

**Macao Polytechnic University**

**Faculty of Health Sciences and Sports**

**Master of Science in Nursing**

**Module Outline**

Academic Year 2022 /2023 Semester 2

<b>Learning Module</b>	Nursing Education		<b>Class Code</b>	NURS6127
<b>Pre-requisite(s)</b>	Nil			
<b>Medium of Instruction</b>	Chinese/English		<b>Credit</b>	3
<b>Lecture Hours</b>	45hrs	<b>Lab/Practice Hours</b>	0 hrs	<b>Total Hours</b> 45hrs
<b>Instructor</b>	YUAN HAO BIN		<b>E-mail</b>	hbyuan@mpu.edu.mo
<b>Office</b>	Room 704 Meng Tak Building Main campus		<b>Telephone</b>	85993429

**Description**

Nursing education is designed to nurture nursing students' abilities for using pedagogy theory and methods to carry out teaching and learning in nursing practice. The 45-hour module elaborates the principles, theory and methodology of pedagogy and educational psychology, nursing curriculum building, nursing teaching methods and skills, and nursing educational research. Case study, group discussions, demonstration of teaching and learning, and outcome evaluation are involved in the class. The students are expected not only to apply the pedagogical methodology and educational psychology in the discussion ethical issues of nursing education but also to develop the teaching planning and demonstrate the classroom teaching or clinical instruction.

**Learning Outcomes**

At the end of this module, the students should be able to:

1. Explore the principles, theory and methodology of pedagogy.
2. Apply the pedagogical methodology and educational psychology.
3. Develop the teaching planning for classroom teaching and clinical instruction.
4. Discuss ethical issues of nursing education.
5. Demonstrate competence in classroom teaching and clinical instruction.

## **Content**

1. The principles, theory and methodology of pedagogy

1.1 Constructivism learning theory

1.2 Adult learning theory

1.3 Experiential learning theory

1.4 Social learning theory

(MASTER: apply theoretical knowledge to practical situation)

2. Teaching environment

(UNDERSTAND: describe the teaching resources and retrieval methods)

3. Teaching methods in classroom teaching and clinical instruction

(MASTER: develop the teaching planning based on theoretical knowledge and practical situation)

4. Evaluation methods in teaching and learning

4.1 Learning performance assessment

4.2 Validation of learning outcome evaluation

(MASTER: develop students' performance assessment in clinical practice based on theoretical knowledge and practical situation)

5. Ethical issues of teaching and learning in nursing profession

(MASTER: apply theoretical knowledge to practical situation, discuss the issues in teaching and learning)

## **Teaching Methods:**

Lectures, tutorial small group discussions, seminars and demonstration

## **Attendance:**

Attendance requirements are governed by the "Academic Regulations Governing Master's Degree Programmes" of Macao Polytechnic University. An "F" will be given as the final grade to students who have less than the stated attendance for the enrolled module.

### **Assessment:**

This assessment is graded according to the percentage, with 100 being the full score and 50 the passing score.

<b>Item</b>	<b>Description</b>	<b>Percentage</b>
1. Group assignment	Students' performance assessment in clinical practice	40%
2. Individual assignments	2.1 Each student develops the teaching planning for classroom teaching <b>OR</b> clinical instruction	30%
	2.2 Each student demonstrates the teaching process in classroom <b>OR</b> clinical instruction	30%
<b>Total score</b>		100%

### **Teaching Materials:**

孫宏玉，范秀珍（2018）。護理教育理論與實踐（第2版）。北京：人民衛生出版社

Keating, S.B., & DeBoor, S.S. (2017). *Curriculum Development and Evaluation in Nursing Education* (fourth edition). Springer Publishing Company.

**Appendix 1** Assessment criteria for Group assignment

<b>Assessment Criteria</b>	<b>Weighting</b>	<b>Score and comments</b>
<b>1. Identification of the phenomenon</b> <ul style="list-style-type: none"> <li>• clear and specific description</li> <li>• reasonable explanation</li> <li>• well justified according to current situation</li> </ul>	5 %	
<b>2. Students' performance assessment in clinical practice</b> 2.1 Attitude assessment (20%) 2.2 Knowledge assessment (20%) 2.3 Skill assessment (20%) <ul style="list-style-type: none"> <li>• Understanding of the principles</li> <li>• Key information included</li> <li>• Well justified according to the evaluation guidelines</li> <li>• Reasonable explanation</li> </ul>	60%	
<b>3. Ethical issue discussions</b> <ul style="list-style-type: none"> <li>• Clear and specific description</li> <li>• Reasonable explanation</li> <li>• Critical information included</li> </ul>	10%	
<b>4. Validation of assessment instruments</b> <ul style="list-style-type: none"> <li>• Clear and specific description</li> <li>• Reasonable explanation</li> <li>• Well justified according to current situation</li> </ul>	20%	
<b>5. Quality of presentation and writing</b> <ul style="list-style-type: none"> <li>• Updated information</li> <li>• The relevant literature</li> <li>• Systematic organization</li> <li>• Communicative</li> <li>• Good team work</li> </ul>	5%	
<b>Total Score</b>		<b>100%</b>

## Appendix 2 Assessment criteria for Individual written assignment

Assessment Criteria	Weighting	Score and comments
<b>1. Introduction</b> <ul style="list-style-type: none"> <li>• Clear description of the phenomenon</li> </ul>	4%	
<b>2. Teaching goals</b> 2.1 Attitude (3%) 2.2 Knowledge (3%) 2.2 Skills and abilities (3%) <ul style="list-style-type: none"> <li>• Clear and specific description</li> <li>• Well justified according to current situation</li> <li>• The relevant issues explored</li> </ul>	9%	
<b>3. Teaching preparation</b> 3.1 Student assessment (1) Knowledge and skills (5%) (2) Learning needs (5%) 3.2 Preparation of teaching resources (5%) <ul style="list-style-type: none"> <li>• Adequate preparation</li> <li>• Correct assessment</li> <li>• Realistic and reliable basis</li> </ul>	15%	
<b>4. Teaching methods</b> 4.1 Selection methods and reasons (5%) 4.2 The role of students and teachers (5%)	10%	
<b>5. Teaching process</b> <ul style="list-style-type: none"> <li>• Appropriate teaching content</li> <li>• Specific and appropriate methods</li> <li>• Detailed teaching activities</li> </ul>	10%	
<b>6. Evaluation of learning outcome</b> 6.1 Attitude (5%) 6.2 Knowledge (5%) 6.2 Skills and abilities (5%) <ul style="list-style-type: none"> <li>• Comprehensive evaluation by correct and reliable approaches</li> </ul>	15%	
<b>7. Reflection</b> 7.1 Advantages (5%) 7.2 Limitations (5%) 7.3 Recommendations (5%) <ul style="list-style-type: none"> <li>• Reflection from teachers and students</li> <li>• Clear perspective, comprehensive factor analysis</li> <li>• Rationales and reasonable suggestions</li> </ul>	15%	
<b>8. Quality of demonstration</b> <ul style="list-style-type: none"> <li>• Systematic organization</li> <li>• Communicative</li> <li>• Maximal use of time</li> <li>• Use of proper expressions</li> </ul>	20%	
<b>9. References</b> <ul style="list-style-type: none"> <li>• Relevant, update supportive evidences</li> </ul>	2%	
<b>Total Score</b>		100%

<b>Timetable (Haobin 45 hours) 2023/04-05</b>					
<b>No.</b>	<b>Date</b>	<b>Time</b>	<b>Topic</b>	<b>Hours</b>	<b>Teacher</b>
1	2023/04/22	0900-1100	Teaching and Learning theories: Constructivism learning theory	2	Haobin
		1100-1300	Teaching and Learning theories: Adult learning theory	2	Haobin
		1400-1600	Teaching and Learning theories: Experiential learning theory	2	Haobin
		1600-1800	Teaching and Learning theories: Social learning theory	2	Haobin
2	2023/04/27	1830-2130	Teaching environment Teaching methods	3	Haobin
3	2023/04/29	0900-1100	Develop the teaching planning	2	Haobin
		1100-1300	Learning performance assessment 1	2	Haobin
		1400-1600	Learning performance assessment 2	2	Haobin
		1600-1800	Validation of learning outcome evaluation	2	Haobin
4	2023/05/02	1830-2130	Seminar: Students' performance assessment in clinical practice1	3	Haobin
5	2023/05/04	1830-2130	Seminar: Students' performance assessment in clinical practice 2	3	Haobin
6	2023/05/06	0900-1100	Ethical issues of teaching and learning in nursing profession	2	Haobin
		1100-1300	Seminar: Ethical issues of teaching and learning in nursing profession 1	2	Haobin
		1400-1600	Seminar: Ethical issues of teaching and learning in nursing profession 2	2	Haobin
		1600-1800	Seminar: Ethical issues of teaching and learning in nursing profession 3	2	Haobin
7	2023/05/09	1830-2130	Demonstrates: classroom teaching & clinical instruction 1	3	Haobin
8	2023/05/11	1830-2130	Demonstrates: classroom teaching & clinical instruction 2	3	Haobin
9	2023/05/16	1830-2130	Demonstrates: classroom teaching & clinical instruction 3	3	Haobin
10	2023/05/17	1830-2130	Demonstrates: classroom teaching & clinical instruction 4	3	Haobin