

Webster University Nursing Program
NURS 3400 Health Education in Nursing Practice
Fall 2, 2009

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Class: Monday, 5:30pm – 9:30pm
Credit Hours: 4

Course Description: This course focuses on theories and strategies relevant to health education throughout the life span. Emphasis is on the role of the nurse in the health teaching process. Students develop, implement, and evaluate a teaching plan for an individual based on assessment of their education needs. Prerequisites: NURS 3010 and 3020.

Learner Outcomes:

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

1. Discuss selected learning and behavior change theories.
2. Apply teaching/learning principles to a specific teaching/learning situation.
3. Assess the characteristics and health education needs of clients of various developmental levels and cultural backgrounds.
4. Select appropriate content, teaching strategies, and materials based on client assessment.
5. Plan and implement a health teaching plan with an individual.
6. Develop criteria for evaluating learning outcomes and teaching performance.

Textbook

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

Essential Content

Health education
Health promotion
Learning and behavior change theories
Teaching/learning principles
Teaching process
Health literacy
Learning styles
Motivation/learner readiness
Socio-cultural influences
Learner assessment
Teaching strategies
Evaluation of learning outcomes

Course Requirements

Formal paper: Students write a formal, using APA format. Must be 3-5 pages in length. Use only 5 references all within the last 5 years; **4 references from scholarly nursing journals** plus the textbook.

Topics are specific to **nursing education** and **must include one of the following;**

- * learning theory
- * learning styles
- * approaches to teaching children, adolescents, adults, or older adults
- * literacy
- * motivation
- * readability of teaching materials
- * teaching a specific culture

Include an introductory paragraph and summary paragraph noting the impact of the topic on teaching and learning.

Review the policy on “Academic Honesty” in the student handbook.

Total points for paper	30 points
APA style	5 points
Length of paper	5 points
Appropriate references	5 points
Discussion of topic	10 points
Introductory and summary paragraphs	5 points

Learner assessment. An individual’s learning needs and learner characteristics are assessed. Minimum length is 7 pages, **double-spaced**.

Total points for assessment	40 points.
Length of paper	5 points
Style of paper (paragraph)	5 points
Introductory paragraph/Summary paragraph (summary must include strengths and weakness identifying the health learning needs)	10 points
Content	10 points
Presentation of assessment	10 points

Teaching Plan. A teaching plan is developed and implemented based on the client learner assessment. The plan includes learning objectives, content outline and methods and materials. An evaluation tool is developed reflecting learning objectives and content. **The teaching plan and the evaluation tool must be approved prior to doing the teaching project and video.**

Presentations: Students will discuss their Learner Assessments and Teaching plans in class using the overhead or power point. Handouts and other materials for client teaching should be shared during presentation.

All written assignments must be typed.

Teaching demonstration and evaluation. A video demonstration of the teaching session is viewed during the last class. Evaluation of the experience is also included, using both process and content evaluation. **Videos must be in VHS or DVD form.**

Clinical Prior to beginning the Learner Assessment. Students must have ALL required information for clinical (license, TB, immunizations, drug screen, background check, BCLS or ACLS, and confidentiality statement [signed annually each school year] on file in the nursing office before beginning any clinical .Additionally, competency on Clinical Orientation Exam, [if clinical is in a hospital in any capacity] is required. Failure to submit any of the documentation may result in withdrawal from the course or a grade of “F” for assignments.

Conferences are scheduled with the instructor to supervise students and discuss the learner assessment, teaching plan, and the evaluation tool. *Students will schedule conferences individually as needed.*

Evaluation

The final grade in the course will be determined as follows:

Paper	30 points
Learner assessment/presentation	40 points
Teaching plan/evaluation/presentation	10 points
Teaching demonstration/video	20 points

Attendance is expected at all classes.

Points will be deducted from the final grade for all absences at the discretion of the instructor.

No late assignments are accepted.

Students are expected to complete all readings prior to class and come prepared for discussion.

Grading Scale

A	95-100	A-	93-94
B+	91-92	B	87-90
B-	85-86	C+	83-84
C	77-82	D	70-76
F	69 and below		

UNIVERSITY POLICIES:

Academic Honesty

The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it. These policies can be found online at: <http://www.webster.edu/graduatecatalog/policies.shtml>

Drops and Withdrawals

Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund. These policies can be found online at: <http://www.webster.edu/graduatecatalog/policies.shtml>

Special Services

If you are registered as a student with a documented disability and are entitled to classroom or testing accommodations, it is your responsibility to **inform the instructor at the beginning of the course of the accommodations you will require** in this class so that these can be provided. If you have a disability that may have some impact on your work in this class and for which you may require accommodations please contact the Academic Resource Center.

Disturbances

Every student is entitled to full participation in class without interruption, all students are expected participate in all in class and online course activities. Disruption of the learning process or inconsiderate behavior, on line or in class, is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.

Course Schedule

Week	Topic	Learner Activities
1 Oct. 26	Introduction to course- Review of assignments Perspectives on teaching and learning Overview of education in health care Legal, ethical, economic foundations Learning and behavior change theories	Chapter 1 Chapter 2 Chapter 3
2 Nov. 2	Educator's role in learning Characteristics of the learner: Determinant of learning Developmental stages of the learner	Chapter 4 Chapter 5
3 Nov. 9	Characteristics of the learner (cont) Motivation and compliance Literacy Gender, socioeconomic, culture Formal Paper due	Chapter 6 Chapter 7 Chapter 8
4 Nov. 16	Characteristics of learner (cont) Special populations Behavioral objectives Learner assessment due Presentation of learner assessment Video permission form must be included	Chapter 9 Chapter 10
5 Nov. 23	Techniques and strategies Instructional methods Instructional materials (Bring teaching materials class) Technology Instructional settings Draft of teaching plan due/discussion	Chapter 11 Chapter 12 Chapter 13 Chapter 14
6 Nov. 30	Techniques (cont) Evaluation	Chapter 15
7 Dec. 7	Teaching plan due Presentation of teaching plan	
8 Dec.14	Teaching demonstrations/videos reviewed Course evaluations	

Outline for the Learner Assessment

I. Brief introduction including demographic information

II. Readiness to learn (Chapter 4, pages 105-116)

- Physical readiness
 - Measures of ability
 - Complexity of task
 - Environmental effects
 - Health status
 - Gender
- Emotional readiness
 - Anxiety level
 - Support system
 - Motivation
 - Risk-taking behavior
 - Frame of mind
 - Developmental stage
- Experiential readiness
 - Level of aspiration
 - Post coping mechanisms
 - Locus of control
 - Orientation
- Knowledge readiness
 - Present knowledge base
 - Cognitive ability
 - Learning disabilities
 - Learning styles

III. Heritage Assessment (p.91)

- Culture/sub culture
- Ethnic background
- Values
- Health beliefs and practices
- Religious beliefs
- Dietary practices
- Family relationships

IV. Socioeconomic Characteristics

- Financial resources

V. Summary paragraph

Including client's strengths/weaknesses and the identified health learning need.

Assessment data is written in paragraph form. Minimum length is 7 pages, double-spaced.