

New Program Code     Replace Program Code    Date: \_\_\_\_\_

**REQUESTOR CONTACT INFORMATION**

Name \_\_\_\_\_ Campus \_\_\_\_\_  
 Title \_\_\_\_\_ Email \_\_\_\_\_  
 Office/Dept \_\_\_\_\_ Phone \_\_\_\_\_

**NEW PROGRAM CODE TO CREATE**

Institution \_\_\_\_\_ Campus \_\_\_\_\_  
 Level \_\_\_\_\_ Effective Term \_\_\_\_\_

	Code (Max. Characters)	Description	Check if requesting new code:
College	(2) _____	_____	<input type="checkbox"/> See Banner form STV_COLL
Department	(4) _____	_____	<input type="checkbox"/> See Banner form STV_DEPT
Degree/Certificate	(6) _____	_____	<input type="checkbox"/> See Banner form STV_DEGC
Major	(4) _____	_____	<input type="checkbox"/> See Banner form STV_MAJR
Concentration	(4) _____	_____	<input type="checkbox"/> See Banner form STV_MAJR
Minor	(4) _____	_____	<input type="checkbox"/> See Banner form STV_MAJR

If a similar major/concentration code exists in Banner, please list the code: \_\_\_\_\_

Justification to warrant a new major/concentration code similar to an existing major/concentration code:  
 \_\_\_\_\_

Is this major/concentration code being used the same way at the other UH campuses?     Yes     No

Should this program be available for applicants to select as their planned course of study on the online application? *If yes, student may select the code as their only program of study.*     Yes     No

**RULES PERTAINING TO FINANCIAL AID AND 150% DIRECT SUBSIDIZED LOAN LIMIT LEGISLATION**

Is 50% or greater of the classes in this program offered at a location other than the Home Campus?     Yes     No

Is this program/major/certificate financial aid eligible?     Yes     No

Does this certificate qualify as a Gainful Employment Program (Title IV-eligible certificate program)?  
 See <http://www.ifap.ed.gov/GainfulEmploymentInfo/index.html>

**Program Length**

*In academic years; decimals are acceptable. The length of the program should match what is published by the campus in any online and/or written publication.*

Special Program Designations     A     B     N     P     T     U

*See Special Program Designations Code Definitions on IRAO Program Code Request webpage*

Required Terms of Enrollment:     Fall     Spring     Summer     Extended

**EXISTING PROGRAM CODE TO REPLACE, IF APPLICABLE**

Program Code _____	Program Description _____
Institution _____	Campus _____
College _____	Department _____
Level _____	

Are current students "grandfathered" under the program code?  Yes  No

Should the old program code be available for use in Banner?  Yes  No

**Effective** , **old program code will no longer be available to admit or recruit students.**  
Term (ie. Fall 2020)

*This will turn off the online application, recruitment (effects Banner forms SRASUMI and SRAQUIK) and admissions (effects Banner forms SAADCRV, SAAADMS, SAASUMI, SAAQUIK, and SAAQUAN) Banner modules.*

**Effective** , **old program code will no longer be available to award degree to students.**  
Term (ie. Fall 2020)

*This will turn off the general student (effects Banner form SGASTDN) and academic history (effects Banner form SHADEGR) Banner modules.*

**ATTACHMENTS**

**BOR Approved:** Sole-credential Certificate, Associate, Bachelor and Graduate Degrees, and sole credential certificates

- BOR Meeting Minutes & Supporting Documents  Curriculum

**Chancellor Approved:** Concentrations, Certificates and Associate in Technical Studies (ATS) Degree

- Memo from Chancellor to notify Vice President for Academic Planning and Policy regarding program action.  
 Curriculum

**CERTIFICATES ONLY: Please check one (1) statement.** This certificate is a...

BOR approved certificate. BOR Meeting/Approval Date: \_\_\_\_\_

Chancellor approved within an authorized BOR program. BOR Program: \_\_\_\_\_

Chancellor approved CO in accordance with UHCCP 5.203, Section IV.B.10.

**VERIFICATIONS**

*By signing below, I verify that I have reviewed and confirm the above information that is pertinent to my position.*

<p><b>Registrar</b> (Print Name)</p> <p>_____</p>	<p><b>Financial Aid Officer</b> (Print Name)</p> <p>_____</p>	<p><b>For Community Colleges, verification of consultation with OVPCC Academic Affairs:</b> Tammi Oyadomari-Chun</p> <p>_____</p>
Signature	Date	Signature
Signature	Date	Signature
Signature	Date	Signature

**ADDITIONAL COMMENTS**



UNIVERSITY  
of HAWAII®  
MĀNOA

May 9, 2022

**MEMORANDUM**

TO: Laura Lyons  
Interim Vice Provost for Academic Excellence

VIA: Krystyna Aune *Krystyna Aune*  
Dean, Graduate Division

VIA: Clementina D. Ceria-Ulep *Clementina D. Ceria-Ulep*  
Interim Dean, Nancy Atmospera-Walch School of Nursing (NAWSON)

FROM: Alice Tse *Alice Tse*  
Chair & Graduate Chair, Department of Nursing (DON)

**SUBJECT: Modification to the Master's of Science (MS) in Nursing Program**

**SPECIFIC ACTION REQUESTED:**

It is requested that the Interim Vice Provost for Academic Excellence approve the proposed modification to the MS in Nursing Program to include a new track in **Nursing Education & Leadership**.

**REQUESTED EFFECTIVE TERM:**

Fall 2022

**ADDITIONAL COST:**

There is no additional cost.

**RATIONALE/PURPOSE OF PROPOSED CHANGE(S):**

The purpose is to update the Master's of Science (MS) in Nursing program to include a new track in Nursing Education & Leadership. In doing so, this will expand enrollment to professional nurses in practice with a bachelor's degree in nursing or higher and to graduate students in the MS Program. The Nursing Education & Leadership Track is proposed to meet the dire shortage of nurse educators in academic and practice settings.

BACKGROUND:

- (1) There continues to be an **increased number of nurse faculty vacancies in schools of nursing** (National Advisory Council on Nursing Education and Practice (NACNEP), December, 2020). Nationally, the vacancy rate is 9.75 % for schools with budgeted vacancies and the number of schools who report vacant full-time positions is currently 53% (AACN, 2019). The Hawai'i State Education Capacity Report by the Hawai'i Center for Nursing (July 2021) of Academic Year 2019-2020, reported two “troubling trends.” The first is that part time nursing faculty represent more than half of all funded faculty lines and in 2019-2020, accounted for 57% of all filled faculty positions. Second, the full-time faculty vacancy rate was 6%, more than double in Academic Year 2019-2020 from 10 to 23.
- (2) There will be an **increase in faculty retirements in the next decade** which will lead to a phenomenon known as a “brain drain” in schools of nursing (Fang, 2020). The Hawai'i State Center for Nursing (July 2021) found in Academic Year 2018-2019, 36% of the full-time faculty were 61 years or older and reported a rapid loss of full-time faculty in the last year has exacerbated the faculty shortage.
- (3) The **lack of full-time faculty has** an adverse impact on the quality of nursing education (NACNEP, December, 2020). The National Council of State Boards of Nursing (NCSBN) in 2020 found in schools with 80% or higher NCLEX-RN pass rates, with a program director with a PhD, along with minimal leadership turnover, were among the factors contributing to better educational outcomes such as higher pass rates for students and full approval from the state boards of nursing. Furthermore, factors contributing to lower quality nursing programs were with faculty with little training in the basic pedagogy of nursing education (Spector et al., 2020). The Hawai'i State Board of Nursing –Department of Commerce and Consumer Affairs requirements of faculty members in programs which prepare registered and advanced practice registered nurses prefer a faculty member to have education (courses) in curriculum development, evaluation, or teaching methods.
- (4) The **MS, DNP, and PhD nursing programs often lack essential coursework in the science of nursing education, educational pedagogy, learning theory, or student assessment** (NACNEP, December 2020). Most clinical nurse preceptors (practicing nurses who are teaching and overseeing nursing students in clinical) are not nursing faculty and would also benefit from increased training in integrating their clinical practice along with their teaching role. This phenomenon has been a topic of discussion in the Department of Nursing (DON) and our affiliated nursing programs in the community colleges/colleges on the neighbor islands. Most recently, the DON Faculty Senate has taken on the initiative to address this issue and has made a concerted effort to explore new programs and initiatives to improve the status of nursing faculty.
- (5) **In January-February 2020, the UHM School of Nursing conducted a market survey.** The purpose of this survey was to explore Hawai'i's nursing faculty, nurse educators, and

practice nurses regarding the need for, interest in, and planning for a program of study in nursing education. This was an anonymous survey done in Survey Monkey with nurses in academia and the practice settings. There were 45 faculty/nurse educators and 154 practice nurses, a total of 199 nurses completed the survey. Eighty-nine percent (89%) of the faculty/nurse educator group and 84% of the practice nurses expressed the importance for nurses in the State of Hawai'i to have access to programs specializing in nursing education.

- (6) **Currently, there is no Nursing Education & Leadership Track at the master's level in public or private universities/colleges in the State.** As the only land-grant university in Hawai'i, we have a statewide role to serve the public good through cultivating innovative leaders in nursing education for future generations to come. As the flagship institution of the University of Hawai'i, we house the state's professional schools, of which NAWSON can play a critical role in strengthening nursing education in this State (University of Hawai'i at Mānoa – Mānoa 2025 – Our Kuleana to Hawai'i & the World Strategic Plan 2015-2025).

DETAILED LIST OF CHANGE(S):

**MS in Nursing – Nursing Education & Leadership Track (see Attachments 1-2)**

1. Program Track Name. The new track will be named “Nursing Education and Leadership Track” in the MS in Nursing Program. The proposed revisions to the MS in Nursing are to include two tracks instead of one.
2. This new track will be administered with the current Advanced Population Health Nursing (APHN) Track.

It will be offered in a hybrid format with most of the courses offered online except for the fieldwork and practicum experiences. Accommodations will be made for graduate nursing students on the neighbor islands for the fieldwork and practicum experiences. O'ahu students enrolled will have face-to-face fieldwork and practicum requirements.

The total number of credits required for the new Nursing Education & Leadership Track is 36 credits (Didactic = 432, Clinical = 270 + (indirect hours), MS Plan A Thesis Option = 9). The Track is a focused 2-years full-time or 3-years part-time graduate degree designed to meet the needs of graduate nursing students (MS) and nurse professionals in practice.

There are two required courses across both tracks: NURS 620 – Nursing Research & Theory & Evidenced-Based Practice (3 cr.) and NURS 662 – Leadership, Role Identity, and Organizational System Change (3 cr.). NURS 662 is a required seminar course for the MS in Nursing Program.

The other required courses will be different between the two Tracks: the APHN Track will focus on topics related to population health and the Nursing Education &

Leadership Track will focus on nursing education and leadership development. Required courses in the Nursing Education & Leadership Track include NURS 613 – Pathophysiology for Advanced Practice (3 cr.), NURS 629 – Pharmacology for Nurses in Advanced Practice (3 cr.), NURS 612 and N612L – Advanced Assessment (3 cr. total), NURS 747 – Curriculum Development & Assessment Strategies in Nursing Education (3 cr.), NURS 740 – Health Policy & Economics (3 cr.), NURS 749– Curriculum Evaluation & Accreditation in Nursing Education (3 cr.), NURS 732 – Best Practice & Innovation in Teaching and Learning in Nursing Education (3 cr.), and NURS 735 – Effective Program Evaluation for QI (3 cr.).

Both tracks will have a capstone practicum course (variable 3-6 credits) referred to as NURS 672 – Advanced Population Health Nursing Capstone Practicum and NURS 748 – Nursing Education & Leadership Capstone Practicum.

In addition, both tracks will have a Plan A Thesis or Plan B Non-Thesis option. Students who select the Plan A Thesis will need to take 9+ additional credits which includes NURS 692 – Methods for Nursing Research (3 cr.) and NURS 700 – Thesis (minimum of 6 cr.). The Plan B Non-Thesis does not have research/thesis credits but instead students will complete a capstone project and practicum.

3. Program Administration. The prospective and current graduate students in this track will receive academic and student services support from the School's Office of Students Services (OSS). OSS will also oversee admissions, and other student support services. As students' progress through the program of study, they will be additionally advised by the Program Director for academic advising.
4. Admission Requirements. The applicant must apply to the UHM Graduate Division and follow the requirements for admission of the Graduate Division. All graduate degree programs with the DON use a rolling admission process. The DON reviews applications monthly starting in October and ending in March. Applicants must submit fully completed applications containing all requirements for both the UHM Graduate Division and the DON to be reviewed for admission to the program. Applicants can apply only once per annual admission cycle and must meet the requirements of both the UHM Graduate Division and the DON for admission to the program. As part of the application process, the following documentation needs to be also provided by the applicants: Official transcript, resume, curriculum vitae or evidence of professional experience, personal statement to show commitment, goals and interest, and at least two letters of professional references from individuals who can comment on the quality of the applicant's education or work experiences, ability to pursue graduate studies, and character.
5. Resources. There will be no additional teaching, mentoring, or administrative/operation resources required for this Track. The Nursing Education & Leadership Track will utilize the existing resources available to the DON. The teaching load increase is manageable and no additional resources are required. The target

enrollment of 11 students (10.8% attrition) requires 1 Faculty FTE annually. The workload increase is also anticipated in administering the program.

6. Program Evaluation:

NAWSON utilizes a comprehensive, proactive evaluation plan that systematically collects, analyzes and determines the effectiveness of the education programs/tracks offered by the school. The track addresses the 2021 American Association of Colleges of Nursing (AACN)- Essentials: Core Competencies for Professional Nursing Education- approved April 6, 2021. The new Essentials document outlines the curriculum content and expected competencies of graduates from Baccalaureate, Masters and Doctor of Nursing Practice programs. The Essentials provide a framework for a competency-based approach to nursing education and assessment. Program assessment and evaluation include data from several levels.

a. Curriculum level (course level):

- 1) Collection and evaluation of student work to determine SLO achievement
  - a. Competency achievement assessed through:
    - i. Assessment of exams and papers representing student's coursework
    - ii. Assess' final capstone paper
    - iii. Portfolio of student work
    - iv. Preceptor and faculty evaluations of student performance in their clinical fieldwork
      1. Direct observation using scoring rubrics during simulation sessions or clinical fieldwork.
  - 2) Collection and analysis of student's self-reports of SLO achievement.
  - 3) Course level assessment results will be utilized to determine programmatic decisions (e.g., course content revision, logical sequencing of courses, etc.)

b. Program level:

- 1) Graduation rates (program completion rates), certification and employment rates
  - a. Includes first time pass rates on the Certification for Nurse Educators (CNE) exam
  - b. Alumni survey which includes employment rates
- 2) Employer surveys (formal and informal data from key stakeholders-community partners)
- 3) Collection and analysis of end of program survey completed by students
  - a. Survey assesses student perceptions of the program's achievement of the stated program learning outcomes (based on AACN essentials), adequacy of learning resources, financial aid and advising
- 4) Program Accreditation by Commission on Collegiate Nursing Education (CCNE)- AACN

- 5) Faculty input:
  - a. Curriculum committee meetings composed of key program faculty, students and community stakeholders discuss:
    - i. Longitudinal analysis of data (end of program surveys as well as end of course surveys).
    - ii. Data driven discussions drive continuous program improvement recommendations.
  
7. New Courses. There will be an introduction of two new courses NURS 749 – Curriculum Evaluation & Accreditation in Nursing Education and NURS 732 – Best Practices and Innovation in Teaching and Learning in Nursing Education. (UHM-1 forms included).

**NURS 749: Curriculum Evaluation & Accreditation in Nursing Education (3 cr.):**

Catalog Description: Current trends of planning for evaluation and critical analysis and application of curriculum evaluation in nursing curriculum.

Prerequisite: NURS 747

Course Type: Hybrid Online

**NURS 732: Best Practices & Innovation in Teaching and Learning in Nursing Education (3 cr):**

Catalog Description: The course provides a foundation to current best practices and innovative teaching and learning strategies in nursing education

Prerequisite: N/A

Course Type: Hybrid Online and Fieldwork experience (1 cr.)

8. Course Modifications. There will be three course modifications, NURS 747 – Curriculum Development & Assessment Strategies in Nursing Education, NURS 748 – Nursing Education & Leadership Capstone Practicum, and NURS 662 – Leadership, Role Identity, and Organizational/System Change. (UHM- 2 forms included).

**NURS 747: Curriculum Development & Assessment Strategies in Nursing Education (3 cr.)**

Catalog Description: Current theories, issues, and trends of curriculum development and assessment strategies in nursing education.

Prerequisite: N/A

Course Type: Hybrid Online



**NURS 748: Nursing Education & Leadership Capstone Practicum (var. 3-6 cr):**

Catalog Description: a culminating experience in nursing education and leadership program designed for students to integrate, critique, extend, and apply knowledge gained in the program into variety of practice settings.

Prerequisite: NURS 732, NURS 747

Course Type: Hybrid Online and Practicum

**NURS 662: Leadership, Role Identity, and Organizational/System Change (3 cr.)**

Catalog Description: - Seminar focused on theoretical and conceptual models of leadership and management as applied to relevant advanced nurses' roles, their respective populations, and changing healthcare environments.

Prerequisite: N/A

Course Type: Hybrid Online

9. Eligibility for National Certification. Students who complete the Nursing Education & Leadership Track are eligible to sit for the National League of Nursing (NLN) certification as a nurse educator (CNE). This is a professional certification offered by the NLN, a national organization of nurse faculty and nurse educators that provides voluntary accreditation to nursing education programs through its Commission for Nursing Education Accreditation. CNE eligibility designations are in three areas: (1) Certified Nurse Educator, (2) Certified Academic Clinical Nurse Educator, and (3) Certified Nurse Educator Novice.

DETAILED LIST OF CONSULTATION WITH IMPACTED PROGRAMS (if any): N/A

PROGRAM-LEVEL APPROVAL:

Sequence of Events:

Before Initial Application Submission on March 4, 2022 to Graduate Division:

1. Meetings with the Department of Nursing Master's Chair and/or Committee were held on January 24, 2022, February 7, 2022, and February 28, 2022 to discuss the MS in Nursing and Leadership Program. The curriculum, UHM-1 and UHM-2 forms, and new courses and course modifications were approved on February 28, 2022 and forwarded to the DON Chair & Graduate Chair. The Committee confirmed that the Nursing Education & Leadership Track may be of interest to MS students enrolled in the APHN Track to be certified as a nurse educator.
2. A meeting with the DON DNP Curriculum & Program Delivery Committee was held on January 10, 2022 and February 14, 2022. There were no changes or impacts to the DNP Program. The Committee noted support of the new track and confirmed that the Nursing Education & Leadership Track courses may be of interest to DNP students who wish to teach.

After Initial Application Submission with Feedback from Graduate Division on March 22, 2022:

1. In addition, the Department of Nursing Master's and DNP Curriculum & Program Delivery Chairs met with the Interim Dean, Interim Associate Dean of Academic Affairs, and Dr. Kataoka-Yahiro on April 26, 2022 to discuss the course modification for NURS 662 to be a seminar focused requirement for both the DNP and MS in Nursing Programs based on the feedback from the Graduate Council. Both the NURS 662 UHM-2 and revised syllabus were approved by the DON Master's Curriculum & Program Delivery Committee on April 29, 2022 and by the DON DNP Curriculum & Program Delivery Committee on May 6, 2022.

ACTION RECOMMENDED:

It is recommended that the Interim Vice Provost for Academic Excellence approve the proposed modification to the MS in Nursing Program to include a new track in Nursing Education & Leadership.

ATTACHMENTS

- (1) Current Master of Science Program (1 Track) and Proposed Modifications to the Master's of Science in Nursing Program (2 Tracks) with Revision Notes
- (2) Current Catalog Description Master of Science Section & Proposed Addition of the Nursing Education and Leadership Track

Approved/Disapproved:

Laura Lyons

Digitally signed by  
Laura Lyons  
Date: 2022.07.13  
11:30:45 -10'00'

\_\_\_\_\_  
Laura Lyons  
Interim Vice Provost for Academic Excellence

\_\_\_\_\_  
Date

**ATTACHMENT 1**

**Proposed Modifications to the Master’s of Science in Nursing Program with Revision Notes**

	Current Master’s of Science (MS) in Nursing Program with 1 Track			NEW Proposed Master’s of Science (MS) in Nursing Program with 2 Tracks						
	Advanced Population Health Nursing (APHN) Track	FT path way	PT path way	Advanced Population Health Nursing (APHN) Track (no change)	FT path way	PT path way	Nursing Education & Leadership (NEL) Track	FT path way	PT path way	REVISION NOTES
# of Credits		30	30		30	30		36	36	The MS in Nursing Program will have 2 Tracks instead of 1 Track
Length		1 YR	2 YRS		1 YR	2 YRS		2 YRS	3YRS	Length will vary 1-2 vs 2-3 Yrs
	Course	CR/ SEM	CR/ SEM	Course	CR/ SEM	CR/ SEM	Course	CR/ SEM	CR/ SEM	
Core Courses	NURS 620 Nursing Research & Theory & EBP NURS 662 Leadership, Role Identity, & Organizational/ System Change	3/1 3/1	3/1 2/5	NURS 620 Nursing Research & Theory & EBP NURS 662 Leadership, Role Identity, & Organizational/ System Change -Seminar Course	3/1 3/1	3/1 3/5	NURS 620 Nursing Research & Theory & EBP NURS 662 Leadership, Role Identity, & Organizational/ System Change – Seminar Course	3/1 3/2	3/1 3/4	There will be 2 core courses across both MS tracks NURS 620 and NURS 662. NURS 662 will be a required seminar course.
Required Courses for the Track	NURS 641 Global Health NURS 671 Biostatistics NURS 600 Epidemiology for Advanced Nursing NURS 609 Health Policy NURS 626 Advanced Population Health NURS 670 Disaster Nursing	3/1 3/1 3/2 3/2 3/2 3/3	3/4 3/1 3/2 3/4 3/2 3/3	NURS 641 Global Health NURS 671 Biostatistics NURS 600 Epidemiology for Advanced Nursing NURS 609 Health Policy NURS 626 Advanced Population Health NURS 670 Disaster Nursing	3/1 3/1 3/2 3/2 3/2 3/3	3/4 3/1 3/2 3/4 3/2 3/3	NURS 613 Pathophysiology for Advanced Practice N629 Pharmacology for Nurses in Advanced Practice NURS 612 Advanced Assessment & Clinical Reasoning NURS 612L Advanced Assessment & Clinical Reasoning Lab NURS 747 Curriculum Development & Assessment Strategies in Nursing Education NURS 740 Health Policy & Economics *NURS 749 Curriculum Evaluation & Accreditation in Nursing Education *NURS 732 Best Practice & Innovation in Teaching and Learning in Nursing Education NURS 735 Effective Program Evaluation for QI	3/1 3/1 2/2 1/2 3/2 3/3 3/3 3/3 3/3 3/4	3/1 3/3 2/2 1/2 3/2 3/5 3/3 3/5 3/4	The required courses for both tracks will be different due to program focus. Advanced Population Health will have a focus on Population Health  Nursing Education & Leadership will have a focus on nursing education and leadership development.
Capstone	NURS 672 Advanced Population Health Nursing Capstone Practicum	3-6/2,3	3/3,4,5	NURS 672 Advanced Population Health Nursing Capstone Practicum	3-6/2,3	3/3,4,5	NURS 748 Nursing Education & Leadership Capstone Practicum	6/4	6/6	Both MS tracks will have a capstone practicum course with variable credits 3-6
MS Thesis Plan: A	NURS 692 Methods for Nursing Research (3 credits) NURS 700 Thesis (minimum of 6 credits)	3/3 6+/4-7	3/5 6+/4-7	NURS 692 Methods for Nursing Research (3 credits) NURS 700 Thesis (minimum of 6 credits)	3/3 6+/4-7	3/5 6+/4-7	NURS 692 Methods for Nursing Research (3 credits) NURS 700 Thesis (minimum of 6 credits)	3/5 6+/6-9	3/7 6+/6-9	Both MS tracks will have a MS Thesis Plan A or B: Additional 9 credits+
MS Thesis Plan: B	No Research/Thesis Credits			No Research/Thesis Credits			No Research/Thesis Credits			No Research/Thesis Credits.

\*New course

Approved by the DON MCPD Committee on 2-28-22; 4-29-22; DON DNP CPD Committee 5-6-22

## ATTACHMENT 2

### **Current Catalog Description of Master's of Science in Nursing Program – Advanced Population Health Nursing Track**

The Master of Science (MS) program is designed for registered nurses who seek to expand their knowledge and expertise to assume leadership roles in population health nursing.

A total of 30 credits is required to receive the MS degree in Advanced Population Health Nursing. Part-time and full-time study options are available. Faculty provide individual student advising to develop a program of study that facilitates student progression through the program.

The Advanced Population Health Nursing (APHN) Program is a distance based master's in nursing degree for registered nurses who wish to practice in Hawai'i, the U.S., and international settings. Course work is completed via online learning and fieldwork that is conducted in the student's own local community. The APHN program focuses on population-level health, wellness, health promotion, and disease prevention. The students learn critical population health skills such as community and population assessment; complex project/program management; global health, disaster nursing, health services research and health policy analysis. The aim of the program is to educate the future leaders for population health nursing. The course work pathway requires a minimum of 30 credits to graduate. At the conclusion of the program, the students are awarded a Master of Science degree.

### **Proposed Catalog Description**

**Note: Modifications noted in underlined text**

### **Master's of Science in Nursing Program - Advanced Population Health Nursing Track and Nursing Education & Leadership Track**

The Master's of Science in Nursing Program includes two tracks, one in Advanced Population Health Nursing (APHN) and the other is Nursing Education & Leadership (NEL). Each will be described separately.

### **The Master's of Science in Nursing Program – Advanced Population Health Nursing Track**

is designed for registered nurses who seek to expand their knowledge and expertise to assume leadership roles in population health nursing. A total of 30 credits is required to receive the MS degree in Advanced Population Health Nursing. Part-time and full-time study options are available. Faculty provide individual student advising to develop a program of study that facilitates student progression through the program

The Advanced Population Health Nursing (APHN) Track is a distance based master's in nursing degree for registered nurses who wish to practice in Hawai'i, the U.S., and international settings. Course work is completed via online learning and fieldwork that is conducted in the student's own local community. The APHN program focuses on population-level health, wellness, health promotion, and disease prevention. The students learn critical population health skills such as

community and population assessment; complex project/program management; global health, disaster nursing, health services research and health policy analysis. The aim of the program is to educate the future leaders for population health nursing.

**The Master's of Science in Nursing Program – Nursing Education & Leadership (NEL)**

**Track** is designed for post-baccalaureate nurses and advance practice nurses to expand their knowledge and expertise in the nursing education, best practices and innovation in teaching and learning, and leadership development. A total of 36 credits is required for this track. Part-time and full-time study options are also available. The prospective and current graduate students in this track will receive academic and student services support from the School's Office of Student Services (OSS) and as students' progress through the program of study, they will be additionally advised by the Program Director for academic advising.

The Nursing Education and Leadership (NEL) Track is a distance based with a hybrid format with most of the courses offered online except for the fieldwork and practicum experiences. Accommodations will be made for graduate nursing students on the neighbor islands for these experiences. During the first and second year of the full-time or part-time pathway, courses offered include research and evidenced-based practice, pathophysiology, pharmacology, and physical assessment. The students will begin to take nursing education and leadership courses beginning in the first year to develop foundational skills and knowledge in these areas. In the final two semesters, students will be immersed in real-world teaching and learning opportunities in didactic, lab, and practicum experiences with a master teacher. These experiences bridge role change and development from novice to expert in the discipline of nursing education and leadership development.

#### Admission and Application Requirements

Applicants must meet the requirements of both the Graduate Division and the Department of Nursing for admission to the program. Admission and application requirements vary by the pathway.

For detailed admission and application information, please visit the SONDH NAWSON website at [nursing.hawaii.edu/nursing-graduate/masters/how-to-apply/](https://nursing.hawaii.edu/nursing-graduate/masters/how-to-apply/).

Approved by NAWSON Administration on 2-28-22; 3-4-22




**UNIVERSITY OF HAWAII AT MĀNOA  
UHM-2 FORM (TO MODIFY/RETIRE A COURSE)**

See [Guidelines](#) for instructions and deadlines. Submit forms (one course per form) to [uhmcrse@hawaii.edu](mailto:uhmcrse@hawaii.edu).

<b>1. Transaction Type</b> <input checked="" type="checkbox"/> Modify <input type="checkbox"/> Retire (formerly delete)	<b>2. Course Subject and Number</b> <div style="font-size: 24pt; font-weight: bold;">NURS 662</div>	<b>3. Existing Full Course Title</b> Leadership, Role Identity, and Organizational/System Change	<b>4. Effective Term &amp; Year of Change</b> <input type="checkbox"/> FA ___ <input checked="" type="checkbox"/> SP <b>23</b> <input type="checkbox"/> SU ___
<b>5. Existing Honors Counterpart</b> <i>Signature of Honors Program required in Box 12. To remove honors counterpart status, also check Box 8m.</i>		<b>6. Existing Cross-Listed Course(s)</b> <i>Signature of cross-listed department(s) and Dean(s) required in Box 12 and in "Approved By" section. To remove cross-listed status, also check Box 8m.</i>	
<b>7a. Existing Gen Ed Diversification, Foundations, or HSL Designation</b> <span style="float: right;">None</span> <i>If none, write "none." If requesting a change, also fill out 7b.</i>			
<b>7b. If adding/changing Gen Ed Designation, indicate requested designation (choose one):</b> <span style="float: right;">GEO Use: <input type="checkbox"/> Continue <input type="checkbox"/> Add <input type="checkbox"/> Remove <input type="checkbox"/> Change to: _____</span>			
<b>8. Other Requested Changes</b> <i>(Check all that apply. For each change requested, fill in Existing and Proposed Data. Read instructions carefully before completing this section. Use additional sheets if needed.)</i>			
	<b>Change Type</b>	<b>Existing Data</b> <i>(Check Banner to confirm)</i>	<b>Proposed Data</b> <i>(Enter data as it should appear AFTER change)</i>
<input type="checkbox"/>	a. Course Subject and/or Number		
<input type="checkbox"/>	b. Course Title <i>(for alpha courses, attach separate sheet and specify titles for each alpha)</i> (1) Full Course Title (2) Banner Course Title <i>(30 characters max, including spaces and punctuation)</i>	(1)	(1)
<input type="checkbox"/>		(2)	(2)
<input type="checkbox"/>	c. Frequency <i>(check all that apply)</i>	<input type="checkbox"/> Fall Semester <input type="checkbox"/> Summer Semester <input type="checkbox"/> Spring Semester <input type="checkbox"/> Alternate years	<input type="checkbox"/> Fall Semester <input type="checkbox"/> Summer Semester <input type="checkbox"/> Spring Semester <input type="checkbox"/> Alternate years
<input type="checkbox"/>	d. Offering Status	<input type="checkbox"/> Experimental	<input type="checkbox"/> Regular
<input type="checkbox"/>	e. Grade Option(s) <i>(check all that apply)</i>	<input type="checkbox"/> Letter Grade <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> CR/NC <i>(500, 700, 800 only)</i> <input type="checkbox"/> Audit <input type="checkbox"/> Honors <i>(Medicine only)</i>	<input type="checkbox"/> Letter Grade <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> CR/NC <i>(500, 700, 800 only)</i> <input type="checkbox"/> Audit <input type="checkbox"/> Honors <i>(Medicine only)</i>
<input type="checkbox"/>	f. (1) Contact Hours (2) Number of Credits (3) Repeat Limit (4) Credit Limit	(1)	(1)
<input type="checkbox"/>		(2)	(2)
<input type="checkbox"/>		(3)	(3)
<input type="checkbox"/>	g. Schedule Type <i>(check all that apply)</i>	<input type="checkbox"/> LEC <input type="checkbox"/> DIS <input type="checkbox"/> LED <input type="checkbox"/> THE <input type="checkbox"/> DRR <input type="checkbox"/> LAB <input type="checkbox"/> SEM <input type="checkbox"/> LEL <input type="checkbox"/> HTI <input type="checkbox"/> PRA	<input type="checkbox"/> LEC <input type="checkbox"/> DIS <input type="checkbox"/> LED <input type="checkbox"/> THE <input type="checkbox"/> DRR <input type="checkbox"/> LAB <input type="checkbox"/> SEM <input type="checkbox"/> LEL <input type="checkbox"/> HTI <input type="checkbox"/> PRA
<input type="checkbox"/>	h. (1) Major Restrictions <i>(as they should appear in the Catalog)</i> (2) Banner codes of acceptable majors	(1)	(1)
<input type="checkbox"/>		(2)	(2)
<input type="checkbox"/>	i. Class Standing Restrictions		
<input type="checkbox"/>	j. Co-requisite Course(s)		
<input type="checkbox"/>	k. (1) Prerequisite Course(s) (2) Prerequisite Grade Requirement (3) Blanket Requirements	(1)	(1)
<input type="checkbox"/>		(2)	(2)
<input type="checkbox"/>		(3)	(3)
<input checked="" type="checkbox"/>	l. Catalog Description <i>(35-word maximum. Do not include/count other course information such as frequency, grade option, and prerequisite courses.)</i>	Study of theoretical and conceptual models of leadership and management as applied to relevant advanced nurses' roles, their respective populations, and changing healthcare environments.	Seminar focused on theoretical and conceptual models of leadership and management as applied to relevant advanced nurses' roles, their respective populations, and changing healthcare environments.
<input type="checkbox"/>	m. Cross-listed/Honors Course(s) <i>(Signatures required on page 2. Submit syllabus for all courses except ~99.)</i>		
<b>9a. Description of Change(s)</b>  <div style="font-size: 18pt; font-weight: bold;">8l. Catalog Description - addition of the word 'seminar' into the description</div>		<b>9b. Justification of Change(s)</b> <i>(attach additional sheets if needed)</i>  Catalog description is being updated to reflect the content and delivery of the course.  This is a seminar course that is required in the Master's in Nursing and DNP Programs, and will fulfill the seminar requirement for the MS degree in Nursing.	
<b>10. Syllabus Attached</b> <i>(except ~99 courses and retirements)</i> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Not Needed		<b>11. List other UH departments and campuses that have been consulted.</b>	

**UNIVERSITY OF HAWAII AT MĀNOA  
UHM-2 FORM (MODIFY/DELETE A COURSE)**

See [Guidelines](#) for instructions and deadlines. Submit forms (one course per form) to [uhmcrse@hawaii.edu](mailto:uhmcrse@hawaii.edu).

<b>12. Cross-listed or Honors Course(s)</b> (for SUST cross-listing, see <a href="#">Guidelines</a> )			
Course Subject & Number	Chair/Director	Signature	Date
Course Subject & Number	Chair/Director	Signature	Date
<b>13. Requested By</b>			
I certify that the student learning objectives for the course are consistent with the learning objectives of each program in which the course is listed.			
<b>Nursing</b>	<b>Alice Tse</b>		<b>05/09/22</b>
Department/Unit	Chair/Director	Signature	Date
<b>Approved By</b>			
<b>NAWSON</b>	<b>Clementina Ceria-Ulep</b>		<b>05/09/22</b>
1 <sup>st</sup> College or School	Dean or Designee	Signature	Date
2 <sup>nd</sup> College or School	Dean or Designee	Signature	Date
<b>General Education Office</b> (for courses numbered 100-499)			
Director or Designee		Signature	Date
<b>Graduate Division</b> (for Grad Division-administered courses)			
Dean or Designee	<b>Julienne K. Maeda</b>		<b>05.13.2022</b>
Office of the Provost		Signature	Date
Vice Chancellor for Academic Affairs or Designee		Signature	Date



UNIVERSITY of HAWAI'I at MĀNOA  
NANCY ATMOSPERA-WALCH  
SCHOOL of NURSING

University of Hawai'i at Mānoa  
Nancy Atmospera-Walch  
School of Nursing

2528 McCarthy Mall  
Webster Hall  
Honolulu, HI 96822

Office of the Dean  
(808) 956-8522  
fax: (808) 956-3257

Department of Nursing  
(808) 956-8523  
fax: (808) 956-3257

Office of Student Services  
(808) 956-8939  
fax: (808) 956-5977

<http://www.nursing.hawaii.edu/>

**Spring 2023  
Graduate  
Course Syllabus**

**Faculty Information:  
John Casken, PhD  
Associate Professor**

# NURS 662

## LEADERSHIP, ROLE, IDENTITY AND ORGANIZATIONAL/SYSTEM CHANGE



# NURSING

UNIVERSITY of HAWAI'I at MĀNOA®

### **Disability & Accessibility**

Students with disabilities and related access needs are encouraged to contact the UHM KOKUA Program for information and services. Services are confidential, and students are not charged for them. Contact KOKUA at 956-7511 (V/T) or 956-7612 (V/T) or e-mail [KOKUA@hawaii.edu](mailto:KOKUA@hawaii.edu). KOKUA is located on the ground floor, in room 013, of the Queen Liliuokalani Student Services Center.

If you require the information provided by this course's Laulima site in an alternative format, please contact [nursada@hawaii.edu](mailto:nursada@hawaii.edu)

### **Academic Dishonesty**

Academic Dishonesty, as defined by the UHM Student Conduct Code, ([http://www.studentaffairs.manoa.hawaii.edu/policies/conduct\\_code/](http://www.studentaffairs.manoa.hawaii.edu/policies/conduct_code/)), will not be tolerated and will result in a failure for the course and/or dismissal from the program.

### **Student Basic Needs**

Basic needs include food and housing, childcare, mental health, financial resources and transportation, among others. Student basic needs security is critical for ensuring strong academic performance, persistence and graduation and overall student well-being. If you or someone you know are experiencing basic needs insecurity, please see the following resources: [UH System Basic Needs \(https://www.hawaii.edu/student-basic-needs/\)](https://www.hawaii.edu/student-basic-needs/).



**UNIVERSITY OF HAWAI‘I AT MĀNOA**  
**NANCY ATMOSPORA-WALCH SCHOOL OF NURSING**  
**DEPARTMENT OF NURSING**  
**Spring 2023**

**Course Number:** NURS 662

**Course Title:** Leadership, Role, Identity And Organizational/System Change

**Course Credit Hours:** 3

**Course Faculty:** Name: John Casken, RN, MPH, PhD  
Rank Associate Professor  
Office: Webster 442  
Phone: 808.956-5750  
Cell: 808.554.4211  
e-mail: [casken@hawaii.edu](mailto:casken@hawaii.edu)

**Office Hours:** Phone consults by appointment

**Course Communication:** Faculty will respond to emails / calls / text messages within [48] hours on weekdays and [72] hours on weekends unless it is an emergency. If there is an emergency or urgent situation, please state so in the email / call or text message.

Short Assignments and exams will be graded and returned within [1] week. More complex assignments/papers will be graded and returned within [2] weeks.

**Catalog Description:**

Seminar focused on theoretical and conceptual models of leadership and management as applied to relevant advanced nurses' roles, their respective populations, and changing healthcare environments.

**Course Description:**

Seminar focused on theoretical and conceptual models of leadership and management as applied to relevant advanced nurses' roles, their respective populations, and changing healthcare environments. [Pre-requisites: Enrollment as a classified student in the Master of Science degree program in the Department of Nursing. Enrollment of any other classified student within the Department of Nursing or an unclassified student with permission of the instructor.

**Student Learning Outcomes:**

By the conclusion of this course, students will meet the following learning outcomes:

1. Apply leadership theories and discuss the application in changing health environments.
2. Analyze the impact of communication and relationship building on leadership effectiveness for improving quality care, including a focus on intra- and inter-professional collaboration and teamwork.
3. Analyze various decision-making models and their application to approaches to improve health outcomes in various patient populations and their environments.

4. Utilize change theory and develop various strategies to plan for the implementation of organizational and systems change.
5. Critique and apply strategies and best practices for managing organizations and systems to improve patient/population safety, quality services, cost effectiveness, and health policy.
6. Critique and apply research findings from nursing and other disciplines related to leadership in organizations, health systems, and patient/population environments.
7. Describe the roles and responsibilities of advanced nursing for the student-specific specialty.
8. Demonstrates progress in continuing professional growth and development

### **Content Outline:**

- I. Leadership and management in complex organizations
  - A. The role of leadership in creating a culture of evidenced based practice
  - B. Professionalism and Communication
  - C. Development of a career plan with measures of progress
- II. Program development and evaluation
  - A. Business planning
  - B. Project management
- III. The changing healthcare environment and nursing within organizations
  - A. Knowledge of the healthcare environment
  - B. Working knowledge of the impact of data, outcomes and evidence based practice on quality/safety
- IV. Relationship management and influencing behaviors
  - A. Theoretical basis for behavior change
  - B. Emotional intelligence
  - C. Communication/conflict resolution
  - D. Working in groups/teams
  - E. Relationship building (interprofessional and community)
- V. Organizational theory and behavior
- VI. Models of decision making
- VII. Change theory and change management
- VIII. Executive level governance
- IX. Ethical challenges for nursing leadership

### **Teaching-Learning Strategies:**

NURS 662 is framed within the context of adult learning principles in a community learning setting. Students are expected to be active participants in the learning process and are accountable for initiating appointments or making contacts in a timely manner. Students are expected to search out relevant literature and/or other resources as necessary to meet learning needs and course objectives. To attain the greatest learning, it is anticipated students need to commit a minimum of 3 hours of study per week for every credit to be sufficiently prepared for discussions. A variety of teaching and learning strategies are used in this course. Methods include seminar sessions [**Seminar (SEM)** -- A class where an instructor and a group of students engage in active discussion about a particular topic] with lectures, guest speakers and potential for small group work. Online class sessions will include lectures, seminar discussions about readings and assignments, and virtual discussions (which will require voice and video connection through Lulima on student's personal computers). This seminar course can be accessed asynchronously for students enrolled in asynchronous programs such as APHN, but students participating asynchronously are responsible for all content and assignments provided during synchronous sessions and participate in seminar discussions by faculty. All other students are expected to participate in seminar sessions synchronously with faculty.

## Graduate Policy on Grading:

\*Demonstrating knowledge competency in graduate courses requires a passing grade of “B-” or 80%. C+ or less will not count towards degree requirements. Grading Scale is below:

A+	4.0	97-100	C+	2.3	77-79
A	4.0	94-96	C	2.0	74-76
A-	3.7	90-93	C-	1.7	70-73
B+	3.3	87-89	D+	1.3	67-69
B	3.0	84-86	D	1.0	64-66
B-	2.7	80-83*	D-	0.7	60-63
			F	0.0	≤59

## Evaluation Methods:

### 1. Graded Course Assignment Requirements

#### a. Written Assignments

Assignments (scholarly papers, forums, and presentations) will be posted in Lulima by the due date or 15% will be docked per day up to three days then the assignment will no longer be accepted. Readings and instructions for participation will be annotated (individual written, forum discussion, etc...)

1. Written assignments are to be submitted in Microsoft Office-Word format, double-spaced, using 1” margins and no smaller than an 11-point font. Formatting, writing style, and citations conform to **APA, 7th edition**. As an online reference for APA, see <https://owl.english.purdue.edu/owl/section/2/10/>
2. Writing is expected to meet professional standards regarding grammar, punctuation and clarity and should reflect concise thinking and reasoning. Grading is based on meeting the criteria and is at the discretion of the faculty.
3. When submitting electronic versions of your work, the following is required:
  - a) Submission by the posted due date.
  - b) In a Microsoft Word. Do not submit PDF or other formats.
  - c) Naming convention: Last name followed by the first letter of your first name.  
For Example: Student name = Jane R. Nurse; file to be submitted = assignment 1  
**Correct format: NurseJ assignment1.doc**  
INCORRECT format: assignment.doc

Students are expected to submit all written assignments to the Course Faculty by **midnight** on the due date unless otherwise directed by Faculty.

#### b. Online Instruction

Unless otherwise noted (asynchronous programs) students are expected to join the scheduled synchronous seminar sessions fully prepared to participate as a learner and team member. The criteria for evaluation includes: preparation for online seminar sessions, contribution to discussion with students and faculty, and respectful feedback.

#### c. Communication

The best means to communicate with me is through email or text message. I will generally respond within 24 - 48 hours. Any contact after 4:30 pm on Friday will be returned on following Monday before 4:30 pm. If you have not heard from me within the allotted time, try a different method of contacting me. Students are expected to contact the Course Faculty by email or phone if there are questions or concerns, or to make an appointment for a telephone or

in-person meeting. In case of an emergency, please contact the Course Faculty via cellular phone and leave a message indicating an emergency.

Students are expected to contact the Course Faculty by email or phone if there are questions or concerns, or to make an appointment for a telephone or in-person meeting.

In case of an emergency, please contact the Course Faculty via cellular phone and leave a message indicating an emergency.

Patient/Client/Organization confidentiality must be maintained at all times and in no instance may a patient/client's name or any other identifying information be used.

Professional language and behavior is essential and must be demonstrated in on-line written and verbal discussions, e-mails, and telephone conversations between students and Faculty.

## 2. Examination and/or Assignment Policy

### **Extra Credit Policy:**

No extra credit will be awarded for individual assignments or for any activity within the course. All courses offered by the Department of Nursing are governed by this policy.

### **Rounding of Grades Policy:**

Course Faculty/Coordinator elects:

NOT to round grades, therefore course grades are not rounded.

TO round grades:

1. Scores are not rounded to the whole number until the end of the semester.
2. All student assignments, quizzes, and examinations *during the semester* will be recorded to the first decimal point and are **not** rounded up.
3. At the *end of the semester*, final course grades will be rounded to the nearest whole point. Any final course grade below a 0.5 will not be rounded up. Any final course grade equal to or above a 0.5 will be rounded up.

### **Assignments:**

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| A. Assignments in modules: assignment values are listed, but all activities must be completed to receive credit for any module                                                                                                                                                                                                                                                                                                                                                           | 60%  |
| 1. Ethical/bioethical Scholarly Paper (5 pages max)                                                                                                                                                                                                                                                                                                                                                                                                                                      | 15%  |
| 2. Interview a leader in your specialty area Scholarly Paper (5 pages max)                                                                                                                                                                                                                                                                                                                                                                                                               | 15%  |
| 3. Final Change Project Scholarly Paper (10 pages max)                                                                                                                                                                                                                                                                                                                                                                                                                                   | 20%  |
| 4. Final presentation – Recorded Change Project (5-minute max)                                                                                                                                                                                                                                                                                                                                                                                                                           | 10%  |
| B. Assignments in seminar sessions: Complete seminar assignments (discussion regarding prior readings) and <b>make every effort to attend and participate with faculty</b> in synchronous seminar sessions or seminar assignment for asynchronous participants within 72 hours of recorded session. Forum scholarly postings within a group are to be on time. Students that are sick must call or notify the instructor 24 hours prior to the assignment due or if an emergency occurs. | 40%  |
| C. Feedback on graded assignments will be posted 7-14 days after the due date.                                                                                                                                                                                                                                                                                                                                                                                                           |      |
| Total                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 100% |

### ***Student Directed Portfolio Elements:***

- **Communication and Relationship Building**
  - Develops relationships within the community and/or organization and demonstrates effective communication, the ability to work with diversity, shared decision making and conflict resolution.
- **Leadership Skills**
  - Demonstrates the impact of leadership on excellence in patient care.
- **Professionalism**
  - Develops own career plan and measures progress according to that plan.
- **Business Skills**
  - Demonstrates an understanding of financial management and implications for patient care decisions.
- **Knowledge of the Healthcare Environment**
  - Demonstrates a working knowledge of the impact of data, outcomes and evidenced based practice on patient quality and safety.

### **Required Resource(s):**

Weberg, D. & Davidson, S. (2021). *Leadership for evidence-based innovation in nursing and health professions*. (2nd ed.). Jones & Bartlett Learning.

Institute of Medicine (IOM). (2011). *The future of nursing: Leading change, advancing health*. Washington, DC: The National Academies Press. *Note: Free download available at <http://www.iom.edu/Reports/2010/The-Future-of-Nursing-Leading-Change-Advancing-Health.aspx> (link loaded in Lessons)*

McNally, K., & Cunningham, L. (2010). *The nurse executive's coaching manual*. Sigma Theta Tau International. Electronic book available online through the UH Library System “ebrary” (**PDF copy loaded in Lessons**).

### **Recommended Resource(s):**

APA 7<sup>th</sup> edition Publication Manual by the American Psychological Association. American Psychology Association

Ahmed, S., Andrist, L., Davis, S., & Fuller, V. (2012). *DNP education, practice, and policy: Redesigning advanced practice roles for the 21st Century*. New York: Springer Publishing Co. Available through the UH Library system “ebrary”

Stone, F. (2007). *Coaching, counseling and mentoring: How to choose and use the right technique to boost employee performance* 2nd edition. Saranac Lake, NY: AMACOM Books. Electronic book available through UH Library System “ebrary”.

### **Course Expectations:**

**In response to the COVID-19 pandemic, the NAWSON has modified the mandatory attendance policy. The course faculty will provide you with specific information as the science related to transmission continues to increase.**

This course is based on concepts contained in adult learning theory.

Students should refer to the schedule posted to the Laulima site to review seminar sessions and assignment due dates. Students should also sign on to Laulima and check for announcements under the class tab NURS 662 regularly. While I will endeavor to send out email notices for changes and information needed by students, it is your responsibility to check for announcements. Laulima tools

includes a site monitor which I will view throughout the course to determine who is accessing the site regularly; therefore, I encourage frequent visits to the site to ensure you remain up to date.

Students should refer to the calendar on the Laulima site to review class session dates and assignment due dates. Students should also sign on to Laulima and check for announcements under the class tab NURS 662 regularly. While I will endeavor to send out email notices for changes and information needed by students, it is your responsibility to check for announcements. Laulima tools includes a site monitor which I will view throughout the course to determine who is accessing the site regularly; therefore, I encourage frequent visits to the site to ensure you remain up to date.

Students may work in a group (2 students) for the final project **with prior approval** from the instructor, both students will receive the same grade for the collaborative presentation and final paper for both students. Both students must participate in creating the final change project recorded presentation.

### **Key points:**

- Writing is expected to meet professional standards regarding grammar, punctuation and clarity. Writing will reflect concise thinking and reasoning.
- ALL coursework is to be posted on Laulima in the designated location. (Do NOT send assignments to my UH email. I will only read and grade assignments posted in the appropriate location.)
- Post assignments to the location noted on the syllabus. Some assignments are meant to be shared by the whole class, so these will be posted under the FORUMS tab. Other assignments are not shared, so these will be posted to the under the ASSIGNMENT tab.
- Individual Student Guidelines: Students are expected to complete reading and research to ensure preparation to actively participate in discussions. Fully utilize the resources available on the Laulima site and to participate in discussions via Collaborate. Laulima can be accessed at <https://laulima.hawaii.edu>.
- Ensure the quality of your written work reflects the quality of your thought process. Correct grammar and spelling errors, as well as awkward or unclear sentences and paragraphs before the final paper is submitted.
- Communication is encouraged between faculty and students. Timely communication about questions/concerns/difficulties can assist with problem resolution and effective learning. It is the responsibility of the student to understand and properly use the resources and tools provided on the Laulima site. Students who are not sufficiently familiar with Laulima or Collaborate software systems should notify faculty, so individual assistance can be arranged.

### **Policies and Procedures:**

Refer to the [Student Handbook](#) for the policies and procedures for the following topics:

1. STUDENT CONDUCT & EXPECTATIONS:
  - Code of Ethics for Nurses
  - Student Conduct Code
  - Violation of Student Professional Standards
  - Social Networking and Electronic Communication Guidelines
  - Illegal Drugs and Substance Abuse
  - Academic Dishonesty
    - Cheating
    - Plagiarism

- Communication
- 2. Grading
  - Extra Credit
  - Rounding of Grades
- 3. Campus/School/Work Environment Safety
  - Workplace Non-Violence
  - Sex Discrimination and Gender-Based violence
  - Consensual Relationships
- 4. Confidential Information
  - Confidentiality of Student Records & FERPA
  - Health Insurance Portability & Accountability Act of 1996 (HIPAA)

**Violation of the policies and procedures will not be tolerated and will result in a failure for the course and/or dismissal from the program.**

**UNIVERSITY OF HAWAII AT MĀNOA**

**UHM-1 FORM (ADD A COURSE)**

See [Guidelines](#) for instructions and deadlines. Submit forms (one course per form) to [uhmcrse@hawaii.edu](mailto:uhmcrse@hawaii.edu).

<b>1. Course Subject and Number</b> NURS 732		<b>2. Effective Term &amp; Year</b> <input type="checkbox"/> FA _____ <input checked="" type="checkbox"/> SP 2023 <input type="checkbox"/> SU _____		<b>3. Frequency (check all that apply)</b> <input type="checkbox"/> Fall Semester <input type="checkbox"/> Summer Semester <input type="checkbox"/> Spring Semester <input type="checkbox"/> Alternate Years		<b>4. Offering Status (check one)</b> <input type="checkbox"/> Regular <input type="checkbox"/> Experimental (~97 or ~98 only)																							
<b>5a. Full Course Title</b> (for alpha courses, attach a separate sheet and specify the title for <u>each</u> alpha) Best Practices & Innovation in Teaching and Learning in Nursing Education				<b>6. Grade Option</b> (check all that apply) <input type="checkbox"/> Letter Grade <input type="checkbox"/> Satisfactory/Unsatisfactory (500, 700, 800 only) <input type="checkbox"/> CR/NC <input type="checkbox"/> Honors (Medicine only) <input type="checkbox"/> Audit																									
<b>5b. Banner Course Title</b> (30-character maximum, including spaces and punctuation; use title case. For alpha courses, attach a separate sheet and specify the title for <u>each</u> alpha) Best Prac & Innv T/L Nsg Ed				<b>7a. Gen Ed Foundations, Diversification, or Hawaiian/Second Language Designation</b> (check one) <input type="checkbox"/> Request Gen Ed designation indicated below (complete 7b) <input checked="" type="checkbox"/> No designation requested																									
<b>7b. If requesting Gen Ed Designation, indicate designation</b> (choose <u>one</u> ):				GEO Use: <input type="checkbox"/> None <input type="checkbox"/> Add _____																									
DA		DH		DL		DS		DB		DP		DY		DB+DY		DP+DY		FGA		FGB		FGC		FQ		FW		HSL	
<b>8. Blanket Statement(s) Listed in Catalog</b> (If none, write "none." For all cross-listed courses, include all applicable blanket statements. If requesting a change to the blanket statement, submit <a href="#">memo</a> ) Does not fit here. See NURS XXXX Blanket Statement 1 eff F15																													
<b>9. Contact Hours</b> (total meeting hours per semester – if variable, specify range) 75						<b>10. Number of Credits</b> (if variable, specify range) 3						<b>11. Repeat Limit</b> (do NOT write "none") 0						<b>12. Credit Limit</b> (do NOT write "none") 3											
<b>13. Schedule Type</b> (See definitions <a href="#">here</a> ) <input type="checkbox"/> Clinical Instruction (CLN) <input type="checkbox"/> Individual Instruction (INV) <input checked="" type="checkbox"/> Lecture/Discussion (LED) <input type="checkbox"/> Seminar (SEM) <input type="checkbox"/> Directed Reading & Research (DRR) <input type="checkbox"/> Laboratory (LAB) <input type="checkbox"/> Lecture/Lab (LEL) <input type="checkbox"/> Studio (STU) <input checked="" type="checkbox"/> Fieldwork (FLD) <input type="checkbox"/> Lecture (LEC) <input type="checkbox"/> Practicum Instruction (PRA) <input type="checkbox"/> Thesis (THE)																													
<b>14. Co-requisite Course(s)</b>				<b>15. Class Standing Restrictions</b>				<b>16a. Major Restrictions</b> (as they should appear in Catalog) Nursing				<b>16b. Banner Codes of Acceptable Majors</b> NURS, NURD, NUR, GNUR-GCERT																	
<b>17a. Prerequisite Course(s)</b> (use "and," "or," <u>and</u> punctuation to indicate relationships between prerequisites)														<b>17b. Minimum Required Grade for Prerequisites</b>															
<b>18. Catalog Description</b> (35-word maximum. Do not include other course information such as frequency, grade option, and prerequisites in the description/word count.) Current best practices and innovative teaching and learning strategies in nursing education																													
<b>19. Justification</b> (attach additional sheets if needed) Please see attached justification memo.																		<b>20. Syllabus Attached</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Not Needed (~99 only)											
<b>21. Cross-listed or Honors Course(s)</b>																													
Course Subject & Number							Chair/Director							Signature							Date								
Course Subject & Number							Chair/Director							Signature							Date								
<b>22. Requested By</b> I certify that the student learning objectives for the course are consistent with the learning objectives of each program under which the course is listed.																													
Nursing Department/Unit							Alice Tse Chair/Director							 Signature							03/04/2022 Date								
Approved By NAWSON 1st College or School							Clementina Ceria-Ulep Dean or Designee							 Signature							03/04/2022 Date								
2nd College or School							Dean or Designee							Signature							Date								
<b>General Education Office</b> (for courses numbered 100-499)																													
Director or Designee							Signature							Date															
<b>Graduate Division</b> (for Graduate Division-administered courses)																													
Dean or Designee							Julienne K. Maeda							 Signature							05.10.2022 Date								
<b>Office of the Provost</b>																													
Vice Chancellor for Academic Affairs or Designee							Signature							Date															



# UNIVERSITY OF HAWAI'I AT MĀNOA

## UHM-2 FORM (MODIFY/DELETE A COURSE)

See *Guidelines* for instructions and deadlines. For undergraduate courses, submit an original and 4 copies; graduate courses, submit an original and 6 copies. If cross-listed, include extra copies for cross-listed department(s) & college(s). List one course per form. Attach additional sheets as needed.

<b>1. Transaction Type</b> <input checked="" type="checkbox"/> Modify <input type="checkbox"/> Delete	<b>2. Course Subject and Number</b> NURS XXXX	<b>3. Existing Full Course Title</b> Blanket Statement 1	<b>4. Effective Term of Change</b> Fall 2015																
<b>5. Honors Counterpart Exists?</b> <input checked="" type="checkbox"/> No (To add honors counterpart course also check Box 8n) <input type="checkbox"/> Yes - Honors Program must sign box 11. Specify course:		<b>7. Existing Diversification, Foundations, Hawaiian/Second Language Designation</b> If requesting change to designation also fill out Box 8f N/A																	
<b>6. Existing Cross-Listed Course(s)</b> Signature of cross-listed department(s) required in Box 11 and Dean(s) in "Approved By" section. To remove cross-listed status also check Box 8n. None		<b>GEC Use:</b> <input type="checkbox"/> Continue <input type="checkbox"/> Remove  GEC Initials																	
<b>8. Type of Change</b> Check all that apply. For each change, fill in CHANGE DETAILS below. Read instructions carefully before completing this section. Use additional sheets if needed.																			
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%; border: none;"><input type="checkbox"/> a. Course Subject &amp;/or Number</td> <td style="width: 25%; border: none;"><input type="checkbox"/> e. Grade Option</td> <td style="width: 25%; border: none;"><input type="checkbox"/> g. Contact Hours/Number of Credits/Repeat Limit/Credit Limit</td> <td style="width: 25%; border: none;"><input type="checkbox"/> k. Class Standing Restrictions</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> b. Frequency</td> <td style="border: none;"><input type="checkbox"/> f. Diversification, Foundations, Hawaiian/Second Language Designation</td> <td style="border: none;"><input type="checkbox"/> h. Schedule Type</td> <td style="border: none;"><input type="checkbox"/> l. (i) Prerequisite Course(s) (ii) Prerequisite Grade Requirement (iii) Blanket Requirements</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> c. Offering Status</td> <td style="border: none;"><input type="checkbox"/> i. Co-requisite Course(s)</td> <td style="border: none;"><input type="checkbox"/> j. Major Restrictions</td> <td style="border: none;"><input type="checkbox"/> m. Catalog Description</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> d. Full Course Title/Banner Title (Banner title 30 char. max incl. spaces/punctuation)</td> <td style="border: none;"></td> <td style="border: none;"></td> <td style="border: none;"><input type="checkbox"/> n. Cross-listed/Honors Course(s) - Signatures required in Box 11 (&amp; "Approved By" section for cross-listings). Submit syllabus for honors courses.</td> </tr> </table>				<input type="checkbox"/> a. Course Subject &/or Number	<input type="checkbox"/> e. Grade Option	<input type="checkbox"/> g. Contact Hours/Number of Credits/Repeat Limit/Credit Limit	<input type="checkbox"/> k. Class Standing Restrictions	<input type="checkbox"/> b. Frequency	<input type="checkbox"/> f. Diversification, Foundations, Hawaiian/Second Language Designation	<input type="checkbox"/> h. Schedule Type	<input type="checkbox"/> l. (i) Prerequisite Course(s) (ii) Prerequisite Grade Requirement (iii) Blanket Requirements	<input type="checkbox"/> c. Offering Status	<input type="checkbox"/> i. Co-requisite Course(s)	<input type="checkbox"/> j. Major Restrictions	<input type="checkbox"/> m. Catalog Description	<input type="checkbox"/> d. Full Course Title/Banner Title (Banner title 30 char. max incl. spaces/punctuation)			<input type="checkbox"/> n. Cross-listed/Honors Course(s) - Signatures required in Box 11 (& "Approved By" section for cross-listings). Submit syllabus for honors courses.
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<b>CHANGE DETAILS</b>																			
<b>Change Type</b> (Specify letter noted above)		<b>Existing Data</b> (Check Banner to confirm)																	
(iii) The minimum required grade for undergraduate prerequisite courses is C (70%) or better, unless otherwise specified.		The minimum required grade for undergraduate prerequisite courses is C or better, unless otherwise specified.																	
Demonstrating knowledge competency in graduate courses requires a passing grade of "B-" or 80%. A grade of C+ or less will not count towards degree requirements, unless otherwise specified.		Demonstrating knowledge competency in graduate courses requires a passing grade of "B-" or 80%. A grade of C+ or less will not count towards degree requirements, unless otherwise specified.																	
<b>9. Description of Change(s) &amp; Justification</b> Describe the change and why it is being requested, including its relationship to your overall curriculum. Attach additional sheets if needed. Attach a course syllabus for the modified course specifying student learning objectives for the course. Syllabi are not required for "-99" courses.																			
Removing the (70%) from the blanket statement. Due to a change in the DON UG grading policy, students admitted after Fall 2014 will use a +/- grading scale, in which a C = 74%; students admitted prior to Fall 2014 will continue to use the non +/- scale, in which C = 70%. Therefore, the current blanket statement is no longer accurate for all students.																			
<b>10. Consultation:</b> If other UHM departments and/or UH-system campuses will be affected, have they been consulted? (e.g., course is a prerequisite, required for another major, offered at another UH campus, etc.)																			
		<input type="checkbox"/> Yes - Indicate offices/campuses: <input checked="" type="checkbox"/> Not applicable																	
<b>11. Cross-listed Department(s)/Honors Program</b>																			
Dept/Unit	Chair/Director	Signature	Date																
Dept/Unit	Chair/Director	Signature	Date																
<b>12. Requested By</b> I certify that the student learning objectives for this modified course are consistent with the learning objectives of each program under which the course is listed.																			
Department of Nursing	Clementina Ceria-Ulep		10/15/2014																
Dept/Unit	Chair/Director	Signature	Date																
<b>Approved By</b>																			
SONDH	Mary G. Boland		10/15/2014																
1 <sup>st</sup> College/School	Dean	Signature	Date																
2 <sup>nd</sup> College/School	Dean	Signature	Date																
<b>General Education</b> (Undergraduate courses numbered 100-499)																			
Director			NOV 30 2014																
<b>Graduate Division</b> (600 level and above)																			
Dean		Signature	Date																
<b>Mānoa Chancellor's Office</b>																			
Vice Chancellor for Academic Affairs			DEC 1 2014																



UNIVERSITY  
of HAWAII®  
MĀNOA

March 4, 2022

**TO:** Graduate Division

**FROM:** Alice Tse  
Graduate Chair

**SUBJECT:** New Course Proposal - NURS 732

**Addressing course proposal guidelines re: required documentation and justification**

**1. What are the expected learning outcomes?**

1. Describe the historical transformation of nursing education in the 21st century.
2. Discuss innovative methods of curriculum delivery using a variety of different educational technology in experiential practice settings.
3. Explain the nurse role in inter-professional education.
4. Explore structured and blended teaching-learning strategies applied in didactic and clinical teaching.
5. Demonstrate application of learning theories with students and use of teaching modalities and approaches to integrating competencies in nursing education.
6. Apply best practice based on innovative instructional concepts and research in nursing education.
7. Describe the role of educator in leading best practice and innovation in nursing education in the US and globally.

**a. What are the students expected to know before enrolling in the course?**

The students who enroll in NURS 732 are expected to have completed the undergraduate courses in nursing and received their baccalaureate degree in nursing (BS in Nursing). Having completed the BS in Nursing, the students are expected to be familiar with lectures, clinical, simulation, labs experiences.

**b. What are the students expected to learn in the course?**

The course provides a foundation to current best practices and innovative teaching and learning strategies in nursing education..

**c. How are students expected to learn the course materials?**

The teaching and learning strategies utilized in this course includes lecture/discussion and fieldwork experience (1 credit = 45 hours). The course is organized by modules:

Topical Outline:

Module 1: Historical transformation of nursing education in the 21st century

Module 2: Innovative methods of curriculum delivery using a variety of different educational technology in experiential practice settings (high-fidelity, simulation, IPE).

Module 3: Inter-professional Education [team based learning]

Module 4: Structured and blended teaching-learning strategies applied in didactic and clinical teaching [online, blended, social media, problem-based learning, concept mapping, games, debate, faculty mentored student practicums, service learning, clinical preceptorships, global reach]

Module 5: Best practice based on innovative instructional concepts and research in nursing education in the US and globally.

A variety of teaching and learning strategies are utilized for this Laulima enhanced and hybrid course which includes lectures, on-line discussion groups of applied weekly assignments, self-assessment, assigned reading assignments, scholarly paper, and presentations. There will be required assignments on a weekly basis. Students will be responsible to review past required readings from previous nursing education courses (if applicable) as well as adding new and current references. It is anticipated that students will spend a minimum of six (6) hours/week online and six (6) hours/week reading/writing/etc. in this class. The didactic is equal to 2 credits. The students will be expected to meet on Zoom on designated meeting dates in the topical outline. Sessions will be recorded. Scheduling the fieldwork presentations will be discussed with students at the beginning of the course. The fieldwork experience (1 credit=45 hours) will be in simulation and didactic nursing courses (TBD).

**d. How will the student be evaluated?**

The student will be evaluated on the following:

Midterm Exam – 20%

Best Practice in Nursing Education: Literature Review Topic – 20%

Fieldwork Application Final Paper – 20%

Fieldwork Presentation – 10%

Discussion/Post – 10%

Fieldwork Experience -20%

**e. How will the success of the course in achieving the learning outcomes be assessed?**

At the end of the course, a course evaluation will be distributed to the student. The Associate Dean of Academic Affairs and instructor can also initiate a mid-term course evaluation. The Course Evaluation Survey (CES) are also completed on the course in meeting student learning outcomes along with the NAWSON course evaluation survey.

**f. Which advanced degree institutional learning objectives are targeted by this course, if any?**

1. Demonstrate comprehensive knowledge in one or more general subject areas related to, but not confined to, a specific area of interest.
2. Demonstrate understanding of research methodology and techniques specific to one's field of study.
3. Apply research methodology and/or scholarly inquiry techniques specific to one's field of study.
4. Critically analyze, synthesize, and utilize information and data related to one's field of study.
7. Interact professionally with others.

2. **Justify the number of credits and the level of the course. (Generally, 600 and 700 level courses have explicit prerequisites. If there are no prerequisites, justification must be provided. 700 level courses deal with more advanced material than 600 level courses.)**

This course prepares the student for the final capstone practicum course at the end of the track.

The course provides current best practices and innovative teaching and learning strategies in nursing education. This course is a prerequisite for NURS 748. The fieldwork hours = 45; a total of 80 hours with lecture/discussion.

3. **What are the general qualifications for teaching this course? How many potential instructors are there to teach this course?**

The coordinator or the instructor of record of this course qualifications for teaching this course will have a doctoral degree in nursing or related field and an experienced and knowledgeable faculty in nursing education. It is estimated that there will be no more than 15 students in this course per semester. There are a sufficient numbers of clinical instructors in the undergraduate and graduate nursing programs who can serve as mentors in clinical practicum, didactic, and simulation offerings.

4. **Where does the course fit in the present graduate program?**

This is a foundational course in MS in Nursing Education and Leadership Track in preparation of the capstone practicum course, NURS 748. This course is a prerequisite for NURS 748.

- a. **Will the course be consistent with the graduate program?**

NURS 732 will be a course consistent in format and delivery with other like seminar and practicum courses in the graduate nursing program.

- b. **If approved, which current course will the new course replace?**

NURS 732 is a NEW course in the New MS in Nursing Education and Leadership track and will not replace a current course.

- c. **If there will be no replacement, explain what impact the new course will have on faculty workloads and offerings.**

NURS 732 will not have an impact faculty workloads and offerings. There are tenure and tenure-leading faculty who will be able to fulfill and meet their workload assignments based on this course offering.

**If this course is to become a new required course for the program, a program modification action memo and related documents should also be submitted.**

5. **Will the new course affect other degree program(s)?**

NURS 732 will not affect other degree programs in nursing.

**If so, indicate the program(s) that will be directly or potentially affected.**

Not applicable

**Obtain written releases from these programs and submit with proposal.**



UNIVERSITY of HAWAII at MĀNOA  
NANCY ATMOSPERA-WALCH  
SCHOOL of NURSING

University of Hawai'i at Mānoa  
Nancy Atmospera-Walch  
School of Nursing

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fax: (808) 956-3257

Office of Student Services  
(808) 956-8939  
fax: (808) 956-5977

Administrative Services Office  
(808) 956-3220  
fax: (808) 956-9941

<http://www.nursing.hawaii.edu/>

**Spring 2023  
Graduate  
Course Syllabus**

**Faculty Information:**

-  
Rank

# NURS 732

## BEST PRACTICES & INNOVATION IN TEACHING AND LEARNING IN NURSING EDUCATION



# NURSING

UNIVERSITY of HAWAII at MĀNOA®

### **Disability & Accessibility**

Students with disabilities and related access needs are encouraged to contact the UHM KOKUA Program for information and services. Services are confidential, and students are not charged for them. Contact KOKUA at 956-7511 (V/T) or 956-7612 (V/T) or e-mail [KOKUA@hawaii.edu](mailto:KOKUA@hawaii.edu). KOKUA is located on the ground floor, in room 013, of the Queen Liliuokalani Student Services Center.

If you require the information provided by this course's Laulima site in an alternative format, please contact [nursada@hawaii.edu](mailto:nursada@hawaii.edu)

### **Academic Dishonesty**

Academic Dishonesty, as defined by the UHM Student Conduct Code, ([http://www.studentaffairs.manoa.hawaii.edu/policies/conduct\\_code/](http://www.studentaffairs.manoa.hawaii.edu/policies/conduct_code/)), will not be tolerated and will result in a failure for the course and/or dismissal from the program.

### **Student Basic Needs**

Basic needs include food and housing, childcare, mental health, financial resources and transportation, among others. Student basic needs security is critical for ensuring strong academic performance, persistence and graduation and overall student well-being. If you or someone you know are experiencing basic needs insecurity, please see the following resources: [UH System Basic Needs](https://www.hawaii.edu/student-basic-needs/) (<https://www.hawaii.edu/student-basic-needs/>).

**UNIVERSITY OF HAWAI‘I AT MĀNOA**  
**NANCY ATMOSPORA-WALCH SCHOOL OF NURSING**  
**DEPARTMENT OF NURSING**  
**Spring 2023**

**Course Number:** NURS 732

**Course Title:** Best Practices & Innovation in Teaching and Learning in Nursing Education

**Course Credit Hours:** 3

**Course Faculty:** Name:  
Rank:  
Office:  
Phone:  
Cell:  
e-mail:

**Office Hours:** By appointment

**Course Communication:** Faculty will respond to emails / calls / text messages within [48] hours on weekdays and [72] hours on weekends unless it is an emergency. If there is an emergency or urgent situation, please state so in the email / call or text message.

Short Assignments and exams will be graded and returned within [1] week.  
More complex assignments/papers will be graded and returned within [2] weeks.

**Catalog Description:**

This course provides a foundation to current best practices and innovative teaching and learning strategies in nursing education.

**Course Description:**

Current best practices and innovative teaching and learning strategies in nursing education

**Student Learning Outcomes:**

By the conclusion of this course, students will meet the following learning outcomes:

1. Describe the historical transformation of nursing education in the 21st century.
2. Discuss innovative methods of curriculum delivery using a variety of different educational technology in experiential practice settings.
3. Explain the nurse role in interprofessional education.
4. Explore structured and blended teaching-learning strategies applied in didactic and clinical teaching.
5. Demonstrate application of learning theories with students and use of teaching modalities and approaches to integrating competencies in nursing education.
6. Apply best practice based on innovative instructional concepts and research in nursing education.

7. Describing role of educator in leading best practices and innovation in nursing education in the US and globally.

**Content Outline:**

- Module 1: Historical transformation of nursing education in the 21<sup>st</sup> century.  
 Module 2: Innovative methods of curriculum delivery using a variety of different educational technology in experiential practice settings [high-fidelity, simulation, IPE]  
 Module 3: Interprofessional Education [team-based learning]  
 Module 4: Structured and Blended teaching-learning strategies applied in didactic and clinical teaching [online, blended, social media, problem-based learning, concept mapping, games, debate, faculty mentored student practicums, service learning, clinical preceptorships, global reach]  
 Module 5: Best practice based innovative instructional concepts and research in nursing education in the US and globally

**Calendar**

<b>Week</b>	<b>Activities</b>
1	Introduction: Orientation <b>Meet in ZOOM</b>
2	Module 1: Historical Transformation of Nursing Education in the 21 <sup>st</sup> Century Assigned Readings: Benner et al, 2010, Billings & Halstead, 2020, Oermann & DeGagne, 2022. <b>Meet in ZOOM</b> Fieldwork Preparation
3	Module 2: Innovative Methods of Curriculum Delivery Using a Variety of Different Educational Technology in Experiential Practice Settings Assigned Readings: Bradshaw & Hultquist, 2021; Oermann & DeGagne, 2022; Oermann, Shellenbarger, & Gaberson, 2023 <b>Meet in ZOOM</b> Fieldwork Preparation
4	Module 2: Innovative Methods of Curriculum Delivery Using a Variety of Different Educational Technology in Experiential Practice Settings Assigned Readings: Bradshaw & Hultquist, 2021; Oermann & DeGagne, 2022; Oermann, Shellenbarger, & Gaberson, 2023 <b>Meet in ZOOM</b> Fieldwork Preparation <i>Assignment: Small Group Discussions with Student Moderator</i>
5	<b>Midterm Exam</b> Module 3: Interprofessional Education [Team-Based Learning] Assigned Readings: Bradshaw & Hultquist, 2021; Oermann & DeGagne, 2022 <b>Meet in ZOOM</b> <i>Assignment: Small Group Discussions with Student Moderator</i> <b>Fieldwork - Orientation &amp; Sign-up</b>
6	Module 3: Interprofessional Education [Team-Based Learning] Assigned Readings: Bradshaw & Hultquist, 2021; Oermann & DeGagne, 2022 <b>Meet in ZOOM</b> <i>Assignment: Small Group Discussions with Student Moderator</i> <b>Fieldwork</b>

7	<p>Module 4: Structured and Blended Teaching-Learning Strategies Applied in Didactic and Clinical Teaching [online, blended, social media, problem-based learning, concept mapping, games, debate, faculty mentored student practicums, service learning, clinical preceptorships, global reach]</p> <p>Assigned Readings: Bradshaw &amp; Hultquist, 2021; Oermann, Shellenbarger, &amp; Gaberson, 2023</p> <p><b>Meet in ZOOM</b></p> <p><i>Assignment: Small Group Discussions with Student Moderator</i></p> <p><b>Fieldwork</b></p>
8	<p>Module 4: Structured and Blended Teaching-Learning Strategies Applied in Didactic and Clinical Teaching [online, blended, social media, problem-based learning, concept mapping, games, debate, faculty mentored student practicums, service learning, clinical preceptorships, global reach]</p> <p>Assigned Readings: Bradshaw &amp; Hultquist, 2021; Oermann, Shellenbarger, &amp; Gaberson, 2023</p> <p><b>Meet in ZOOM</b></p> <p><i>Assignment: Small Group Discussions with Student Moderator</i></p> <p><b>Fieldwork</b></p>
9	<p>Module 4: Structured and Blended Teaching-Learning Strategies Applied in Didactic and Clinical Teaching [online, blended, social media, problem-based learning, concept mapping, games, debate, faculty mentored student practicums, service learning, clinical preceptorships, global reach]</p> <p>Assigned Readings: Bradshaw &amp; Hultquist, 2021; Oermann, Shellenbarger, &amp; Gaberson, 2023</p> <p><b>Meet in ZOOM</b></p> <p><i>Assignment: Small Group Discussions with Student Moderator</i></p> <p><b>Fieldwork</b></p> <p><b>Best Practice in Nursing Education: Literature Review Paper Due</b></p>
10	<p>Module 4: Structured and Blended Teaching-Learning Strategies Applied in Didactic and Clinical Teaching [online, blended, social media, problem-based learning, concept mapping, games, debate, faculty mentored student practicums, service learning, clinical preceptorships, global reach]</p> <p>Assigned Readings: Bradshaw &amp; Hultquist, 2021; Oermann, Shellenbarger, &amp; Gaberson, 2023</p> <p><b>Meet in ZOOM</b></p> <p><i>Assignment: Small Group Discussions with Student Moderator</i></p> <p><b>Fieldwork</b></p>
11	<p>Module 5: Best Practice Based Innovative Instructional Concepts and Research in Nursing Education in the US and globally.</p> <p>Assigned Readings: Oermann &amp; DeGagne, 2022</p> <p><b>Meet in ZOOM</b></p> <p><i>Assignment: Small Group Discussions with Student Moderator</i></p> <p><b>Fieldwork</b></p>
12	<p>Module 5: Best Practice Based Innovative Instructional Concepts and Research in Nursing Education in the US and globally.</p> <p>Assigned Readings: Oermann &amp; DeGagne, 2022</p> <p><i>Assignment: Small Group Discussions with Student Moderator</i></p> <p><b>Fieldwork</b></p>
13	<p><b>Meet in ZOOM – _____ – Fieldwork Presentations</b></p>



14	<b>Meet in ZOOM – _____ – Fieldwork Presentations</b>
15	<b>Meet in ZOOM– _____ – Fieldwork Presentations</b>
16	<b>Meet in ZOOM– _____ – Fieldwork Presentations</b>
17	<b>Finals Week – Final Fieldwork Paper Due by 12 NOON (HST)</b>

**Teaching-Learning Strategies:**

A variety of teaching and learning strategies are utilized for this Laulima enhanced and hybrid course which includes lectures, on-line discussion groups of applied weekly assignments, self-assessment, assigned reading assignments, scholarly paper, and presentations. There will be required assignments on a weekly basis. Students will be responsible to review past required readings from previous nursing education courses (if applicable) as well as adding new and current references. It is anticipated that students will spend a minimum of six (6) hours/week on-line and six (6) hours/week reading/writing/ etc. in this class. The didactic is equal to 2 credits. Students will be expected to meet on ZOOM on designated meeting dates in topical outline and complete all weekly assignments. Scheduling the fieldwork presentations will be discussed with students at the beginning of the course. The fieldwork experience (1 credit=45 hours) will be in simulation and didactic nursing courses (TBD).

**Graduate Policy on Grading:**

\*Demonstrating knowledge competency in graduate courses requires a passing grade of “B-” or 80%. C+ or less will not count towards degree requirements. Grading Scale is below:

A+	4.0	97-100	C+	2.3	77-79
A	4.0	94-96	C	2.0	74-76
A-	3.7	90-93	C-	1.7	70-73
B+	3.3	87-89	D+	1.3	67-69
B	3.0	84-86	D	1.0	64-66
B-	2.7	80-83*	D-	0.7	60-63
			F	0.0	≤59

**Evaluation Methods:**

1. Graded Course Assignment Requirements

The student is expected to demonstrate knowledge as outlined in the course objectives through successful completion of assignments.

A. Assignments:

1. Midterm Exam..... 20%
2. Best Practice in Nursing Education: Literature Review.....20%
3. Fieldwork Application Final Paper.....20%
4. Fieldwork Presentation.....10%
5. Discussion/Post.....,,,,,,10%
6. Fieldwork Experience.....,,,,,,20%

2. Examination and/or Assignment Policy

**Extra Credit Policy:**

No extra credit will be awarded for individual assignments or for any activity within the course. All courses offered by the Department of Nursing are governed by this policy.

### **Rounding of Grades Policy:**

Course Faculty/Coordinator elects:

NOT to round grades, therefore course grades are not rounded.

TO round grades:

1. Scores are not rounded to the whole number until the end of the semester.
2. All student assignments, quizzes, and examinations *during the semester* will be recorded to the first decimal point and are **not** rounded up.
3. At the *end of the semester*, final course grades will be rounded to the nearest whole point. Any final course grade below a 0.5 will not be rounded up. Any final course grade equal to or above a 0.5 will be rounded up.

### **Late assignments:**

Assignments turned in late will be marked down 10 points per day unless prior arrangements have been made.

### **Grade Posting:**

All grades will be posted in the gradebook on Lulima. Occasionally inadvertent errors in grading are made. If in doubt, contact the instructor immediately for discussion. Grades will be considered final two weeks from grade posting and are not subject to correction after that time.

1. **Midterm Exam: (20% of grade)** – 25 questions (multiple choice, fill in blank, matching) on material covered during Week 1 to 4 (see schedule).
2. **Best Practice in Nursing Education: Literature Review (20% of grade).** The paper will require APA format with title page; 10 pages (not including title page and references page), double-spaced, font size 11 or 12. Writing style: concise and professional, including accurate spelling and grammar. The subheadings which should be included in this paper are the following- (1) brief background and purpose of the literature review paper, (2) method/design and procedure, analysis, and results, (3) discussion and implications for research, practice, and education and conclusion.
3. **Fieldwork Final Paper: (20% of grade)**  
Each student will choose a fieldwork topic relevant to the course and write a paper exploring the following elements: (1) introduction and purpose of paper (2) background of innovative best practice in nursing education topic, (3) fieldwork experience you completed of observation (journal reflection) summaries, (4) literature in the field - discuss, compare, contrast to other literature in the field and your observations, (5) implications for research, practice, and education, (6) conclusion, and (7) references. The student will use formal writing relevant to professional nursing practice following the American Psychological Association (APA) guidelines. (Use the 7<sup>th</sup> edition). **The paper will consist of approximately 10 double-spaced pages.** Please include an introduction, body, and conclusion. This paper will serve as the foundation for a presentation on the topic that will be given to the class online in ZOOM. (More details on the paper included in Lulima).

Fieldwork Final Paper is worth 20% of grade. This paper will be evaluated in accordance with the following rubric:

<https://www.cte.cornell.edu/documents/Science%20Rubrics.pdf>

	5	4	3	2	1
Reflective Essay	Exceeds Standard	Meets Standard	Nearly Meets Standard	Does Not Meet Standard	No Evidence
Reflect personal learning	Shows great depth of knowledge and learning, reveals feelings and thoughts, abstract ideas reflected through use of specific details.	Relates learning with research and project, personal and general reflections included, uses concrete language.	Does not go deeply into the reflection of learning, generalizations and limited insight, uses some detail	Little or no explanation or reflection on learning, no or few details to support reflection.	Shows no evidence of learning or reflection.
Organization/ Structural Development of the Idea	Writer demonstrates logical and subtle sequencing of ideas through well developed paragraphs; transitions are used to enhance organization	Paragraph development present but not perfected.	Logical organization; organization of ideas not fully developed.	No evidence of structure or organization.	
Conclusion	The conclusion is engaging and restates personal learning.	The conclusion restates the learning.	The conclusion does not adequately restate the learning.	Incomplete and/or unfocused.	
Mechanics	No errors in punctuation, capitalization and spelling.	Almost no errors in punctuation, capitalization and spelling.	Many errors in punctuation, capitalization and spelling.	Numerous and distracting errors in punctuation, capitalization and spelling.	Not applicable
Usage	No errors in sentence structure and word usage.	Almost no errors in sentence structure and word usage.	Many errors in sentence structure and word usage.	Numerous and distracting errors in sentence structure and word usage.	Not applicable

#### 4. Discussions/Posts: (10 % of grade)

Students will be required to post discussions/comments in the Forum related to the topics as directed by the instructor. Topics and guidelines for discussions/posts will be identified by the instructor during the semester. The Instructor will monitor the discussion/posts on a weekly basis and points for discussion entries, response to other student posts, and serving as a moderator will be accrued. Total points =100.

- a. **Grading:** Discussion entries will be evaluated by quantity and quality of participation in the assignment. Students are expected to post the number of discussions as required. A student moderator will lead the discussion and summarize at the end of the weekly modular session. Students will select which week(s) they would like to lead the discussion. Each student will provide thoughtful, supportive insights about the course topic through sharing experiences

related to the topic, or additional information related to the topic, or provision of relevant additional resources related to the topic (with links or citations).

- b. **On line etiquette**-all students will observe on line etiquette during the class discussions. Participation, not pontification, is the goal. The aim of this learning exercise is to share ideas, integrate other learning tools, think outside the box, and to form new wisdom about the material. Infraction of etiquette will be addressed privately by e-mail between instructor and students and will be reflected in the discussion grade.
- c. **Use of Language**- Use of professional writing skills (word usage, sentence structure and grammar) is required. Fluency with English is required for all assignments in the course. Deduction of points for the assignment will be assigned related to poor grammar, spelling and composition and presentation of ideas through written assignments. Problems in this area will be addressed privately with the instructor. Outside remedial assistance in this area is encouraged and is the responsibility of the student if written expression proves to be a repetitive issue. These language guidelines apply to all required course assignments

5. **Fieldwork Presentation (10% of grade):**

Students will develop a power point presentation discussed in their fieldwork final paper. The presentation will include the elements addressed in the final fieldwork paper. Elements: (1) introduction and purpose of paper (2) background of innovative best practice in nursing education topic, (3) fieldwork experience you completed of observation (journal reflection) summaries, (4) literature in the field - discuss, compare, contrast to other literature in the field and your observations, (5) implications for research, practice, and education, (6) conclusion, and (7) references. The student will use formal writing relevant to professional nursing practice following the American Psychological Association (APA) guidelines. (Use the 7<sup>th</sup> edition). The presentation time is approximately **10 minutes (approximately 10 slides) and 5 minutes for discussion**. Judicious use of the information to present in each category is essential to development and presentation of a professional presentation. Students will present their topic during online meetings using ZOOM housed in Lulima.

Presentations must be submitted in PowerPoint format. Familiarity with this format is required for participation in the course. Presentations must be submitted to the instructor by e-mail in the appropriate format at **least 5 days** before presentation for review and possible suggestions for strengthening the assignment. Students are encouraged to request receipt notification to ensure a paper trail for assignment submission, and to electronically save all sent e-mails of communication with instructor. Please note that while these functions are an option under the UH mail system, they are NOT in the Lulima mail tool. Please submit final presentation to instructor and James Callahan (IT staff – [jamesmc@hawaii.edu](mailto:jamesmc@hawaii.edu)) at the latest by 12 N on day of presentation.

Participants and audience are required to submit a peer evaluation using the presentation rubric as part of the presentation activities (discussion and feedback). Peer and self-evaluations are preferably due immediately after each presentation or the next day by 11:55 PM (HST) in order to receive the final presentation grade. If peer evaluations are not submitted, the student will receive no credit for his/her presentation until all requirements have been met. For each presentation day, submit only one file with all peer/self-evaluations and label the presenter's name and date. On each page, please place your name. Label the file – Presentation Day 1, 2, 3, or 4.

## 6. **Fieldwork Experience (20%).**

Scheduling the fieldwork presentations will be discussed with students at the beginning of the course. The fieldwork experience (1 credit=45 hours) will be in simulation and/or didactic nursing courses (TBD). Your selection of your fieldwork will intersect with a final paper and presentation. A log sheet will be placed in the Laulima site to complete and sign-off by both instructor and student. All field work experience must be completed prior to the presentation date. A total number of fieldwork experience is 45 hours.

### ***Student Directed Portfolio Elements:***

Fieldwork Experience, Papers, Presentations

### **Required Resource(s):**

Benner, P., Sutphen, M., Leonard, V., Day, L., & Shulman, L. (2010). *Educating Nurses: A call for radical transformation*. San Francisco, CA: Jossey Bass.

Billings, D. M. & Halstead, J. A. (2020). *Teaching in nursing: A guide for faculty*. 6<sup>th</sup> Ed. St. Louis, Missouri: Elsevier, Inc.

Bradshaw, M. J. & Hultquist, B. L. (2021). *Innovative teaching strategies in nursing and related health professions*. 8<sup>th</sup> ed. Burlington, MA: Jones & Bartlett.

Oermann, M. H. & DeGagne, J. C. (2022). *Teaching in nursing and role of the educator*. 3<sup>rd</sup> Ed. New York, NY: Springer Publishing Co.

Oermann, M.H., Shellenbarger, T., & Gaberson, K. (2023). *Clinical teaching strategies in nursing*. New York, NY: Springer Publishing Co. 1

### **Recommended Resource(s):**

Oermann, M. H. & Gaberson, K. Eds. (2021). *Evaluation and testing in nursing education*. 6<sup>th</sup> ed. New York, NY: Springer Publishing Co.

### **Course Expectations:**

In response to the COVID-19 pandemic, the SONDH has modified the mandatory attendance policy. The course faculty will provide you with specific information as the science related to transmission continues to increase.

### **Professional Behavior**

Professional behavior is required with both verbal and non-verbal communication. Students are required to be respectful of others and contribute to a safe, positive learning environment. Some of the information presented in this course may interfere with your belief system. It is expected that you use effective communication skills to express your opinions on various topics in a respectful manner. Students exhibiting disrespectful behavior will be counseled privately by the instructor with the student.

### **Access to the Internet**

Expectations for this course includes access to a computer and the Internet. Students are expected to have Internet access either through their own provider or using access through the university. N431 is an online course and students are expected to access the course web site weekly (<https://laulima.hawaii.edu/portal>).

### **Laulima Down time:**

Regular maintenance of the Laulima system is prearranged and announced on the Laulima web site. Students are expected to work around scheduled down time. If inadvertent down time occurs on the system that interferes with class activities or deadlines, extensions will be granted only if the downtime can be confirmed by the IT department.

### **Online etiquette**

All students will observe on line etiquette during class discussions. The aim of the discussion board is to share ideas, to integrate other learning tools, to think outside the box, and to form new wisdom about the material. Infraction of etiquette will be addressed privately by e-mail between instructor and students.

### **Use of Language**

Use of professional writing skills (word usage, sentence structure and grammar) is required. Fluency with English is required for all assignments in the course. Deduction of points for the assignment will be assigned related to poor grammar, spelling and composition, and inability to clearly present ideas through written assignments in a professional manner. Problems in this area will be addressed privately with the instructor. Outside remedial assistance in this area is encouraged and is the responsibility of the student if difficulty with written expression proves to be a repetitive issue. These language guidelines apply to all required course assignments

### **Permission to Use Materials**

The presentations that the class will be sharing with the rest of the class are rich resources for the rest of the class. They could easily be used for future continuing education, clinical in-services, or personal reference. If you are comfortable allowing others to use information from your presentation, please include permission to use the material on the last slide. "Permission to use", means their classmates can make use of the materials in the future. You may add conditions such as "for educational purposes only" or "with acknowledgement of the developer". In some cases, the professor may also ask students for permission to use their work as exemplars for future classes.

### **Written Work Guidelines**

All written work is expected to be an independent effort and original work. Evidence of plagiarism in the student's written work will result in a failure for that assignment. Repeated evidence of plagiarism will result in failure for the course. Formal and informal writing is required in the course (introduction, body, conclusion, organization and structure). Writing assignments will follow the American Psychological Association (APA) guidelines 7th edition, using correct grammar and style. Written assignments are expected to be professionally presented. Proficiency with the English language and accurate use of spelling and grammar is expected. Presentation of ideas should follow a logical flow. Thoroughly proofread written assignments prior to submitting them for grading. Lable submissions of written assignments in the following format: Student name, Assignment title and date of submission. Unless prior approval is obtained by the course instructor, an additional 10 points per day will be deducted for late papers.

### **Policies and Procedures:**

Refer to the [Student Handbook](#) for the policies and procedures for the following topics:

#### 1. STUDENT CONDUCT & EXPECTATIONS:

- Code of Ethics for Nurses
- Student Conduct Code

- Violation of Student Professional Standards
  - Social Networking and Electronic Communication Guidelines
  - Illegal Drugs and Substance Abuse
  - Academic Dishonesty
    - Cheating
    - Plagiarism
  - Communication
2. Grading
    - Extra Credit
    - Rounding of Grades
  3. Campus/School/Work Environment Safety
    - Workplace Non-Violence
    - Sex Discrimination and Gender-Based violence
    - Consensual Relationships
  4. Confidential Information
    - Confidentiality of Student Records & FERPA
    - Health Insurance Portability & Accountability Act of 1996 (HIPAA)

**Violation of the policies and procedures will not be tolerated and will result in a failure for the course and/or dismissal from the program.**

**UNIVERSITY OF HAWAII AT MĀNOA  
UHM-2 FORM (TO MODIFY/RETIRE A COURSE)**

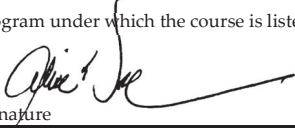


See [Guidelines](#) for instructions and deadlines. Submit forms (one course per form) to [uhmcrse@hawaii.edu](mailto:uhmcrse@hawaii.edu).

<b>1. Transaction Type</b> <input checked="" type="checkbox"/> Modify <input type="checkbox"/> Retire (formerly delete)	<b>2. Course Subject and Number</b> <b>NURS 662</b>	<b>3. Existing Full Course Title</b> Leadership, Role Identity, and Organizational/System Change	<b>4. Effective Term &amp; Year of Change</b> <input type="checkbox"/> FA ____ <input checked="" type="checkbox"/> SP <sup>2023</sup> <input type="checkbox"/> SU ____
<b>5. Existing Honors Counterpart</b> <i>Signature of Honors Program required in Box 13. To remove honors counterpart status, also check Box 9m.</i>		<b>6. Existing Cross-Listed Course(s)</b> <i>Signature of cross-listed department(s) &amp; Dean(s) required in Box 13 and in "Approved By" section. To remove cross-listed status, also check Box 9m.</i>	
<b>7a. Existing Gen Ed Diversification, Foundations, or HSL Designation</b> <i>If none, write "none." If requesting a change, also fill out 7b</i> <span style="float:right">None _____</span>			
<b>7b. If adding/changing Gen Ed Designation, please indicate requested designation:</b> DA    DH    DL    DS    DB    DP    DY    DB+DY    DP+DY    FGA    FGB    FGC    FQ    FW    HSL			
<b>8. Existing Blanket Statement:</b> <i>(If none, write "none." For cross-listed courses, include all applicable blanket statements. If requesting a change to the blanket statement, submit <a href="#">memo</a>).</i> <small>Does not fit here. See NURS XXXX Blanket Statement 1 eff F15</small>			
<b>9. Other Requested Changes</b> <i>(Check all that apply. For each change requested, fill in Existing and Proposed Data. Read instructions carefully before completing; use additional sheets if needed)</i>			
	<b>Change Type</b>	<b>Existing Data</b> <i>(Check Banner to confirm)</i>	<b>Proposed Data</b> <i>(Enter data as it should appear after change)</i>
<input type="checkbox"/>	a. Course Subject and/or Number		
<input checked="" type="checkbox"/>	b. Course Title <i>(for alpha courses, attach separate sheet and specify titles for each alpha)</i> (1) Full Course Title (2) Banner Course Title <i>(30 characters max, including spaces and punctuation)</i>	(1) (2)	(1) Curriculum Development and Assessment Strategies in Nursing Education (2)
<input type="checkbox"/>	c. Frequency <i>(check all that apply)</i>	<input type="checkbox"/> Fall Semester <input type="checkbox"/> Summer Semester <input type="checkbox"/> Spring Semester <input type="checkbox"/> Alternate years	<input type="checkbox"/> Fall Semester <input type="checkbox"/> Summer Semester <input type="checkbox"/> Spring Semester <input type="checkbox"/> Alternate years
<input type="checkbox"/>	d. Offering Status	<input type="checkbox"/> Experimental	<input type="checkbox"/> Regular
<input type="checkbox"/>	e. Grade Option(s) <i>(check all that apply)</i>	<input type="checkbox"/> Letter Grade <input type="checkbox"/> Satisfactory/Unsatisfactory <i>(500, 700, 800 only)</i> <input type="checkbox"/> CR/NC <input type="checkbox"/> Honors <i>(Medicine only)</i> <input type="checkbox"/> Audit	<input type="checkbox"/> Letter Grade <input type="checkbox"/> Satisfactory/Unsatisfactory <i>(500, 700, 800 only)</i> <input type="checkbox"/> CR/NC <input type="checkbox"/> Honors <i>(Medicine only)</i> <input type="checkbox"/> Audit
<input type="checkbox"/>	f. (1) Contact Hours <i>(per semester)</i> (2) Number of Credits (3) Repeat Limit (4) Credit Limit	(1)    (2) (3)    (4)	(1)    (2) (3)    (4)
<input type="checkbox"/>	g. Schedule Type <i>(see <a href="#">guidelines</a> for definitions)</i>	<input type="checkbox"/> CLN <input type="checkbox"/> FLD <input type="checkbox"/> LAB <input type="checkbox"/> LED <input type="checkbox"/> PRA <input type="checkbox"/> STU <input type="checkbox"/> DRR <input type="checkbox"/> INV <input type="checkbox"/> LEC <input type="checkbox"/> LEL <input type="checkbox"/> SEM <input type="checkbox"/> THE	<input type="checkbox"/> CLN <input type="checkbox"/> FLD <input type="checkbox"/> LAB <input type="checkbox"/> LED <input type="checkbox"/> PRA <input type="checkbox"/> STU <input type="checkbox"/> DRR <input type="checkbox"/> INV <input type="checkbox"/> LEC <input type="checkbox"/> LEL <input type="checkbox"/> SEM <input type="checkbox"/> THE
<input checked="" type="checkbox"/>	h. (1) Major Restrictions <i>(as they should appear in the Catalog)</i> (2) Banner Codes of Acceptable Majors	(1) Nursing (2) NURS, NUR	(1) Nursing (2) NURS, NURD, NUR, GNUR-GCERT
<input type="checkbox"/>	i. Class Standing Restrictions		
<input type="checkbox"/>	j. Co-requisite Course(s)		
<input type="checkbox"/>	k. (1) Prerequisite Course(s) (2) Prerequisite Grade Requirement	(1) (2)	(1) (2)
<input checked="" type="checkbox"/>	l. Catalog Description <i>(35-word maximum. Do not include/count other course information such as frequency, grade option, and prerequisite courses.)</i>	Current theories, issues, and trends of curriculum development in nursing. Application and critiques of related research	Current theories, issues, and trends of curriculum development and assessment strategies in nursing education.
<input type="checkbox"/>	m. Cross-listed/Honors Course(s) <i>(Signatures required on page 2. Submit syllabus for all courses except ~99.)</i>		
<b>10a. Description of Change(s)</b> 9b. Title change - adding assessment strategies to title 9h. Banner Codes of Acceptable Majors 9l. Catalog Description - updating to include assessment strategies		<b>10b. Justification of Change(s)</b> <i>(attach additional sheets if needed)</i> 9b and 9l - course content was updated to include assessment strategies; the course title and catalog description are being updated to reflect this addition. 9h - updated to include DNP and Graduate Certificate in Nursing students	
<b>11. Syllabus Attached</b> <i>(except ~99 courses and retirements)</i> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Not Needed		<b>12. List other UH departments and campuses that have been consulted.</b>	



**UNIVERSITY OF HAWAII AT MĀNOA  
UHM-2 FORM (MODIFY/DELETE A COURSE)**

See [Guidelines](#) for instructions and deadlines. Submit forms (one course per form) to [uhmcrse@hawaii.edu](mailto:uhmcrse@hawaii.edu).

<b>13. Cross-listed Department(s)/Honors Program</b> (for SUST cross-listing, see <a href="#">Guidelines</a> )			
Department/Unit	Chair/Director	Signature	Date
Department/Unit	Chair/Director	Signature	Date
<b>14. Requested By</b> I certify that the student learning objectives for the course are consistent with the learning objectives of each program under which the course is listed.			
Nursing	Alice Tse		03/04/2022
Department/Unit	Chair/Director	Signature	Date
<b>Approved By</b>			
NAWSON	Clementina Ceria-Ulep		03/04/2022
1 <sup>st</sup> College or School	Dean or Designee	Signature	Date
2 <sup>nd</sup> College or School	Dean or Designee	Signature	Date
<b>General Education Office</b> (for courses numbered 100-499)			
Director or Designee		Signature	Date
<b>Graduate Division</b> (for Grad Division-administered courses)			
	Julienne K. Maeda		05.10.2022
Dean or Designee		Signature	Date
<b>Office of the Provost</b>			
Vice Chancellor for Academic Affairs or Designee		Signature	Date

# UNIVERSITY OF HAWAI'I AT MĀNOA

## UHM-2 FORM (MODIFY/DELETE A COURSE)

See *Guidelines* for instructions and deadlines. For undergraduate courses, submit an original and 4 copies; graduate courses, submit an original and 6 copies. If cross-listed, include extra copies for cross-listed department(s) & college(s). List one course per form. Attach additional sheets as needed.

<b>1. Transaction Type</b> <input checked="" type="checkbox"/> Modify <input type="checkbox"/> Delete	<b>2. Course Subject and Number</b> NURS XXXX	<b>3. Existing Full Course Title</b> Blanket Statement 1	<b>4. Effective Term of Change</b> Fall 2015																
<b>5. Honors Counterpart Exists?</b> <input checked="" type="checkbox"/> No (To add honors counterpart course also check Box 8n) <input type="checkbox"/> Yes - Honors Program must sign box 11. Specify course:		<b>7. Existing Diversification, Foundations, Hawaiian/Second Language Designation</b> If requesting change to designation also fill out Box 8f N/A																	
<b>6. Existing Cross-Listed Course(s)</b> Signature of cross-listed department(s) required in Box 11 and Dean(s) in "Approved By" section. To remove cross-listed status also check Box 8n. None		<b>GEC Use:</b> <input type="checkbox"/> Continue <input type="checkbox"/> Remove  GEC Initials																	
<b>8. Type of Change</b> Check all that apply. For each change, fill in CHANGE DETAILS below. Read instructions carefully before completing this section. Use additional sheets if needed.																			
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%; border: none;"><input type="checkbox"/> a. Course Subject &amp;/or Number</td> <td style="width: 25%; border: none;"><input type="checkbox"/> e. Grade Option</td> <td style="width: 25%; border: none;"><input type="checkbox"/> g. Contact Hours/Number of Credits/Repeat Limit/Credit Limit</td> <td style="width: 25%; border: none;"><input type="checkbox"/> k. Class Standing Restrictions</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> b. Frequency</td> <td style="border: none;"><input type="checkbox"/> f. Diversification, Foundations, Hawaiian/Second Language Designation</td> <td style="border: none;"><input type="checkbox"/> h. Schedule Type</td> <td style="border: none;"><input type="checkbox"/> l. (i) Prerequisite Course(s) (ii) Prerequisite Grade Requirement (iii) Blanket Requirements</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> c. Offering Status</td> <td style="border: none;"><input type="checkbox"/> i. Co-requisite Course(s)</td> <td style="border: none;"><input type="checkbox"/> j. Major Restrictions</td> <td style="border: none;"><input type="checkbox"/> m. Catalog Description</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> d. Full Course Title/Banner Title (Banner title 30 char. max incl. spaces/punctuation)</td> <td style="border: none;"></td> <td style="border: none;"></td> <td style="border: none;"><input type="checkbox"/> n. Cross-listed/Honors Course(s) - Signatures required in Box 11 (&amp; "Approved By" section for cross-listings). Submit syllabus for honors courses.</td> </tr> </table>				<input type="checkbox"/> a. Course Subject &/or Number	<input type="checkbox"/> e. Grade Option	<input type="checkbox"/> g. Contact Hours/Number of Credits/Repeat Limit/Credit Limit	<input type="checkbox"/> k. Class Standing Restrictions	<input type="checkbox"/> b. Frequency	<input type="checkbox"/> f. Diversification, Foundations, Hawaiian/Second Language Designation	<input type="checkbox"/> h. Schedule Type	<input type="checkbox"/> l. (i) Prerequisite Course(s) (ii) Prerequisite Grade Requirement (iii) Blanket Requirements	<input type="checkbox"/> c. Offering Status	<input type="checkbox"/> i. Co-requisite Course(s)	<input type="checkbox"/> j. Major Restrictions	<input type="checkbox"/> m. Catalog Description	<input type="checkbox"/> d. Full Course Title/Banner Title (Banner title 30 char. max incl. spaces/punctuation)			<input type="checkbox"/> n. Cross-listed/Honors Course(s) - Signatures required in Box 11 (& "Approved By" section for cross-listings). Submit syllabus for honors courses.
<input type="checkbox"/> a. Course Subject &/or Number	<input type="checkbox"/> e. Grade Option	<input type="checkbox"/> g. Contact Hours/Number of Credits/Repeat Limit/Credit Limit	<input type="checkbox"/> k. Class Standing Restrictions																
<input type="checkbox"/> b. Frequency	<input type="checkbox"/> f. Diversification, Foundations, Hawaiian/Second Language Designation	<input type="checkbox"/> h. Schedule Type	<input type="checkbox"/> l. (i) Prerequisite Course(s) (ii) Prerequisite Grade Requirement (iii) Blanket Requirements																
<input type="checkbox"/> c. Offering Status	<input type="checkbox"/> i. Co-requisite Course(s)	<input type="checkbox"/> j. Major Restrictions	<input type="checkbox"/> m. Catalog Description																
<input type="checkbox"/> d. Full Course Title/Banner Title (Banner title 30 char. max incl. spaces/punctuation)			<input type="checkbox"/> n. Cross-listed/Honors Course(s) - Signatures required in Box 11 (& "Approved By" section for cross-listings). Submit syllabus for honors courses.																
<b>CHANGE DETAILS</b>																			
<b>Change Type</b> <i>(Specify letter noted above)</i>		<b>Existing Data</b> <i>(Check Banner to confirm)</i>																	
(iii) The minimum required grade for undergraduate prerequisite courses is C (70%) or better, unless otherwise specified.		The minimum required grade for undergraduate prerequisite courses is C or better, unless otherwise specified.																	
Demonstrating knowledge competency in graduate courses requires a passing grade of "B-" or 80%. A grade of C+ or less will not count towards degree requirements, unless otherwise specified.		Demonstrating knowledge competency in graduate courses requires a passing grade of "B-" or 80%. A grade of C+ or less will not count towards degree requirements, unless otherwise specified.																	
<b>9. Description of Change(s) &amp; Justification</b> Describe the change and why it is being requested, including its relationship to your overall curriculum. Attach additional sheets if needed. Attach a course syllabus for the modified course specifying student learning objectives for the course. Syllabi are not required for "-99" courses.																			
Removing the (70%) from the blanket statement. Due to a change in the DON UG grading policy, students admitted after Fall 2014 will use a +/- grading scale, in which a C = 74%; students admitted prior to Fall 2014 will continue to use the non +/- scale, in which C = 70%. Therefore, the current blanket statement is no longer accurate for all students.																			
<b>10. Consultation:</b> If other UHM departments and/or UH-system campuses will be affected, have they been consulted? (e.g., course is a prerequisite, required for another major, offered at another UH campus, etc.)																			
		<input type="checkbox"/> Yes - Indicate offices/campuses: <input checked="" type="checkbox"/> Not applicable																	
<b>11. Cross-listed Department(s)/Honors Program</b>																			
Dept/Unit	Chair/Director	Signature	Date																
Dept/Unit	Chair/Director	Signature	Date																
<b>12. Requested By</b> I certify that the student learning objectives for this modified course are consistent with the learning objectives of each program under which the course is listed.																			
Department of Nursing	Clementina Ceria-Ulep		10/15/2014																
Dept/Unit	Chair/Director	Signature	Date																
<b>Approved By</b>																			
SONDH	Mary G. Boland		10/15/2014																
1 <sup>st</sup> College/School	Dean	Signature	Date																
2 <sup>nd</sup> College/School	Dean	Signature	Date																
<b>General Education</b> (Undergraduate courses numbered 100-499)																			
Director			NOV 30 2014																
<b>Graduate Division</b> (600 level and above)																			
Dean		Signature	Date																
<b>Mānoa Chancellor's Office</b>																			
Vice Chancellor for Academic Affairs			DEC 1 2014																



UNIVERSITY of HAWAI'I at MĀNOA  
NANCY ATMOSPHERA-WALCH  
SCHOOL of NURSING

University of Hawai'i at Mānoa  
Nancy Atmospera-Walch  
School of Nursing

2528 McCarthy Mall  
Webster Hall  
Honolulu, HI 96822

Office of the Dean  
(808) 956-8522  
fax: (808) 956-3257

Department of Nursing  
(808) 956-8523  
fax: (808) 956-3257

Office of Student Services  
(808) 956-8939  
fax: (808) 956-5977

Administrative Services Office  
(808) 956-3220  
fax: (808) 956-9941

<http://www.nursing.hawaii.edu/>

**Spring 2023  
Graduate  
Course Syllabus**

**Faculty Information:**

-  
**Rank**

# NURS 747 CURRICULUM DEVELOPMENT AND ASSESSMENT STRATEGIES IN NURSING EDUCATION



# NURSING

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UNIVERSITY of HAWAI'I at MĀNOA®

### **Disability & Accessibility**

*Students with disabilities and related access needs are encouraged to contact the UHM KOKUA Program for information and services. Services are confidential, and students are not charged for them. Contact KOKUA at 956-7511 (V/T) or 956-7612 (V/T) or e-mail [KOKUA@hawaii.edu](mailto:KOKUA@hawaii.edu). KOKUA is located on the ground floor, in room 013, of the Queen Liliuokalani Student Services Center.*

*If you require the information provided by this course's Lulima site in an alternative format, please contact [nursada@hawaii.edu](mailto:nursada@hawaii.edu)*

### **Academic Dishonesty**

*Academic Dishonesty, as defined by the UHM Student Conduct Code, ([http://www.studentaffairs.manoa.hawaii.edu/policies/conduct\\_code/](http://www.studentaffairs.manoa.hawaii.edu/policies/conduct_code/)), will not be tolerated and will result in a failure for the course and/or dismissal from the program.*

### **Student Basic Needs**

*Basic needs include food and housing, childcare, mental health, financial resources and transportation, among others. Student basic needs security is critical for ensuring strong academic performance, persistence and graduation and overall student well-being. If you or someone you know are experiencing basic needs insecurity, please see the following resources: [UH System Basic Needs](https://www.hawaii.edu/student-basic-needs/) (<https://www.hawaii.edu/student-basic-needs/>).*

**UNIVERSITY OF HAWAI‘I AT MĀNOA**  
**NANCY ATMOSPORA-WALCH SCHOOL OF NURSING**  
**DEPARTMENT OF NURSING**  
**Spring 2023**

**Course Number:** NURS 747

**Course Title:** Curriculum Development and Assessment Strategies in Nursing Education

**Course Credit Hours:** 3

**Course Faculty:** Name:  
Rank:  
Office:  
Phone:  
Cell:  
e-mail:

**Office Hours:** By appointment

**Course Communication:** Faculty will respond to emails / calls / text messages within [48] hours on weekdays and [72] hours on weekends unless it is an emergency. If there is an emergency or urgent situation, please state so in the email / call or text message.

Short Assignments and exams will be graded and returned within [1] week.  
More complex assignments/papers will be graded and returned within [2] weeks.

**Catalog Description:**

Current theories, issues, and trends of curriculum development and assessment strategies in nursing education.

**Course Description:**

Same as catalog description

**Student Learning Outcomes:**

By the conclusion of this course, students will meet the following learning outcomes:

1. Analyze theories and strategies of curriculum planning in nursing.
2. Apply the best practice and research related to curriculum development.
3. Analyze selected curriculum issues.
4. Design a curriculum that integrates theory, research and personal philosophy.
5. Delineate roles of faculty in curriculum development and the comprehensive scope of faculty responsibilities in academia.
6. Analyze models of the process of curriculum evaluation, including accreditation
7. Demonstrate understanding of scientific method and empirical process as related to measurement assessment in nursing education.
8. Describe basic issues surrounding evaluation and development of educational tests.
9. Discuss the teaching and leadership roles of the nurse educator.

**Content Outline:**

- Module 1, 1a, 1b, 1c: Introduction to Curriculum Development in Nursing Education Learning Theory, Critical Thinking, Taxonomies; Curriculum Framework; Needs Assessment and Components of the Curriculum including Accreditation
- Module 2: Curriculum Planning and Development – Wiggins & McTigue & Fink
- Module 3: Syllabus Development
- Module 4: Measurement and Assessment in Nursing Education
- Module 5: Evaluation and Development of Educational Tests
- Module 6: Teaching and Leadership Roles in Nursing Education

**Calendar:**

<b>Date</b>	<b>Module</b>	<b>Assignments Due</b>
Weeks 1-2	Module 1a - Introduction to Curriculum Development in Nursing Education Learning Theory, Critical Thinking, Taxonomies; Curriculum Framework	Readings: Billings & Halstead, Keating ZOOM - (HST) ZOOM - (HST) Forum Discussion
Weeks 3-4	Module 1b – 1c – Needs Assessment and Components of the Curriculum; Curriculum Planning & Syllabus - Overview Meet with ___ for Curriculum Plan Paper	Readings: Billings & Halstead: Keating: ZOOM – (HST) ZOOM - (HST) Forum Discussion <b>QUIZ 1 - Examsoft</b>
Week 5-6	Module 2 – Curriculum Planning – Understanding By Design & Integrated Approach Meet with ___ for Curriculum Plan Paper	Readings: Wiggins & McTigue; Fink: ZOOM - (HST) ZOOM – (HST) Forum Discussion
Week 7-8	Module 3 – Syllabus Development Work on Syllabus Project as a Group Prepare for PowerPoint Presentation Meet with ___ for Syllabus Project & Presentation	Readings: Billings & Halstead: ZOOM - (HST) ZOOM –(HST) Forum Discussion <b>Curriculum Plan Paper Due</b>
Week 9-11	Module 4 – Measurement & Assessment in Nursing Education Meet with ___ for Syllabus Project & Presentation	Readings: Oermann & Gaberson: ZOOM - (HST) ZOOM – (HST) Forum Discussion <b>QUIZ 2-Examsoft</b>
Spring Break – Week 10		
Week 12-14	Module 5 – Evaluation & Development of Educational Tests Meet with ___ for Assessment Strategy Project & Presentation Group Assessment Strategy Presentation – Week 14	Readings: Oermann & Gaberson: ZOOM - (HST) ZOOM - (HST) Forum Discussion <b>Group Syllabus Project Paper &amp; Recorded Presentation Due (20%) -Week 11</b>

Week 15	Module 6 – Teaching & Leadership Roles in Nursing Education Group Assessment Strategy Presentation – Week 15	Readings: Oermann & DeGagne: ZOOM - (HST) CAFÉ & Course Evaluations <b><i>Group Assessment Strategy Project Due</i></b>
Week 16	Finals Week	<b>QUIZ 3-Examssoft</b>

**Teaching-Learning Strategies:**

The seminar Socratic method of teaching-learning will be used and will be accomplished via synchronous and asynchronous on-line postings of your thoughts of discussion points related to assignments. The aims of the seminar are to engage the learners in critical thinking and to provide the forum for expression of viewpoints regarding curriculum issues. Each student will assume the responsibility for contributing to the total learning experience for co-learners. It is assumed that every learner will feel empowered to share ideas and participate in mutual discussion of ideas. In this way we will create a community of scholars.

It is expected that all students will assume the role of critic in evaluating the discussion contributions as well as the written work that is circulated. The author of a critique is expected to provide the class with the basis for judgments made, including citations as appropriate.

Participation in the weekly discussions is required. Shared readings, personal experience, and understandings gained from projects serve as the basis for discussion. Students are expected to be fully prepared each week and actively participate in the discussion forum and respond to the topics scheduled for discussion. It is anticipated that students will spend a minimum of six (6) hours/week on-line and six (6) hours/week reading/writing/ etc. in this class. ZOOM sessions will be held on \_\_\_\_\_ from \_\_\_\_\_ (see schedule) beginning \_\_\_\_\_ to go over the content covered in Modules 1 to 6. There will be scheduled quizzes for Modules 1 to 6 of content covered the module before.

Writing will be used as a learning strategy as a means to encourage inquiry, critical analysis, and creation of a new product. Each learner will use scholarly writing in the process of curriculum development and evaluation. Learners will work individually and with other members of the group on written graded assignments.

Active involvement promotes learning. Each individual, including the course faculty member, is a co-learner in this course. We are invaluable to one another as teaching-learning resources. Critique of an individual's work is a valuable part of the learning process.

**Graduate Policy on Grading:**

\*Demonstrating knowledge competency in graduate courses requires a passing grade of “B-” or 80%. C+ or less will not count towards degree requirements. Grading Scale is below:

A+	4.0	97-100	C+	2.3	77-79
A	4.0	94-96	C	2.0	74-76
A-	3.7	90-93	C-	1.7	70-73
B+	3.3	87-89	D+	1.3	67-69
B	3.0	84-86	D	1.0	64-66
B-	2.7	80-83*	D-	0.7	60-63
			F	0.0	≤59

## **Evaluation Methods:**

### 1. Graded Course Assignment Requirements

Grades should be viewed as a reflection of the quality of your scholarship in the course. Grades are earned and are symbolic of individual and group attainments. The grades assigned for this course will be based upon evaluation of the following (100 points):

#### 1. **Group Curriculum Plan** 20%

This assignment provides you with an opportunity to serve as a member of the curriculum committee to plan and develop a curriculum integrating theory and research.

#### 2. **Group Syllabus Project and Presentation** - 20%

Design several course syllabus that reflects the Curriculum Plan

Each student will participate in the group presentation (see presentation criteria sheet). There are 2 points for participation.

#### 3. **Group Assessment Strategy Project and Presentation** – 20%

Develop an evaluation/assessment plan for a teaching-learning lecture/activity.

Each student will participate in the group presentation (see presentation criteria sheet).

#### 4. **Individual - Participation in Discussion** - 20%

The discussion will be guided by the modules assigned. Please provide at least one thorough and complete submission responding to the Forum discussion questions A designated student moderator (s) will be assigned for every Forum (worth 2 points).

#### 5. **Individual –Quizzes** – 20 %

Questions related to content covered the module before will be included in the quiz. Quizzes will be given in Exam Soft beginning \_\_\_\_\_ (see N747 schedule). There will be no make-up quizzes. If you plan to be absent, please let the instructor know and she/he will allow you to take the quiz at a mutually scheduled time

### 2. Examination and/or Assignment Policy

#### **Extra Credit Policy:**

No extra credit will be awarded for individual assignments or for any activity within the course. All courses offered by the Department of Nursing are governed by this policy.

#### **Rounding of Grades Policy:**

Course Faculty/Coordinator elects:

NOT to round grades, therefore course grades are not rounded.

TO round grades:

1. Scores are not rounded to the whole number until the end of the semester.
2. All student assignments, quizzes, and examinations *during the semester* will be recorded to the first decimal point and are **not** rounded up.
3. At the *end of the semester*, final course grades will be rounded to the nearest whole point. Any final course grade below a 0.5 will not be rounded up. Any final course grade equal to or above a 0.5 will be rounded up.

#### **Assignment Policy:**

The weekly “class time” is \_\_\_\_\_ and the forum discussion for that week begins on that day. Each \_\_\_\_\_ the discussion for the scheduled topic will be made. Each student's participation in the discussion will be reviewed and graded according to the rubric at the end of this course overview. Please provide at least one thorough and complete submission responding to Forum discussion questions and please respond to the moderator questions.

Please think of who you would want to work with for your group project as soon as possible. Groups of two or three seem to be a good fit for this project. Group members will stay together until the end of the semester. As a group please meet with me periodically (at minimum once a month) during the semester to go over your project and to receive feedback.

**Late assignments:**

Assignments turned in late will be marked down 10 points per day unless prior arrangements have been made.

**Discussion Rubric**

This rubric will be used to evaluate participation and responses for weekly discussions. The discussion is worth 15% of your grade.

Category	10	6.6	3.3	0
Quality of information	Discussion clearly relates to posted questions and adds new perspectives, information with examples, or supporting information.	Discussion clearly related to the posted questions. It provides at least 1 example or supporting information.	Discussion relates to the posted question. No details or examples are given.	Discussion has little to do with the posted questions or simply restates the questions.
Quality of written response	Consistent evidence of professional vocabulary; excellent grammatical presentation; use of appropriate references.	Evidence of professional vocabulary; good grammatical presentation; use of appropriate references.	Occasion use of professional vocabulary; weak grammatical presentation; references utilized but may or may not be appropriate.	Little evidence of professional vocabulary; weak to poor grammatical presentation; no references.
Participation	Responds to other members in the online discussion using positive or encouraging dialog which facilitates the discussion.	Responds to other members in the online discussion.	Rarely interacts or responds to other members in the online discussion.	Responds to the facilitator only.

***Student Directed Portfolio Elements:***

Suggest elements to include from this course (e.g. Group Curriculum Plan, Syllabus Project and Presentation, Assessment Strategy Project and Presentation)

**Required Resource(s):**

**Readings**

The readings are for additional enrichment. Instructions are found in Course Schedule.

**Required Textbooks:**

Billings, D. M. & Halstead, J. A. (2020). *Teaching in nursing: A guide for faculty*. 6<sup>th</sup> Ed. St. Louis, Missouri: Elsevier, Inc.

Fink, L. (2013). *Creating significant learning experiences?* . San Francisco, CA: Jossey-Bass.

Keating, S. B. & DeBoor, S. S. (2018). *Curriculum development and evaluation in nursing education*. 4<sup>th</sup> ed. New York, NY: Springer Publishing Co.

McTighe, J. (2020). *The fundamentals of understanding by design (Quick reference guide)*. Alexandria, VA: Association for Supervision and Curriculum Development.



Oermann, M. H. & DeGagne, J. C. (2022). *Teaching in nursing and role of the educator*. 3<sup>rd</sup> Ed. New York, NY: Springer Publishing Co.

Oermann, M. H. & Gaberson, K. Eds. (2021). *Evaluation and testing in nursing education*. 6<sup>th</sup> ed. New York, NY: Springer Publishing Co.

Wiggins, G. & McTighe, J. (2005). *Understanding by Design*. Upper Saddle River, NJ: Prentice-Hall

### **Recommended Resource(s):**

Benner, P., Sutphen, M., Leonard, V., Day, L. & Shulman, L. (2010). *Educating Nurses: A Call for Radical Transformation*. San Francisco: Jossey Bass

### **Course Expectations:**

In response to the COVID-19 pandemic, the SONDH has modified the mandatory attendance policy. The course faculty will provide you with specific information as the science related to transmission continues to increase.

Students are expected to be self-directed learners, however, if you are encountering difficulties, please contact faculty rather than waiting. I am available via course email or phone during weekdays and at office hours on BlackBoard Collaborate or face to face (see course webpage to hook up). Students are expected to be timely in their responses particularly in their discussion groups as well as assignments. They are expected to behave in a professional, respectful manner at all times.

### **Communication:**

Students are expected to communicate their concerns and ideas openly and respectfully to each other and to faculty. Students are expected to be able to critique each other's work without taking offense. Feedback is given in a positive, constructive manner to enhance the learning environment and improve the final results for all students. Faculty also appreciates your feedback to improve the course and student course outcomes.

### **Policies and Procedures:**

Refer to the [Student Handbook](#) for the policies and procedures for the following topics:

1. STUDENT CONDUCT & EXPECTATIONS:
  - Code of Ethics for Nurses
  - Student Conduct Code
  - Violation of Student Professional Standards
  - Social Networking and Electronic Communication Guidelines
  - Illegal Drugs and Substance Abuse
  - Academic Dishonesty
    - Cheating
    - Plagiarism
  - Communication
2. Grading
  - Extra Credit
  - Rounding of Grades
3. Campus/School/Work Environment Safety
  - Workplace Non-Violence
  - Sex Discrimination and Gender-Based violence
  - Consensual Relationships

4. Confidential Information

- Confidentiality of Student Records & FERPA
- Health Insurance Portability & Accountability Act of 1996 (HIPAA)

**Violation of the policies and procedures will not be tolerated and will result in a failure for the course and/or dismissal from the program.**

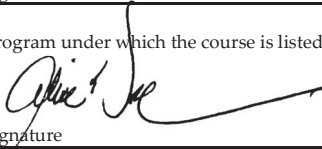


**UNIVERSITY OF HAWAII AT MĀNOA  
UHM-2 FORM (TO MODIFY/RETIRE A COURSE)**

See [Guidelines](#) for instructions and deadlines. Submit forms (one course per form) to [uhmcrse@hawaii.edu](mailto:uhmcrse@hawaii.edu).

<b>1. Transaction Type</b> <input checked="" type="checkbox"/> Modify <input type="checkbox"/> Retire (formerly delete)	<b>2. Course Subject and Number</b> <b>NURS 662</b>	<b>3. Existing Full Course Title</b> Leadership, Role Identity, and Organizational/System Change	<b>4. Effective Term &amp; Year of Change</b> <input type="checkbox"/> FA ____ <input checked="" type="checkbox"/> SP <sup>2023</sup> <input type="checkbox"/> SU ____
<b>5. Existing Honors Counterpart</b> <i>Signature of Honors Program required in Box 13. To remove honors counterpart status, also check Box 9m.</i>		<b>6. Existing Cross-Listed Course(s)</b> <i>Signature of cross-listed department(s) &amp; Dean(s) required in Box 13 and in "Approved By" section. To remove cross-listed status, also check Box 9m.</i>	
<b>7a. Existing Gen Ed Diversification, Foundations, or HSL Designation</b> <i>If none, write "none." If requesting a change, also fill out 7b</i> <span style="float:right">None _____</span>			
<b>7b. If adding/changing Gen Ed Designation, please indicate requested designation:</b> DA    DH    DL    DS    DB    DP    DY    DB+DY    DP+DY    FGA    FGB    FGC    FQ    FW    HSL			
<b>8. Existing Blanket Statement:</b> <i>(If none, write "none." For cross-listed courses, include all applicable blanket statements. If requesting a change to the blanket statement, submit <a href="#">memo</a>).</i> <small>Does not fit here. See NURS XXXX Blanket Statement 1 eff F15</small>			
<b>9. Other Requested Changes</b> <i>(Check all that apply. For each change requested, fill in Existing and Proposed Data. Read instructions carefully before completing; use additional sheets if needed)</i>			
	<b>Change Type</b>	<b>Existing Data</b> <i>(Check Banner to confirm)</i>	<b>Proposed Data</b> <i>(Enter data as it should appear after change)</i>
<input type="checkbox"/>	a. Course Subject and/or Number		
<input checked="" type="checkbox"/>	b. Course Title <i>(for alpha courses, attach separate sheet and specify titles for each alpha)</i> (1) Full Course Title (2) Banner Course Title <i>(30 characters max, including spaces and punctuation)</i>	(1)  (2)	(1) Curriculum Development and Assessment Strategies in Nursing Education  (2)
<input type="checkbox"/>	c. Frequency <i>(check all that apply)</i>	<input type="checkbox"/> Fall Semester <input type="checkbox"/> Summer Semester <input type="checkbox"/> Spring Semester <input type="checkbox"/> Alternate years	<input type="checkbox"/> Fall Semester <input type="checkbox"/> Summer Semester <input type="checkbox"/> Spring Semester <input type="checkbox"/> Alternate years
<input type="checkbox"/>	d. Offering Status	<input type="checkbox"/> Experimental	<input type="checkbox"/> Regular
<input type="checkbox"/>	e. Grade Option(s) <i>(check all that apply)</i>	<input type="checkbox"/> Letter Grade <input type="checkbox"/> Satisfactory/Unsatisfactory <i>(500, 700, 800 only)</i> <input type="checkbox"/> CR/NC <input type="checkbox"/> Honors <i>(Medicine only)</i> <input type="checkbox"/> Audit	<input type="checkbox"/> Letter Grade <input type="checkbox"/> Satisfactory/Unsatisfactory <i>(500, 700, 800 only)</i> <input type="checkbox"/> CR/NC <input type="checkbox"/> Honors <i>(Medicine only)</i> <input type="checkbox"/> Audit
<input type="checkbox"/>	f. (1) Contact Hours <i>(per semester)</i> (2) Number of Credits (3) Repeat Limit (4) Credit Limit	(1)  (3)	(1)  (3)
<input type="checkbox"/>	g. Schedule Type <i>(see <a href="#">guidelines</a> for definitions)</i>	<input type="checkbox"/> CLN <input type="checkbox"/> FLD <input type="checkbox"/> LAB <input type="checkbox"/> LED <input type="checkbox"/> PRA <input type="checkbox"/> STU <input type="checkbox"/> DRR <input type="checkbox"/> INV <input type="checkbox"/> LEC <input type="checkbox"/> LEL <input type="checkbox"/> SEM <input type="checkbox"/> THE	<input type="checkbox"/> CLN <input type="checkbox"/> FLD <input type="checkbox"/> LAB <input type="checkbox"/> LED <input type="checkbox"/> PRA <input type="checkbox"/> STU <input type="checkbox"/> DRR <input type="checkbox"/> INV <input type="checkbox"/> LEC <input type="checkbox"/> LEL <input type="checkbox"/> SEM <input type="checkbox"/> THE
<input checked="" type="checkbox"/>	h. (1) Major Restrictions <i>(as they should appear in the Catalog)</i> (2) Banner Codes of Acceptable Majors	(1) Nursing (2) NURS, NUR	(1) Nursing (2) NURS, NURD, NUR, GNUR-GCERT
<input type="checkbox"/>	i. Class Standing Restrictions		
<input type="checkbox"/>	j. Co-requisite Course(s)		
<input type="checkbox"/>	k. (1) Prerequisite Course(s) (2) Prerequisite Grade Requirement	(1)  (2)	(1)  (2)
<input checked="" type="checkbox"/>	l. Catalog Description <i>(35-word maximum. Do not include/count other course information such as frequency, grade option, and prerequisite courses.)</i>	Current theories, issues, and trends of curriculum development in nursing. Application and critiques of related research	Current theories, issues, and trends of curriculum development and assessment strategies in nursing education.
<input type="checkbox"/>	m. Cross-listed/Honors Course(s) <i>(Signatures required on page 2. Submit syllabus for all courses except ~99.)</i>		
<b>10a. Description of Change(s)</b> 9b. Title change - adding assessment strategies to title 9h. Banner Codes of Acceptable Majors 9l. Catalog Description - updating to include assessment strategies		<b>10b. Justification of Change(s)</b> <i>(attach additional sheets if needed)</i> 9b and 9l - course content was updated to include assessment strategies; the course title and catalog description are being updated to reflect this addition. 9h - updated to include DNP and Graduate Certificate in Nursing students	
<b>11. Syllabus Attached</b> <i>(except ~99 courses and retirements)</i> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Not Needed		<b>12. List other UH departments and campuses that have been consulted.</b>	

**UNIVERSITY OF HAWAII AT MĀNOA  
UHM-2 FORM (MODIFY/DELETE A COURSE)**

See [Guidelines](#) for instructions and deadlines. Submit forms (one course per form) to [uhmcrse@hawaii.edu](mailto:uhmcrse@hawaii.edu).

<b>13. Cross-listed Department(s)/Honors Program</b> (for SUST cross-listing, see <a href="#">Guidelines</a> )			
Department/Unit	Chair/Director	Signature	Date
Department/Unit	Chair/Director	Signature	Date
<b>14. Requested By</b> I certify that the student learning objectives for the course are consistent with the learning objectives of each program under which the course is listed.			
Nursing	Alice Tse		03/04/2022
Department/Unit	Chair/Director	Signature	Date
<b>Approved By</b>			
NAWSON	Clementina Ceria-Ulep		03/04/2022
1 <sup>st</sup> College or School	Dean or Designee	Signature	Date
2 <sup>nd</sup> College or School	Dean or Designee	Signature	Date
<b>General Education Office</b> (for courses numbered 100-499)			
Director or Designee		Signature	Date
<b>Graduate Division</b> (for Grad Division-administered courses)			
	Julienne K. Maeda		05.10.2022
Dean or Designee		Signature	Date
<b>Office of the Provost</b>			
Vice Chancellor for Academic Affairs or Designee		Signature	Date

# UNIVERSITY OF HAWAI'I AT MĀNOA

## UHM-2 FORM (MODIFY/DELETE A COURSE)

See *Guidelines* for instructions and deadlines. For undergraduate courses, submit an original and 4 copies; graduate courses, submit an original and 6 copies. If cross-listed, include extra copies for cross-listed department(s) & college(s). List one course per form. Attach additional sheets as needed.

<b>1. Transaction Type</b> <input checked="" type="checkbox"/> Modify <input type="checkbox"/> Delete	<b>2. Course Subject and Number</b> NURS XXXX	<b>3. Existing Full Course Title</b> Blanket Statement 1	<b>4. Effective Term of Change</b> Fall 2015																
<b>5. Honors Counterpart Exists?</b> <input checked="" type="checkbox"/> No (To add honors counterpart course also check Box 8n) <input type="checkbox"/> Yes - Honors Program must sign box 11. Specify course:		<b>7. Existing Diversification, Foundations, Hawaiian/Second Language Designation</b> If requesting change to designation also fill out Box 8f N/A																	
<b>6. Existing Cross-Listed Course(s)</b> Signature of cross-listed department(s) required in Box 11 and Dean(s) in "Approved By" section. To remove cross-listed status also check Box 8n. None		<b>GEC Use:</b> <input type="checkbox"/> Continue <input type="checkbox"/> Remove  GEC Initials																	
<b>8. Type of Change</b> Check all that apply. For each change, fill in CHANGE DETAILS below. Read instructions carefully before completing this section. Use additional sheets if needed.																			
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%; border: none;"><input type="checkbox"/> a. Course Subject &amp;/or Number</td> <td style="width: 25%; border: none;"><input type="checkbox"/> e. Grade Option</td> <td style="width: 25%; border: none;"><input type="checkbox"/> g. Contact Hours/Number of Credits/Repeat Limit/Credit Limit</td> <td style="width: 25%; border: none;"><input type="checkbox"/> k. Class Standing Restrictions</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> b. Frequency</td> <td style="border: none;"><input type="checkbox"/> f. Diversification, Foundations, Hawaiian/Second Language Designation</td> <td style="border: none;"><input type="checkbox"/> h. Schedule Type</td> <td style="border: none;"><input type="checkbox"/> l. (i) Prerequisite Course(s) (ii) Prerequisite Grade Requirement (iii) Blanket Requirements</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> c. Offering Status</td> <td style="border: none;"><input type="checkbox"/> i. Co-requisite Course(s)</td> <td style="border: none;"><input type="checkbox"/> j. Major Restrictions</td> <td style="border: none;"><input type="checkbox"/> m. Catalog Description</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> d. Full Course Title/Banner Title (Banner title 30 char. max incl. spaces/punctuation)</td> <td style="border: none;"></td> <td style="border: none;"></td> <td style="border: none;"><input type="checkbox"/> n. Cross-listed/Honors Course(s) - Signatures required in Box 11 (&amp; "Approved By" section for cross-listings). Submit syllabus for honors courses.</td> </tr> </table>				<input type="checkbox"/> a. Course Subject &/or Number	<input type="checkbox"/> e. Grade Option	<input type="checkbox"/> g. Contact Hours/Number of Credits/Repeat Limit/Credit Limit	<input type="checkbox"/> k. Class Standing Restrictions	<input type="checkbox"/> b. Frequency	<input type="checkbox"/> f. Diversification, Foundations, Hawaiian/Second Language Designation	<input type="checkbox"/> h. Schedule Type	<input type="checkbox"/> l. (i) Prerequisite Course(s) (ii) Prerequisite Grade Requirement (iii) Blanket Requirements	<input type="checkbox"/> c. Offering Status	<input type="checkbox"/> i. Co-requisite Course(s)	<input type="checkbox"/> j. Major Restrictions	<input type="checkbox"/> m. Catalog Description	<input type="checkbox"/> d. Full Course Title/Banner Title (Banner title 30 char. max incl. spaces/punctuation)			<input type="checkbox"/> n. Cross-listed/Honors Course(s) - Signatures required in Box 11 (& "Approved By" section for cross-listings). Submit syllabus for honors courses.
<input type="checkbox"/> a. Course Subject &/or Number	<input type="checkbox"/> e. Grade Option	<input type="checkbox"/> g. Contact Hours/Number of Credits/Repeat Limit/Credit Limit	<input type="checkbox"/> k. Class Standing Restrictions																
<input type="checkbox"/> b. Frequency	<input type="checkbox"/> f. Diversification, Foundations, Hawaiian/Second Language Designation	<input type="checkbox"/> h. Schedule Type	<input type="checkbox"/> l. (i) Prerequisite Course(s) (ii) Prerequisite Grade Requirement (iii) Blanket Requirements																
<input type="checkbox"/> c. Offering Status	<input type="checkbox"/> i. Co-requisite Course(s)	<input type="checkbox"/> j. Major Restrictions	<input type="checkbox"/> m. Catalog Description																
<input type="checkbox"/> d. Full Course Title/Banner Title (Banner title 30 char. max incl. spaces/punctuation)			<input type="checkbox"/> n. Cross-listed/Honors Course(s) - Signatures required in Box 11 (& "Approved By" section for cross-listings). Submit syllabus for honors courses.																
<b>CHANGE DETAILS</b>																			
<b>Change Type</b> <i>(Specify letter noted above)</i>		<b>Existing Data</b> <i>(Check Banner to confirm)</i>																	
(iii) The minimum required grade for undergraduate prerequisite courses is C (70%) or better, unless otherwise specified.		The minimum required grade for undergraduate prerequisite courses is C or better, unless otherwise specified.																	
Demonstrating knowledge competency in graduate courses requires a passing grade of "B-" or 80%. A grade of C+ or less will not count towards degree requirements, unless otherwise specified.		Demonstrating knowledge competency in graduate courses requires a passing grade of "B-" or 80%. A grade of C+ or less will not count towards degree requirements, unless otherwise specified.																	
<b>9. Description of Change(s) &amp; Justification</b> Describe the change and why it is being requested, including its relationship to your overall curriculum. Attach additional sheets if needed. Attach a course syllabus for the modified course specifying student learning objectives for the course. Syllabi are not required for "-99" courses.																			
Removing the (70%) from the blanket statement. Due to a change in the DON UG grading policy, students admitted after Fall 2014 will use a +/- grading scale, in which a C = 74%; students admitted prior to Fall 2014 will continue to use the non +/- scale, in which C = 70%. Therefore, the current blanket statement is no longer accurate for all students.																			
<b>10. Consultation:</b> If other UHM departments and/or UH-system campuses will be affected, have they been consulted? (e.g., course is a prerequisite, required for another major, offered at another UH campus, etc.)																			
		<input type="checkbox"/> Yes - Indicate offices/campuses: <input checked="" type="checkbox"/> Not applicable																	
<b>11. Cross-listed Department(s)/Honors Program</b>																			
Dept/Unit	Chair/Director	Signature	Date																
Dept/Unit	Chair/Director	Signature	Date																
<b>12. Requested By</b> I certify that the student learning objectives for this modified course are consistent with the learning objectives of each program under which the course is listed.																			
Department of Nursing	Clementina Ceria-Ulep		10/15/2014																
Dept/Unit	Chair/Director	Signature	Date																
<b>Approved By</b>																			
SONDH	Mary G. Boland		10/15/2014																
1 <sup>st</sup> College/School	Dean	Signature	Date																
2 <sup>nd</sup> College/School	Dean	Signature	Date																
<b>General Education</b> (Undergraduate courses numbered 100-499)																			
Director			Date																
<b>Graduate Division</b> (600 level and above)																			
Dean		Signature	Date																
<b>Mānoa Chancellor's Office</b>																			
Vice Chancellor for Academic Affairs			Date																



UNIVERSITY of HAWAII at MĀNOA  
NANCY ATMOSPORA-WALCH  
SCHOOL of NURSING

University of Hawai'i at Mānoa  
Nancy Atmospera-Walch  
School of Nursing

2528 McCarthy Mall  
Webster Hall  
Honolulu, HI 96822

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Administrative Services Office  
(808) 956-3220  
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<http://www.nursing.hawaii.edu/>

**Spring 2023  
Graduate  
Course Syllabus**

**Faculty Information:**

-  
Rank

# NURS 748 NURSING EDUCATION & LEADERSHIP CAPSTONE PRACTICUM



## NURSING

UNIVERSITY of HAWAII at MĀNOA®

### **Disability & Accessibility**

Students with disabilities and related access needs are encouraged to contact the UHM KOKUA Program for information and services. Services are confidential, and students are not charged for them. Contact KOKUA at 956-7511 (V/T) or 956-7612 (V/T) or e-mail [KOKUA@hawaii.edu](mailto:KOKUA@hawaii.edu). KOKUA is located on the ground floor, in room 013, of the Queen Liliuokalani Student Services Center.

If you require the information provided by this course's Laulima site in an alternative format, please contact [nursada@hawaii.edu](mailto:nursada@hawaii.edu)

### **Academic Dishonesty**

Academic Dishonesty, as defined by the UHM Student Conduct Code, ([http://www.studentaffairs.manoa.hawaii.edu/policies/conduct\\_code/](http://www.studentaffairs.manoa.hawaii.edu/policies/conduct_code/)), will not be tolerated and will result in a failure for the course and/or dismissal from the program.

### **Student Basic Needs**

Basic needs include food and housing, childcare, mental health, financial resources and transportation, among others. Student basic needs security is critical for ensuring strong academic performance, persistence and graduation and overall student well-being. If you or someone you know are experiencing basic needs insecurity, please see the following resources: [UH System Basic Needs \(https://www.hawaii.edu/student-basic-needs/\)](https://www.hawaii.edu/student-basic-needs/).

**UNIVERSITY OF HAWAI‘I AT MĀNOA**  
**NANCY ATMOSPORA-WALCH SCHOOL OF NURSING**  
**DEPARTMENT OF NURSING**  
**Spring 2023**

**Course Number:** NURS 748

**Course Title:** Nursing Education & Leadership Capstone Practicum

**Course Credit Hours:** Variable: 3 or 6 credits

**Course Faculty:** Name:  
Rank:  
Office:  
Phone:  
Cell:  
e-mail:

**Office Hours:** By appointment

**Course**

**Communication:** Faculty will respond to emails / calls / text messages within [48] hours on weekdays and [72] hours on weekends unless it is an emergency. If there is an emergency or urgent situation, please state so in the email / call or text message.

Short Assignments and exams will be graded and returned within [1] week. More complex assignments/papers will be graded and returned within [2] weeks.

**Catalog Description:**

A culminating experience in nursing education and leadership program designed for students to integrate, critique, extend, and apply knowledge gained in the program.

**Course Description:**

NURS 732 and NURS 747 are pre-requisites for this course

**Student Learning Outcomes:**

By the conclusion of this course, students will meet the following learning outcomes:

1. Critically analyze the literature on the dimensions of nurse educator and leadership role.
2. Evaluate the multiple role expectations of nurse educators in a variety of settings.
3. Apply instructional teaching and learning and leadership principles/concepts in seminar and practicum.
4. Analyze the interrelationships of teaching-learning and leadership principles/concepts and curricular objectives and competencies, and outcomes in the program setting.
5. Analyze teaching-learning and leadership strategies observed in the supervised experience.
6. Collaborate with others in planning, implementing, and evaluating student learning outcomes.
7. Self-reflection of own teaching and leadership performance.

8. Analyze a variety of planning, implementation, and evaluation issues in nursing educator and leadership roles (e.g. clinical supervision, clinical practice, student feedback, faculty workload, online lectures and testing, simulation).

**Content Outline:**

Module I: Overview of the Faculty Role in Nursing Education & Leadership

Module II: Overview of the Nurse Educator & Leadership Role in Practice

Module III: Clinical/Simulation/Lecture Instruction in the Teaching & Leadership Role

Module IV: Curriculum Responsibilities in the Teaching & Leadership Role

Module V: The Service and Professional Responsibilities in Nursing Education & Leadership

Module VI: The Role of Scholarship and Mentorship in Nursing Education & Leadership

N748 – 6 Credits & 3 Credits

**Calendar**

Week 1	Module 1: Course Overview of the Faculty Role in Nursing Education & Leadership; Introduction. <i>Seminar in ZOOM (HST)-Topic TBD.</i>
Week 2	Establishing the Learning Goals and Objectives for Capstone Practicum & Projects– Meet with Faculty Individually <i>Seminar in ZOOM (HST)-Topic TBD.</i>
Week 3	Module 2: Overview of the Nurse Educator & Leadership Role in Practice; Establishing the Learning Goals and Objectives; Learning Contract Draft for Capstone Practicum & Projects – Meet with Faculty Individually. <i>Seminar in ZOOM __ (HST)-Topic TBD.</i>
Week 4	Practicum Learning Final Contract. Meet with Faculty & Preceptor for Capstone Practicum & Projects. <i>Seminar in ZOOM __ (HST)-Topic TBD.</i>
Week 5	Module 3: Clinical/Simulation/Lecture Instruction in the Teaching & Learning Role. Capstone Practicum in Progress-Preceptor & Faculty Supervision & Weekly Assignments & Contact with Faculty. <i>Seminar in ZOOM __ (HST) – Topic TBD.</i>
Week 6	Module 3: Clinical/Simulation/Lecture Instruction in the Teaching & Learning Role. Capstone Practicum in Progress-Preceptor & Faculty Supervision & Weekly Assignments & Contact with Faculty. <i>Seminar in ZOOM __ (HST) – Topic TBD.</i>
Week 7	Module 3: Clinical/Simulation/Lecture Instruction in the Teaching & Learning Role. Capstone Practicum in Progress-Preceptor & Faculty Supervision & Weekly Assignments & Contact with Faculty. <i>Seminar in ZOOM __ (HST) – Topic TBD.</i>
Week 8	Module 3: Clinical/Simulation/Lecture Instruction in the Teaching & Learning Role. Capstone Practicum in Progress-Preceptor & Faculty Supervision & Weekly Assignments & Contact with Faculty. <i>Seminar in ZOOM __ (HST) – Topic TBD.</i> Prepare for Videotaping of a clinical and in-class teaching session. (YouTube) [Not required for N748 – 3 credits]; <b>Midterm Practicum Evaluation</b> Summary with Faculty, Preceptor, Student and Student will meet with Faculty Individually to discuss progress with capstone practicum & projects.



Week 9	Module 4: Curriculum Responsibilities in the Teaching & Leadership Role. Capstone Practicum in Progress-Preceptor & Faculty Supervision & Weekly Assignments & Contact with Faculty. <i>Seminar in ZOOM ___ (HST) – Topic TBD.</i>
Week 10	Module 4: Curriculum Responsibilities in the Teaching & Leadership Role. Capstone Practicum in Progress-Preceptor & Faculty Supervision & Weekly Assignments & Contact with Faculty. <i>Seminar in ZOOM ___ (HST) – Topic TBD.</i> <b>Submit Teaching &amp; Self-Assessment Video</b> to Faculty & Preceptor for review and feedback. [Required only for N748 6 credits]
Week 11	Module 5: The Service and Professional Responsibilities in Nursing Education & Leadership. Capstone Practicum in Progress- Preceptor & Faculty Supervision & Weekly Assignments & Contact with Faculty. Feedback from Preceptor and Faculty on Teaching & Self-Assessment Video. <i>Seminar in ZOOM (HST) – Topic TBD</i>
Week 12	Module 6: The Role of Scholarship & Mentorship in Nursing Education & Leadership. Capstone Practicum in Progress-Supervision & Weekly Assignments & Contact with Faculty. Feedback from Preceptor and Faculty on Teaching & Self-Assessment Video. <i>Seminar in ZOOM ___ (HST) – Topic TBD.</i>
Week 13	Final Capstone Practicum -Supervision & Weekly Assignments & Contact with Faculty. <i>Students’ Capstone Practicum Project Presentations in ZOOM ___ (HST)</i>
Week 14	Final Practicum Evaluation Summary is due from Preceptor and Student. <i>Students’ Capstone Practicum Project Presentations in ZOOM ___ (HST)</i>
Week 15	<b>Final Practicum Evaluation Summary: Meet with Faculty/Preceptor/Student.</b> <i>Students’ Capstone Practicum Project Presentations in ZOOM ___ (HST)</i>
Weeks 16 -17	<b>Finals Week: Submit Capstone Paper(s) Due</b>

**Teaching-Learning Strategies:**

*This is a variable credit course (3 or 6 credits). The 6 credits capstone practicum course (1 credit-seminar, 3 credits – nursing education practicum, 2 credits – leadership practicum; 1 credit =3 hours). The 3 credits capstone practicum course (1 credit-seminar, 2 credits of clinical/simulation teaching practicum with leadership component); 1 credit – 3 hours). Online seminar format utilizing inquiry to guide the seminar discussions organized by modules. Students will meet via an online platform to share teaching experiences; discuss topics in nursing education, present video recordings of their innovative teaching method. The capstone teaching and leadership practicum will be face-to-face. The student will have the opportunity to be with an experienced mentor in didactic lectures, simulation, clinical, and attending and actively participating in meetings and related activities. A variety of teaching and learning strategies are utilized for this course. These may include hands-on experience in the classroom, web-based, clinical/simulation experiences, and meetings. Instructor and student identify practicum placement sites and collaborate with nurse educators in a variety of settings. Basic required readings and applied assignments and practicum will be utilized to extend readings to reality-based examples professional portfolio of work that can be additive in one’s career. It should be in an electronic format.*

**Graduate Policy on Grading:**

\*Demonstrating knowledge competency in graduate courses requires a passing grade of “B-” or 80%. C+ or less will not count towards degree requirements. Grading Scale is below:

A+	4.0	97-100	C+	2.3	77-79
A	4.0	94-96	C	2.0	74-76
A-	3.7	90-93	C-	1.7	70-73
B+	3.3	87-89	D+	1.3	67-69
B	3.0	84-86	D	1.0	64-66
B-	2.7	80-83*	D-	0.7	60-63
			F	0.0	≤59

**Evaluation Methods:**

1. Graded Course Assignment Requirements

**Seminar:** Online seminar discussion format used for grading seminar discussions – 15 points

**Discussion Rubric:**

This rubric will be used to evaluate participation and responses for weekly discussions. The discussion is worth 15% of your grade. Each category is 5% for a maximum total of 15%.

Category	5	3.5	1	0
Quality of information	More than a summary of readings. Consistently provides clear thread to posted questions and adds new perspectives, information with examples, or supporting information. Poses new questions for further inquiry related to topic.	Presents primarily a summary of pertinent readings. Occasionally provides discussion clearly related to the posted questions and provides at least 1 example or supporting information.	Discussion relates to the posted question. No details or examples are given.	Discussion has little to do with the posted questions or simply restates the questions.
Quality of written response	Consistent evidence of professional vocabulary; excellent grammatical presentation; use of appropriate references.	Occasionally provides evidence of professional vocabulary; good grammatical presentation; use of appropriate references.	Rarely uses of professional vocabulary; weak grammatical presentation; references utilized but may or may not be appropriate.	Little evidence of professional vocabulary; weak to poor grammatical presentation; no references.
Participation	Responds to other members in the online discussion using positive or encouraging dialog which facilitates the discussion.	Responds to other members in the online discussion.	Rarely interacts or responds to other members in the online discussion.	Responds to the facilitator only.

**Teaching-Learning and Leadership Capstone Practicum:**

**Graded Course Assignment Requirements**

**Nursing Education & Leadership Capstone Practicum Performance – 85 points**

1. Practicum Supervision - Learning contract, completion of hours, peer evaluations mentor and student teaching/leadership performance evaluations, summary of weekly reflection journals – 55 points (225 hours=6 credit course and 90 hours=3 credit course)
2. Capstone Practicum Project Paper & Presentation – 30 points (for 6 credit course)  
 Paper & Presentation - Innovative teaching-learning strategy (10 points)  
 Paper & Presentation - Application of leadership strategy (10 points)  
 Videotape of teaching and self-assessment (10 points)
3. Capstone Practicum Project Paper & Presentation - 30 points (for 3 credit course)  
 Paper & Presentation - Innovative teaching-learning strategy (30 points)

**Nursing Education & Leadership Portfolio (optional)**

1. Statement of Endeavors
2. Teaching Evaluation Summaries (Students, Peers)
3. Preceptor Practicum Evaluation
4. Teaching Materials Used
5. Paper – Innovative Teaching-Learning Strategy
6. Paper – Application of Leadership Strategy (not required for 3 credits)
7. Videotape of Teaching (not required for 3 credits)

<b>NURS 748 Capstone Practicum Course Assignment Requirements</b>	<b>6 CR</b>	<b>3 CR</b>
<b>Capstone Practicum Hours</b>	225	90
	Points	
<b>Seminar</b>	<b>15</b>	<b>15</b>
<b>Capstone Practicum – Nursing Education &amp; Leadership</b>	<b>85</b>	<b>85</b>
<b><i>Practicum Supervision</i></b>	<b>55</b>	<b>55</b>
1. Learning Goals & Objectives: Capstone Practicum Learning Contract Draft; Capstone Practicum Learning Final Contract	5	5
2. Practicum Weekly Reflection Journal – Journal entry for each day of practicum experience	15	15
3. Capstone Practicum Evaluation Summaries by Student and Preceptor (Midterm & Final) Pass/Fail	35	35
<b><i>Capstone Practicum Project Paper &amp; Presentation</i></b>	<b>30</b>	<b>30</b>
1. Capstone Practicum Project Paper & Presentation– Innovative Teaching-Learning Strategy	10	30
2. Capstone Practicum Project Paper & Presentation – Application of Leadership Strategy	10	---
3. One Videotape (clinical or classroom) – Self-Critique Sessions - YouTube	10	---
<b>Total Points</b>	<b>100</b>	<b>100</b>

2. Examination and/or Assignment Policy

**Extra Credit Policy:**

No extra credit will be awarded for individual assignments or for any activity within the course. All courses offered by the Department of Nursing are governed by this policy.

### **Rounding of Grades Policy:**

Course Faculty/Coordinator elects:

NOT to round grades, therefore course grades are not rounded.

TO round grades:

1. Scores are not rounded to the whole number until the end of the semester.
2. All student assignments, quizzes, and examinations *during the semester* will be recorded to the first decimal point and are **not** rounded up.
3. At the *end of the semester*, final course grades will be rounded to the nearest whole point. Any final course grade below a 0.5 will not be rounded up. Any final course grade equal to or above a 0.5 will be rounded up.

### **Expectations:**

As a final capstone for the program, the student is expected to show some independence in seeking out resources or asking questions as needed. The practicum is designed to enhance the experience and readings. The focus is the full scope of the nurse educator and leadership role in diverse settings. Additional individual experiences may be arranged for those on neighbor islands and outside of Hawaii.

### **Practicum Experience Contract:**

Student will negotiate a contract with the faculty and preceptor based on course objectives to learn the nurse educator role, expectations, and issues encountered. This is a capstone teaching and leadership practicum where students can take advantage and explore multiple dimensions of the nurse educator role and responsibilities. The total number of hours is 30 hours of didactic (1 hr x 2 hrs/week) and 90 (3 credits) -225 (6 credits) hours of practicum. Students will keep track of their hours and note it in their journal. Basic required readings and applied assignments and practicum will be utilized to extend readings to reality-based examples professional portfolio of work that can be additive in one's career. It should be in an electronic format.

The capstone teaching and leadership practicum will be face-to-face. The student will have the opportunity to be with an experienced mentor in didactic lectures, simulation, clinical, and attending and actively participating in meetings and related activities.

### ***Student Directed Portfolio Elements:***

Recommended Elements (e.g. Statement of Endeavors, Teaching Evaluation Summaries, Preceptor Practicum Evaluation, Teaching Materials Used, Innovative Teaching-Learning Strategy Paper, Application of Leadership Strategy Paper)

### **Required Resource(s):**

- Adams, M. & Valiga, T. (2022). *Achieving distinction in nursing education*. National League for Nursing.
- Billings, D. M. & Halstead, J. A. (2020). *Teaching in nursing: A guide for faculty*. 6<sup>th</sup> Ed. St. Louis, Missouri: Elsevier, Inc.
- Bradshaw, M. J. & Hultquist, B. L. (2021). *Innovative teaching strategies in nursing and related health professions*. 8<sup>th</sup> ed. Burlington, MA: Jones & Bartlett.
- Fink, L. (2013). *Creating significant learning experiences?* . San Francisco, CA: Jossey-Bass.

- Keating, S. B. & DeBoor, S. S. (2018). *Curriculum development and evaluation in nursing education*. 4<sup>th</sup> ed. New York, NY: Springer Publishing Co.
- McTighe, J. (2020). *The fundamentals of understanding by design (Quick reference guide)*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Oermann, M. H. & DeGagne, J. C. (2022). *Teaching in nursing and role of the educator*. 3<sup>rd</sup> Ed. New York, NY: Springer Publishing Co.
- Oermann, M. H. & Gaberson, K. Eds. (2021). *Evaluation and testing in nursing education*. 6<sup>th</sup> ed. New York, NY: Springer Publishing Co.
- Oermann, M.H., Shellenbarger, T., & Gaberson, K. (2023). *Clinical teaching strategies in nursing*. New York, NY: Springer Publishing Co.
- Wiggins, G. & McTighe, J. (2005). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Selected readings will be assigned for each module from nursing, nursing education such as Journal of Nursing Education and higher education journals such as The Chronicle of Higher Education. 1

**Recommended Resource(s):**

None

**Course Expectations:**

In response to the COVID-19 pandemic, the SONDH has modified the mandatory attendance policy. The course faculty will provide you with specific information as the science related to transmission continues to increase.

**Professional Behavior**

Professional behavior is required with both verbal and non-verbal communication. Students are required to be respectful of others and contribute to a safe, positive learning environment. Some of the information presented in this course may interfere with your belief system. It is expected that you use effective communication skills to express your opinions on various topics in a respectful manner. Students exhibiting disrespectful behavior will be counseled privately by the instructor with the student.

**Access to the Internet**

Expectations for this course includes access to a computer and the Internet. Students are expected to have Internet access either through their own provider or using access through the university. N431 is an online course and students are expected to access the course web site weekly (<https://laulima.hawaii.edu/portal>).

**Online etiquette**

All students will observe on line etiquette during class discussions. The aim of the discussion board is to share ideas, to integrate other learning tools, to think outside the box, and to form new wisdom about the material. Infraction of etiquette will be addressed privately by e-mail between instructor and students.

## **Use of Language**

Use of professional writing skills (word usage, sentence structure and grammar) is required. Fluency with English is required for all assignments in the course. Deduction of points for the assignment will be assigned related to poor grammar, spelling and composition, and inability to clearly present ideas through written assignments in a professional manner. Problems in this area will be addressed privately with the instructor. Outside remedial assistance in this area is encouraged and is the responsibility of the student if difficulty with written expression proves to be a repetitive issue. These language guidelines apply to all required course assignments

## **Permission to Use Materials**

The presentations that the class will be sharing with the rest of the class are rich resources for the rest of the class. They could easily be used for future continuing education, clinical in-services, or personal reference. If you are comfortable allowing others to use information from your presentation, please include permission to use the material on the last slide. "Permission to use", means their classmates can make use of the materials in the future. You may add conditions such as "for educational purposes only" or "with acknowledgement of the developer". In some cases, the professor may also ask students for permission to use their work as exemplars for future classes.

## **Written Work Guidelines**

All written work is expected to be an independent effort and original work. Evidence of plagiarism in the student's written work will result in a failure for that assignment. Repeated evidence of plagiarism will result in failure for the course. Formal and informal writing is required in the course (introduction, body, conclusion, organization and structure). Writing assignments will follow the American Psychological Association (APA) guidelines 7th edition, using correct grammar and style. Written assignments are expected to be professionally presented. Proficiency with the English language and accurate use of spelling and grammar is expected. Presentation of ideas should follow a logical flow. Thoroughly proofread written assignments prior to submitting them for grading. Label submissions of written assignments in the following format: Student name, Assignment title and date of submission. Unless prior approval is obtained by the course instructor, an additional 10 points per day will be deducted for late papers.

## **Policies and Procedures:**

Refer to the [Student Handbook](#) for the policies and procedures for the following topics:

1. STUDENT CONDUCT & EXPECTATIONS:
  - Code of Ethics for Nurses
  - Student Conduct Code
  - Violation of Student Professional Standards
  - Social Networking and Electronic Communication Guidelines
  - Illegal Drugs and Substance Abuse
  - Academic Dishonesty
    - Cheating
    - Plagiarism
  - Communication
2. Grading
  - Extra Credit
  - Rounding of Grades
3. Campus/School/Work Environment Safety
  - Workplace Non-Violence

- Sex Discrimination and Gender-Based violence
  - Consensual Relationships
4. Confidential Information
- Confidentiality of Student Records & FERPA
  - Health Insurance Portability & Accountability Act of 1996 (HIPAA)

**Violation of the policies and procedures will not be tolerated and will result in a failure for the course and/or dismissal from the program.**

**UNIVERSITY OF HAWAII AT MĀNOA**

**UHM-1 FORM (ADD A COURSE)**

See [Guidelines](#) for instructions and deadlines. Submit forms (one course per form) to [uhmcrse@hawaii.edu](mailto:uhmcrse@hawaii.edu).

<b>1. Course Subject and Number</b> NURS 732		<b>2. Effective Term &amp; Year</b> <input type="checkbox"/> FA _____ <input checked="" type="checkbox"/> SP 2023 <input type="checkbox"/> SU _____		<b>3. Frequency</b> (check all that apply) <input type="checkbox"/> Fall Semester <input type="checkbox"/> Summer Semester <input type="checkbox"/> Spring Semester <input type="checkbox"/> Alternate Years		<b>4. Offering Status</b> (check one) <input type="checkbox"/> Regular <input type="checkbox"/> Experimental (~97 or ~98 only)																							
<b>5a. Full Course Title</b> (for alpha courses, attach a separate sheet and specify the title for <u>each</u> alpha) Best Practices & Innovation in Teaching and Learning in Nursing Education				<b>6. Grade Option</b> (check all that apply) <input type="checkbox"/> Letter Grade <input type="checkbox"/> Satisfactory/Unsatisfactory (500, 700, 800 only) <input type="checkbox"/> CR/NC <input type="checkbox"/> Honors (Medicine only) <input type="checkbox"/> Audit																									
<b>5b. Banner Course Title</b> (30-character maximum, including spaces and punctuation; use title case. For alpha courses, attach a separate sheet and specify the title for <u>each</u> alpha) Best Prac & Innv T/L Nsg Ed				<b>7a. Gen Ed Foundations, Diversification, or Hawaiian/Second Language Designation</b> (check one) <input type="checkbox"/> Request Gen Ed designation indicated below (complete 7b) <input checked="" type="checkbox"/> No designation requested																									
<b>7b. If requesting Gen Ed Designation, indicate designation</b> (choose <u>one</u> ):				GEO Use: <input type="checkbox"/> None <input type="checkbox"/> Add _____																									
DA		DH		DL		DS		DB		DP		DY		DB+DY		DP+DY		FGA		FGB		FGC		FQ		FW		HSL	
<b>8. Blanket Statement(s) Listed in Catalog</b> (If none, write "none." For all cross-listed courses, include all applicable blanket statements. If requesting a change to the blanket statement, submit <a href="#">memo</a> ) Does not fit here. See NURS XXXX Blanket Statement 1 eff F15																													
<b>9. Contact Hours</b> (total meeting hours per semester – if variable, specify range) 75						<b>10. Number of Credits</b> (if variable, specify range) 3						<b>11. Repeat Limit</b> (do NOT write "none") 0						<b>12. Credit Limit</b> (do NOT write "none") 3											
<b>13. Schedule Type</b> (See definitions <a href="#">here</a> ) <input type="checkbox"/> Clinical Instruction (CLN) <input type="checkbox"/> Individual Instruction (INV) <input checked="" type="checkbox"/> Lecture/Discussion (LED) <input type="checkbox"/> Seminar (SEM) <input type="checkbox"/> Directed Reading & Research (DRR) <input type="checkbox"/> Laboratory (LAB) <input type="checkbox"/> Lecture/Lab (LEL) <input type="checkbox"/> Studio (STU) <input checked="" type="checkbox"/> Fieldwork (FLD) <input type="checkbox"/> Lecture (LEC) <input type="checkbox"/> Practicum Instruction (PRA) <input type="checkbox"/> Thesis (THE)																													
<b>14. Co-requisite Course(s)</b>				<b>15. Class Standing Restrictions</b>				<b>16a. Major Restrictions</b> (as they should appear in Catalog) Nursing				<b>16b. Banner Codes of Acceptable Majors</b> NURS, NURD, NUR, GNUR-GCERT																	
<b>17a. Prerequisite Course(s)</b> (use "and," "or," <u>and</u> punctuation to indicate relationships between prerequisites)												<b>17b. Minimum Required Grade for Prerequisites</b>																	
<b>18. Catalog Description</b> (35-word maximum. Do not include other course information such as frequency, grade option, and prerequisites in the description/word count.) Current best practices and innovative teaching and learning strategies in nursing education																													
<b>19. Justification</b> (attach additional sheets if needed) Please see attached justification memo.																		<b>20. Syllabus Attached</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Not Needed (~99 only)											
<b>21. Cross-listed or Honors Course(s)</b>																													
Course Subject & Number							Chair/Director							Signature							Date								
Course Subject & Number							Chair/Director							Signature							Date								
<b>22. Requested By</b> I certify that the student learning objectives for the course are consistent with the learning objectives of each program under which the course is listed.																													
Nursing Department/Unit							Alice Tse Chair/Director							 Signature							03/04/2022 Date								
Approved By NAWSON 1 <sup>st</sup> College or School							Clementina Ceria-Ulep Dean or Designee							 Signature							03/04/2022 Date								
2 <sup>nd</sup> College or School							Dean or Designee							Signature							Date								
<b>General Education Office</b> (for courses numbered 100-499)																													
Director or Designee							Signature							Date															
<b>Graduate Division</b> (for Graduate Division-administered courses)																													
Dean or Designee							Julienne K. Maeda							 Signature							05.10.2022 Date								
<b>Office of the Provost</b>																													
Vice Chancellor for Academic Affairs or Designee							Signature							Date															



# UNIVERSITY OF HAWAI'I AT MĀNOA

## UHM-2 FORM (MODIFY/DELETE A COURSE)

See *Guidelines* for instructions and deadlines. For undergraduate courses, submit an original and 4 copies; graduate courses, submit an original and 6 copies. If cross-listed, include extra copies for cross-listed department(s) & college(s). List one course per form. Attach additional sheets as needed.

<b>1. Transaction Type</b> <input checked="" type="checkbox"/> Modify <input type="checkbox"/> Delete	<b>2. Course Subject and Number</b> NURS XXXX	<b>3. Existing Full Course Title</b> Blanket Statement 1	<b>4. Effective Term of Change</b> Fall 2015																
<b>5. Honors Counterpart Exists?</b> <input checked="" type="checkbox"/> No (To add honors counterpart course also check Box 8n) <input type="checkbox"/> Yes - Honors Program must sign box 11. Specify course:		<b>7. Existing Diversification, Foundations, Hawaiian/Second Language Designation</b> If requesting change to designation also fill out Box 8f N/A																	
<b>6. Existing Cross-Listed Course(s)</b> Signature of cross-listed department(s) required in Box 11 and Dean(s) in "Approved By" section. To remove cross-listed status also check Box 8n. <p style="text-align: center;">None</p>		<b>GEC Use:</b> <input type="checkbox"/> Continue <input type="checkbox"/> Remove  GEC Initials																	
<b>8. Type of Change</b> Check all that apply. For each change, fill in CHANGE DETAILS below. Read instructions carefully before completing this section. Use additional sheets if needed.																			
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%; border: none;"><input type="checkbox"/> a. Course Subject &amp;/or Number</td> <td style="width: 25%; border: none;"><input type="checkbox"/> e. Grade Option</td> <td style="width: 25%; border: none;"><input type="checkbox"/> g. Contact Hours/Number of Credits/Repeat Limit/Credit Limit</td> <td style="width: 25%; border: none;"><input type="checkbox"/> k. Class Standing Restrictions</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> b. Frequency</td> <td style="border: none;"><input type="checkbox"/> f. Diversification, Foundations, Hawaiian/Second Language Designation</td> <td style="border: none;"><input type="checkbox"/> h. Schedule Type</td> <td style="border: none;"><input type="checkbox"/> l. (i) Prerequisite Course(s) (ii) Prerequisite Grade Requirement (iii) Blanket Requirements</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> c. Offering Status</td> <td style="border: none;"><input type="checkbox"/> i. Co-requisite Course(s)</td> <td style="border: none;"><input type="checkbox"/> j. Major Restrictions</td> <td style="border: none;"><input type="checkbox"/> m. Catalog Description</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> d. Full Course Title/Banner Title (Banner title 30 char. max incl. spaces/punctuation)</td> <td style="border: none;"></td> <td style="border: none;"></td> <td style="border: none;"><input type="checkbox"/> n. Cross-listed/Honors Course(s) - Signatures required in Box 11 (&amp; "Approved By" section for cross-listings). Submit syllabus for honors courses.</td> </tr> </table>				<input type="checkbox"/> a. Course Subject &/or Number	<input type="checkbox"/> e. Grade Option	<input type="checkbox"/> g. Contact Hours/Number of Credits/Repeat Limit/Credit Limit	<input type="checkbox"/> k. Class Standing Restrictions	<input type="checkbox"/> b. Frequency	<input type="checkbox"/> f. Diversification, Foundations, Hawaiian/Second Language Designation	<input type="checkbox"/> h. Schedule Type	<input type="checkbox"/> l. (i) Prerequisite Course(s) (ii) Prerequisite Grade Requirement (iii) Blanket Requirements	<input type="checkbox"/> c. Offering Status	<input type="checkbox"/> i. Co-requisite Course(s)	<input type="checkbox"/> j. Major Restrictions	<input type="checkbox"/> m. Catalog Description	<input type="checkbox"/> d. Full Course Title/Banner Title (Banner title 30 char. max incl. spaces/punctuation)			<input type="checkbox"/> n. Cross-listed/Honors Course(s) - Signatures required in Box 11 (& "Approved By" section for cross-listings). Submit syllabus for honors courses.
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<b>CHANGE DETAILS</b>																			
<b>Change Type</b> (Specify letter noted above)		<b>Existing Data</b> (Check Banner to confirm)																	
(iii) The minimum required grade for undergraduate prerequisite courses is C (70%) or better, unless otherwise specified.		The minimum required grade for undergraduate prerequisite courses is C or better, unless otherwise specified.																	
Demonstrating knowledge competency in graduate courses requires a passing grade of "B-" or 80%. A grade of C+ or less will not count towards degree requirements, unless otherwise specified.		Demonstrating knowledge competency in graduate courses requires a passing grade of "B-" or 80%. A grade of C+ or less will not count towards degree requirements, unless otherwise specified.																	
<b>9. Description of Change(s) &amp; Justification</b> Describe the change and why it is being requested, including its relationship to your overall curriculum. Attach additional sheets if needed. Attach a course syllabus for the modified course specifying student learning objectives for the course. Syllabi are not required for "-99" courses.																			
Removing the (70%) from the blanket statement. Due to a change in the DON UG grading policy, students admitted after Fall 2014 will use a +/- grading scale, in which a C = 74%; students admitted prior to Fall 2014 will continue to use the non +/- scale, in which C = 70%. Therefore, the current blanket statement is no longer accurate for all students.																			
<b>10. Consultation:</b> If other UHM departments and/or UH-system campuses will be affected, have they been consulted? (e.g., course is a prerequisite, required for another major, offered at another UH campus, etc.)																			
		<input type="checkbox"/> Yes - Indicate offices/campuses: <input checked="" type="checkbox"/> Not applicable																	
<b>11. Cross-listed Department(s)/Honors Program</b>																			
Dept/Unit	Chair/Director	Signature	Date																
Dept/Unit	Chair/Director	Signature	Date																
<b>12. Requested By</b> I certify that the student learning objectives for this modified course are consistent with the learning objectives of each program under which the course is listed.																			
Department of Nursing	Clementina Ceria-Ulep		10/15/2014																
Dept/Unit	Chair/Director	Signature	Date																
<b>Approved By</b>																			
SONDH	Mary G. Boland		10/15/2014																
1 <sup>st</sup> College/School	Dean	Signature	Date																
2 <sup>nd</sup> College/School	Dean	Signature	Date																
<b>General Education</b> (Undergraduate courses numbered 100-499)																			
Director			NOV 30 2014																
<b>Graduate Division</b> (600 level and above)																			
Dean		Signature	Date																
<b>Mānoa Chancellor's Office</b>																			
Vice Chancellor for Academic Affairs			DEC 1 2014																



UNIVERSITY  
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MĀNOA

March 4, 2022

**TO: Graduate Division**

**FROM: Alice Tse  
Graduate Chair**

**SUBJECT: New Course Proposal - NURS 749**

**Addressing course proposal guidelines re: required documentation and justification**

**1. What are the expected learning outcomes?**

1. Analyze common theories, concepts, and models in curriculum evaluation.
2. Examine the implications for faculty, students, staff, and administrators to implement a curriculum evaluation model in nursing curricula and programs.
3. Synthesize and apply process and outcome models of curriculum evaluation in nursing curricula and programs.
4. Apply models and major components of curriculum evaluation for developing a master plan of evaluation in nursing curricula and programs.
5. Apply a plan for accreditation of a nursing program.
6. Analyze nursing accreditation processes that influence curriculum evaluation.
7. Evaluate current issues of accreditation processes that influence curriculum evaluation.

**a. What are the students expected to know before enrolling in the course?**

The students should have taken NURS 747 – Curriculum Development and Assessment Strategies in Nursing Education prior to taking this course. NURS 747 is a development course leading to curriculum evaluation.

**b. What are the students expected to learn in the course?**

This course provides current trends of planning for evaluation and critical analysis and application of curriculum evaluation in nursing curriculum.

**c. How are students expected to learn the course materials?**

The teaching and learning strategies utilized in this hybrid online course includes:  
A Lulima Powered by Sakai distance education format using a seminar method. There will be required readings and applied assignments on a weekly basis in a modular format. It is anticipated that students will spend a minimum of three hours/week on-line and six hours/week outside of the seminar experience. Active participation is required of students with the faculty as the facilitator of learning. Several projects and scholarly papers will be required during the

semester to enhance analysis and application of theories, concepts, and models in curriculum evaluation. Students will critique each other's work as part of the learning experience.

Topical Outline:

Module 1: Overview of Curriculum Evaluation in Nursing Education

Module 2: Systematic Assessment and Evaluation for Educational Program Evaluation in Nursing Education

Module 3: Application of Curriculum Evaluation in Nursing Education

Module 4: Accreditation in Nursing Education

**d. How will the student be evaluated?**

The student will be evaluated on the following:

Master Plan of Evaluation for Nursing Curricula – 20%

Curriculum Evaluation Design – 15%

Application of Evaluation in Curriculum – 30%

Plan for Accreditation Project 20%

Discussion – 15%

**e. How will the success of the course in achieving the learning outcomes be assessed?**

At the end of the course, a course evaluation will be distributed to the student. The Associate Dean of Academic Affairs and instructor can also initiate a mid-term course evaluation. The Course Evaluation Survey (CES) are also completed on the course in meeting student learning outcomes along with the NAWSON course evaluation survey.

**f. Which advanced degree institutional learning objectives are targeted by this course, if any?**

1. Demonstrate comprehensive knowledge in one or more general subject areas related to, but not confined to, a specific area of interest.
2. Demonstrate understanding of research methodology and techniques specific to one's field of study.
3. Apply research methodology and/or scholarly inquiry techniques specific to one's field of study.
4. Critically analyze, synthesize, and utilize information and data related to one's field of study.

**2. Justify the number of credits and the level of the course. (Generally, 600 and 700 level courses have explicit prerequisites. If there are no prerequisites, justification must be provided. 700 level courses deal with more advanced material than 600 level courses.)**

This course must be taken after completing NURS 747 – Curriculum Development & Assessment Strategies in Nursing Education. This is a 3 credit course. It is anticipated that students will spend a minimum of three hours /week online and six hours/week outside of the seminar experience.

**3. What are the general qualifications for teaching this course? How many potential instructors are there to teach this course?**

The coordinator of this course qualifications for teaching this course will have a doctoral degree in nursing or related field and an experienced and knowledgeable faculty in nursing education.

**4. Where does the course fit in the present graduate program?**

This is offered after taking NURS 747 – Curriculum Development & Assessment Strategies in Nursing Education in the MS in Nursing Education and Leadership Track.

**a. Will the course be consistent with the graduate program?**

NURS 749 will be a course consistent in format and delivery with other seminar online courses in the graduate nursing program.

**b. If approved, which current course will the new course replace?**

NURS 749 is a NEW course in the New MS in Nursing Education and Leadership track and will not replace a current course.

**c. If there will be no replacement, explain what impact the new course will have on faculty workloads and offerings.**

NURS 749 will not have an impact faculty workloads and offerings. There are tenure and tenure-leading faculty who will be able to fulfill and meet their workload assignments based on this course offering.

**If this course is to become a new required course for the program, a program modification action memo and related documents should also be submitted.**

**5. Will the new course affect other degree program(s)?**

NURS 749 will not affect other degree programs in nursing.

**If so, indicate the program(s) that will be directly or potentially affected.**

Not applicable

**Obtain written releases from these programs and submit with proposal.**



UNIVERSITY of HAWAII at MĀNOA  
NANCY ATMOSPHERA-WALCH  
SCHOOL of NURSING

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fax: (808) 956-5977

<http://www.nursing.hawaii.edu/>

**Spring 2023  
Graduate  
Course Syllabus**

**Faculty Information:**

**Rank**

# NURS 749 CURRICULUM EVALUATION IN NURSING EDUCATION



# NURSING

UNIVERSITY of HAWAII' I at MĀNOA®

### **Disability & Accessibility**

Students with disabilities and related access needs are encouraged to contact the UHM KOKUA Program for information and services. Services are confidential, and students are not charged for them. Contact KOKUA at 956-7511 (V/T) or 956-7612 (V/T) or e-mail [KOKUA@hawaii.edu](mailto:KOKUA@hawaii.edu). KOKUA is located on the ground floor, in room 013, of the Queen Liliuokalani Student Services Center.

If you require the information provided by this course's Lulima site in an alternative format, please contact [nursada@hawaii.edu](mailto:nursada@hawaii.edu)

### **Academic Dishonesty**

Academic Dishonesty, as defined by the UHM Student Conduct Code, ([http://www.studentaffairs.manoa.hawaii.edu/policies/conduct\\_code/](http://www.studentaffairs.manoa.hawaii.edu/policies/conduct_code/)), will not be tolerated and will result in a failure for the course and/or dismissal from the program.

### **Student Basic Needs**

Basic needs include food and housing, childcare, mental health, financial resources and transportation, among others. Student basic needs security is critical for ensuring strong academic performance, persistence and graduation and overall student well-being. If you or someone you know are experiencing basic needs insecurity, please see the following resources: [UH System Basic Needs \(https://www.hawaii.edu/student-basic-needs/\)](https://www.hawaii.edu/student-basic-needs/).

**UNIVERSITY OF HAWAI‘I AT MĀNOA**  
**NANCY ATMOSPORA-WALCH SCHOOL OF NURSING**  
**DEPARTMENT OF NURSING**  
**Spring 2023**

**Course Number:** NURS 749

**Course Title:** Curriculum Evaluation in Nursing Education

**Course Credit Hours:** 3

**Course Faculty:** Name:  
Rank  
Office:  
Phone:  
Cell:  
e-mail:

**Office Hours:**

**Course Communication:** Faculty will respond to emails / calls / text messages within [48] hours on weekdays and [72] hours on weekends unless it is an emergency. If there is an emergency or urgent situation, please state so in the email / call or text message.

Short Assignments and exams will be graded and returned within [1] week. More complex assignments/papers will be graded and returned within [2] weeks.

**Catalog Description:**

Current trends of planning for evaluation and critical analysis and application of curriculum evaluation in nursing curriculum.

**Course Description:**

Same as catalog description

**Student Learning Outcomes:**

By the conclusion of this course, students will meet the following learning outcomes:

1. Analyze common theories, concepts, and models in curriculum evaluation.
2. Examine the implications for faculty, students, staff, and administrators to implement a curriculum evaluation model in nursing curricula and programs.
3. Synthesize and apply process and outcome models of curriculum evaluation to nursing curricula and programs.
4. Apply models and major components of curriculum evaluation for developing a master plan of evaluation in nursing curricula and programs.
5. Apply a plan for accreditation of a nursing program.
6. Analyze nursing accreditation processes that influence curriculum evaluation.
7. Evaluate current issues of accreditation processes that influence curriculum evaluation.

### Content Outline:

Module 1: Overview of Curriculum Evaluation in Nursing Education

Module 2: Systematic Assessment and Evaluation for Educational Program Evaluation in Nursing Education

Module 3: Application of Curriculum Evaluation in Nursing Education

Module 4: Accreditation in Nursing Education

### Calendar

<u>Date</u>	<u>Module</u>	<u>Assignments Due</u>
Weeks 1	Module 1: Overview of Curriculum Evaluation in Nursing Education – Orientation to N749 and History of Nursing Education and Curriculum Development and Evaluation	Readings: Keating; Oermann & DeGagne; Oermann & Gaberson ZOOM - (HST) Forum Discussion
Weeks 2	Module 1: Responsibilities of Faculty in Curriculum Development and Evaluation	Readings: Oermann & DeGagne; Oermann & Gaberson; Keating: ZOOM – (HST) Forum Discussion
Weeks 3-4	Module 1: Developing Curriculum Frameworks, Outcomes, and Competencies	Readings: Keating - Supplements ZOOM - (HST) ZOOM - (HST) Forum Discussion
Weeks 5-6	Module 2– Systematic Assessment & Evaluation for Educational Program Evaluation in Nursing Education	Readings: Keating + Supplements ZOOM - (HST) ZOOM - (HST) Forum Discussion
Week 7	Module 2 – Master Plan of Evaluation in Curriculum Evaluation	Readings: Keating; Oermann & Gaberson ZOOM - (HST) Forum Discussion <b>QUIZ 2-Examsoft</b>
Weeks 8-10	Module 2 – Models of Evaluation Planning in Nursing Education	Readings: Oermann & Gaberson; Keating + Supplements ZOOM – (HST) ZOOM - (HST) ZOOM - (HST) Forum Discussion <b><i>Master Plan of Evaluation for Nursing Curricula due Week 8</i></b>
Weeks 11-12	Module 3: Application of Curriculum Evaluation in Nursing Education	Readings: Oermann & Caberson + Supplements ZOOM - (HST) ZOOM - (HST) Forum Discussion <b><i>Curriculum Evaluation Design due Week 12</i></b>

Weeks 13-15	Module 4: Accreditation in Nursing Education Plan for Accreditation Project	Readings: Keating + Supplements ZOOM - (HST) ZOOM - (HST) ZOOM - (HST) Forum Discussion <i>Application of Evaluation in Curriculum Paper due – Week 13</i>
Weeks 16-17	Finals Week	<b>Plan for Accreditation Paper due</b>

### **Teaching-Learning Strategies:**

A Lulima Powered by Sakai distance education format of teaching-learning will be utilized in a seminar method. There will be required readings and applied assignments on a weekly basis in a modular format. It is anticipated that students will spend a minimum of three hours/week on-line and six hours/week outside of the seminar experience. Active participation is required of students with the faculty as the facilitator of learning. Several projects and scholarly papers will be required during the semester to enhance analysis and application of theories, concepts, and models in curriculum evaluation. The students will critique each other's work as part of the learning experience.

### **NURS 749 Discussion Rubric**

This rubric will be used to evaluate participation and responses for weekly discussions. The discussion is worth 15% of your grade. Each category is 5% for a maximum total of 15%.

Category	5	3.5	1	0
Quality of information	Discussion thread clearly relates to posted questions and adds new perspectives, information with examples, or supporting information.	Discussion clearly related to the posted questions. It provides at least 1 example or supporting information.	Discussion relates to the posted question. No details or examples are given.	Discussion has little to do with the posted questions or simply restates the questions.
Quality of written response	Consistent evidence of professional vocabulary; excellent grammatical presentation; use of appropriate references.	Evidence of professional vocabulary; good grammatical presentation; use of appropriate references.	Occasion use of professional vocabulary; weak grammatical presentation; references utilized but may or may not be appropriate.	Little evidence of professional vocabulary; weak to poor grammatical presentation; no references.
Participation	Responds to other members in the online discussion using positive or encouraging dialog which facilitates the discussion.	Responds to other members in the online discussion.	Rarely interacts or responds to other members in the online discussion.	Responds to the facilitator only.



### **Graduate Policy on Grading:**

\*Demonstrating knowledge competency in graduate courses requires a passing grade of “B-” or 80%. C+ or less will not count towards degree requirements. Grading Scale is below:

A+	4.0	97-100	C+	2.3	77-79
A	4.0	94-96	C	2.0	74-76
A-	3.7	90-93	C-	1.7	70-73
B+	3.3	87-89	D+	1.3	67-69
B	3.0	84-86	D	1.0	64-66
B-	2.7	80-83*	D-	0.7	60-63
			F	0.0	≤59

### **Evaluation Methods:**

#### 1. Graded Course Assignment Requirements

Master Plan of Evaluation for Nursing Curricula	20%
Curriculum Evaluation Design	10%
Application of Evaluation in Curriculum	30%
Plan for Accreditation Project	30%
Participation	10%
Total	100%

#### 2. Examination and/or Assignment Policy

##### **Extra Credit Policy:**

No extra credit will be awarded for individual assignments or for any activity within the course. All courses offered by the Department of Nursing are governed by this policy.

##### **Rounding of Grades Policy:**

Course Faculty/Coordinator elects:

NOT to round grades, therefore course grades are not rounded.

TO round grades:

1. Scores are not rounded to the whole number until the end of the semester.
2. All student assignments, quizzes, and examinations *during the semester* will be recorded to the first decimal point and are **not** rounded up.
3. At the *end of the semester*, final course grades will be rounded to the nearest whole point. Any final course grade below a 0.5 will not be rounded up. Any final course grade equal to or above a 0.5 will be rounded up.

**Grading criteria for Assignments:** Each assignment has a percentage grade attached to it. Please refer to the above.

**Late assignments:** Assignments turned in late will receive a ten point deduction for each day late. Grading for above assignments is per instructor discretion based on meeting all or part of the above criteria.

## **Expectations**

Students are expected to have read the readings each week and come to class prepared to discuss, analyze, critique, and debate the materials. There will be four modules: Module 1 – Overview of Curriculum Evaluation in Nursing Education, Module 2 – Systematic Assessment and Evaluation for Educational Program Evaluation in Nursing Education, Module 3 – Application of Curriculum Evaluation in Nursing Education, Module 4 – Accreditation in Nursing Education. Class participation will be evaluated utilizing a discussion rubric grid. Advisement time will be made available to students particularly before an assignment is due.

## ***Student Directed Portfolio Elements:***

Recommended Elements (e.g. Master Plan of Evaluation for Nursing Curricula, Curriculum Evaluation Design, Application of Evaluation in Curriculum, Plan for Accreditation Project/Papers)

## **Required Resource(s):**

Adams, M. & Valiga, T. (2022). *Achieving distinction in nursing education*. National League for Nursing.

Keating, S. B. & DeBoor, S. S. (2018). *Curriculum development and evaluation in nursing education*. 4<sup>th</sup> ed. New York, NY: Springer Publishing Co.

Oermann, M. H. & Gaberson, K. Eds. (2021). *Evaluation and testing in nursing education*. 6<sup>th</sup> ed. New York, NY: Springer Publishing Co.

Oermann, M. H. & DeGagne, J. C. (2022). *Teaching in nursing and role of the educator*. 3<sup>rd</sup> Ed. New York, NY: Springer Publishing Co.

## **Recommended Resource(s):**

Billings, D. M. & Halstead, J. A. (2020). *Teaching in nursing: A guide for faculty*. 6<sup>th</sup> Ed. St. Louis, Missouri: Elsevier, Inc.

Fink, L. (2013). *Creating significant learning experiences?* . San Francisco, CA: Jossey-Bass.

Wiggins, G. & McTighe, J. (2005). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

McTighe, J. (2020). *The fundamentals of understanding by design (Quick reference guide)*. Alexandria, VA: Association for Supervision and Curriculum Development.

## **Course Expectations:**

**In response to the COVID-19 pandemic, the SONDH has modified the mandatory attendance policy. The course faculty will provide you with specific information as the science related to transmission continues to increase.**

## **Professional Behavior**

Professional behavior is required with both verbal and non-verbal communication. Students are required to be respectful of others and contribute to a safe, positive learning environment. Some of the information presented in this course may interfere with your belief system. It is expected that you use effective communication skills to express your opinions on various topics in a respectful manner. Students exhibiting disrespectful behavior will be counseled privately by the instructor with the student.

## **Access to the Internet**

Expectations for this course includes access to a computer and the Internet. Students are expected to have Internet access either through their own provider or using access through the university. N431 is an online course and students are expected to access the course web site weekly (<https://laulima.hawaii.edu/portal>).

## **Laulima Down time:**

Regular maintenance of the Laulima system is prearranged and announced on the Laulima web site. Students are expected to work around scheduled down time. If inadvertent down time occurs on the system that interferes with class activities or deadlines, extensions will be granted only if the downtime can be confirmed by the IT department.

## **Online etiquette**

All students will observe on line etiquette during class discussions. The aim of the discussion board is to share ideas, to integrate other learning tools, to think outside the box, and to form new wisdom about the material. Infraction of etiquette will be addressed privately by e-mail between instructor and students.

## **Use of Language**

Use of professional writing skills (word usage, sentence structure and grammar) is required. Fluency with English is required for all assignments in the course. Deduction of points for the assignment will be assigned related to poor grammar, spelling and composition, and inability to clearly present ideas through written assignments in a professional manner. Problems in this area will be addressed privately with the instructor. Outside remedial assistance in this area is encouraged and is the responsibility of the student if difficulty with written expression proves to be a repetitive issue. These language guidelines apply to all required course assignments

## **Permission to Use Materials**

The presentations that the class will be sharing with the rest of the class are rich resources for the rest of the class. They could easily be used for future continuing education, clinical in-services, or personal reference. If you are comfortable allowing others to use information from your presentation, please include permission to use the material on the last slide. "Permission to use", means their classmates can make use of the materials in the future. You may add conditions such as "for educational purposes only" or "with acknowledgement of the developer". In some cases, the professor may also ask students for permission to use their work as exemplars for future classes.

## **Written Work Guidelines**

All written work is expected to be an independent effort and original work. Evidence of plagiarism in the student's written work will result in a failure for that assignment. Repeated evidence of plagiarism will result in failure for the course. Formal and informal writing is required in the course (introduction, body, conclusion, organization and structure). Writing assignments will follow the American Psychological Association (APA) guidelines 7th edition, using correct grammar and style. Written assignments are expected to be professionally presented. Proficiency with the English language and accurate use of spelling and grammar is expected. Presentation of ideas should follow a logical flow. Thoroughly proofread written assignments prior to submitting them for grading. Label submissions of written assignments in the following format: Student name, Assignment title and date of submission. Unless prior approval is obtained by the course instructor, an additional 10 points per day will be deducted for late papers.

## **Policies and Procedures:**

Refer to the [Student Handbook](#) for the policies and procedures for the following topics:

1. STUDENT CONDUCT & EXPECTATIONS:
  - Code of Ethics for Nurses
  - Student Conduct Code
  - Violation of Student Professional Standards
  - Social Networking and Electronic Communication Guidelines
  - Illegal Drugs and Substance Abuse
  - Academic Dishonesty
    - Cheating
    - Plagiarism
  - Communication
2. Grading
  - Extra Credit
  - Rounding of Grades
3. Campus/School/Work Environment Safety
  - Workplace Non-Violence
  - Sex Discrimination and Gender-Based violence
  - Consensual Relationships
4. Confidential Information
  - Confidentiality of Student Records & FERPA
  - Health Insurance Portability & Accountability Act of 1996 (HIPAA)

**Violation of the policies and procedures will not be tolerated and will result in a failure for the course and/or dismissal from the program.**