EDUCATIONAL TECHNOLOGY/NURSING EDUCATION

PLACEMENT: V SEMESTER

THEORY: 2 Credits (40 hours)

PRACTICUM: Lab/Practical: 1 Credit (40 hours)

DESCRIPTION: This course is designed to help the students to develop knowledge, attitude and beginning competencies essential for applying basic principles of teaching and learning among individuals and groups both in educational and clinical settings. It also introduces basics of curriculum planning and organization. It further enables students to participate actively in team and collaborative learning.

COMPETENCIES: On completion of the course, the students will be competent to

1. Develop basic understanding of theoretical foundations and principles of teaching and learning

2. Identify the latest approaches to education and learning

3. Initiate self- assessment to identify one's own learning styles

4. Demonstrate understanding of various teaching styles that can be used, based on the learners' readiness and generational needs

5. Develop understanding of basics of curriculum planning, and organizing

6. Analyze and use different teaching methods effectively that are relevant to student population and settings

7. Make appropriate decisions in selection of teaching learning activities integrating basic principles

8. Utilize active learning strategies that enhance critical thinking, team learning and collaboration

9. Engage in team learning and collaboration through inter professional education

10. Integrate the principles of teaching and learning in selection and use of educational media/technology

11. Apply the principles of assessment in selection and use of assessment and evaluation strategies

12. Construct simple assessment tools/tests integrating cognitive, psychomotor and affective domains of learning that can measure knowledge and competence of students

13. Develop basic understanding of student guidance through mentoring and academic advising

14. Identify difficult situations, crisis and disciplinary/grievance issues experienced by students and provide appropriate counseling

15. Engage in ethical practice in educational as well as clinical settings based on values, principles and ethical standards

16. Develop basic understanding of evidence-based teaching practices

COURSE OUTLINE

T – Theory, P – Practical (Laboratory)

Unit	Time (Hrs.) T	Time (Hrs.) P	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods

I	6	3	Explain the definition, aims, types, approaches and scope of educational technology	**Introduction and Theoretical Foundations:**
				Education and educational technology
				• Definition, aims
				• Approaches and scope of educational technology
				• Latest approaches to education:
				  o Transformational education
				  o Relationship based education
				  o Competency based education
					• Lecture cum discussion	• Quiz

			Compare and contrast the various educational philosophies	*Educational philosophy:* • Definition of philosophy, education and philosophy • Comparison of educational philosophies • Philosophy of nursing education		
			Explain the teaching learning process, nature, characteristics and principles	*Teaching learning process:* • Definitions • Teaching learning as a process • Nature and characteristics of teaching and learning • Principles of teaching and learning • Barriers to teaching and learning • Learning theories • Latest approaches to learning o Experiential learning		

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	**P**				
				o Reflective learning o Scenario based learning o Simulation based learning o Blended learning	**Group exercise**: • Create/discuss scenario-based exercise	**Assessment of Assignment:** • Learning theories – analysis of any one
II	6	6	Identify essential qualities/attributes of a teacher Describe the teaching styles of faculty Explain the determinants of learning and initiates self-assessment to identify own learning style Identify the factors that motivate the learner Define curriculum and classify types Identify the factors influencing curriculum development Develop skill in writing learning outcomes, and lesson plan	**Assessment and Planning** *Assessment of teacher* • Essential qualities of a teacher • Teaching styles – Formal authority, demonstrator, facilitator, delegator *Assessment of learner* • Types of learners • Determinants of learning – learning needs, readiness to learn, learning styles • Today's generation of learners and their skills and attributes • Emotional intelligence of the learner • Motivational factors – personal factors, environmental factors and support system **Curriculum Planning** • Curriculum – definition, types • Curriculum design – components, approaches • Curriculum development – factors influencing curriculum development, facilitators and barriers • Writing learning outcomes/ behavioral objectives • Basic principles of writing course plan, unit plan and lesson plan	• Lecture cum discussion **Self-assessment exercise:** • Identify your learning style using any learning style inventory (ex. Kolb's learning style inventory) • Lecture cum discussion **Individual/group exercise:** • Writing learning outcomes • Preparation of a lesson plan	• Short answer • Objective type **Assessment of Assignment:** • Individual/ Group
III	8	15	Explain the principles and strategies of classroom management	**Implementation** *Teaching in Classroom and Skill lab – Teaching Methods* • Classroom management-principles and strategies • Classroom communication o Facilitators and Barriers to classroom communication	• Lecture cum Discussion	• Short answer • Objective type

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	**P**				
			Describe different methods/strategies of teaching and develop beginning skill in using various teaching methods	o Information communication technology (ICT) – ICT used in education *Teaching methods – Features, advantages and disadvantages* • Lecture, Group discussion, microteaching • Skill lab – simulations, Demonstration & re-demonstration • Symposium, panel discussion, seminar, scientific workshop, exhibitions • Role play, project • Field trips • Self-directed learning (SDL) • Computer assisted learning • One-to-one instruction	• Practice teaching/Micro teaching • Exercise (Peer teaching) • Patient teaching session	• Assessment of microteaching
			Explain active learning strategies and participate actively in team and collaborative learning	*Active learning strategies* • Team based learning • Problem based learning • Peer sharing • Case study analysis • Journaling • Debate • Gaming • Inter-professional education	• Construction of game – puzzle • Teaching in groups – interdisciplinary	
IV	3	3	Enumerate the factors influencing selection of clinical learning experiences	**Teaching in the Clinical Setting – Teaching Methods** • Clinical learning environment • Factors influencing selection of clinical learning experiences • Practice model • Characteristics of effective clinical teacher • Writing clinical learning outcomes/practice competencies	• Lecture cum discussion	• Short answer
			Develop skill in using different clinical teaching strategies	• Clinical teaching strategies – patient assignment – clinical conference, clinical presentation/bedside clinic, Case study/care study, nursing rounds, concept mapping, project, debate, game, role play, PBL, questioning, written assignment, process recording	• Writing clinical outcomes – assignments in pairs	• Assessment of written assignment

Unit	Time (Hrs.) T	Time (Hrs.) P	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
V	5	5	Explain the purpose, principles and steps in the use of media Categorize the different types of media and describe its advantages and disadvantages Develop skill in preparing and using media	**Educational/Teaching Media** • Media use – Purpose, components, principles and steps • Types of media *Still visuals* o Non projected – drawings & diagrams, charts, graphs, posters, cartoons, board devices (chalk/white board, bulletin board, flannel board, flip charts, flash cards, still pictures/photographs, printed materials-handout, leaflet, brochure, flyer o Projected – film stripes, microscope, power point slides, overhead projector *Moving visuals* o Video learning resources – videotapes & DVD, blu-ray, USB flash drive o Motion pictures/films *Realia and models* o Real objects & Models *Audio aids/audio media* o Audiotapes/Compact discs o Radio & Tape recorder o Public address system o Digital audio *Electronic media/computer learning resources* o Computers o Web-based videoconferencing o E-learning, Smart classroom *Telecommunication (Distance education)* o Cable TV, satellite broadcasting, videoconferencing Telephones – Telehealth/telenursing *Mobile technology*	• Lecture cum discussion • Preparation of different teaching aids – (Integrate with practice teaching sessions)	• Short answer • Objective type • Assessment of the teaching media prepared
VI	5	3	Describe the purpose, scope, principles in selection of evaluation methods and barriers to evaluation Explain the guidelines to develop assessment	**Assessment/Evaluation Methods/Strategies** • Purposes, scope and principles in selection of assessment methods and types • Barriers to evaluation • Guidelines to develop assessment	• Lecture cum discussion	• Short answer • Objective type

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			tests

Develop skill in construction of different tests

Identify various clinical evaluation tools and demonstrate skill in selected tests | tests

Assessment of knowledge:

• Essay type questions,

• Short answer questions (SAQ)

• Multiple choice questions (MCQ – single response & multiple response)

Assessment of skills:

• Clinical evaluation

• Observation (checklist, rating scales, videotapes)

• Written communication – progress notes, nursing care plans, process recording, written assignments

• Verbal communication (oral examination)

• Simulation

• Objective Structured Clinical Examination (OSCE)

• Self-evaluation

• Clinical portfolio, clinical logs

Assessment of Attitude:

• Attitude scales

Assessment tests for higher learning:

• Interpretive questions, hot spot questions, drag and drop and ordered response questions | • Exercise on constructing assessment tool/s | • Assessment of tool/s prepared |
| **VII** | 3 | 3 | Explain the scope, purpose and principles of guidance

Differentiate between guidance and counseling

Describe the principles, types, and counseling process

Develop basic skill of counseling and guidance | **Guidance/academic advising, counseling and discipline**

Guidance

• Definition, objectives, scope, purpose and principles

• Roles of academic advisor/ faculty in guidance

Counseling

• Difference between guidance and counseling

• Definition, objectives, scope, principles, types, process and steps of counseling

• Counseling skills/techniques – basics

• Roles of counselor

• Organization of counseling services | • Lecture cum discussion

• Role play on student counseling in different situations

• Assignment on identifying situations requiring counseling | • Assessment of performance in role play scenario

• Evaluation of assignment |

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			Recognize the importance of preventive counseling and develop skill to respond to disciplinary problems and grievance among students	• Issues for counseling innursing students *Discipline and grievance in students* • Managing disciplinary/grievance problems – preventive guidance & counseling • Role of students' grievance redressal cell/committee		
VIII	4	2	Recognize the importance of value-based education Develop skill in ethical decision making and maintain ethical standards for students Introduce knowledge of EBT and its application in nursing education	**Ethics and Evidence Based Teaching (EBT) in Nursing Education** *Ethics – Review* • Definition of terms • Value based education in nursing • Value development strategies • Ethical decision making • Ethical standards for students • Student-faculty relationship *Evidence based teaching – Introduction* • Evidence based education process and its application to nursing education	• Value clarification exercise • Case study analysis (student encountered scenarios) and suggest ethical decision-making steps • Lecture cum discussion	• Short answer • Evaluation of case study analysis • Quiz – MCQ

INTRODUCTION TO FORENSIC NURSING AND

INDIAN LAWSPLACEMENT: V SEMESTER

THEORY: 1 Credit (20 hours)

DESCRIPTION: This course is designed to help students to know the importance of forensic science in total patient care and to recognize forensic nursing as a specialty discipline in professional nursing practice.

COMPETENCIES: On completion of the course, the students will be able to

1. Identify forensic nursing as an emerging specialty in healthcare and nursing practice
2. Explore the history and scope of forensic nursing practice
3. Identify forensic team, role and responsibilities of forensic nurse in total care of victim of violence and in preservation of evidence
4. Develop basic understanding of the Indian judicial system and legal procedures

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	3 (T)	Describe the nature of forensic science and discus issues concerning violence	**Forensic Science** • Definition • History • Importance in medical science • Forensic Science Laboratory **Violence** • Definition • Epidemiology • Source of data **Sexual abuse – child and women**	• Lecture cum discussion • Visit to Regional Forensic Science Laboratory	• Quiz – MCQ • Write visit report
II	2 (T)	Explain concepts of forensic nursing and scope of practice for forensic nurse	**Forensic Nursing** • Definition • History and development • Scope – setting of practice, areas of practice and subspecialties • Ethical issues • Roles and responsibilities of nurse • INC & SNC Acts	• Lecture cum discussion	• Short answer • Objective type

| III | 7 (T) | Identify members of forensic team and describe role of forensic nurse | **Forensic Team**
• Members and their roles

Comprehensive forensic nursing care of victim and family
• Physical aspects
• Psychosocial aspects
• Cultural and spiritual aspects
• Legal aspects
• Assist forensic team in care beyond scope of her practice
• Admission and discharge/referral/death of victim of violence
• Responsibilities of nurse as a witness

Evidence preservation – role of nurses
• Observation
• Recognition | • Lecture cum Discussion

• Hypothetical/real case presentation

• Observation of post-mortem

• Visit to department of forensic medicine | • Objective type
• Short answer

• Write report |

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Collection • Preservation • Documentation of Biological and other evidence related to criminal/traumatic event • Forwarding biological samples for forensic examination		
IV	3 (T)	Describe fundamental rights and human rights commission	**Introduction of Indian Constitution** **Fundamental Rights** • Rights of victim • Rights of accused **Human Rights Commission**	• Lecture cum discussion • Written Assignment • Visit to prison	• Short answer • Assessment of written assignment • Write visit report
V	5 (T)	Explain Indian judicial system and laws Discuss the importance of POSCO Act	**Sources of laws and law-making powers** **Overview of Indian Judicial System** • JMFC (Judicial Magistrate First Class) • District • State • Apex **Civil and Criminal Case Procedures** • IPC (Indian Penal Code) • ICPC • IE Act (Indian Evidence Act) **Overview of POSCO Act**	• Lecture cum discussion • Guided reading • Lecture cum discussion	• Quiz • Short answer