

# School of Nursing Syllabus Guidelines

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## Guidelines for SON Syllabus Development (Approved April 2021)

The purpose in establishing guidelines for syllabus development is to provide a consistent vehicle across courses for communicating policies and procedures to students. The following guidelines should apply to all SON courses and are designed to assist faculty in using the SON Syllabus Template. The headings below match the headings on the syllabus template.

The basis for syllabus development should be the SON Syllabus Template. Faculty can add additional headings as needed to address course specific policies or procedures. However, syllabi should not exceed 8 pages in length. (Note: the didactic and clinical components of integrated courses can be separate).

**Course Description; Credit Hours; Prerequisites or Concurrent Enrollment Requirements; Term, Year, and Campus; Faculty Information; and Course Objectives, Competencies, or Outcomes** are designated by program coordinators and/or approved by the appropriate Academic Council.

### General Course Meeting Day and Time:

Scheduled by SON administration

### Course Delivery Mode:

All syllabi should include a statement about the course delivery mode (SON policy 20-05.02). Here are three suggested examples of statements with expectations for participation and interaction between faculty and students.

- a. **Face-to-Face Meetings:** The syllabus should describe the expectations for all scheduled class meetings either face-to-face on campus or clinical settings..

Here is an example: "This course meets weekly on campus. Intensive sessions take place as scheduled on campus (see calendar for dates).

- b. **Distance or Online Course Work:** The syllabus should include a concise statement that describes the expectations for how students will engage with course content and learning activities Sakai and other digital resources/tools. The syllabus should clearly specify whether course work has synchronous and/or asynchronous expectations.

Here is an example: "This course is conducted fully online. Students are expected to log into the site regularly in order to meet course requirements and check their OHSU email accounts for notifications. Assignments are posted and submitted through the Sakai course site. The course is conducted primarily asynchronously with one optional synchronous meeting during week one for course orientation. This meeting will be recorded if students are unable to attend."

- c. **Hybrid courses:** The syllabus should include a statement that describes the expectations for how students will engage with course content and learning activities outside of their face to face scheduled class time and specifically address whether this component is synchronous and/or asynchronous.

Here is an example: "Class meets face to face on a weekly basis. Substantial participation and homework is done asynchronously on the Sakai Course Site."

**Note:** For courses using **Cisco Webex**, please consider the following language: "You will access the Cisco Webex Connection information in the Sakai Course Site by clicking the **Webex Instructions** button on the left column. This

will provide you with the connection information you need to attend our classes remotely and also provide you with help and how-to links for Cisco Webex. For additional help and support, please contact the School of Nursing AV Support phone at 503-312-9546.”

### Required Texts and Readings

### Supplemental Suggested Readings or Reference Materials

### Attendance Requirements

### Course Specific Grading Standards:

All syllabi should include information for students that describes the alignment between course outcomes, activities/assignments and assessment (evaluation). Faculty can select where the alignment table is located in the syllabus. However, syllabi must include an alignment table. It is recommended to link the alignment table to student learning or program outcomes (See Examples 2 and 3). Examples follow:

#### Example #1:

Course Outcomes	Learning Activities to Attain Course Outcomes (not graded)	Evaluation of Course Outcomes (graded)
1. Use current, reliable sources of information to access pertinent information about drugs and natural products ...	Class Sessions Independent study materials Review if Needed	Case Scenario Quizzes Exam #1 Required Online Assignment
2. Monitor and evaluate the effectiveness of drug therapy ...	Required Reading and Videos Online materials that include:	Polypharmacy, Lifespan, and Drug Interaction Assignment
3. Teach persons, patients, and/or family members from diverse populations across the lifespan regarding safe and effective use of drugs and natural products ...	<ul style="list-style-type: none"> <li>• Notes</li> <li>• Field Activities</li> <li>• Art Galleries</li> <li>• Puzzles</li> <li>• Clinical Stories</li> <li>• Knowledge Self-Tests</li> <li>• Application Self-Tests</li> </ul>	Final Exam
4. Identify appropriate nursing interventions to increase therapeutic benefits and reduce potential negative effects of drug therapy ...		
5. Communicate appropriately with other health professionals regarding drug therapy ...		

#### Example #2:

Percentage of Grade	Assignment	Course Outcomes/Competencies Addressed	This activity assists to meet the following MNE Student Learning Outcomes
10%	Completion of IHI Modules on Triple Aim for Population Health:	1,2, & 5	Demonstrate advanced knowledge in a specialty area of nursing practice.

	TA101: Introduction to Population Health TA 102: Improving Health Equity		
30%	Forum Discussions	1,2,5,6	Design, implement and evaluate competency-based learning activities for classroom, lab and clinical settings using sound pedagogical and instructional design principles
40%	Education Presentation on Selected Social Determinant of Health	4	Demonstrate advanced knowledge in a specialty area of nursing practice.
	In addition to above, doctoral students must also submit a review of literature summarizing research on the selected SDOH topic	6	Design, implement and evaluate competency-based learning activities for classroom, lab and clinical settings using sound pedagogical and instructional design principles;

Details of learning activities and these assignments are in your Sakai modules along with the grading rubrics.

**Example #3:**

Course Outcome	Assignment/activity to meet outcome (note graded or not)	Related DNP Program Outcome
1. Demonstrate foundational knowledge of improvement science theories and methodology.	Readings Lecture IHI modules Forums (60%) Quizzes (20%)	1, 2, 4, 6
2. Distinguish between improvement science, research and implementation science.	Readings Lecture IHI modules Forums (60%) Quizzes (20%)	1, 4, 5, 6
3. Differentiate the phases of the improvement process, evaluation, and tools for sustainability.	Readings Lecture IHI modules Forums (60%)	4, 5, 6
4. Utilize measures, data collection procedures, analysis, data displays for improvement science projects.	Readings Lecture IHI modules Forums (60%)	4, 5, 6

5. Understand the application of improvement models in practice.	Readings Lecture IHI modules Forums (60%)	4, 5, 6
6. Design, implement and evaluate an improvement science project.	Readings Lecture IHI modules Improvement Science Poster (20%)	4, 5, 6
<b>DNP Program Outcomes</b> 1. Demonstrate readiness to enter clinical practice via specialty competencies with the appropriate scientific knowledge, and considerations for its application to practice. 2. Apply ethical principles along with the standards of professional conduct to clinical care, research, and education. 3. Evaluate emerging healthcare systems and policy that influence delivery of cost effective patient care. 4. Generate entry level practice scholarship through completion of a clinical practice improvement project based on the principles of improvement science. 5. Model interprofessional communication and collaboration to improve individual and/or population health outcomes. 6. Identify and address gaps in professional knowledge through ongoing reflection to support the principle of life-long learning.		

### Grading Criteria, Academic Standards, and Release of Final Grades:

All Syllabi should have information about when and how students are evaluated, including their course grades.

### Course Content Outline:

All Syllabi should have a brief, succinct general content outline. Below is an example of a Course Content Outline:

#### Example

General Content Outline:	
Week 1	Cardiovascular Alterations
Week 2	Respiratory Alterations
Week 3	Endocrine Alterations
Week 4	Renal & Genitourinary Alterations
Week 5	Gastrointestinal Alterations
Week 6	Neurological Alterations
Week 7	Maternal-Child Nursing
Week 8	Maternal-Child Nursing, cont'd
Week 9	Multisystem Failure
Week 10	Trauma

## **Course Specific Inclement Weather, Copyright Information, Syllabus Changes and Retention, Accommodations, School of Nursing Student Catalog/Handbook, and Technical Support**

The Teaching & Learning Center can provide standard language for these headings.

### **Expectations for using Sakai, the learning management system:**

School of Nursing faculty should use the Sakai learning management system as the predominant method for distributing course information and instructional materials. All courses should, at a minimum, use Sakai to post the syllabus and communicate with students via the Announcements and/or E-mail tools, depending on the mode of delivery (face-to-face, hybrid, distance or fully online). The expectation is that the course will use an appropriate suite of tools in Sakai, including: Course Materials, Forums, Submissions, and Gradebook, among others.

There are three instructional designers in the Teaching & Learning Center that specialize in developing course sites in Sakai for the School of Nursing. Approximately seven-eight weeks before the start of term, SON faculty will receive a course development survey on which they should indicate their expectations for Sakai for the coming term (importing materials from a previous term, toolset desired, etc.). Once the survey has been completed, an instructional designer will be assigned to each faculty member. The instructional designer will help the faculty member think through the design and layout of the course site and additionally consult with them on the tools and applications available to aid in the development of assignments and learning activities.

During the course development process, SON faculty should use the Concourse tool to create the Syllabus. For Concourse Syllabus support, please go to the [Concourse Syllabus Support web page on Sakai](#).

Alternately, feel free to contact Mark Rivera at [rivermar@ohsu.edu](mailto:rivermar@ohsu.edu) for any questions related to Concourse Syllabi.

This document will be archived on the campus shared drive for accreditation and evaluation purposes as well as the facilitation of new teaching assignments for faculty. The syllabus will then be posted as a PDF in the respective Sakai site. All syllabi should be saved with the following naming conventions for the files:

- Undergraduate Course: NRS\_course number\_campus\_term/year, i.e. NRS\_231\_PDX\_F20.
- Graduate Course: PREFIX\_course number\_campus\_term/year, i.e. NURS\_611\_PDX\_F20 or NMID\_750\_PDX\_F20.

### **Recommended Definitions for Course Delivery Terms**

- Distance Education: Education that uses one or more types of technology to deliver instruction to Students, who are separated from faculty and to support regular and substantive interaction between the Students and faculty, either synchronously or asynchronously.
- Online: An alternate term for distance education.
- Hybrid Delivery: An educational program or course that includes both face-to-face and distance education.
- Face-to-face: Course delivery method in which faculty and learners are physically in the same location.
- Seminar: A course related to a specific educational topic within a field. Topics or seminar courses may change each term.
- Synchronous: Method of course delivery where education and instruction occurs at specified times.
- Asynchronous: Method of course delivery where education and instruction do not occur in the same place or at the same time (E.g., Recorded lectures, self-paced message boards).

- Intensives: Extended synchronous sessions that are face-to-face or videoconference meetings with students and faculty
  - Videoconferencing: Real time attendance and participation from any location via web based delivery system
  - Regional Delivery: Taking place on one or more of the following campuses: Ashland, La Grande, Klamath Falls, Monmouth
  - Cohort: A group of students who matriculate at the same time and progress through an academic program together to achieve the same degree or certificate.
  - Cluster: A group of students at a campus that are part of a cohort
  - Oregon-based Distance Delivery: Distance education program with expectation of completing clinical requirements within Oregon or border counties.
  - Campus-based: A course or program associated with a specified campus.
- Learning Management System (LMS): Software platform used to manage, track, and deliver education.