

GS/NURS 5115A 3.0 Enhancing Practice Through Nursing Education Brief Course Outline – Fall 2014

Course Director: Janet Jeffrey RN, PhD

Welcome to NURS 5115. I don't hold much on formalities, so please call me Janet when you contact me. My various contact information is below in case you need it; best way to reach me is by email. More information will be provided in the full course outline; documents to be posted on Moodle course site, soon.

- Room: 311 HNES (Health, Nursing, Environmental Studies) Building, Keele Campus, York University
- Tel: (416) 736-2100, ext. 66696; Fax: (416) 736-5714; Email: jjeffrey@yorku.ca

Calendar Course Description

This course explores the scholarship of teaching in nursing education focusing on the development or core competencies for nurse educators. Emphasis is placed on learning theories, pedagogical approaches and nursing educational research preparing participants for various nursing practice roles..

Prerequisites: Nursing 5100 6.0 Theoretical/philosophical foundations of nursing science

Expanded 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 and/or clinical education roles. 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.

By the end of this course, the student will be able:

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 nursing practice education models 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. (Note, we will discuss the opportunities that you have at your workplace to do so versus simulation).
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.

Resources

Required text.

Moyer, B. A., & Whittman-Price, R.A. (2008). *Nursing education: Foundations for practice excellence*. Philadelphia, PA: F.A. Davis. This text is out of print but available free through the following link <https://www.library.yorku.ca/find/Record/3293826> If you really wanted a paper copy you can order from Amazon, but not necessary. If you log into YU library you can download the book (pdf files – 1 chapter at a time).

Additional readings from web sites of journals (electronic links to be provided).

Recommended text (required for the MScN program).

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Evaluation

There are two aspects to evaluation: group (online discussions/presentation) and individual written assignments. Each week will have readings that provide basis for on-line discussion. Detailed information about each aspect of evaluation will be posted to the Moodle course site.

Evaluation Strategy	Due Date	Percentage of Grade
1. Online		
A. Online Participation	End of Discussion Week Monday night (Wk 3-10)	20%
B. Presentation and discussion	Weeks 11 + 12	30%
2. Individual Written Work		
A. Philosophy of Teaching-Learning	Week 4	10%
B. Analysis of an Experience	Week 7	15%
B. Final Paper	1 week after last class (date to confirmed)	25%