

**Webster University BSN Program
NURS 3400 Health Education in Nursing Practice
Spring 2008**

Instructor: Jane Hedrick, RN, PHD
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Class: Monday, 5:30pm – 9:30pm

Clinical: 16 hours TBA

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.

Course Objectives:

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

1. Apply a selected learning theory to a teaching/learning situation.
2. Apply a selected teaching/learning principle to a 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.
7. Compare strategies for teaching individuals and groups.

Textbook

Bastable, S. B. (2007). *Nurse as educator: Principles of teaching and learning for nursing practice* (3rd ed.). Boston, MA: Jones and Bartlett.

(This book is planned for release in December 2007 – The syllabus may need to be modified based on the new textbook.)

Essential Content

Health and wellness	Motivation/learner readiness
Health education	Learning theory and principles
Teaching process	Sociocultural influences
Health promotion model	Evaluation of teaching materials
Learner assessment	Teaching strategies

Clinical Requirements

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]. Additionally, competency on Clinical Orientation Exam, if clinical is in a hospital in any capacity) on file in the nursing office before beginning any clinical. Failure to submit any of the documentation may result in withdrawal from the course or a grade of "F" for assignments

Course Requirements

Special Population Presentation. Appropriate teaching strategies for a selected age group or population with special needs will be presented

Learner assessment. An individual's learning needs and learner characteristics are assessed. Length of the assessment should be 6 - 10 pages, double spaced. Guidelines will be distributed in class.

Outline of Nurse Educator Observation. This will be an outline review of an observation you will conduct of a teaching session between a nurse educator and a patient. You will be responsible for making arrangements to observe this session.

Teaching Plan Implementation and Presentation. Each student will develop and implement a teaching session with the individual assessed. Guidelines will be distributed in class. They will then present the teaching plan to the class. This is a 20 - 30 minute in-class demonstration and evaluation of implementation of the teaching plan. (Bring a VHS video tape or recorded session of the teaching session on the designated date.)

Formal paper. Students write a formal, APA paper, 4-5 pages in length (double spaced). The textbook and current nursing journals and books are used as references. Guidelines will be distributed in class.

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

Attendance and Participation in class	30 points
Learner Assessment	30 points
Special Population Presentation	30 points
Outline of Nurse Educator Observation	30 points
Teaching Plan and Presentation	40 points
Formal Paper	40 points
Total	200 points

Attendance is expected at all classes for the entire time the class meets. Points will be deducted from the final grade for all class time missed.

Grading Scale	95-100%	A	80-83%	B-
	90-94%	A-	77-79%	C+
	87-89%	B+	75-76%	C
	84-86%	B		

Academic Honesty Policy – PLEASE READ CAREFULLY:

The following behaviors are prohibited:

Cheating- Using or attempting to use crib sheets, instant messaging, electronic sources, stolen exams, unauthorized study aids in an academic assignment or copying or colluding with a fellow student in an effort to improve one's grades.

Fabricating- Falsifying, inventing, or misstating any data, information, of citation in an academic assignment, field experience, academic credentials, or other manner.

Plagiarism- Using the works of another person as one's own words without proper citation in any academic assignment. This includes submission of any work purchased or down loaded from a web site or the internet.

It is imperative that all work that is not original be correctly cited. Use quotation marks and page numbers where appropriate. You must give credit for any work that is not your own. Plagiarism, in any form, is not acceptable

Facilitating Academic Dishonesty- Assisting or attempting to assist any person to commit any act of academic misconduct, such as allowing someone else to copy a paper or test answers.

Submitting a paper or project that has been written (in whole or in part) by someone else, or that you have submitted as a requirement for another class is prohibited.

In suspected cases of academic dishonesty, appropriate consequences will be determined. If there is suspicion of plagiarism, sources will be reviewed.

Course Schedule

Date	Topic	Bastable Text
January 14 Week 1	Introduction to course Review of the objectives/assignments Unit I Perspectives on teaching and learning *Overview of education in health care *Legal, ethical, economic foundations Unit II Educator's role in learning Unit III Characteristics of the learner *Determinants of learning (Assessment of the Learner)Unit III Sign up for presentations (Special Populations and Teaching Presentations)	Chapter 1 Chapter 2 Chapter 3 Chapter 4 Chapter 5
January 21 Week 2	Prepare Special Population Presentations and Start Preparing for the Learner Assessment	Chapter 9
January 28 Week 3	Class Presentations and Discussions *Special population *Developmental stages of the learners	
February 4 Week 4	Characteristics of the learner (cont.) *Motivation and compliance *Literacy *Gender, socioeconomic issues, culture	Chapter 6 Chapter 7 Chapter 8
February 11 Week 5	Unit IV Techniques and strategies for teaching and learning *Behavioral objectives *Instructional methods/materials *Technology Developing teaching plans Learner Assessment due	Chapter 10 Chapter 11 Chapter 12 Chapter 13
February 18	Unit IV Techniques and strategies (cont.) * Evaluation Evaluation of teaching materials – Bring to class Discussion of Nurse Educator Observations- Outlines Due	Chapter 14 Chapter 15
February 25 Week 7	Student presentations of teaching plans Teaching plans due at the time of presentation	
March 3 Week 8	Student presentations of teaching plans Formal Paper due Course evaluations	

This syllabus is subject to change