



Role of the Nurse Educator in Teaching and Learning

NURS 5300

SPRING 2026

Scheduled Class Days and Times: Online

Instructor's Name: Dr. Julie George, PhD, RN, CNE, ACUE

Office: PMH 108 and Virtual

Phone: (903) 723-2313

Email: jgeorge@utt Tyler.edu *

Office Hours: Mondays 0900-1200 by phone or video conference. Please email faculty to make arrangements/obtain Zoom link

*Best way to contact me.

Course Description: This course will examine the role and responsibilities of the nurse educator in both the academic and staff development settings. It is an introduction to current learning theories, pedagogies, and teaching strategies for the adult learner. The course will explore innovative ways to engage students in learning. Credit Hours: 3

Prerequisites: None

Student Learning Outcomes:

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

1. Analyze and examine the professional responsibilities, competencies, and ethical considerations of the nurse educator role in both academic and clinical settings.
2. Evaluate and apply key learning theories to nursing education practices to foster effective student engagement and knowledge retention.
3. Critically assess various teaching pedagogies and their application in nursing education.
4. Explore and apply innovative educational technologies to enhance nursing education and promote student-centered learning.
5. Explore methods and strategies for effective clinical teaching, supervision, and mentorship in both traditional and innovative clinical settings.
6. Analyze the ethical and legal implications of the nurse educator role, including confidentiality, student rights, and maintaining professional standards in education.

Required Textbooks and Readings:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

De Gagne, J. & Oermann, M.H. (2024). *Teaching in nursing and the role of the educator: The complete guide to best practice in teaching, evaluation, and curriculum development* (3rd ed.). New York: Springer Publishing Company.

ISBN: 978-0-8261-8891-5 (Print)

ISBN: 978-0-8261-8892-2 (eBook)

Assignments and Weights/Percentage/Point Values

Assignment	Weighted Percentage
Role of the Nurse Educator	30%
Theory Based Learning Experience	30%
Innovative Teaching Video Discussion	25%
Accreditation Reflection	15%

Grading Scale:

Specific guidelines and grading criteria for all assignments are in the Modules. Final grades for the course will be determined based upon the following point assignments:

A - 90-100

B - 80-89

C - 70-79

D - 60-69

F - Below 60

Grades will not be rounded when calculating the average (79.5 is not rounded to 80, and 89.5 is not rounded to 90). Students are required to achieve an average of 80% (B) to complete the course successfully.

Although the university policy allows 60 days for grade appeals, the School of Nursing follows a stricter timeline of 10 days to facilitate students' timely progression through the curriculum. In the case of extenuating circumstances, please consult the Associate Dean of Academic Affairs for guidance.

Academic Integrity: Cheating of any kind, as defined in Section 8 of the UT Tyler Manual of Policies and Procedures (MOPP) for Student Affairs (<https://www.uttyler.edu/mopp/>), will not be tolerated. Consequences may include:

- reprimand

- exam failure
- course failure
- expulsion from the Nursing program
- expulsion from the University
- other consequences as assigned

Artificial Intelligence Tools: UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

For this course, **AI is permitted only for specific assignments or situations, and appropriate acknowledgment is required.**

During some class assignments, we may leverage AI tools to support your learning, allow you to explore how AI tools can be used, and/or better understand their benefits and limitations. Learning how to use AI is an emerging skill, and we will work through the limitations of these evolving systems together. However, AI will be limited to assignments where AI is a critical component of the learning activity. I will always indicate when and where the use of AI tools for this course is appropriate.

Exam and homework materials, questions, and problems are the intellectual property of faculty, UT Tyler, or publishers.

- These materials may not be distributed without permission.
- Distributing or uploading them to online resources destroys the integrity of the assignment and the course, allowing others an unfair advantage by letting them view the materials.
- Uploading these materials to online resources is a violation of UT Tyler's academic misconduct policies and may result in formal conduct charges.

- Sanctions for uploading or otherwise divulging the contents of these materials can include:
 - a reduced or failing grade on an assignment
 - a reduced or failing grade for the course
 - removal from the Nursing program
 - removal from UT Tyler

Late Policy: 5% will be deducted each day an assignment is past due unless prior arrangements have been made with your course faculty. Extenuating circumstances may apply.

Repeating a Course: Students repeating this course may not use previously submitted assignments nor utilize the same patients for an assignment. Submitting the same or slightly modified assignments from previous semesters is considered self-plagiarism and is subject to academic discipline, including failing the assignment or the course.

Attendance and Make-up Policy: Attendance/participation is expected. Make-up for exams, quizzes, assignments, and missed clinical time is at the instructor's discretion.

Graded Course Requirements Information:

Role of the Nurse Educator: This is a discussion board where students will analyze the different roles of the nurse educator in both the academic and staff development settings.

Theory Based Learning Experience: Students will analyze different learning theories and explore how to integrate those theories into the classroom to meet the needs of the learners.

Innovative Teaching Video Discussion: Students will develop active learning strategies and create a video describing how to utilize them in the classroom.

Accreditation Reflection: Students will analyze the different accrediting bodies for nursing and reflect on the roles of accreditation in nursing education.

Please Note: Detailed information along with grading rubrics for course assignments will be provided in Canvas.

Practice Hours Requirements Information:

This is not a clinical course, but you will be required to complete fifty (50) practice hours during this semester. You will need to utilize EXXAT to log these hours. Instructions for use are located in canvas, and there is a coach available to walk you through the process.

Important Course Dates

Classes Begin: January 8

Census Date (withdraw without penalty): January 14

Last Date to Withdraw: February 11. Students, please notify your course faculty and contact your advisor.

Calendar of Topics, Readings, and Due Dates

Course Calendar				
Week	Dates	Content	Assignments	Due Date
	1/8	Canvas Opens		
1	1/12	Role Transition Nurse Educator: Academic Setting	Affirmation Forms Introduction	1/18
2	1/20	Nurse Educator: Staff Development	Role of the Nurse Educator Assignment	1/25
3	1/26	Learning Theories		
4	2/2	Pedagogy of Learning and Evidence-Based Teaching	Theory Based Learning Experience	2/8
5	2/9	Teaching Methodologies		
6	2/16	Teaching with Technology	Innovative Teaching Video Discussion	2/22; peer response due 2/24
7	2/23	Standards of Accreditation	Accreditation Reflection	2/26

School of Nursing Policies and Additional Information:

https://www.uttyler.edu/nursing/college/student_guide_and_policies.php

Student Resources and University Policies are provided in Canvas.