



A Partnership to Strengthen Educator's Capacity in Delivery Curriculum



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Background

- Professional nursing education in Guyana is under the auspices of the Ministry of Health and is regulated by the General Nursing Council.
- The General Nursing Council is both the regulatory and examination body.
- Three schools of nursing, Georgetown, New Amsterdam, and Charles Rosa in Linden, educate nurses for public service.
- The Professional Nursing Exam in Guyana consists of 4 written paper essays (2 functional and 2 clinical) and 1 practical.
- In October 2013, only 15% of students passed all 5 parts of the exam .
- In June 2014, only 11% passed all 5 parts, with the largest failure attributed to the practical exam.
- Reasons for failure have been cited as allowing unprepared students into nursing schools, large numbers of students with limited faculty/Nursing Tutors, inadequate resources and infrastructure to support learning, lack of standardization of the curriculum across the three sites, and a new curriculum which the present exams were based on.
- The Ministry of Health pointed to a lack of Tutor knowledge on how to adequately prepare students for their exams
- In August of 2014, a joint request by the Ministry and the Nursing Council to lead workshops to address classroom and clinical teaching
- In November 2014 the authors led a 2-day workshop in Georgetown and Linden for a total of 35 participants

Preparation for Workshops

Background:

Majority of Nursing Tutors were trained at the local nursing schools for three years. About 4 attended University of Guyana and obtained a BScN.

Online Teaching

Objectives:

1. To Begin Development of Instructional Guides
 2. To have all Nursing Tutors Knowledgeable about Curriculum and Teaching/Learning Theories
- Began in September 2014
 - Via Skype
 - Tutors from all the Public Nursing Schools
 - Weekly meetings for 2 hours



Focus on Classroom Teaching

In-person workshops focused on:

1. Standardizing Curriculum-Creating Instructional Guides:

- > Developing a Personal Teaching/Learning Philosophy
- > Integrating Styles of Learning into Teaching
- > Incorporating Strategies of Teaching/Learning

2. Standardizing Evaluation and Assessments:

- Integrating the Competencies and the Test Blueprint

- Applying Item Writing Formats:
 - > Developing Multiple Choice Questions
 - > Developing Essay Type Questions
 - > Developing Short Answer Questions

- Understanding Item Analyses:

- > Difficulty
- > Discrimination
- > Cronbach's Alpha

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Charles Rosa School of Nursing, Linden
New Amsterdam School of Nursing

Focus on Clinical Teaching

- Current clinical teaching is provided by staff nurses on the medical wards, with minimal preparation and lack of feedback by Nursing Tutors
- Students have a set of skills that must be completed with a staff nurse by the end of the clinical rotation
- Little attention is paid to the assessment and evaluation of student learning in the clinical environment

To help meet these learning needs, the clinical teaching session focused on the following objectives:

- Describe the roles of the staff nurse and tutor in the clinical setting
- Create a plan for orienting new tutors to clinical teaching role
- Learn how to prepare students for the clinical environment
- Describe tools to use to improve learning in the clinical setting
- Create a plan for assessing students in the clinical setting



Evaluation of Training

Evaluation Comments:

The Tutors were very appreciative for the information, they shared that they were not aware of the Testplan from the Licensing Body in order to concept map the competencies to the curriculum. There was much enthusiastic, interactive discussions about the information of the workshops and they would like to continue the knowledge building through ongoing workshops.

