MSC NURSING (ADVANCED LEADERSHIP)

MODULE DESCRIPTOR

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Education &amp; Training</th>
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<tbody>
<tr>
<td>Level of Learning</td>
<td>9 NFQ</td>
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<tr>
<td>Pre-requisite course</td>
<td>Primary degree or equivalent</td>
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<tr>
<td>ECTS Credits</td>
<td>10</td>
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<tr>
<td>Module Coordinator</td>
<td>Dr. Tom O’Connor</td>
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Rationale of Module
The need for nurses and midwives to demonstrate continuing professional development both enshrined in legalisation (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

<table>
<thead>
<tr>
<th>Contact time (face to face, online tuition, discussion forum, group work, PBL)</th>
<th>18</th>
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<tbody>
<tr>
<td>On Line Contact Hours</td>
<td>12</td>
</tr>
<tr>
<td>Independent learning time</td>
<td>170</td>
</tr>
<tr>
<td>Course work preparation</td>
<td>50</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>250</strong></td>
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<tr>
<th>Examination/Assessment Method</th>
<th>Type of Assessment (Continuous/Terminal)</th>
<th>Weighting</th>
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<tr>
<td>Oral Presentation</td>
<td>Summative</td>
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<tr>
<td>Written Assignment</td>
<td>Continuous</td>
<td>75%</td>
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Indicative Reading List


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.


*Individual Lecturers will provide additional reading material

Date of Last Revision: April 2014