



NURSING 503.29 (Lec 01)

Introductory Concepts in Nursing Education and Leadership Through Peer-Led Learning

BACHELOR OF NURSING REGULAR TRACK PROGRAM

COURSE OUTLINE

Fall Session 2009

Class Day/Time:

Mondays 1700-2050 hrs

Dates:

September 14 to December 7, 2009

Classroom:

PF 2255

Course Instructor(s):

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Office Hours:

By Appointment

DETAILED COURSE DESCRIPTION

This senior option course is designed to engage undergraduate nursing students who have an interest in the teaching/learning dynamic to participate in a peer-led learning initiative. Using a blended learning, experiential approach and under the guidance of faculty mentors, senior level nursing students will progress within a leadership context as they simultaneously explore the realm of pedagogy. This course facilitates the students' application of knowledge, skills and experiences for the purposes of modeling, supporting, coaching and mentoring students enrolled in the first year of their nursing program. An introduction to educational theories and processes is guided through activities such as: classroom, field observation/ laboratory facilitation, scholarly inquiry, readings and reflections. The students are challenged to consider the relevance, context and outcomes of various pedagogical stances and to begin to formulate their unique philosophy of teaching.

This course is scheduled as three hours per week for 13 weeks involving a combination of scheduled classroom time and field observation/ laboratory facilitation complemented with online strategies to enhance collaboration through critical reflection and discussion. Class and online participation is an expectation within this course. Online time is approximately 1.5 hours per week.

You will also participate in Peer Assisted Learning Sessions (PALS) to facilitate drop-in practice opportunities for first year students enrolled in N203. The schedule for these sessions will be varied, including evenings and weekends. Details to follow.

COURSE OBJECTIVES

During this course, the student will have learning opportunities to:

1. Gain an appreciation for the role and responsibilities of the professional nurse educator.
2. Develop a beginning level of knowledge related to historical and emergent pedagogical stances and begin to formulate a personal philosophy of teaching.
3. Apply theoretical concepts and frameworks pertaining to skills teaching and experiential, inquiry-based learning to simulated clinical practice.
4. Cultivate skills in lesson planning, classroom and small group facilitation and giving and receiving feedback.
5. Examine the reciprocity of the teaching/learning process.
6. Develop confidence in initiating and maintaining collaborative teaching/learning relationships.

COURSE REQUIREMENTS

In order to be successful in Nursing 503. 29, students will complete the following requirements:

Assignment	Due Date	% Value
1. Narrative Description and Online Discussion	- Online Narrative is developed over the course of the first two observational field experiences and posted after the 2 nd observational field experience. - Online Discussion begins (with responses to each others field experiences). Due: Oct 13, 2009	20%
2. Critical Reflection	Following individual teaching field experience. Due: Within 1 week of individual field teaching experience	25%
3. Online Discussion and Synthesized Self Evaluation	Online Discussion continued following each field experience. Synthesis and Self Evaluation Due: Nov 16, 2009	25%
4. Joint Teaching Plan Presentation (Completed by the pair of Peer Leaders)	 Due: Dec 7, 2009	30%
TOTAL		100%

It is the student's responsibility to keep a copy of each submitted assignment. Assignments must be submitted in paper copy format.

Minimum passing grade for this course is D (Theory Course)

FACULTY OF NURSING UNDERGRADUATE GRADING SCALE

If the percentage on your assignment is:	The grade on your assignment is:	The weighted grade points will be taken from:	If the total for all assignments is:	Your final grade will be:	And the GPA for the course will be:
98.0 – 100	A+	4.0	3.95-4.00	A+	4.0 Outstanding -- exceptional analysis and synthesis of subject matter.
93.0 – 97.9	A	3.9	3.85-3.94	A	4.0 Excellent -- superior performance, showing comprehensive understanding of subject matter.
88.0 – 92.9	A-	3.7	3.50-3.84	A-	3.7
83.5 – 87.9	B+	3.3	3.15-3.49	B+	3.3
78.0 – 83.4	B	3.0	2.85-3.14	B	3.0 Good -- clearly above average performance with knowledge of subject matter generally complete.
73.5 – 77.9	B-	2.7	2.50-2.84	B-	2.7
69.0 – 73.4	C+	2.3	2.15-2.49	C+	2.3
63.5 – 68.9	C*	2.0	1.85-2.14	C	2.0 Satisfactory - basic understanding of the subject matter. [Minimum passing grade for NURS 203/211.]
59.0 – 63.4	C-	1.7	1.50-1.84	C-	1.7
54.5 – 58.9	D+	1.3	1.15-1.49	D+	1.3
50.0 – 54.4	D	1.0	0.50-1.14	D	1.0 [Minimum passing grade for theory courses.]
49.9 or less	F	0	0.00-0.49	F	0.0

Approved by Faculty of Nursing, Executive Committee of Council, June 9, 2005 [Editorial Revisions: August 7, 2009]

WITHDRAWAL DEADLINE

The last date for withdrawal from this course without penalty is December 8, 2009.

REQUIRED TEXTBOOKS/RESOURCES

The following required textbooks are available for purchase at the University of Calgary Bookstore or from the course instructors. Weekly readings will be posted on Blackboard and/or a reading list will be provided.

Bookstore

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th Ed.). Washington, DC: American Psychological Association. (For help with understanding APA formatting <http://www.psywww.com/resource/apacrib.htm>)

For purchase from course instructors first day of class \$16.31 (cash or cheque & receipt will be provided)

Smith, T., Rabbitte, C., & Robinson, S. (2009). *Curricular peer mentoring: A handbook for undergraduate peer mentors serving and learning in courses*. Victoria, Canada: Trafford.

Faculty/ Student Roles:

1. Course Instructors (Pat and Rita)

- available to students for consultation through e-mail and face to face instruction
- monitor the on-line discussions on a regular basis, providing support and feedback
- support faculty mentors as required
- office hours by appointment

2. Faculty Mentor

- assist, coach, facilitate problem-solving, and role model to the co-peer leaders concepts related to teaching/ learning and leadership
- plan, debrief, and provide feedback regularly with co-peer leaders related to classroom/lab experiences
- facilitate transition of student/peer leaders from an observer to active teacher role
- provide teaching plan feedback, both formative and summative
- plan, debrief and support other faculty mentors
- engage in the co-development of the Collaborative Partnership Plan with assigned peer leaders
- inform instructors of issues associated with the peer leadership initiative

3. Peer Leaders

- assist, coach, facilitate problem-solving, and role model to students in the classroom/lab situation concepts related to teaching/ learning and leadership
- are **not** responsible for testing situations or determining a junior student's mark i.e. not marking papers
- move from an observation role in classroom/lab situation to a leadership role when facilitating the students' learning in the lab/simulation settings
- share the observation and leadership roles with the co-peer leader and the faculty mentor based on joint planning
- function within groups/teams, faculty mentor/co-peer leader, classroom/lab situation team building around the peer leadership initiative
- discuss and apply teaching/learning/leadership theory based on reflective practice
- plan and debrief regularly with faculty mentor and co-peer leader classroom/lab experience

Class Schedule for 13 Weeks:

Week	Process	Topic	Outcome
Sept 14	Classroom Pat Rosenau Rita Lisella	Orientation to course, team building strategies, teaching and learning styles, leadership	Begin to develop a collaborative partnership plan with co-peer and faculty mentor
Sept 21	Field Observation (Refers to observing in N203 or simulation labs)		Online narrative begins about what was observed: - How did this impact you? -How did this help you understand teaching? -What did you learn from this observation? -What questions do you have further to this observation?
Sept 28	Classroom Guest: Rosalie Pederson (Teaching and Learning)	Teaching Plan development using the BOPPPS model, retention strategies, feedback/debriefing strategies	Identify one individual and one joint teaching opportunity in discussion with co-peer and faculty mentor and ensure all stakeholders are informed (co-peers, faculty mentor, instructors) Submit Collaborative partnership plan to instructors
Oct 5	Field Observation (Refers to observing in N203 or simulation labs)		Continue online narrative development identifying relationships within the teaching and learning dynamic. Provide one response to each member's narrative in the discussion group
Oct 12	Thanksgiving – No Class		By Oct 13 complete one online narrative response to each discussion group member Oct 13 - Instructors will review and mark online narrative and responses between discussion group members
Oct 19	Classroom Pat Rosenau Rita Lisella	Teaching pedagogies, models and philosophy	Begin development of the teaching plans with consideration to teaching pedagogies and models
Oct 19 until Nov 30	Field Experience involving Individual and joint teaching experiences followed by debriefing with faculty mentor and self evaluation	Determine student schedules, and observe teaching and simulation	-Online narratives and discussions -Development of Teaching Plans - Implementation of Teaching Plans. -Debriefing and self evaluation
Nov 16	Classroom Pat Rosenau Rita Lisella	Challenges and strategies in classroom management, student engagement and paradoxes/experience	Self Evaluation of Online Discussion
Nov 23	TBD based on students needs		

Nov 30	Classroom Pat Rosenau Rita Lisella	Service Learning and Developing Learning Communities	Collaboration with other peer mentors/leaders
Dec 7	Classroom		Joint Teaching Plan Presentations and Peer Feedback

COURSE BASED RESEARCH-ETHICS

An integral part of the course development by Rita Lisella and Pat Rosenau is research relating to nursing education & leadership through peer-led learning to improve the quality of teaching in this subject area. On the first day of class, you will be offered the opportunity to formally consent to participate in the research study: *Academic Course Based Peer Leadership at the University of Calgary and in North American Post-Secondary Education*.

The research may involve the following:

Informal and Naturalistic Observation: Instructors reflect on teaching and course design based on data that is naturally gathered while experiencing the role of Instructor.

Formal Research Methods: During the course or after the course is over, the Instructors may recruit you to participate in formal research investigations of student learning (for example a survey or interview, or analysis of your writing assignments) that have been approved in advance by our institution's research ethics board. The purpose of such research would be to gather information about student learning in this course in ways that student course ratings or your instructor's professional reflections cannot provide, and to present the results publicly to enhance understanding of higher education. Participation is entirely voluntary and you may refuse to participate in research without any penalty to your grades or any loss of benefits to which you are entitled as a student. To prevent any influences on grading, if you are recruited for formal research during the course, a third party will collect your consent form and/or request to withdraw from research, and will keep them confidential until after your final grades have been submitted.

Instructors may present descriptions and analyses of teaching experiences at workshops, conferences or in academic publications without identifying individual students in any way and without revealing confidential information

COURSE STANDARDS

ASSIGNMENTS

Due dates for assignments are posted in the course outline. It is expected that all students meet the deadlines unless discussed with the course instructors. For each assignment, APA (2010), 6th edition is to be used. Please submit a **hard copy** of your assignments(s) at the beginning of class or at the Faculty of Nursing Main Office by 1630 hrs on the date when the assignment is due.

Late assignments will be deducted 5% per day until it is submitted to the instructors. An extension will be considered for extenuating circumstances. The student is responsible for advising the instructor forty-eight (48) hours prior to the due date in order for his/her request to be considered.

ATTENDANCE

Students need attend classes/ field observation and PALS in order to achieve the learning outcomes and satisfactorily complete the course.

PARTICIPATION

Students are expected to actively engage in the classroom discussions. All interaction will be conducted in a respectful manner, in accordance with the U of C (2009 – 2010) Principles of Conduct.

STUDENT MISCONDUCT

Plagiarism is a serious offence. The penalty is academic probation or requirement to withdraw in addition to an F on the assignment and possibly an F in the course as a whole.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism occurs not only when direct quotations are taken from a source without specific acknowledgement but also when original ideas or data from the source are not acknowledged.

For further information on Student Misconduct Policies, please refer to the official online University of Calgary Calendar 2009-2010, Academic Regulations, K. Student Misconduct: www.ucalgary.ca/pubs/calendar/

Intellectual honesty is viewed most seriously at the University of Calgary and compliance with standards of intellectual honesty is an expectation.

ACADEMIC WRITING

The University supports the belief that throughout their University careers, students should be taught how to write well; therefore, written assignments in this course will be evaluated based on the required elements as well as quality academic writing.

For further information, please refer to the official online University of Calgary Calendar 2009-2010, Academic Regulations, E. Course Information, E.2 Writing Across the Curriculum: www.ucalgary.ca/pubs/calendar/

REAPPRAISALS AND APPEALS

For information on reappraisals and appeals, refer to the official online University of Calgary Calendar 2009-2010, Academic Regulations, I. Reappraisal of Grades and Academic Appeals: www.ucalgary.ca/pubs/calendar/

Please note the 15 day timeline from the receipt of a mark and a request for reappraisal and/or appeal to the Associate/Assistant Dean, Undergraduate Programs.

ACADEMIC ACCOMODATIONS

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation, you must officially register with the Disability Resource Centre. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor within the first week of the start of this course.

Further information can be obtained at: www.ucalgary.ca/drc/ or by calling 403-220-8237.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY (FOIP)

You may be asked to share your student information with each other such as email addresses, phone numbers, and may be requested to be videotaped/ audiotaped.