
Classroom Skills for Nurse Educators

Carolyn Chambers Clark

ARNP, EdD, FAAN, AHN-BC

Walden University,
Minneapolis, Minnesota



JONES AND BARTLETT PUBLISHERS

Sudbury, Massachusetts

BOSTON TORONTO LONDON SINGAPORE

World Headquarters

Jones and Bartlett Publishers
40 Tall Pine Drive
Sudbury, MA 01776
978-443-5000
info@jbpub.com
www.jbpub.com

Jones and Bartlett Publishers
Canada
6339 Ormindale Way
Mississauga, Ontario L5V 1J2
Canada

Jones and Bartlett Publishers
International
Barb House, Barb Mews
London W6 7PA
United Kingdom

Jones and Bartlett's books and products are available through most bookstores and online booksellers. To contact Jones and Bartlett Publishers directly, call 800-832-0034, fax 978-443-8000, or visit our website www.jbpub.com.

Substantial discounts on bulk quantities of Jones and Bartlett's publications are available to corporations, professional associations, and other qualified organizations. For details and specific discount information, contact the special sales department at Jones and Bartlett via the above contact information or send an email to specialsales@jbpub.com.

Copyright © 2008 by Jones and Bartlett Publishers, Inc.

All rights reserved. No part of the material protected by this copyright may be reproduced or utilized in any form, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without written permission from the copyright owner.

The authors, editor, and publisher have made every effort to provide accurate information. However, they are not responsible for errors, omissions, or for any outcomes related to the use of the contents of this book and take no responsibility for the use of the products and procedures described. Treatments and side effects described in this book may not be applicable to all people; likewise, some people may require a dose or experience a side effect that is not described herein. Drugs and medical devices are discussed that may have limited availability controlled by the Food and Drug Administration (FDA) for use only in a research study or clinical trial. Research, clinical practice, and government regulations often change the accepted standard in this field. When consideration is being given to use of any drug in the clinical setting, the health care provider or reader is responsible for determining FDA status of the drug, reading the package insert, and reviewing prescribing information for the most up-to-date recommendations on dose, precautions, and contraindications, and determining the appropriate usage for the product. This is especially important in the case of drugs that are new or seldom used.

Library of Congress Cataloging-in-Publication Data

Clark, Carolyn Chambers.

Classroom skills for nurse educators / Carolyn Chambers Clark.

p. ; cm.

Includes bibliographical references and index.

ISBN-13: 978-0-7637-4975-0

ISBN-10: 0-7637-4975-3

1. Nursing—Study and teaching. I. Title.

[DNLM: 1. Education, Nursing. 2. Learning. 3. Teaching—methods. WY 18 C5923c 2008]

RT71.C538 2008

610.73076—dc22

2007000616

6048

Production Credits

Executive Editor: Kevin Sullivan

Acquisitions Editor: Emily Ekle

Production Director: Amy Rose

Associate Editor: Amy Sibley

Editorial Assistant: Patricia Donnelly

Associate Production Editor: Jamie Chase

Senior Marketing Manager: Katrina Gosek

Associate Marketing Manager: Rebecca Wasley

Manufacturing and Inventory Coordinator: Amy Bacus

Composition: Arlene Apone

Cover Design: Kate Ternullo

Cover Image: © Cindy Hughes/Shutterstock, Inc.

Printing and Binding: Malloy, Inc.

Cover Printing: Malloy, Inc.

Printed in the United States of America

11 10 09 08 07 10 9 8 7 6 5 4 3 2 1

DEDICATION

This book is dedicated to two educators at Teachers College and Columbia University, who provided a humanistic learning environment and reinforced creative efforts—Elizabeth M. Maloney and Philip H. Phenix.

TABLE OF CONTENTS

Preface	vii
Acknowledgments	xi
PART I THEORY AND CONCEPTS	
ONE	
Challenges for the Nurse Educator	3
TWO	
Effective Learning Systems	81
PART II SPECIFIC CLASSROOM SKILLS	
THREE	
Role Playing, Simulations, and Simulation Gaming ...	161
FOUR	
Group Methods and Peer Learning	229
FIVE	
Value Clarification, Perception Exercises, Journal Writing, and Poetry	285
SIX	
Individualized Learning, Self-Instruction, and Media Use	333
Index	395

PREFACE

Educators may have difficulty assisting some of their learners to learn. Nurse educators have the additional difficulty of helping learners to transfer classroom learning to clinical situations.

Why This Book Is Needed

Aiding learners in learning facts and procedures is frequently only part of the task of nurse educators; they must also teach learners aspects of the helping relationship, how to think critically to solve health care problems, and how to translate or transfer that knowledge to the clinical situation. Added to these difficulties is the additional stress of increasing learner to educator ratios, decline in the number of doctorally prepared nursing faculty and decreasing availability of clinical facilities (Berlin and Sechrist, 2002). This situation may result in a cadre of frustrated nurse educators who are dissatisfied with the lecture method of presentation, yet feel it is the only way to deal with large numbers of learners.

This book provides nurse educators with legitimate and evidence-based classroom experiences that engage learners in active, independent learning methods. Not only are active methods of learning more apt to provide greater evidence of learning, they have the potential to promote independent graduates and practitioners who have learned how to be involved in their own learning, how to use problem-solving methods, and how to transfer what they have learned to the clinical arena.

As a nurse educator in several different levels of nursing programs, I found myself forced into the position of having too many learners and not enough instructional skill. Initially, my problems centered around organizing course content into some reasonable style for presentation. Later, my problems focused on finding ways to design humanistic and efficient learning systems.

Many nurse educators face these issues, and I hope this book will assist both new and seasoned nurse educators to design and use effective learning systems where content and evaluation are based on behavioral objectives, and to consider innovative teaching methods as a way of dealing with the dehumanizing effect of increasing learner to educator ratios, decreasing clinical facilities, and the need for critical thinking skills.

Books are available for nurse educators where curriculum theory or educational techniques are presented. No texts are available for either the novice or experienced nurse educator that translate theory into action and provide a repertoire of instructional approaches as well as instructions for how to develop and use them. Consequently, nurse educators have for the most part been socialized into two aspects of their role: appreciation of learner needs, and an ethical sense of dedication to teaching.

A third part of this role, self-image as a confident manager of learning experiences, remains to be developed. Education courses provide theory, but they may neglect to teach the budding nurse educator how to apply theory in an efficient yet humanistic way.

An efficient yet humanistic nurse educator is able to choose from a wide repertoire of techniques based on specific assessments and provide legitimate practice experiences for learners based on a personal philosophy of nursing education. This book focuses on maximizing both the helping elements of the nurse/client relationship and the use of learning resources.

Novice nurse educators are at a high risk to “burn out” quickly because they are usually ill-prepared to deal with the overwhelming organizational demands of teaching. A common solution to this problem is to settle on one method of instruction, frequently the lecture format, as a way of controlling instructor anxiety. Because evidence shows that lecture is not a good way to enhance critical thinking or transfer

learning to the clinical area, this book focuses on ways to help learners learn concepts and how to apply them with patients or clients.

Learning styles must also be added to the mix. Learners have different learning styles and a nearly universal need for novelty of presentation and meaningfulness of content. Nurse educators need a wide knowledge of, and expertise in, various learning formats so an appropriate method can be chosen for a particular student or situation.

Even experienced nurse educators may not have large repertoires of educational formats. Some may have settled on one method of instruction and/or may be unaware of some interaction instructional approaches such as simulation gaming, peer supervision, and value clarification.

This book is especially timely now as nursing class sizes are expanding, learner to educator ratios are increasing, educational funds are shrinking, and the Internet is becoming an important learning setting. Nurse educators need to become more skilled in the development and use of their own inexpensive, yet effective, learning tools. This book fills the gap between educational and learning theories and their application to nursing instruction.

Design of the Book

This book is divided into six chapters. At the end of each chapter is a series of exercises designed to assist the nurse educator to help learners apply theory, assessments, and interventions presented in the chapter. Each chapter also presents Nurse Educator Vignettes and Nurse Educator Challenges to help learners understand and apply the material.

Chapter 1 lays the conceptual framework for the other five chapters. It includes a list of proposed nurse educator competencies, the philosophy of nursing education espoused in this book, adult learning principles and theory, critical-thinking skills, transfer of learning, learner-centered environments, and evidence-based teaching strategies. It provides a discussion of how the self-image the nurse educator and learner bring to the classroom can influence learning, as well as teaching dilemmas the nurse educator can face. Correlations between the educator/learner relationship and the nurse/client relationship are described. Ways to assess communication, humanism, and learner preferences and styles are included.

Chapter 2 presents principles of effective learning system design. Included here are ways to identify phases of learning, pinpoint learning system problems, formulate learning objectives, devise evaluation procedures, select and sequence learning

content, and identify variables to consider when choosing a teaching method. Because the amount of nurse educator control or responsibility for learning decisions will influence learning system design, a discussion of teaching and learning contracts is also included in this chapter.

Chapters 3–6 give in-depth coverage of interactive and innovative teaching methods that evoke critical thinking and are meant to expand the nurse educator's repertoire of classroom skills. **Chapter 3** compares and contrasts role playing, simulation and simulation gaming. Advantages and disadvantages of each method are presented, and detailed suggestions for using each method are included.

Chapter 4 discusses peer learning and other group methods. Basic information about classroom dynamics and group phases is provided. Detailed suggestions for the use of peer learning discussion and support groups, small-group tutorials, and theme-centered groups are offered. A multitude of suggestions are offered to assist nurse educators to enhance critical thinking while working with a large class of students.

Chapter 5 presents some little-known, but highly valuable learning methods that can assist learners to develop self-awareness and integrate learning experiences. These tools include value clarification, perceptual exercises, journal writing, and poetry writing.

Chapter 6 covers issues surrounding individualized learning and examines several approaches to individualization. Methods of learning that are frequently used in the individualized approach are also covered, such as programmed instruction, audio-tapes, films and filmstrips, videotapes, videoconferencing, the Internet, distance learning, and computer and television instruction.

Best wishes in your journey,

Carolyn Chambers Clark

ACKNOWLEDGMENTS

I wish to thank Judith Ackerhalt, RN, EdD, and Susan Torreano DiFabio, RN, MS. For many years, we participated in a nursing peer support and education brainstorming group. Many hours of our meetings were devoted to mutual sharing and learning. Their support, critical comments about the manuscript, discussion of their previous educational experience, present philosophies of nursing education, and open sharing of specific instructional skills and exercises have enriched my conceptual horizons as an educator. I am indebted to them for their support and theoretical insight.

I also wish to acknowledge Carole Shea, RN, PhD. We engaged in an ongoing dialogue concerning the essence of nursing education and the difficulties of being a nurse educator and nursing student that has clarified my thinking about these roles.

I gratefully acknowledge Emily Ekle and Jamie Chase, who managed to humanize the editor/author relationship while providing skillful direction.

