

I. COURSE DESCRIPTION:

Learners examine assumptions underlying a variety of teaching and learning perspectives and methodologies. Through reflection, learners explore personal beliefs and values in relation to these assumptions. Through praxis and building on concepts in Professional Growth I and II, learners experience teaching/learning opportunities with a focus on health protection. PREREQ: NURS 2057. (Lec 3) cr 3

Recommended concurrent placement in a clinical practice course.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**Ends-in-View**

- Opportunities will be provided for participants to experiment in teaching and learning and to explore and experience the role of health educator first hand with individuals and groups in a variety of contexts, including the clinical and community settings and microteaching labs with peers.
- Through thoughtful discussion and personal reflection participants will critique educational theories and their relevance to nursing.
- Throughout the course, the focus will be on personal meaning-making, and the personal and professional transitions that occur when we move freely back and forth as both learner and teacher with others.

Process

This course is designed to promote professional growth as a teacher and a learner. Conceptual and experiential understanding of course concepts is developed during interactive class discussions, and the sharing of personal reflections. Praxis will occur in both the classroom and a community setting. All participants in the classroom will experience different ways of being both a learner and a teacher, and share observations in active dialogue. It is expected that due to the nature of learning, what and how each participant learns will vary. Individuals will modify what is presented or experienced through a personal model of reality, and a process of learning. That is why active engagement in dialogue supports the successful growth of the entire class.

III. TOPICS:

Through the use of a variety of learning activities, the course content will reflect the following concepts:

- Paradigm shifts in education and learning. Historical beliefs/vision
- Exploring theoretical and personal perspectives on teaching and learning
- Factors affecting assessment of the learner (Assessment)
- Assessing the need to know, setting ends-in-view, negotiated learner (planning)
- Ways of being as nurse teacher, involved in mutual planning (process)
- Ways of facilitating as nurse teacher, creating the teaching moment, managing structure and complexity (strategies)
- Ways of facilitating as nurse teacher, pragmatic principles of teaching
- Assessing for personal meaning (evaluation)

Others topics may be added as student/faculty needs suggest.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Bastable, S. (2008). *Nurse as educator: Principles of teaching and learning for Nursing practice* (3rd ed.). Sudbury, MA: Jones & Bartlett Publishers.

Recommended (on reserve):

Billings, D. M., & Halstead, J. A. (2009). *Teaching in Nursing: A guide for faculty*. (3rd ed.). St. Louis, Missouri: Saunders.

Kiger, A. (2004). *Teaching for health*. (3rd ed.). Toronto: Churchill Livingstone.

Knowles, M., Holton, E., & Swanson, R. (2005). *The Adult Learner*. (6th ed.) Boston: Elsevier.

MacKeracher, D. (2004). *Making sense of adult learning* (2nd ed.). Toronto: University of Toronto Press Inc.

Rankin, S.H., & Stallings, K.D., & London, F. (2005). *Patient education in Health and Illness*. (5th ed.). Philadelphia, PA: Lippincott.

Redman, B. (2006). *The practice of patient education: A case study approach* (10th ed.)Toronto: Mosby.

Sault College e-books:

Herrman. (2008). *Creative Teaching Strategies for the Nurse Educator*. Philadelphia, PA: F A Davis Company. Retrieved from <http://lib.myilibrary.com/Browse/open.asp?ID=128419>

Penn, Barbara K. (2008). *Mastering the Teaching Role A Guide for Nurse Educators*. Philadelphia, PA: F A Davis Company. Retrieved from <http://lib.myilibrary.com/Browse/open.asp?ID=214013>

RNAO Best Practice Guidelines:

RNAO(Registered Nurses Association of Ontario) BPG 2002, *Client Centered Care*, available online
http://www.rnao.org/bestpractices/PDF/BPG_CCCare.pdf

RNAO (Registered Nurses Association of Ontario) BPG 2005, *Educator's Resource. Integration of best practice guidelines*, available online
http://www.rnao.org/Storage/12/658_BPG_educators_resource_complete.pdf

V. EVALUATION PROCESS/GRADING SYSTEM:

A passing grade of 60% is required for all nursing courses. The grade for Nursing 3056 will be based on class participation as learners and teachers, a midterm, and two assignments related to teaching/learning.

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| 1. Participation as learners and teachers..... | 5 % |
| 2. Mid - term | 30% |
| 3. Assignment # 1
“Microteaching” and written peer evaluation of teaching..... | 30% |
| 4. Assignment # 2
“Creating teaching moments”: Design and implementation of a teaching session intended for a community-based learning group..... | 35% |

Detailed information about assignments can be found in the NURS 3056 course syllabus.

The school policy on written assignments applies to all assignments (*see Student Manual*). APA format is required unless specifically stated otherwise. Those not submitted by the due date and time will not be accepted. *Extensions will not be granted on the day that the assignment is due.*

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

NOTE:

For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

All NURS courses require 60% for a passing grade.

Elective courses require 50% for a passing grade.

Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session. If there are extenuating circumstances bearing upon a student's absence, the instructor should be notified. Absences in excess of 20% may jeopardize receipt of credit for the course.

This course's Blackboard site, its features, and its contents are for the exclusive use of nursing students registered in this section of this course. The information contained herein is privileged and confidential. Any unauthorized use, dissemination, or copying is strictly prohibited.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.