

2013

670 Roles of the Nurse Educator

Linda Schmid
schmid@xavier.edu

Follow this and additional works at: http://www.exhibit.xavier.edu/nursing_syllabi_fall_2013

Recommended Citation

Schmid, Linda, "670 Roles of the Nurse Educator" (2013). *Nursing Syllabi Fall 2013*. 49.
http://www.exhibit.xavier.edu/nursing_syllabi_fall_2013/49

This Restricted-Access Syllabus is brought to you for free and open access by the Nursing Syllabi 2013 at Exhibit. It has been accepted for inclusion in Nursing Syllabi Fall 2013 by an authorized administrator of Exhibit. For more information, please contact exhibit@xavier.edu.

XAVIER UNIVERSITY
COLLEGE OF SOCIAL SCIENCES, HEALTH, AND EDUCATION
SCHOOL OF NURSING

FALL SEMESTER 2013

Course Number: NURS 670

Course Title: Roles of the Nurse Educator

Credit Hours: 3 credit hours

Prerequisite: Graduate Standing

Course Description:

This course provides the student with necessary information needed to pursue the nurse educator role. After completion of this course the student will be able to function as either nursing faculty or corporate/staff educators. Major areas of responsibility for both the nursing faculty member as well as the corporate/staff educator will be explored. These include the need to pursue service, teaching in both clinical and didactic, and scholarship. Other areas of responsibility that will be covered include curriculum development, mentoring, advisement, methods to evaluate students, development of institutional policies and procedures, preparation of a budget for pertinent educational endeavors, marketing of offerings, application for continuing education and maintenance of necessary records. The planning, development, and evaluation of educational offerings will also be presented.

Course Objectives:

1. Examine the nursing educator roles needed to facilitate the student's learning.
2. Explore means to develop and deliver didactic content.
3. Analyze means to develop and examine nursing curriculum.
4. Extrapolate nurse educator responsibilities in regards to the student's needs.
5. Examine means to evaluate the student's knowledge base in pertinent areas of nursing.
6. Explore means to organize and present pertinent nursing knowledge to students.
7. Extrapolate means to maintain necessary educational records.
8. Explore the steps needed to plan, develop, and implement an educational offering.

Time and Location: Thursday, 4:00 – 6:45 PM
Cohen Room 143

Faculty: Linda S. Schmid, PhD, RN
Office: Cohen Rm. 125
Phone: 745-4232
E-mail: Schmid@xu.edu
Office Hours: By appointment

Textbooks:

American Psychological Association. (2009). *Publication manual of the American psychological association*. (6th ed.). Washington, DC: Author.

Bastable, S. (2008). *Nurse as educator: Principles in teaching and learning for nursing practice*. (3rd ed.) Boston: Jones and Bartlett.

Billings, D. & Halstead, J. (2008) *Teaching in nursing: A guide for faculty*. (3rd ed.). St. Louis: Elsevier.

McDonald, M. (2007). *The nurse educator's: Guide to assessing learning outcomes*. (2nd ed.) Boston: Jones & Bartlett.

Outline:

- I. Introduction to Nursing Faculty Roles
 - A. Elements of nursing faculty responsibilities
 - A. Teaching
 - B. Service
 - 1. Student Advisement
 - 2. Mentoring New Faculty
 - 3. Committee Responsibilities
 - 4. Peer Evaluation
 - C. Scholarship
- II. Introduction to Corporate/Staff Educator's Roles
 - A. Elements of Staff Development
 - B. Program Development
 - C. Program Planning
 - D. Program Implementation
 - E. Program Evaluation
 - F. Managing Staff Development Departments
 - G. Monitoring organizational performance
 - H. Developing policies and procedures

- I. Recordkeeping and reports
- J. Budgeting
- K. Marketing
- III. Curriculum Development
 - A. Overview
 - B. Forces and Issues Influencing
 - C. Philosophical Foundations
 - D. Means of Evaluation
- IV. Means to Develop and Deliver Content
 - A. Review of Teaching Strategies
 - B. Matching Strategies to Desired Outcomes
 - C. Critical Thinking
- V. Role of the Clinical Instructor
 - B. Clinical Learning Environment
 - C. Clinical Teaching
 - 1. On the Unit
 - 2. Clinical Conferences
 - D. Making Clinical Assignments
 - E. Models of Clinical Teaching
 - F. Evaluation
 - 1. Student Clinical Performance
 - 2. Clinical Site
- VI. Responsibilities in Regards to Student Needs.
 - A. Means of Student Remediation
 - B. Review of Generational Issues
 - C. Cultural Diversity
 - D. Students with Disabilities
 - 1. Physical
 - 2. Learning
 - 3. Emotional/Mental Health
- VII. Evaluation of the Student's Knowledge Base
 - A. Classroom
 - 1. Environment
 - 2. Development and Evaluation of Measurement Tools
 - B. Legal and Ethical Issues
 - 1. Student Rights
 - 2. Due Process
 - 3. Confidentiality and Privacy
 - 4. Academic Dishonesty

Teaching Strategies:

Class discussion and reflection, student presentations, powerpoints, and written assignments.

Evaluation Methods:

Plan for Development of an Educational Program	25%
Scholarly Paper on Educational Program	40%
Presentation of Educational Program	35%
 TOTAL	 100%

Grading Scale:

94 and up	=	A
90-93	=	A-
87-89	=	B+
84-86	=	B
80-83	=	B-
70-80	=	C
69 and below	=	F

Attendance Policy:

The student's attendance in class is expected. It is your professional obligation to attend class. Your participation in class is greatly needed therefore you need to be there to participate unless there is extenuating circumstances out of the student's control.

Caveat:

The schedule and procedure in this course are subject to change in the event of extenuating circumstances as well as class learning needs and desires.

EDUCATIONAL ENDEAVOR

Each student will be assigned to work in a group of 2-3 students to develop an Educational Endeavor of the group's choice. The endeavor can either be in academia (course syllabus) or Corporate/Staff Education (Education Program). In this process the group will develop a plan to accomplish THE task, present the endeavor to the class and write a scholarly paper on the process of development of this program/course. Examples of educational endeavor would include: 1. Academia – the development of a core course or an elective course; or 2. Corporate/Staff Education – the development of an orientation program or other program. The actual endeavor will be determined by the group.

Plan for the Development of an Educational Endeavor (Future Oriented)

Each group will be expected to submit on the day assigned a plan of how they propose that they will develop and implement the educational endeavor. This plan will be typed and done using APA (6th edition) standards. Late plans, unless previously approved by the professor, will result in 5 points per day being deducted. This plan needs to include:

1. How the educational needs/topic was elicited. Include proposed completion of a Needs Assessment. Be sure to include how the group determined the content that needed to be included.
2. How will needed resources be acquired? Provide a proposed budget for the endeavor.
3. What marketing strategies will be needed for the success of the course/program?
4. How will the product (course/program) be developed? Be sure to include the following:
 - a. Wording of the title
 - b. Content to be included
 - c. Selection of instructors
 - d. Location of the course/program
 - i. Accessibility
 - ii. Cost of renting a space
 - iii. Security issues
5. How will the philosophy, mission, values, vision, and goals of the organization affect your course/program?
6. How will the outcomes/objectives of the program/course be developed?
7. How will the teaching strategies for the program/course be identified?
8. How will needed instructional media be obtained? Who will be responsible to ensure that these are present and in good working condition?
9. How will the classroom be set up for the course/program?
10. Identify any apparent barriers or constraints that could affect the development and implementation of your program/course.
11. Identify the stakeholders that will be affected by your course/program.
12. Who/What are the influencing constituencies/factors that can have an effect on your course/program?

The plan will be graded using the below rubric.

XAVIER UNIVERSITY
COLLEGE OF SOCIAL SCIENCES, HEALTH, AND EDUCATION
SCHOOL OF NURSING

NURS 670: ROLES OF NURSING FACULTY
FALL SEMESTER 2013

EDUCATIONAL ENDEAVOR PLAN

STUDENT _____

GRADING MEANS

Evaluation Criteria	Points Possible	Points Received	Comments
1. Introduction	5		
2. Identification of topic/Needs Assessment	10		
3. Needed resources/budgeting	10		
4. Possible marketing strategies	5		
5. Addressed organization philosophy, mission etc.	5		
6. Development of the product	10		
7. Discussed outcomes/objectives	5		
8. Identified appropriate teaching strategies	5		
9. Acquisition of instructional media	5		
10. Classroom set up	5		
11. Identified barriers/constraints	5		
12. Identified stakeholders	5		
13. Recognized potential influential constituencies/factors	5		
14. Conclusion	5		
15. Correct APA format was utilized	5		
16. Grammar, spelling, sentence structure, organization of the plan was appropriate.	10		
Total points possible	100		

Presentation of Educational Endeavor

At the end of this endeavor the group will present their educational endeavor to the class. The manner of this presentation will be dependent on the group. Each group will have a minimum of 30 minutes to present the information. The group is encouraged to be as creative as they would like to be. Prior to the presentation, each group should provide each student in the class with a copy of the syllabus or brochure about the program and any other handouts they have developed. During the presentation each group will also be asked to provide a short presentation of the process of developing the endeavor as well as a part of the content of the offering.

- If developing a course the format of the syllabus should include:
 - ❖ Course Number
 - ❖ Course Title
 - ❖ Prerequisites
 - ❖ Course Description
 - ❖ Course Objectives
 - ❖ Outline
 - ❖ Teaching Strategies
 - ❖ Evaluation Methods
 - ❖ Attendance Policy

- If developing a corporate/staff education program the format of the brochure should include:
 - ❖ Program title
 - ❖ Program description
 - ❖ Program objectives
 - ❖ Outline
 - ❖ Date and time
 - ❖ Length of the program
 - ❖ Location of the program
 - ❖ Instructor's name and credentials
 - ❖ Affiliated organization

The components to cover in this presentation include:

- ❖ Process of developing the endeavor.
- ❖ Outline of content to cover
- ❖ Teaching strategies why these were chosen. Be sure to address the below:
 - Generational issues
 - Learning styles
 - Gender issues
 - Cultural issues
- ❖ Methods of student/nurse evaluation and why these were chosen
- ❖ Means to assist students/nurses with diversities and/or disabilities (learning, physical, emotional/health)
- ❖ Procedure to provide remediation for students/nurses having difficulties
- ❖ Procedure to uphold classroom norms (professional behavior)

Grading for this presentation will be done utilizing the below rubric. The student's colleagues will also be asked to evaluate these presentations. Therefore, 50% of the grade will come from the faculty member's evaluation and 50% will come from the student's colleague's evaluations.

XAVIER UNIVERSITY
COLLEGE OF SOCIAL SCIENCES, HEALTH, AND EDUCATION
SCHOOL OF NURSING

NURS 670 – ROLES OF THE NURSE EDUCATOR
GRADING CRITERIA: EDUCATIONAL ENDEAVOR PRESENTATION

Group Evaluated _____
Student Evaluating _____

Grading Legend:

4 = Excellent

3 = Good

2 = Average

1 = Poor

Evaluation Criteria

	4	3	2	1	COMMENTS
Explicated process for development of educational endeavor.	4	3	2	1	
Addressed major components of the developed course/program.	4	3	2	1	
Utilized appropriate teaching strategies for the content demonstration.	4	3	2	1	
Addressed key influences on development of the endeavor (generational, learning styles, gender and cultural issues)	4	3	2	1	
Described means of student/nurse evaluation	4	3	2	1	
Explored means used to assist students/nurses with diversities and/or disabilities to include remediation.	4	3	2	1	
Examined means to uphold classroom norms.	4	3	2	1	
Articulated content of presentation in a clear and organized manner.	4	3	2	1	
Presented content in an original and creative manner.	4	3	2	1	
Conducted presentation in a professional manner and adhered to prescribed time frame.	4	3	2	1	
Elicited discussion from the audience.	4	3	2	1	
Provided professional handouts and/or visual aids prior to presentation.	4	3	2	1	

SCHOLARLY PAPER: EDUCATIONAL ENDEAVOR

Each group will be required to write a scholarly paper on the process of developing the course/program as well as additional content. In the paper the group will need to include literature that supports their decisions in this process. The scholarly paper will be submitted on the day listed in the course schedule. This paper will be typed and done using APA (6th edition) standards. The paper needs to be a minimum of 8-10 pages. Late papers, unless previously approved by the professor, will result in 5 points per day being deducted. In this paper the group needs to include the following components:

- ❖ Introduction
- ❖ Process of developing the course/program. Be sure to address the below.
 - Course/program description
 - Course/program objectives
 - Outline
- ❖ Teaching strategies why these were chosen.
- ❖ Components that will affect the development and implementation of the endeavor. Be sure to include:
 - Generational issues
 - Learning styles
 - Gender issues
 - Cultural issues
- ❖ Methods of student/nurse evaluation and why these were chosen
- ❖ Means to assist students/nurses with diversities and/or disabilities (learning, physical, emotional/health)
- ❖ Procedure to provide remediation for students/nurses having difficulties
- ❖ Procedure to uphold classroom norms (professional behavior)
- ❖ Conclusion

Grading of this scholarly endeavor will be done utilizing the below rubric.

XAVIER UNIVERSITY
COLLEGE OF SOCIAL SCIENCES, HEALTH, AND EDUCATION
SCHOOL OF NURSING

NURS 670: ROLES OF THE NURSE EDUCATOR
FALL SEMESTER 2013

SCHOLARLY PAPER

STUDENT _____

GRADING MEANS

Evaluation Criteria	Points Possible	Points Received	Comments
1. Introduction	5		
2. Curricular process for developing syllabus b. Course description c. Course objectives d. Outline e. Other components	15		
3. Explication of chosen teaching strategies	10		
4. Examination of characteristics that will affect the course components. a. Generational issues b. Learning styles c. Gender issues d. Cultural issues	15		
5. Explanation of evaluation methods and why chosen.	10		
6. Means to assist students with disabilities or diversities.	10		
7. Plan for student remediation.	10		
8. Discussion of classroom norms and how these will be upheld.	5		
9. Conclusion	5		
10. Correct APA format was utilized	5		
11. Grammar, spelling, sentence structure, organization of paper was appropriate.	10		
Total points possible	100		