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**King Hussein Cancer Center**

**Training Center**

Nurse Educator Course

**Knowledge is the mind, Attitude is the heart and Practice is the hand.**

**KAP is the human**

**INTRODUCTION**

This course provides participants with a variety of teaching strategies and evaluative approaches designed to promote a productive and effective learning environment. Selected learning theories are examined and applied to the role of nurse educator and nursing education practice.

Nurse Educator Course is designed to prepare well-qualified nurses to become well-prepared nursing educators, so they may pursue careers in education.

The aim of the program is to foster excellence in the nurse educator role and to provide recognition and merit for the specialized knowledge, expertise, and competencies of this role.

**TARGET AUDIENCE:**

1. Nurse educators/ instructors teaching in baccalaureate and/or post graduate nursing education programs,
2. Nurse educators/ instructors working in clinical settings and graduate students interested in pursuing an academic career.
3. All training managers and professionals
4. Those who have a responsibility for training others
5. Line managers with an interest in training

**OBJECTIVES:**

At the end of this course, the participant will be able to:

* 1. Articulate a philosophy of nursing education and the role of a nurse educator.
	2. Demonstrate an understanding of selected teaching/learning theories and their applications to the adult learner.
	3. Design an evidence-based teaching session on a selected nursing education topic that employs appropriate teaching strategies and measures for evaluation.
	4. Analyze various teaching strategies and modes of evaluation.
	5. Develop clear and measurable practicum learning goals and objectives designed to facilitate role development as a nurse educator.
	6. Identify competencies of an effective nurse educator, and the attributes of a positive teacher-learner relationship and learning environment.
	7. Formulates program and course goals, objectives, and measurable outcomes.
	8. Describes approaches to curriculum evaluation
	9. Develops a variety of assessment instruments to evaluate outcomes
	10. Uses a variety of approaches to provide constructive, thoughtful, timely feedback to learners
	11. Implement effect strategies that enhance learners engagement
	12. Implements learner-focused formative evaluation strategies
	13. Implements learner-focused summative evaluation strategies
	14. Implements a variety of learner-centered teaching strategies
	15. Recognizes the ethical dimensions of the teacher-learner relationship
	16. Recognize the essence of competency based education

**COURSE OUTLINE:**

1. Introduction

2. Why staff Development?

3. Learning Theories in Adulthood

1. Knowles’ Concept of Adult Learning.
2. Benner’s Learning Theory.
3. Brookfield’s Concepts of Critical Thinking

4. Role of the staff development Educator

1. Educator
2. Facilitator
3. Change agent
4. Consultant
5. Researcher
6. Leader

5. Educator Competency

1. Cognitive Domain.
2. Psychomotor Domain.
3. Affective Domain.

6. Presentation Strategies & Skills

7. Audiovisual Aids

1. PowerPoint presentation
2. LCD projection.

8. Staff Development Management

1. Marketing
2. Coordinating
3. Budgeting
4. Record Keeping

9. Need Assessment

1. Analyze commonly occurring learning needs.
2. Consider impact of chronological and developmental age, sensory functioning, mental functioning, and psychomotor functioning on learning.
3. Investigate learning style preferences.
4. Consider the effect of teaching style on the learning milieu.
5. Explore learning needs assessment and intervention strategies.
6. Develop a plan for learning assistance referrals.

10. Learning Objectives

11. Choosing Instructional Methods

12. Evaluation of Participants Performance

1. Acknowledge how objectives are related to needs assessment.
2. Analyze whether evaluation tools are valid, reliable, and effective.
3. Describe evidence-based evaluation research applicable to nursing education

13. Evaluation of Offering

1. Analyze evaluation models.
2. Describe critical elements in curriculum evaluation.
3. Determine critical elements in outcomes evaluation.
4. Assess the quality of teaching.

**DURATION**

5 days

**TEACHING STRATEGIES:**

Teaching learning methods utilized to assist the participants in achieving course objectives include:

* Lectures.
* Class room presentation.
* Discussion (seminar approach).
* Audiovisuals.
* Role plays.

**TEACHING MATERIALS**

The materials used will include but not limited to the following

* Handouts.
* Power point presentations.

**EVALUATION STRATGIES**

* Prepare & present a PowerPoint presentation
* Reflective discussion
* Class work and activities

**SUCCESSFUL COURSE COMPLETION &DROP REGUALTION**

To successfully complete this course, the participants have to:

1. Attend the live course " full 5 days"
2. Plan and present a lecture on a selected clinical topic in a formal classroom setting. The project will include submission of learning objectives, content outline, teaching/ learning strategies, participant handouts, and a power point presentation.

**TEACHING STAFF:**

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