NURSING EDUCATION RESPONSIBILITIES & STRATEGIES

GOALS

1. To state the academic nursing educator and clinical nursing roles
2. To state methods of nursing instruction

INTRODUCTION

Nursing is a sacred responsibility related to the understanding of health and the wellbeing of humankind. The many responsibilities of academic nursing faculty include classroom teaching of professional nursing theory and monitoring the safety and application of taught professional nursing theory during simulated nursing behaviors and procedures.

THE THREE DOMAINS OF LEARNING

The overall role of academic nurse educators and assigned clinical nursing instructors is to teach, oversee, assess, evaluate, and ideally affirm professional student nurse's evidence of professional nursing performance—known as the Three Domains of Learning.

NURSING KNOWLEDGE (Thinking)

NURSING SKILLS (Doing)

NURSING ATTITUDE (Moral Principles)

NURSING EDUCATION METHODS, CONTENT, & OUTCOMES

When determining and teaching a professional nursing educational content, consideration of the basis of academic nursing education and/or clinical student nursing experience should ideally meet at least one of the nursing educational categories:

A. Problem-based: Will the teaching result in how to identify a health-care problem and/or nursing skill to prevent or resolve a healthcare problem? (include why it is "a problem")
B. Project/Group-based: Will the completion of a project/group involvement resolve a problem or enhance the learning of nursing behaviors?

C. Inquiry-based: Will the answer to an inquiry increase nursing care understanding and/or engender more nursing-related intellectual enticement?

The method of instruction is determined by many variables, such as, required or desired level of education, time available for instruction, difficulty of the subject being taught, and existing level of educational maturity of the nursing student(s).

Methods of Instruction:

A. Direct: Lecture and/or telling students what to do

B. Creative: Identifying and exploring topics according to time and topic

C. Social/Group Learning: Sharing and learning between individuals and groups

The professional nursing student's successful educational outcome related to learned nursing concepts, theory, and performance/behaviors indicate the ability to:

* *Understand* nursing concepts and theory
* *Identify* health promoting nursing behaviors
* *Perform* learned nursing behaviors, skills, and procedures
* *Evaluate* nursing interventions and outcomes related to health-related goals
* *Participate*, as a nurse, with other healthcare providers in the promotion of healthcare

The combined successful outcome of nursing academic learning and supervised clinical nursing performance/behaviors by nursing students is intended to affirm a nursing student's knowledge, ability to perform nursing skills of academically learned professional nursing knowledge, practice nursing behaviors/skills, and with an appropriate nurse-caring attitude. The evidence of a nursing student's successful academic learning and clinical practice of the three domains, therefore, represents several indicators of a student's eligibility for graduation and a prepared status for a state board nursing examination.

The comprehensive and demanding educational commitment by academic nursing faculty and assigned nursing clinical instructors reflect an overall dedication to academic nursing education. It is necessary and commendable if academic nursing faculty and assigned clinical nursing instructors cooperatively dedicate their knowledge, experience, and expertise to nursing education for the sustaining and improving of the healthcare of humankind. Also—nursing students who successfully complete a challenging professional nursing educational program by

meeting the required educational and skillful requirements of nursing cognitive information, clinical application of nursing theory, and nursing skills are to be commended!

COLLABORATIVE FACILITY/CLINICAL NURSING STAFF

A cooperative, collaborative, and contractual professional nursing teaching relationship between academic nursing faculty and contracted facility/clinical nursing instructors encourage a successful nursing student educational outcome. It is through the learning of nursing academic classroom content and the actual performance of nursing intellectual, psychomotor, and the affective domain in clinical settings that nursing students experience the evidence of their educated influence on positive healthful outcome(s).

ACADEMIC NURSING EDUCATION CONSIDERATIONS

The basis of determining academic nursing education presentations/content/learning experiences and the sequence of nursing instructor teaching presentations for nursing students can be categorized by at least three basic classroom teaching considerations.

Is the academic nursing information and/or expected learning activities--

A. Problem based? Evidenced by identifying a *perceived* problem. Will resolution of the presented problem enhance a nursing student's understanding and learning? Consider if the "problem" is *really* the problem.
B. Project based? Evidenced by Identifying the project and *purpose* of the project. Will the project's completion resolve a problem or enhance a nursing student's understanding and learning? Does the completion of the project resolve the problem and the ability to improve a future worthwhile project?
C. Inquiry based? Evidenced by increasing current or future understanding and/or engender more intellectual enticement?

The method of instruction is determined by many variables, such as, required or desired level of education, time available for instruction, difficulty of the subject being taught, and existing level of educational maturity of nursing students.

Choice of instruction methods:

A. Direct: Lecture and/or telling students what to do

B. Creative: Identifying and exploring topics according to time and topic

C. Social/Group Learning: Sharing and learning between individuals and groups

PERSONAL INSTRUCTOR EVALUATION OF A TEACHING STRATEGY

The nursing faculty member's subjective evaluation of his/her professional academic nursing faculty strategies/style is related to a nursing faculty member's personal perception of professional nursing student responses and performance.

The student's/listener's objective evaluation of an academic nursing faculty teaching strategies(s)/style(s) involves overt attention by students/listeners/evaluators regarding the objective evaluation of professional student nurse's learning. objectives.

By academic professional nursing faculty keeping notes as to student learning (correct or incorrect) according to teaching processes, there is an affirmation (or not) of the extent of intended nursing performance understanding and learning outcomes.

The choice of how to best use different teaching/learning styles is usually different between academic classes of nursing students—as each group has different dynamics. However, a professional academic nursing faculty member has the ability and responsibility to discern the most effective learning/teaching strategies according to classroom "personalities" and responsive learning styles. Such intellectual astuteness is within the ability and requirement of each professional academic nursing faculty member!

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