Course Description:

The purpose of this course is to provide a foundation for advanced praxis in nursing practice (including clinical) education by enhancing scholarship in teaching practice, critically appraising pedagogical approaches, and utilizing educational research within varied practice contexts. Recommended readings provide the basis for critical reflection, dialogue, and writing about teaching with a central focus on the challenges of transitioning from nursing practice roles to academia. Students will be provided with an opportunity to examine critically nursing education discourses which address inherent challenges related to designing, delivering, supporting, and most particularly, evaluating nursing students’ and practicing nurses’ performance in nursing practice. Attention will be given to how philosophical frameworks and models of nursing education shape nursing practice education. Engagement in this course will afford opportunities for students to develop teaching competencies (e.g. designing nursing practice courses; planning clinical experiences; fostering critical thinking & decision-making; integrating theory into practice, & development of orientation programs for new graduates, and performance appraisal and related documentation in nursing practice). Within contextual realities of nursing practice, students’ current understanding of what becoming an effective, caring, and competent clinical teacher/educator entails will be affirmed, challenged, and extended.

Learning outcomes:

Upon completion of the course, students will be able to:

1. Analyze critically the theoretical and philosophical underpinnings of conventional and alternative pedagogies that inform best practices in nursing practice (clinical) education.
2. Analyze the efficacy of nursing practice education models, and locating professional, sociological, political, and economic forces which historically have shaped clinical nursing education.
3. Explicate her/his personal philosophy of nursing education, linking how it would be enacted in their teacher-learning relationships in nursing practice settings.
4. Conduct simulated formative and summative evaluations of nursing students’ and/or practicing nurses’ professional practice which ensure due process.
5. Develop strategies to address challenging student situations (e.g. emotional outbursts; borderline nursing practice performance; returning students) considering fully the rights and
responsibilities of students, educators, and the academic/practice setting so that client safety and due process are preserved.
6. Articulate teaching-learning strategies to promote integration of theory into practice, critical thinking, and safe, competent decision-making in nursing practice.
7. Demonstrate understanding of legal and ethical implications in their practice by identifying rights and responsibilities of the agency (practice setting), students, faculty, and academic institutions.

**Approaches to Teaching and Learning:**

Learning in nursing practice settings is a journey of personal discovery, a journey fraught with multiple challenges interfaced with multiple contextual realities. Course teaching-learning activities are organized by themes, each of which lasts 1-3 weeks. In this on-line course, approaches to teaching and learning encourage versatility and innovation as we explore together the complex challenges of teaching and learning. Teaching-learning strategies utilized will enhance the development of a positive learning environment through invitational on-line dialogue that addresses themes embedded in weekly readings, emergent questions and our reflective thinking/writing.

Note: Students are required to regularly access the Moodle course website and their yorku.ca e-mail account.

**Academic Integrity:**

As a graduate student, you are expected to be aware of the importance of academic integrity and to be familiar with York’s Senate Policy on Academic Policy. Violating academic integrity can have serious consequences. Before you begin the course, please read Academic Integrity in Courses at York, available: [http://www.yorku.ca/academicintegrity/students/index.htm](http://www.yorku.ca/academicintegrity/students/index.htm)

Please complete the online tutorial and quiz on academic honesty if you have not already done so in a previous course (see under resources on Moodle site).

**Textbook:**

## Weekly Schedule

### Introduction

|---------------------------|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|

### Theme I: A critical approach to nursing education: Questions of truth, knowledge, and power

|---------------------------|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|

|---------------------------|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| **Week 4:** Jan 28-Feb 03, 2013 | Power relations between teachers and students: Difference in race, class, and gender | **Readings:**  

**Theme II:**  
Clinical nursing education within an intersecting context of biomedical dominance, neo-liberalism, and white culture

| **Week 5:** Feb 04-10, 2013 | Discourse of ‘efficiency’ and ‘evidence’ in nursing – Implications for knowledge translation through nursing education | **Readings:**  
| Week 6: Feb 11-17, 2013 | Culture of whiteness and nursing education | **Readings:**  

**Reading week: No class**

**Theme III:**  
Teaching-learning strategies and curriculum development

| Week 7: Feb 25-Mar 03, 2013 | Conventional and alternative pedagogies: Part 1 | **Readings:**  
(to be announced) |
| Week 8: Mar 04-10, 2013 | Conventional and alternative pedagogies: Part 2 | **Readings:**  
(to be announced) |
| Week 9: Mar 11-17, 2013 | Curriculum development | **Readings:**  
(to be announced) |
<table>
<thead>
<tr>
<th>Theme IV: Nursing education as ‘transformative pedagogy’</th>
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<tbody>
<tr>
<td><strong>Week 10:</strong> Mar 18-24, 2013</td>
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<tr>
<th>Theme V: From theory to praxis</th>
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<tr>
<td><strong>Week 11:</strong> Mar 25-31, 2013</td>
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<td><strong>Week 12:</strong> Apr 01-07, 2013</td>
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# Assignments and Evaluations

<table>
<thead>
<tr>
<th>Evaluation Methods</th>
<th>Due Date</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>1. Participation and leadership in online discussion</td>
<td>Ongoing</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Submit April 05 (Friday)</td>
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<tr>
<td>2. Teaching-learning philosophy of nursing education</td>
<td>Submit Jan 28 (Monday)</td>
<td>15%</td>
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<tr>
<td>3. Scholarly paper</td>
<td>Submit Feb 20 (Wednesday)</td>
<td>25%</td>
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<tr>
<td>4. Critical review of video/text on alternative pedagogies</td>
<td>Submit March 06 (Wednesday)</td>
<td>15%</td>
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<tr>
<td>5. Group presentation</td>
<td>a) Submit presentation March 22 (Friday)</td>
<td>25%</td>
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<td></td>
<td>b) Submit summary of peer review and on-line discussion one week after presentation</td>
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1. **Participation and leadership in on-line discussion (self evaluation 10%; faculty evaluation 10% - total 20%)**

Participation in the online discussion is critical to your learning. Participants are required to engage weekly in online scholarly dialogue related to the specific theme and readings. Depth of critical analysis of the week’s readings, integration of additional literature as indicated, original (self) postings and engagement with postings of peers and the course professor, and critical application of learning to nursing practice education are considered in self and faculty evaluation of on-line participation.

At the end of the course (**April 05, 2013**), each participant is required to provide a **3 page written summary** of their participation in on-line discussion throughout the course, including a critical reflection of her/his contributions to group dialogue (scholarship and leadership), and personal strengths and areas for improvement in on-line teaching and learning. This summary should be written succinctly and thoughtfully, and it should provide adequate evidence for
justifying the grade assigned by the participant in self-evaluation. If there is a significant discrepancy between the written summary and the observed performance of the participant in weekly on-line discussion, the course professor has the right to adjust or change the self-assigned mark (max. 10%) for on-line participation.

Criteria for grading on-line participation:

- Participates consistently and thoughtfully in on-line discussion on a weekly basis throughout the term
- Demonstrates critical thinking and critical analysis in weekly discussion, including understanding of main arguments in suggested readings, critical interpretation of the philosophical and/or theoretical underpinnings of the readings, and thoughtful analysis of the implications of learning from the readings and on-line discussion for the practice of nursing education and teaching
- Demonstrates creativity and originality in the expression of thoughts and ideas
- Engages actively with weekly readings and, when appropriate, incorporates other relevant literature within and/or outside of the course in on-line discussion
- Interacts with and supports learning of others, such as by providing constructive comments to ideas and arguments made by peers
- Practices leadership by posting insightful comments and questions that prompt further discussion, seeking and sharing with peers other sources of information, advancing practice by applying learning from the course to teaching in own practice settings etc.
- Promotes a culture of equity and social justice by respecting each other in the on-line classroom, including sharing of equitable ‘air-time’ and embracing diversity in values and perspectives among peers

2. Teaching-learning philosophy of nursing education (15%; due Jan 28, 2013)

The purpose of this assignment is to provide each course participant an opportunity to examine, reflect and articulate your philosophy of teaching-learning, and how that philosophy influences you as a teacher and enhances your professional and personal growth as a nurse educator.

The teaching-learning philosophy is a narrative that includes:
1) A succinct statement of your teaching-learning philosophy;
2) A critical reflection of your values and beliefs about teaching and learning;
3) A clear description of your goals as a teacher, and how you teach or how you would teach in order to achieve those goals. Provide examples as necessary;
4) A thoughtful analysis of the key factors that influence your philosophy of teaching-learning in nursing education.

To complete this assignment, you would provide a 2 page narrative that addresses the above criteria of a teaching-learning philosophy. References are optional and are not a requirement for this assignment.
Criteria for grading teaching-learning philosophy:

- Demonstrates critical awareness and reflection of one’s personal teaching-learning philosophy, including those values, beliefs, and factors that influence the formation and transformation of that philosophy
- Provides a coherent line of argument that is logical, thoughtful, and well-organized
- Exhibits quality writing at an expected graduate level, including ability to articulate ideas clearly, succinctly, accurately, and persuasively
- Adheres to APA format, and free of errors in grammar, punctuation, and spelling


In this 8 page paper, each participant has an opportunity to critically analyze an issue that relates to and has significance for teaching and/or learning in nursing education. This issue can be identified from existing literature, from on-line or other sources of scholarly discussion, or from personal experience in teaching-learning in the practice or educational settings.

Three written components are expected in this paper:
1) Discussion of what the selected issue is, including an explanation of how and why the issue has relevance or significance for teaching and/or learning in nursing education;
2) Review of existing literature on the issue, including the dominant and competing ways by which the issue is conceptualized, understood, and/or debated;
3) Analysis of how the issue, as it is discussed in the nursing literature, has (positive and/or negative) implications for guiding nursing education in the current context of health care.

Criteria for grading scholarly paper:

- Evidence of critical thinking and critical analysis
- Selection of relevant literature for review
- In-depth and insightful analysis of the chosen issue
- Coherent and logical line of argument that is well-organized and supported by relevant literature
- Originality and creativity in ideas
- Clear and effective writing style that follows APA, and free of grammatical and spelling errors

4. Critical review of video or selected text on alternative pedagogies (15%; due March 06, 2013)

In this assignment, each participant will review one of the assigned videos or written texts on alternative pedagogies (links to videos or texts will be provided later in the term). Based on the review, the participant will provide a 3 page paper of the nature and characteristics of the
pedagogy discussed in the video/text, including an analysis of how that pedagogical approach has potential for advancing or transforming nursing education.

Criteria for grading video/text review:

- Accurate and insightful review of the pedagogical approach as discussed in the video or text
- Evidence of understanding alternative pedagogical approaches from a critical perspective, and how it is relevant to nursing education
- Clear and effective writing showing originality, critical thinking, and critical analysis

5. Group presentation (25%; due March 22, 2013)

This on-line presentation aims to provide course participants, in groups of 4, an opportunity to engage in critical application of some of the course core concepts to the practice of teaching. Specifically, each group will prepare a Powerpoint or Prezi presentation to a hypothetical group of nursing audience in a practice or educational setting. Through this group presentation, course participants will get a hands-on experience to bring theory to praxis, by designing an educational session and implementing selected teaching principles and/or strategies to respond to the specific learning needs of a target audience. As well, each group should be prepared to respond to questions and feedbacks from peers about the presentation, and be able to ‘defend’ or explain decisions made in regards to the design and implementation of the teaching session.

For the presentation, each group should:

1) Discuss (among yourselves) the learning goals of each of the four participants, and select a presentation topic that interests and meets the learning needs of everyone;
2) Identify clearly the target audience of the teaching session (e.g. 3rd year nursing students in a community college; RPNs working in a surgical unit; new BScN graduates recruited into a teaching hospital), and the setting in which the teaching is carried out (e.g. lecture theatre in a college or university; conference room in a hospital; staff room on a busy medical floor);
3) State clearly the purpose of the teaching session, and the objectives to be achieved;
4) Design the teaching session (to be limited to 30-45 minutes), using language and applying teaching strategies that are relevant to the audience and their learning needs;
5) Put the teaching session into a Powerpoint or Prezi presentation. Each presentation should contain NO MORE than 40 slides;
6) Send the presentations to the course professor by March 22, 2013. Two presentations will be uploaded onto Moodle on March 25 and April 01. Course participants are expected to review each presentation and engage in an on-line discussion about the presentation’s design, effectiveness, strengths and/or ‘blindspots’;
7) Write a 2 page summary of on-line peer review and feedbacks, including two key lessons that the group has learned from this exercise and from peer feedbacks, and two ways that they would do the presentation differently if it was to be done again. Submit this summary to the course professor one week after the presentation is closed.
Criteria for grading group presentation:

- Well-organized presentation, including its effectiveness to reach the target audience and meet their learning needs
- Evidence of critical thinking and critical analysis in the preparation and organization of the presentation
- Effective use of teaching strategies that respond to the cultural, ideological, and contextual challenges of the setting in which teaching takes place
- Appropriate and critical integration of theory and core course concepts in the presentation
- Thoughtful and appropriate response to feedbacks and questions from peers in on-line forum
- Facilitation of scholarly discussion and promotion of a safe, positive, and engaging environment for learning among peers
- Evidence of team work and respectful partnership
- Creativity and originality

Grading for Graduate Courses

Grades will be reported in accordance with the Faculty of Graduate Studies regulations. Percentage equivalents of letter grades are those used in this program.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>A+</td>
<td>90% and over</td>
<td>Exceptional</td>
</tr>
<tr>
<td>A</td>
<td>85-89%</td>
<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>80 – 84%</td>
<td>High</td>
</tr>
<tr>
<td>B+</td>
<td>75-79%</td>
<td>Highly Satisfactory</td>
</tr>
<tr>
<td>B</td>
<td>70-74%</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C</td>
<td>65-69%</td>
<td>Conditional</td>
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<tr>
<td>F</td>
<td>&lt;65%</td>
<td>Failure</td>
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<tr>
<td>I</td>
<td>(Incomplete)</td>
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