NU642: Teaching Methods in Nursing and Healthcare

Syllabus

C5:2012

COURSE START DATE: July 9, 2012
ONLINE DATES: July 9 – July 13, 2012
ON CAMPUS DATES: July 16 – July 20, 2012
COURSE END DATE: August 17, 2012

COURSE DESCRIPTION

For more information on this course, including the official course description and any prerequisites, can be found in the GPS Catalog at http://www.sjcme.edu/gpscatalog/

COURSE INTRODUCTION

This hybrid course will start with one on-line week and then move onto Saint Joseph’s beautiful campus for a week of face-to-face learning together. Then you go back home and complete the course on-line during the next four weeks. During our six weeks together, we will examine teaching in action. Additionally, we will look at models of teaching, reflective teaching practices, commitments in teaching (assumptions, actions, intentions, and beliefs) as well as how these commitments impact components of course and curriculum development, assessment of learners’ needs, course development, content selection, and teaching strategies. Emphasis is on developing an understanding of what it means to learn and to teach. You will explore the meaning of your personal teaching philosophy and how changing paradigms of contemporary teaching practices impact both the teacher and learner.

COURSE OBJECTIVES

Upon completion of this course, you should be able to do the following:

- discuss how nurse educators respond to contemporary health care needs
- compare and contrast teaching and learning
- begin development of a personal philosophy of teaching
- discuss legal and ethical aspects of teaching
- identify and discuss elements of the academic role
- identify barriers to teaching and learning
COURSE FORMAT

This is blended or hybrid course consisting of 5 weeks of online work and a week of face-to-face time in the classroom. You will be provided an opportunity to dialogue about various topics and issues within nursing education throughout our time together. You will acquire the skills outlined in the course objectives through the following:

- Readings from the textbooks, required readings and various websites.
- Instructor notes
- Active discussion and ongoing dialogue among your instructor and fellow learners via the course bulletin board and face-to-face in the classroom
- Informal and formal writing submitted via bulletin board
- Classroom experiences will have you engaged in both teaching and learning activities
- Reflective summary of your learning at the end of the course

COURSE GUIDELINES

I have included a rather detailed course outline that we will guide our time together over the next few weeks. While we will be meeting face-to-face for a week, there is much to do on-line prior to our meeting and of course following our face-to-face week together. I have set up a number of discussion forums to help facilitate our conversations. Please start with the getting acquainted forum and share with the group a little bit about yourself, your interest in this course, and an experience that stands out in your memory regarding your learning as a student (this could be viewed as successful or challenging). What stands out in your memory regarding the teaching and learning that occurred within this story? After reading one another’s stories about learning, what stands out as similarities in the stories? Differences? Why might this be so? Are there any summations or generalizations that you can draw regarding how teaching and learning have been viewed through the experiences of those in this course? Please post your thoughts to the discussion forum.

Please have posted your initial information by Monday, 9 July at 6 pm. Please respond to peer postings by Friday 13 July at 6 pm.

Because of the asynchronistic nature of on-line courses you will need to post a minimum of three times per week, once for your check-in, once for the new material in the write and post section of the course outline, and at least once in response to others’ work from earlier in the week.

Some thoughts regarding on-line discussions:
- Take advantage of the opportunity to use ‘threaded discussions’ on ANGEL. This will help you organize where to post your ideas and your responses to postings.
- Be specific about why you found another person’s ideas useful or interesting. Disagree with someone in a respectful and considerate way.
• If you don't understand someone's viewpoint, ask a cause-and-effect question—
  for example: “Can you explain why you think it's true that if these things are in
  place, such and such will occur?”

• Because the subject matter in the readings may be complex, and values-related
  comments from your online classmates may bring out strong reactions from you,
  give yourself some time to consider their points of view before responding.

• Because we are not talking face-to-face, interactions and all of the non-verbal
  cues we experience in these conversations are lost on-line, please try to find
  ways to express appreciation for what you may have learned from the discussions.

Remember, there is no one correct perspective on or answer to the readings and
assignments we discuss as a group. If your views differ from others, try to think about
why this maybe so and ask questions to further your understanding.

PLEASE consider issues of confidentiality when posting and remove any identifying
information in your postings, this would include modifying biographical details of
individuals and or communities to mask their identities, not sharing details that would
identify people, places, situations. Talk about the bigger issues and supply only enough
information to help us make sense of the story. All discussions, that take place as part
of this course, are to be kept confidential and not discussed outside of the course. You
are encouraged to talk about your experiences and share your stories, however, please
do not share others’ stories or on-line comments outside of our group.

On a weekly basis I would like for each of us to check-in. If we were in a traditional
classroom we would start the beginning of each class with a brief check-in. There will be
a discussion forum for this on Angel. This check-in is modeled after Chinn’s (2007)
check-in process that she describes in Peace & Power. This is not expected to be
lengthy, just a means of letting us know how you are, if there are extenuating
circumstances that have you being less than fully present in our discussions or if
something wonderful has happened that you would like to share with the group. This is
not meant to be repetitive from the discussions each week regarding the topic/readings/
assignments. You might find that you have had an insight, a reflection, a general
observation that you would like to share with the group, this would be the place to do
that. During the week that we are together we will check in at the beginning of each
class and check out at the end of our time together.

I have included 5 headings to help “sort” through the weekly work of this course
• Read
• Journal
• Write and post
• Conversations on discussion board
• Reflective summary
Read
This is what needs to be read, looked at, or done before you begin your discussion on
the bulletin board or our class meeting during the week we are together. This might
include required readings, looking at video or webpage, or some other activity.

Journaling
It is important to recognize that you will be asked to journal about different ideas and
topics on a regular basis. As journal writing, these are your thoughts and responses to
the material being presented. You are not expected to share this with the group. You
may find that some of your journaling is something that you would like to share within
the conversation with classmates on the bulletin board or face-to-face and this is fine.
By journaling you will begin to engage with reflective practice and this information will be
useful to you as you work through the course. You might also use your journal to keep
track of new terms and ideas that are expressed within the readings or in conversation
with one another.

Write and post
This is the stuff that you need to post to the discussion board and will primarily be your
responses to questions asked each week.

Conversation
This is where you respond to what others have written and posted on the discussion
board for the week’s focus. This might include questions, comments, observations,
thoughts, brainstorms, attachments, and so forth. Sometimes I’ll ask that you make
observations or summarize what is being said but mostly this is where you talk with one
another about the things you are thinking about and pondering.

Reflective summary
This will be a section that will ask you to think about the topics being discussed and
reflect on what has been said and what meaning you are making of it all. This can be
done in many ways, you might add your thoughts to the conversation, you might journal,
or you might think about what you’ve been reading, conversing about, and spend some
dedicated time going over all of this in your mind. The idea here is to practice being a
reflective practitioner and the only way to do this is to do this.

IF YOU HAVE ANY QUESTIONS ABOUT WHAT HAS JUST BEEN EXPLAINED
PLEASE, PLEASE GO TO THE BULLETIN BOARD AND ASK YOUR QUESTIONS.
THERE WILL BE A DESIGNATED FORUM FOR GETTING ACQUAINTED AND FIRST
DAY QUESTIONS.
REQUIRED TEXT(s)


Highly recommended textbook:


If you have any questions regarding your course materials, please contact your academic advisor and/or our book vendor EdMap. You can reach EdMap by phone 1- (800) -274-9104 or website at http://www.edmapbookstore.com/storefront/index/STJSP

REQUIRED ARTICLES

In addition to the required books you have purchased for this course, I have compiled a bibliography that you will likely find interesting and helpful in your successful completion of this course. You will find these articles and book chapters on ANGEL. Many, but not all of those listed, have been assigned as readings for different units. This has been posted to ANGEL as a separate document.

REQUIRED INTERNET SITES & INTERNET RESOURCES

There are required Internet sites and resources that you are asked to look at throughout the course. These can be found within each of the units beginning with Unit 2. There will be other sites that you will be encouraged to visit throughout the course. These will be posted in the discussions or separately on ANGEL.

WRITTEN ASSIGNMENTS

In your papers you are asked to meet the following criteria:
Critical Thinking

- Lay out argument clearly and thoughtfully
- Demonstrate original thinking and synthesis of ideas
- Clearly link supporting sources and your own argument
- Use course concepts/materials to develop ideas
- Demonstrate depth and clarity of reasoning

Presentation and Formatting

- Use correct grammar, punctuation, spelling, and sentence structure
- Use clear and succinct writing style
- Organize content to demonstrate logical flow of ideas
- Use APA 6th edition for formatting (e.g., font, margins, title page, et), text citation and reference lists.

ASSIGNMENTS

Participation Assignment

The participation assignment is based on your own ideas about how and what you personally contributed and learned from this course. It will be helpful for you to keep a journal of your thoughts over the 6 weeks you are enrolled in this course. I would encourage you to keep track of your thoughts, reactions, understandings of the readings, and your questions. You can use this information to reflect on the quality of your achievements over time in terms of the following questions:

- Has my work been consistent with the course objectives?
- Did I accomplish my personal goals for the course?
- Is my written work scholarly, concise, clearly written, and have I accurately credited other authors where I have drawn on their work?
- Have my written and verbal presentations included my own original ideas as well as those I have found in the literature?
- Have I frequently considered more than one point of view?
- Have I thought about and presented possibilities for future directions in nursing education?
- Have I assisted others in the exploration of the concepts of teaching and learning in creative and meaningful ways?

Generally, if you can answer ‘yes’ to each of these questions, you have met the essential expectations of the course and certainly have earned a grade of ‘B’. If your answers are an enthusiastic ‘YES’ and you are able to provide clear examples of how you were to exercise creativity and accomplishments beyond your expectations, be confident and proud to claim that you have earned an ‘A’ grade.

These questions will also be considered by the instructor in verifying your statement of the grade earned through your achievements and documentation. If the instructor has reservations about your self-evaluation, the concerns will be discussed with you until we both agree on the grade that you have earned.
Teaching/Learning Observation Experience Assignment

Read Pratt’s book specifically exploring the 5 different teaching patterns he outlines within the text.

Attend two different teaching/learning experiences of your choosing. I would like for you to have them in nursing (a class, an in-service, a conference, etc.) but given the time frame of this course and limited time to prepare for it, this may not be possible. You will not have points deducted if the ‘teaching’ is outside of nursing. Turn in a written assignment that identifies the patterns of teaching you observed and examples of how you have come to these conclusions. Discuss the purpose and rationale of what you observed and explore the various possible outcomes to students and teacher based on these observations, analysis and evaluation. This paper is likely to be between 4-6 pages.

Philosophy of Nursing Education--Final Paper

The final paper of this course provides the learner with the opportunity to articulate a deepening understanding of their philosophy of nursing education along with key concepts concerning teaching, learning, and curriculum development. Among the questions to consider in this final paper are: What frameworks are available to help guide your thinking and practice in teaching? What are the values and beliefs that relate to different perspectives or approaches to teaching? How do your beliefs about the purposes of nursing education and higher education influence what knowledge is included or excluded in your philosophy, practice of nursing education, and curriculum development? What have been the assumptions that have led to differing viewpoints about what should be included in a curriculum and how teaching should occur? What are useful approaches for you in considering your philosophy of nursing education and becoming a nurse educator? What do you see as the challenging issues about academic programs and instruction confronting nurse educators today? Revisit your journals entries, course readings, and the discussion board forums for additional examples of various approaches of how a philosophy plays out in practice.

This paper will likely be around 10 pages.

Learning Activity Assignment  (small group work)

Lead the group in a discussion regarding a topic within nursing education that you are interested in learning more about. This discussion should include a purpose/focus statement for the discussion, a list of readings, an assignment, an in class learning activity, 3 in class discussion questions, 3 online discussion questions and a method by which you will evaluate the effectiveness of the learning activity you have developed. Things you might consider looking at:

- Develop a clinical assignment that has the learner exploring their clinical judgment and reasoning. Identify ways that you have used ideas discussed by Tanner or Ironside.
- Discuss key components you would want to see included in an evaluation tool that you might use in teaching clinical.
- How might hook’s work Teaching to Transgress inform the practice of nursing education?

The possibilities are endless. Please be sure and discuss your initial ideas with the instructor so that you know you are headed in a successful direction. You will be presenting this information the last two days of class. The schedule and small group cluster will be developed during the first part of our week together.
CLASS SCHEDULE (See detail for units, readings & assignments directly following this schedule)

Week 1 - Online
Topic:
On line welcome, orientation, getting acquainted:

Assignments:
Unit 1
Discussion questions

Week 2 – Day 1 On-campus
Topic:
Introductions
Teaching site discussion
Musical chairs activity
Drawing activity

Assignments:
Review Unit 1
Class discussion
Online-discussion forum
Classroom activities

Week 2 – Day 2 On-campus
Topic:
Unit 2
Class discussion
Online-discussion forum
Classroom activities

Assignments:
Unit 2
Class discussion
Online-discussion forum
Classroom activities

Week 2 – Day 3 On-campus
Topic:
Communication video Mrs. Reynolds
Decorate mask

Assignments:
Unit 3
Class discussion
Online-discussion forum
Classroom activities

**Week 2 – Day 4 On-campus**
Topic: Discuss mask

Assignments:
Class discussion
Online-discussion forum

**Week 2 – Day 5 On-campus**
Topic:
Small group assignment
Evaluation

Assignments:
Class presentations
Course feedback

**Week 3 – Online**
Topic: Reflective practice
Required Readings:

Assignments: Unit 4
Online-discussion forum

**Week 4 – Online**
Topic: When differences divide

Assignments:
Unit 5
Online-discussion forum

**Week 5 – Online**
Topic: Tying it all together

Assignments: Unit 6
Online-discussion forum

**Week 6 – Online**
Topic: Personal philosophy of nursing education

Required Reading
Assignments: Final Paper due August 15 at 6 p.m.
Unit 1 - Let’s talk teaching

JOURNAL:
BEFORE you begin reading for this week—Write down your responses to the following questions:

- What is teaching?
- What is learning?
- What is pedagogy?
- What is andragogy?
- What is education
- How are these concepts related to one another?
- Do these processes coexist?
- Can one occur without the others?
- What language do you use to describe your teaching/learning experiences?

READ:


Young textbook Section I

Watch:
http://mefeedia.com/entry/fisher-bell-episode-3-decorpinations-and-assumptions/12242140

Additional reading


Journal
Select three different questions from those offered throughout Palmer’s book and write your responses. Briefly discuss why it is you have selected these three questions from the many you had to choose from.
Write & Post
Post to ANGEL discussion for WEEK 1 an educational experience that stands out for you, one that you think is particularly relevant to how you view learning and teaching. Describe the experience briefly. What was it about the experience that made it memorable? What was it about this experience that has you recalling it now? Was it because of something you did? Something someone else did? Would you describe it as a positive or negative experience? What learning occurred?

Conversation
Watch the discussion over the week and post your responses to various stories shared by classmates. What resonates with your story? What was different? What questions came up for you as you thought about teaching, learning, education, and the ways in which we talk about these things? What themes seem present in the stories shared by the group? How have we begun to answer the questions posed earlier—the ones you were asked to journal about before reading?

Reflective summary
Begin reflecting on what it means to be a good teacher, a good student, and what would be involved in a positive learning environment. Think about what you might do as a teacher to enhance learning in different situations.

Reread your answers to the list of questions you were initially asked to answer. IN what ways have your definitions begun to change or become clearer? What still remains confusing? What fears/concerns do you have about teaching?

Come prepared to the first day of class to discuss your reactions and thoughts about Palmer’s book *The Courage to Teach*.

Unit 2 - What Are We Teaching and do We Know We Are Teaching This?
Please take the following inventories on the three sites provided BEFORE you begin reading Pratt’s book. Bring the results of the three inventories to the second day of class (Tuesday) as we will be using this information within our discussion.

**Pratt’s Perspectives Inventory**
http://www.teachingperspectives.com Click on ‘enter here’ and follow the directions. Print off the results and bring to the first day of class. The results will indicate which of five teaching perspectives most resonates with your teaching pattern.

**Angelo & Cross Teaching Goals Inventory**
http://fm.iowa.uiowa.edu/fmi/xsl/tgi/data_entry.xsl?-db=tgi_data&-lay=Layout01&-view Click on ‘take the TGI’ and follow the directions. The results will indicate which of six clusters of teaching goals are most typical in your courses.

**Grasha Teaching Styles Inventory**
Click on ‘A Teaching Style Inventory; and follow the directions. The results will indicate which of five teaching styles are most typical of your teaching.

Read

Journal
Write about your reaction to reading Pitts ideas about a covert curriculum. What do you see as the developing covert curriculum in this course?

Write & Post
Select one of Pratt’s perspectives and post your ideas of what learning (not content) is. Choose when one teaches from this perspective. For example, when using transmission, lecture, students learn to wait to be told what is important to know. Please brainstorm as many ideas as possible. Review classmate’s postings and share your observations and thoughts. What was challenging for you? Which of these perspectives seemed familiar? Why? Unfamiliar? Why?

Conversation---We will have a greater part of our discussion in class

Reflective Summary---We will do this in class
UNIT 3 Teaching/Learning Assignments

READ:
AACN essentials
http://www.aacn.nche.edu/education/essentials.htm

NLN Nurse Educator Policies

Young Textbook Section II
Herman Textbook


Journal—none

Write & Post—none

Conversation—Come to class prepared to discuss these readings

Reflective Summary—in class
UNIT 4  Reflective practice

READ:

Herman Textbook

Journal
What are your current questions regarding teaching and or learner? What are you finding challenging in the readings? Discussions? Why might this be so for you?

Write & Post
Respond to Brookfield’s chapter by writing your own CIQ. A discussion forum has been set up for this purpose—submissions for this forum ONLY are anonymous—I have to see if I can do this on Angel, I’m not sure if I can.

Conversation
What were your feelings you had regarding the comments from others? What concerns did you have in offering a response to others’ work? What did you learn from this exercise?

How might we as nurse educators encourage reflective practice with nursing students?

In what ways do you envision yourself as empowering or enabling (Espeland’s article)?

Reflective Summary
Think about your ideas of being a teacher, of being a learner. In what ways do your actions as teacher support your ideas of being a teacher? Of being a learner? Are these compatible? In opposition to one another? Does one seem more overwhelming than another when you think about it? How are/were reflective practices part of your experiences as a student? A nurse? A teacher?
Unit 5 When differences divide—Building Bridges

Read
http://orpheum.ctl.mnscu.edu/iteach/resources/pod/Packet1/frompassivetoactivelearning.html

Young Textbook Section IV

Take a look at and read some of the articles and first hand experiences on this web page http://www.exceptionalnurse.com/

Additional reading:

Journal
Keep a list of your thoughts as you read through the articles for this week. What comes to mind regarding differences and how this concept is addressed within nursing education? In what ways do we as educators maintain these-ism? In what ways do we interrupt them?

Write & Post
Post how you might respond to the following clinical situation:

This is a second year nursing student and this is the second clinical rotation that the student has had. A student in your clinical group announces that they are uncomfortable in caring for a client with AIDS. You know from previous conversations that the student is a fundamentalist Christian and very judgmental. The student comes to you after morning report and tells you she is uncomfortable with her learning assignment for the day. “I don’t want to do this, even the nurses on the unit are upset and don’t feel I should have this assignment”. She goes on to say, I don’t understand why you would give me this assignment, the guy is sick and I don’t know what I would do if I walked in
on him and well, his, his lover”. The tone in the student’s voice is one of disgust and fear.

How do you respond?  (if you need additional information to help the situation make sense, go ahead and include it—yes, make it up and describe how you would interact with the student, other students who have witnessed the situation and the nursing staff on the unit.

In what ways are the readings helpful in discussing diversity? Compare the different approaches with that of the other readings. What is similar? What is different? What underlying messages are being sent by any of these readings?

**Conversation**
Engage with classmates about how you find yourself responding to the clinical situations that were developed to launch us into conversation.

**Reflective Summary**
Write your thoughts in your journal about the complexities that are present within nursing education and how you view your role in addressing these complexities and tensions. What kinds of staff development activities might be helpful to you in working through these ideas?
Unit 6  
Tying it all together

Read  
Young Section V


Write & Post

- What challenges has this course posed for you in your reflection of beliefs and assumptions about teaching and learning?
- What tension and resistance do you see yourself bringing to the teaching/learning environment? Describe or give an example that comes to mind. How would you go about addressing this tension/resistance if you were the teacher in this situation?
- What are some of the questions you have when thinking about teaching nursing, do these questions differ if it were a clinical course or a classroom course?
- What are your questions regarding the creation of classroom assignments and clinical assignments? Are there ways you have thought about including discussions of diversity, difference, and marginalization?
- What are some of your bottom lines when it comes to evaluating whether or not a student will pass or fail a course? What are some of the challenges you may face in telling a student that s/he is not meeting the expectations of the course? How might you go about having this conversation with the student?

Conversation

Respond to one another's' posting in a thoughtful and explorative way.

Reflective Summary

Post a brief reflective summary of your experiences within this course.
FINAL PROJECT

Please be sure and post questions you have on the discussion forum regarding your final paper, others likely have similar questions and it will be beneficial to post for all to read.

Read:

Websites that might be helpful to you:
http://ftad.osu.edu/portfolio/philosophy/Philosophy.html
http://www.cofc.edu/~cetl/Essays/DevelopingaPhilosophyofTeaching.html
http://www.lll.hawaii.edu/sltcc/tipps/philosophy.html

The final paper provides the learner with the opportunity to articulate a deepening understanding of their philosophy of nursing education along with key concepts concerning teaching, learning, and curriculum development. Among the questions to consider: What frameworks are available to help guide your thinking and practice in teaching? What are the values and beliefs that relate to different perspectives or approaches to teaching? How do your beliefs about the purposes of nursing education and higher education influence what knowledge is included or excluded in your philosophy, practice of nursing education, and curriculum development? What have been the assumptions that have led to differing viewpoints about what should be included in a curriculum and how teaching should occur? What are useful approaches in considering your philosophy of nursing education and becoming a nurse educator? What are the challenging issues about academic programs and instruction confronting educators today?
Revisit your journals entries, course readings, and the discussion board forums for additional examples of various approaches of how a philosophy plays out in practice. The following websites might be helpful to you as you begin to pull together what is important to you in articulating your own philosophy of teaching/learning. This paper will likely be around 10 pages and is due 15 August.

COURSE POLICIES AND PROCEDURES

Current information regarding College policies affecting your course can be found on the Resources/Policy section of the course homepage. On this page, you will find vital information, including the following:

- Current Student Handbook, outlining course-specific policies
- Access to support resources, including advising and online tutorial services
- Student Success Guides

**SUBMITTING ASSIGNMENTS**

Assignments should be submitted via the Assignment Submission Form on your ANGEL course site.

**EVALUATION**

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<td>Participation Assignment</td>
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<td>Pratt's patterns of teaching Assignment</td>
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<td>Teaching/Learning Activity Assignment</td>
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<td>Small group discussion—week together</td>
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<td>Philosophy of Teaching/Learning Assignment</td>
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Welcome to NU 642 Teaching Methods in Nursing and Healthcare Education. This hybrid course offers you opportunities to work on-line and face-to-face while completing the course in just six weeks. It seems appropriate here to share with you some of the teaching/learning systems I have been a part of during my nursing career. Let me take you back a few years, to 1983. I was wondering what I was going to do with my yet to be determined nursing career and thinking I needed to find something I could do for the next 20 years. I had graduated (1979) from Lutheran Hospital School of Nursing in Fort Wayne, IN; graduated from Coe College in Cedar Rapids, IA (1981) had worked in both ICU/CCU and Psych/Mental Health Nursing. While both were interesting I knew I wasn’t going to do either of these jobs for the rest of my life. I stumbled upon an ad for summer teaching at the local community college and within two weeks of being in the classroom, I knew that teaching was on my horizon. I taught at the Kirkwood Community College in Cedar Rapids, IA until 1985, when took a position at the University of Iowa College of Nursing, it was closer to home and I found I favored BSN nursing as entry into practice. Realizing that I wanted to continue a career in teaching, I started work on a MSN degree at Dubuque University (a two hour commute each way). I graduated in 1987 and continued to teach at the U of I until 1990. I was restless and in need of different challenges in my life, so I accepted a position at Salish Kootenai College, a Native American tribal college in North Western Montana. While there I taught a variety of courses in the classroom and clinical settings. In need of new challenges I again moved in 1996, this time to Vancouver, BC Canada where I was accepted into doctoral studies at the University of British Columbia. Following course work at UBC, I transferred to the University of Victoria where I completed my PhD in Nursing in 2005. During my 8 years in Vancouver I taught at three different schools of nursing two of which were within the Collaborative Nursing Consortium of British Columbia. In 2003 my partner and I moved to Auburn, ME to start a bakery. My criterion for moving was we had to live close enough to a school of nursing where I could teach. I currently am an Associate Professor in the School of Nursing and teach primary from the Lewiston-Auburn College site. We did finally open a bakery (6 years and a world cup baking competition later—The Coupe du Monde de la patisserie, held in Paris, France, March 2008 and the Masters de la Boulangerie, held in Paris, France, March 2010) The Bread Shack--Artisan Bread Bakery on Center Street in Auburn (opened August 2008).

Having turned 50 something, I am finding myself engaged in the developmental tasks of this age group. I have been reflecting on my life in general and specifically on my career path in nursing. It is a bit amusing to think of the angst I suffered early on in my career, trying to figure out what I wanted to do for the rest of my life (20 years then seemed like a life time away). While I hope I haven’t come to the end of my life, at least not for a while.

Carla E. Randall, RN, PhD.
Email: crandall@sjcme.edu
Phone: (207) 577.8826
longer, I realize I have been teaching nursing for almost 30 years and would love to do it for another 30 years. At the time I started, I had no idea how much I would grow and change as a result of answering that little ad in the local paper--WANTED-nurse for summer teaching job at local community college. The journey has been an eventful roller coaster ride, and I mean that in the best of terms. I can't think of a more meaningful and purposeful career for myself. Who knew, that that lost young woman some 30 years ago, would have stumbled upon a path that eventually would lead her here, here teaching a course on nursing education at Saint Joseph's College. I look forward to meeting each of you and hearing about your path, your journey, the journey that has lead you to Saint Joseph's College and NU 642. WELCOME.
HOW DO I ACCESS DISABILITIES SERVICES?

Anyone who would like information or needs access to accommodations or services related to disabilities should contact the college’s Accommodations Office. Please contact your Academic Advisor or refer to the Student Handbook for more information.

This course was developed by Saint Joseph’s College of Maine for the exclusive use of students enrolled in the College’s Division of Graduate and Professional Studies.

For more information on this course, including the official course description and any prerequisites, can be found in the GPS Catalog at http://www.sjcme.edu/gpcatalog/

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