

**NURS-FPX6105 Assessment 4: Assessment Strategies and Complete Course Plan**

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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### **Course Topic Overview, Learning Environment, and Learner Population**

The intended topic of instruction is ethical decision-making in nursing practice. The topic is part of the Introduction to Clinical Ethics in Nursing course offered to nursing students in higher learning institutions. The course aims to develop moral, legal, and ethical principles that can be applied in day-to-day nursing practice. Additionally, the course prepares nursing students to evaluate and approach ethical issues in nursing practice appropriately. Therefore, the learning environment is a classroom in an institution of higher learning. The learner population entails nursing students from an institution of higher learning, particularly a nursing college.

### **Course Learning Outcomes**

Course learning outcomes form the pillars of the course content and reflect the skills, knowledge, and attitudes the learners are expected to develop by the end of the course. Introduction to clinical ethics in nursing's learning outcomes entails the knowledge, skills, and attitudes the learners are expected to obtain regarding ethical values, principles, and ethical decision-making in nursing practice. The primary course learning outcomes are demonstrating an understanding of ethical principles and concepts related to nursing practice, applying ethical reasoning and decision-making, and demonstrating professional ethics and integrity in practice. By the end of the course, learners should understand their ethical responsibilities and obligations as nurses, demonstrate the ability to apply ethical decision-making frameworks and maintain ethical behavior in practice.

### **Learning Theories and Diversity**

Learning theories explain how knowledge is created and transferred from educators to learners in the learning process. These theories direct educators in making instructional choices, developing teaching philosophies, and selecting instructional designs for a particular course

based on the learning needs and learner population. Various educational theories form the basis of educational courses and explain how learning takes place. The constructivism learning theory forms the foundation of the introduction to ethics in nursing practice course.

### **Constructivism Learning Theory**

The constructivism learning theory is a learner-centered learning theory stipulating that learners have an active role in building their knowledge and understanding. It also holds that learners are active participants in their learning, and knowledge is constructed based on their social or individual experiences, hence the term constructivism (Muhajira, 2020). The central idea of constructivism learning theory is that critical thinking and meaningful knowledge are developed actively in a cultural, cognitive, emotional, and social sense, whereby the learners learn through active engagement and participation in the classroom. More so, Muhajira (2020) notes that the theory acknowledges the role of prior knowledge in learning new concepts, with the belief that learners interpret and comprehend new concepts based on what they already know. Moreover, learners develop knowledge from social constructs such as common beliefs and shared expectations on values and behavior. Additionally, as described in the constructivism learning theory, active engagement and participation in the classroom entail the educator facilitating learning through the development of a supportive environment and activities aimed at building on what the learners already know.

### **Justification of the Constructivism Learning Theory in the Intended Course and Context**

The constructivist learning theory is appropriate for teaching nursing students in higher learning institutions and educational environments. According to Epp et al. (2021), constructivism is an effective theoretical basis for developing innovative nursing curriculum

courses. The ethics course entails some generally known concepts; hence, the intended topic will build on existing knowledge, as seen in the constructivism theory.

Furthermore, research supports the effectiveness of the theory in designing teaching and promoting learning in the nursing curriculum (Epp et al., 2021). As an application topic, ethical decision-making in nursing practice will require critical thinking and reasoning abilities. The learners will relate to their previous experiences in handling and addressing ethical issues in general or current practice. They will also relate the new concepts to previous knowledge and experiences, providing a platform for them to participate actively in the classroom, thus enhancing the learning process as supported by the theory.

### **Potential Learners' Diversity**

The anticipated nursing students' learner group is diverse; thus, teaching strategies and approaches that best suit the group must be developed. The diversity factors in the intended learner group include gender, age, multiculturalism, and ethnicity. Age diversity occurs when learners have different age groups. The diversity factor is significant in this case since it may affect the learning process by impacting active participation and respect among learners in the group. Potential gender diversity should also be considered by ensuring the instruction employs gender-sensitive language, examples, and activities, hence ensuring all learners are comfortable (Cary et al., 2020)

Multiculturalism and ethnicity are also diversity factors that the intended learner group may encounter. Cary et al. (2020) note that nursing education, mostly internationally, encompasses students from different cultures and ethnic backgrounds. Educators in these learner groups should use culturally sensitive and inclusive teaching strategies and participation methods

to promote effective learning for all learners while preventing disrespect and discrimination (Leidl et al., 2020).

### **Evidence-Based Strategies and Best Practices in Conflict Management in a Diverse Classroom**

Classrooms with learner groups exhibiting different diversity factors may face conflicts significantly affecting the learning process. Conflict management best practices and evidence-based strategies for a diverse learning environment include maintaining common rules and classroom expectations, active learner involvement in managing conflicts associated with diversity, cultivating mutual respect, and encouraging a sense of clinical and classroom community for all learners (Valente & Lourenço, 2020). Educators, especially in nursing education, play a crucial role in addressing and managing conflicts in a diverse classroom. They set the pace by involving the learners in setting common class rules and expectations and cultivating a culture of mutual respect. Educators also emphasize the role of conflict management in fostering a safe and conducive learning environment, hence actively involving the learners in conflict management and encouraging a sense of clinical and classroom community for all.

#### **Teaching Strategies**

Teaching strategies are the different methods educators use to achieve the intended learning objectives and convey the intended course information to learners. The choice of teaching strategy may vary depending on the course, the intended audience, and the learner group's learning needs. In addition, the selected teaching strategies should be effective in supporting learning.

### Appropriate Teaching Strategies for the Intended Course and Learner Group

The appropriate teaching strategies the educator will use to facilitate learning in ethical decision-making in nursing practice topics and the introduction to ethics in clinical nursing courses include role-playing and case study exercises, interprofessional collaborative education, and reflective writing and journaling. According to Butts and Rich (2022), role-playing is an effective teaching strategy in nursing ethics education since it enables the learner to understand different viewpoints in an ethical dilemma or issue. Case studies will also present real-life and hypothetical scenarios of ethical issues and dilemmas, which the educator will use to promote learning by enhancing the learners' understanding of ethical issues and applying ethical decision-making in addressing them.

Interprofessional collaborative education is the other appropriate teaching strategy used in this course. Considering nurses collaborate with other healthcare providers in practice, collaborative education promotes interaction with other professionals both currently and in the future. The educator will apply the strategy by providing interprofessional ethical dilemmas through simulations and case studies to promote an understanding of different ethical considerations from other healthcare disciplines. Other educators from different healthcare disciplines will also be invited to teach the learners about interprofessional ethics.

A study by Martins et al. (2020) found journaling and reflective writing to be effective teaching strategies in nursing because they provide a platform where learners explore their self-awareness and critical thinking and provide feedback on the learned concepts. 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.

## Potential Barriers to Learning and Evidence-Based Strategies to Manage the Barriers

There are various potential barriers to learning in the classroom, which may limit the learners' ability to achieve maximum learning outcomes in a course. Potential barriers in the classroom may include poor engagement, cognitive barriers, external environmental distractions, social and emotional barriers, and language and communication barriers (Panda et al., 2021). Suboptimal participation in class may limit the learner's opportunity to learn and interact with other learners. Cognitive barriers such as inadequate knowledge needed as a prerequisite to the course may also limit the learning process, especially in course contents based on constructivism. Other barriers like language and communication barriers may affect the learning process for learners with diversity factors.

Among the evidence-based strategies for managing potential barriers to learning in a classroom include the application of universal learning design. 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 how students access and engage with learning materials. The educator will use the strategy to overcome the potential barrier of learners' poor engagement.

The other strategy is using differentiated instructional methods. Educators should apply different instructional methods to accommodate learners' diversity and overcome potential barriers resulting from diversity. Smart et al. (2020) note that using various instructional methods, styles, and materials in learning allows the learners to demonstrate their understanding of the concepts taught. Differentiated instruction also accommodates different learning style preferences, such as lectures, discussions, application activities, and multimedia presentations, addressing learners' diverse learning needs.

Furthermore, incorporating active learning strategies in educational content delivery addresses potential barriers in the classroom (Torralba & Doo, 2020). Active learning strategies such as collaborative group work, problem-based learning, role-playing exercises, and case studies aim at engaging learners in hands-on learning, thus promoting their experience and deeper understanding. Therefore, the strategy will address potential cognitive, social, and emotional barriers to learning in the intended course and learner group.

### Selected Strategies in Maintaining Diverse Learners' Motivation

Educators strive to maintain the learners' motivation, especially in diverse learner groups where they are likely to face barriers to learning and conflicts emanating from the diversity. According to Männistö et al. (2020), motivation in learning plays an essential role in influencing learners' engagement and devotion to achieving desirable academic outcomes. The universal design learning and incorporating active learning practices will assist the educator in maintaining learners' motivation. Using active learning practices will help maintain motivation by allowing the learners to express themselves actively through activities such as group discussions and collaborative simulations. In addition, using differentiated instructional methods will enable learners to stay motivated since they are actively involved in learning activities. The universal design learning strategy will help maintain learners' motivation by promoting inclusivity and ensuring flexibility in how learners access learning materials. Hence, the above-identified evidence-based strategies will assist the educator in managing potential barriers to learning and maintaining diverse learners' motivation.

### Management and Motivation

The educator manages the learning environment and maintains learners' motivation while delivering a course. According to Ghasemi et al. (2020), a learning environment entails a



combination of psychological, emotional, physical, and organizational factors that affect the learning process. Different learning environments fit different learner groups and course contents. In addition, classroom and learner management and motivation theories also guide educators in appropriate management and learner motivation maintenance.

### Learning Environment Description

The most appropriate learning environment is blended, entailing classroom-based learning and simulation lab. According to Alsayed et al. (2020), a classroom-based learning environment entails instruction through lectures, discussions, and other interactive activities from the educator to the learners. The environment best suits the topic and audience since it will enable the learners to learn foundational knowledge in ethical decision-making in nursing practice.

Furthermore, since the learning outcomes for the class also involve gaining practical skills, it is also essential to include simulations. Simulation labs create an environment whereby educators provide learners with realistic clinical scenarios in a controlled environment. The environment suits the learning needs since it will provide situations that enable the students to improve their ethical decision-making skills in nursing practice without causing harm to patients. Alternate learning environments that suit the topic and audience include online learning and clinical case studies. Online learning environments entail virtual classrooms, while clinical case studies present clinical scenarios that students analyze and develop clinical thinking and problem-solving (Alsayed et al., 2020).

### Classroom and Learner Management Theories

Educators employ classroom and learner management theories as frameworks to create effective learning environments, facilitate learners' active participation, and promote learning

success. One of the classroom management theories relevant to the nursing ethics course and nursing learner group is choice theory. Burden (2020) notes that the choice theory of classroom management stipulates that educators should give students autonomy to decide on their learning experience, thus promoting self-directed learning. The theory's strengths include enhancing self-directed learning, intrinsic satisfaction with the learning process, and student motivation. However, a major weakness of the choice theory is that the educator may find it difficult to get learners' choices since they believe the educator should enforce rules in the classroom.

Furthermore, Andragogy is one of the learner management theories relevant to this course and intended audience. According to Brown and Cunningham (2020), Andragogy is an adult learning theory that emphasizes the unique characteristics of learner needs, such as self-direction, experience, and relevance. The learner management theory suits the nursing student audience since the group contains adult learners with different learning needs. The theory's strengths include enhanced motivation through acknowledging learners' diversities, and the weakness is that some students may lack the prior experience to relate to the learning.

#### Learner Motivation Theories

Furthermore, learner motivation theories are constructs that enhance understanding of the drivers of learner engagement in learning activities and why learners are devoted to achieving course learning outcomes. These theories include the expectancy-value theory and self-determination theory. The expectancy-value theory posits that learning motivation is influenced by the learners' beliefs about their ability to succeed and perceived value. On the other hand, self-determination theory stipulates that learner motivation is influenced by innate psychological needs, competence, and relatedness, in that learners are motivated when they perceive that the learning activities are aligned with these needs (Zhang et al., 2020). The strengths of these

learner motivation theories include the promotion of intrinsic motivation, while the weakness is heavy reliance on self-reported measures, which may be misleading (Zhang et al., 2020).

#### Applicability Evaluation of the Classroom Management and Learner Motivation Theories

The above-mentioned theories can be implemented in the context of course and learner groups. For instance, the choice theory can be utilized by involving students in establishing class rules at the outset of the module. Similarly, learner motivation theories can be integrated into the nursing ethics curriculum. The educator can employ the self-determination theory by encouraging students to express their autonomy, competence, and relatedness needs, thus tailoring teaching materials and strategies to address these needs and foster motivation. Additionally, the educator can utilize the expectance-value theory by prompting students to articulate their beliefs, expectations, and values regarding the course. Nonetheless, there are gaps in the effectiveness of applying these theories, indicating a need for further information to enhance the clarity of the evaluation.

#### Evidence-based Strategies for Classroom and Learner Management

Burden (2020) notes that classroom management strategies include setting clear expectations and rules, active supervision, and fostering a positive classroom environment. The educator should engage the learners in setting clear expectations on behavior, rules, academic standards, and class routines. Classroom management also entails actively monitoring learners' behavior and progress. In addition, classroom management entails creating an environment that fosters diversity and encourages mutual respect among students (Burden, 2020).

Furthermore, learner management strategies include using different instruction styles, culturally responsive teaching, and regular assessments. Ghasemi et al. (2020) note that educators should apply different instructional methods to accommodate learners' different

learning styles and abilities. Educators can also manage learners by incorporating appropriate culturally relevant content to enhance diversity. Moreover, educators should ensure they assess learners frequently and provide feedback based on the assessments to guide the learning process and promote improvement. Other classroom and learner management perspectives include positive reinforcement, which entails rewards and privileges to reinforce desired behavior.

### Evidence-based Practices to Enhance Learner Motivation in Diverse Settings

Practices to enhance motivation in diverse settings should cater to learners' unique needs. These practices include offering collaboration and peer support opportunities and creating a supportive learning environment (Turnbull et al., 2020). Turnbull et al. (2020) note that opportunities for peer support and collaboration enable learners to interact and learn from each other, thus motivating them to understand each other. In addition, creating a supportive learning environment by fostering a positive and inclusive learning environment motivates students by making them feel respected and valued. Other perspectives in learner motivation enhancement include providing diverse learning experiences that all learners can relate to.

### Assessment Strategies

The assessment strategies selected for a particular course depend on their ability to evaluate learning outcomes effectively. This course's learning outcomes include demonstrating ethical reasoning abilities, decision-making skills, and professional ethical integrity. Therefore, the selected assessment strategies will evaluate the learners' understanding and application of the ethical principles, values, and decision-making framework learned in the course.

### Appropriate Assessment Types for the Content, Environment, and Learner Population

Various learner assessment types are relevant and appropriate for the introduction to nursing ethics course, the learning environment, and the nursing student population. These

assessment types include ethical decision-making exercises, case study scenario analysis, presentations, and written reflections (Oermann et al., 2024). Ethical decision-making exercises will require the learners to navigate complex ethical dilemmas commonly encountered in nursing practice and apply the learned concepts to address the ethical issues therein.

The educator can also use case study scenarios to pose ethical dilemmas for learners to analyze, identify ethical issues, and provide courses of action based on the knowledge and skills acquired from the course. In addition, assessments through presentations whereby the students research ethical dilemmas and issues relevant to nursing practice and present them to their peers are appropriate for the course and learning environment. Written reflections, such as reflective essays, can also assess learners' ethical values and experiences from provided simulations, thus enhancing self-awareness and reflective learning.

#### Learning Outcomes Evaluation

According to Logan et al. (2021), evaluating learning outcomes and determining whether learners have learned as intended requires integrating different assessment strategies and types. For instance, integrating formative and summative assessments in this course would help evaluate the learning outcomes and determine whether learners learned as intended. I will use formative assessments to provide ongoing feedback to learners on their progress and understanding, thus enhancing adjustments and easing the learning process. I will also employ the summative assessment format to evaluate student learning at the end of the course using a comprehensive assessment, thus determining whether the learning outcomes were met.

## Selected Assessment Types in Supporting Cultural Competence and Fit Learners with Varied Learning Styles

The selected assessment types promote cultural competence and fit learners with different learning styles. Ethical decision-making exercises and case study scenarios will be designed to reflect cultural diversity and inclusivity. In addition, they will appeal to different learning styles by offering interactive learning experiences and visual representation for visual learners (Oermann et al., 2024). The research and presentation assessment type supports cultural competence by assigning culturally competent and sensitive topics and fitting learners with varied learning styles through the opportunity to select presentation formats based on preference. In addition, the learners will be encouraged to explore their cultures in relation to ethics in written reflections, which will also accommodate different learning styles.

### Summary

The course Introduction to Clinical Ethics in Nursing will be delivered to nursing students in a college institution. The course has been developed based on the learning needs and environment of the learner population, as discussed above. Learning, teaching, learning management, and motivation theories formed the basis of this course. The educator will strive to manage the classroom and maintain the learners, motivation throughout the course using evidence-based strategies. The assessment types that will be used to determine whether learning occurred as intended include ethical decision-making exercises, case study scenario analysis, presentations, and written reflections. These assessments support cultural competence and varied learning styles.

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