

Grande Prairie Regional College
Department of Nursing

Course Outline

Nursing 2010

Fall, 1996

Teaching and Learning

Instructor
Ann Ranson Ratusz RN., MSc.

COURSE DESCRIPTION

*Introductions to theories and practice of teaching and learning. Focus will be on the process of teaching and learning situations in the health care field.

COURSE GOALS

Upon the successful completion of Nursing 2010, the student will:

1. Apply the principles of the education process in the health care field.
2. Demonstrate a sensitivity to individual and cultural variations while applying the education process.
3. Recognize the communication skills required for facilitator roles within teaching.
4. Describe the major teaching and learning theories as applied to the health care situations.

RECOMMENDED REFERENCES

Redman, B. K. (1993). The process of patient education (7th ed.). Toronto: Mosby.

Whitman, N., Grahman, B., Gleit, C., & Boyd M. (1992). Teaching in nursing practice: A professional model (2nd ed.). Norwalk Connecticut: Appleton & Lange.

EVALUATION

<u>Method of Evaluation for Course:</u>	<u>Value</u>	<u>Due Date</u>
1. Teach a Concept	(25%)	Nov 7/96
2. Patient Teaching Assignment (Paper)	(40%)	Nov 21/96
3. Final Exam	(35%)	TBA

Grading System

9 - 90 - 100%	5 - 57 - 64%	1 - 0 - 25%
8 - 80 - 89%	4 - 50 - 56%	
7 - 72 - 79%	3 - 45 - 49%	
6 - 65 - 71%	2 - 26 - 44%	

In order to receive credit for the course, students must achieve a minimum grade of 4 or 50%. (Refer to GPRC calendar 1996-1997).

Method of Evaluation

1. Teach a Concept

Working in groups of two or three choose a concept. Spend the class period, Oct 31, designing a learning activity to teach that concept. You will present the concept to the class Nov 7. Following your group's presentation, the class will provide feedback on your efforts. See Appendix A for the marking criteria, an example, and the evaluation/feedback sheet. (The evaluation/feedback sheet is a guideline).

Objective of your assignment: Upon completion of the activity students will be able to define the concept.

The group assignment includes the following components:

- Concept:
- Group Members:
- Objectives:
- Audience:
- Materials Needed:
- Complete Description of Activity:
- Evaluation Plans: (How will you assess whether learners have achieved your objective (s)?)
- References Used:

You may use any resources you wish but you should limit the time spent developing the concept to a class period.

Format Expectations

Typed, 3 pages maximum

It is acceptable to use a table format.

Due Nov 7/96, following the presentation of your concept.

2. Patient Teaching Assignment - Paper

The purpose of this assignment is to apply the education process to a client in a health care situation. In collaboration with the client, identify a health concern. The focus of your teaching might be preoperative teaching, postoperative teaching, discharge teaching, teaching insulin administration, teaching care of the colostomy, teaching pain management, etc. Part of your assignment is to assess your client's health status, values, knowledge level, motivation to learn, cultural background, family background, SES, developmental level, etc. In addition, you will need to familiarize yourself with your client's health care concern. Following your assessment and the identification of a health care concern, you will need to construct a teaching plan, implement the plan and then evaluate the outcomes. In addition to evaluating the outcomes, you will need to obtain feedback from your client. Using the feedback and your own observations, analyze the strengths and areas in which you needed to improve in. Refer to Appendix B for the marking criteria and a sample teaching plan, (**Please note** the example does not include an assessment and analysis of facilitation).

Format Expectations

Typed, 10 pages maximum

Modified APA format (i.e., no abstract, or table of contents necessary; introduction, body of paper, conclusion, headings where appropriate; reference list; appendices)

Due date: Nov 21/96

3). Final Examination

The final examination will consist of some multiple choice and long answer questions. You can expect to be tested on both the readings and lectures. One of the long answer questions may involve an analysis of a health care situation where certain changes in attitudes, knowledge, and /or skills are desired and a corresponding sample of objectives, content and learning activities that have been developed. You will be asked to identify problems with the teaching plan and rewrite the problematic aspects. Another long answer question may ask you to apply a learning theory to a scenario.

COURSE OUTLINE AT A GLANCE

<u>Week</u>	<u>Date</u>	<u>Content</u>
1	Sept 5/96	Introduction
2	Sept 12	Overview of Education Process Role of Teaching in Nursing
3	Sept 19	Assessment
4	Sept 26	Assessment
5	Oct 3	Expressing Hoped for Change/Objectives
6	Oct 10	Planning for the Change/Interventions
7	Oct 17	Evaluation and Feedback
8	Oct 24	Evaluation and Feedback
9	Oct 31	Teach a Concept - Research
10	Nov 7	Teach a Concept - Group Presentations
11	Nov 14	Storytelling as a Teaching Technique
12	Nov 21	Empowerment Through Teaching
13	Nov 28	Teaching Special Needs Groups
14	Dec 5	Review for Final Examination

COURSE SCHEDULE AND REQUIRED READINGS

September

- 5 Introduction to the course
- 12
- **Overview of Education Process**
Redman, B. (1993). Goals of Health Teaching and Definitions of teaching in Chapter 1, pp. 5-9, Chapter 2, pp. 10-15.
 - **Role of Teaching in Nursing**
Whitman, N. et al., (1992). Chapters 1, 2, & 3.
- 19
- **Assessment of the Learner**
 - Motivation to learn
 - Developmental characteristics and Adult Learning
 - Health Status
 - Health ValuesDraves, W. A. (1984). How to teach adults. Chapter 2, pp. 7-14. Manhattan, Kansas: The Learning Resources Network.
Knowles, M. (1990). The adult learner: A neglected species (4th edition). Chapter 3, An andragogical theory of learning, pp. 54-65. Houston, Texas: Gulf Publishing.
Redman (1993). Chapter 3
Whitman et al., (1992). Chapters 6, 7, 8 & 9.
- 26
- **Assessment of the Learner (s)**
 - Cultural considerations
 - Group size
 - Health statusThompson, P. R. & MacDonald, J.L. (1989). Multicultural health education: Responding to the challenge. Health Promotion, 28(2), 8-11.
Tripp-Reimer, T. & Afifi, L. A. (1989). Cross-cultural perspectives on patient teaching. Nursing Clinics of North America, 24(3), 613-619.
 - **Theories of Learning**
Arndt, E. & Underwood, B. (1990). Learning style theory and patient education. The Journal of Continuing Education, 21(1), 28-31.
Whitman et al., (1992). Chapter 4.

October

3

Expressing Hoped for Change/Objectives

Gronlund, N. E. (1985). Stating objectives for classroom instruction (3rd ed.). New York: Macmillan.
Redman, B. (1993). Chapters 4 & 5.

10

Planning for the Change/Interventions

Redman, B. (1993). Chapters 6 & 8.
Whitman, N. (1992). Chapter 12.

17

Evaluation

Redman, B. (1993). Chapter 9.
Whitman, N. (1992). pp. 163-170 (evaluation).

24

Feedback

Arnold, E., & Boggs, K. (1995). Sections on feedback as part of chapters 10 & 16, pp. 224-227, 392-394. Interpersonal relationships: Professional communication skills for nurses (2nd ed.). Toronto: Saunders.

Additional readings are to be assigned.

31

Teach a Concept - Research

Students are to provide their own resources for their group's concept.

November

7

Teach a Concept - Group Presentations

14

Storytelling as a Teaching Technique

Readings to be assigned.

21

Empowerment Through Teaching

Chinn, P.L., (1995). Peace and power: Building communities for the future (4th ed.). Chapters 1-4, pp 1-24.

Labonte, R. (1993). Health promotion and empowerment: Practice frameworks, pp. 47-53. In Issues in health promotion series.

Skelton, R. (1994). Nursing and empowerment: Concepts and strategies. Journal of Advanced Nursing, 19, 415-423.

28

Teaching Clients with Special Needs

Arnold, E., & Boggs, K. (1995). Chapters 20 & 21. Interpersonal relationships: Professional communication skills for nurses (2nd ed.). Toronto: Saunders.

Whitman, et al., (1992). Chapter 14.