COURSE OUTLINE: BSCN3056 - PROF GROWTH III

Prepared: Nicole Kerr
Approved: Bob Chapman, Chair, Health

Course Code: Title	BSCN3056: PROFESSIONAL GROWTH III
Program Number: Name	
Department:	BSCN - NURSING
Academic Year:	2022-2023
Course Description:	This course focuses on the examination of teaching and learning theory and methods. Through critical reflection, learners explore current evidence, beliefs, and values as they apply the teaching and learning process. Opportunities are provided to experience teaching and learning in the context of health promotion and protection. Learners are required to integrate new and prior learning. (lec/sem 3) cr3
Total Credits:	3
Hours/Week:	3
Total Hours:	40
Prerequisites:	BSCN2057, BSCN2107, BSCN2144, CHMI2220
Corequisites:	There are no co-requisites for this course.
Substitutes:	NURS3056
This course is a pre-requisite for:	BSCN3066, BSCN3094, BSCN3416
Essential Employability Skills (EES) addressed in this course:	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication. EES 4 Apply a systematic approach to solve problems. EES 5 Use a variety of thinking skills to anticipate and solve problems. EES 6 Locate, select, organize, and document information using appropriate technology and information systems. EES 7 Analyze, evaluate, and apply relevant information from a variety of sources. EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others. EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals. EES 10 Manage the use of time and other resources to complete projects. EES 11 Take responsibility for ones own actions, decisions, and consequences.
Course Evaluation:	Passing Grade: 60%, C

	A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.
Books and Required Resources:	Essentials of Patient Education (w/Nav2 Advantage Access Card) by Bastable, S Publisher: Jones and Bartlett Edition: 2nd Ed ISBN: 9781284104462 or e-book
Ends in View and Processes:	(see table below)

Ends in View	Process
1.Differentiate between select educational theories that guide the role of nurses as educators and life-long learners. 2.Explain critical features of each interactive phase (e.g., assessment, needs identification, planning, implementation, evaluation) of the teaching learning processes in preparation for application in practice. 3.Intentionally select an educational theory and apply each phase of the teaching-learning process to address unique client needs in a variety of contexts (e.g., simulated and/or direct client interactions). 4.a. Develop entry practice competencies associated with the regulatory role of nurse as educator as stipulated by the College of Nurses of Ontario. b. Appraise one`s growing confidence and competence through reflection, relative to enactment of the regulatory role of nurse as educator. 5.Appraise context-specific issues that arise during teaching and learning interactions (e.g., health literacy, use of technology, quality of publically accessible health information, linguistic challenges, cultural safety). 6.Integrate foundational	BSCN3056 is designed to examine and explore teaching theories and methodologies in a variety of settings to further prepare learners for the nurse educator role. Students have had some introduction and experience with the Teaching and Learning process in previous courses. Teaching & Learning is an intrinsic part of the nurse educator role, whether it is with a lone client, a family, a group, a community, or peers. The course focus will be on the acquisition & application of evidence-based theory, development of personal decision making, & an exploration of the personal & professional transitions that occur when moving back & forth as both learner and educator.

	knowledge of relational practice to optimize teaching learning interactions for all clients. 7.Develop evidence-informed content expertise relative to the client`s learning need.	

Evaluation Process and Grading System:	**Evaluation Type**	**Evaluation Weight**
	Critique: Client Health Related Education Material	30%
	Final Exam	40%
	Health Fair	30%

Date:	August 22, 2022
Addendum:	Please refer to the course outline addendum on the Learning Management System for further information.