learning will be available in Reserves Express or from the E-Journal Finder.

G. Course Syllabus: attach at this point.
Indiana University-Purdue University Fort Wayne
College of Health and Human Services
Parkview Department of Nursing

NUR 558 Instructional Methods in Nursing Education

Course Credit: Credits: Lecture: 2; Clinical 0

Pre- or Co requisites: none

Faculty:

Required texts:


Additional readings from current nursing education literature as assigned.

Course Description: Teaching and learning principles will be discussed and applied to the discipline of nursing. Students will be introduced to instructional methods that have been found to be effective with various learning styles and foster the cognitive, psychomotor, and affective development of learners.

Course objectives:

Upon successful completion of this course, the student is able to:

1. Demonstrate teaching/learning principles and foundational educational theory.
2. Construct a variety of teaching strategies appropriate to learner needs and desired outcomes.
3. Develop critical thinking activities for a variety of learners.
4. Analyze instructional methods for both clinical and didactic experiences.

Topical Outline:

1. Theoretical foundations of teaching and learning
2. Assessment of learner needs
3. Teaching strategies
4. Promoting critical thinking
5. Classroom instruction
6. Clinical instruction
7. Assessing the effectiveness of instruction
<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments/Topic(s)</th>
<th>Reading Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Theoretical foundations of teaching and learning</td>
<td>B &amp; H Chapter 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Y &amp; P Chapters 1, 2, 6, 14, 15, 16, 24, 25</td>
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<tr>
<td></td>
<td></td>
<td>WWW: <a href="http://www.infed.org/biblio/b-learn.htm">www.infed.org/biblio/b-learn.htm</a></td>
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<td></td>
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<td><a href="http://tip.psychology.org/index.html">http://tip.psychology.org/index.html</a></td>
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<tr>
<td>2</td>
<td>Assessment of learner needs</td>
<td>B &amp; H Chapters 2, 3, 4, 13, 16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Y &amp; P Chapters 3, 4, 20</td>
</tr>
<tr>
<td>3</td>
<td>Teaching strategies</td>
<td>B &amp; H Chapter 14</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Y &amp; P Chapters 7, 8, 9, 10, 11, 12, 13,</td>
</tr>
<tr>
<td>5</td>
<td>Promoting critical thinking</td>
<td>B &amp; H Chapter 14</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Y &amp; P Chapters 7, 8, 9, 10, 11, 12, 13,</td>
</tr>
<tr>
<td>7</td>
<td>Classroom Instruction</td>
<td>B &amp; H Chapter 20, 21, 22</td>
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<tr>
<td>8</td>
<td></td>
<td>Y &amp; P Chapters 21, 22; Appendices A, B</td>
</tr>
<tr>
<td>9</td>
<td>Clinical instruction</td>
<td>B &amp; H Chapter 17, 18, 19</td>
</tr>
<tr>
<td>10</td>
<td>Asssessing the effectiveness of instruction</td>
<td>B &amp; H Chapter 23, 24, 25, 26, 27</td>
</tr>
<tr>
<td>11</td>
<td>Presentations of T &amp; L project</td>
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<tr>
<td>12</td>
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<td>13</td>
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<tr>
<td>15</td>
<td></td>
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<tr>
<td>16</td>
<td>Final Exam Week</td>
<td></td>
</tr>
</tbody>
</table>

B & H -- Billings and Halstead; Y & P -- Young and Patterson

**Methods of Instruction:**

Self-assessment, self-reflection, journaling, lecture, discussion
**Course Requirements:**

Computer with internet access, computer account at IPFW, and system profiles as required by distance learning

**Evaluation Methods:**

Quality Class Participation 10%
Classroom Teaching Project 25%
Clinical Teaching Project 25%
Presentation of One Teaching Project & Reflection Paper 20%
Journaling/Reflection Discussion Forums (10) 20%

Class participation is a valuable part of the learning process at the graduate student level. This means that every student needs to be prepared for class and contribute meaningfully to the discussion. Being prepared for class means that the student has read the assigned readings and comes to the class with ideas of who the learning acquired from the reading and studying can be applied in the work setting.

**Teaching Projects:** Clinical and Classroom – these projects will demonstrate the student’s use of theory and evidence-based practice related to teaching and learning. The format will be the same for each project and shared with the student.

**Presentation** — The student will choose one teaching project to present to their peers, who will provide a peer evaluation of the presentation, based on information obtained during the course. The student will then evaluate themselves and summarize peer evaluations for a final reflection paper due no later than 48 hours after the presentation.

**Journaling/Reflection Discussion Forums (10) in Web CT Blackboard** — the DFs will reflect self appraisal and use of theory and evidence from course materials and other outside sources as necessary to evaluate and respond to the scenarios or situations presented Weeks 3 – 12.

**Department Announcements**

**Communication**

The official university communication is by IPFW e-mail using the university student E-mail address. E-mail includes information sent to the nursing listserv. Students’ must maintain the mailbox, including sufficient space to receive e-mails. Students are responsible for information sent via e-mail.

**Services for Students with Disabilities**

If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Services for Students with Disabilities (Walb, room 113, telephone
Classes in the nursing program will be canceled:

A. At all instructional sites if IPFW is officially closed by the administration of the university, or

B. At the practicum or clinic site if it is closed by officials of that institution.

Decisions to close IPFW and practicum/clinic sites are left to the chief administrators of those respective facilities. In the event of inclement weather, listen to local radio or television announcements, go to www.ipfw.edu (a notice will appear at the top of the page), or call the campus weather emergency number, 481-6050 or 481-5770 for a recorded message.

Plagiarism

According to the American Psychiatric Association (2001), plagiarism is the representation of another authors work as your own. Additional clarification of plagiarism is found in the following statements, from the American Psychological Association (2001):

Quotation marks should be used to indicate the exact words of another author. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text. The key element of this principle is that an author does not present the work of another author as if it were his or her own work (p.349).

The Plagiarism Policy of the nursing department indicates that any student who plagiarizes has committed academic dishonesty and misconduct which may lead to dismissal from the program or college. Any student, who has been identified to have plagiarized will receive a zero for that assignment.


Graduate Grading Scale:

90 – 100 A
80 – 89 B
70 – 79 C
Below 70 F
Graduate Handbook

As a student you are responsible for all policies contained in the Graduate Handbook online. These policies include:

Student Progression
Grade appeal
Attendance
Student Conduct and Attire
Confidentiality

As information changes repeatedly, frequent and regular checking is important.

Resources:

Resources available at IPFW are found on the IPFW website. A few resources are listed below.

The Writing Center at IPFW (http://www.ipfw.edu/casa/writing/)

You can improve your writing for any class by discussing your writing with a knowledgeable peer writing consultant in the Writing Center, Kettler G19. The staff will help you brainstorm, develop, and organize your ideas, work on issues of meaning and style, and learn to polish and edit your final draft. The Center is not a proofreading service; improving your writing takes time. To get the most from your visits: (a) sign up on the board outside KT G19 for 30 or 50 minute free appointments; (b) bring assignment, due dates, questions, ideas, and draft (if you have one); come early in the writing process, and (d) come regularly.

Additional Resources for Writing

About APA Style http://apastyle.apa.org/
APA Style Tips http://www.apastyle.org/styletips.html
Electronic References http://www.apastyle.org/elecref.html

The Online Learning Environment

To participate in an on-line course you must have Internet access. Before you start your course, it is expected that you are proficient with using basic Internet functions, such as using e-mail, searching the Web and using browsers. If you do not have a home computer and access to the Internet, you may use the IPFW student labs with a proper user ID, your local public library or a designated learning center, which are located around the state of Indiana.

To know the technical needs for using the IPFW Online Learning Environment, you can access this information at: http://www.ipfw.edu/dlearning/technical.shtml
Great Expectations: A Master Level Student:

This is a Master’s level course. As such, the faculty have expectations of learning behaviors that are important to your achieving the objectives of the course and that are a part of being a good leader. Rather than ‘spring them on you’ in fairness to you, the following are some of these expectations:

1. Plan carefully your schedule to ensure that you are able to attend class on time.
2. Schedule sufficient time to complete the assignments. Assignments have been carefully chosen to ensure that you have a good learning experience, but also that the reading is realistic.
3. Share with the faculty any life circumstances that interfere with your ability to compete an assignment so that you and the faculty member can come up with an alternate plan.
4. Ask clarifying questions if unsure of expectations.
5. Challenge yourself to become a life-long learner. It is a wonderful thing to be a life-long learner. Learning new ideas and concepts is exiting.
6. Write papers that reflect meeting objectives and scholarly work using APA format.
7. Support your ideas and opinions with reference citations using evidence-based supporting information when writing papers.
8. Seek university resources to help you write in a scholarly manner. It is not unusual for nursing students who are returning to school to have struggles with writing. Nurses are socialized to write in bullet points, checklists, and one word ideas. Use and outline when developing your paper and plan to finish with enough time to get feedback from the writing center.
9. Write scholarly papers in third person. According to APA, there are some exceptions to this and your faculty will let you know if it is ok to write in first person. The APA manual has some great suggestions for ways to write in the third person which do not use, ‘this writer’ or ‘this author’ all the time.
10. Provide feedback for identifying your optimal method of learning. It is the faculty members’ position to provide you with feedback and empower you to have a good learning experience.
11. Read the assignments in the course. The assigned readings are critical to your understanding and mastery of the knowledge and skills you need as an advanced nurse practitioner. Please keep in mind that this is minimal reading and that you need to develop and embrace reading as a way to continually expand your worldview.
12. Integrate evidence-based practice that is essential to professional nursing.