

**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
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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.

Billings, D. M., & Halstead, J. A. (2009). *Teaching in nursing: A guide for faculty* (3rd ed.) Philadelphia: W. B. Saunders Company.
ISBN: 978-4160-4084-2

DeYoung, S. (2009). *Teaching strategies for nurse educators*. (2nd ed.) Upper Saddle River, New Jersey: Pearson Prentice Hall
ISBN: 0-13-179026-9

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:

A	90-100
B	80-89
C	75-79
F	Below 75

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 July 6	Readings, assignments, discussion TBD Orientation at UWG (Tentatively 9AM – 3PM)
Week Two: July 13 – 19	Readings, assignments, discussion TBD
Week Three: July 20 – 26 July 20	Readings, assignments, discussion TBD Educator Role Statements Due
Week Four: July 27 – 28 July 27 or 28	Readings, assignments, discussion TBD Seminar Presentations (date/time to be determined)