

Curriculum Outline

Teaching Nursing Assistants: An Instructor Course

Identify desired results

What overarching understandings are desired?

- Effective and successful CNA trainers/instructors.
 1. Teaching and learning methods and techniques.
 2. Curriculum content, design, planning and implementation.
 3. Assessment methods and techniques.
 4. OSBN rules for training, learning and competency.

What are the overarching “essential” questions?

1. Can you tell the difference between a good teacher and a poor one?
2. Is it possible to “know” and still not “understand”?
3. What makes a good CNA "good"?

What will students understand as a result of this unit (course)?

1. Students will understand that it is important to “begin with the end in mind” when designing effective curricula, course content and syllabuses.
2. Students will understand ways to measure and assess both teaching and learning.
3. Students will understand OSBN Rules Divisions 61 and 63.
4. Students will understand the current OSBN Approved Curriculum Content for Nursing Assistant Training Programs, and any expected changes to it.

What “essential” and “unit” (course) questions will focus this unit (course)?

1. What distinguishes a good teacher from a poor one? How do you know?
2. Is there a way to measure knowing versus understanding?
3. What are the OSBN requirements for program development, implementation and evaluation?

Determine acceptable evidence

What evidence will show that students understand how to teach CNA students?

Performance Tasks, Projects

1. Take on teacher and student roles in a role-playing exercise.
2. Develop a syllabus for teaching CNA students.
3. Outline his/her own teaching philosophy, including sections on how people teach and learn.

Quizzes, Tests, Academic Prompts

Prompt: Describe an experience you've had with a poor teacher, explain what you would have done differently and why.

Prompt: Describe your best and worst experience working with a CNA. What made the best experience the best and the worst experience the worst?

Other Evidence

Discussion: Group discussion on developing competency and measurements for competency for CNAs.

Work samples/practicals: Field experience in teaching/learning clinical skills and assessing skills through observation, questions and prompts.

Student Self-Assessment

1. Self-assess your teaching and learning skills.
2. Self-assess your syllabus.
3. Self-assess your teaching philosophy.
4. Self-assess what you've learned about new and/or different ways of teaching and learning.

Plan Learning Experiences and Instruction

Given the targeted understandings, other unit (course) goals and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know...	Students will need to be able to...
<ul style="list-style-type: none"> • OSBN Rules, Divisions 61 and 63 • OSBN Approved Curriculum for Nursing Assistant Training (and any changes) • Teaching methods and techniques • Learning styles and methods • Assessment methods 	<ul style="list-style-type: none"> • Design a syllabus that includes opportunities for performance tasks, projects, and other evidence of learning, in addition to lectures and “traditional” teaching methods. • Teach clinical skills and assess learning of those skills through effective questions, observations and prompts. • Assess student understanding and competencies. • Create an individual teaching philosophy that includes reflections on how people teach and learn. • Recognize stressful or difficult situations and deal with them constructively.

Plan Learning Experiences and Instruction (continued)

What teaching and learning experiences will equip students to demonstrate the targeted understandings?

1. Give students Vignette #1, 2 or 3, from *Understanding by Design*.
2. Introduce essential and unit (course) questions, along with OSBN Rules and Approved Curriculum.
3. In groups of 2 (no more than 3), have students role play the Novice/Expert gap* and then reverse roles.
4. Have students assess their own teaching and learning skills.
5. Present information on how people learn, especially adult learners.
6. Introduce backward design for curriculum development.
7. Present competency measurement and assessment tools.
8. Have students read OSBN Rules and current Approved Curriculum.
9. Present preparing a syllabus and lesson planning.
10. Discuss different teaching techniques and methods, including presentation skills, effective questions, visual aids and group discussion.
11. Have students design and submit course syllabus.
12. Give feedback on the student's syllabus.
13. Discuss best practices for teaching.
14. As a group, have students discuss how to develop competencies, how they should be measured, and what constitutes competency.
15. Present organization, stress and time management skills for teachers.
16. Discuss how to motivate students, deal with difficult students, and encourage student participation and retention.
17. Have students create their own teaching philosophy, supported by examples of how people both teach and learn.
18. Give feedback on the student's teaching philosophy.
19. Have students critique their own syllabus.
20. Have students assess what they've learned about new and/or different ways of teaching and learning.
21. Give students the opportunity to provide feedback on the least and most effective portions of the course.

*For example, the teacher (expert) will give a lecture to the student (novice) on how to perform a simple task, such as boiling water, brushing teeth, lacing up a shoe or changing a light bulb. The student will take notes, and then try to perform the task from the notes. The student should not do (or simulate) anything that the teacher did not include in the lecture or that student did not write down in his or her notes.