

# NURS-3610: FOUNDATIONS OF NURSING EDUCATION

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## Cuyahoga Community College

**Viewing: NURS-3610 : Foundations of Nursing Education**

**Board of Trustees:**

October 2025

**Academic Term:**

Fall 2026

**Subject Code**

NURS - Nursing

**Course Number:**

3610

**Title:**

Foundations of Nursing Education

**Catalog Description:**

This course introduces registered nurses to the foundational roles and responsibilities of the nurse educator in academic, clinical, and hospital settings. Students will explore adult learning theories, assessment strategies, and curriculum concepts relevant to nursing education. Emphasis is placed on fostering unique student needs, professional development, and understanding the educator's role in leadership and change. This course provides a practical overview of the role of a nurse educator and its impact on nursing practice.

**Credit Hour(s):**

3

**Lecture Hour(s):**

3

## Requisites

**Prerequisite and Corequisite**

NURS-3100 Transition to Professional Nursing Practice, and NURS-3200 Health Assessment and Pathophysiology. Concurrent enrollment in NURS-3600 Evidence-Based and Safe Nursing Practice is highly recommended.

## Outcomes

**Course Outcome(s):**

Apply evidence-based teaching strategies based on adult learning theories to support unique learner needs.

**Objective(s):**

1. Discuss foundational adult learning theories relevant to nursing education.
2. Apply adult learning theories to instructional strategy selection.
3. Evaluate teaching methods for unique learner needs.
4. Describe developmental stages related to learning processes.
5. Identify strategies to support students from various backgrounds.
6. Discuss the educator's role in creating supportive learning environments.

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**Course Outcome(s):**

Discuss the role of the nurse educator in the academic, hospital, and professional development settings.

**Objective(s):**

1. Define the scope and responsibilities of nurse educators.
  2. Differentiate between roles in academic, clinical, and professional development settings.
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**Course Outcome(s):**

Demonstrate appropriate methods to assess and evaluate student learning outcomes.

**Objective(s):**

1. Differentiate between formative and summative assessments.
2. Evaluate student learning outcome assessments.
3. Discuss ethical student assessment practices.

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**Course Outcome(s):**

Create curriculum elements such as learning outcomes, content, and instructional methods.

**Objective(s):**

1. Identify components of a nursing curriculum.
2. Describe the alignment of course objectives, teaching methods, and assessments.
3. Demonstrate writing lesson objectives.

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**Course Outcome(s):**

Determine the nurse educator's role in education innovation to promote best nursing practices.

**Objective(s):**

1. Describe emerging trends and their potential impact on the future of nursing education.
2. Reflect on understanding of the nurse educator role and its impact on learner outcomes.
3. Describe ways educators lead and support others.
4. Identify examples of positive change educators can influence.
5. Reflect on how nurses can be role models in education.

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**Course Outcome(s):**

Reflect on the importance of continued education and professional development.

**Objective(s):**

1. Reflect on personal goals in nursing education.
2. Explain why continuing education is important for nurse educators.
3. Identify types of research that can improve teaching.
4. Examine the relevance of nursing education articles.
5. Create personal goals for continued growth in nursing education.

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**Methods of Evaluation:**

1. Final project: students choose lesson plan, post-conference discussion, professional development session
2. Discussion boards
3. Reflections
4. Case studies

**Course Content Outline:**

1. The role of the Nurse Educator
  - a. Scope and Responsibilities
  - b. Role differences in various settings
    - i. Academic
    - ii. Clinical
    - iii. Professional development
  - c. Personal goals in nursing education
2. Adult learning theories and teaching strategies

- a. Foundational theories for nursing education
- b. Instructional strategy selection and evaluation
- 3. Learner development
  - a. Development learning stages
  - b. Strategies to support students from various backgrounds
  - c. Educator's role in creating supportive learning environments
- 4. Assessment and evaluation in nursing education
  - a. Formative assessment
  - b. Summative assessment
  - c. Evaluating student learning outcomes assessments
  - d. Ethical student assessment practices
- 5. Curriculum design and course development
  - a. Components of nursing curriculum
  - b. Alignment of course objectives, teaching methods, and assessments
  - c. Developing lesson objectives
- 6. Being a leader and supporting change
  - a. Leadership styles
  - b. Influencing positive change
  - c. Reflection on being a role model in education
- 7. Lifelong learning and using research
  - a. Importance of continuing education
  - b. Types of research that can improve teaching
  - c. Relevance of nursing education articles
- 8. Looking ahead in nursing education
  - a. Emerging trends
  - b. Reflection on role of nurse educator and impact on learner outcomes
  - c. Personal goals for continued growth

### Religious Accommodation

Before reviewing the course schedule, students should carefully review the following religious accommodation policy and other required instructional policies:

#### Religious Accommodation:

Students seeking an accommodation for absences permitted under Ohio's Testing Your Faith Act must provide the instructor with written notice of the specific dates for which the student requires an accommodation and must do so not later than fourteen (14) days after the first day of instruction. Please submit requests for accommodations at this link: <https://portal2.tri-c.edu/ReligiousAccommodation/ReligiousAccommodationForm>. Students with questions about their religious accommodations under Ohio's Testing Your Faith Act may contact the College's Office of General Counsel and Legal Services by phone at 216.987.4856 or via email at [legal@tri-c.edu](mailto:legal@tri-c.edu).

#### Other Required Instructional Policies:

<https://www.tri-c.edu/student-resources/curriculum/documents/syllabus-part-b.pdf>

### Weekly Schedule

|         | Topics                                           |
|---------|--------------------------------------------------|
| Week 1  | The role of the Nurse Educator                   |
| Week 2  | The role of the Nurse Educator                   |
| Week 3  | Adult learning theories and teaching strategies. |
| Week 4  | Adult learning theories and teaching strategies. |
| Week 5  | Learner development                              |
| Week 6  | Learner development                              |
| Week 7  | Assessment and evaluation in nursing education   |
| Week 8  | Assessment and evaluation in nursing education   |
| Week 9  | Curriculum design and course development         |
| Week 10 | Curriculum design and course development         |
| Week 11 | Being a leader and supporting change             |

|         |                                      |
|---------|--------------------------------------|
| Week 12 | Being a leader and supporting change |
| Week 13 | Lifelong learning and using research |
| Week 14 | Lifelong learning and using research |
| Week 15 | Looking ahead in Nursing education   |
| Week 16 | Final Exam                           |

The Course Schedule is subject to change due to pedagogical needs, instructor discretion, parts of term, and unexpected events.

### Required/Recommended Readings

1. Best Practices in Teaching Nursing. <https://nln.lww.com/Best-Practices-in-Teaching-Nursing/p/9781975232207>. Author Joanne Noone and Paula Gubrud. National League for Nursing.
2. Wolters Kluwer. <https://www.wolterskluwer.com/en/about-us/organization>

### Resources for the Instructor

Chinnagounder, T. (2025, April 10) *The Future of Nursing Education: Key Trends and Advancements for 2025*. , The Nursing careers Review.

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De Gagne, Jennie C., PhD, DNP, RN, NPD-BC, CNE, ANEF, FAAN, Oermann, Marilyn H., PhD, RN ANEF, FAAN. *Teaching in Nursing and the Role of the Educator* .

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### Additional Resources for the Instructor

1. Recommended website for open access resource: <https://open.umn.edu/opentextbooks/subjects/nursing>.
2. <https://nln.lww.com/Best-Practices-in-Teaching-Nursing/p/9781975232207>
3. <https://www.routledge.com/The-Curriculum-in-Nursing-Education/Allan-MoyaJolley/p/book/9781041039198>
4. Systematic (https://web.p.ebscohost.com/ehost/viewarticle/render?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5le46bdlrqmvTq%2bk63nn5Kx95uXxjL6srUqypbBlisKueS7iqT1KzqZ5Zy5zyit%2fk8Xnh6ueH7N%2fiVbCmrkqyrq9OrpxgeKztkm0qrZP4NmrfK%2bpsUWy3K9Nq9ffSLajtUyvrFKtqi0fuTbvorj2ueLpOLfhuWz44ak2uBV7tjmPvLX5VW%2fxKR57LOvTq6psU2urq4%2b5OXwhd%2fq37z4uqM4%2b7y&vid=5&sid=816487bc-d133-4f15-aa08-741832826ffe@redis) **Assessment** of Learning in Higher Education: A Comprehensive Approach Within Curriculum Design.
5. [https://journals.lww.com/neponline/fulltext/2024/11000/leadership\\_behaviors\\_that\\_impact\\_nurse\\_faculty\\_job.20.aspx](https://journals.lww.com/neponline/fulltext/2024/11000/leadership_behaviors_that_impact_nurse_faculty_job.20.aspx)
6. <https://www.sciencedirect.com/science/article/pii/S0260691709002159?via%3Dihub>
7. Academic-Practice Partnership for Doctor of (https://web.p.ebscohost.com/ehost/viewarticle/render?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5le46bdlrqmvTq%2bk63nn5Kx95uXxjL6srUqypbBlisKueS7iqT1KzqZ5Zy5zyit%2fk8Xnh6ueH7N%2fiVbKrtk%2bvrrNNtZzxgeKz437f2t9Krtys%2bPX4kWyqbZJq66yeeGj407kreNRs6qufeDYvorj2ueLpOLfhuWz44ak2uBV4evqPvLX5VW%2fxKR57LOvTrGvsk20r7Q%2b5OXwhd%2fq37z4uqM4%2b7y&vid=2&sid=efada20f-3ead-4381-84ac-e6f7e9540ebb@redis) **Nursing Practice in a Large Medical Center**.
8. <https://www.youtube.com/watch?v=3YQwXm2uWAg>
9. <https://www.youtube.com/watch?v=axMkloKIN1Q>
10. <https://www.tnnmc.org/future-of-nursing-education-key-trends-and-advancements-for-2025/>

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