NURS-FPX6105 Assessment 3: Teaching Strategies

Student Name

Program Name or Degree Name (e.g., Bachelor of Science in Psychology), University

COURSE XXX: Title of Course

Instructor Name

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Teaching Strategies

Teaching strategies refer to the different methods educators use to achieve the intended leading objectives and convey the intended course information to learners. They entail a wide array of techniques, which may vary depending on the course and intended audience. Additionally, different educators use different teaching strategies depending on the learners' learning needs. This report describes the learning outcomes for the introduction to clinical ethics in nursing courses, evaluates the appropriate teaching strategies for the application of ethics in nursing courses provided to nursing students, and describes the evidence-based strategies for managing potential barriers to learning in a classroom. In addition, the report will explain how the selected strategies will assist in overcoming learning barriers among nursing students and help maintain diverse learner motivation.

Course Learning Outcomes

The intended topic of instruction identified previously is ethical decision-making in nursing practice, and the course is an introduction to clinical ethics in nursing. Course learning outcomes are the pillars of the course content. In this course, the learning outcomes will reflect the knowledge, skills, and attitudes that learners are expected to develop in relation to ethical values, principles, and decision-making in nursing practice. The three primary learning outcomes in the introduction to clinical ethics in nursing are to demonstrate an understanding of ethical principles and concepts related to nursing practice, apply ethical reasoning and decision-making in practice, and demonstrate professional ethics and integrity in practice.

At the end of the course, the learner should have attained knowledge of the ethical principles, values, and concepts in nursing practice for a better understanding of their ethical responsibilities and obligations in the future. According to Lee et al. (2020), learners in nursing

ethics education should be able to apply ethical reasoning and decision-making and demonstrate high professional ethics in practice. Similarly, the course will prepare learners to apply the different ethical decision-making frameworks and demonstrate critical thinking in ethical issues in nursing practice. Additionally, by the end of the course, the learner should uphold and promote professional ethics and integrity while demonstrating ethical behavior in practice. These outcomes assume that the teaching time allocated for the course will be adequate to cover the content required to meet the outcomes.

Appropriate Teaching Strategies Evaluation

To achieve the desired learning outcomes, educators should be keen to use the most appropriate teaching strategies that will support learning for the learner group based on the teaching content. Various teaching strategies would support learning in the introduction to clinical ethics in nursing topics presented to nursing students. One of the most appropriate teaching strategies is the use of case studies and role-playing exercises to enhance practical application. Case studies are a good fit for the nursing students' learner population since they will present real-life and hypothetical scenarios of ethical dilemmas, thus enhancing learners understanding and application of ethical dilemmas. Butts and Rich (2022) also note that role-playing is an effective strategy in nursing ethics, helping the learners understand different viewpoints in ethical dilemmas.

Furthermore, interprofessional collaborative education is an excellent fit teaching strategy for the course. Since the learners will collaborate with other healthcare providers in practice, collaborative education is needed to provide the learners with an opportunity to interact with other professionals. In this case, the educator will provide simulations on interdisciplinary ethical dilemmas to enable the students to understand unique ethical considerations across healthcare

disciplines. In addition, interprofessional collaboration education will also be presented by having educators from other healthcare disciplines teach in interdisciplinary ethical case studies.

The other teaching strategy that is a good fit for teaching ethical decision-making in healthcare is reflective writing and journaling. According to Martins et al. (2020), reflection and journaling are widely used teaching strategies in nursing. It is known for its effectiveness in providing a platform for learners to explore their self-awareness and critical thinking and provide feedback on the concepts learned. The educator will introduce ethical dilemma journals to help the learners reflect on ethical challenges they have encountered in practice and use them to enhance critical thinking and ethical decision-making processes. Additional information on the available resources to enhance learning would further improve the evaluation by selecting teaching strategies supported by the resources.

Evidence-based Strategies for Managing Potential Barriers to Learning in a Classroom

Educators should identify potential barriers in the classroom and the strategies they can use to address them, ensuring that the learners get the most out of the course and achieve the desired learning outcomes. Potential barriers in the classroom may include poor engagement, cognitive barriers, external environmental distractions, social and emotional barriers, and language and communication barriers. Among the evidence-based strategies for managing potential barriers to learning in a classroom include the application of universal design for learning. According to Craig et al. (2022), the universal design for learning is a way of thinking that assists the educator in giving all learners an equal opportunity to succeed by enhancing flexibility in the way students access and engage with learning materials. As an educator, the strategy can be used to overcome the potential barrier of learners' poor engagement.

The other strategy to overcome potential classroom barriers is using differentiated instructional methods. Educators should apply different instructional methods to accommodate the diversity of the learners and overcome potential barriers resulting from diversity. Smart et al. (2020) note that using a variety of instructional methods, styles, and materials in learning provides an opportunity for the learners to demonstrate their understanding of the concepts taught. Differentiated instruction may accommodate different learning style preferences, such as lectures, discussions, application activities, and multimedia presentations. In addition, differentiated instruction offers flexibility in assignments, thus allowing learners to showcase their strengths and interests based on diverse learning needs.

Furthermore, incorporating active learning strategies in educational content delivery is another strategy that can assist in addressing the potential barriers in the classroom. Active learning strategies include strategies such as collaborative group work, problem-based learning, role-playing exercises, and case studies aimed at engaging learners in hands-on learning, thus promoting their experience and more profound understanding (Torralba & Doo, 2020). In addition, active learning strategies include using formative assessment techniques such as concept mapping to gauge the learners/ comprehension and identify misconceptions. However, the strategy selection is based on the assumption that the educator is well aware of the current potential barriers to learning in the classroom.

Selected Strategies in Overcoming Potential Learning Barriers Among Nursing Students

The selected evidence-based strategies will help the educator overcome the learning barriers in the anticipated audience, which is nursing students. The universal design for learning strategy will help overcome potential learning barriers by creating an inclusive learning

environment whereby learners can express themselves and engage actively in learning activities. Craig et al. (2022) note that universal design for learning helps overcome barriers related to learner diversity. Additionally, differentiated instructional methods will enable the educator to overcome the cognitive barrier in learning by creating an environment whereby each learner's needs are taken into consideration. Torralba and Doo (2020) note that incorporating active learning strategies in learning promotes learners' engagement, thus improving the course learning outcomes. Similarly, the strategy will help overcome engagement barriers among nursing students by motivating them to participate actively in class activities.

Selected Strategies in Maintaining Diverse Learners' Motivation

Motivation in learning plays a vital role in influencing learners' engagement and devotion to achieving desirable academic outcomes (Männistö et al., 2020). Educators should strive to maintain learners' motivation, especially in diverse learner groups. The universal design learning strategy will help maintain learners' motivation by promoting inclusivity and ensuring flexibility in the ways in which learners access learning materials. In addition, incorporating active learning practices will also help maintain learners' motivation in a diverse learner group since the learners get the opportunity to express themselves actively through activities such as group discussions and collaborative simulations. Using differentiated instructional methods also enables learners to stay motivated when they feel actively involved in learning activities. Therefore, the selected strategies will help maintain learners' motivation throughout the learning process.

Conclusion

Teaching strategies are essential in facilitating learning and achieving learning outcomes. The educator creates an engaging, supportive, and inclusive learning environment by selecting appropriate teaching strategies that suit the learning needs and diversity of the group. Using

evidence-based teaching strategies such as case studies, role-playing exercises, interprofessional collaboration, reflective writing, differentiated instruction, and active learning will enhance students' understanding, critical thinking, and application of ethical principles in nursing practice. The strategies will also help the educator maintain learners' motivation and overcome potential barriers to learning.

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