

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF NURSING

COURSE OUTLINE
NURSING 2010
TEACHING and LEARNING
FALL 1997

INSTRUCTOR

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COURSE DESCRIPTION

Introduction to theories and practices of teaching and learning. Focus will be on the process of teaching and learning situations in the health care field.

COURSE GOALS

Upon the 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 health care situations.

REQUIRED TEXTBOOK

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

EVALUATION

Method of Evaluation for Course

	Value	Due Date
1. Teach a Concept	(25%)	Nov. 10 / 97
2. Patient Teaching Assignment	(40%)	Nov. 24 / 97
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 receive a minimum grade of 4 or 50% (Refer to the Student Handbook, 1997-1998).

Method of Evaluation:

1. Teach a Concept

Working in groups of two or three, choose a concept. Design a learning activity to teach that concept. You will present the concept to the class on Nov 10. Following your group's presentation, the class will provide feedback on your efforts. See Appendix A for the Instructor's 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.

Written Expectations

Typed 3 pages maximum

It is acceptable to use a table format.

Due Nov 10/ 97 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 concern. Following your assessment and the identification of a health 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. Refer to Appendix B for the marking criteria and a sample teaching plan. (Please note the sample 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 24/97

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. 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 8 / 97	Introduction (Overview of Education Process)
2	Sept 15	Role of Teaching in Nursing Assessment
3	Sept 22	Assessment Theories of Learning
4	Sept 29	Expressing Hoped for Changes / Objectives
5	Oct 6	Planning for the Changes / Interventions
6	Oct 20	Evaluation and Feedback
7	Oct 27	Evaluation and Feedback
8	Nov 3	Storytelling as a Teaching Technique Teach a Concept - Planning Time
9	Nov 10	Teach a Concept - Group Presentations
10	Nov 17	Empowerment Through Teaching
11	Nov 24	Teaching Clients Who Have Special Needs
12	Dec 1	Review for Final Examination

COURSE SCHEDULE AND REQUIRED READINGS

September

- 8 Introduction To The Course

Overview of Educational Process
Redman, B. (1997). The practice of patient education (8th ed). Toronto: Mosby. Ch. 1
- 15 Role of Teaching in Nursing
Whitman, N. et al. (1992). Chs. 1,2, & 3

Assessment of the Learner (s)
Draves, W. A. (1984). How to teach adults. Manhattan, Kansas: The Learning Resources Network. Ch. 2, pp. 7-14
Redman. (1997). Ch. 2, pp. 7-19
Whitman et al. (1992). Chs. 6,7,8, & 8
- 22 Assessment of the Learner (s)
Thompson, P.R. & MacDonald, J.L. (1989). Multicultural health education: Responding to the challenge. Health promotion, 28 (2), 8-11
Additional readings may be assigned.

Theories of Learning
Arndt, E. & Underwood, B. (1990). Learning style and patient education. The journal of continuing education, 21 (1), 28-31
Whitman et al (1992). Ch.5
- 29 Expressing Hope for Change / Objectives
Redman. (1997). Ch. 2, pp. 19-32 & Ch. 3, pp. 34-39
Whitman et al. (1992). Ch. 10, pp. 156-162
- October
- 6 Planning for the Change / Interventions
Redman. (1997). Ch. 3, pp. 39-67
Whitman et al. (1992). Ch. 12
- 20 Evaluation
Redman. (1997) Ch.4 pp. 69-88
Whitman et al (1992) Ch. 10, pp. 163-170

- 27 Feedback
Arnold, E. and Boggs, K. (1995). Interpersonal relationships: Professional communication skills for nurses (2nd ed). Toronto: Saunders, Ch. 10, pp. 224-227 and Ch. 16, pp. 392-394
Additional readings may be assigned.

November

- 3 Storytelling as a Teaching Technique
Readings to be assigned.

Teach a Concept- Planning Time
Students are to provide their own resources for their group's concept.
- 10 Teach a Concept- Group Presentations
- 17 Empowerment Through Teaching
Skelton, R. (1994). Nursing and empowerment: Concepts and strategies.
Journal of Advanced Nursing, 19, 415-423.
Other readings may be assigned.
- 24 Teaching Clients Who Have Special Needs
Arnold and Boggs. (1995). Chs. 20 & 21
Whitman et al. (1992). Ch.14.