

I. COURSE DESCRIPTION:

This course focuses on the concepts of transpersonal teaching and learning and the phases in the teaching learning process as they relate to nursing care. It encourages participants to review the major teaching-learning and motivational theories and examine the assumptions underlying a variety of learning perspectives and methodologies. It considers the uniqueness of teaching and learning within a health/healing context, and through active reflection encourages participants to explore personal beliefs and values in relation to theoretical perspectives and personal experiences. The course will encourage the discussion of the relationship between caring and teaching and the phases of the interpersonal interactive process that need to occur for effective learning outcomes to be achieved. Through praxis and building on concepts in Professional Growth I and II, participants will have opportunities to experience a variety of teaching/learning encounters with a focus on prevention and health promotion, as both teacher and learner.

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 as a “people” laboratory. As the designated faculty in this course, it is my intent that we work together to create a safe, caring community that will allow for free expression, critical examination, and creative risk-taking. I also recognize that all participants in the classroom will act as teachers. Our discussions and debate will include personal reflections on clinical experiences, paradigm cases that stay with us, as well as exploration of some of the classic and more provocative literature. Together we will try on different ways of being as both learner and teacher, and share our observations in active dialogue. And true to the nature of learning, what and how I learn will always be different than what you learn even if we are participating in the same activity. Each of us will modify what is presented or experienced through our own model of reality. That is why dialogue is so critical to course success.

III. TOPICS:

1. Paradigm shifts in education and learning
2. Theoretical and personal perspectives: teaching and learning
3. Assessment of the learner
4. Assessing the need to know; setting ends-in-view; negotiated learning- planning
5. Ways of being as nurse teacher (process); mutual planning
6. Ways of facilitating as nurse teacher; tools and strategies
7. Principles of Teaching
8. Assessing for personal meaning; evaluation
9. Ways of facilitating as nurse teacher (microteaching episodes)

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

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Bastable, S. (2003). *Nurse as educator: Principles of teaching and learning* (2nd ed.). Sudbury, MA: Jones & Bartlett Publishers.

Recommended

Babcock, D.E., & Miller, M.A. (1994). *Client education: Theory & practice*. Toronto: Mosby.

Boyd, M.D., Gleit, C.J., Graham, B.A., & Whitman, N.I. (1997). *Health teaching in nursing practice: A professional model* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Knowles, M., Holton, E., Swanson, R. (2005). *The Adult Learner*. (6th ed.) Houston: Gulf Publishing.

MacKeracher, D. (1996). *Making sense of adult learning*. Toronto: Culture Concepts, Inc.

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

Redman, B.K. (2001). *The practice of patient education* (9th ed.). Toronto: Mosby.

V. ATTENDANCE

Punctual and regular attendance at the various academic exercises is required of all students. After a lecture has begun, students may not be admitted to a classroom without the instructor's permission. 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.

VI. EVALUATION PROCESS/GRADING SYSTEM:

A passing grade of 60% is required for all nursing courses. The grade for Nursing 3056 will be based on three assignments related to teaching/learning. There is no examination in this course.

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| 1. | Assignment #1
Learner Assessment | 30% |
| 2. | Assignment #2
"Microteaching" and evaluation of teaching | 35% |
| 3. | Assignment #3
"Creating teaching moments": learning contracts related to design and implementation of a teaching strategy, tool, session, or innovation 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. *If, for personal reasons, you are not able to meet the deadlines, it is your responsibility to contact the course professors prior to the due date.* Those not submitted by the due date and time will not be accepted. *All extension requests must follow the policy in the 2005 student manual. Extensions will not be granted on the day that the assignment is due.*

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A	80 – 100%	4.00
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.

All science courses, including BIOL2105, BIOL2111, CHMI2220 and elective courses require 50% for a passing grade.

VII. SPECIAL NOTES:Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VIII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

IX. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.