

SCHOOL OF SCIENCE AND TECHNOLOGY

NURSING EDUCATION

BSN 5419



BANGLADESH OPEN UNIVERSITY

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**SCHOOL OF SCIENCE AND TECHNOLOGY
BANGLADESH OPEN UNIVERSITY**

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Unit 1: Introduction to Nursing Education

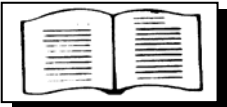
Lesson 1: Aims and Objectives of Nursing Education

1.1. Learning Objectives



On completion of this lesson, you will be able to-

- basics of nursing education
- aim and objectives of nursing education.



1.2. Introduction

Education means all types of learning. To ‘educate’ means to bring up, to train, or to develop the mind, character and body by planned discipline and instruction. And ‘To learn’ means to acquire knowledge or to develop skill or technique by practice, to gain knowledge to understand. So we can told, learning is a fully change of behavior through acquisition of knowledge.

Both learning and education can take place through a teacher or facilitator or by the individual self-alone.

1.3. Aim of Education

Aim is a predetermined goal, which inspires the individual to attain it through appropriate activities. A education is a panned and purposeful activity, the aims are necessary in giving direction to the education (Neeraja, 2003).

Aims of Nursing Education

Nursing education is the professional education for the preparation of nurses to enable them to render professional nursing care to people of all ages, in health and illnesses, in any sitting.

1.4. Objectives of Nursing Education

1. Acquire basic nursing skill
2. Basic knowledge of wellness and illness
3. Clear understanding of primary health care
4. Ability to apply nursing process to which includes assessment, planning implementation and evaluation when providing care to the clients.
5. Proper documentation and communication skills

Introduction to Nursing Education

6. Priorities for work load
7. Ability to teach and counsel
8. Ability to solve problem, make decision and understand and implement change
9. To contribute effectively to the multidisciplinary team
10. Take part in the making of health policy at all levels
11. Take part in the planning, management and monitoring of patterns of health care in all aspects.
12. Plan, implement and evaluate basic and continuing education for nurses
13. Take part in research on the development and management of health personnel and health services
14. Work as partners with communities to develop viable and effective strategies
15. To assess the political and policy issue, surrounding and influencing nursing practice.

1.5. Distance Education

The development of open and distance learning have a major importance to nursing education. Distance education is now becoming a part of established practice in the provision of continuing education. The aim of distance education nursing is-

- to help nurses orientate themselves-
- to develop specific professional roles
- to use and accommodate in large scale delivery
- to get easy access, flexible entry and length of programme.

Programs or course of nursing educations are developed to the needs of learners. We know, in a conventional university, the main clients are regular, full time classroom students who have access to lecture halls, lecturers, laboratories, libraries, corensellers. But in open learning system everybody is expected to understand what is being taught for how many hours and how it is to be evaluated. The processes of designing programs, it is necessary to have some conception of the goals with regards to Bangladesh Open University. Distance educations at this university employ a multimedia package which is comprised of the following different types of media-

1. Printed materials- this are the main medium and are arranged in the form of programmed texts, which include both texts and workbooks to be self-instructional materials.
2. Audio- Cassette tapes- recorded with courses materials.
3. Radio programs- these are approximately 30 minutes program daily.
4. Television programs: these are about 1 hour 15 minute program 6 days in a week.
5. Tutorials clinical placement in hospital words.
6. Practical
7. Community based fieldwork.



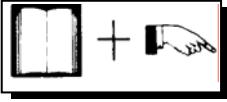
1.6. Exercise

1.6.1. Short questions

1. What is education?
2. What is learning?
3. Describe aims and objectives of nursing education.

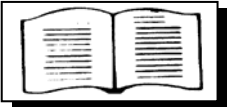
Lesson 2: Philosophy of Nursing Education

2.1. Learning Objectives



On completion of this lesson, you will be able to-

- different terms related to philosophy
- domains of nursing philosophy.



2.2. Introduction

Education is a process. "Becoming educated" is not an end in itself; it is simply a means to a goal. The identification and delineation of that goal is crucial for any educational endeavor.

Lifelong learning is essential for nurses to maintain and to increase competence in nursing practice. Nursing continuing education and staff development should be based on adult learning principles and guided by principles of ethics.

The content selected for teaching is a major factor in the effectiveness of an educational program. Appropriate content, which is relevant to the development of knowledge and skills, are necessary for the provision of quality nursing care to patients. The individuals who are accountable for the quality of the care to the patient are most competent to determine the content required for the nurses.

Education and training programs are directed toward assisting nurses in acquiring, maintaining and improving skills and knowledge required to competently fulfilling their role expectations. Resources within and outside the institution are utilized to provide formal and informal learning experiences. Education programs must be relevant and focus on the knowledge and skills required by individuals to carry out their respective role expectations.

2.3. Philosophy of Nursing

According to the world nursing association nursing is the diagnosis and treatment of human responses to actual and potential health problems".

This definition has been massaged since 1923 and the most schools still uses the basic concepts as above, but with expanded explanations.

Now that we have a definition of nursing, the next step is to develop a philosophy of nursing. We know what nursing is and what its practitioners

do, now let us look at how these activities are done, at the elements that guide the practice of nursing.

Long before you decided to become a nurse, you already had a preconceived idea of what activities you would be doing as a nurse. You had at least a rudimentary philosophy of nursing in your head. Maybe you had known a nurse, someone in your family was a nurse, you had seen movies or read stories about nurses. Your ideas about nursing were formulated from these contacts and from your interpretations of these experiences.

Then you went to school, either a diploma program or an associate degree program, and your ideas changed a little, or maybe a lot. At this time, you probably altered your philosophy somewhat. Then you went to work and began your nursing practice and maybe your philosophy changed again.

Philosophy as a science: Investigates the facts and principles of reality, of human nature, of human conduct.

The goal of philosophy is to discover and understand how the universe is constructed and to discover and understand how humans live or ought to live.

The results of philosophy are a set of beliefs about the world and a mode of inquiry to answer questions. Some philosophic theories with which you may be familiar are:

- Socratic: Know thyself
- Realism: Be thyself
- Humanism: Give thyself
- Rationalism: Understand thyself
- Naturalism: Describe thyself
- Pragmatism: Prove thyself
- Idealism: Imagine thyself
- Existentialism: Choose thyself.

Nursing philosophy involves a) ontology: what is the nature of nursing? b) epistemology: what is the nature of nursing knowledge? and c) ethics: what is the nature of nursing conduct?

A nursing philosophy reminds the profession of its beliefs and guides the pursuit of ethical goals in education, in practice, in research and in theory

generation. When you begin reading various nursing philosophies you will need to do one of the following:

- Choose one as the right one
- Decide that all may be right as differing perspectives of the same thing
- Consider all as partially right
- Connect all
- Consider all as complimentary to each other.

A philosophy is a set of principles or beliefs about a phenomenon.

It is a worldview, or paradigm, explaining that phenomenon, its ideals and its goals. To develop a philosophy, nursing leaders felt it was first necessary to decide the domains of nursing.

2.4. What is Domain?

Domains are *fields* or *spheres* of activity and influence.

Person: What are the domains of nursing? Nurses work with people; this is our primary area of activity and influence. Therefore, people or person is a nursing domain.

Environment: Understanding and working with a person's environment to enhance the person's well being is a nursing activity, so environment is a nursing domain.

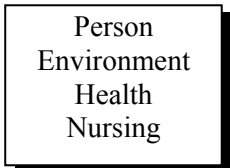
Health: The purpose of nursing is to assist people in ways that enhance their level of health, so health is a nursing domain.

Nursing: The activities of nurse's conduct all fall under one heading of nursing. Nursing then, is the fourth domain. These four domains are also referred as the paradigms of nursing. These paradigms explaining the larger paradigm known as the profession of nursing.

When we begin the next topic, you will learn about nursing theories. Most of the have included definitions of these four domains or paradigms of nursing in their work. Many institutions developed their own philosophy and conceptual framework for the education of nursing students.

2.5. Overview

The topics we have discussed and explored thus are elements in nursing's professionalization process. We have looked at history that laid the groundwork for this process, at criteria for professions intended to guide



the members of a specific occupation in their organizational efforts and at roles of nurses in the past and present. This process for nursing began more than a century ago. It began with standardization of basic education and progressed to the development of the Standards of Practice, Code of Ethics, Nursing Practice Acts, standardized testing of graduates, licensure of practitioners and theories of nursing. These are all ways of defining a phenomenon and providing a guideline for practitioners of that phenomenon.



2.6. Exercise

2.6.1. Tick (✓) correct answer

1. Defining nursing process started in
 - a. 19th century
 - b. 20th century
 - c. 18th century
 - d. 21st century.

2. Education and training programs are directed towards assisting and improving
 - a. Skill and knowledge
 - b. Salary and status
 - c. Prestige and punctuality
 - d. None of the above.

3. Professionalization process steps are
 - a. Single
 - b. Double
 - c. Triple
 - d. Multiple.

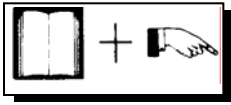
4. ‘Prove thyself’ is
 - a. Idealism
 - b. Naturalism
 - c. Realism
 - d. None of the above.

2.6.2. Short questions

1. What is the definition of philosophy?
2. What is domain? How do you categorize different domains? Name some philosophical domains.
3. Do you have any ethics? Define your own code of conduct.
4. What is paradigm of nursing? Describe it.

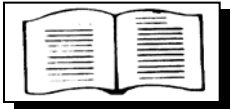
Lesson 3: Counseling in Nursing Education

3.1. Learning Objectives



On completion of this lesson, you will be able to-

- describe the definition of counseling
- list the steps of counseling and
- justify the purpose of counseling.



3.2. Introduction

Counseling is an intervention frequently implemented in conjunction with, or sequentially to, **health teaching** and/or **consultation**. **Health teaching** influences the knowledge, attitudes, values, beliefs, practices, skills, and behaviors of individuals, families, systems, or communities. While **counseling** focuses on the emotional component inherent in any attempt to change, **consultation** seeks to generate alternative solutions to problems.

Counseling comprised-

- Health Teaching
- Consultation
- Emotional Responses

For example, if the nurses provide **health teaching** about the prevalence, incidence, and causes of family violence at a community meeting, it is likely to trigger emotional responses. Implementing **counseling** strategies in conjunction with **health teaching** allows the nurses to build on the energy associated with an emotional response and further enhances the learning opportunity. A community may respond to information on family violence with powerful emotions like anger, outrage, fear, and grief. These emotions can motivate it to learn more about the problem and its causes. If the community accepts this new information and decides that something must be done to change its tolerance of family violence, the nurses may assist the community in exploring alternatives. That is, the nurses provide **consultation**.

3.3. Definition of Counseling

Counseling establishes an interpersonal relationship with a community, system, family, or individual intended to increase or enhance their capacity for self-care and coping. Counseling engages the community, system, family, or individual at an emotional level. In the other ways, counseling is defined as “Helping people achieve workable solutions for their problems or conflicts.”

Counseling is treated briefly as a function of nurses.

There are so many types of counseling. In the nursing education course here described only health counseling and community counseling which are essential for the nurses:

1. Health counseling is defined as helping process used to facilitate the client's development of independence, ability in decision making, and ability to take action related to the family's health. There are two aspects of health counseling:

Aspects of Health Counseling

- a. Preventive guidance
- b. Preventive problem Solving

- a. *Preventive guidance* - defined as assisting in developing resistance to situational or development stress events and
- b. *Preventive problem solving* - defined as assisting in estimating risks and stresses likely to occur in relation to anticipated problems in health counseling. It is intended to assist in clarifying beliefs, values, and feelings associated with problems and their resolution.

2. Community counseling is defined as “a comprehensive approach combining direct and indirect services to help community members live more effectively and to prevent those problems most frequently faced by people who use the services”. The direct and indirect services are:

- a. *Direct Community Services* - educating or training the population at large.
- b. *Indirect Community Services* - systemic changes and public policy.
- c. *Direct Individual Services* - outreach and counseling to vulnerable populations.
- d. *Indirect Individual Services* - advocacy and consultation.

Persons providing counseling to individuals from the community counseling framework focus on strengthening clients' sense of hope and personal mastery by encouraging them to take responsibility for solving each problem. But not necessarily to shoulder the blame for it; this is known as the compensatory model. Persons providing community counseling must be experienced in systems theory to understand the impact of the community itself on health and behavior.

Aspects of Community Counseling

- a. Direct community services
- b. Indirect community services

3.4. Basic Steps for Counseling

Working alone or with others health allied personnel.

1. Meet the “client”–the individual, family, system, or community.

Establishes *rappor*t by listening and attending to what the client is saying and how it is said.

2. Explore the issues

Gains the client's *perception* of the nature and cause of the identified problem or issue and what needs to change.

3. Identify priorities

Gains the client’s *perspective* on the urgency or importance of the issues; negotiates the order in which they will be addressed.

4. Establish the emotional context

Explores, with the client, emotional responses to the problem or issue.

5. Identify alternative solutions

Establishes, with the client, *different ways* to achieve the desired outcomes and anticipates what would have to change in order for these to happen.

6. Agree on a contract

Negotiates, with the client, a plan for the nature, frequency, timing, and end point of the interactions.

7. Support the individual, family, system, or community through the change

Provides *reinforcement* and continuing *motivation* to complete the change process.

8. End the relationship

Brings *closure* at the point the nurse and client mutually agree that the desired outcomes are achieved.

Counseling “aims to help the person recognize what may be changed and how; and what must be left for acceptance.... Counseling is assumed to be mainly about helping someone to review a specific life situation, consider, and (perhaps) to enact options. The counselor is under no obligation to ‘change’ the person”.

What to Do and Not to Do in Counseling...

Basic Steps for Counseling-	
1.	Rapport ≥ Relationship
2.	Perception ≥ Opinion
3.	Perspective ≥ attitude
4.	Explore ≥ Discover
5.	Different ≥ Special
6.	Negotiations ≥ Discussion
7.	Motivation ≥ Inspiration
8.	Closure ≥ Conclusion

Do...	Do Not ...
<ul style="list-style-type: none"> ▪ listen ▪ believe what the client says ▪ encourage further talking ▪ allow expression of feelings ▪ encourage personal problem solving ▪ take advice from others ▪ take care of yourself 	<ul style="list-style-type: none"> ▪ “interpret” what the client says ▪ use “psychobabble” ▪ attempt psychotherapy ▪ moralize ▪ patronize ▪ argue ▪ compare your experience with the client’s ▪ hesitate to refer the client when needed.

Nursing educator also describes the characteristics of a therapeutic relationship, such as that within the scope of nursing practice:

Introduction to Nursing Education

- The nurse's intention is to help
- The relationship benefits the client
- The nurse cares about the client
- The relationship is reciprocal to some extent, but the client's needs are the focus.
- The relationship is always an ethical one and never exploited by the nurse.



3.5. Exercise

3.5.1. Multiple choice questions

1. Answer the correct answer

A. Counseling comprised of-

- a. Knowledge
- b. Attitude
- c. Systems
- d. Consultation.

B. Aspects of health education is-

- a. Direct individual services
- b. Explore the issues
- c. Identify alternative solutions
- d. Preventive guidance.

3.5.2. Fill in the blank

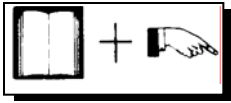
- a. Consultation seeks to generate solutions to problems.
- b. Health counseling andare essential for the nurses.
- c. Counseling is assumed to be mainly about someone
- d. The relationship benefits the

3.5.3. Short and broad questions

1. What is counseling in nursing education?
2. Describe about the community counseling.
3. What are the basic steps for counseling in nursing practice? Describe them one by one.

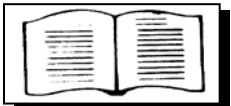
Lesson 4: Guideline in Nursing Education

4.1. Learning Objectives



On completion of this lesson, you will be able to-

- describe why academic guideline is required in nursing education
- integrate the earned knowledge and theory in nursing practice
- justify the purpose of academic guideline in nursing education
- illustrate an academic guideline by your experience.



4.2. Introduction

The education of nurses has developed from a learner-training program to an academic education, which includes scientifically based theoretical and clinical courses. It is the great challenge for the educationist to construct a clinical curriculum based on academic tradition and scientific knowledge combined with task oriented training and practical experience. Academic development has also a question of how students reflect on issues, how they consider different viewpoints, their ability to organize knowledge and experience, as well as how they tolerate ambiguity and conflicting information.

The student activities in nursing practices are based on knowledge

The students activities in nursing practices are based on knowledge from a variety of theories from different scientific fields, integrated with personal and evidence based experience. Learning approaches also constitutes the integration of theory and practice, where the students have the opportunity to identify, reflect and solve problems.

4.3. Theoretical Background

Academic guideline of nursing education is based on three main components. These are as follows-

1. Clinical guideline
2. Decision making and
3. Examination of the tasks

1. *Clinical Guideline*

Clinical guideline underpinned by scientific evidence has been developed to support the implementation of evidence based practice. The guidelines combine the best external and internal evidence necessary for decision making in nursing. Where the practical knowledge is developed through critical reflection and problem solving experience, besides theoretical knowledge, understanding and moral feeling. In nursing education, the

learning and decision making processes are the focus; and educational guideline are aimed at supporting these processes.

2. *Decision Making*

Nursing education is both theoretical and practical. The student has the opportunity to apply theoretical knowledge to practical situation in the clinical part of their education. The final goal is a confident student, capable of independently making decision and performing nursing activities towards patients, relatives and other health professionals.

Decision-making is a complex process in which both individual and environmental factors play important roles in terms of outcome. To make well-grounded decisions and deliver evidence based nursing, the nursing student must develop cognitive and emotional knowledge, technical skills and be able to apply this knowledge in the delivery of skilled practice. An excellent nurse is often described as a person who makes appropriate decisions in relation to the situation and who carries out the required activities.

3. *Examination of the Tasks*

Examination is the last main concept in the educational model. The students should be examined on the very tasks of their future profession. Authentic performance based assessment would aim to test the students' capabilities to define and solve problems and make decisions in nursing care. Examination of theoretical and practical knowledge focusing on the students' decision-making processes in relation to the guideline has to be developed.

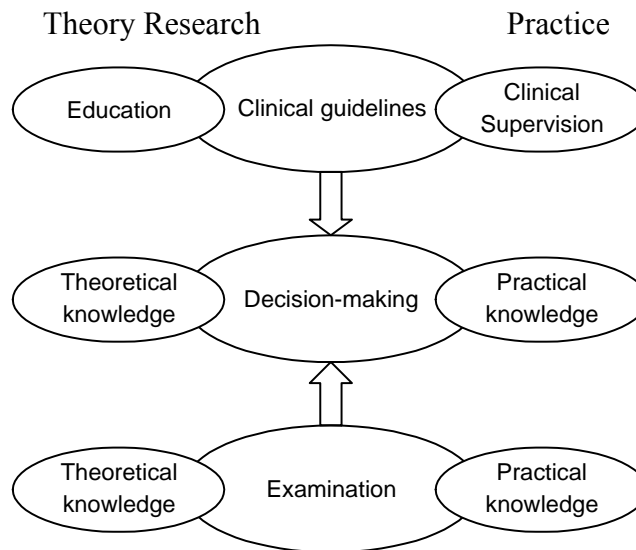


Fig 1. Overview of the interaction of main concept of guideline.

4.4. Development of the Nursing Educational Guideline

During the process of development of educational guideline, the following question emerged: ‘What is the student expected to learn during clinical education?’ Based on this question, four core concepts emerged: professional stance, reflective processes, problem-solving processes, and practical skills. Within the respective concepts, guidelines have been formulated at four different levels.

1. *Professional Stance*

Different professions within the field of health care share the specific goals of satisfying human needs and contributing to the patient’s perception of well-being. A professional stance is rooted in value related philosophical assumptions that are specific to a profession. Development of the professional stance requires moral judgment as well as awareness of the autonomy of the nursing profession and its areas of knowledge and responsibility

2. *Reflective Processes*

Reflection means returning to oneself, mirroring one’s actions and professional stance in relation to oneself (self-reflection) and others (collegial reflection). Reflection can both precede and follow an action in the form of problem solving and evaluation.

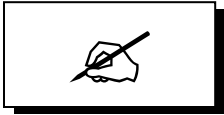
3. *Problem-Solving Processes*

The problem-solving model is used in relation to specific situations, information, instruction and leadership, to train and develop a student’s problem-solving ability in the complex reality of care.

4. *Practical Skills*

The concept of practical skills is described as art and psychomotor skills. The dimension of art represents the creative dimension of nursing care. Practice is practical actions in a real setting, and practical skills include the development of nursing methods and techniques.

Educational guidelines can be by the students as a tool for bridging theory, research and practice as well as a starting point for reflection. This, in turn, could promote the decision making process, thus leading to the development of nursing competence.



4.5. Exercise

6.5.1. Multiple choice questions

1. Answer the correct answer
 - A. Guidelines is a tool for integration of -
 - a. Knowledge, attitude and system
 - b. Theory, research and practice
 - c. Emotion, value and belief
 - b. Indoors and out door patients, profile.
 - C. Decision making is related to -
 - a. Student's knowledge
 - b. Age of nurses
 - c. Working in a hospital
 - d. Study.

4.5.2. Fill in the blank

- a. Nursing education is both theoretical and
- b. Guideline combine theand internal evidence.
- c. Students have the opportunity to identify, and solve problems.

4.5.3. Short and broad questions

1. What is guideline in nursing education?
2. Describe the clinical guideline.
3. Describe in short about decision-making f academic guideline.
4. What are the aims of guideline in nursing education?

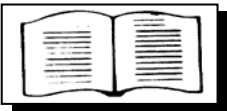
Lesson 5: Concepts of Teaching and Learning: A Good Teacher

5.1. Learning Objectives



On completion of this lesson, you will be able to-

- explain about teaching and learning concept
- know role of a good teacher
- describe function of a good teacher
- determine quality of a good teacher.



5.2. Introduction

From ancient era to today, in human society, teaching and learning process are continuing. Teaching and learning process are till present but there are technical changes in this process. At the same time, the amount of learning materials and qualities both have been changed. In fact, the advance of human civilization has been taken place only for endeavour of knowledge by man. Knowledge and experience of one generation has been transmitted to next generation.

Education has built the way of advancement of human civilization. Philosophy, psychology and sociology have contributed especially for building the basis of education. For this reason, acquiring full knowledge about education, teachers need to know about philosophical, psychological and sociological basis of education.

5.3. Concepts of Teaching and Learning

One of the most practical concepts for prospective teachers to acquire a correct concept of the objective realities of teaching and learning. The science of psychology is also valuable in supplying background for teaching, in furnishing insight into learning process. Skill in teaching implies and understanding of the fundamental principles and aims of education. The function of teaching is to provide the best stimuli so the best learning may take place. Since effective teaching procedures are dependent upon knowledge of the learning process, the teacher must have a broad knowledge of psychological principles.

Continued teaching results in some learning both by the teacher and by the learners. Teaching is the stimulus, and learning is the response or reaction. The quality of learning attained by the learner is related to the quality of teaching done by the teacher. Better teaching should always bring about better learning and better learning should always show better teaching. To make teaching and learning more effective, the teacher's aim must be clear; the materials of instruction must be adopted to the learner's interest and needs; the institution environment must be conducive to learning; and the learners must be in the best physical and emotional condition to receive the instruction offered.

It can be said, therefore, that teaching and learning supplement each other. Both are important in the educative process. The concept of teaching must not be sacrificed to the concept of learning nor must concept of learning be sacrificed to the concept of teaching. It does point out that teachers will not succeed in teaching without understanding the learner and how learning takes place. The learner must be recognized as the center of the educative process. Teacher centered often times leads to too much teaching but less learning. Learning may be most productive, when the teaching procedure or method must be best.

5.4. Good Teacher

The teacher is the user and interpreter of our educational theory and practice.

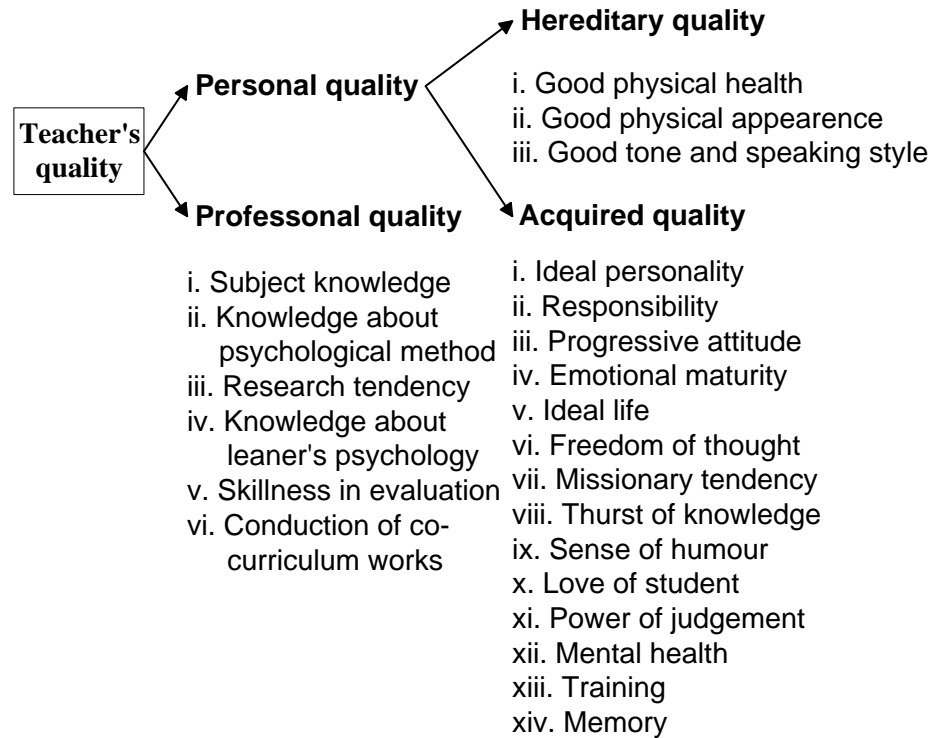
The teacher is the user and interpreter of our educational theory and practice. Among different teaching materials, teacher is most important. In all kinds of problem, a good teacher lead his/her teaching works in such a way that the whole education systems become success. On the other hand, despite all facilities and scopes, for want of good teacher the whole education system become failure. Success or failure of a education system is dependent on good teacher. The quality, function and role of a good teacher are discussed below.

1. Quality of a Good Teacher

What's quality is necessary to be a good teacher taking this, psychologist, educationist and philosophist are discussing for long time. Some special quality of a good teacher will be discussed now. For advantage of discussion, the quality can be divided into two classes.

- a. Personal quality
- b. Professional quality

These two qualities may be further divided as follows.



A brief description of the above quality is given below.

- a. **Personal quality:** Those personal qualities of teacher help in teaching are called personal quality. Among these qualities, some are hereditary and some are acquired.
 1. **Hereditary quality:** Some hereditary qualities of a good teacher may be mentioned here. These qualities are all times important, it cannot say clearly, but these qualities should remain in teacher such as-
 - i.** **Good physical health-** Teacher's should have good physical health. He/she has to come to institution in due time. Considering his/her physical work, it can be said that if he/she does not have good physical health then it will be difficult to remain in this profession.
 - ii.** **Good physical appearance-** It will be better if a teacher having good physical appearance, because learners will attract to him. The teachers who do not have this quality should adopt another technique for capturing their learners. But learners will be attracted to a teacher having good physical appearance, there is no continuity. If the combination of this quality with other quality of teachers is occurred then it will be effective.
 - iii.** **Good tone and speaking style-** Teacher's voice tone and speaking style should be good. In this case, learners will attract to teachers.

2. Acquired quality: To be a good teacher, some quality must be acquired. They may be as follows.
- i.** Ideal personality- A good teacher should have ideal personality. He/she will be a friend of learners and society. That personality traits are necessary to be friendly in nature should remain in him. His/her personality will be strong that the learners will generally attract him. His/her personality will be such that he/she can easily adapt with learners.
 - ii.** Responsibility- Good teachers' must have enough responsibility. Society has given responsibility on them to built qualified citizen of future. Remaining alert about his/her responsibility, good teacher will help to build learners' personality through his/her own behavior, thoughts, comments, etc.
 - iii.** Progressive attitude- Good teacher will be progressive in his/her thoughts and behavior. Progressiveness is the character of modern era. The man who cannot adapt with the speed of time, he/she will go back in the struggle of life. The whole quality and standard of contemporary period will be taken in personal life, otherwise he/she will be disqualified in planning the modern life centric education.
 - iv.** Emotional maturity- Emotional maturity is one of the criteria of good teacher. He/she will not frustrate in something. Any failure will take easily; similarly, any success will accept with control. Extreme emotion does agitated man; so good teacher should have self-control and mental strength for continuing work in any unfavorable situation.
 - v.** Ideal life- One of the important criteria of good teacher, he/she will receive ideal life. Learner will learn following him. He/she must have good character. Kindness, honesty, truthfulness, etc moral concepts cannot teach through textbooks. Exercise of these moral concepts is possible through direct contact of life.
 - vi.** Freedom of thought- In modern society, if a person wants to be an ideal citizen, he/she should have power of freedom of thought. Introduction this power in learner, teacher should have that power. He/she will be able to express his/her freedom of thought about any incident of society.
 - vii.** Missionary tendency- Teaching is a noble profession. Ideal is the summary for selection of this profession than money. So good teacher will come forward taking missionary tendency. Charity of education in exchange of money is not desirable for this profession.
 - viii.** Thrust of knowledge- Teacher will be thrust of knowledge. No bounds of knowledge. It is not easy tasks to acquire that knowledge

Extreme emotion does agitated man, so good teacher should have self-control and mental strength for continuing work in any unfavorable situation.

in the range of life. Everything will not be known after completion of university degree. Rabindranath Tagor said “A most important truth which we are apt to forget, is that a teacher can never truly teachers unless he/she is still learning himself”. A lamp can never light another lamp unless it continues to burn its own flame.

- ix.** Sense of humour- According to a modern psychologist, creation of humour means. “To laugh at a thing one loves and still love”. If teacher does not have this fine knowledge about humour, he/she cannot create humour in class. For converting hard subject of class into entertaining, this type of humour is necessary. It keeps the learners alive and attentive in class.
 - x.** Love of student- Teacher should like the learners and vice versa. If teachers do not actually like boys and girls, or young men and women, should give up teaching. He/she must enjoy their company in groups.
 - xi.** Power of judgment- Intelligence and judgment power of good teacher should be more than other professionals. A lot of problems may arise in class and will solve it seating in class and will take necessary action according to situation. If does not have confidence, then he/she cannot utilize properly his/her intelligence and judgment power and learners will not realize his/her superiority and will not be guided by him.
 - xii.** Mental health- A teacher should have good mental health. It is the responsibility of a teacher to help mental development of learners. If a teacher lost mental balance then he/she can never help in mental development of learners.
 - xiii.** Training- Deep knowledge on a subject is not enough to teach that subject well. Which methods and forms are suitable for teaching learners, a good teacher have to know it. Therefore, it is necessary for all teachers to take training regarding teaching methods and their application.
 - xiv.** Memory- A teacher with poor memory is ridiculous and dangerous. He/she must remember all the essentialness of his/her subject. If he now and then forgets a detail, the class will understand and sympathies. However, his/her memory is also important in covering what is said in class. A display of good creative by a teacher helps the young in one of their most difficult jobs.
- b. Professional quality- The teachers should have some more qualities out of personal, characteristic, physical, mental, etc. These qualities are especially related with his/her professional. These are external but have importance in teaching profession.

According to a modern psychologist, creation of humour means “To laugh at a thing one loves and still love”.

A sound programme of professional education of teacher is essential for the qualitative improvement of education.

- i.** Subject knowledge- First most necessary of all, he/she must know the subjects. He/she must know what he teaches. It means that, if his/her job is teaching physiology, he/she must know physiology. It is not enough for a physiology teacher to know the exact amount of physiology. He/she must really understand the science of physiology. Every good teacher will learn more about his/her subject every year, every month, every week if possible.
- ii.** Knowledge about psychological methods- Only subject wise knowledge is not enough to be a good teacher, stillness is necessary to transmit the knowledge in learners. That means, concepts about modern psychological teaching methods are necessary, how these can be effective, training is required regarding these. A sound program of professional education of teacher is essential for the qualitative improvement of education.
- iii.** Research tendency- One of the quality of good teacher is research tendency. He/she will not only follow the traditional teaching method but also work to modify the teaching method in special education situation. Because no one methods is universally accepted in all situation. Again, different teaching and behavioral problems may arise in different educational institution; good teacher should have tendency and ability to find out the solution of that problem on the basis of research. National Council of Education Research and Training (NCERT) Institute encourage teachers regarding this.
- iv.** Knowledge about learner's psychology- For conducting daily works, good teacher should have knowledge about learner's psychology. It will be difficult for him to maintain learners if he/she does not know about their psychology. How group mind works, if do not have the scientific concept about that, he/she cannot properly utilize the group behavior in the work of education.
- v.** Knowledge about aids using- Teachers should know using different teaching aids for keeping balance with modern teaching methods. How different audio-visual aids are prepared and used should have concept regarding that. Because, the important word in modern teaching methods is "teach through the sense". Sensible experience is the only acceptable experience to the learners. So using sense, good teacher will try to convert formless knowledge into sensible through the application of aids.
- vi.** Stillness in evaluation- In modern education, the system of examination or measurement have been changed. Objectives test is getting more importance than traditional examination. Full personal evaluation is also getting more importance than general measurement system. How objective test is prepared, how personal evaluation is done, he/she should have concept about this. He/she

should have knowledge about how cumulative record card is maintained for continuous development of learners.

- vii. Conduction of co-curriculum works- In modern era, all educationists confess the importance of co-curriculum works for full development of learners. How different co-curriculum works are conducted and how these are used in education, good teacher should have concept about that.

5.5. Function of a Good Teacher

In ancient era, only the function of teacher was the charity of education. In education, he/she will be storehouse of knowledge and the main function is to supply knowledge from his/her storehouse to the learners. But in the modern education system, emerging new concept the function of a teacher has been changed. Now teacher's main function is not to distribute knowledge. Modern education is learner-centric. That means, the whole education system will be planned considering the learners as prime persons and their demand, eager, power, etc. Therefore, in this education system, teacher will not establish supremacy on learners.

- i. Subject matter selection- In modern education system, teacher will not hush up any knowledge on learner. The main functions of teacher are to plan teaching situation, select working methods, through which learners will acquire knowledge.
- ii. Effort of full development- The purpose of present education is sound development of learners. Sound development is not possible through the knowledge of textbooks. Intellectual development, physical development, emotional development, spiritual development, aesthetic development these are included in sound development. The function of a teacher is to select proper agenda for sound development and have to take necessary action for conducting them in the educational institution.
- iii. Institution rearrangement- Educational institution is the image of society. All forms of social activities will remain in its, so the function of teacher will rearrange the educational institute according to that.
- iv. Facilitation- An important aspect of the teacher's function, acting as a mediator between the learner of class and the problem in hand.
- v. Philosophy of life- The function of teacher is to help in building the learners' philosophy of life. This moral philosophy will help gradually to build up the learners' unifying philosophy of life.
- vi. Interesting- The good teacher is a interesting man or woman. He/she will make the work interesting for the learners, in just the same way as he/she talks interestingly and writes an interesting letter.

- vii.** Bridging- The function of the teachers is to make bridge between youth and maturity. He/she has to interpret adult life to the young in such a way as to make them adults. To do this, he/she should belong to both worlds.
- viii.** Learning environment creation- The creation of learning environment in which learners are encouraged to think carefully and critically and express their thoughts and in which they wish to confront and resolve difficulties rather than gloss them.
- ix.** Helps- The function of teacher is to help the learners to achieve their own aims.

5.6. The role of good teacher-

The role of a good teacher are discussed below-

A good teacher has to stand before learners as expert.

- i.** Expert- A good teacher has to stand before learners as expert. His/her expertise be displayed by means of a lecture, by means of answering questions, or by the act of correcting or validating what a student has said.
- ii.** Manager- He/she is there to manage the total leaning environment. This involves the learner as individuals and as a group, the learning program, the environment and resources.
- iii.** Diagnostician- An integral of observing this involves identifying the strengths and weaknesses of each learner and devising programs accordingly.
- iv.** Organizer- The teacher is organizing the learning program once its nature has been specified.
- v.** Decision maker- Choosing appropriate learning materials, deciding on topic and projects and individual programs.
- vi.** Presenter- This involves the teacher as expositor, narrator, questioner, explainer and instigator of discussions.
- vii.** Communicator- Implied in the role of presenter, it also involves talking to other members of staff.
- viii.** Motivator- In this role of teacher advises on a whole range of problems and issues- educational, personal, social and emotional.
- ix.** Evaluator- A crucially professional aspect of the teacher's job, this involves evaluating, assessing and recording learner's ability, achievement and progress.



5.7. Exercise

5.7.1. Objectives questions

5.7.2. Tick (✓) the correct answer

1. The material of instruction must be adopted for interest of
 - a. Society
 - b. Family
 - c. Learner
 - d. Community.

2. Which one is the acquired quality of a good teacher?
 - a. Subject knowledge
 - b. Good physical health
 - c. Stillness in evaluation
 - d. Responsibility.

3. According to ancient era, who will be the storehouse of knowledge?
 - a. King
 - b. Queen
 - c. Teacher
 - d. Executioner.

5.7.3. Determine True/False

1. Teaching and learning process is fix for all times.
2. Good physical appearance is hereditary quality.
3. Humour keeps the learners alive and attentive in class.
4. A good teacher should not stand before learner as expert.

5.7.4. Fill in the blank

1. Teacher is the -----, and learning is -----.
2. The whole education system becomes failure due to lack of -----.
3. Kindness cannot teach through -----.
4. Modern education is learner -----.

5.7.5. Matching

1. The institution environment must be i. ridiculous and
conducive dangerous

Introduction to Nursing Education

- | | | | |
|----|--|------|---------------------------|
| 2. | The teacher is user and interpreter of our educational | ii. | accepted in all situation |
| 3. | Missionary tendency is the acquired | iii. | quality of a teacher |
| 4. | A teacher with a poor memory is | iv. | learning |
| 5. | No one teaching method is universally | v. | theory and practice |

5.7.6. Short questions

1. Describe the concepts of teaching and learning.
2. What are the qualities of a good teacher?
3. Discuss the functions of teacher.
4. What are the roles of a good teacher?

Unit 2: Curriculum Development

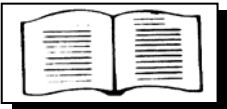
Lesson 1: Introduction to Curriculum Development

1.1. Learning Objectives



On completion of this lesson you will be able to-

- define curriculum
- differentiate between curriculum and syllabus
- describe the different elements of curriculum.



1.2. What is Curriculum?

According to Chamber's Dictionary the term curriculum originates from the Latin word 'currere' meaning 'to run' or probably more correctly 'to run a course'. Traditionally the school curriculum has represented a relatively standardized ground (a course of subjects) covered by students by their race towards the finish line i.e. a certificate, diploma or degree. From this early usage, the word has passed into common usage and most of laymen think of it as a 'course of study', syllabus, or collection of syllabuses, containing the body of subject matter officially taught in schools.

Although this definition seems clear and simple, it has led to certain kind of confusion. Many educationists consider the definition a narrow one. From description above you see, curriculum means the official curriculum that is what is laid down in the syllabus. But the actual curriculum referred to as the 'curriculum-in-use' is what actually happen in the day-to-day life in schools and classrooms.

Some curricular specialists have also used the term along with curriculum-in-use to refer to the non-academic but educationally significant consequences of schooling. For example, school life teaches obedience to authority, punctuality, neatness, techniques necessary to pass exams etc. But these, you know do not appear in the syllabuses as parts of the curriculum. In this way some writers like curriculum to be used in a much wider sense.

The concept you can have of curriculum is a program of activities designed so that pupils will attain as far as possible, certain educational ends or objectives.

So the term curriculum is used to mean a program of activities designed to promote certain ends of liberal education, which introduces a person to the

Curriculum Development

main form of knowledge, which in his view constitute human understanding.

1.3. Definition of Curriculum

Today most textbook of curriculum and many works on educational theory offer definitions of curriculum. We find many people, both inside and outside the fields of education are willing to talk about and also to define curriculum. Thus we find a number of definitions of curriculum. Like other terms of social science curriculum has no universally accepted definition.

A curriculum specialist John Kerr (1968) defined curriculum as ‘all the learning, which is planned or guided by the school, where it is carried on in groups or individually, inside or outside the school.’

From this definition we can understand what a curriculum should be. Curriculum need not only be organized knowledge, it could be anything learnt in the school. So by the term curriculum is encompassed-

- what is learnt in the school
- what is learnt at home
- in public places
- in workplace or during play etc.

Most of the educationist likes to use the term ‘experience’ in their definition of curriculum.

As example, let us notice the following definitions-

1. A series of learning experiences as result of which student’s personality is continuously modified.
2. A sequence of experiences . . . set in the school for the purpose of disciplining student’s in-group way of thinking and acting.
3. All the learning experiences a learner has under the guidance of the school.

Thus it is found that the definition of curriculum is no more limited in the concept of subject matter but is composed of all the experiences student acquire under the school guidance.

A number of educationist and curriculum specialist give definitions of curriculum each of which is based on their personal view.

‘A curriculum is a plan for learning’ (Taba 1962).

‘Curriculum is essentially a selection from the culture of a society’ (Denis Lawton. 1973)

‘Curriculum is an interrelated set of plans and experiences which a student complete under the guidance of the school. (Marsh and Stafford. 1988).

1.4. Curriculum and Syllabus

By discussing the definition of curriculum now it is clear that it is not synonymous with syllabus. Although it appears in literature to some of the laymen as a synonym for the subject matter to be learnt in classroom. But curriculum is the total representation of all the learning activities planned for a specific level or course of education. Curriculum includes, however educational aim, objectives, subjects, subject matters, evaluation techniques, and teaching aids, even the related and supplementary activities performed by the schools. That is why curriculum is called as the plan of school activities.

Syllabus is the part of curriculum. It includes only a special component of curriculum that is the subject matter or content. It represents only the accounted list of the content areas of the selected subjects.

Now it is clear to you that syllabus is limited in the content areas to be learnt. As for example, the subjects and the subject matters you have to learn in your Diploma in nursing course are all included in the syllabus. So syllabus is used to develop a particular aspect of learner’s behavior and attitude where curriculum is able to develop learner’s behavior as a whole.

1.5. Elements of Curriculum

Curriculum is an organization of essential elements and activities for widening learner’s behavior. And also curriculum is a never-ending process. Updating and supplementing the curriculum continuously is of extreme importance.

By analyzing different definitions elements of curriculum are found. In 1949 Ralph Tyler showed four essential elements in his theory for curriculum development. He tried to describe the development process by solving four problems represented through questions.

1. What educational purposes should the school seek to attain?
2. What educational experiences can be provided that is likely to attain these purposes?
3. How can these educational experiences be effectively organized?
4. How can we determine whether these purposes are being attained?

Curriculum Development

To answer the questions we get four steps-

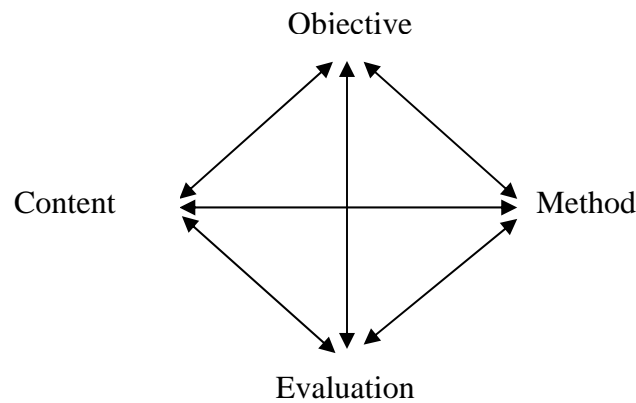
- Stating objectives
- Selecting experiences
- Organizing experiences
- Evaluation.

Curriculum workers obtain four elements while solving the problems arose during curriculum development or it is in practice.

These are-

- Objectives
- Learning experiences
- Organizing method of the experiences
- Evaluation.

These elements are related with, dependent on and supplementary of one another. Any change in one element brings essential influence on the other elements. This relation may be represented in the following cycle-



Elements of Curriculum

The process of curriculum development does not end with the production and implementation of new curriculum elements. One or more elements at one stage may be found suitable but may be unsuitable or inadequate at the later stage. For this it is needed to consider the elements very attentively to conduct quality control so as to find out the effectiveness of curriculum.



1.6. Exercise

1.6.1. Multiple choice questions

Tick (✓) the correct answers

1. Which term does most of the educationalist like of use in their definition of curriculum?
 - a. Cnrrere
 - b. Study
 - c. Experience
 - d. Course.

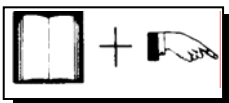
2. Who used first four essential elements for curriculum development?
 - a. Taba
 - b. Tyler
 - c. Lawton
 - d. Stafford.

1.6.2. Short questions

1. Define curriculum.
2. What are the elements of curriculum

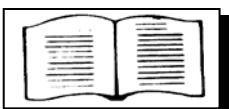
Lesson 2: Curriculum Structure

2.1. Learning Objectives



On completion of this lesson you will be able to-

- define educational objectives
- explain different types of objectives
- classify the objective on the basis of domain
- give examples of behavioral objectives
- describe identification and selection of content
- describe the organization of content.



2.2. Formation of the Educational Objective

The terms 'aims' or 'objectives' refer to some terminal point (end) towards which we are moving or working. In everyday life we sometime create aims and objectives for ourselves. Having created the terminal point in our mind, we become able to identify the process to reach there.

In curriculum work, planners identify and use the end points like aims and objectives.

The term 'aim' is used at a more general abstract level of purpose. The term 'objective' is used in a more specific way.

Aims are the statements that describe expected life outcomes based on some value either consciously or unconsciously borrowed from philosophy. Thus aims are broad statements of purpose and intention to transmit culture or to develop a specific way of life.

In school curriculum an example of aim is- Inculcation of scientific attitudes and values.

We use the term objective to describe the knowledge, attitudes, skills and values which the learner are expected to acquire while going through the school process.

Thus desired direction of education aims and well defined targets of achievements are objectives.

Educational objectives may vary according to their degree of specificity. On the basis of the specificity they are of two types-

1. General objectives
2. Specific objectives.

General objective is selected at first. Selection of general objective is followed by selection of number of specific objectives. Specific objectives are selected and organized in the way as to be the representative of general objectives.

The example of general objective is,

Students will be able to acquire knowledge about classification of animal kingdom.

To reach this general objective a number of specific objectives may be selected as,

Students will be able to-

1. State the necessity of classification of animals
2. Name the phyla of animals
3. Identify the animals given to them on the basis of their characteristics of the respective phylum etc.

Teaching is directed towards achievement of the general objectives through the achievements of the specific objectives.

- In phrasing general objectives covert verbs are used.
- As for example, know, understand, appreciate, comprehend etc.
- While in phrasing specific objectives overt verbs are used.
- As for example, state, identify, distinguish, count, draw etc.

Overt verbs describe learning outcomes in terms of observable and measurable behavior. So these are expressed as behavioral objectives. An overt verb is precise and not open to many interpretations. Behavioral objectives form the basis of testing and assessment. The difference between the general objective and the specific objective lies in the generality and immediacy respectively. Behavioral objectives are more immediate, specific, measurable, unambiguous and stated in behavioral terms.

As for example, Students be able to distinguish the living and non-living bodies on the basis of their characteristics.

2.3. Bloom's Taxonomy of Educational Objectives

Bloom developed a sophisticated classification of objectives. This classification scheme is known as taxonomy of educational objectives.

Curriculum Development

According to this classification objectives are divided into three major domains.

- a. Cognitive domain
 - b. Affective domain
 - c. Psychomotor domain.
-
- a. *Cognitive domain*- The cognitive domain deals with objectives, which involves intellectual and mental abilities. Eg. learner should be able to grasp the meaning of 'bad effect of smoking'.
 - b. *Affective domain*- the affective domain involves objectives which emphasize feeling and emotion about the concept. Eg. learner will take active participation in the discussion of 'smoking rejecting' seminar.
 - c. *Psycho-motor domain*- The psychomotor domain includes those objectives that emphasize manipulative and motor skills. Eg. learner will be able to give up the habit of smoking.

2.4. Content and its Identification and Selection

Contents are essentially the key to reach the educational objectives. In fact, the contents are identified and selected for the purpose. So the next step of work for curriculum development after identifying the objectives is identification and selection of curriculum contents.

2.5. What is Content?

The term 'content' is used to refer to the essential information selected from the subjects to reach the educational objectives of a particular level or program of education. The term 'subject-matter' was also employed by Dewey to refer to content. That is the learning needs refer to the record of the knowledge (symbols, graphics, sounds etc.) for interaction with the learners are the contents.

2.6. Identification of Content

Content consists of the facts observed, recalled, read and talked about and the ideas suggested in course of a development of a situation having a purpose. Curriculum planners justify their content identification only in terms of its potential for generating the necessary knowledge for the learners of that particular education program. The same content may be viewed by the two groups of learners from two different programs of education in quite dissimilar ways. For this reason, curriculum content is to be selected only from the point of view of its meaning to the learner of

that particular education only. For example: For learners from nursing program the curriculum content should be related with nursing.

That is the end-in-view of curriculum planning is to turn content into meaningful and useful knowledge for the learners. So the basic principle of identifying the content is- those contents should essentially be selected which are necessary to reach the educational objectives of that particular level or program of education.

2.7. Selection of Content

Contents are the basic strand for the development of learner's knowledge, skill, attitude and value. This development brings changes into learner's behavior. In this way learning outcome is achieved. So to reach the aims and objectives of learning it is important to give much attention for selection and organization of content.

For selection of content for certain level or area of education some principles and methods are followed. Of course, this depends on the structure of curriculum.

Principles to select the content-

1. Content should be related with the educational aims and objectives.
2. The basic concept, structure, principles and inter-relation among the concepts of a subject should be reflected in the content.
3. Learner's age, attitude, tendency, socio-economic culture etc. are to be considered before selecting content.
4. The content is to be selected on the basis of the social demand. Thus content help to make the learners responsible and sincere in taking active participation in social progress.
5. The content creates the scope for the learners to choose and select their profession in future.
6. The selected amount and area of content should be easy to learn in limited and scheduled time.
7. To select content the principle of flexibility should be followed so that with the change of social demand necessary change could be brought in the content.
8. The content should not become a load to the learners; rather it may create the scope to make their time valuable and enjoyable.
9. The contents are to be selected in the way that there may remain the scope to build up learner's international and modern attitude.

1.8. Organization of the Content

After the content selection the next step is to organize them. To understand the information related with the content and to learn it, organization of the contents is necessary in a systematic way. Number of educationists stated different processes of organization of the contents in the basis of their variety of views. Two major processes to organize the subject matters are as:

1. Assembling, specially forming and ordering the materials.
2. Sequencing the contents for use in the classroom.

Two important arrangements of organization of the contents are the vertical and horizontal organizations.

Vertical organization of learning materials refers to learning hierarchy and the achievement of harmony and coherence among various stages of education: the training for preliminary stage of nursing education and that for higher education.

This organization refers to the relation between curricula activities of the learners of the program and their future activities. This pattern of organization indicates the lower level skills and abilities needed for successful handling of more complex work.

Horizontal organization of the content refers to the relationship among materials of various subjects and various activities. With this organization the relationship between the learning activities and that of contemporary life of the learner out side the institution.

All the subjects in your nursing education, more or less, are inter-related. Even skills of one subject may be the pre-requisite for the others. So you need first, to develop the pre-requisite skill of that particular subject before the super ordinate task of other subjects you are to perform. Thus horizontal organization reduces overlapping the contents.

Spiral sequence means the kind of sequence where the learners meet a given concept again and again curing his process through a course, each time at a more or demanding level. So at each new level, the learner will treat the concepts in more sophisticated ways, relating them to a wider and wider network of more recently acquired understandings.



1.9. Exercise

1.9.1. Multiple choice questions

Tick (✓) the correct answers

1. Which verb is used in phrasing specific objective?
 - a. Write
 - b. Know
 - c. Appreciate
 - d. Conceptualize.

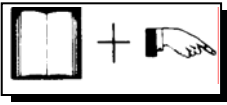
2. In which type of content organization learning hierarchy is followed?
 - a. Psychological
 - b. Spiral
 - c. Vertical
 - d. Horizontal.

1.9.2. Short questions

1. Distinguish between aims and objectives.
2. Classify objectives on the basis of domain.

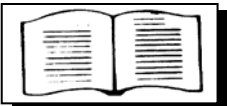
Lesson 3: Planning of Short Term Courses

3.1 Learning objectives



On completion of this lesson you will be able to-

- specify the training needs of an organization
- state the different steps necessary for a training program
- recognize the different components of the instructional material
- discuss the function of the components of the instructional materials.



3.2. Planning of Short Term Courses

In developing countries like Bangladesh, different national organization requires thousands of workers to be trained to carry out new functions and new ways of working with community groups. In our country in spite of these needs, the results have not always been successful as it might be, although considerable time, effort and money are invested in training. So it is necessary to examine the building blocks that are applied on training process.

3.3. How an Organization Specify the Training Needs?

It is not always possible for the administrator to specify the desired terminal behavior of the employee exactly. To know the lack of qualities and skills the employee has to perform the specific tasks and to identify terminal behavior to reach the objectives the administrator may depend on a need survey. For this he has to-

- Explain the job functions clearly and
- Specify the tasks to fulfill the functions.

He follows through questioning among the workers on their difficult areas as well as want of efficiency and knowledge related with applicable areas of work. By analysis of the responds from the employees the purpose of training become clear.

3.4. Framing Objectives

On the basis of the purpose of training and the terminal behavior required to perform the task, the objective of the training course can be identified. A useful objective specifies what the learner is doing when he demonstrates what he had learnt. Thus the objective can be observed and measured and is turned into behavioral objective. What the trainees know or understand cannot be directly observed. But the trainers would, of course want to observe and measure the learning outcomes after the

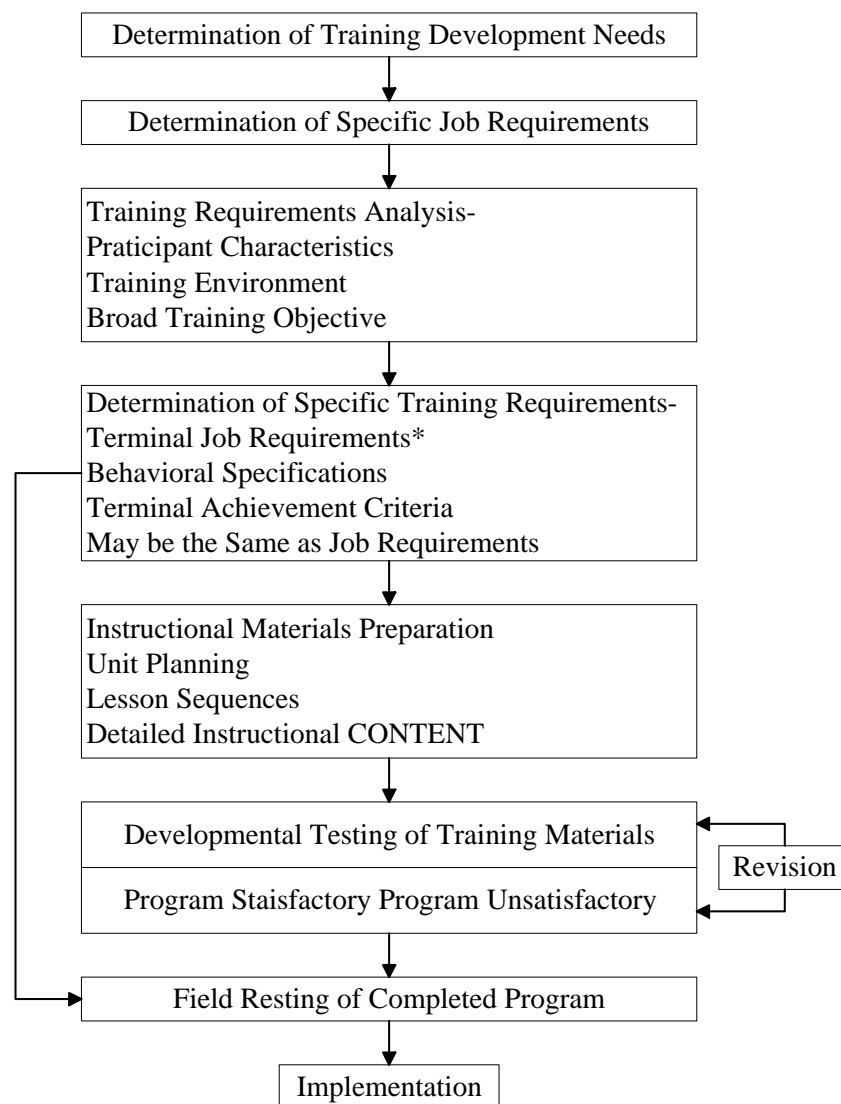
completion of the course. So objectives should be framed in behavioral terms.

3.5. Training Schedules and Timetables

The trainers have now different steps to follow for the training program. First they,

- Choose an overall training strategy in light of the general training objectives and available resources.

A detailed series of these steps are set out in the figure below-



- The objectives are then converted into necessary constituent parts. The constituent parts of the objectives and the training events together form

Curriculum Development

a list of events. Each event should cover eight items: general and specific objectives content, training method, time, evaluation methods, review time and person responsible for the event.

- Consider the training methods, materials and learning experiences with appropriate significance for each part of objectives.
- Make the whole program as consistent as they could.

To ensure these steps the trainers have to consider-

- The duration period and hours required for each part of the objectives.
- The place, situation and accommodation for the learning process e.g. classroom, field, laboratory etc.
- The time required depend on the mode and amount of content and also
- On the related learning process.

Considering all of these they fix the time and the total time could be then distributed among the scheduled tasks. The trainer has to order the learning events to a calendar of time in such a way that the trainees may have the opportunities to learn the knowledge and develop skills from each subject block that are relevant to a given task before he is required to demonstrate that.

3.6. Composing the Detailed Syllabus

One step in designing the training program is to work detailed training events into training sequences and finally into the shape of a total program package. That is published as an instructional material. The trainers use the material as guideline to participate in the training program. The instructional material contains-

- the objective
- the timetable
- the subject matters to be learnt
- the problems for self assessment
- the reference books or sources.

So the instructional material helps the trainees to attend the sessions in time, get proper preparation for each session, perform the task (assignment, home-work, group work, field data collection etc).

When program sequences and themes have been established the detailed composition of the syllabus can go forward. Once all the objectives have been framed the trainer specifies-

- the subject matter to be taught
- the behavior expected of the trainee
- the condition under which the trainees are to perform and
- the level of performance required of him.

The instructional material contains the subject matters in the sequence to reach the objective. For this the subject matters are framed into units then into lessons.

3.7. Unit Planning

Participants do not give enough importance to the problem for new behavior and to learn. For this the training events, offer maximum stimulation and involvement compose unit early in the planning. Through them participants get sufficiently challenged, churned up and motivated. There follows the event for exploration, new knowledge, and experiment with new behavior, trial and error to satisfy the need to move and to learn.

Finally comes the stage of fitting new knowledge, understanding and skill that has been proved useful and acceptable in the training.

In unit all the related information to fulfill a particular concept of the content are presented in different lessons.

3.8. Lesson Planning

Lessons are planned presenting the content discussion. It also needs to provide individual and group works. Through performing lesson works trainees get the scope to develop certain essential social skills. Thus the participants would test the social consequences of his knowledge. By individual and group work activities lessons create the scope to develop participant's knowledge, writing skill, investigating and organizing information, testing ability etc.

Evaluating the process of training during the program

To alter the syllabus during the program trainers apply some concurrent evaluation process. This evaluation can be carried out in two ways-

1. By measuring the participant's progress toward training objectives at specific times during the program.
2. By providing in the syllabus for regular program review sessions.



3.9. Exercise

3.9.1. Multiple choice questions

Tick (✓) the correct answers

1. What is the event to be considered for preparing an instructional material for a training program?
 - a. Time table
 - b. Objective
 - c. Content
 - d. Self-evaluation.

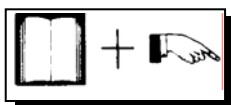
2. Early in the planning of a training program what is the purpose of offering maximum stimulation and involvement to compose a unit?
 - a. Learning
 - b. Satisfaction
 - c. Motivation
 - d. Affection.

3.9.2. Short questions

1. What are the steps necessary for preparing a training schedule of a nursing program?
2. What are the components of an instructional material for a training program?

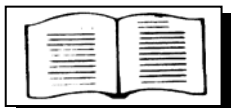
Lesson 4 : Implementation of Curriculum

4.1. Learning Objectives



On completion of this lesson you will be able to-

- describe the necessity of curriculum implementation
- explain the considerable steps necessary for implementation of curriculum.



4.2. Implementation of Curriculum

Implementation of curriculum is a process. It requires contact with and involvement of all teachers, students and administrators. It also needs the establishment of a systematic build-in-network to ensure contact with all other directly affecting programs and bodies like administration bodies, examination board, teacher-education institution etc. and also to ensure supply of educational materials and equipments to all schools.

Dissemination can be conducted from a single curriculum center. For successful implementation the center should be the teachers. Whatever may be the type of organization it is a must to maintain close contact with the classroom teachers. No matter how good a new curriculum may be, it is to be acceptable to the teachers.

For a successful implementation on the ground of our country the following matters are to be considered,

1. Teacher's Training

Only a trained teacher is able to enlighten the learners with philosophy, logic and characters of a newly developed curriculum. Teachers may be trained up in two ways-

- a. *In-Service short training course:* Teachers who are on working need this type training. Beside this after a regular interval of years it is essential for the teachers the 'Refresher's training course'. Same to the teachers from the primary schools sub-cluster training also could be applied for the secondary school teachers.
- b. *Pre-service long training course:* The teachers training institutions are responsible for this type of training. It should be assured that the curriculum materials developed newly for the schools might be reflected in training curriculum. The trained teachers would have sufficient knowledge and skills to enlighten the learners with the new curriculum.

2. Learning Materials

Textbooks, supplementary learning materials, and other educational aids and equipments are to be produced according to fulfill the demand of the new curriculum. All the materials should be distributed among the schools in time.

3. Examination and Evaluation

Successful implementation of the curriculum sometimes depends on the rearrangement and reconstruction method of the examination and evaluation process.

4. Monitoring

The first step of the implementation of curriculum is curriculum dissemination. Monitoring is important for dissemination. The information about curriculum acquired from proper monitoring system is used in the formative and summative evaluation of curriculum. Monitoring is necessary for each of the steps of the development of learning materials and its use, the curriculum dissemination, pre-service and in-service teachers training, renew procedure of examination and evaluation process etc.

5. Education Management and Administration

For strong management and administration in education the head teachers, district education officer, thana education officer all need short course in-service training. Through the training the philosophical, social, cultural and academic theme of the newly developed curriculum are brought into their knowledge. Successful implementation needs a strong academic management system and regional resource center RRC is to be established. This RRC would help and co-ordinate the academic management center at all respects.

6. Classroom Situation

For successful implementation of curriculum a healthy and proper classroom situation is one of the major consideration. Classroom should be sufficiently spacious, resourceful, well furnished and open enough so that sufficient air and light can pass through.



4.3. Exercise

4.3.1. Multiple choice question

1. For successful implementation of the curriculum from where dissemination of the same should be conducted?
 - a. Learner
 - b. Administration
 - c. Researcher
 - d. Teacher.

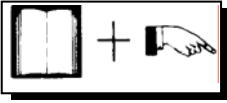
4.3.2. Short question

1. Give a brief description of different steps necessary for curriculum implementation.

Unit 4: Evaluation and Assessment

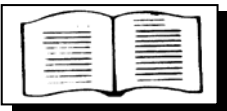
Lesson 1: Importance and Purpose of Evaluation

1.1. Learning Objectives



On completion of this lesson you will be able to-

- define terms evaluation, assessment and test
- differentiate between evaluation and assessment
- describe the importance and purpose of evaluation.



1.2. Introduction

Evaluation is the most important part of teaching and learning process. Evaluation permits the critical question to be asked and answered: have the goals and objectives of curriculum have been met? It assesses individual achievement to satisfy external requirements and provides information that can be used to improve curriculum, and to document accomplishments or failure. Evaluation can provide feedback and motivation for continued improvement for learners, faculty, and innovative curriculum developers. To ensure that important questions and answer and relevant needs it is necessary to be methodical in designing a process of evaluation.

1.3. Definition

Assessment: Assessment is the systematic gatherings of information about what students know, are able to do and are working toward. An assessment is the process to find out how much each student/learner has learned.

Evaluation: Evaluation is a judgment about the quality of a response, product or performance, based on established criteria and standards.

Tests: Test commonly refers to set of items or questions under specific conditions. Test is used to describe the methods of obtaining measurements of the learner's achievement.

Measurement: Measurement implies that learner's knowledge or skill is ascertained by comparison with some pre-existing standard.

1.4. Difference between Assessment and Evaluation

Assessment	Evaluation
<ol style="list-style-type: none"> 1. Assessment is the process to measure the performance of the learners. 2. It provides an indication of effectiveness of teaching situation and appropriateness of the content input. 3. Assessment is the part of final evaluation. 4. Assessment is done for helping or guiding the learner. 5. It is the process to make the learner for appropriateness. 6. It depends on direct or indirect observation. 	<ol style="list-style-type: none"> 1. Evaluation is the process of determination about of success in achieving predetermined objectives. 2. It also measures the effectiveness of the program. 3. Evaluation is the part of recognition/punishment. 4. Evaluation is done for certifying learner. 5. It is also a continuous process to provide certificate to a learner at the end of the course. 6. It depends on time-to-time assessment.

1.5. General Functions of Educational Evaluation

1. Evaluation and improvement of the educational program.
2. Assessment of educational objectives.
3. Judgment and guidance of the learning of the individual learner.
4. Motivation of the instructor to evaluate critically his/her teaching practices, the learner's learning effectiveness and his/her own personal goal and
5. Motivation of the faculty to work together for the improvement of the curriculum and the educational program as well as of individual course.

The general functions are to complete evaluation of the program, which includes total faculty planning, and participation would be needed.

So educational philosophy of the curriculum will be clarified and agreed by the whole faculty as well as goals. Faculty would plan for evaluation of all the phases of the student's education such as admission and placement tests, achievements, clinical performance and evaluation etc.

1.6. Importance of Evaluation

1. To determine success or failure on the part of the student/learner. This is the conventional role of examination (certifying evaluation).
2. To provide “feedback” for the learners that is learners are constantly informed about the instruction, which he/she is receiving.
3. To provide “feedback” for teacher or instructor.
4. The “regulation” of the school or institution is determined by the evaluation of student/learner performance.
5. It is necessary for correct, logical and good educational decision.
6. What will be the benefit of learners? or What will be the benefit of society, nation and country from education? It is possible to know through the result of evaluation.
7. Evaluation relates to the educational objectives of classroom instruction, teaching learning process and testing procedure and helps to solve the educational problems scientifically.
8. Educationist, administrator, teacher, learner and guardians work hard to achieve the objectives of education. So they want to know how much the objectives of education have been achieved. It is possible to know through evaluation.

1.7. The Purpose of Evaluation

1. To determine the level of knowledge and understanding of the students in his/her classes and various times during the semester.
2. To determine the level of the students/learners clinical performance at various stages.
3. To become aware of the difficulties of individual learner, or entire class as a basis for further teaching.
4. To diagnose each student strength and weakness and to suggest remedial measures which may be needed.
5. To encourage learner’s learning by measuring their achievement and informing them of their success.
6. To help learners to acquire the attitude and skills in self-evaluation.
7. To help learners to become increasingly self-directing in their study.
8. To provide the additional motivation of examinations that opportunity to practice critical thinking application of principles, the making of judgment etc.

Evaluation and Assessment

9. To estimate the effectiveness of teaching and learning techniques of subject content and of instructional media in reaching the goals of course.
10. To gather information needed for administrative purposes, such as selecting students/learners for higher course, placement of learners for advanced studying, writing recommendation, meeting graduation requirements etc.
11. To document strengths and weaknesses of program or components for making decisions and planning.
12. To enhance the learner's experience of learning and teaching.



1.8. Exercise

1.8.1. Tick (✓) the correct answer

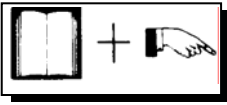
1. Assessment is done for
 - a. Helping learners
 - b. Guiding learners
 - c. Assuming learner's performance
 - d. All above.
2. Which is not the purpose of evaluation?
 - a. To determine the level of knowledge of learners
 - b. To determine the clinical performance of learners
 - c. To certify learners
 - d. To guide learners.

1.8.2. Short questions

1. What is evaluation?
2. Define assessment?
3. What is test and measurement?
4. What is purpose of evaluation?
5. What are differences between evaluation and assessment?

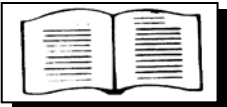
Lesson 2: Types and Techniques of Evaluation

2.1. Learning Objectives



On completion of this lesson you will be able to-

- describe types and techniques of evaluation
- explain different types of evaluation.



2.2. Major Evaluation Techniques

In a comprehensive program of appraisal in the modern institution, objective tests constitute one of the techniques by which data for assessing learners' growth and development may be obtained such as: anecdotal records and observational methods; oral and essay examination; questionnaires, inventories, interviews; checklists, and rating scales, personal reports and projective techniques, sociometric methods; case studies and cumulative records.

1. **Objective tests:** Psychological tests, termed mental or educational tests, are designed to present an organized series or pattern, of items exercise, or stimuli to elicit responses which will reveal the relative degree of the psychological characteristics proposed by the individual to whom such tests are administered. Among the psychological characteristics frequently tested are general mental ability, achievement in particular subjects, reading abilities and skills.
2. **Anecdotal records and observational techniques:** Anecdotal records and observational techniques are classified under the same categories because of the similarity in the methods of obtaining data. Both methods depend chiefly upon an observer who records the activities, experiences, and expressions of individuals or groups.
 - i. **Anecdotal records:** It may be defined as cumulative notes or records which a teacher or observer makes of the representative behavior of selected learners. In compiling the anecdotal record for a learner, the teacher makes notes of sample situations, activities, experiences, and expressions of the learner selected for special study.
 - ii. **Observational techniques:** It may be defined as systematic methods of analyzing and recording behavior by directly perceiving the individual or group. Observing what the individual actually does and making an objective record of that which is observed generally characterized the method. The method may use special techniques and tools, such as specially

prepared charts or checklists for recording behavior through observation.

3. **Oral and essay examinations:** Oral and essay examinations are frequently used by the classroom teachers/ instructors/tutors as informal methods of assessing and diagnosing the day-by-day growth and development of students/learners. Both the oral and essay examination, however, have also been designed for use in more formal and structured types of exercise.
4. **Questionnaires, Inventories and Interviews:** Questionnaires and inventories are methods designed to obtain information from individuals by means of a series of questions to which the responses are written. The interview is designed to obtain data in a face-to-face relationship.
5. **Checklist and Rating Scales**
 - i. **Checklist:** The checklist may be defined as a prepared list of items that may relate to a person, procedure, institution, building or similar objects. The list is used for the purpose of observation and evaluation by which the observation may show by check marks the presence, absence, or frequency of occurrence of each item being investigated.
 - ii. **Rating scale:** Rating scales or rating methods are devices for the systematic recording of observations judgments on a scale of units of values given to objects such as institution building, text books, specimens of hand-writing, or to persons, such as students or teachers or to personality traits or attitudes.
6. **Personal reports and projective techniques:** Personal reports and projective techniques have been used very widely to study the personality of students.
 - i. **Personal reports:** Personal reports are essentially self-ratings and are frequently called personal tests or inventories. On such an inventory, the students answers or check “Yes” or “No” to such items as “do you read regularly?” or “Do you have friends?”
 - ii. **Projective methods:** In recent years, projective methods have been used increasingly to assess the personality of individuals. A projective method for the study of personality involves the presentation of stimulus situation designed to elicit responses, which will reveal the person aims and projections of the examinee.
7. **Sociometric methods:** Sociometric methods may be defined, as devices for revealing the preferences, likes, or dislikes that exist among the members of a group. This technique may be used for

revealing the group structured of a social unit and identifying subdivisions of the group.

8. **Case study:** The case study may be defined as the use of comprehensive data about an individual as the basis for diagnosing and interpreting his conduct or behavior. It is method of investigation that concerns itself with the careful examination of factors that are significant in the life of the person under study.
9. **Cumulative record:** The cumulative record is an individual record, usually of a permanent nature that is kept upto date by the teacher of other institution personnel. It may be in the form of a card, folder, or packet. A cumulative record, regardless of its format, is an educational history containing fairly complete information about the students or learner's institution achievement.

2.3. Types of Evaluation

There are two main types of evaluations-

- i. Formative evaluation
- ii. Summative evaluation
 - i. **Formative evaluation:** Formative evaluation is used to monitor learning progress during instruction and to provide continuous feed back to both learners and instructor concerning learning successes or failures. Feedback to learners reinforces successful learning and identifies the learning errors that need correction. Feedback to the instructor provides information for modifying instruction and prescribing group and individual premedical work.
 - ii. **Summative evaluation:** Summative evaluation is done at the conclusion of instruction and measures the extent to which students have attained the desired outcomes.

2.4. Difference Between Summative and Formative Evaluation

- a. Summative evaluation is the terminal assessment of performance at the end of teaching but formative evaluation is the assessment made during the phase to inform the instructor/tutor/teacher about progress in learning and what is more to be done.
- b. They differ in purpose, nature and timing.
- c. The summative evaluation limits the use of profiles and records of achievement while they are regularly used in formative evaluation.

Evaluation and Assessment

- d. The prime consideration in summative evaluation is the determination of the extent to which the examinee has mastered the knowledge and skills associated with a course. The prime consideration in formative evaluation is to reveal the processes by which the examinee achieved these outcomes.



2.5. Exercise

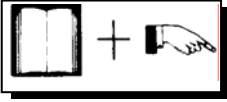
2.5.1. Tick (✓) the correct answer

1. Which one is the rating scale evaluation technique?
 - a. Self reporting technique
 - b. Observational technique
 - c. Educational assessment
 - d. Scientific assessment
2. Which one is frequently used for educational test?
 - a. Written test
 - b. Objective test
 - c. Determinant test
 - d. Standardized test.

2.5.2. Short questions

1. Describe different techniques of evaluations
2. Narrate the types of evaluation.
3. What are differences between formative and summative evaluation?

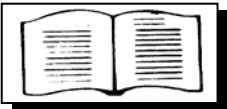
Lesson 3: Assessment of Learner's Performances and Feedback



3.1. Learning Objectives

On completion of this lesson you will be able to-

- state the importance of assessment
- describe the purposes of assessment
- explain the assessment of performance
- provide student feedback.



3.2. Introduction

Assessment is one of the most important parts of the teacher's/instructor's, learner's activities. The word assessment is used instead of examination. Assessment is an important method of testing as well as formal examination. Assessment is an important component in nursing education and educators will need to monitor assessment procedures constantly to ensure learner-continuing appropriateness to current curricula.

3.3. Purpose of Assessment

Assessment tends to serve a variety of purposes, such as-

- To provide the learner with feedback on progress
- To motivate the learner to achieve the objectives
- To act as a guideline both for the teachers and learners about which parts of the course have been successful and which parts need to be improved.
- To quality learners makes for the purposes of certification or grading.

3.4. Types of Assessment: Assessment is of two types mainly-

1. *Formative assessment:* This type of assessment is done during a course of instruction.
2. *Summative assessment:* It is done at the end of a course or unit to observe the learner achievement on the basis of objectives of the program.

Other Assessment

1. *Continuous assessment:* It attempts to overcome the weaknesses by sampling all of a learner's output in a course on a continuous basis.
2. *Episodic assessment:* It includes testing the learner of specific times or occasions during an educational program.

3.5. Principles of Assessment

- a. *Assessment should be an integral part of the curriculum:* The design of assessment should not be separated from the design of the overall curriculum, which comprises, learning outcomes, teaching, learning and assessment activities.
- b. *Assessment should be integral part of the learners approach to learning:* The nature of an assessment can influence learner's approaches to how they learn and learning styles can be taken into account when designing assessment.
- c. *The purpose of assessment should be clearly understood by staff and learners:* There are a variety of purposes of assessment e.g., to monitor learning, to assess competence, to provide a context for learning and to provide feedback to staff and learners. So each purpose must be stated clearly.
- d. *Assessment should be valid:* e.g., True/False assessment are good for testing factual knowledge and essays are a valid assessment tool for assessing higher cognitive skills likes integration and critical thinking.
- e. *Assessment should balance the formative and summative so as to provide meaningful feedback.*
- f. *Assessment should be reliable.*
- g. *Criteria for assessment should transparent:* Criteria for assessment should be as clear as possible to tutors, examiners and learners to ensure equity, validity and reliability. Assessment criteria should be published for learners in all program booklets and provided to all markers and examiners.
- h. *Assessment should be incremental and sufficiently demanding:* Assessment tasks should be designed to challenge learners considered capable of understanding a unit/program to demonstrate the best level attainment that they are capable of.
- i. *Assessment should be redeemable:* Institution needs clear rules and procedures for referral resit and compensation practice. All learners are permitted at least one resit opportunity during their program. This is not only just but may avoid high dropout or failure rates.

- j. *Systems of assessment should be managed so as to use academic and support staff time and resources in appropriate.*

3.6. Assessment Methods and Tools

- Observation
- Student self-assessment
- Daily practice assignment
- Quizzes
- Samples of learners work
- Pencil and paper tests
- Holistic rating scales
- Projects
- Oral and written reports
- Reviews of performance and
- Portfolio assessments.

3.7. Assessment of Learner Performance

Assessment of learner performance is based on standards. Standards are realistic expectations of what learners need to know and be able to do as a result of their education. “Learning outcomes” outline what institutions are required to teach and what learners are expected to learn.

From the information collected through assessment activities, instructors evaluate learner performance. They use their insight; knowledge about learning and experience with learners, along with specific criteria, to make judgments about learner performance in relation to learning outcomes. Learners can use this information to redirect their efforts, practice the learning, and establish learning goals.

Assessment Steps of Learner Performance

1. Choose the learning outcomes from curriculum guides.
2. Establish and set criteria, involving, learning in the process whenever possible.
3. Plan learning activities that will help learners acquire the knowledge or skills outlined in the criteria.
4. Inform learners about the criteria.
5. Provide examples of the desired levels of performance.

Evaluation and Assessment

6. Implement the learning activities.
7. Use various assessment methods based on the particular assignment and learners.
8. Review assessment data and evaluate each learner's level of performance or quality of work in relation to the criteria.

3.8. Assessment of Clinical Performance

The evaluation of professional competence is considered one of the most important final goals of nursing education and the most important tasks of instructors/tutors.

a. Competence: It is defined in terms of what the nurse or instructor should be able to do at an expected level of achievement, such as at graduation or when commencing an internship. Thus competence is the synthesis of all attributes necessary to do the task for which one is being trained.

Competence is only of value as a prerequisite for performance in a real clinical setting.

b. Clinical competence: Clinical competence may be defined as the mastery of relevant knowledge and acquisition of a range of relevant skills, which would include-

- Interpersonal
- Clinical and
- Technical.

c. Clinical performance: It is defined as what a nurse or instructor actually does under specific condition e.g., during test.

Assessment of clinical competence is achieved in institution of nursing by two main methods observation by a assessor and reports of the opinions of others, for example ward progress reports.

d. Assessment of performance by observational techniques: When carrying out an observational assessment of nursing performance it is essential that the assessor knows the criteria by which the performance will be evaluated. Otherwise, the assessment will be subjective, and may be influenced by a variety of factors.

e. Rating Scales: These are tools used for observational assessment, to indicate the standard of performance of listed aspects of the skill. They may be numerical scales or graphic scales, depending on the types of

criteria. For example, an aspect of nursing care might be rated on a scale from one to five or, alternatively, on a scale from excellent to poor.

3.9. Criteria of Assessment

Table- Example of a rating scale for nursing skill performance

1. Excellent	:	Able to perform the skill in a very effective manner.
2. Good	:	Able to perform the skill in an effective manner.
3. Fair	:	Unable to perform the skill in an acceptable manner, but some ability to perform it.
4. Poor	:	Unable to perform the skill, or has only very limited ability to perform it.

N.B: Grades 1 and 2 = safe, grades 3 and 4 = unsafe

There are three major factors influencing observational assessment namely the assessor, the learner and the methodology.

- a. **The Assessor:** The assessor should be unbiased and must have deep knowledge to determine the clinical performance of the learners.
- b. **The Learner:** The main factors which influence assessment from the learner's point of view are his/her state of preparation, level of anxiety and the presence of others.
- c. **The Methodology:** This can influence the assessment from the point of view of criteria and sampling. The criteria need to be clearly stated if the assessment is to be valid.

Assessment Using Opinions of Others: In nursing, each learner is assessed in the clinical setting by the trained nurses, using a standard form. This is termed the nurse's progress report and provides important evidence of a learner's progress in clinical setting. It emphasizes the importance of a preliminary discussion between learner and assessor so that each knows the requirements of the other. It is useful to have a halfway assessment, so that the learner has a chance to improve upon any weakness.

When writing comments on a progress report, it is useful to point out to assessors that any criticisms should be stated in objective terms. For example, the report may state that the nurse is 'immature' but this means a variety of things. Another term is 'unprofessional' and it is better to state what the incident was, so that remedial action can be taken.

Clinical performance can be summarized by the following figure.

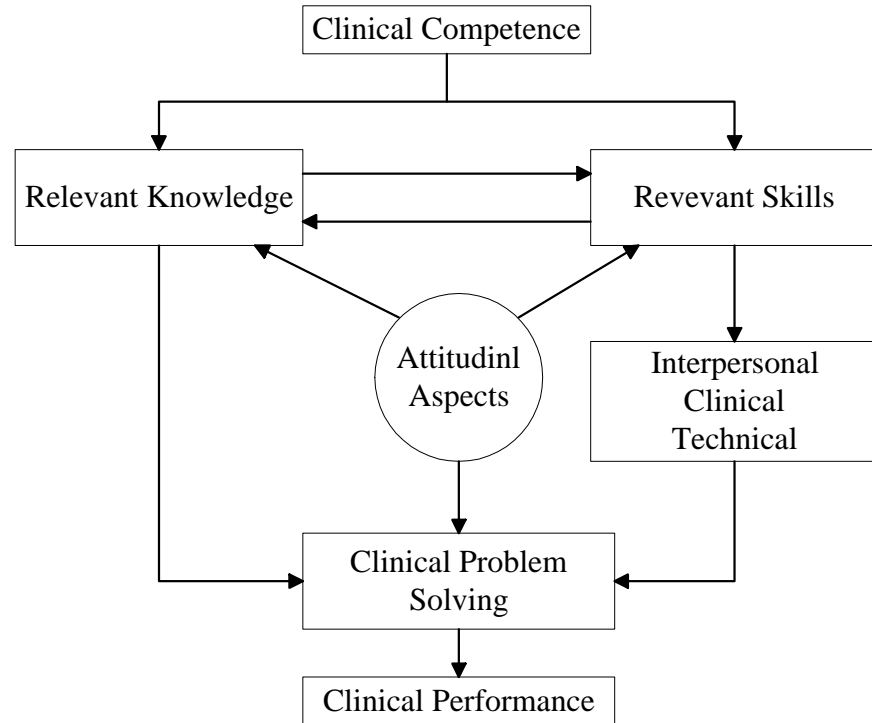


Fig.: Clinical performance.

3.10. Learner Feedback

Learner feedback may be defined the expressed opinions of learners about the learning and teaching service they receive as learners.

Purposes of Learners Feedback

The main purposes in gathering learner feedback are-

1. To enhance the learners' experience of learning and teaching.
2. To contribute to monitoring and review of quality and standards.
3. To measure learner satisfaction with course/pathway design and delivery in terms of coherence and workload.
4. To find out what worked and what did not and ways in which it may be improved next time.
5. To help students to reflect upon their experiences.
6. To identify good practice.
7. To assure outside agencies that teaching quality is high.

8. To assure ourselves (course terms/depts./school) that teaching quality is high.

Feedback Process: After evaluation, a tutor/instructor see that his/her purpose in not satisfactorily or completely achieved then.

1. He/she can change or extend his/her purposes.
2. He/she can rearrange his/her teaching process.
3. He/she will identify the weakness of learners and himself/herself and will correct it. Depending on the evaluation, he/she may change, correct and develop the teaching purpose.
4. Doing the above tasks depending on the evaluation is called feedback. Any outcomes of evaluation must be used for learners' learning and educational development. Feedback process is shown in the following figure.

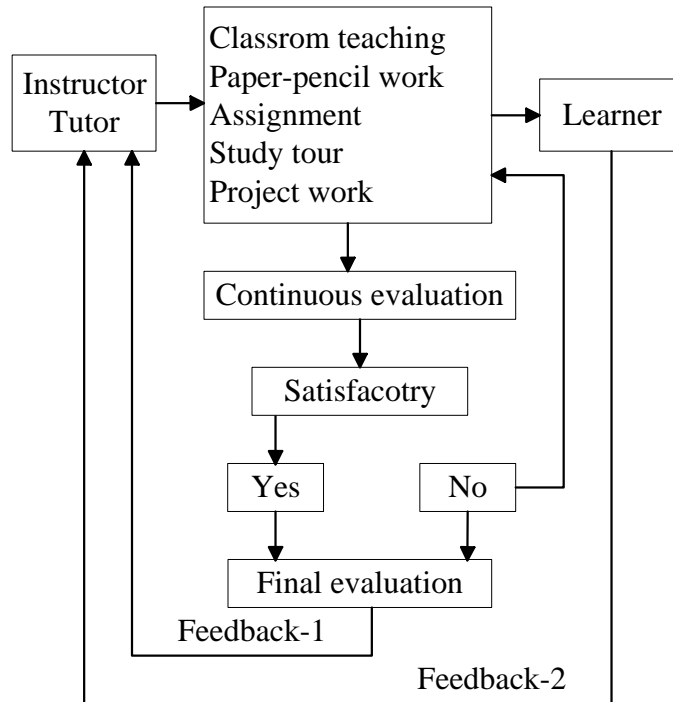


Fig. Feedback process.



3.11. Exercise

2.11.1. Tick (✓) the correct answers

1. Summative assessment is done at the
 - a. Beginning of the course
 - b. Middle of the course
 - c. End of the course
 - d. None of above.

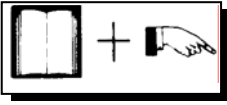
2. Rating scales are used for
 - a. Episodic assessment
 - b. Continuous assessment
 - c. Observational assessment
 - d. Formative assessment.

3.11.2. Short questions

1. What are purposes of assessment?
2. Discuss the types of assessment.
3. Write down the steps of learner's performance?
4. What is learner feedback?

Lesson 4: Construction and Types of Test Item

4.1. Learning Objectives



On completion of this lesson you will be able to-

- know principles in construction of test
- understand different types of test item.



4.2. Principles in Construction of Test Items

The following points should be considered for constructing a good test items.

1. The purpose of the test item must be cleared in its language. There will be no scope to misunderstand of learner the meaning of test item.
2. The language of the test items must be set up on the basis of the skillness of learners' language.
3. Proper guideline must be given about the limit or wide of answer of test item.
4. Large number of short answer item must be used instead of few number of descriptive answer item.
5. Test items must be constructed from all chapters of textbook. If taking examination at one time is a matter of long time in that case examination will be taken in different phases.
6. In questions paper the test items will be arranged according to hardness (from easy to hard). Facing the hard test item at first and cannot be given answer, the learners may lose confident on themselves.
7. The result of learners is necessary to compare in that case all of them will be judged through same knowledge and skillness. For this reason, the choosing of item will be omitted.
8. Time for giving answer of the test items will be fixed by applying on the equivalent group at time of constructing of test time.

4.3. Types of Tests

Learner's achievement can be tested by a number of ways-

1. Oral test
2. Practical test
3. Project

Evaluation and Assessment

4. Field work
5. Written test.

Now we will discuss the above tests briefly.

1. *Oral test:* In oral test, examiner asks questions to learners face-to-face. The examiner examine learners' style of speaking, I.Q., pronunciation and ability to give correct answer briefly.
2. *Practical test:* In practical test, the learners are given specific tasks and said to finish in fixed time. Have the learners finished the work following the right procedure or not, examiner observes it and evaluate the result of work.
3. *Project:* A project is temporary endeavor undertaken to create a unique product or service. Temporary means that the project has an end date. Unique means that the projects end result is different than the results of other functions of the organization. A project starts with identification of a “challenging” about. The word “challenging” as used here means the problems will be solved or made decision in such a way so as to produce the required results.

Projects can be classified in numerous ways depending upon the criterion of classification. e.g.

- i. According social sector - Education
 - Health
 - Agricultural etc.
- ii. According professional division – Education and training
 - Construction etc
- iii. According geographical segmentation - National
 - Rural etc.
4. *Field work:* Field work involves tasks undertaken by staff, learners and volunteers for research, teaching or instruction at locations which man not be registered as institution workplaces, but where the institution is responsible for the safety of its staff and learners and those exposed to their activities. The following examples are activities, which may be undertaken during fieldwork. Surveying, collecting biological and other specimens, making observations on living organisms, ecology, earth science etc.
5. *Written test:* In this test, the learners represent the answer of the question in written form in definite time. Later the examiners evaluate the answer script. Depending on the test or questions written test/examination may be classified as follows-

- a. Essay type test
 - b. Objective test
- a. *Essay type test:* In essay type test, the learners get scope to describe, explain and represent his/her own comments about a subject. We know, in essay type test, learners get a lot of freedom to write answer of a question. Depending on the freedom of writing answer of question, essay type test further subdivided as follows-
- i. Extended answer question
 - ii. Restricted answer question
- i. *Extended answer questions:* In extended answer question, the subject of problem is somewhat large and it is necessary to give answer in details. The learners can express skillness, logic of comments, and characteristics of representation etc in the answer of questions.

Example- Population is our main problem, explain it.

- ii. *Restricted answer question:* In restricted answer questions, the subject of problem brings to small circumference and through proper guideline the answer of learner brings to short.

Example- Mention two main differences between plant and animal.

- b. *Objective tests:* The work ‘objective’ referring to the making of the test, which is not influenced by the subjective opinion of the marker. An objective test questions is termed an item, and this seems quite logical, since many items are written in the form of statements. In comparison with easy tests, objective tests have perfect marker reliability, because the answer is predetermined. Objective tests take much less time to answer and examiners can be evaluated in short time. However, they are very time consuming to write and tests of higher levels of intellectual functioning are difficult to formulate. Objective tests are commonly classified into those, which require the answer to be selected from amongst alternatives and those, which require the answer supplied by the learner.
- i. Short answer type item
 - ii. Completion type item
 - iii. True or false type item
 - iv. Matching type item
 - v. Multiple choice type item

Evaluation and Assessment

A brief description of above objective tests are given below.

- i. *Short answer type item:* For a short answer item, the examinee can be required to supply the answer to a question or association form. Examples of each are given below-

Question form: A work is done by one person in 120 hrs. If 12 persons of the same capacity are required to work, how many hours they will require to complete the work. Answer: ----- hours.

Association form: Before each phrase, written the correct name that fits the phrase.

- Capital of Bangladesh
- Nursing council in Dhaka

- ii. **Completion type item:** In completion type item test, the examinee is required to complete the incomplete sentence by putting the appropriate word or phrase in the blank.

Example- Florence nightingale is the founder of -----.

- iii. **True or false type item:** True-false type items are statements which the learners/examinee has to mark as either true or false.

Example- the commonest form of diabetes in Bangladesh is type I. True/False.

- iv. **Matching type items:** This consists of two lists in columns, and the learner is required to match items from column A with responses in B. For example-

Column A

1. Yellow discoloration of skin
2. Severe itching of skin
3. Clay-coloured stools
4. Dark urine with yellow foam

Column B

- a. Bile salts
- b. Unconjugated bilirubin
- c. Bilirubinaemia
- d. Jaudice
- e. Haemolysis
- f. Obstruction

- v. **Multiple choice type item:** This consists of three parts: the stem containing the problem or statement, the key, which is the correct answer and distracters which are incorrect alternatives. There should

be at least three options given, to reduce the chances of guessing. The learner's task is to select the correct or best alternative from all the options. Example-

Stem: The epithelium lining of the colon is called

- Distractors
{

→
→
→
 - a. Squamous
 - b. Cuboidal
 - c. Transitional

Key
→
 d. Columnar



4.4. Exercise

4.4.1. Tick (√) the correct answer

1. In test the examiner ask question face to face
 - a. Essay test
 - b. Oral test
 - c. Objective test
 - d. All above.

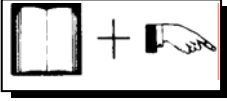
2. In which types test item contain three parts
 - a. True/False
 - b. Matching
 - c. Multiple choice
 - d. Short questions.

4.4.2. Short questions

1. What are principles of construction of test?
2. Discuss about essay type test items.
3. Write down about objective type test items?

Lesson 3: Nursing Ethics

3.1. Learning Objectives



On completion of this lesson, you will be able to-

- nursing process and its queries
- ethics of nursing.



3.2. Introduction

There are various elements involved in the practice of nursing. Most nursing interventions call for a combination of critical thinking on the part of the nurse and the ability to use sound judgment when making decisions either for, or with the client and the client's family.

Advanced practice nurses are taking an ever increasingly independent place in the health care delivery system. In this lesson we will investigate some of the elements of nursing practice and its ethics that are essential to the concept of caring.

3.3. Nursing Process

You may have learned the nursing process in a four-step modality. The steps are: Assessment, Planning, Implementation and Evaluation.

We are now going to make a few brief comments about the nursing process. When this process was first presented physicians created uproar. How dare nurses diagnose patients! That was a physician domain and nurses were not qualified to make diagnoses. Okay. They were correct to a point, and the profession decided to clarify what it was that nurses are qualified to diagnose, and how we were supposed to word our findings.

For instance, when listing etiologies, we were not to say "because of", we had to say "related to" in order to keep from overstepping our boundaries.

Our feeling about diagnosis is that everyone does it. A mother diagnoses what is wrong with her children, a businessperson diagnoses what is wrong with his or her organization, a mechanic diagnoses what is wrong with your vehicle. And, not too surprisingly, everyone goes through a similar process to arrive at a diagnosis, namely, first you gather information, also known as an "assessment." We have no problem with the nursing process, because in order to treat someone you will go through a process or you will not be very effective. First, you will gather data (assessing), then you will look at the information you have and make a decision (diagnosing), then you will formulate a method (planning), then

you will execute the plan (implementing), and then, if you want to be effective, you will judge (evaluating) the outcome. If the original plan did not work you will start the process over again replan.

3.4. Ethics in Nursing

William James wrote: "A great many people think they are thinking when they are merely rearranging their prejudices." This is important because we walk into all situations with our own private baggage: values, beliefs, cultural heritage, prejudices, etc. It is important in ethical issues to realize that the other people involved have brought their baggage as well. Nurses need to be aware of their own prejudices, values and viewpoints and alert to signals others give them in order to begin to understand a given situation.

Ethics is a systematic study of what you ought to do in a given situation. An ethical system is a system of moral standards and values that guide right and wrong. These are standards that govern human conduct. Ethics do not give clear-cut answers, only guidelines of possible behavior.

Throughout time philosophers have wrangled with the concepts of human behavior. There are two basic schools of thought in theories of ethics. One is idealism, first proposed by Plato (427-347 B.C.). Idealism is the belief that truth can be known by reasoning alone. This is the type of thinking done by Rene Descartes (1596-1650) who spent his life trying to prove or disprove the existence of God. In the end he said that all he could really prove was that he existed, and his existence could only be proven by the fact that he was capable of thought. His most widely known statement was: "I think, therefore I am." This supports the query: if a tree falls in the forest and there is no one there to hear it, does it make a noise?

Realism is the opposite of idealism and is attributed to Aristotle (384-322 B.C.). Realism is the doctrine that material objects exist in themselves, apart from the mind's consciousness of them. To Aristotle, if the tree falls it makes a noise, period. No one needs to be there to hear it. Sartre's and Camus' Existentialism falls under the general heading of realism. These philosophers would say: "I am, therefore I think."

Code for Nurses: The American Nurse's Association (ANA) has developed a Code for Nurses. This document is sometimes referred to as the Ethical Code for Nurses. The Code was first written in 1950 and has undergone periodic revisions since then. As we discussed in previous lesson, all nurses are held to the Code, so it is a good idea to own one and read it. It's always nice to know the standards to which you are legally bound.

The ANA "Code for Nurses"

1. The nurse provides services with respect for human dignity and the uniqueness of the client unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse safeguards the client's right to privacy by judiciously protecting information of a confidential nature.
3. The nurse acts to safeguard the client and the public when health care and safety are affected by the incompetent, unethical, or illegal practice of any person.
4. The nurse assumes responsibility and accountability for individual nursing judgments and actions.
5. The nurse maintains competence.
6. The nurse exercises informed judgment and uses individual competence and qualifications as criteria in seeking consultation, accepting responsibilities, and delegating nursing activities to others.
7. The nurse participates in activities that contribute to the ongoing development of the profession's body of knowledge.
8. The nurse participates in the profession's efforts to implement and improve standards of nursing.
9. The nurse participates in the profession's efforts to establish and maintain conditions of employment conducive to high quality nursing care.
10. The nurse participates in the profession's efforts to protect the public from misinformation and misrepresentation and to maintain the integrity of nursing.
11. The nurse collaborates with members of the health professions and other citizens in promoting community and national efforts to meet the health needs of the public.

The Code gives common ethical principles and guidelines for nurses such as our responsibilities to clients, to our profession and to our colleagues. It also informs society about the professional requirements in nursing for ethical concerns.

An ethical dilemma is the choice between two or more equally justifiable alternatives. There are several models to guide people in resolving an ethical dilemma.

Aiken (1994) presented the following model:

1. Collect, analyze and interpret the data

2. State the dilemma, make a clear statement of the situation
3. Consider the choices of action, all options open to the client
4. Analyze the advantages and disadvantages of each course of action
5. Make the decision.

The final decision may not be one that meets all or even most of the concerns of the nurse. It is based on the best choices at a given point in time for that client and the client's family.



3.5. Exercise

3.5.1. Tick (✓) the correct answer

1. The nurse safeguards the clients right to
 - a. Drug
 - b. Question
 - c. Privacy
 - d. Disease.

2. Nurses need to be aware their own
 - a. Prejudice
 - b. Responsibility
 - c. Ethics
 - d. Above all.

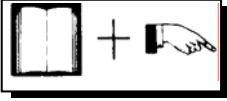
3. Nursing process four-step diagnosis does NOT include-
 - a. Assessing
 - b. Caring
 - c. Diagnosing
 - d. Evaluating.

3.5.2. Short questions

1. Describe four-steps of nursing process.
2. What is nursing ethics? Define idealism and describe it.
3. What is nursing code? Mention at least six of it.

Lesson 4: Legal Aspects of Nursing

4.1. Learning Objectives



On completion of this lesson, you will be able to-

- basics concepts of law
- liabilities of a nurse in the light of law
- other legal consideration of a professional nurse.



4.2. Introduction

Laws are classified in several ways. First there are sources of law, for instance, not all laws are created and enacted by parliament. The second level of classification is categories of laws, and under categories are classifications of laws.

There are two sources of law. These are statutory law: laws created by a legislative body or government agency, i.e., the Parliament; and common law: laws derived from common usage, from custom and from judicial decisions or court rulings.

4.3. Categories of Statutory Law

Enacted law: laws enacted by legislative bodies. Example: Nursing practice acts.

Regulatory law: rules and regulations established by governmental agencies. Example: Licensing boards such as the Arizona State Board of Nursing.

Classification of laws (both statutory and common laws can be classified as follows):

A. Criminal laws

B. Civil laws

Felony: An act punishable by death or greater than one-year imprisonment. Examples: murder, failure to report child abuse, fraud in business records, patient abuse and neglect, stealing, selling or using illegal drugs.

Situation A: Violation of an Act: A nurse in a physician's office is unable to contact the physician but feels she knows the medication the physician would have ordered for a patient in the office. She writes the order

although she has no standing orders to follow. Violation: statutory, regulatory, criminal and/or civil.

Situation B: Violation of Narcotic Laws: While doing a narcotics check at the end of her shift, the nurse notices a syringe of morphine is missing. She decides to sign an extra morphine injection to a patient who did not receive that dose. Violation: statutory, enacted, criminal and/or civil.

Misdemeanour: Any other crime.

4.4. Categories of Civil Laws

Intentional Torts: Acts in which the outcome was planned although the person may not have expected the outcome to harm the other person. Types of intentional torts are:

Assault: to threaten or attempt to touch a person without consent

Battery: unconnected touching

False Imprisonment: Unwarranted use of restraints or restrictions, restraining a person in situations.

Example: A night nurse detains a mentally competent patient threatening to leave the hospital by removing his clothes and the telephone from his room.

Quasi-intentional Torts: Injury to economics and dignity. Types of quasi-intentional torts are:

A. *Invasion of Privacy:* Breach of confidentiality, unconsented photographing of patients.

B. *Defamation of Character:* Slander or libel

Example: Talking about a patient to another health care provider in the elevator with other people present; disclosing patient information over the telephone; telling stories about a fellow coworker.

C. *Unintentional Torts:* Acts in which the outcome was not intended to happen. Types of unintentional torts are:

- *Negligence:* the failure to act as a reasonably prudent person would have acted in a specific situation.

- *Malpractice:* The failure of a professional to use such care as a reasonably prudent member of the profession would use under similar circumstances, which leads to harm.

Please re-read and note the differences between the two types of unintentional torts. In the case of negligence, this applies to all people; in the case of malpractice, this applies only to professionals, or experts in a specific vocation.

Example of negligence: A neighbour is leaving your home one evening. She stubs her toe on a piece of broken sidewalk leading from your entry door and falls. She sustains extensive injury to her wrist and ankle. You are liable for this injury because you failed to repair the walk, provide a warning sign to indicate the problem, etc.

Example of malpractice: A nurse poured tube feeding rapidly into a patient's nasogastric tube without checking for tube placement. Tube feeding was continued even though the fluid was coming out of his mouth and nose and he was gagging. The nurse left despite the patient's distress. The patient aspirated and died a short time later.

In order to prove that negligence or malpractice has occurred, four circumstances must be present and must be proven in a court of law. These circumstances are:

- Harm must have occurred to the individual.
- One person must be in a situation where s/he had a duty toward the person harmed.
- The person must be found to have failed to fulfill his or her duty.
- The harm must be shown to have been caused by the breach of duty.

If you go back to the two examples given above you will see that in each instance the four circumstances were present. In each of these cases the litigant would most likely win his or her case in court. In each case (the owner of the house, or the nurse) was liable for the injuries that occurred.

4.5. Liability

A person found guilty of a tort or crime is considered legally liable, or accountable, for the outcome, whether intended or unintended. The guilty person is subject to punishment depending on the nature of the act/s. Liability can extend to more than one person. In the case of the homeowner, the homeowner's spouse is also liable. If the homeowner had paid someone to repair the walk and the worker had left this obstacle, then the repairperson and his or her employer would also be liable, etc.

In a hospital situation, the nurse, the charge nurse, the supervisor, the hospital, etc, all have liability. There are three major levels of liability in a setting other than a home setting. These are:

1. *Personal liability*: The nurse is responsible for performing those acts, and only those acts for which s/he is licensed (omission or commission).

2. *Employer liability*: The employer is held responsible for actions of an employee; employee still has personal liability. The employer is held responsible for hiring qualified personnel, providing appropriate environment for correct functioning and providing appropriate supervision to prevent errors or injury. Examples: adequate staffing policies; appropriate delegation of employees; adequate lighting and supplies, adequate supervisory personnel; appropriate policies and procedures to guide employees.

3. *Supervisory liability*: The person in a supervisory position is responsible for exercising good judgment in making decisions about assignments and delegation of tasks; decisions concerning care given by nurses over whom the supervisor is assigned if involved with those decisions.

List of Common Liabilities of a Nurse

- Duty to report or seek medical care for a patient
- Confidentiality and right to privacy
- Defamation of character
- Privileged information
- Informed consent
- Right to refuse treatment
- Withdrawing consent
- Fraud
- Assault and battery
- False imprisonment
- Witnessing a patient's legal papers
- Consent forms
- Incident reports
- Documentation
- Reporting impaired care providers
- Reporting incompetency and illegal actions of care providers

- Treating AIDS patients (Universal precautions)
- No Code orders and withdrawal of life support systems
- Anti-dumping provisions
- Patient falls
- Medication errors
- Sponges or instruments left inside patients after surgery due to incorrect or unperformed sponge counts
- Mix-ups during patient transfer between departments or hospitals
- Delivery room problems resulting in damaged infants or stillborn infants
- Inappropriate emergency room triage
- Communication breakdowns
- Inadequate observation of patients resulting in misdiagnosis or injury
- Care involving IV fluids, catheters, tubes
- Record keeping that was inaccurate, incomplete, indicated lack of communication with the doctor, or breach of confidentiality

4.5. Other Legal Considerations

There are two other things you should know about laws. The first is Good Samaritan Laws and the second is the Statute of Limitations.

Good Samaritan Laws give immunity from liability to healthcare providers when they are giving emergency care provided the person uses reasonable, prudent guidelines for care using the resources they have available at the time of the accident.

A Statute of Limitations limits the length of time in which the injured person can bring a lawsuit. This varies according to the injury and according to each situation. Concealing injury or complications from the patient may "toll", or suspend, the running of the statute.

In other words, if something occurs report it at once and give all the available information you can gather. As a nurse you already know that there are few medication errors we cannot correct if we catch them soon enough. In the same vein, being honest with the patient right away is the best litigation deterrent we have, other than high quality nursing care.

Once you have completed this assignment, you should:

- Ask yourself, whether you are doing right thing in right time

- Whether you are sincere to your liabilities
- Whether you are doing anything against of Law.



3.6. Exercise

4.6.1. Tick (✓) the right answer

1. Punish by death is
 - a. Enacted law
 - b. Criminal law
 - c. Feeling
 - d. None of the above.

2. Threaten or attempt to touch a person without consent is
 - a. Misdemeanour
 - b. Assault
 - c. Battery
 - d. Defamation.

3. Which of the liabilities does NOT rest on nurses as a professional?
 - a. Personal
 - b. Employer
 - c. Supervisory
 - d. Business.

4.6.2. Short questions

1. Define negligence and malpractice. What are the basic differences between these two?
2. What are conditions must be fulfilled for the case of malpractice?
3. List eight most common liabilities of a nurse.