

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

COURSE TITLE: Professional Growth III: Transpersonal Teaching and Learning.

CODE NO. : NURS 3056 **SEMESTER:** 5

PROGRAM: Collaborative BScN

AUTHOR: Wendy Fostey with partners in collaborative BScN education

DATE: Sept, 2014 **PREVIOUS OUTLINE DATED:** June, 2013

APPROVED: *“Marilyn King”* *Aug. 22, 2014*

TOTAL CREDITS: 3

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PREREQUISITE(S): NURS 2057
Recommended Co-requisite: Clinical Practice Course

HOURS/WEEK: 3

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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. *Students are strongly advised to be enrolled in the concurrent 3rd Year Nursing Practice Course.* Prerequisite: NURS2057. (lec 3) cr 3.

II. Ends in View; Learning outcomes and elements of performance.

By the end of the NURS3056 course students will be able 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 a teaching plan for aggregates
7. create health information for a specific topic to address health care needs of aggregates incorporating literacy

Process

This course is designed to promote professional growth as a teacher and a learner, with examination and exploration of teaching/learning concepts, theories and methodologies. Teaching & Learning is an intrinsic part of the nurse educator role, whether it is with a single client, a family, a community group or peers. The course focus will be on the acquisition and application of evidence informed theory.

NURS3056 is interactive, experiential and participative in design .Conceptual and experiential understanding of course concepts is developed during interactive class discussions, and the sharing of personal reflections. Punctual and regular attendance at the various academic exercises is **mandatory** and is required of all students. This means that you do have to come to class. If there are extenuating circumstances relating to a student's absence, the instructor must be notified. **Absences in excess of 20% will jeopardize receipt of credit of the course.** Praxis will occur in both the classroom and clinical settings.

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; client centered learning
- Exploring theoretical and personal perspectives on teaching and learning
- Assessment of the learner, determining learning needs, (Assessment)
- Health literacy
- Setting collaborative learning objectives (planning)
- Facilitation of learning interactions as nurse educator; creating the teaching moment, managing structure and complexity (strategies)
- Motivational Interviewing
- Principles of teaching and learning
- Determination of personal meaning of teaching –learning process (evaluation of self, learners and learning achieved)

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

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. (2012). *Clinical Best Practice Guideline. Facilitating Client Centered Learning*. Toronto, Canada: Registered Nurses' Association of Ontario. Available @ <http://rnao.ca/bpg/guidelines/facilitating-client-centred-learning>

U.S. Department of Health and Human Services. (2005). *Theory at a Glance. A guide for Health Promotion Practice*. (2nd ed.). National Institute of Health. No. 05-3896 Available @ <http://www.cancer.gov/cancertopics/cancerlibrary/theory.pdf>

Wizowski, J., Harper, T., & Hutchings, T. (2014). *Writing health information for patients and families: A guide to developing educational materials that promote health literacy, (4th ed.)* Hamilton, ON: Hamilton Health Services. Available @ http://www.hamiltonhealthsciences.ca/workfiles/PATIENT_ED/Writing_HI_Edition4.pdf

This course's D2L, 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.

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 the following evaluations

1. Evaluation # 1 Critique of client health educational material..... 30%
2. Evaluation # 2 Teaching Plan & Health Fair 30%
3. Evaluation # 3 Exam (M/C and short answer) 40%

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 Handbook*). APA format is required unless specifically stated otherwise. Assignments must be written with clarity and demonstrate analysis and synthesis of ideas. 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.*

Remarking assignments or supplemental assignments/tests are not available in this course as per the School of Nursing Policy – see BScN Student Handbook. *If a student is unsuccessful on an assignment/test the student is encouraged to make an appointment with the course Professor to discuss strategies to achieve the course Ends-In-View.*

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.

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.

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VII. COURSE OUTLINE ADDENDUM:

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