

Guideline: Theory Instructor Role

PURPOSE:

The purpose of this guideline is to assist faculty members in enacting the role of theory instructor.

BACKGROUND:

This guideline is one part of a larger, more general orientation to being an instructor in the NESA BN Programs.

DEFINITIONS:

GUIDELINE SCOPE:

This guideline applies to all faculty and instructors of the NESA BN Programs at both LC and UL campuses. This guideline is not intended as a framework for performance appraisals of theory instructors.

SPECIFICS OF THE GUIDELINE:

- 1. As a professional role model in the NESA BN Programs, the theory instructor is expected to:**
 - a. Present a professional image appropriate to the setting.
 - b. Adhere to policies and standards of health care agency, employer, and the NESA BN Programs.
 - c. Deliver nursing education in accordance with the current College and Association of Registered Nurses of Alberta (CARNA) *Nurse Practice Standards (2013)*, and *Standards for Supervision of Nursing Students (2005)*.
 - d. Maintain professional awareness of current trends within the discipline of nursing.

- 2. General Responsibilities of the instructor to the Program or Employer:**
 - a. Engage in faculty orientation, seek and provide mentorship and peer support to enhance collaboration across the NESA BN Programs
 - b. Uphold professional standards of practice by teaching toward NESA program outcomes and CARNA Entry-Level Competencies within the curriculum
 - c. Understand, endorse, and apply the NESA program philosophy, frameworks, and other core documents to promote continuity of implementation for student learning across laboratory and classroom settings, while demonstrating innovation and creativity in teaching approaches
 - d. Actively engage in and contribute to the NESA BN Programs via committee involvement to increase the quality of the program and to ensure program outcome attainment

- e. Maintain ongoing communication between theory and practice instructors across the program to optimize consistency and identify and address gaps and duplications across the NESAs BN Programs
- f. Provide feedback to NESAs BN Programs faculty regarding the implementation of the curriculum
- g. Actively seek out and engage in scholarship and/or research, professional development activities, and personal education related to professional goals and maintenance of competencies in area(s) of expertise
- h. Be open to receiving feedback and take action to improve professional performance.
- i. Support, encourage and facilitate a positive work environment while maintaining and encouraging a healthy balance between work and personal life

3. Responsibilities of the instructor to students

- a. Employ teaching methods that integrate learner-centered, relationship-centered, self-directed, independent, and interdependent active learning strategies
- b. Role model desired professional behaviours required for the lifelong learner in the community, including strategies for teamwork, conflict resolution, respect, and caring
- c. Provide inspiration for students to engage in the nursing profession, and support students in their personal professional growth through positive and constructive mentorship
- d. Share professional knowledge and experience with students, establishing linkages with current scholarly work and research in nursing and health care.
- e. Encourage critical thinking to explore relationships between classroom discussions and clinical experiences, support courses, and previous nursing courses, assisting students to identify connections to course outcomes
- f. Facilitate and encourage student creativity, personal accountability for and engagement in teamwork and group process in the classroom
- g. Demonstrate sensitivity to cultural diversity, classroom space, course resources, and differences in student learning styles by adapting course delivery methods as needed while maintaining course outcomes
- h. Establish and maintain clear expectations for classroom conduct and engage in continuous reinforcement, utilizing a consistent approach to manage student behaviours
- i. Ensure evaluation criteria are comprehensive and relevant to course outcomes, and ensure student understanding of both course outcomes and evaluative criteria
- j. Use a variety of evaluation methods based on course outcomes and content
- k. When necessary, and to assist with individual student learning, complete a theory enhancement plan for a student(s) who need additional supports to be successful in the course.
- l. Promote student evaluations of both course and teacher and take action for improvement.
- m. Initiate and maintain communication among course instructors to enhance consistency of course content, process, and evaluation methods across course sections
- n. Maintain connections with key health care partners, as applicable, to ensure knowledge of changing practice environments and the impact these changes might have on course content and delivery

APPENDIX:

N/A

RELATED POLICIES/ASSOCIATED GUIDELINES:

NESA BN Programs Policy Professional Conduct
NESA BN Programs Guideline Enhancement Plan

REFERENCES:

College and Association of Registered Nurses of Alberta (CARNA). (April, 2019). *Supervision Standards*, Edmonton, AB: Author. Retrieved from [supervision-standards-apr-2019.pdf \(nurses.ab.ca\)](#)

College and Association of Registered Nurses of Alberta (CARNA). (2013). *Practice Standards for Regulated Members*. Retrieved from [practice-standards-for-regulated-members-2013.pdf \(nurses.ab.ca\)](#)

NOTE: NESA Guidelines exist within organizational frameworks of policy for Lethbridge College and the University of Lethbridge, and within agreements established with practice partner organizations. If and when NESA guidelines are found to differ from such policies and agreements, it is important to note that such policies/agreements will take precedence over NESA guidelines or policies.

Revised By/date:	Approved by/date:
Policy Review Committee: April 2014	Not Required: editorial and formatting
Policy Review Committee: February 2015	Not Required: editorial and formatting
Policy Review Committee: April 2016	Not Required: no change
Policy Review Committee: March 2017	Not Required: no change
Policy Review Committee: May 2018	Not Required: editorial changes
Policy Review Committee: January 2019	Not Required: editorial changes
Policy Review Committee: April 2020	Not Required: editorial changes
Policy Review Committee: January 2021	Not Required: editorial changes/link updates
Policy Review Committee: April 2022	Not Required: updated links