

## **GS/NURS 5115A 3.0 Enhancing Practice Through Nursing Education Brief Course Outline –Fall, 2018**

**Course Director:** Celina Da Silva RN, MN/Collaborative Bioethics, PhD

Welcome to NURS 5115. I'm excited to have you in the class and look forward to your contributions to our learning community this Summer Semester! My contact information is below in case you need it. The best way to reach me is by e-mail. There will be more information provided in the full course outline and documents will be posted on the Moodle course site soon.

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### **Calendar Course Description**

This course explores the scholarship of teaching in nursing education focusing on the development and 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 nursing praxis in nursing 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 critically examine 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. Critically analyze the theoretical and philosophical foundations of conventional and alternative pedagogies that inform best practices in nursing practice (clinical) education.
2. Analyze the effectiveness of nursing practice education models and locating professional, sociological, political, and economic forces which historically have shaped clinical nursing education.

3. Explicate your personal philosophy of nursing education, linking how it would be enacted in your teaching-learning relationships in nursing practice settings.
4. Conduct simulated formative and summative evaluations of nursing students' and/or practicing nurses' professional practice which ensures due process. (Note, we will discuss the opportunities that you have at your workplace to do so versus, a 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 e-book.

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> as an e-book or you may purchase old print copies via Amazon. If you log into YU library you can download the e-book (pdf files – 1 chapter at a time), however there are limited online copies.

\*NOTE: I will be scanning the first few week's readings from the text in accordance with copyright policies and procedures at York University.

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* (6<sup>th</sup> 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 will provide the basis for on-line discussions. Detailed information about each aspect of the evaluations will be posted to the Moodle course site.

Evaluation Strategy	Due Date	Percentage of Grade
<b>1. Online</b>		
A. Online Participation	End of Discussion Week Friday nights @ 2100hrs (Wks 3-10)	20%
B. Presentation and discussion	Weeks 11 + 12	30%
<b>2. Individual Written Work</b>		
A. Philosophy of Teaching-Learning	Week 4	10%

B. Analysis of an Experience (Mid-term paper)	Week 7	15%
B. Final Paper	1 week after last class (date to confirmed)	25%