

Vanderbilt University School of Nursing

Adult Gerontology Primary Care Nurse Practitioner Program

Teaching Philosophy

Our teaching philosophy is based on the desire to teach others who want to be a nurse and share our passion for nursing. Veering away from a traditional and teacher centered pedagogy, we have shifted to a student centered and constructivist approach to learning. The student is a unique person that requires value of his or her wholeness as an individual and has the potential to reach high achievement. The diversity and distinct strengths of our faculty provides for a wealth of knowledge, compassion, presence, and openness to share with students. Our role as committed mentors is to provide clear expectations and structure a learning atmosphere to cultivate student success by promoting satisfaction, professionalism, community, safety, and academic integrity. We have the responsibility as facilitators to each student to accommodate his or her learning and personal needs. We are invested in quality presentations of evidence and knowledge in a succinct method to allow students the opportunities to reflect on, and make important connections between, concepts to apply them to their advanced practice.

All students, regardless of their backgrounds, successfully conclude the program as novice Adult Gerontology Primary Care Nurse Practitioners. Students are dedicated, adult learners that engage with a community of scholars by being self-directed, honest, proactive, flexible, curious, and motivated. Furthermore, a balanced school-work-family life is essential for a student's academic fulfillment. It is important that students recognize and respect the significant responsibility they undertake as they become advance practice nurses. Their common-goal to achieve their highest potential is a direct result of their willingness to work hard, development of interpersonal skills, and honing of leadership skills.

Learning is a partnership between the teacher and the student. A culture that permits equal exchange of encouragement and constructive criticism maintains forward progress of the relationship. The partnership is melded with sharing expectations of one another that include generous listening, proactive and positive expressions, timely and frequent communication, and respect. Most importantly, no one can assume that learning is an individual experience, rather, good teachers do not teach students what to think, but how to think; good students teach their instructors new ways to think.