

## SECTION 15: NURSING EDUCATION

### 15.1 Course Syllabi

- 15.1.1 Course title: Nursing Education  
15.1.2 Course Code: NNE 7305  
15.1.3 Course Credit: Sem-I: Theory 2 + Clinical 0 + Practical 0 = 2  
Sem-II: Theory 1 + Clinical 0 + Practical 2 = 3  
15.1.4 Course Prerequisites: Second Year courses  
15.1.5 Name of the faculty: Dr. Arnel Banaga Salgado  
15.1.6 Office no: Room # 534  
15.1.7 Office timing: 08:30 am – 04:30 pm  
15.1.8 Course duration and sequence:

Year	Semester	
First		
Second		
Third	I	II
Fourth		

### 15.2 Course Catalog:

**NNE 7305 Nursing Education**

**(3-2-0=5)**

This course includes the philosophy and objectives of nursing education concepts and principles of curriculum development, evaluation, guidance and counselling including methods of teaching.

### 15.3 Course Learning Outcomes:

#### 15.3.1 General:

This course aims to provide knowledge and opportunity to students to implement and incorporate principles and concepts related to teaching/learning styles, educational process and outcome methodology.

### **15.3.2 Specific:**

#### **15.3.2.1 Knowledge: (A)**

On successful completion of this course the student will be able to:

- Describe the philosophy and objectives of nursing education.
- Explain the selected learning theories and expected outcomes
- Describe the impact of various learning styles on teaching and learning.
- Incorporate principles in the development of behavioural objectives and outcome measures.
- Recognize the socio-cultural factors that influence the teaching/learning process.

#### **15.3.2.2 Skills: (B)**

On successful completion of this course, the student will be able to:

- Analyze the needs of the learners and facilitate appropriate learning environment
- Prepare lesson plan
- Choose appropriate instructional methodology for the class
- Appraise the practice teaching performance of their colleagues or students
- Create appropriate learning environment for teaching.
- Create appropriate assessment method to examine the learners knowledge
- Demonstrate a beginning level of competence as teacher, counselor and consultant.

#### **15.3.2.3 Competences: (C)**

On successful completion of this course, the student will be able to:

##### **Autonomy and responsibility: (C1)**

- Demonstrate skills in providing competent individualized and group teaching.

##### **Self-development: (C2)**

- Develop and optimize personal improvement and resourcefulness in teaching
- Demonstrate professional competence in planning, teaching and evaluating the teaching- learning process

### Role in context: (C3)

- Plan implement and evaluate the teaching –learning experiences of the learners.
- Use communication skills and appropriate teaching strategy to improve the learning in terms of student /client outcomes

## 15.4 Course Plan

### 15.4.1 Course content:

Week	Topic	Content	Teaching Method	Hrs	Assessment Methods & Dates
1 <sup>st</sup> Week	Introduction to Principles & Methods of Teaching-Learning	Course syllabi, Course objectives and course content & mode of delivery and evaluation methods.	<ul style="list-style-type: none"> <li>▪ Discussion</li> <li>▪ Finding resources- library search &amp; Group presentation</li> </ul>	1 2	Quiz 1 – November 5  Assignment 1 – January 7
2 <sup>nd</sup> & 3 <sup>rd</sup> Weeks	Learning Theories	<ul style="list-style-type: none"> <li>▪ Introduction: Philosophy, Education – Definition of terms,</li> <li>▪ Educational philosophies: Idealism, Realism Pragmatism, Existentialism</li> </ul>	<ul style="list-style-type: none"> <li>▪ Self-reflection: Writing one’s own philosophy and sharing in pairs</li> <li>▪ Lecture cum discussion</li> </ul>	3 3	Quiz 2 – February 13
4 <sup>th</sup> & 5 <sup>th</sup> Weeks		<ul style="list-style-type: none"> <li>▪ Theories of learning: Behavioural, Cognitive, Humanist, Social learning &amp; Adult Learning, and patient education: health</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture cum discussion</li> </ul>	3	

		promotion, health belief model.			
6 <sup>th</sup> - 8 <sup>th</sup> Weeks	Learning styles on teaching and learning	<ul style="list-style-type: none"> <li>▪ Assessing learning needs; readiness to learn; Developmental factors;</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture cum discussion</li> </ul>	3	Continuous Assessment 1 – October 21
		<ul style="list-style-type: none"> <li>▪ Motivation; internal, external factors in teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture cum discussion</li> </ul>	3	
		<ul style="list-style-type: none"> <li>▪ Learning styles; traits of the effective educator</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture cum discussion</li> </ul>	3	
9 <sup>th</sup> – 16 <sup>th</sup> Weeks	Principles in the development of behavioural objectives and outcome measures.	<ul style="list-style-type: none"> <li>• Establishing goals, objectives, Characteristics of goals and objectives, writing behavioural objectives,</li> <li>• link objectives with appropriate educational methods</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture cum discussion</li> <li>▪ Preparation of objectives for a given course- Group work</li> <li>▪ Written assignment</li> </ul>	3	Continuous Assessment 2 – December 14
		<ul style="list-style-type: none"> <li>• Evaluation of educator ; Evaluation process and product/ outcome,</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture cum discussion</li> </ul>	2	
		<ul style="list-style-type: none"> <li>• Evaluation strategies/methods,</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul>	1	
		<ul style="list-style-type: none"> <li>• Evaluation tools/instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul>	1	
		<ul style="list-style-type: none"> <li>• Classroom &amp; Clinical (Tests Construction)</li> </ul>		1	
<b>Semester II</b>					
1 <sup>st</sup> & 3 <sup>rd</sup> Weeks	The dynamics of teaching/learning	Staff education, client education.	Lecture cum discussion	1	

	process in varied settings and situations	Formal nursing education in University setting and clinical setting,	Lecture cum discussion	1	Quiz 3 – March 18
		Continuing education.	Lecture cum discussion	1	
4 <sup>th</sup> & 5 <sup>th</sup> Weeks	Teaching strategies to promote health in a variety of populations	Special population needs	Lecture cum discussion	1	
6 <sup>th</sup> & 8 <sup>th</sup> Weeks	Teaching strategies to promote health in a variety of populations	<ul style="list-style-type: none"> <li>▪ Audio-visual materials;</li> <li>▪ Demonstration and role modelling.</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture cum discussion</li> </ul>	1	Continuous Assessment 3 – March 18
9 <sup>th</sup> & 10 <sup>th</sup> Weeks	Socio cultural factors that influence the teaching/learning process.	<ul style="list-style-type: none"> <li>▪ Role of gender, socioeconomic factors in teaching and learning.</li> <li>▪ cultural factors (ethnicity)</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture cum discussion</li> <li>▪ Value clarification exercise</li> </ul>	1	Assignment 2 – April 10
11 <sup>th</sup> & 12 <sup>th</sup> Weeks	Competence as educator, counsellor, and consultant	Developing critical thinking; values	<ul style="list-style-type: none"> <li>● Lecture cum discussion</li> </ul>	1	Continuous Assessment 4 – May 31
13 <sup>th</sup> - 16 <sup>th</sup> Weeks	Practice teaching			7	
	Practice teaching			7	
	Practice teaching			7	
18 <sup>th</sup> Week	Revision				
19 <sup>th</sup> -21 <sup>st</sup> Weeks	Comprehensive Examination				

## 15.5 Assessment: Grading system

S. No.	Course Assessment = 70%		Practical = 30%	
1	Continuous assessment (I,II,III,IV- Best three)	50%	Lesson Plan Preparation	15%
2	Written assignment - 2	20%		
3	TBL - 2	15%	Attendance	20%
4	Quiz -3 (best 2)	15%		
	<b>Total (continuous assessment)</b>	<b>100%</b>	Practice teaching	65%
	Total	100%	Total	100%
<b>Final Grading:</b> Continuous assessment (60%)***+ Comprehensive exam (40%)				
***Continuous assessment = <b>Course Assessment (70%) + Practical (30%)</b>				

## 15.6 Recommended Textbooks

Author	Title	Published Year & Ed.	Publisher
Bastable, S.B.	Nurse as educator: Principles of teaching and learning	2017 5 <sup>th</sup> Ed.	Jones and Bartlett Boston

## 15.7 Recommended References and Readings

Author	Title	Published Year & Ed.	Publisher
Joyce B & M. Weil.	Models of Teaching	2015 9 <sup>th</sup> Ed.	Allyn & Bacon, Boston
Keating Sarah B.	Curriculum Development & Evaluation in Nursing	2015 3 <sup>rd</sup> Ed.	Lippincott Williams & Wilkins
Young Sandra D	Teaching Strategies for Nurse Educators	2015 3 <sup>rd</sup> Ed.	Prentice Hall

## **15.8 Instructional Materials and Learning Resources**

1. CINAHL Complete
2. Educational Psychologist, October-December 2017 Volume 52, Number 4
3. Journal of Nursing Education, February 2018, Volume 57, Issue 2
4. Proquest