

Teaching Philosophy

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The purpose of nursing education is to prepare the next generation of nurses to do more than just pass the NCLEX with the basic foundations of pathophysiology, pharmacology, and clinical skills. Nursing education is more than just those basic core classes. As medicine and technology advances, the demand of the roles of the nursing profession and responsibilities that are put into nurses throughout the years is something that needs to be considered. New nurses and nurses alike need to know how to adapt with the demand and maintaining the work-life balance to maintain their composure in the field. It's one thing for nursing education to teach the core classes; however, to maintain nurses in the long run from not leaving the profession is to help these new nurses how to be adaptable while also composed at the same time. Nurses are humans too, just like their patients.

My personal theory of learning stems closely with andragogy. Andragogy, or the adult learning theory is that adults tend to be more self-directed with their learning while also being motivated and ready to learn (Learning Theories, 2017). In nursing education, every student had to compete to get into nursing programs which include getting the best grades in their pre-requisite classes while also doing some other healthcare related activity to make their applications competitive for nursing school. While those two aspects are an explanation of the student's motivation and self-direction alone, teachers help facilitate the student's learning by guiding how the students should think regarding the nursing process when information is presented to them; examples of this include introducing information that would normally be presented in a clinical setting and jargon rather than just in textbooks.

Similarly to andragogy, teachers are limited to just guiding the students on what to learn; however, each nursing class has a learning style that caters to one learning style compared to the

other. An example of learning styles in nursing are that skills classes are more kinesthetic while pharmacology is more visual and memorization. Nursing educators need to help guide the students on how they can learn certain material rather than just telling them what they need to know; motivations need to be investigated when it comes to a situation where it's not as strong. With the role of the student, students need to primarily know themselves on how they learn on top of their self-motivation and drive.

My teaching goals are to help students identify what's important in the moment and how to prioritize that will revolve everything around the nursing process. I will have students be presented information to them clearly and similarly to how nurses in hospitals get presented information. An example of this is rather teaching the students the basic use of nitroglycerin. I will tell the students on top of nitroglycerin being a vasodilator, it's mainly used clinically as a sublingual administration. Another example is testing students by not just saying to not give nitroglycerin for hypotension, but I will ask them if I would give nitroglycerin for a blood pressure of 80/30.

On top of andragogy, my teaching methods will also revolve around Socratic questioning. Socratic questioning is a method that has the instructor asks the students questions to promote high-level thinking to give them ownership of what they're learning through clarification, assumptions, probing, implications, consequences, and perspectives (Schadt, 2021). Through Socratic questioning, this will help guide me to know if the students are closely thinking like a nurse; as they progress through nursing school, their thinking should closely revolve to how the nursing process is panned out. As students ask certain questions, the educators will facilitate the conversation to help the students think on why certain interventions and consequences occur. With the addition of andragogy, the independence that the teachers give the students will help

facilitate control and motivation with some guidance by the teacher to steer them into the right direction. This will give the relationship between the student and the teacher seem more friendly rather than just an authoritative position (Learning Theories, 2017). The only situation on where an educator needs to assert on a student's learning is making sure to understand why it's important for a student to learn something. It's important to state what's correlating in the nursing field on top of what the textbooks tell you, so students have more of a reason to know why certain actions are done. I'm not here to tell you what to know; but why you need to know it.

References

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