



College of Nursing
UNIVERSITY OF THE PHILIPPINES MANILA
The Health Sciences Center

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Nursing 219.2 Intensive Practicum in Teaching Nursing **2nd Semester 2024-2025**

COURSE GUIDE

INTRODUCTION

As the culminating course of the program, the intensive nursing practicum offers MNE students substantial holistic advantages by providing practical experiences in their chosen specialization. This learning experience serves as a bridge between academic knowledge and real-world applications, enabling students to apply their learning in professional settings. Through assessment based on their ability to connect theory with learning across various educational settings. The activities will focus on the the different roles of a nurse educator such as leader manager, clinician, and teacher/researcher.

COURSE DESCRIPTION

Integration of the learned theoretical knowledge into actual practice in teaching nursing

COURSE OUTCOMES

Upon successful completion of this course, students must be able to:

1. Design nursing courses using principles of curriculum development and outcome-based curricular framework
2. Facilitate learning through the application of theoretical concepts among diverse learners with different learning needs and styles
3. Utilize various innovative teaching-learning strategies in the skills laboratory and related learning experiences for foundation and specialty courses in nursing
4. Develop authentic, appropriate, and relevant assessment strategies and tools in evaluating learning and performance in the classroom and clinical/community settings
5. Adopt new technology in teaching-learning strategies and various modes of learning

COURSE OUTLINE

I. Planning and Designing

II. Implementing

III. Evaluating

STUDY SCHEDULE

<i>Date</i>	<i>Topics</i>	<i>Learning Tasks</i>
24 January Friday	Course Orientation	
07 February Friday	Planning and Designing	<ul style="list-style-type: none">• Analyze the BSN Curriculum of your institution to showcase the organizing framework for the design of specialty courses and its relationship with other courses in the program (vertical and horizontal perspective)• Describe the identified BSN Curricular Organizing Framework for your Nursing Specialty (i.e. Adult Health, Mental Health, etc.,)• Apply the identified organizing framework to redesign the specialty courses
14 March Friday	Implementing	<ul style="list-style-type: none">• Describe the various preparations needed for the learning experience• Develop an instructional design using the organizing framework• Conduct teaching sessions reflecting the improved facilitation of learning in the nursing specialty course• Document the proceedings.
04 April Friday	Evaluating	<ul style="list-style-type: none">• Develop assessment tool for learning outcomes• Validate assessment tool• Conduct pilot testing
19-23 May	Face-to-face Sessions	<ul style="list-style-type: none">• Actual Implementation• Presentation of Capstone Project

Course completion will be based on 100% participation in the online and onsite activities and submission of assignments and activities.

- Portfolio
 - Individual short paper/reflections
 - Instructional Design/Teaching Plan
 - Performance in the Settings
 - Case Report/Capstone Project

- Teaching/Clinical Preceptorship
- Attendance to a Continuing Education Activity relevant to specialty or teaching

HOUSE RULES

1. The course is available in UPM's Virtual Learning Environment.
2. Monitor the course site at least twice a week for participation, updates, and announcements.
3. Remember that discussions in the forums are academic discussions. Make sure that your contributions are relevant to the topics. Respond to discussion questions and the contributions of co-learners clearly and concisely.
4. Observe network etiquette when posting in discussion forums. Read <http://www.albion.com/netiquette/corerules.html>.
5. While the course is set at the learner's pace, follow the suggested schedule to avoid delaying the submission of assignments/ activities.
6. Observe intellectual honesty at all times.

COURSE TEAM

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REFERENCES

Kalu, F., Wolsey, C., & Enghiad, P. (2023). Undergraduate nursing students' perceptions of active learning strategies: A focus group study. *Nurse education today*, 131, 105986. <https://doi.org/10.1016/j.nedt.2023.105986>

Sorouch, A., Andaieshgar, B., Vahdat, A., & Khatony, A. (2021). The characteristics of an effective clinical instructor from the perspective of nursing students: a qualitative descriptive study in Iran. *BMC nursing*, 20(1), 36. <https://doi.org/10.1186/s12912-021-00556-9>