This course supports the assessment for Foundations of Nursing Education. The course covers 5 competencies and represents 3 competency units.

Introduction

Overview
This graduate-level course examines the historical, theoretical, and contemporary issues of nursing education. You will explore emerging trends in curriculum development and evaluation. Ethical, legal, and regulatory issues related to nursing education will be examined.

Getting Started
Welcome to Foundations of Nursing Education, the first education specialty course in your program. Begin the course by reviewing the Pacing Guide and determining how to best structure your learning time. Each block of learning includes a variety of activities designed to help you complete the course successfully. Activities include reading textbooks (there are four) and external articles, watching videos, conducting research, and completing self checks to test your knowledge. Progress through the topics in the order they appear - you will be directly linked to the appropriate texts and other learning resources. To demonstrate course competency you will complete a performance assessment that requires you to write a paper analyzing the internal and external factors impacting an organization’s ability to design and implement a change in their nursing curricula. Review the assessment directions and assessment rubric to make sure you understand the performance assessment requirements.

Check the course announcements for useful messages about the course and contact your course instructors for assistance as questions arise.

Watch the following video for an introduction to this course:

Competencies
This course provides guidance to help you demonstrate the following 5 competencies:

- **Competency 7009.1.1: Education Environments and Trends in Nursing Education**
  The graduate analyzes evolutionary trends in higher education and nursing education.

- **Competency 7009.1.2: Theoretical Foundations of Nursing Education**
  The graduate examines theoretical foundations of education that affect nursing education.

- **Competency 7009.1.3: Nursing Curriculum Foundations**
  The graduate evaluates nursing curricula for relevance and effectiveness within the setting in which they will be used.

- **Competency 7009.1.4: Fundamentals of Learning Assessment**
  The graduate describes the essential concepts of assessing student learning.

- **Competency 7009.1.5: Ethical, Legal, and Accreditation Implications in Nursing Education**
  The graduate evaluates various ethical, legal, and accreditation issues related to nursing education.
Nursing Dispositions Statement
Please review the [Statement of Nursing Dispositions](#).

Course Instructor Assistance
As you prepare to demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, instructors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and eager to work with you.

Successful students report that working with a course instructor is the key to their success. Course instructors are able to share tips on approaches, tools, and skills that can help you apply the content you're studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don't work out on your first try, course instructors act as a support system to guide you through the revision process. You should expect to work with course instructors for the duration of your coursework, and you are encouraged to contact them as soon as you begin. Course instructors are fully committed to your success!

Preparing for Success
The information in this section is provided to detail the resources available for you to use as you complete this course.

Learning Resources
The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

Automatically Enrolled Resources

You can access the learning resources listed in this section by clicking on the links provided throughout the course. You may be prompted to log in to the WGU student portal to access the resources.

VitalSource E-Texts
The following textbooks are available to you as e-texts within this course. You will be directly linked to the specific readings required within the activities that follow.


Note: These e-texts are available to you as part of your program tuition and fees, but you may
purchase a hard copy at your own expense through VitalSource or a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition. The following sites provide instruction on how to create a VitalSource account, use features such as downloading your e-texts for offline use, and purchase a print-on-demand option, if available.

VitalSource Navigational Video

Print-On-Demand

Ebook Central E-Books
The following textbook is available to you as an e-text within this course. You will be directly linked to the specific readings required within the activities that follow.


EBL e-books can be downloaded to your computer or mobile device. Follow the instructions to download your e-books for offline access.

*Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.*

Other Resources

You will use the following learning resources for this course.

WGU Library E-Reserves
This course of study utilizes resources located in the WGU Library E-Reserves, with articles available for you to download. For instructions on how to access WGU Library E-Reserves, see the Accessing WGU Library E-Reserves page.

The following e-reserve material will be used in this course:


WGU Library Articles
This course utilizes resources via the WGU Library, with articles available for you to download.

The following WGU Library article will be used in this course:


### Student Companion Website

The online content provided by Jones & Bartlett for *Nurse as Educator: Principles of Teaching and Learning for Nursing Practice* offers additional online learning materials, available for review prior to the final assessment:

- [Nurse as Educator: Principles of Teaching and Learning for Nursing Practice Student Companion Site](#)

### Nursing Standards

You will be able to access Nursing Professional Standards as they apply to your program through the WGU Library. Please access these documents at the following website:

- [WGU Library Nursing E-Reserves](#)

### Pacing Guide

This pacing guide provides a balanced topic and pacing structure for completing the required learning activities and assessments for Foundations of Nursing Education. A block of learning generally relates to the amount of work the average student should be able to complete in roughly one week, however, adjustments in time are common. Please use this guide to plan your timelines for completing each block of learning.

**Block of Learning 1:**

- Introduction
- Preparing for Success

**Learning Resources**

- Pacing Guide

**Education Environments and Trends in Nursing Education**

- Trends in Higher Education
- Read: Evolution of Nursing Education
- Read: Trends in Higher Education
- Apply: The Evolution of Nursing Education
- Research: Transformation of Nursing Education
- Self Check: Overview

**Block of Learning 2:**

- Trends in Nursing Education
Read: The Current State of Nursing Education Leading to Transformation
Read: Influence on Nursing Education
Read: Evolution Pathways of Nursing Education
Research: Factors Influencing Changes in Nursing Education
Self Check: Case Study

Block of Learning 3:

Theoretical Foundations of Nursing Education

Read: Major Learning Theories in Nursing Education
Read: Critical Thinking in Nursing Education
Read: Nursing Education Curriculum

Block of Learning 4:

Nursing Curriculum Foundations

Curriculum Development Process and Planning
Read Learning activities Based on Adult Learning Theory
Read: Impact of Regulation and accreditation
Read: Critical Path in the curriculum Development Process
Research: Multiple Intelligences

Internal and External Contextual Factors

Read: Internet as a Tool in Healthcare and Patient Education
Read Internal and External Influences on Nursing Education
Read: The Evolving Role of Distance Education
Research: Human Simulation

Block of Learning 5:

Fundamentals of Learning Assessment

Read: Formative and Summative Assessment
Read: Competency – Based Learning
Read: Assessment Strategies
Apply: Assessment Methods
Research: Competency Based Learning

Block of Learning 6:

Ethical, Legal, and Accreditation Implications in Nursing Education

Ethical Guidelines
Read: ANA Code of Ethics
Read: Nursing Accreditation
Read: Ethical Principles of Nursing Education
Apply: Statement on Professional Ethics
Read: Implications of Philosophy of Accreditation
Self Check: Case Study

Legal Accountabilities in Nursing Education

Read: Family Educational Rights and Privacy Act (FERPA)
Read: Copyright Law
Read: Board of Nursing
Read: American with Disabilities Act (ADA)
Read: Healthcare Insurance Portability Accountability Act (HIPPA)
Apply: State Board of Nursing
Research: Patient Care Partnership
Self Check: Review Question

Education Accreditation

Read: Accrediting Agencies in Higher Education
Read: Impact of Standards on Nursing Education Accreditation
Apply: Family Educational Rights and Privacy Act (FERPA)
Research: Accommodating Nurses with Disabilities

Note: This pacing guide does not replace the course. Please continue to refer to the course for a comprehensive list of the resources and activities.

Education Environments and Trends in Nursing Education

In this subject, you will analyze evolutionary trends in higher education and nursing education.

Trends in Higher Education

Although the purpose of higher education may have remained unchanged for centuries—to prepare students for success in their work and in their personal lives—colleges and universities face significant change in the current sociopolitical environment. With available resources declining for some institutions, leaders in higher education face the need to ensure that programs continue to meet society's needs. This topic addresses trends in higher education, especially as they affect nursing education.

This topic addresses the following competency:

- **Competency 7009.1.1: Education Environments and Trends in Nursing Education**
  The graduate analyzes evolutionary trends in higher education and nursing education.

This topic highlights the following objective:
• Analyze how trends in social, economic, political, and institutional forces influence nursing education design and delivery.

Read: Evolution of Nursing Education

This activity allows you to analyze societal influences on the history and continuing evolution of both higher education and nursing education.

As you read the listed material below, pay attention to the following key points:

• social and economic influences on the development of multiple entry points into the nursing profession
• the concept of educational mobility for academic progression in the nursing profession
• five societal trends that create the context of higher education in general and nursing education in particular

Read the following sections in Teaching in Nursing: A Guide for Faculty:

• chapter 6 (Forces and Issues Influencing Curriculum Development)
• pages 124–127 of chapter 8 (Curriculum Designs)

Read the following pages in Educating Nurses: A Call for Radical Transformation:

• pages 19–28 and 33–36 of chapter 1 (A Profession Transformed)

Read the following pages in Nurse as Educator: Principles of Teaching and Learning for Nursing Practice:

• pages 10–12 of chapter 1 (Overview of Education in Healthcare)

Differentiate the education of a nurse prepared as an LPN/LVN, diploma RN, associate degree RN, or baccalaureate RN. Consider the following questions:

• What is the rationale for the development of these various paths of entry into the nursing profession?
• How do they allow academic progression?
• What societal trends affect the ability of nurses educated through this model to meet current and future demands of the healthcare system?

Read: Trends in Higher Education

This activity allows you to discuss trends in higher education delivery and the impact of consumer expectations on those trends.

As you read the listed material below, pay attention to the following key points:

• critical considerations for flexible delivery of nursing education
• changes in education that have occurred as a result of increasing use of technology
- the effect of healthcare trends and consumer expectations on nursing curricula

Read the following pages in *Curriculum Development in Nursing Education*:

- chapter 16 Curriculum Considerations in Nursing Education by Distance Delivery

Read the following chapter in *Nurse as Educator: Principles of Teaching and Learning for Nursing Practice*:

- chapter 13 (Technology in Education)

Read the following page in *Teaching in Nursing: A Guide for Faculty*:

- page 148 of chapter 9 (Developing Curriculum: Frameworks, Outcomes, and Competencies)

Explore the following website and look for ways that nursing education is featured (through teaching and learning links, interactive videos, CEU modules, webinars, online forums, etc.). Reflect on how this website provides an example of technology being used to promote information sharing, provide educational opportunities, and reach out to nurse educators regardless of location.

- Technology: Key to Transforming Nursing Education

Identify three uses of technology in nursing education and describe their impact on the delivery of higher education. Consider the following questions:

- How does the use of technology relate to the need for flexible delivery of education?
- How is the use of technology in education influenced by current healthcare trends and consumer expectations?

**Apply: The Evolution of Nursing Education**

Based on your understanding of the need for transformation in nursing education, predict how nurse leaders will reframe baccalaureate education to ensure graduates can be more responsive to the requirements of the healthcare system by the year 2025.

**Research: Transformation of Nursing Education**

Nurse educators and visionaries, such as Patricia Benner, continue to evaluate the delivery of nursing education. Some of their thoughts are reflected in the landmark *Institute of Medicine* paper *The Future of Nursing: Leading Change, Advancing Health.*

Read the following chapter in *The Future of Nursing: Leading Change, Advancing Health*:

- pages 163-220 of chapter 4 (Transforming Education)

Consider the following questions:
• What changes have been proposed for undergraduate nursing education?
• How might these proposed changes affect graduate nursing education?
• What is the Institute of Medicine (IOM) position on undergraduate and graduate nursing education?

Self-Check: Overview

Answer the following question from *Nurse as Educator: Principles of Teaching and Learning for Nursing Practice*:

• question 7 on page 26 of *chapter 1 (Overview of Education in Healthcare)*

Trends in Nursing Education

Nursing education faces both immense challenges and extraordinary opportunities. Changes occurring in nursing and nursing education have been influenced by many sociopolitical factors, as well as evolution within the nursing profession and the healthcare delivery system. This topic addresses historic influences and the trends that continue to affect nursing education.

This topic addresses the following competency:

• Competency 7009.1.1: Education Environments and Trends in Nursing Education
  The graduate analyzes evolutionary trends in higher education and nursing education.

This topic highlights the following objectives:

• Evaluate current nursing degree options and academic profession paths.
• Critique how professional entities (e.g., Quality and Safety Education for Nurses (QSEN), Institute of Medicine (IOM), American Association of Colleges of Nursing (AACN), The Joint Commission (TJC)) provide a framework that integrates quality and safety in nursing education and environments.

Read: The Current State of Nursing Education Leading to Transformation

This activity allows you to compare the current state of baccalaureate nursing education with recommendations for its transformation to better prepare graduates for professional practice.

As you read the listed material below, pay attention to the following key points:

• important components of baccalaureate education identified by the AACN
• research findings as a basis for recommendations regarding transformation of nursing education

Read the following pages in the AACN document:

• pages 3–34 of *The Essentials of Baccalaureate Nursing Education for Professional Practice*

Read the following pages in *Educating Nurses: A Call for Radical Transformation*:
Consider the following questions:

- How do the recommendations offered in *Educating Nurses: A Call for Radical Transformation* compare to the components of baccalaureate nursing education currently endorsed by the AACN? Identify any points the text discussed that were not identified in the AACN document.
- What is a possible rationale for the difference?
- How could the proposed new process strengthen nursing education and better prepare graduates for professional practice?

**Read: Influence on Nursing Education**

This activity allows you to compare the roles of external agencies and programs that influence nursing education.

As you read the listed material below, pay attention to the following key points:

- QSEN as a framework for nursing education
- Organizations that influence quality and safety in nursing education

Access the following WGU E-Reserve article:

- [Core Competencies of Nurse Educators with Task Statements](#)

Read the following pages in *Nurse as Educator: Principles of Teaching and Learning for Nursing Practice*:

- Pages 17–18 of [chapter 1 (Overview of Education in Healthcare)](#)

Read the following page in *Teaching in Nursing: A Guide for Faculty*:

- Page 142 of [chapter 9 (Developing Curriculum: Frameworks, Outcomes, and Competencies)](#)

Create a table or chart to depict the role of each of the following entities in nursing education related to quality and safety:

- QSEN
- IOM
- AACN
- National League for Nursing (NLN)
- TJC

**Read: Evolution Pathways of Nursing Education**

This activity allows you to identify the evolution of pathways to nursing education and their
impact on academic professional paths.

As you read the listed material below, pay attention to the following key points:

- the impact of the nursing shortage on nursing education options

Read the following article:

- Career Pathways in Nursing: Entry Points and Academic Progression

Consider the following question:

- How has the nursing shortage affected delivery and outcomes of nursing education?

Research: Factors Influencing Changes in Nursing Education

Changes in nursing education have been influenced by many factors.

Watch the following video: Lifelong Learning: The Evolution of Nursing Education

Based on your analysis of historical events and the evolution of healthcare, how would you model your practice as a nurse educator to help your students gain the necessary skills for 21st-century practice?

Self-Check: Case Study

Consider the following case study:

- A sophomore student approaches you with questions about nursing education. The student is married, has three young children, and works part-time while attending school full-time. The student's long-term goal is to become a pediatric nurse practitioner.

Answer the following questions:

- What information would you provide to the student about degree options and academic paths in nursing?
- What information would you provide to the student about education for advanced practice roles such as nurse practitioner?
- Knowing the student's other commitments, how would you advise the student about professional progression?

Theoretical Foundations of Nursing Education

In this subject, you will examine theoretical foundations of education that affect nursing education.

Theoretical Foundations of Nursing Education
Theories of nursing education guide instructional strategies in both didactic and clinical settings,
with the focus on the learner as participant and the faculty member as facilitator or coach. This topic addresses the theories, philosophies, and teaching-learning strategies that influence nursing education.

This topic addresses the following competency:

- **Competency 7009.1.2: Theoretical Foundations of Nursing Education**
  The graduate examines theoretical foundations of education that affect nursing education.

This topic highlights the following objectives:

- Compare the major characteristics of various learning theories of adult education as they relate to individual learning styles.
- Examine the relationship between learning theories and nursing education models.
- Compare constructivist, cognitivist, and humanistic learning theories, including implications for nursing education.
- Analyze Benner's Nursing Education model specifically the three apprenticeships.

**Read: Major Learning Theories in Nursing Education**

This activity allows you to identify and differentiate between major learning theories.

As you read the listed material below, pay attention to the following key points:

- learning theories of adult education
- the relationship between learning theories and models of nursing education
- the implication of constructivist, cognitivist, and humanistic learning theories for nursing education

Read the following pages in *Nurse as Educator: Principles of Teaching and Learning for Nursing Practice*:

- pages 64-89 [chapter 3 (Applying Learning Theories to Healthcare Practice)]

Describe constructivist, cognitivist, and humanistic learning theories and how the theories impact nursing education.

Read the following pages in *Teaching in Nursing: A Guide for Faculty*:

- pages 203–214 and 221–231 of [chapter 13 (From Teaching to Learning: Theoretical Foundations)]

If you were introducing learning theories to a group of BSN students, how would you differentiate between constructivist, cognitivist and humanistic learning theory in your discussion? Identify at least three differences.

**Read: Critical Thinking in Nursing Education**
This activity allows you to discuss key elements of critical thinking as a goal of nursing education.

As you read the listed material below, pay attention to the following key points:

- learning theories of adult education
- relationship between learning theories and models of nursing education
- implication of constructivist, cognitivist, and humanistic learning theories for nursing education

Read the following chapter in *Teaching in Nursing: A Guide for Faculty*:

- chapter 15 (Strategies to Promote Critical Thinking and Active Learning)

Read: *Nursing Education Curriculum*

This activity allows you to consider the use of the apprenticeship model in planning a nursing curriculum.

As you read the listed material below, pay attention to the following key points:

- apprenticeship learning
- nursing knowledge and science, ethical comportment, and formation
- experiential learning

Read the following pages in *Educating Nurses: A Call for Radical Transformation*:

- pages 25–30 of chapter 1 (A Profession Transformed)

Consider that you are planning the curriculum for didactic and clinical courses in medical-surgical nursing. Answer the following question:

- How would you incorporate Benner’s three apprenticeships in your course design? Be specific.

**Nursing Curriculum Foundations**

In this subject, you will evaluate nursing curricula for relevance and effectiveness within the setting in which they will be used.

**Curriculum Development Process and Planning**

Curriculum development and evaluation are key responsibilities of nurse educators. Nurse educators continually assess curriculum and program outcomes. They refine the existing curriculum as needed, preserving critical content while bringing new information into the curriculum. This topic addresses the curriculum development and planning process.

This topic addresses the following competency:
• Competency 7009.1.3: Nursing Curriculum Foundations
  The graduate evaluates nursing curricula for relevance and effectiveness within the setting in which they will be used.

This topic highlights the following learning objectives:

• Use educational principles, theory, and research in the development of nursing curriculum.
• Describe the factors such as learner needs, program evaluations, accreditation bodies, and current healthcare trends that influence curriculum development.
• Evaluate a curriculum implementation process for a given situation.

Read: Learning Activities Based on Adult Learning Theory

This activity allows you to consider the development of learning activities based on adult learning theory.

As you read the listed material below, pay attention to the following key points:

• characteristics of adult learners compared to child learners
• the role of faculty in working with adult learners
• the role of the adult in facilitating his or her own learning

Review the following pages in Teaching in Nursing: A Guide for Faculty:

• pages 218–223 of chapter 13 (From Teaching to Learning: Theoretical Foundations)

Teaching in Nursing: A Guide for Faculty identified that adult learners are "persons who do best when asked to use their experience and apply new knowledge to solve real-life problems . . . Their orientation to learning is task centered or problem centered" (p. 221).

Review the following video and consider elements of adult learning: Andragogy (Adult Learning)

Consider the following questions:

• How does andragogy differ from pedagogy? What are the implications for effectively teaching adults?
• How would you structure a program curriculum for nursing students to capitalize on these characteristics and maximize their learning through various educational experiences?

Read: Impact of Regulation and Accreditation

This activity allows you to differentiate the impact of regulation and accreditation on nursing education programs.

As you read the listed material below, pay attention to the following key points:
• the significance of regulation and accreditation to stakeholders of a nursing education program

Read the following pages in *Teaching in Nursing: A Guide for Faculty:*

• pages 551–557 and 561 of *chapter 29 (Accreditation of Nursing Programs)*

**Read: Critical Path in the Curriculum Development Process**

This activity allows you to describe the use of a critical path in the curriculum development process.

As you read the listed material below, pay attention to the following key points:

• decision-making processes in curriculum development
• activities included in the curriculum development process
• critical path as a blueprint for action in curriculum development

Read the following pages in *Curriculum Development in Nursing: A Guide for Faculty:*

• pages 49–64 of *chapter 4 (Organizing Curriculum Development)*

Consider that you are involved in the development of a curriculum for a new RN-BSN education program. Answer the following questions:

• What is the importance of using a critical path in this process?
• What elements should be included in the path?

**Research: Multiple Intelligences**

In the book *Multiple Intelligences: The Theory in Practice* (Gardner, 1993), Dr. Howard Gardner explains that humans have nine different kinds of intelligence to reflect different ways of interacting with the world. Each person has a unique profile and, although everyone has all nine intelligences, no two individuals have them in exactly the same configuration.

Review the following web page from Multiple Intelligences for Adult Literacy and Education:

• **Introduction**

**Internal and External Contextual Factors**

Infrastructure, programs, policies, and supporting data to guide decisions are crucial in nursing education. They help guide and support educational protocol and programming. This topic explores the internal and external contextual factors influencing nursing education.

This topic addresses the following competency:

• **Competency 7009.1.3: Nursing Curriculum Foundations**
  The graduate evaluates nursing curricula for relevance and effectiveness within the
setting in which they will be used.

This topic highlights the following learning objective:

- Evaluate nursing curriculum for its relevance to current nursing trends and community needs.

**Read: Internet as a Tool in Healthcare and Patient Education**

This activity allows you to evaluate the Internet as an evolving tool in healthcare and patient education.

As you read the listed material below, pay attention to the following key points:

- The world wide web as an educational tool

Review the following pages in *Nurse as Educator: Principles of Teaching and Learning for Nursing Practice*:

- pages 568–580 of *chapter 13 (Technology in Education)*

Computers are widely used in all areas of society. Students routinely seek information from the Internet. Consider the following questions:

- How can you use the web as an effective instructional tool in nursing education?

**Read: Internal and External Influences on Nursing Education**

This activity allows you to identify internal and external influences on nursing education.

As you read the listed material below, pay attention to the following key points:

- influence of factors within the school of nursing and the educational institution on the nursing education program
- social, economic, and political influences on the nursing education program
- importance of contextual factors in planning curricula

Read the following pages in *Curriculum Development in Nursing Education*:

- *chapter 8 Gathering Data for an Evidence-Informed, Context-Relevant, Unified Curriculum*

Nursing education programs are affected by internal and external factors. Complete the following:

- Discuss the significance of the educational institution's mission, vision, and philosophy as internal influences on the nursing education program.
- Discuss how two external or societal influences impact the nursing education program.
Read: The Evolving Role of Distance Education

This activity allows you to discuss the evolving role of distance education in nursing education.

As you read the listed material below, pay attention to the following key points:

- the theoretical basis for distance education
- synchronous vs. asynchronous technologies
- modifications to style of teaching for distance education

Read the following chapter in *Teaching in Nursing: A Guide for Faculty*:

- chapter 22 (Teaching and Learning at a Distance)

Research: Human Simulation

Human simulation has become an increasingly popular teaching-learning strategy in nursing education.

Read the following document:

- Chapter 51. Enhancing Patient Safety in Nursing Education Through Patient Simulation

Discuss the use of simulation to promote patient safety in the following four critical ways:

- preventing medication errors
- promoting critical thinking and clinical reasoning skills
- promoting effective communication
- encouraging teamwork.

Electronic health records as a teaching-learning strategy:

Read the following sections in *Teaching in Nursing: A Guide for Faculty*:

- page 98 in chapter 6 (Forces and Issues Influencing Curriculum Development)
- page 155 in chapter 9 (Developing Curriculum: Frameworks, Outcomes, and Competencies)
- page 327 in chapter 18 (Teaching in a Clinical Setting)
- pages 343-344 in chapter 19 (The Learning Resource Center)
- 488 in chapter 22 (Teaching and Learning at a Distance)

Fundamentals of Learning Assessment

In this subject, you will describe the essential concepts of assessing student learning.

**Fundamentals of Learning Assessment**

Assessment is a central part of the teaching-learning process. It should be a continuous, transparent process through which the nurse educator purposefully collects information that will
direct instruction, facilitate communication about learning, and involve the learner. This topic addresses concepts of learning assessment.

This topic addresses the following competency:

- **Competency 7009.1.4: Fundamentals of Learning Assessment**
  The graduate describes the essential concepts of assessing student learning.

This topic highlights the following learning objectives:

- Differentiate between formative assessment and summative assessment.
- Describe the assessment philosophy of competency-based learning.
- Critique specified assessment methods used in nursing education.
- Describe how different assessment methods affect student success.

**Read: Formative and Summative Assessment**

This activity allows you to differentiate between the use of formative and summative assessment in nursing education.

As you read the listed material below, pay attention to the following key points:

- purpose of formative evaluation
- purpose of summative evaluation
- scope of formative and summative evaluation

Read the following pages in *Nurse as Educator: Principles of Teaching and Learning for Nursing Practice*:

- pages 606–612 of *chapter 14 (Evaluation in Healthcare Education)*

Briefly differentiate between formative and summative evaluation; include benefits and limitations of use for each. Provide a specific example of how you would use each method to teach didactic and clinical content for a Fundamentals of Nursing course.

**Read: Competency-Based Learning**

This activity allows you to discuss competency-based learning as a strategy in nursing education.

As you read the listed material below, pay attention to the following key points:

- How program level competencies are developed in CBE programs
- Importance of prior knowledge and experience in CBE programs
- How competencies or student learning are assessed in CBE programs

Read the following materials on competency-based learning and assessment:
- Principles for Developing Competency-Based Education Programs
- Got Skills? Why Online Competency-Based Education is the Disruptive Innovation for Higher Education
- Nursing Education at Western Governors University: A Modern, Disruptive Approach

Reflect on your own experience at a competency-based education university:

- How does CBE differ from traditional approaches to higher education?
- What are the benefits of CBE?
- What are possible barriers to CBE?

Read the following chapter in Educating Nurses: A Call for Radical Transformation:

- chapter 2 (Teaching and Learning in Clinical Situations)

Consider that you are orienting new graduate nurses on your adult care unit. Answer the following question:

- How can you use competency-based learning to facilitate their development as practitioners?

Read: Assessment Strategies

This activity allows you to select assessment strategies appropriate to a teaching-learning activity.

As you read the listed material below, pay attention to the following key points:

- criteria for selection of assessment strategies
- methods for matching an assessment strategy to a learning domain
- advantages and disadvantages of various assessment strategies

Read the following pages in Teaching in Nursing: A Guide for Faculty:

- pages 441–456 of chapter 25 (Strategies for Assessing and Evaluating Learning Outcomes)

Apply: Assessment Methods

Describe the use of the following assessment methods:

- CAT
- CBT
- paper-and-pencil assessment
- High stakes exams

Review the following on the National League for Nursing web page:
High Stakes Testing

Read the following in *Teaching in Nursing: A Guide for Faculty*:

- pages 286-290 in *chapter 16 (Improving Teaching and Learning: Classroom Assessment Techniques)*

Answer the following question:

- How can each method affect student success in demonstrating knowledge?

**Research: Competency-Based Learning**

Employers complain that college graduates sometimes lack the knowledge and skills to be successful in the workforce. Experts also suggest that the structure of a traditional college education offers little value to students. These concerns have become more urgent as students and employers alike recognize the need for high-quality post-secondary education.

Review the following web page:

- *Prior Learning and Competency-Based Education*

Describe two educational movements that preceded competency-based learning (CBL), also known as competency-based education (CBE), in an effort to give students credit for prior learning. Consider the following questions:

- How does CBL differ from traditional approaches to higher education?
- What are possible barriers to CBL?

**Ethical, Legal, and Accreditation Implications in Nursing Education**

In this subject, you will evaluate various ethical, legal, and accreditation issues related to nursing education.

**Ethical Guidelines**

Ethics offer a guide for nurses to fulfill their professional responsibilities in a way that is consistent with quality care and that reflects the trust placed in nurses by the public. This topic addresses the role of ethics in nursing practice and nursing education.

This topic addresses the following competency:

- **Competency 7009.1.5: Ethical, Legal, and Accreditation Implications in Nursing Education**
  The graduate evaluates various ethical, legal, and accreditation issues related to nursing education.
This topic highlights the following learning objectives:

- Explain how the American Nurses Association (ANA) Code of Ethics provides a framework for nursing practice, including nursing education.
- Apply ethical principles to a given ethical challenge faced by educators in educational environments.
- Apply ethical principles to a given ethical challenge faced by learners in educational environments.

Read: ANA Code of Ethics

This activity allows you to discuss the relevance of the ANA Code of Ethics to nursing practice and nursing education.

As you read the listed material below, pay attention to the following key points:

- professional values and moral obligations
- standards of faculty conduct
- influence of ethics on teacher-learner relationships

Read the following pages in Teaching in Nursing: A Guide for Faculty:

- pages 51–53 of chapter 3 (The Academic Performance of Students: Legal and Ethical Issues)

Read the following page in Nurse as Educator: Principles of Teaching and Learning for Nursing Practice:

- page 37 of chapter 2 (Ethical, Legal, and Economic Foundations of the Educational Process)

Read the following:

- ANA Code of Ethics with Interpretive Statements

Lachman (in Nurse as Educator, p. 37) identified the nine provisions of the ANA Code of Ethics. Select three of these provisions and discuss how each is part of the ethical framework of nursing practice and education. The ANA Code of Ethics for Nurses with Interpretive Statements was revised in 2015. Select three of the nine provisions of the ANA Code and discuss how each is part of the ethical framework of nursing practice and education. Provide specific examples from nursing practice and education to illustrate your points.

Read: Nursing Accreditation

This activity allows you to discuss the role and impact of accreditation in nursing education.

As you read the listed material below, pay attention to the following key points:
- accreditation standards
- basic components of the accreditation process
- programmatic accreditation agencies

Read the following pages in *Teaching in Nursing: A Guide for Faculty*:

- pages 551–556 of *chapter 29 (Accreditation of Nursing Programs)*

Read the following from Accreditation Commission for Education in Nursing (ACEN) under section three for the Baccalaureate:

- **Standards and Criteria for Accreditation Commission for Education in Nursing**

The text references the NLNAC, which is no longer an accreditation body. Currently the field has two accreditation standards.

Differentiate CCNE accreditation standards from the ACEN standards. Consider the following questions:

- What programs could be accredited by each agency?
- What is the purpose of accreditation?
- How does it impact healthcare consumer safety?

**Read: Ethical Principles of Nursing Education**

This activity allows you to describe challenges faced by learners and nurse educators in adhering to ethical principles.

As you read the listed material below, pay attention to the following key points:

- Patient Self-Determination Act
- elements of informed consent
- Healthcare Insurance Portability and Accountability Act (HIPAA) and confidentiality
- legalization of beneficence
- EMTALA and COBRA—considerations of justice

Read the following pages in *Nurse as Educator: Principles of Teaching and Learning for Nursing Practice*:

- pages 37–48 of *chapter 2 (Ethical, Legal, and Economic Foundations of the Educational Process)*

**Apply: Statement on Professional Ethics**

Read the following statement from the American Association of University Professors (AAUP):

- **Statement on Professional Ethics**
Consider the following question:

- How will you conduct your practice as a nurse educator to ensure you adhere to this tenet of professional ethics?

**Research: Implications of the Philosophy of Accreditation**

The ACEN is one entity responsible for the specialized accreditation of nursing education programs at all levels.

Review the following web page from the ACEN:

- [Philosophy of Accreditation](#)

Answer the following question:

- How does the ACEN philosophy of accreditation support the legal and ethical aspects of nursing education?

**Self-Check: Case Study**

Read the case study on the following page in *Nurse as Educator: Principles of Teaching and Learning for Nursing Practice*:

- page 59 of chapter 2 (*Ethical, Legal, and Economic Foundations of the Educational Process*)

Complete questions 1–3 at the conclusion of the case study.

**Legal Accountabilities in Nursing Education**

Each nurse is accountable for his or her individual practice. Understanding legal liability helps nurses make informed practice decisions. This topic addresses legal and accreditation accountabilities in nursing education.

This topic addresses the following competency:

- **Competency 7009.1.5: Ethical, Legal, and Accreditation Implications in Nursing Education**
  The graduate evaluates various ethical, legal, and accreditation issues related to nursing education.

This topic highlights the following learning objectives:

- Discuss the effect of the Family Educational Rights and Privacy Act (FERPA) on learner privacy.
- Identify ways that copyright laws affect nursing education.

**Read: Family Educational Rights and Privacy Act (FERPA)**
This activity allows you to determine an appropriate response to a student's parent based on the intent of FERPA.

As you read the listed material below, pay attention to the following key points:

- compelling professional purpose
- protection of student records
- disclosure of directory information

Read the following page in *Teaching in Nursing: A Guide for Faculty*:

- page 38 of *chapter 3 (The Academic Performance of Students: Legal and Ethical Issues)*

Read the following act from the U.S. Department of Education website:

- *Family Education Rights and Privacy Act (FERPA)*

Consider the following scenario:

- You receive a telephone call from the parent of a 22-year-old student in your class. The parents wants to schedule a meeting to discuss the student's progress.

Answer the following questions:

- How is this situation addressed by FERPA?
- How would you respond to the parent's request? Be specific in the point you would discuss in your response.

**Read: Copyright Law**

This activity allows you to discuss issues of copyright relevant to your role as a nursing educator.

As you read the listed material below, pay attention to the following key points:

- general scope of copyright
- limitations on exclusive rights
- prohibitions to fair use

Read the following pages in *Teaching in Nursing: A Guide for Faculty*:

- pages 413–414 and 417 of *chapter 23 (Teaching and Learning in Online Learning Communities)*

Read the following document:
Discuss the question of fair use in relation to copyright law. Consider the following question:

How could you as a nurse educator claim fair use in developing content for an upcoming class?

Read: Board of Nursing

This activity allows you to identify the role of state boards of nursing in regulating nursing education.

As you read the listed material below, pay attention to the following key points:

- specified content areas and hours in healthcare education
- board interest in alternate learning experiences
- varied state-specific regulations

Read the following page in *Teaching in Nursing: A Guide for Faculty*:

- page 121 of *chapter 8 (Curriculum Designs)*

Answer the following questions:

- What is the historical interest of state boards of nursing in regulating nursing education?
- What is the current basis for state regulation of nurses and other healthcare personnel?
- What alternative experiences are being explored by state boards of nursing?

Read: Americans with Disabilities Act (ADA)

This activity allows you to discuss the impact of the ADA on nursing education.

As you read the listed material below, pay attention to the following key points:

- types of special needs covered by the ADA
- student responsibility under the ADA
- available services

Read the following pages in *Teaching in Nursing: A Guide for Faculty*:

- pages 56–58 of *chapter 4 (Teaching Students with Disabilities)*

Some authors have suggested the "need to consider such philosophical issues as whether nursing education might be extended to those individuals who will never practice bedside nursing" (Billings, p. 58). Answer the following questions:

- What do you as a nurse educator think of this position?
- How can you provide appropriate clinical experiences for students with disabilities?
Read: Legal Challenges of Nursing Education

This activity allows you to identify legal challenges faced by nurse educators and nursing students.

As you read the listed material below, pay attention to the following key points:

- documentation of patient education
- factors affecting informed consent
- impact of health literacy

Read the following pages in *Nurse as Educator: Principles of Teaching and Learning for Nursing Practice*:

- pages 48–51 of *chapter 2 (Ethical, Legal, and Economic Foundations of the Educational Process)*

Patient education has been identified as "the most undocumented skilled service" (Bastable, p. 50). Answer the following questions from the perspective of the nurse educator and the nursing student:

- What are the legal implications of undocumented patient education?
- What are the legal implications of written patient consent?

Read: Healthcare Insurance Portability and Accountability Act (HIPAA)

This activity allows you to identify ways to ensure your students maintain hospital policies related to HIPAA.

As you read the listed material below, pay attention to the following key points:

- confidentiality of patient information
- limited information disclosure to third parties
- student procedures at clinical agencies

Read the following page in *Teaching in Nursing: A Guide for Faculty*:

- page 488 of *chapter 27 (Clinical Performance Evaluation)*

Review the following page in *Nurse as Educator: Principles of Teaching and Learning for Nursing Practice*:

- page 41 of *chapter 2 (Ethical, Legal, and Economic Foundations of the Educational Process)*

Consider that you have a clinical group of six students on a pediatric unit in a local hospital. Answer the following question:
• How would you work with nurse leaders at this facility to ensure your students are knowledgeable concerning HIPAA and follow policies related to privacy of patient information?

Apply: State Board of Nursing

Locate the Nursing Practice Act on your state board of nursing website. Answer the following questions:

• Does it specify curricular content for nursing education? If so, what are the restrictions?
• What other elements does the board of nursing specifically regulate? For example, is delegation to unlicensed assistive personnel included in your state's practice act? If so, how is it regulated?

Research: Patient Care Partnership

The American Hospital Association's Patient Bill of Rights has been replaced by a brochure describing the rights and responsibilities of patients. Access and review the brochure from the following web page:

• The Patient Care Partnership

Compare the expectations in this brochure to the ethical principles (beneficence, nonmaleficence, veracity, etc.) reviewed earlier in this course. How does meeting these expectations fulfill the nurse's ethical accountability?

Self-Check: Review Question

Answer the following question in Nurse as Educator: Principles of Teaching and Learning for Nursing Practice:

• question 2 on page 59 of chapter 2 (Ethical, Legal, and Economic Foundations of the Educational Process)

Educational Accreditation

In its simplest terms, educational accreditation is a quality improvement process. Services and operations of educational institutions are evaluated by an external agency to determine if standards of performance are met. Accreditation of higher education may be focused on the institution or on individual education programs such as nursing. This topic addresses the role of accreditation in nursing education.

This topic addresses the following competency:

• Competency 7009.1.5: Ethical, Legal, and Accreditation Implications in Nursing Education
  The graduate evaluates various ethical, legal, and accreditation issues related to nursing education.

This topic highlights the following learning objective:
- Contrast nursing education accreditation and regulatory standards at state and national levels.

**Read: Accrediting Agencies in Higher Education**

This activity allows you to identify the role of various accrediting agencies in higher education.

The two most recognized accrediting agencies for nursing programs:

- Commission on Collegiate Nursing Education (CCNE)
- Accreditation Commission for Education in Nursing (ACEN)

As you read the listed material below, pay attention to the following key points:

- US DOE and federal funding
- Council of Higher Education Accreditation (CHEA)
- higher education
- regional accrediting agencies

Read the following chapter in *Teaching in Nursing: A Guide for Faculty*:

- chapter 29 (Accreditation of Nursing Programs)

Read the following page in *Curriculum Development in Nursing Education*:

- page 364 of chapter 13 Planning Curriculum Evaluation

Identify each of the following agencies and their roles in accreditation:

- US DOE and CHEA
- North Central Association (NCA), Southern Association of Colleges and Schools (SACS), New England Association of Schools and Colleges (NEASC)
- ACEN, CCNE
- specialty nursing (e.g., midwifery) accrediting agencies

**Read: Impact of Standards on Nursing Education Accreditation**

This activity allows you to identify the impact of standards and noncompliance on the accreditation of nursing education programs.

As you read the listed material below, pay attention to the following key points:

- candidacy status
- compliance with standards
- appeal of denial or withdrawal of accreditation

As you complete the following section, consider this question:
• What are the implications for a nursing education program if it is determined to be noncompliant with accreditation standards?

Apply: Family Educational Rights and Privacy Act (FERPA)

Consider that you are conducting an orientation to FERPA for new students in the nursing education program. Answer the following questions:

• What would you tell the students about their right to access their education records?
• What would you tell the students about their right to amend their education records?
• What would you tell the students about the school’s ability to disclose information from their education records?
• What are the students' rights if the school has allegedly failed to comply with FERPA?

Research: Accommodating Nurses with Disabilities

The number of nurses in the workforce is expected to grow to approximately 3.2 million by 2018. It is likely that some nurses will need disabilities accommodations at their places of employment.

Read the following excerpt:

• Accommodation and Compliance Series: Nurses with Disabilities

Identify possible accommodations that can be considered for nurses with the following limitations:

• difficulty lifting patients
• use of only one hand
• chronic disease that leads to fatigue or weakness
• depression
• visual impairment

Final Steps

Congratulations on completing the activities in this course! This course has prepared you to complete the assessment associated with this course. If you have not already been directed to complete it, schedule and complete the assessment now.