**Center for the Advancement of Teaching**

**Summer 2016 Faculty Pedagogy Development Grant**

**REPORT**

Dear Committee for the Advancement of Teaching (CAT),

I would first like to thank the committee for granting me a CAT Faculty Pedagogy Development Grant. The grant supported my effort to revise *NURS 317: The Professional Nurse in* both the traditional undergraduate (TUG) nursing program and the accelerated post baccalaureate (PB) nursing program. The course revisions lead to the implementation of a team-based learning (TBL) format that is grounded in theory and exemplifies best nursing education evidence.

*NURS 317: The Professional Nurse* is a clinical practicum course in which students establish their role as a professional nurse. Students transition to entry-level practitioner by understanding of autonomy, interdependency, leadership, and collaboration. *NURS 317: The Professional Nurse* is offered as the last course in the in the prelicensure nursing program curricula, which includes both the TUG and the PB program. Class enrollment is approximately 32 students each, in both programs. Course objectives are the same for both programs, however the way in which the course content is presented varies. In the TUG program, which runs on the traditional course calendar, the content is front-loaded over the first 10 weeks of the course to allow for students to engage in their clinical practicum during the final 5 weeks of the semester. In the PB program, coursework and practicum run simultaneously over the entire 10 weeks of the accelerated session. I found implementing TBL in the PB program to be a bit difficult due to the accelerated nature of the course and time-sensitive course requirements that had to be implemented at the start of the course. Nonetheless, I was able to make it work.

Team-based learning is a type of cooperative learning strategy. This strategy combines theoretical perspectives from Social Interdependence theory, Social Learning Theory, Social Development Theory, Constructivist Theory, and Operant Conditioning (Stiles, 2006). Cooperative learning facilitates a deeper learning of course content, rather than surface, or rote, learning and increases students’ ability to critically think and problem solve (Johnson & Johnson, 1999). Key components of cooperative learning include promoting positive interdependence, accountability, responsibility, interaction among peers, development of social skills, and group processing (Stiles).These skills are particularly important in the nursing practice setting.The Institute of Medicine (IOM) (2010) calls for nursing and other healthcare practitioners to function as a team, rather than in isolation, ultimately to improve patient care. Incorporating team-based learning as a classroom innovation will help to facilitate the collaborative process that is expected of our students in the real world.

Aligned with the TBL pedagogy, students will be divided into groups. These groups remain the same over the course of the semester. Students are expected to come prepared for class by reading the assigned text, reviewing resources posted to canvas, and completing any other assignments. Examples of resources include youtube videos, professional nursing organization links, and research articles. To determine preparedness for class activities, students will take an Individual Readiness Assessment Quiz. After all quizzes are turned in, the students will retake the same quiz with their groups. Groups must decide on one answer per question. This group quiz gives students the opportunity to communicate, negotiate, and work together to accomplish a goal. Students earn an individual grade and a group grade, which is averaged for their total grade for the quiz. After the group quiz is completed, I will give students immediate feedback on their quizzes by reviewing the answers. Once I feel confident that the students understand basic concepts, we will move into group work, which consists of application exercises that reinforced basic concepts and facilitated decision-making and problem-solving skills.

Specifically, I was able to focus on incorporating the following concepts/topics into my courses:

* Evidenced-based teaching: I reviewed the literature (nursing and non-nursing) on TBL to determine the best approach for my classroom.
* Incorporate application-based pedagogies: I developed learning activities to fit N317 content. Examples of activities include case studies, “jig-saw”, “three-minute reviews”, “round-robin”, and “think-pair-share”. Additionally, guests have been invited to share expertise. For example, alumni are scheduled to participate in a panel discussion regarding transitioning to graduate nurse. A representative from the Career Center will discuss resume development.
* NCLEX-RN practice questions: Re-created an assignment in which students present clinical based topics and discuss NCLEX-RN style questions.
* Revise/implement new course resources and textbooks: A new text has been selected for the course. Additionally, I had the opportunity to design and/or revised resources such as powerpoints and handouts. I found other articles, websites, and multimedia resources to provide that will prove useful for students in the course.
* Restructured the topical outline to develop five learning modules. Each course module includes preparation resources/assignments. All modules will commence in class with preparation quizzing with the exception of Module 1 in the PB program. Due to the accelerated nature of the course and time-sensitive course requirements, I was not able to incorporate a quiz. Additionally, each module, I will facilitate in-class application activities. Course modules for both programs include:
	+ Module 1: Transition to Professional Nursing
		- Nursing Role Transition
		- Career Development Strategies
		- Interview Skills, Resume development and Job searching
		- NCLEX-RN Preparation
	+ Module 2: Leadership and Management Concepts
		- Leadership Theories and concepts
		- Self-Assessment of Leadership Style
		- Cultural Competence
	+ Module 3: Successful Communication
		- Organizational Communication strategies
		- Delegation: Process, legal and ethical considerations
		- Building Healthy Relationships
		- Utilizing chain of command and conflict resolution
	+ Module 4: Planning and Organizing
		- Change and Change Theory
		- Risk Management: Assessing, allocating, budgeting, and managing resources
		- Staffing and Scheduling
	+ Module 5: Quality and Safety
		- Joint Commission Standards and the National Patient Safety Goals
		- Clinical Practice Guidelines and Core Measures
		- Performance and Quality Improvement Initiatives related to National Patient Safety Goals
		- Department of Health & Joint Commission Surveys: The responsibility and accountability of the staff nurse

This past week was the start of Session VI in the PB curriculum in which I teach N317 and will incorporate the proposed TBL format. I look forward to the students’ constructive evaluations of the course, specifically TBL. I plan to utilize anecdotal and formal evaluations from this session to improve the course for TUG students in the spring 2017.

I thank you again for this opportunity and look forward to presenting my findings to the faculty in the spring.

Sincerely,

Taylor L. Grube

Taylor L. Grube, Ph.D. candidate, MSN, RN

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References

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