

I. 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.

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

Upon successful completion of this course, the student will demonstrate the ability to:

1. demonstrate the role of educator with individuals and groups in a variety of contexts;
2. demonstrate the role of learner in the classroom and within an organized teaching activity;
3. examine and critique application of educational theories and their relevance to the role of nurse as educator;
4. demonstrate competencies of an effective nurse as educator;
5. identify the principles of motivational interviewing;
6. develop teaching plan for aggregates;
7. create health information for specific topic to address health care needs of aggregates incorporating literacy.

Process:

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 courses such as: NURS 1056 - introduction to the assessment of learning Styles; NURS 1004 - a health promotion activity with a family; NURS 2006 - developing learner objectives, a teaching plan, plus implementation and evaluation of their teaching; and NURS 2144 - preparing for and participation in a teaching/learning opportunity in a school setting. 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 meaning-making, & an exploration of the personal & professional transitions that occur when moving back & forth as both learner and educator.

III. TOPICS:

1. Paradigm shifts in education and learning; client centered learning
2. Exploring theoretical and personal perspectives on teaching and learning
3. Assessment of the learner, determining learning needs, (Assessment)
4. Health literacy
5. Setting collaborative learning objectives (planning)
6. Facilitation of learning interactions as nurse educator; creating the
7. teaching moment, managing structure and complexity (strategies)
8. Motivational Interviewing
9. Principles of teaching and learning
10. Determination of personal meaning of teaching –learning process (evaluation of self, learners and learning achieved)

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Miller, M.A., & Stoeckel, P.R. (2011). *Client education: Theory and practice*. Sudbury MA: Jones and Bartlett.

Registered Nurses Association of Ontario. (2013). *Facilitating client centered learning BPG*. Retrieved from <http://rnao.ca/bpg/guidelines/facilitating-client-centred-learning>

Wizowski, L., Harper, T., & Hutchings, T. (2008). *Writing health information for patients and families: A guide to developing educational materials that promote health literacy (4th ed.)*. Retrieved from http://www.hamiltonhealthsciences.ca/workfiles/PATIENT_ED/Writing_HI_Edition4.pdf

Recommended Resources:

Centres for Medicare and Medicaid Services. (2012). *Toolkit for making written material clear and effective*. Retrieved from <http://www.cms.gov/Outreach-and-Education/Outreach/WrittenMaterialsToolkit/index.html?redirect=/WrittenMaterialsToolkit/> (includes Web based material recommendations)

Additional professional documents will be discussed in class or posted to D2L

Learners are expected to supplement course resources with independent scholarly literature searches to meet individual learning needs and to enhance assignments.

V. EVALUATION PROCESS/GRADING SYSTEM:

Credit for this course requires completion and submission of all of the following evaluation components and are to be turned in (electronic copy) at the start of class.

Date Due	Value	Evaluation Component
October 8, 2015	30%	Critique: Client Health Related Education Material
November 19 or 26, 2015	30%	Health Fair
TBA	40%	Final Exam

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%	
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.	

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

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.

Punctual and regular attendance is required of all students. If there are extenuating circumstances bearing upon a learner's absence, the instructor should be notified by any means such as in person, voice mail or LMS email (preferred). Absences in excess of 20% of the course time may jeopardize receipt of credit for the course as noted in the Laurentian University Academic Regulations and as documented in the Sault College Bachelor of Science in Nursing Program Handbook. Credits can be forfeited if a student misses over 20% of classes (5 classes throughout the year). If attendance sheets are used for course attendance records, failure to sign the attendance sheet will be considered "absent". Signing in for another student or asking another student to sign in for you will be treated as academic dishonesty.

VI. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal and D2L form part of this course outline.