
NURSING EDUCATION

Placement: 1st Year

Hours of Instruction

Theory: 150 Hours.

Practical: 150 Hours.

Total: 300 Hours.

COURSE DESCRIPTION:

This course is designed to assist students to develop a broad understanding of Fundamental Principles, concepts, trends and issues related to education and nursing education. Further, it would provide opportunity to students to understand, appreciate and acquire skills in teaching and evaluation, curriculum development, implementation, maintenance of standards and accreditation of various nursing educational programs.

OBJECTIVES:

At the end of the course, students will be able to:

1. Explain the aims of education, philosophies, trends in education and health: its impact on nursing education.
2. Describe the teaching learning process.
3. Prepare and utilize various instructional media and methods in teaching learning process.
4. Demonstrate competency in teaching, using various instructional strategies.
5. Critically analyze the existing nursing educational programs, their problems, issues and future trends.
6. Describe the process of curriculum development, and the need and methodology of curriculum change, innovation and integration.
7. Plan and conduct continuing nursing education programs.
8. Critically analyze the existing teacher preparation programs in nursing.
9. Demonstrate skill in guidance and counseling.
10. Describe the problems and issues related to administration of nursing curriculum including selection and organization of clinical experience.
11. Explain the development of standards and accreditation process in nursing education programs.
12. Identify research priorities in nursing education.
13. Discuss various models of collaboration in nursing education and services.
14. Explain the concept, principles, steps, tools and techniques of evaluation
15. Construct, administer and evaluate various tools for assessment of knowledge, skill, and attitude.

COURSE CONTENT:

Units	Hours		Content
	Theory	Practical	
I	10		<p>INTRODUCTION : Education :Definition, aims, concepts, philosophies & their education implications, Impact of Social, economical, political & technological changes on education: > Professional education > Current trends and issues in education > Educational reforms and National Educational policy, various educational commissions-reports > Trends in development of nursing education in India > Traditional and liberal movement in education. > Freedom and authority in education. > Agencies of education.</p>
II	30	40	<p>TEACHING – LEARNING PROCESS:</p> <ul style="list-style-type: none"> ● Concepts of teaching and learning: Definition, theories of teaching and learning, relationship between teaching and learning. ● Educational aims and objectives; types, domains, levels, elements and writing of educational objectives ● Competency based education(CBE) and outcome based education(OBE) ● <u>Instructional design</u>: Planning and designing the lesson, writing lesson plan: meaning, its need and importance, formats. ● <u>Instruction strategies</u>: Lecture, discussion, demonstration, simulation, laboratory, seminar, panel, symposium, problem solving, problem based learning (PBL), workshop, project, role- play(sociodrama), programmed instruction, self directed learning(SDL), micro teaching, computer assisted instruction(CAI), computer assisted learning (CAL), Innovative Teaching Strategy. ● Clinical teaching methods <p>INSTRUCTIONAL MEDIA AND METHODS:</p> <ul style="list-style-type: none"> ● Key concepts in the selection and use of media in education ● Developing learning resource material using different media ● Instructional aids – types, uses, selection, preparation, utilization. ● Teacher’s role in procuring and managing instructional Aids – Project and non-projected aids, multi media, video-tele conferencing etc.
III	10		<p>MEASUREMENT AND EVALUATION:</p>

			<ul style="list-style-type: none"> ● Concept and nature of measurement and evaluation, meaning, process, purposes, problems in evaluation and measurement. ● Measurement of cognitive, affective and psychomotor domains. ● Principles of assessment, formative and summative assessment- internal assessment external examination, advantages and disadvantages. ● Criterion and norm referenced evaluation,
IV	12	10	<p>STANDARDIZED AND NON-STANDARDIZED TESTS :</p> <ul style="list-style-type: none"> ● Meaning, characteristics, objectivity, validity, reliability, usability, norms, construction of tests- <ul style="list-style-type: none"> ▪ Essay, short answer questions and multiple choice questions. ▪ Rating scales, checklist, OSCE/OSPE(Objective structured clinical/practical examination) ▪ Differential scales, and summated scales, sociometry, anecdotal record, attitude scale, critical incident technique ● Question bank-preparation, validation, moderation by panel, utilization ● Developing a system for maintaining confidentiality.
V	8	5	<p>ADMINISTRATION, SCORING AND REPORTING:</p> <ul style="list-style-type: none"> ● Administering a test; scoring, grading versus marks ● Objective tests, scoring essay test, methods of scoring, Item analysis.
VI	12	6	<p>STANDARDIZED TOOLS:</p> <ul style="list-style-type: none"> ● Tests of intelligence aptitude, interest, personality, achievement, socio-economic status scale, tests for special mental and physical abilities and disabilities.
VII	5	6	<p>NURSING EDUCATIONAL PROGRAMS:</p> <ul style="list-style-type: none"> ● Perspectives of nursing education: Global and national. ● Patterns of nursing education and training programmes in India. Non-university and University programs: ANM, GNM, Basic B.Sc. Nursing, Post Certificate B.Sc. Nursing, M.Sc(N) programs, M.Phil and Ph.D) in Nursing, post basic diploma programs, nurse practitioner programs.
VIII	12	25	<p>CONTINUING EDUCATION IN NURSING:</p> <ul style="list-style-type: none"> ● Concepts – Definition, importance, need scope, principles of adult learning, assessments of learning needs, priorities, resources. ● Program planning, implementation and evaluation of continuing education programs. ● Research in continuing education. ● Distance education in nursing.
IX	10	10	<p>CURRICULUM DEVELOPMENT:</p> <ul style="list-style-type: none"> ● Definition, curriculum determinants, process and steps of

			<p>curriculum development, Curriculum models, Types and framework.</p> <ul style="list-style-type: none"> ● Formulation of philosophy, objectives, selection and organization of learning experiences; master plan, course plan, unit plan. ● Evaluation strategies, process of curriculum change, role of students, faculty, administrators, statutory bodies and other stakeholders. ● Equivalency of courses: Transcripts, credit system.
X	8	4	<p>TEACHER PREPARATION:</p> <ul style="list-style-type: none"> ● Teacher–roles & responsibilities, functions, characteristics, competencies, qualities, ● Preparation of professional teacher ● Organizing professional aspects of teacher preparation programs ● Evaluation: self and peer ● Critical analysis of various programs of teacher education in India.
XI	10	5	<p>GUIDANCE AND COUNSELING:</p> <ul style="list-style-type: none"> ● Concept, principles, need, difference between guidance and counseling, trends and issues. ● Guidance and counseling services: diagnostic and remedial. ● Coordination and organization of services. ● Techniques of counseling: Interview, case work, characteristics of counselor, problems in counseling. ● Professional preparation and training for counseling.
XII	15	10	<p>ADMINISTRATION OF NURSING CURRICULUM:</p> <ul style="list-style-type: none"> ● Role of curriculum coordinator–planning, implementation and evaluation. ● Evaluation of educational programs in nursing course and program. ● Factors influencing faculty staff relationship and techniques of working together. ● Concept of faculty supervisor (dual) position. ● Curriculum research in nursing. ● Different models of collaboration between education and service
XIII	10		<p>MANAGEMENT OF NURSING EDUCATIONAL INSTITUTIONS:</p> <ul style="list-style-type: none"> ● Planning, organizing, staffing, budgeting, recruitment, discipline, public relation, performance appraisal, welfare services, library services, hostel,
XIV	5	5	<p>STANDARDS & ACCREDITATION:</p> <ul style="list-style-type: none"> ● Development & maintenance of standards & accreditation in nursing education programs. ● Role of Indian Nursing Council, State Registration Nursing Councils, Boards and University. ● Role of Professional associations and unions.