Faculty: To be assigned

Delivery Method: Distance learning (web based only)

Catalog Description:

Students completing this course will meet the training requirements for certification as a Director of Staff Development (DSD) and Instructor in a Precertification Nurse Assistant Program pursuant to California Code of Regulations, Title 22, Division 5, Chapter 2.5, Section 71829. Enrolled students will be provided training in planning, implementing, and evaluating educational programs in nursing with an emphasis on the duties and responsibilities of a Director of Staff Development in a long term care facility as well as performing the duties of an instructor in a precertification nursing assistant program.

* Student will spend 24 hours in online classes, reading course assignments, and completing exercises.

Course Level: Licensed Vocational Nurse and Registered Nurse

Placement in Curriculum: This is an independent training program, not related to any particular degree program. (This course does not yield academic credit).

Enrollment Capacity: 15

Prerequisite: None

Corequisite: None.

Class Interactions: Students meet in an online lecture hall with their instructor. Synchronous (simultaneous) interactions occur via online postings between instructor and students.

Assessment of Student Achievement: Student’s achievement is based on participation in classroom activities, being prepared for online lectures, and successfully completing assignments in a timely fashion.
Course start date: Variable.

Expected Outcomes:

Upon completion of this course the student will:

1. Be able to identify the duties and responsibilities of a DSD in a long-term care facility;
2. Be able to identify the duties and responsibilities of an instructor in a precertification training program for nursing assistants;
3. Be able to state the purpose, benefits, and goals of staff education;
4. Be able to define the special training needs of a particular facility;
5. Be able to establish a staff education program;
6. Be able to draft a budget for the DSD office for submission to the administrator;
7. Be able to identify the components of a staff training record;
8. Be able to cite relevant sections of laws and regulations relevant to the duties of a DSD;
9. Be able to draft a Long Range Training Plan;
10. Be able to draft a Short Range Training Plan;
11. Be able to identify suitable training topics;
12. Be able to select suitable training aids and supporting material;
13. Be able to identify suitable instructors for in-service training program;
14. Be able to develop course outlines;

15. Be able to develop lesson plans;

16. Be able to explain the advantages and limitations of classroom training;

17. Be able to explain the advantages and limitations of training in a clinical setting;

18. Be able to identify the common principles of learning;

19. Be able to identify the educator’s role in the learning process;

20. Be able to identify the student’s role in the learning process;

21. Be able to explain ways to motivate the adult learner;

22. Be able to explain motivation, compliance, and learning behaviors;

23. Be able to identify proper methods to assess and evaluate learning.

24. Be able to identify proper and improper classroom demeanor;

25. Be able to effectively evaluate educational programs;

26. Be able to conduct an audit of an existing staff education program;

27. Be able to modify an existing staff education program; and

28. Be able to participate in a CDPH audit, including identifying proper methods of correcting deficiencies within the training program.
Course Outline:

Planning Educational Programs in Nursing

Lesson 1: Perspectives on Teaching and Learning
Lesson 2: Purpose, Benefits, and Goals of Staff Education
Lesson 3: Special Training Needs of the Facility
Lesson 4: Establishing a Staff Education Program
Lesson 5: Establishing a Budget to Meet Training Needs
Lesson 6: Maintaining Training Records
Lesson 7: Complying with Existing Laws and Regulations
Lesson 8: Establishing Training Objectives
Lesson 9: Developing a Long Term Training Plan
Lesson 10: Developing a Short Term Training Plan
Lesson 11: Selecting Training Topics
Lesson 12: Developing (Writing) Lesson Plans
Lesson 13: Selecting Instructional Material
Lesson 14: Using Technology in Education

Implementing Educational Programs in Nursing

Lesson 15: Instructional Settings (Classroom vs. Clinical)
Lesson 16: Selecting Instructors
Lesson 17: Common Principles of learning
Lesson 18: The Educator's Role in Education
Lesson 19: Assessing the Learner
Lesson 20: Motivating the Adult Learner
Lesson 21: Developmental Stages of the Learner
Lesson 22: Motivation, Compliance, and Learning Behaviors
Lesson 23: Methods of Assessing and Evaluating Learning

Evaluation of Educational Programs in Nursing

Lesson 24: Evaluating Educational Programs
Lesson 25: Auditing an Existing Staff Education Program
Lesson 26: Modifying an Existing Staff Education Program
Lesson 27: Participating in a State Sponsored Audit
West Haven University
DIRECTOR OF STAFF DEVELOPMENT
Course Outline of Record (CEU 501)

Teaching Strategies and Methodology:

1) This didactic phase of the course is entirely web-based and all materials are delivered to the student via an Online Study Hall and Lecture Hall. It is essential for the student to complete assignments in order to maximize the learning experience.

2) Classroom discussions take place in a designated lecture hall at www.WestHavenUniv.edu.

3) Independent study and research.

4) Online lectures and discussions provide a forum for exchange of information in support of the learning process. Simulation exercises in small groups and class presentations provide students the opportunity to integrate concepts and strengthen critical thinking skills.

5) Written assignments.

Required Texts: None Assigned (Reading assignments provided in the Online Study Hall).

Assignment of Grade:

Related to grades, the following applies:

1. The student passes the course; or

2. The student is assigned additional work to increase their knowledge to clear any area of deficiency.

Grading Policy: The grading policy for this course is consistent with West Haven University Standards and Criteria for grading Continuing Education Courses

Written Assignments: Students may be required to submit sample lesson plans, training schedules, and other work products.
Disability Statement: Any student in this course who needs accommodation because of a disability in order to complete the course requirements should contact the registrar via email registrar@westhavenuniv.com or by telephone (714) 828-3793.

Computer Equipment: Student needs to have online access. Before entering the lecture hall, the student should close all other Internet programs, including email, to maximize the performance of their system.

Dress Code: Not Applicable to this Course.

Academic Integrity: Students who violate university’s standards of academic integrity are subject to disciplinary sanctions, including failure in the course and suspension from the university. Since dishonesty in any form harms the individual, other students and the university, policies on academic integrity will be strictly enforced. Students are requested to become familiar with the academic integrity guidelines found in the program catalog.

Pledge Regarding Work Product:

By enrolling in this course I pledge the following:

I will not give, receive, or tolerate unauthorized aid, nor will I abuse academic resources while I am a member of this academic community.

Plagiarism: Copying another student’s paper or any portion of it is plagiarism. Additionally, copying any portion of published material (e.g., books or journals) without adequately documenting the source is plagiarism. If five or more words in sequence are taken from a source, those words must be placed in quotations and the source referenced with author’s name, date of publication and page number of publication. If the author’s ideas are rephrased, by transposing words or expressing the same idea using different words, the idea must be attributed to the author by proper referencing, giving the author’s name and date of publication. If a single author’s ideas are discussed in more than one paragraph, the author must be referenced at the end of each paragraph. Authors whose words or ideas have been used in preparation of a paper must be listed in the reference section at the end of the paper.
Behavioral expectations in CEU 501:

1. In general, unless specified, all work in this course is to be completed alone.

2. General consultation with others may be acceptable as long as it does not result in a substantive contribution to the course assignment. When in doubt as to what is appropriate, check with the professor.

3. It is expected that students, as members of the profession, will conduct themselves as professional and credit sources in all written materials.

4. Plagiarizing the presentation of the words or ideas of another person without proper citation or attribution is not acceptable.

5. The student is encouraged to seek additional feedback regarding writing styles and clarity of papers from students, faculty, or professional colleagues.

Student Assignments: Open discussion in class.

Field Assignments: None

Assignments: As assigned by the instructor.