



# College of Nursing

OMAHA | LINCOLN | KEARNEY | SCOTTSDLUFF | UNMC.EDU/NURSING

## WHY YOU SHOULD ENROLL

# Nurse Educator Track

### Strong demand.

The nation’s critical nursing shortage reflects a shortage of nursing faculty.

### Career satisfaction.

- Help solve state and nationwide nursing deficit.
- Prepare, guide and mentor tomorrow’s nurse leaders.

### Flexible entry options.

Students may enter the nurse educator specialty track through one of three pathways:

- 1 concurrent preparation as an advanced practice nurse in one of the college’s master’s program tracks. See our specialty tracks summary for our **MSN program**.
- 2 post-master’s certificate — **PMC program**.
- 3 through doctoral level cognates required for students enrolled in the college’s **PhD program**.

### Stimulating curriculum.

There are four educator courses for a total of **12 credits**. Classes start **January 2010**. *Apply now.*

COURSE	TITLE	CREDITS
NRSB 858	Designing and Evaluating Learner-Centered Curricula	3
NRSB 859	Teaching and Learning Strategies	3
NRSB 860	Using Technology to Enhance Teaching and Learning Strategies	3
NRSB 861	Implementation of the Educator Role: Practicum	3

*For course descriptions, see other side.*

“Nurses are essential partners in our health care delivery system. We cannot train and retain skilled nurses without first ensuring sufficient numbers of qualified nursing instructors.”

— President Barack Obama • March 26, 2009

For more information: [develoff@unmc.edu](mailto:develoff@unmc.edu)

### To apply:

MSN and PhD students — apply online: [unmc.edu/gradstudies](http://unmc.edu/gradstudies)

PMC students — See Post-Master’s page of [unmc.edu/nursing](http://unmc.edu/nursing) for downloadable application.



Nursing is the **frontline** of health. Nurses are the **face** of patient care. *What could be more important?*

## COURSE DESCRIPTIONS

## Nurse Educator Track

**NRSG 858 Designing and Evaluating Learner-Centered Curricula** 3 credits

Sound curricular and course development, implementation and evaluation are built on understanding the pedagogical philosophies and assumptions associated with adult learning and nursing education. This course addresses the impact of current and future forces, internal and external, on the development of curriculum, course content and teaching/learning strategies. Students will explore best practices and research-based strategies to create an active educational environment that supports various learning styles, student retention and academic success for a diverse multicultural student population.

**NRSG 859 Teaching and Learning Strategies** 3 credits

Effective classroom and clinical teaching/learning strategies foster sound clinical judgment, safe clinical practice and professional development. In this course, students will develop theoretically-based, teaching/learning strategies focused on individual learner needs within classroom and clinical learning environments. Special attention will be given to the interplay of different learning circumstances – including various clinical settings, learner needs and learner evaluation. Through reflective analysis, students will examine nursing behaviors that advance professional role development.

**NRSG 860 Using Technology to Enhance Teaching and Learning Strategies** 3 credits

Technology offers numerous opportunities to enhance diverse teaching/learning strategies. Using theories of education, students will explore A) how technology influences teaching, learning and evaluation B) a variety of technologies and their applicability to learning goals, active learning strategies and various learning environments such as clinical sites and learning resource centers C) how teacher and learner roles are influenced by the use of technology.

**NRSG 861 Implementation of the Educator Role: Practicum** 3 credits

Various components of the educator role are implemented under the guidance of a preceptor in an educational setting. Opportunities are provided to utilize teaching and learning strategies, educational research findings and evaluation methods with diverse students. Professional issues such as continuous quality improvement, health care quality and safety, scholarship of teaching, and multicultural workforce needs will be incorporated into accompanying modules.

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