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| **1** | **Course title** | Teaching and training in nursing |
| **2** | **Course number** | 0701723 |
| **3** | **Credit hours** | 3 |
| **Contact hours (theory, practical)** | Theory |
| **4** | **Classroom #** | Microsoft Team Master |
| **5** | **Level of course** | Elective |
| **6** | **Prerequisites/corequisites** | - |
| **7** | **Program title** | Master |
| **8** | **Program code** | - |
| **9** | **Awarding institution** | The University of Jordan |
| **10** | **School** | Nursing |
| **11** | **Department** |  |
| **12** | **Level of course** | Any level |
| **13** | **Year of study and semester (s)** | First semester, 2020-2021 |
| **14** | **Final Qualification** | M.Sc. |
| **15** | **Other department (s) involved in teaching the course** | All Departments |
| **16** | **Language of Instruction** | English |
| **17** | **Leaching methodology** | Blended Online |
| **18** | **Electronic platform(s)** | Moodle Microsoft Teams Skype Zoom  Others………… |
| **19** | **Date of production/revision** | 11-10-2020 |
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**18 Course Coordinator:**

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| Prof. Inaam A. Khalaf  Office number: Second Floor (room 127)  Phone number: 0777487250, 0798515290  Office Hours: By Appointment  Email and Website: khalafd@ju.edu.jo  Khalaf12@yahoo.com  Academic website: http://eacademic.ju.edu.jo/khalafd  E-Learning website: https://elearning.ju.edu.jo/course/view.php?id=10568 |

**19 Other instructors:**

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| Name:  Office number:  Phone number:  Office hours:  Email:  Name:  Office number:  Phone number:  Office hours:  Email: |

**20 Course Description:**

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| As stated in the approved study plan.  In this course, the emphasis will be on educational aspect of critical care and adult health nursing as an aspect of nursing practice. The students will develop instructional design as related to the educational needs of the patient and his family and to teach the patient how to care for himself. Emphasis will be on teaching and training other nursing personnel in the area of critical care through the use of instructional design. Emphasis will be on utilizing a comprehensive instructional process. |

**21 Course aims and intended learning outcomes:**

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| A- Aims:  The course aims at introducing the graduate students to the basic teaching / learning concepts and the instructional design process to be utilized in nursing and the health profession, the steps of the instructional process will be discussed and reviewed with special emphasis in building the graduate nursing students abilities in analysing and applying the steps of the instructional process in designing, planning, and implementing the instructional design process to a learning situation selected by the students.  B-Course Intended Learning Outcomes (CILOs):  Upon successful completion of this course, students will be able to achieve the following Program and Course Intended Learning Outcomes   * 1. Define basic teaching learning terminology.   2. Identify the components of a learning event.   3. Discuss the sequences of events in learning.   4. Identify 8 out of 9 types of learning according to Gagne's.   5. Discuss the general process of creating effective instruction.   6. Identify the components that are crucial to consider when planning effective instruction.   7. List the major steps in the instructional design process.   8. Explain the major steps in the instructional design process.   9. Identify in what ways the subject content items can be organized.   10. List the levels of bloom's taxonomy of the cognitive domain, psychomotor, and affective domains.   11. Identify the criteria for teaching strategy selection according to different approaches used.   12. Summarize the advantages and disadvantages of each teaching/learning strategy.   13. List at least 3 out of 5 purposes for using learning resources.   14. Identify different evaluation methods used in instructional design process.   15. Define E-learning according to its uses in learning programs.   16. Utilize e-learning and blended learning as an approach in educational nursing programs.   17. Discuss the role of nurse educator in clinical area.   18. Discuss accreditation and quality issues in education.   2.1. Analyze the major factors affecting learning and teaching in general, and in critical care setting.  2.2. Examine the relationship between curriculum building and instructional design process.  2.3. Examine all the major components of instructional design development.  2.4. Analyze the concept and process of need assessment to meet the educational need of clients and \ or health care providers.  2.5. Examine the need to consider the characteristics of learners in the instructional design process.  2.6. Analyze the major differences between a topic and a task.  2.7. Organize the topics and tasks for a specific nursing education program.  2.8. Perform a task analyses for a specific task required for an educational program.  2.9. Examine the major components of learning objectives correctly.  2.10. Analyze how instructional design models can help meet the learning need of clients and \ or health care providers.  2.11. Clarify the importance of support services as a step in the instructional design process.  2.12. Examine the evaluation strategies that could be utilized in evaluating an achievement of the learning objectives.  3.1. Apply the need assessment process and setting goal, identifying constraints and priorities to a given situation.  3.2. Write topics list for an instructional program in nursing.  3.3. Write task list for an instructional program in nursing.  3.4. Write a purpose for a selected topic and a task.  3.5. Write objectives for an instructional design program utilizing the major steps of writing learning objectives correctly.  3.6. Apply at least one type of the teaching strategy for a chosen learning event.  3.7. Apply at least one type of the learning resources for a chosen learning event.  3.8. Utilize the instructional support services when designing an instructional design program for different participants.  3.9. Write an instructional plan to exchange knowledge, skills, and attitudes in nursing utilizing the major steps of the instructional process.  3.10. Evaluate an instructional design model of your choice.  3.11. Develop an instructional design appropriate to a specific population of leaner whether in relation to health education programs or training programs for health care providers.  3.12. Apply the major steps of the instructional process to a learning situation of your choice.  3.13. Critique an instructional design process to a selected program or course of your choice  4.1. Formulate instructional programs for diverse population using the instructional design process as framework.  4.2. Demonstrate competence in teaching skills when educating different clients at different settings.  4.3. Perform the role of a graduate nurse in planning and implementing an instructional process.  4.4. Act as a patient educator in the clinical setting.   |  |  | | --- | --- | | **Program Intended Learning Outcomes (ILOs)** | | | **PILO 1: Utilize up-to-date knowledge and holistic perspective in advanced critical care/ palliative care/ or psychiatric mental health nursing management of health and disease states.** | | | Course Objectives/Course ILOs | Not Applicable (NA) | | Relevant Competency (JNC) |  | | Teaching/Learning Methodology |  | | Evaluation Methods |  | | **PILO 2: Demonstrate competence within the area of clinical specialization in critical care/ palliative care/ or psychiatric mental health nursing through the application of nursing knowledge and skills and other sciences to promote health of individuals, families, and communities.** | | | Course Objectives/Course ILOs | 4.2. Demonstrate competence in teaching skills when educating different clients at different settings.  4.3. Perform the role of a graduate nurse in planning and implementing an instructional process.  4.4. Act as a patient educator in the clinical setting. | | Relevant Competency (JNC) | Core competency 4: Coordinates clients’ care, educational activities, strategies and other associated processes to achieve desired outcomes.  Measurement criteria:  • Uses educational strategies to meet the needs of profession and practice environment. | | Teaching/Learning Methodology | 1. Presentation 2. Discussion 3. Brainstorming 4. E- learning 5. Group work | | Evaluation Methods | 1. Mid Term Exam 2. Final Exam, 3. presentation, 4. Written project | | **PILO 3: Practice within professional, legal and ethical advance practice context.** | | | Course Objectives/Course ILOs | * 1. Discuss accreditation and quality issues in education. | | Relevant Competency (JNC) | Core competency 1: promotes quality improvement programs and activities.  Measurement criteria:   * Participates in development, implementation and evaluation of nursing professional development programs. * Promotes and adheres to the national standards and guidelines of nursing professional development. * Promotes strategies and techniques for high quality learning and research environment. * Supports quality performance improvement activities | | Teaching/Learning Methodology | 1. Presentation 2. Discussion 3. E- learning | | Evaluation Methods | 1. Oral questions | | **PILO 4: Maximize use of information technology applications to enhance advanced roles of critical care/ palliative care/ or psychiatric mental health nursing practice, education, and research.** | | | Course Objectives/Course ILOs | * 1. Define E-learning according to its uses in learning programs.   2. Utilize e-learning and blended learning as an approach in educational nursing programs. | | Relevant Competency (JNC) | Core competency 3: Manages human resources, facilities, materials, equipment, and technologies for better health care practices.  Measurement criteria:   * Develops proficiency with current and advanced technology and applications. | | Teaching/Learning Methodology | 1. Presentation 2. Discussion 3. Brainstorming 4. E- learning 5. Group work | | Evaluation Methods | 1. Final Exam, 2. presentation, 3. Written project | | **PILO 5: Apply research and evidence-based nursing practice to improve nursing practice, quality of client care, safety and outcomes.** | | | Course Objectives/Course ILOs | NA | | Relevant Competency (JNC) |  | | Teaching/Learning Methodology |  | | Evaluation Methods |  | | **PILO 6: Apply leadership skills and decision making in providing nursing care and safe care delivery to individuals, populations, or communities across health care delivery system.** | | | Course Objectives/Course ILOs | NA | | Relevant Competency (JNC) |  | | Teaching/Learning Methodology |  | | Evaluation Methods |  | | **PILO 7: Demonstrate competencies in communication, collaboration, and consultation skills required in the advanced interprofessional teams and health care recipients in the advanced nursing management of health and disease states.** | | | Course Objectives/Course ILOs | NA | | Relevant Competency (JNC) |  | | Teaching/Learning Methodology |  | | Evaluation Methods |  | | **PILO 8: Develop and improve the role of educator in nursing practice within the area of clinical specialization in critical care/ palliative care/ or psychiatric mental health nursing.** | | | Course Objectives/Course ILOs | * 1. Define basic teaching learning terminology.   2. Identify the components of a learning event.   3. Discuss the sequences of events in learning.   4. Identify 8 out of 9 types of learning according to Gagne's.   5. Discuss the general process of creating effective instruction.   6. Identify the components that are crucial to consider when planning effective instruction.   7. List the major steps in the instructional design process.   8. Explain the major steps in the instructional design process.   9. Identify in what ways the subject content items can be organized.   10. List the levels of bloom's taxonomy of the cognitive domain, psychomotor, and affective domains.   11. Identify the criteria for teaching strategy selection according to different approaches used.   12. Summarize the advantages and disadvantages of each teaching/learning strategy.   13. List at least 3 out of 5 purposes for using learning resources.   14. Identify different evaluation methods used in instructional design process.   15. Discuss the role of nurse educator in clinical area.   2.1. Analyze the major factors affecting learning and teaching in general, and in critical care setting.  2.2. Examine the relationship between curriculum building and instructional design process.  2.3. Examine all the major components of instructional design development.  2.4. Analyze the concept and process of need assessment to meet the educational need of clients and \ or health care providers.  2.5. Examine the need to consider the characteristics of learners in the instructional design process.  2.6. Analyze the major differences between a topic and a task.  2.7. Organize the topics and tasks for a specific nursing education program.  2.8. Perform a task analyses for a specific task required for an educational program.  2.9. Examine the major components of learning objectives correctly.  2.10. Analyze how instructional design models can help meet the learning need of clients and \ or health care providers.  2.11. Clarify the importance of support services as a step in the instructional design process.  2.12. Examine the evaluation strategies that could be utilized in evaluating an achievement of the learning objectives.  3.1. Apply the need assessment process and setting goal, identifying constraints and priorities to a given situation.  3.2. Write topics list for an instructional program in nursing.  3.3. Write task list for an instructional program in nursing.  3.4. Write a purpose for a selected topic and a task.  3.5. Write objectives for an instructional design program utilizing the major steps of writing learning objectives correctly.  3.6. Apply at least one type of the teaching strategy for a chosen learning event.  3.8. Utilize the instructional support services when designing an instructional design program for different participants.  3.9. Write an instructional plan to exchange knowledge, skills, and attitudes in nursing utilizing the major steps of the instructional process.  3.10. Evaluate an instructional design model of your choice.  3.11. Develop an instructional design appropriate to a specific population of leaner whether in relation to health education programs or training programs for health care providers.  3.12. Apply the major steps of the instructional process to a learning situation of your choice.  3.13. Critique an instructional design process to a selected program or course of your choice  4.1. Formulate instructional programs for diverse population using the instructional design process as framework. | | Relevant Competency (JNC) | Core competency 4: Coordinates clients’ care, educational activities, strategies and other associated processes to achieve desired outcomes.  Measurement criteria:   * Coordinates learning activities that reflect current evidence in order to improve nursing skills competence and professional development. | | Teaching/Learning Methodology | 1. Presentation 2. Discussion 3. Brainstorming 4. E- learning 5. Group work | | Evaluation Methods | 1. Mid Term Exam 2. Final Exam, 3. presentation, 4. Written project | | **PILO 9: Prepare and present oral presentation to a professional standard** | | | Course Objectives/Course ILOs | 3.7. Apply at least one type of the learning resources for a chosen learning event. | | Relevant Competency (JNC) | Core competency 4: Coordinates clients’ care, educational activities, strategies and other associated processes to achieve desired outcomes.  Measurement criteria:  Coordinates learning activities that reflect current evidence in order to improve nursing skills competence and professional development. | | Teaching/Learning Methodology | 1. Presentation 2. Discussion 3. Brainstorming 4. E- learning 5. Group work | | Evaluation Methods | 1. Final Exam, 2. presentation, 3. Written project | | **PILO 10: Write a research proposal to a professional standard (For Comprehensive Track)** | | | Course Objectives/Course ILOs | NA | | Relevant Competency (JNC) |  | | Teaching/Learning Methodology |  | | Evaluation Methods |  | | **PILO 11: Write an original research to a professional standard that builds up knowledge in nursing discipline and other related sciences (For Thesis Track)** | | | Course Objectives/Course ILOs | NA | | Relevant Competency (JNC) |  | | Teaching/Learning Methodology |  | | Evaluation Methods |  | |  |  | |

**22. Topic Outline and Schedule:**

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| Topic | Week | Instructor | Achieved ILOs | Evaluation Methods | Reference |

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| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Week** | **Lecture** | **Topic** | **Teaching Methods\*/platform** | **Evaluation Methods\*\*** | **References** | | 1  10-10-2020 Saturday | 1.1 | Introduction and course overview  د. إنعام خلف | Microsoft Team | Discussion | Course Syllabus | | 1.2 | History of Teaching in Nursing  د.إنعام خلف | Microsoft Team | Mid Term Exam  Final Exam, presentation, Written project | Bastable, S. B. (4th Ed.). (2014). *Nurse as educator: Principles of teaching and learning for nursing practice*. Jones & Bartlett Learning.  Chan, S. (2010). Applications of andragogy in multi-disciplined teaching and learning. *Journal of adult education*, *39*(2), 25-35.  Murray, T. A. (2019). The Future of Nursing 2020–2030: Educating the Workforce. *Journal of Nursing Education*, *58*(9), 499-500. | | 1.3 | Role of Nurse Educators  د.إنعام خلف | Microsoft Team | Mid Term Exam  Final Exam, presentation, Written project | Bastable, S. B. (4th Ed.). (2014). *Nurse as educator: Principles of teaching and learning for nursing practice*. Jones & Bartlett Learning. | | 2  17-10-2020 | 2.1 | The Nurse Educators competencies  د.إنعام خلف | Microsoft Team | Mid Term Exam  Final Exam, presentation, Written project | Murray, T. A. (2019). The Future of Nursing 2020–2030: Educating the Workforce. *Journal of Nursing Education*, *58*(9), 499-500.  Wiliam, D. (2013). Assessment: The bridge between teaching and learning. *Voices from the Middle*, *21*(2), 15. | | 2.2 | Basic Concepts of Learning and Teaching  د. إنعام خلف | Microsoft Team | Mid Term Exam  Final Exam, presentation, Written project | Bastable, S. B. (4th Ed.). (2014). *Nurse as educator: Principles of teaching and learning for nursing practice*. Jones & Bartlett Learning.  Chan, S. (2010). Applications of andragogy in multi-disciplined teaching and learning. *Journal of adult education*, *39*(2), 25-35.  Murray, T. A. (2019). The Future of Nursing 2020–2030: Educating the Workforce. *Journal of Nursing Education*, *58*(9), 499-500.  Wiliam, D. (2013). Assessment: The bridge between teaching and learning. *Voices from the Middle*, *21*(2), 15. | | 2.3 | Bloom's Taxonomy, principles of teaching and learning  د.إنعام خلف | Microsoft Team | Mid Term Exam  Final Exam, presentation, Written project | Bastable, S. B. (4th Ed.). (2014). *Nurse as educator: Principles of teaching and learning for nursing practice*. Jones & Bartlett Learning.  Chan, S. (2010). Applications of andragogy in multi-disciplined teaching and learning. *Journal of adult education*, *39*(2), 25-35.  Murray, T. A. (2019). The Future of Nursing 2020–2030: Educating the Workforce. *Journal of Nursing Education*, *58*(9), 499-500.  Wiliam, D. (2013). Assessment: The bridge between teaching and learning. *Voices from the Middle*, *21*(2), 15. | | 3  24-10-2020 | 3.1 | The relationship between curriculum building and instructional design process.  د. إنعام خلف | Microsoft Team | Mid Term Exam  Final Exam, presentation, Written project | Hsiao-Ying, H. U. N. G., Yu-Wen, W. A. N. G., Jui-Ying, F. E. N. G., Chi-Jane, W. A. N. G., & Esther Ching-Lan, L. I. N. (2019). Evidence-based practice curriculum development for undergraduate nursing students: the preliminary results of an action research study in taiwan. *The Journal of Nursing Research*, *27*(4), e30.‏  Beddome, G. Budgen, C; Hills, M, Lindsey, A; Duval M; and Szalay, L. (1995). Education and practice collaboration: A strategy for curriculum development. Journal of nursing education 34 (1), 11-15.  Iwasiw, C. L., Goldenberg, D. (2015). *Curriculum development in nursing education*. Jones & Bartlett Publishers.  Murray, T. A. (2019). The Future of Nursing 2020–2030: Educating the Workforce. Journal of Nursing Education, 58(9), 499-500. | | 3.2 | The relationship between curriculum building and instructional design process.  د. إنعام خلف | Microsoft Team | Mid Term Exam  Final Exam, presentation, Written project | Hsiao-Ying, H. U. N. G., Yu-Wen, W. A. N. G., Jui-Ying, F. E. N. G., Chi-Jane, W. A. N. G., & Esther Ching-Lan, L. I. N. (2019). Evidence-based practice curriculum development for undergraduate nursing students: the preliminary results of an action research study in taiwan. *The Journal of Nursing Research*, *27*(4), e30.‏  Beddome, G. Budgen, C; Hills, M, Lindsey, A; Duval M; and Szalay, L. (1995). Education and practice collaboration: A strategy for curriculum development. Journal of nursing education 34 (1), 11-15.  Iwasiw, C. L., Goldenberg, D. (2015). *Curriculum development in nursing education*. Jones & Bartlett Publishers.  Murray, T. A. (2019). The Future of Nursing 2020–2030: Educating the Workforce. Journal of Nursing Education, 58(9), 499-500.  Billings, D. M., & Halstead, J. A. (2015). *Teaching in Nursing: A Guide for Faculty*. Elsevier Health Sciences.  Morrison, Ross, Kalman and Kemp (2011). Designing Effective Instruction. 6th Edition. John Wiley & Sons, INC., | | 3.3 | The instructional design process  د. إنعام خلف | Microsoft Team | Mid Term Exam  Final Exam, presentation, Written project | Morrison, Ross, Kalman and Kemp (2011). Designing Effective Instruction. 6th Edition. John Wiley & Sons, INC., | | 4  31-10-2020 | 4.1 | Need Assessment of learning,  سعاد جكالات | Microsoft Team | Mid Term Exam  Final Exam, presentation, Written project | Bastable, S. B. (4th Ed.). (2014). *Nurse as educator: Principles of teaching and learning for nursing practice*. Jones & Bartlett Learning. | | 4.2 | Need Assessment of learning, | Microsoft Team | Mid Term Exam  Final Exam, presentation, Written project | Morrison, Ross, Kalman and Kemp (2011). Designing Effective Instruction. 6th Edition. John Wiley & Sons, INC., | | 4.3 | Goals, Priorities and Constraints/ Topics And Job Tasks and General Purposes  د.إنعام خلف  **Group Work** | Microsoft Team | Mid Term Exam  Final Exam, presentation, Written project | Bastable, S. B. (4th Ed.). (2014). *Nurse as educator: Principles of teaching and learning for nursing practice*. Jones & Bartlett Learning. | | 5  7-11-2020 | 5.1 | Characteristics of learners & learning Style,  إياد هاني ابو الهيجاء | Microsoft Team | Mid Term Exam  Final Exam, presentation, Written project | Bastable, S. B. (4th Ed.). (2014). *Nurse as educator: Principles of teaching and learning for nursing practice*. Jones & Bartlett Learning.  Morrison, Ross, Kalman and Kemp (2011). Designing Effective Instruction. 6th Edition. John Wiley & Sons, INC., | | 5.2 | Characteristics of learners & learning Style, | Microsoft Team | Mid Term Exam  Final Exam, presentation, Written project | Abu-Moghli FA, Khalaf IA, Halabi JO, Wardam LA. 2005. Jordanian baccalaureate nursing students' perception of their learning styles. Int Nurs Rev. 52(1):39-45.  Morrison, Ross, Kalman and Kemp (2011). Designing Effective Instruction. 6th Edition. John Wiley & Sons, INC., | | 5.3 | Characteristics of learners & learning Style, | Microsoft Team | Mid Term Exam  Final Exam, presentation, Written project | Abu-Moghli FA, Khalaf IA, Halabi JO, Wardam LA. 2005. Jordanian baccalaureate nursing students' perception of their learning styles. Int Nurs Rev. 52(1):39-45.  Morrison, Ross, Kalman and Kemp (2011). Designing Effective Instruction. 6th Edition. John Wiley & Sons, INC., | | 6  14-11-2020 | 6.1 | Intended learning outcomes & Learning objectives/  د. إنعام خلف | Microsoft Team | Mid Term Exam  Final Exam, presentation, Written project | Bastable, S. B. (4th Ed.). (2014). *Nurse as educator: Principles of teaching and learning for nursing practice*. Jones & Bartlett Learning. | | 6.2 | Intended learning outcomes & Learning objectives/ | Microsoft Team | Mid Term Exam  Final Exam, presentation, Written project | As Above | | 6.3 | Intended learning outcomes & Learning objectives/ | Microsoft Team | Mid Term Exam  Final Exam, presentation, Written project | As Above | | 7  21-11-2020 | 7.1 | **Mid Term Exam** | At School | Mid Term Exam | All required references as Above | | 7.2 | **Group Work** | At School | Written project | All required references as Above | | 7.3 | **Group Work** | At School | Written project | All required references as Above | | 8  28-11-2020 | 8.1 | Teaching \ learning strategies including clinical teaching  بشرى يحي الزرقان  وهبة الله حابس خضر | Microsoft Team | Mid Term Exam  Final Exam, presentation, Written project | Bastable, S. B. (4th Ed.). (2014). *Nurse as educator: Principles of teaching and learning for nursing practice*. Jones & Bartlett Learning.   1. Hong, S., & Yu, P. (2017). Comparison of the effectiveness of two styles of case-based learning implemented in lectures for developing nursing students' critical thinking ability: A randomized controlled trial. *International journal of nursing studies*, *68*, 16-24.   Billings, D. M., & Halstead, J. A. (2015). *Teaching in Nursing: A Guide for Faculty*. Elsevier Health Sciences.  Bradshaw, M., & Hultquist, B. L. (Editors) (7th Ed.). (2017). *Innovative teaching strategies in nursing and related health professions*. Jones & Bartlett Learning.  Griffiths, S. (2008). Teaching and learning in small groups. In *A handbook for teaching and learning in higher education* (pp. 90-102). Routledge.  Morrison, Ross, Kalman and Kemp (2013). Designing Effective Instruction. 7th Edition. John Wiley & Sons, INC.,  Pourghaznein, T., Sabeghi, H., & Shariatinejad, K. (2015). Effects of e-learning, lectures, and role playing on nursing students’ knowledge acquisition, retention and satisfaction. *Medical journal of the Islamic Republic of Iran*, *29*, 162. | | 8.2 | Teaching \ learning strategies including clinical teaching | Microsoft Team | Mid Term Exam  Final Exam, presentation, Written project | As Above | | 8.3 | Teaching \ learning strategies including clinical teaching | Microsoft Team | Mid Term Exam  Final Exam, presentation, Written project | As Above | | 9  5-12-2020 | 9.1 | Instructional Resources including clinical teaching  نسرين خليل العاشوري | Microsoft Team | Final Exam, presentation, Written project | Bastable, S. B. (4th Ed.). (2014). *Nurse as educator: Principles of teaching and learning for nursing practice*. Jones & Bartlett Learning.  Forbes, H., Oprescu, F. I., Downer, T., Phillips, N. M., McTier, L., Lord, B., ... & Simbag, V. (2016). Use of videos to support teaching and learning of clinical skills in nursing education: A review. *Nurse education today*, *42*, 53-56.  Morrison, Ross, Kalman and Kemp (2013). Designing Effective Instruction. 7th Edition. John Wiley & Sons, INC., | | 9.2 | Instructional Resources including clinical teaching | Microsoft Team | Final Exam, presentation, Written project | As Above | | 9.3 | Instructional Resources including clinical teaching | Microsoft Team | Final Exam, presentation, Written project | As Above | | 10  12-12-2020 | 10.1 | Teaching \ learning support services including clinical teaching  إسماعيل زكي البليشي | Microsoft Team | Final Exam, presentation, Written project | Bastable, S. B. (4th Ed.). (2014). *Nurse as educator: Principles of teaching and learning for nursing practice*. Jones & Bartlett Learning.  Morrison, Ross, Kalman and Kemp (2013). Designing Effective Instruction. 7th Edition. John Wiley & Sons, INC., | | 10.2 | Teaching \ learning support services including clinical teaching | Microsoft Team | Final Exam, presentation, Written project | As Above | | 10.3 | Teaching \ learning support services including clinical teaching | Microsoft Team | Final Exam, presentation, Written project | As Above | | 11  19-12-2020 | 11.1 | Evaluation of learning  including clinical teaching  فاطمة غالب الفقيه | Microsoft Team | Final Exam, presentation, Written project | Bastable, S. B. (4th Ed.). (2014). *Nurse as educator: Principles of teaching and learning for nursing practice*. Jones & Bartlett Learning.  Morrison, Ross, Kalman and Kemp (2013). Designing Effective Instruction. 7th Edition. John Wiley & Sons, INC.,  McDonald, M. E. (3rd Ed.). (2017). *The nurse educators guide to assessing learning outcomes*. Jones & Bartlett Learning.  Wiliam, D. (2013). Assessment: The bridge between teaching and learning. *Voices from the Middle*, *21*(2), 15.  Ulfvarson, J., & Oxelmark, L. (2012). Developing an assessment tool for intended learning outcomes in clinical practice for nursing students. *Nurse Education Today*, *32*(6), 703-708. | | 11.2 | Evaluation of learning  including clinical teaching | Microsoft Team | Final Exam, presentation, Written project | As Above | | 11.3 | Evaluation of learning  including clinical teaching  **Group Work** | Microsoft Team | Final Exam, presentation, Written project | As Above | | 12  26-12-2020 | 12.1 | Learning Technology e.g. e- learning, and blended learning  محمد منور النعيم  **Dead line of the Writing Project** | Microsoft Team | Final Exam, presentation, Written project | <https://e-student.org/types-of-e-learning/#computer-managed-learning-cml>  Gagnon, M. P., Gagnon, J., Desmartis, M., & Njoya, M. (2013). The impact of blended teaching on knowledge, satisfaction, and self-directed learning in nursing undergraduates: a randomized, controlled trial. *Nursing education perspectives*, *34*(6), 377-382.  Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). The difference between emergency remote teaching and online learning. Educause Review, 27.‏  Jethro, O. O., Grace, A. M., & Thomas, A. K. (2012). E-learning and its effects on teaching and learning in a global age. *International Journal of Academic Research in Business and Social Sciences*, *2*(1), 203.   1. Koch, L. F. (2014). The nursing educator's role in e-learning: A literature review. *Nurse education today*, *34*(11), 1382-1387.   Lee, J., Lim, C., & Kim, H. (2017). Development of an instructional design model for flipped learning in higher education. *Educational Technology Research and Development*, *65*(2), 427-453.  Morrison, Ross, Kalman and Kemp (2013). Designing Effective Instruction. 7th Edition. John Wiley & Sons, INC.,  Muilenburg, L., and Berge, Z. (2001). A framework for designing questions for online learning. http: www.emoderators.com/moderators/muilenburg.html.  Active Learning. Center for Academic Excellence Website  Sung, Y. T., Chang, K. E., & Liu, T. C. (2016). The effects of integrating mobile devices with teaching and learning on students' learning performance: A meta-analysis and research synthesis. *Computers & Education*, *94*, 252-275.‏  Voutilainen, A., Saaranen, T., & Sormunen, M. (2017). Conventional vs. e-learning in nursing education: a systematic review and meta-analysis. *Nurse education today*, *50*, 97-103. | | 12.2 | Learning Technology e.g. e- learning, and blended learning | Microsoft Team | Final Exam, presentation, Written project | As Above | | 12.3 | Learning Technology e.g. e- learning, and blended learning | Microsoft Team | Final Exam, presentation, Written project | As Above | | 13  2-1-2020 | 13.1 | Clinical  Teaching  In Nursing  حذيفة صقر محمد | Microsoft Team | Final Exam, presentation, Written project | Bastable, S. B. (4th Ed.). (2014).  Nurse as educator:  Principles of teaching  And learning for  Nursing practice.  Jones & Bartlett  Learning.  Billings, D. M., & Halstead, J. A. (2015). *Teaching in Nursing: A Guide for Faculty*. Elsevier Health Sciences.  Flott, E. A., & Linden, L. (2016). The clinical learning environment in nursing education: a concept analysis. *Journal of Advanced Nursing*, *72*(3), 501-513.‏  Gonzalez, L., & Kardong-Edgren, S. (2017). Deliberate practice for mastery learning in nursing. *Clinical Simulation in Nursing*, *13*(1), 10-14.‏  Kelly, S. H., Henry, R., & Williams, S. (2019). Using Debriefing Methods in the Postclinical Conference. *AJN The American Journal of Nursing*, *119*(9), 56-60. | | 13.2 | Clinical  Teaching  In Nursing | Microsoft Team | Final Exam, presentation, Written project | As above | | 13.3 | Clinical  Teaching  In Nursing | Microsoft Team | Final Exam, presentation, Written project | As above | | 14 | 14.1 | **Final Exam Period (According to University Schedule)**  5/1-17/1 our exam will be on the 12th of January /2021  From 3 to 5 pm | At the school and online for one student, utilizing Microsoft Team | Final Exam | All references as above | | 14.2 | As Above | As Above | As Above | As Above | | 14.3 |  |  |  |  | | During the 5th  To be arrange according to the students time |  | Task analysis (Topics, Procedural analysis)  د.إنعام خلف | Microsoft Team | Mid Term Exam  Final Exam, presentation, Written project | Bastable, S. B. (4th Ed.). (2014). *Nurse as educator: Principles of teaching and learning for nursing practice*. Jones & Bartlett Learning.  Morrison, Ross, Kalman and Kemp (2011). Designing Effective Instruction. 6th Edition. John Wiley & Sons, INC., | | WK  To be arrange according to the students time |  | Accreditation & Quality issues course review and evaluation & Review  Overview & Course evaluation  د. إنعام خلف | Microsoft Team | Discussion  Written project  All ILOs | Higher Education Institutions Expert's Guide for Quality Assurance Procedures in Jordan. Higher Education Accreditation Commission. Jordan.  Khalaf, I., Abu-Moghli FA. 2013. Institutionalization of Quality Management in Higher Education in Jordan. British Council/Jordan. All References | |  | | | | | | |

* Teaching methods include: Synchronous lecturing/meeting; Asynchronous lecturing/meeting
* Evaluation methods include: Homework, Quiz, Exam, pre-lab quiz…etc

**23 Evaluation Methods:**

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| Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Evaluation Activity/Purpose** | **Covered PILO**  **& CILO(s)** | **Mark** | **Topic(s)** | **Period**  **(Week)** | **Platform** | | Presentation | 1.1- 1.9, 2.1-2.7, 3.1-3.4 | 10% | Design & Implement a presentation to class | According to the course calendar from the 5 th week- to the 14th week… (some weeks Prof. Inaam will be given some classes) | Microsoft Team | | Mid Term Written Exam | 1.1, 1.2, 1.3, 1.4, 1.9, 2.1, 2.2, 1.5, 1.6, 1.7, 1.8, 2.3, 3.1, 3.9, 2.4, 2.10, 3.1, 3.9, 4.1, 2.5. | 20% | Essay questions utilizing an application and synthesis approach. | Wk.8  **21/11/2020**  **From 4-5 pm** | According to University Instruction | | Written Project | All ILOs | 30% | Design an instructional program based on a problem in a real-world work or learning  Environment or critiquing one | Week 12th  **27-12-2020** | Email | | Final Exam | All ILOs | 40% | Essay questions utilizing an application and synthesis approach.  Multiple choice questions | Week 16th  **12-1-2021**  **From 3-5 PM** | According to University Instruction | | Total |  | 100% |  |  |  | |

**24 Course Requirements (e.g: students should have a computer, internet connection, webcam, account on a specific software/platform…etc):**

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**25 Course Policies:**

Please refer to the university policies as published up-to-date in the link below:

<http://units.ju.edu.jo/ar/LegalAffairs/Lists/Regulations/DispForm.aspx?ID=246&ContentTypeId=0x0100C7850F392E786A439F935E088708707E>

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| A- Attendance policies:  B- Absences from exams and submitting assignments on time:  C- Health and safety procedures:  D- Honesty policy regarding cheating, plagiarism, misbehavior:  Cheating, plagiarism, misbehaviour are attempts to gain marks dishonestly and includes; but not limited to:   * Copying from another student’s work. * Using materials not authorized by the institute. * Collaborating with another student during a test, without permission. * Knowingly using, buying, selling, or stealing the contents of a test. * Plagiarism which means presenting another person’s work or ideas as one’s own, without attribution.   Using any media (including mobiles) during the exam   * **The participation or the commitment of cheating will lead to applying penalties according to the University of Jordan Students’ Discipline rules and regulations No. (94, 49, 47,27, 29):** [**http://units.ju.edu.jo/ar/LegalAffairs/Regulations.aspx**](http://units.ju.edu.jo/ar/LegalAffairs/Regulations.aspx)   E- Grading policy:  F- Available university services that support achievement in the course: |

**26 References:**

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| A- Required book(s), assigned reading and audio-visuals:  American Psychological Association (2019). Publication *Manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.   1. Bastable, S. B. (4th Ed.). (2014). Nurse as educator: Principles of teaching and learning for nursing practice. Jones & Bartlett Learning. 2. Billings, D. M., & Halstead, J. A. (5th Ed.). (2016). *Teaching in Nursing: A Guide for Faculty*. Elsevier Health Sciences. 3. Bradshaw, M., & Hultquist, B. L. (Editors) (7th Ed.). (2017). *Innovative teaching strategies in nursing and related health professions*. Jones & Bartlett Learning. 4. Brown, A. H., & Green, T. D. (2015). *The essentials of instructional design: Connecting fundamental principles with process and practice*. 5. Chan, S. (2010). Applications of andragogy in multi-disciplined teaching and learning. *Journal of adult education*, *39*(2), 25-35. 6. Flott, E. A., & Linden, L. (2016). The clinical learning environment in nursing education: a concept analysis. *Journal of Advanced Nursing*, *72*(3), 501-513.‏   Forbes, H., Oprescu, F. I., Downer, T., Phillips, N. M., McTier, L., Lord, B., ... & Simbag, V. (2016). Use of videos to support teaching and learning of clinical skills in nursing education: A review. *Nurse education today*, *42*, 53-56.   1. Gagnon, M. P., Gagnon, J., Desmartis, M., & Njoya, M. (2013). The impact of blended teaching on knowledge, satisfaction, and self-directed learning in nursing undergraduates: a randomized, controlled trial. *Nursing education perspectives*, *34*(6), 377-382. 2. Gonzalez, L., & Kardong-Edgren, S. (2017). Deliberate practice for mastery learning in nursing. *Clinical Simulation in Nursing*, *13*(1), 10-14.‏ 3. Greensted, C. (2014). Intended learning outcomes. *EFMD Global Focus*, *8*(1), 20-25.‏ 4. Griffiths, S. (2008). Teaching and learning in small groups. In *A handbook for teaching and learning in higher education* (pp. 90-102). Routledge. 5. Hong, S., & Yu, P. (2017). Comparison of the effectiveness of two styles of case-based learning implemented in lectures for developing nursing students' critical thinking ability: A randomized controlled trial. *International journal of nursing studies*, *68*, 16-24. 6. Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). The difference between emergency remote teaching and online learning. Educause Review, 27.‏ 7. Jethro, O. O., Grace, A. M., & Thomas, A. K. (2012). E-learning and its effects on teaching and learning in a global age. *International Journal of Academic Research in Business and Social Sciences*, *2*(1), 203. 8. Kelly, S. H., Henry, R., & Williams, S. (2019). Using Debriefing Methods in the Post clinical Conference. *AJN The American Journal of Nursing*, *119*(9), 56-60. 9. Koch, L. F. (2014). The nursing educator's role in e-learning: A literature review. *Nurse education today*, *34*(11), 1382-1387.   Lee, J., Lim, C., & Kim, H. (2017). Development of an instructional design model for flipped learning in higher education. *Educational Technology Research and Development*, *65*(2), 427-453.   1. McDonald, M. E. (3rd Ed.). (2017). *The nurse educators guide to assessing learning outcomes*. Jones & Bartlett Learning. 2. Morrison, Ross, Kalman and Kemp (2012). Designing Effective Instruction. 6th Edition. John Wiley & Sons, INC., 3. Murray, T. A. (2019). The Future of Nursing 2020–2030: Educating the Workforce. Journal of Nursing Education, 58(9), 499-500. 4. Oermann, M. H., & Gaberson, K. B. (2016). *Evaluation and testing in nursing education*. Springer Publishing Company. Routledge. 5. Pourghaznein, T., Sabeghi, H., & Shariatinejad, K. (2015). Effects of e-learning, lectures, and role playing on nursing students’ knowledge acquisition, retention and satisfaction. *Medical journal of the Islamic Republic of Iran*, *29*, 162. 6. Sung, Y. T., Chang, K. E., & Liu, T. C. (2016). The effects of integrating mobile devices with teaching and learning on students' learning performance: A meta-analysis and research synthesis. *Computers & Education*, *94*, 252-275.‏ 7. Wiliam, D. (2013). Assessment: the Bridge between teaching and learning. *Voices from the Middle*, *21*(2), 15.   Voutilainen, A., Saaranen, T., & Sormunen, M. (2017). Conventional vs. e-learning in nursing education: a systematic review and meta-analysis. *Nurse education today*, *50*, 97-103.  B- Recommended books, materials and media:   1. Active Learning. Center for Academic Excellence Website. 2. Abu-Moghli FA, Khalaf IA, Halabi JO, Wardam LA. 2005. Jordanian baccalaureate nursing students' perception of their learning styles. Int Nurs Rev. 52(1):39-45. 3. 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Jones & Bartlett Publishers. 21. Khalaf, I., Abu-Moghli FA. 2013. Institutionalization of Quality Management in Higher Education in Jordan. British Council/Jordan. 22. Parrott EG. 1989. The move to criterion-referenced testing. Can Nurse. Nov; 85(10):25-6. 23. Levett-Jones T, Lathlean J, Higgins I, McMillan M. 2009. Staff-student relationships and their impact on nursing students' belongingness and learning. J Adv Nurs. 2009 Feb; 65(2):316-24. 24. Lunday, k., Winer, W., Batchetor, A. (1999). Developing clinical learning sites for undergraduate nursing student. AORN Online, July. 25. Muilenburg, L., and Berge, Z. (2001). A framework for designing questions for online learning. http: www.emoderators.com/moderators/muilenburg.html. 26. MILLER, R. L. What’s New in the 7th Edition of the APA Publication Manual?.‏ 27. Nelson, F. (1999). Using adult learning principles for perioperative orientation program. AORN Online, Dec. 28. Pratt DD, Boll SL, and Collins JB (2007). Towards a plurality of perspectives for nurse educators. Nurs Philos. 2007 Jan; 8(1):49-59. 29. Saunders RB. 2003. Constructing a lesson plan. J Nurses Staff Dev. 2003 Mar-Apr;19(2):70-8; quiz 79-80 30. Shadadi, H., Sheyback, M., Balouchi, A., & Shoorvazi, M. (2018). The barriers of clinical education in nursing: A systematic review.‏ 31. Suliman WA, Halabi J. (2007). Critical thinking, self-esteem, and state anxiety of nursing students. Nurse Educ Today. 27(2):162-8. Epub 2006 Jul 20. 32. The Active learning site- workshops. http://www.active learning site.com/work.htm. 33. Tiwari, A., and Lai Patric. (2002). Promoting nursing students critical thinking through problem-based learning. http// www.ecu.edu.au/conferences. 34. Zahran, Z. (2012). Nurse education in Jordan: history and development. International nursing review, 59(3), 380-386. 35. Van Ort, S.R., & Putt, A.M (1985). Teaching in collegiate schools of. Nursing. Boston: Little, Brown and Co. 36. Ward, R., and Saylor, C. 2002. Nursing school curricula and hospital based training programs. AORN Online.   **\* Please note to bring the latest edition available in the country for any book listed. In addition students are required to locate current references in relation to their topics.** |

**27 Additional information:**

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Each Student will be responsible for preparing one topic related to the content of the course. The student will be fully responsible to cite the literature relevant to the topic the objectives, outline and readings will be due one week before the presentation. So the other students will be able to prepare for the discussion. Each student is expected to come prepared to discuss reading for each class. REMEMBER YOUR ROLE IS TO FACILITATE THE SESSION.  **University of Jordan**  **School of Nursing**  **Teaching and training in nursing**  **Student Presentation Evaluation Form (10 points)**  **Presenter Name: Topic: Date:**   |  |  |  |  | | --- | --- | --- | --- | | Area to be Evaluated: | 0 | 1 | 2 | | 1. Demonstrates breadth of reading and depth of understanding of the topic   Comments: |  |  |  | | 1. Clarity of stated objectives   Comments: |  |  |  | | 1. Presents background information for ideas   Comments: |  |  |  | | 1. Critiques and analyses, not just summarizes, ideas and arguments   Comments: |  |  |  | | 1. Presentation was well organized and given in a sequential, logical manner, well-prepared for the presentation.   Comments: |  |  |  | | 1. Utilizes appropriate teaching strategies and audio-visual materials to meet individualize learning needs and stimulate audience   Comments: |  |  |  | | 1. Paces presentation appropriately, speeds presentation was appropriate for complexity of the material.   Comments: |  |  |  | | 1. Encourages and involves class members' thought and participation Solicits and responds constructively to class members opinions   Comments: |  |  |  | | 1. Answered questions effectively   Comments: |  |  |  | | 1. Speech is clear and is heard throughout the room.   Comments: |  |  |  | | 1. Summarizes main points during and at end of presentation/discussion   Comments: |  |  |  | | 1. Utilized time effectively   Comments: |  |  |  | | 1. Overall impression of the presentation   Comments: |  |  |  | | Total: |  |  |  |   **Written project: (30 points)**  The purpose of these assignments is to prepare a nursing/ patient education program. The first part of the semester the emphasis in class will be on acquisition of instructional design skills. Simultaneously, the student will begin work on his/her project using the guidelines learned in class. As the project progresses it is likely that more class time will be spent discussing your progress and problems with your individual projects. Hopefully this feedback from other members of the class will help to improve your project.  The paper is due on the 12th week of the semester it should be typed and not more than 15 pages following APA style, for writing the course syllabus you are required to following framework:   |  |  | | --- | --- | |  | 1. **The rationale for choosing the program and the audience.** | |  | 1. **The educational model which is appropriate to your program** | |  | 1. **The Learning need assessment of the program / priorities and constraints** | |  | 1. **A description of your target group (the learners' characteristics).** 2. **The general goals/Intended learning outcomes for the program** 3. **The outline of the program / Topics & Tasks** | |  | 1. **The purposes for the topics / Tasks** 2. **According to your number in group select each member a topic and design the following**    1. **The objectives in behavioral / Student Learning Outcomes -Specific Objectives terms (for each topic chosen from the program)** | |  | * 1. **How you will organize the content.** | |  | * 1. **The tasks & and task analysis for one task done by all the group members.** | |  | * 1. **The active strategies of teaching and learning you may use for each objective and why.** | |  | * 1. **The instructional recourses used for each objective and why**   2. **Develop an instrument to evaluate achievement of the learning objectives.**  1. **Teaching & Learning Strategies for the program in general** 2. **The Learning Resources for the program in general** 3. **Program evaluation for the program in general** | |  | 1. **The support services for the program** | |  | 1. **Reference you used.** |   **\* Develop an instructional resource for one of the lesson plan you designed.**  **The University of Jordan**  **Faculty of Nursing**  **Teaching and training in nursing**  **Instructional Design Project**  **Evaluation Form (Out of 100 to be calculated to be out of 30 points)**   1. **Student Names:-------------------- Course Name: ------------------------------------** 2. **---------------------------------** 3. **------------------------------** 4. **----------------------------**  | **Section** |  | **Possible Points** | **Your Points** | | --- | --- | --- | --- | | **Program Information & Introduction** | * Complete * Following the criteria * Logical | 04 |  | | **The rationale for choosing the program and the audience** | * Logical | 03 |  | | **The educational model which is appropriate to your program** | * Logical | 03 |  | | **The Learning need assessment of the program** | * Complete * Following the criteria * Logical | 05 |  | | **priorities and constraints** | * Complete * Following the criteria * Logical | 05 |  | | **A description of your target group (the learners' characteristics/ style).** | * Complete * Following the criteria * Logical | 05 |  | | **Program description / Goal** | * Complete * Following the criteria * Logical | 04 |  | | **The outline of the program/ Topics & Tasks** | * Complete * Following the criteria * Logical | 03 |  | | **Program Learning Outcomes/ The purposes for the topics / Tasks**  **purposes** | * Complete * Following the criteria * Logical | 05 |  | | **According to your number in group select each member a topic and design the following:** | | | | | **The objectives in behavioral / Student Learning Outcomes -Specific Objectives terms (for each topic chosen from the program)** | * Complete * Following the criteria * Logical | 10 |  | | **Content Organization** | * Complete * Following the criteria * Logical * Is the content planned for each objective -- necessary and sufficient to teach the skill | 04 |  | | **The Task analysis** | * Complete * Following the criteria * Logical | 05 |  | | **Learning activities/teaching strategies** | * Instructional activity is clearly related to the outcome(s) identified for course. * Instructional activity is appropriate for the target student population. * Instructional activity promotes mastery of concept(s) or content of the course. * Instructional activity involves students' participation. | 05 |  | | **Learning resources/instructional materials:** | * Instructional support materials are clearly related to the outcome(s). * Instructional support materials are appropriate for the target student population. * Instructional support materials promote mastery of concept(s) or content of the course. * Instructional support materials are free of grammatical errors and communicate in simple, clear, positive language. | 05 |  | | **The instrument to evaluate achievement of the learning objectives** | * Complete * Following the criteria * Logical | 05 |  | | **Teaching & Learning Strategies for the program in general** | * Complete * Following the criteria * Logical | 04 |  | | **The Learning Resources for the program in general** | * Complete * Following the criteria * Logical | 04 |  | | **The support services for the program** | * Complete * Following the criteria * Logical | 05 |  | | **Program evaluation for the program in general** | * Complete * Following the criteria * Logical | 05 |  | | **References** | * Recent * Citied correctly according to APA | 01 |  | | **Creativity** | * Creativity | 05 |  | | **Program in General** | * Program follows guidelines and framework provided and discussed in the class. * Program clear * Program identifies learning resources for the program and their locations. * Program is free of grammatical errors and communicates in simple, clear, positive language. | 05 |  | | **Total** |  | 100 to be calculated to be out of 30 |  | | |  | | |

Name of Course Coordinator: **Prof. Inaam Abdullah Khalaf**  Signature: ****Date: 18-9-2020

Head of curriculum committee/Department: **Prof. Mahmoud Al-Hussami** Signature: ---------------------------------

Head of Department: **Prof. Mahmoud Al-Hussami** Signature: ---------------------------------

Head of curriculum committee/Faculty: **Prof. Mahmoud Al-Hussami** Signature: ---------------------------------

Dean: **Prof. Ferial Hayajneh** Signature: ---------------------------------

Copy to:

Head of Department

Assistant Dean for Quality Assurance

Course File