Maximizing Student Learning and Retention In Online Classrooms: An Evidenced Based Approach

Pershing South
Margaret Reneau, PhD, MSN, Assistant Professor, Online Faculty Liaison, Saint Xavier University School of Nursing, Chicago, IL
Maximizing Student Learning and Retention In Online Classrooms: An Evidenced Based Approach

Title of Abstract

Name of Primary Presenter and Credentials: Margaret Reneau, PhD, RN
Affiliation/Organization: Saint Xavier University City, State: Chicago, IL

ABSTRACT

Increasingly, more nursing education programs have incorporated some type of blended learning and/or online advanced degree programs. Subsequently, many nursing faculty find themselves thrust into the online classroom environment with little preparation or training. A review of the literature reveals several key concepts to facilitate student learning in the online classroom using evidence based practices.

Evidence based, online teaching, best practices for nursing faculty include frequent interactions with students. This interaction encompasses the following skills (Paloff & Pratt, 2011):

- Visibility- can establish presence and is frequently present in online nursing education environment
- Compassion-expresses sincere positive regard to nursing students and delivers student-focused, student-centered instruction
- Communication- communicates well with nursing students frequently, provides substantive feedback and communicates well with technology
- Commitment- sees the value in teaching online and sees the facilitated model of teaching as rigorous and powerful
- Organization- the excellent online nursing faculty member is organized and a good time manager

Research has also shown that faculty using the above skills is highly correlated to perceived learning in online courses (Cobb, 2011). This presentation will provide an overview of evidence based, online teaching, and best practices along with some tools to help meet these best practice expectations for online teaching in nursing education.


Just Four Clicks of the Heel to a Baccalaureate Education

Pershing East

Mary C. Knowlton, DNP, RN, APN-BC, CNE, Associate Director of Undergraduate Programs, Western Carolina University, Cullowhee, NC; Judy Neubrander, EdD, FNP-BC, Director and Professor, Western Carolina University, Waynesville, NC
The 2011, Institute of Medicine report “The Future of Nursing: Leading Change, Advancing Health” recommends increasing the number of nurses in the workforce educated at least at the baccalaureate level to 80% by the year 2020. The Foundation for Nursing Excellence led the way for a unique, cost-effective streamlined approach to increase the numbers of baccalaureate nurses in North Carolina through the creation of the Regionally Increasing Baccalaureate Nurses (RIBN) program. A collaborative between Western Carolina University and Asheville Buncombe Technical Community College started the first RIBN collaborative with support in part from the Robert Wood Johnson Foundation, Northwest Health Foundation, Jonas Center for Nursing Excellence, UNC General Administration and The Duke Endowment.

RIBN students are dually accepted and enrolled concurrently in a community college and a university. The first three years of the program, the student attends face to face courses at the community college, while enrolling in one online course each semester at the university. After three years, an associate degree is awarded and the student is eligible to take the NCLEX-RN and employment as a registered nurse. During the fourth and final year, the student works part-time while completing full-time studies at the university to complete the baccalaureate coursework.

This presentation will provide an overview of the RIBN program, the collaborative design, the curriculum and the operations of the program. Discussions related to the cost, benefits and outcomes will also be presented. Preparations for the transitional fourth year will be discussed and the model for transition to employment will be explored.
Test Item Analysis: I have it; What do I do with it?

Roanoke
Carol J. Green, PhD, CNS, RN, CNE, Professor, Graceland University, Independence, MO
Test Item Analysis: I Have it: What do I do With it?

Title of Abstract

Name of Primary Presenter and Credentials: Carol J Green, PhD, CNS, RN, CNE
Affiliation/Organization: Graceland University
City, State: Independence, MO

ABSTRACT

Test item analysis is often confusing, especially to novice educators. This interactive presentation is designed to assist academic nurse educators interpret test item analysis in order to make decisions about revising or deleting poorly performing items and retaining well performing test items. Participants will learn how to evaluate test performance, and test item discrimination (D) and difficulty (p) indices. Given sample test item statistics, participants will make decisions about test items that are performing well, need revision, or need to be discarded.
But Dorothy, We ARE in Kansas!: Transforming Nationwide Nursing Programs
Pershing West
Diann L. Martin, PhD, RN, National Director of Nursing, Concorde Career Colleges, Wilmette, IL
But Dorothy, We ARE in Kansas!: Transforming Nationwide Nursing Programs

Title of Abstract

Name of Primary Presenter and Credentials: Diann L. Martin, PhD, RN
Affiliation/Organization: Concorde Career Colleges  City, State: Mission Kansas

Abstract
As evidenced by the Institute of Medicine report on the Future of Nursing, educators are challenged to ensure solid learning outcomes for students at all levels of nursing education. In this presentation, the Nursing Director of 17 nursing education programs at a system of health career colleges will discuss practical strategies to improve the curriculum, leadership and use of technology and information systems in PN/VN, Associate and Baccalaureate programs. Using the leadership strategies outline in *The Oz Principle* (Connors, Smith & Hickman, 2004), the presenter will discuss the change process used to enhance student learning and academic standards. Attendees will participate in an interactive case study of curriculum and systematic program evaluation across various levels of nursing education.

Type of Presentation: Podium Presentation

Purpose: this presentation is designed to offer educational leaders practical strategies for improvement of nursing curriculum, clinical experience, laboratory and simulation and faculty development. A case study in change management and leadership accountability will be used to apply information discussed in the brief presentation.

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Teaching Strategy</th>
<th>Content Outline</th>
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<tbody>
<tr>
<td>1. Attendees will identify key characteristics of an effective educational career ladder in nursing.</td>
<td>Mini lecture with slides</td>
<td>7 minutes: regulatory and educational standards for nursing education, indicators of best practice</td>
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<tr>
<td>2. Attendees will list 5 key accountabilities of nursing educational leaders in today’s complex healthcare educational environment.</td>
<td>Interactive discussion and formulation of accountabilities list based on <em>The Oz Principle</em></td>
<td>10 Introduction of the OZ principle and application to nursing education and leadership accountability</td>
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<tr>
<td>3. Attendees will describe strategies to improve faculty development, student learning, curriculum enhancement, and clinical performance using advanced technology and information systems.</td>
<td>Mini lecture with slides</td>
<td>15 minutes • Faculty performance and needs assessment • Curriculum revision methods • Use of virtual simulation, simulated charting and learning tools in online and face to face classrooms • Faculty and the technological imperative</td>
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<tr>
<td>4. Based on a case study of an educational program, attendees will design a systematic quality improvement plan</td>
<td>Small group discussion and problem solving</td>
<td>20 minutes to read and discuss case study</td>
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Toto, I Have a Feeling we’re not in Kansas Anymore! The Journey towards a Learner-Centered Learning Environment

Pershing North
Jennifer A. Bussen, MSN, RN, Assistant Professor, St. Charles Community College, St. Charles, MO
Toto, I have a feeling we’re not in Kansas anymore! The journey towards a learner-centered learning environment

Title of Abstract

Name of Primary Presenter and Credentials: Jennifer A. Bussen MSN RN
Affiliation/Organization: Chamberlain College of Nursing
City, State: St. Louis, MO

ABSTRACT

Just as Dorothy was lost and confused after the tornado that took her away from Kansas, educators may feel lost and confused as they attempt to create a learner-centered learning environment. The transition from a teacher-centered environment to a learner-centered environment is paramount to increasing students’ ability to critically think. This presentation is about the journey of an educator as she attempted to create a learner-centered learning environment in her classrooms and the barriers that she encountered on her journey.

Nursing education encourages critical thinking in the clinical environment, but this is not always the case in the traditional classroom. Based on the knowledge of cognitive, concept learning, and constructivist theories we understand that to achieve learner-centered learning we have to create a learning environment where the learner is able to create a world view of the concepts integral to nursing. Utilizing these theories, we are able to guide students toward important concepts that will form the foundation for their future nursing decisions. When presenting new ideas in a learner-centered learning environment students can make connections with the concepts that they are able to recall later. Using problem-based learning in a learner-centered learning environment, we structure the student’s learning to enable them to apply the fundamental concepts and skills students need to think like a nurse.

This session will discuss the journey of one faculty member in creating a more learner-centered learning environment. Just as with Dorothy in the Wizard of Oz, the destination was not as important as the journey. In the journey towards changing our learning environments, we as educators learn a lot about ourselves, our teaching philosophy and how to best reach nursing students to facilitate their journey on thinking like a nurse. Although each of our journeys will be different we will all encounter similar barriers that need to be overcome prior to implementing a more learner-centered environment. Additionally this session will focus on the activities/strategies used to facilitate critical thinking in our student nurses.

Participants will be actively engaged during the session by participating in reflective activities of their own teaching practice. We will work together to create a plan that will facilitate their movement toward a more learner-centered environment (regardless of where you are currently in the journey towards learner-centered learning). Additionally we will work on creating learning activities in our classrooms that will facilitate critical thinking and deeper learning than is achievable by “covering” the content.
From Yellow Brick Road to Virtual Highway: Using Technology to Support New Staff
Century Ballroom
Liz A. Boldon, MSN, RN, Nurse Education Specialist, Mayo Clinic, Rochester, MN;
Michele A. Hemann,
MSN, RN, Nursing Education Specialist, Mayo Clinic, Rochester, MN
ABSTRACT

Background/Rationale  (What does the literature say? Why is this important? What changes are occurring?)
Orientation into a Registered Nurse role in the acute care setting is complex. Gaps existed in the support and communication with new staff in the continuum from orientation through their first year of practice. Past orientees shared desire to narrow these gaps which was consistent with the literature. Evidence shows a supportive environment leads to improved performance and satisfaction.

Objectives/Aims  (What did you intend to achieve?)
Our aim was to use an electronic social media forum (ESMF) to improve the quality of the support and communication provided to new members of an inpatient workgroup in the acute care setting. Targeted timeframe was the continuum from orientation through the first year of practice.

Methods/Strategies  (Describe what you did.)
The Nurse Education Specialist (NES) facilitated each orientee having his or her own ESMF group utilizing Yammer®. Membership included the orientee, their preceptors, Nurse Manager (NM), and NES. Orientees and preceptors were each expected to post a reflective narrative a minimum of once per week and complete progress reviews in the ESMF. This allowed for asynchronous communication of progress and feedback among all group members. The group remained available beyond orientation and throughout the first year of practice providing a venue for newly practicing staff to ask questions, clarify practice, and receive support.

Results
Evaluation of the use of the ESMF showed greater communication among preceptors and increased awareness of the orientees’ progress by preceptors and unit leadership. Orientees valued being reflective, reviewing earlier narratives to see growth and know NMs and NESTs are aware of progress and successes. NMs, NESTs and preceptors appreciated having more of a real time perspective of the orientees’ progress and experiences whereas this was previously captured on paper and less accessible to all.

Conclusion and Implications for Nursing  (What do you recommend? What does your discovery mean for nursing?)
Incorporating an ESMF to support new staff has improved their continuum through the first year of practice. It has increased satisfaction among the new staff as well as NESTs, NMs, and preceptors. This has increased communication among orientees, preceptors and nursing leadership team. With the changing healthcare landscape, ESMF can be an effective tool for supporting new staff in any work environment and location.
“Delivering” OB Content in a Concept-Based Curriculum

Shawnee Room
Cara A. Busenhart, APRN, CNM, MSN, Program Director, Nurse-Midwifery Education, University of Kansas School of Nursing, Kansas City, KS; April J. Roche, MBA, CPEHR, Assistant Director, Clinical Learning Lab, University of Kansas School of Nursing, Kansas City, KS
“Delivering” OB Content in a Concept-Based Curriculum

Name of Primary Presenter and Credentials: Cara A. Busenhart, APRN, CNM, MSN
Affiliation/Organization: University of Kansas School of Nursing
City, State: Kansas

ABSTRACT

In 2011, our University implemented a concept-based curriculum that eliminated the requirement of specialty nursing clinical experiences for all students; instead, students were able to select from a variety of specialty options that interested them. AACN’s “The Essentials of Baccalaureate Education for Professional Nursing Practice” calls for the preparation of generalist nurses and de-emphasizes the traditional nursing curricular focus on obstetric, pediatric, critical care, and psychiatric/mental health nursing. How, then, did we address the essential nursing skills and knowledge that are necessary for a generalist nurse to possess in specialty obstetric nursing prior to professional nursing practice?

Didactic education was provided, as it related to specialty obstetric/maternity nursing content, through the concepts that were applicable. For example, menstruation, pregnancy, and labor management and delivery processes were covered in the classroom concept of “Reproduction”; while contraception and sexual health issues were addressed in the classroom concept of “Sexuality”.

Clinical education in obstetrics was selected by a majority of students, yet not all students obtained clinical exposure to key obstetric skills. A required focused learning activity was developed for implementation in the Clinical Learning Laboratory. Through this learning activity, students were expected to show evidence of selected knowledge, skills, and attitudes related to QSEN competencies and BSN Essentials. Students came to the Clinical Learning Lab in assigned clinical groups and completed two simulation exercises; one simulation was related to obstetric content and one simulation was related to mental health content.

This presentation will focus on the development and implementation of the simulation learning activity for obstetrics. Discussion will include elaboration of learning objectives, identification of essential skills, preparation of students prior to the simulation experience, development of the simulation template, and lessons learned from implementation.