



RCSI

MSC NURSING (ADVANCED LEADERSHIP)

MODULE DESCRIPTOR

RCSI DEVELOPING HEALTHCARE LEADERS WHO MAKE A DIFFERENCE WORLDWIDE

Module Title	Education & Training
Level of Learning	9 NFQ
Pre-requisite course	Primary degree or equivalent
ECTS Credits	10
Module Coordinator	Dr. Tom O'Connor

Rationale of Module

The need for nurses and midwives to demonstrate continuing professional development both enshrined in legislation (Nurses And Midwives Act 2011) and the in Code of Professional Conduct and Ethics (NMBI 2014). The National Council for the Professional Development of Nursing and Midwifery (2003) suggest that the focus of continuing professional development should focus however on the enhancement of roles that will support the delivery of a quality health service. Consequently, the provision of continuing professional development should be determined by the learning needs of nurses/midwives and by health service and patient/client needs. This module will also address the cultural diversity of the workforce and patient/client groups within the health care system and the implications this has on the development and delivery of such programmes.

Module Aims

The aim of this module is to provide nurses/midwives, engaged in clinical practice, with the necessary knowledge and skills to plan continuous professional development for themselves, other nursing/midwifery colleagues, health care professionals and patient/client groups.

Learning Outcomes

On successful completion of this module, the student will be able to:

- Critically discuss teaching and learning theories and models
- Critically learning styles and behaviour models with reference to their theory and application
- Critically evaluate teaching and education support roles in clinical practice
- Critically evaluate educational and training needs analysis
- Critically discuss the design, implementation and evaluation of education strategies.



Indicative Syllabus

- Theories of teaching & learning
- Behaviour models
- Needs analysis
- Curriculum design and planning
- Learning styles
- Providing feedback
- Mentorship, Supervision & Preceptorship
- Competence
- Presentation skills

Teaching Learning Activities	Hours
Contact time (face to face, online tuition, discussion forum, group work, PBL)	18
On Line Contact Hours	12
Independent learning time	170
Course work preparation	50
Total	250

Examination/ Assessment Method	Type of Assessment (Continuous/Terminal)	Weighting
Oral Presentation	Summative	25%
Written Assignment	Continuous	75%

Indicative Reading List

An Bord Altranais (2005) *Requirements and Standards for Nurse Registration Education Programmes*, 3RD edn. An Bord Altranais, Dublin.

An Bord Altranais (2010) *Requirements and Standards for Post-registration Nursing and Midwifery Education Programmes-Incorporating the National Framework of Qualifications*. An Bord Altranais, Dublin.

Cameron J., Roxburgh M., Taylor J. & Lauder W. (2011) An integrative literature review of student retention in programmes of nursing and midwifery education: why do students stay? *Journal of Clinical Nursing* 20, 1372-1382.



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- Gallagher K., Cass H., Black R. & Norridge M. (2012). A training needs analysis of neonatal and paediatric health-care staff in a tertiary children's hospital. *International Journal of Palliative Nursing* 18(4), 197-201.
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- Innes-Walker K. & Edwards H. (2013). A wound management education and training needs analysis of health consumers and the relevant health workforce and stocktake of available education and training activities and resources. *Wound Practice & Research* 21(3), 104-109.
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- Lisko S.A. & O' Dell V. (2010) Integration of theory and practice: experiential learning theory and nursing education. *Nursing Education Perspectives* 31(2), 106-108.
- Maben J., Latter S. & Clark J.M. (2006) The theory-practice gap: impact of professional-bureaucratic work conflict on newly qualified nurses. *Journal of Advanced Nursing* 55, 465-477.
- Nursing and Midwifery Board of Ireland (2014) *Code of Professional Conduct and Ethics for Registered Nurses and Registered Midwives*. Nursing and Midwifery Board of Ireland, Dublin.
- Numminen, O., Meretoja, R., Isoaho, H., & Leino-Kilpi, H. (2013). Professional competence of practising nurses. *Journal of Clinical Nursing* 22(9/10), 1411-1423.
- Ousey K. & Roberts D. (2013). Improving access to CPD for nurses: the uptake of online provision. *British Journal of Community Nursing* 18(2), 78-83.
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Rolfe G., Jasper M. & Freshwater D. (2011) *Critical Reflection in Practice*. 2nd edn. Palmgrave Macmillan, London.

Staniland K., Rosen L. & Wild J. (2011). Staff support in continuing professional development. *Nursing Management (UK)* 18(1), 33-37.

Takase M. (2013), The relationship between the levels of nurses' competence and the length of their clinical experience: a tentative model for nursing competence development. *Journal of Clinical Nursing* 22,1400–1410.

Timmins F. (2008) *Making Sense of Portfolios: A Guide for Nursing Students*. Open University Press, England.

*Individual Lecturers will provide additional reading material

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