UNIVERSITY OF WEST GEORGIA
SCHOOL OF NURSING
MSN PROGRAM

NURS 6501 – THE ROLE OF NURSE AS EDUCATOR
SUMMER 2009

Course Description: An exploration of the role of advanced nursing practice related to teaching. Specific theories related to teaching and health promotion and prevention will be included. Emphasis will be on theoretical bases of teaching adults.

Pre-requisites: NURS 6000 and 6100
Co-requisites: NURS 6400

OR: Admission to Post-Master’s Certificate Program

Credit: 2-0-2

Faculty: Bobbie Siler, PhD, RN, CNE
Professor of Nursing
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678-839-6553 (Fax)
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Virtual office hours to be determined with class members.

Learning Goals:
1. Differentiate types of advanced nursing practice roles. (1,2)*
2. Explore personal qualities and professional behaviors basic to assuming an advanced practice role. (1,2)
3. Examine and begin to integrate the advanced practice role of change agent. (4,6)
4. Identify a variety of theories that serve as a basis of nursing education. (1)
5. Compare and contrast theories related to teaching adults. (1)
6. Continue to develop a proposal for scholarly investigation related to selected role. (3,7)
7. Investigate ways to assimilate the role of clinical teacher in existing health care delivery systems. (5,6)
8. Trace the historical evolution of nursing education in America considering sociological, economic, governmental and other influencing factors such as caring, holism, and diversity. (2,8,9,10)
9. Identify models that reflect caring, diversity, and holism used in schools of nursing, staff development and patient education programs. (1,8,9,10)
10. Review research related to theory/models of nursing education, staff development and health promotion and prevention. (1,3)

*Numbers in parentheses after the course learning goals refer to program objectives.
**Topics:**

1. Overview of education in nursing and health care
2. The advanced practice role and nursing education
3. The role of clinical teacher and models of clinical instruction
4. Ideology and characteristics of nurse educators
5. Quality, regulation, and change in nursing education
6. Theories of teaching/learning and teaching adults
7. Models of traditional and alternative pedagogies
8. Theories of health promotion and illness prevention
9. Determinants of learning and special needs
10. Gender, generations and education
11. Scholarly investigation in Nursing Education
12. Selected Issues in Nursing Education

**Textbooks:** These textbooks will be used in this as well as subsequent Nurse Educator courses. Additional sources will be assigned as appropriate.


**Learning Activities:**

- Assigned readings and written assignments
- Web-based activities, presentations, and discussions
- Student seminar presentations
- Educator role statement
- Identification of nurse educator problem
Methods of Evaluation:

Online Asynchronous assignments 50%
- Individual assignments and group discussions
Educator Role Statement 25%

Seminar Presentation 25%
- Synchronous in Wimba classroom with the entire class

Grading System:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>75-79</td>
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<tr>
<td>F</td>
<td>Below 75</td>
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Time Commitment and Schedule

Given the 4 week schedule for this two (2) credit course, students should plan to spend a minimum of twenty (20) hours per week in completing the readings, assignments, discussions, and preparing the Educator Role Statement and Seminar Presentation.

The following schedule is a tentative plan for class activities. Each week will include readings and assignments related to the 12 topic areas outlined above. Dates for these assignments will be added later. The dates for Orientation, Role Statement and Seminar Presentation are identified.

Week One: July 6 - 12 Readings, assignments, discussion TBD

July 6 Orientation at UWG (Tentatively 9AM – 3PM)

Week Two: July 13 – 19 Readings, assignments, discussion TBD

Week Three: July 20 – 26 Readings, assignments, discussion TBD

July 20 Educator Role Statements Due

Week Four: July 27 – 28 Readings, assignments, discussion TBD

July 27 or 28 Seminar Presentations (date/time to be determined)

Preliminary Syllabus: March 25, 2009