

SCHOLARSHIP OF EXCELLENCE IN TEACHING

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SCHOLARSHIP OF JANUARY 21, 2022.

GOALS

PART 1

The purpose of updating these teaching strategies is to increase student retention in nursing classes.



GOAL: WANT TO ENHANCE STUDENT UNDERSTANDING AND SUCCESS IN NURS 129 AND NURS 225 COURSES.



GOAL: WANT TO HAVE STUDENTS ENGAGE WITH ONE ANOTHER SO THAT THEY CAN LEARN FROM ONE ANOTHER AND DEEPEN THEIR UNDERSTANDING OF THEORY AND APPLICATION OF PHARMACOLOGY.



GOAL: WANT STUDENTS TO ENHANCE STUDENTS UNDERSTANDING OF CLINICAL REASONING AND CLINICAL JUDGMENT DURING SIMULATION AND CLINICAL ROTATION NURS 225.

STRATEGIES

PART 2

DESCRIBE/EXPLAIN WHAT YOU HAD STUDENTS DO—Your Strategy

- ▶ **FLIP THE CLASSROOM – NURS 129 and NURS 225 – HAVE ACTIVE LEARNING ACTIVITIES LIKE CASE STUDIES, .**
- ▶ **Case study example:**
- ▶ Clara Hunter is a 36-year-old African American patient who has been hospitalized for schizophrenia. Her symptoms have included agitation, hyperactivity, hallucinations, delusions, and occasional aggressive behavior. She has been started on a treatment regimen that includes olanzapine (Zyprexa). She is being discharged to her sister's home. You are providing discharge instructions to Clara and her sister, who will be responsible for Clara's care. (Learning Objectives 1, 2, 5, and 6)
- ▶ What should Clara's sister expect regarding the resolution of Clara's symptoms?
- ▶ Describe the potential adverse effects that may occur with olanzapine (Zyprexa), including specific symptoms that Clara and her sister should recognize and report to her health care provider.

Examples of specific directions

- ▶ **Thinking out of the box assignment – Medication Safety Committee**
- ▶ You are working at a long-term care facility and have been appointed to serve on a new committee. The purpose of the committee is to improve medication safety in the facility. Currently, the medication orders are handwritten in each patient's chart. The orders are then sent to the pharmacy via fax. The nurses copy the medication orders by hand onto the medication administration record (MAR). The facility does not use bar coding or computer-generated MARs. Medications are supplied from the pharmacy in bulk rather than in unit dose.
- ▶ Discuss the potential for medication errors in the current system. What processes are in place that could make medication errors more likely to occur?
- ▶ Develop suggested solutions for each of the process issues identified. What additional suggestions for improving medication safety can you identify?
- ▶ What would be the potential advantages and disadvantages of implementing a bar coding system in this facility?

Clear Directions to Students

NURS 225C Spring 2022 Welcome Letter

Dear Students,

Welcome to Spring 2022 semester and NURS 225 Clinical! My name is Michele Harrell, and I am excited to meet you and facilitate your clinical experience. Clinical will be **in-person**, with week one on-campus and the remainder of the days at Holy Cross Hospital in Germantown.

Our first day is **Tuesday January 25, 2022 from 8:00 am – 5:00 pm**. Please meet me in the 3rd floor lounge in the Health Sciences building. Before coming to campus please complete the [Daily COVID-19 Symptom Self-Assessment](#). Arrive dressed in your clinical uniform, with your MC ID, surgical or KN95, KN94 or N95 mask and face shield. I will have your individual PPE kits to distribute on your first clinical day. We will have clinical orientation, introduce new lab skills, practice new and previously learned skills and participate in a virtual simulation activity (in person).

Prior to 1/24, please complete the following:

1.	<p>REQUIRED HOSPITAL DOCUMENTATION Complete all required hospital orientation documents found on Blackboard and CB Bridges - submit in CB Bridges:</p> <ul style="list-style-type: none"> Blackboard: Access MyMC -Community -MC Nursing Hub -Course Welcome Materials Sprint 2022-Hospital Specific Documents -Select Holy Cross Hospital SS & GT- Complete. CB Bridges: Go to https://login.castlebranch.com/home <p>Select CB Bridges – Once in the Dashboard, go to My Checklist and complete all forms. <i>*NOTE: Please print and bring the Scavenger Hunt and PPE competency to day 1 for me to sign*</i></p> <p>YOU MUST COMPLETE BEFORE YOU ARE ALLOWED TO GO TO THE HOSPITAL!</p>
2.	<p>NURS 225C BLACKBOARD SITE We will utilize our individual Clinical Blackboard site during this semester. The first week's assignment will be available by Friday 1/21 at noon – Review Clinical Essentials and Week 1 Learning Modules</p> <p>NURS 225 BLACKBOARD SITE Please review the folder labeled CLINICAL in the NURS 225 Course Blackboard site. This folder contains the Skills Checklists for our first day. Please have access to these.</p>

Montgomery College Nursing Program Spring 2022 First Half NURS 225C CRN: 37041

Mondays, Holy Cross Germantown 4 Acute

Faculty: Michele Harrell, Ed.S., MSN, Ed., MPA, CNE, CCRN, RN

NURS 225 Clinical occurs weekly for a total of 7-weeks. We will utilize in-person learning at the Hospital and on-campus lab activities to meet our clinical objectives. Use the Clinical Blackboard site to access clinical materials and submit assignments.

WEEK	Date	Clinical Activities	Weekly Assignments DUE Wed 11:59pm
		<p>See NURS 225C Blackboard for details and supporting documents</p>	
1	1/25	<p>Pre-Clinical Assignment – Due 7:00am 1/25/2022</p> <ol style="list-style-type: none"> ATI Skills Module 2.0 Post-test 100% (upload to BB) <ul style="list-style-type: none"> Closed-Chest Drainage Blood Administration Enteral feeding Nasogastric Tube <ol style="list-style-type: none"> Holy Cross Hospital Orientation – See Nursing Hub and Upload/complete in CB Bridges <p>08:00 – 5:00 pm: On-campus Lab HC 343</p>	WCET #1
2	2/1	<p>06:30 – 5:00pm: Holy Cross Hospital Germantown – 4 Acute</p> <ul style="list-style-type: none"> Patient <u>DocuCare</u> documentation, SBAR Report 	WCET #2
3	2/8	<p>06:30 – 5:00pm: Holy Cross Hospital Germantown – 4 Acute</p> <ul style="list-style-type: none"> Patient <u>DocuCare</u> documentation, SBAR Report 	WCET #3
4	2/15	<p>06:30 – 5:00pm: Holy Cross Hospital Germantown – 4 Acute</p> <ul style="list-style-type: none"> Nursing Care Plan, SBAR Report 	WCET#4 *Nursing Care Plan DUE
5	2/22	<p>06:30 – 5:00pm: Holy Cross Hospital Germantown – 4 Acute</p>	WCET #5

Medication	
Lithium Akerra Afacal an depressant	
Expected Pharmacological Action - modulate neurotransmitters in order to treat depression or other issues like OCD	Therapeutic Use - Treating depression/OCD
Complications sexual dysfunction drowsiness weight gain insomnia	Medication Administration - oral tablets - XR tablets - topical cream
Contraindications/Precautions - psychiatric hyper sensitivity - other SSRI's - MAOI's	Nursing Interventions - Assess for history of psychiatric hypersensitivity - Assess for side effects - Assess BP - Assess HR
Interactions - SSRI's - MAOI's - TCA's	Client Education - med for application - Eye Care advice - Position side effects
Evaluation of Medication Effectiveness - monitor patient response - Monitor for side effects - provide patient understanding	

Potential causes of low potassium (hypokalemia):

The most likely causes of hypokalemia in this case are the use of a non-potassium-sparing loop diuretic (furosemide) in the absence of potassium intake. The patient is NPO with a small bowel obstruction on a NS IV, no information is provided as to parenteral nutrition to evaluate the presence or absence of potassium. Chronic vomiting may also cause hypokalemia, and the NG low suction is providing a similar function in terms of removing stomach secretions.

Potential remedies to the hypokalemia:

These treatments will need approval by the patient's attending, but there are several approaches. The IV fluid can be changed from NS to RL for the low level potassium present in RL. Supplemental potassium can be added to the IV NS, though care needs to be taken with the dosing. The parenteral nutrition may be supplemented with potassium. Reducing the amount of NG gastric suction may be reduced (if otherwise acceptable for treatment course with the small bowel obstruction).

Clinical changes to note:

Polypnea is expected with the furosemide, but low potassium can also cause muscle weakness, anorexia, tachycardia, and flattened or inverted T waves (ECG) and potential U waves.

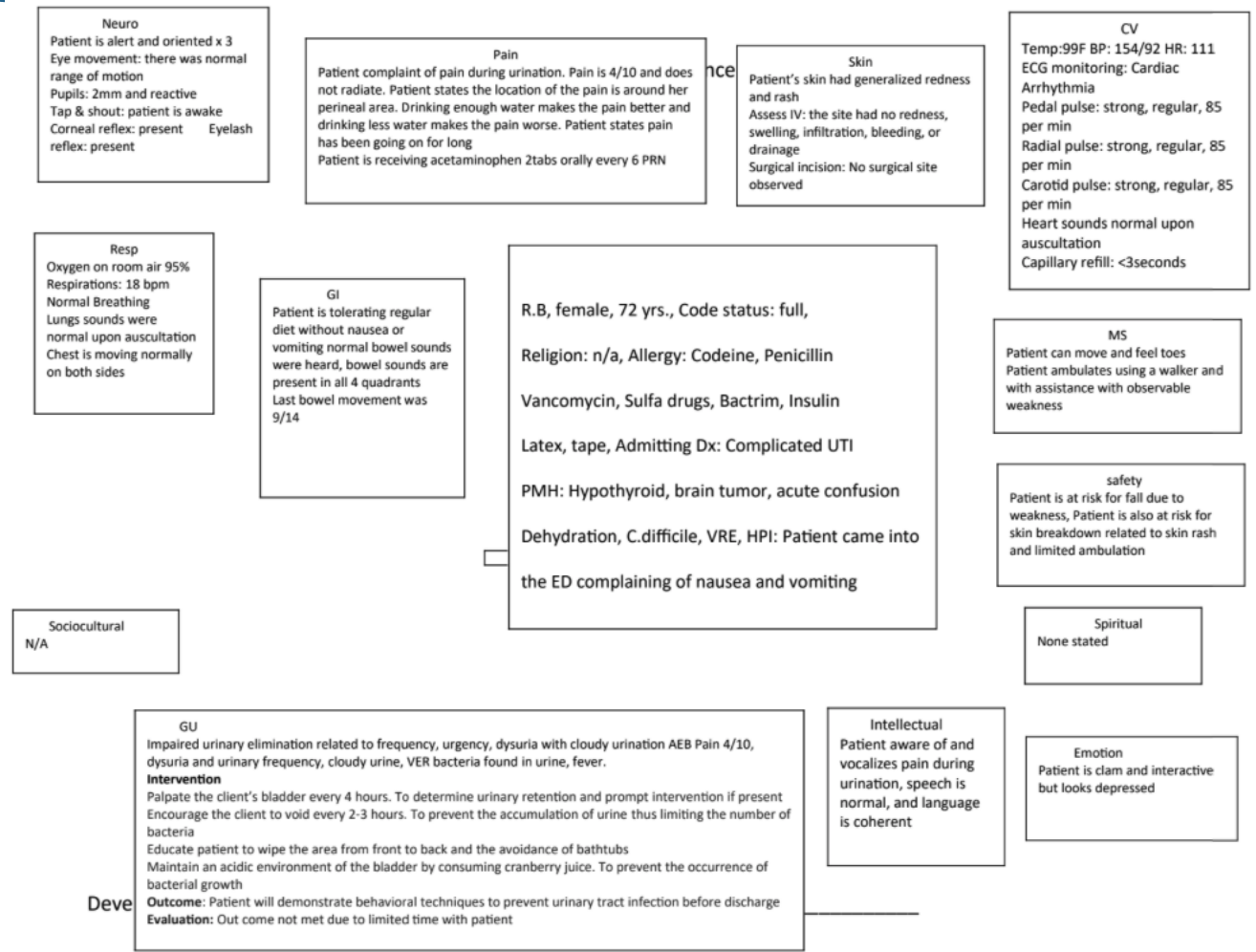
Reply Quote Mark as Read

Select All None

Mark

EXAMPLE OF A DISCUSSION BOARD RESPONSE TO A CASE STUDY

CONCEPT MAP



Student Sample Work

Week 3 Reflection

Irene Pattiana
Reflection We

This week, we focused on liver function impairment specifically alcohol cirrhosis. According to Hinkle and Cheever, cirrhosis is defined as "a chronic disease characterized by replacement of normal liver tissue with diffuse fibrosis that disrupts the structure and function of the liver" (p. 1406). Alcoholic cirrhosis occurs due to excessive alcohol consumption. Alcohol (ethanol) is metabolized mostly in the liver. Heavy alcohol consumption causes a wide spectrum of hepatic lesions that can lead to necrosis (death) of the liver cells. The damaged cells are then replaced by scar tissues. When damage occurs in the liver cells, it usually regenerates itself. However, when the damaged cells are replaced by scar tissue, this is irreversible. Hepatic cirrhosis can lead to many health complications such as ascites, portal hypertension, splenomegaly, bleeding, infections, malnutrition, hepatic encephalopathy, and increased risk of liver cancer. Hepatic cirrhosis can be fatal if left untreated.

Eden Ayano

Clinical day reflection

Date 11/2/2021

In today's clinical, first we had a chance to introduce ourselves to each other. Then, since this was our first time at Holy Cross Germantown, we were introduced to the hospital acute care unit by our professor. We toured the floor where the nursing station, supply room, medication room, patient room, break room is, and the technological equipment available for the care team.

I was able to take vital signs and report it to the assigned nurse: having those blood pressure machines was much easier than taking vital signs manually. Our professor pointed out that the system is going to be even more advanced, and that machine is going to be connected to the computer system so that the vital signs will automatically go to patient chart (which is great!). The "Scavenger Hunt" paper given by our professor enabled us to look for items and identify where they are located. Even if I was not able to find all of the items listed, I located most of them. In addition, I was exposed to patients with different kinds of diseases and observe the highlight of morning care.

PART 3

SCHOLARSHIP

SCHOLARSHIP THAT SUPPORTS YOUR STRATEGY

Engagement, *"stated simply, I believe goals-oriented approach to designing courses helps ensure we meet students where they are and then take them where we'd like them to be," (Handset p.14, creating wicked students).*

Meta-cognition, *"When students employ metacognition, they become consciously aware of themselves as problem solvers, which enables them to actively seek solutions to any problems they may encounter, rather than relying on others to tell them what to do or to answer their questions," (McGuire, p.16 – Teach Students How to Learn).*

Relevance, Resilience, Persistence, *"Grit and character strengths focus of positive psychology seem to mirror the morality of middle-class America and the Protestant work ethic. By localizing the issues in the self-control mindset of individuals, do we create a "victim blaming" narrative?" (p.223) – Teaching Change.*

Student Empowerment, *"One of the principles of equity literacy is "fix injustice, not kids," (Venet, 2021, p. 39). And "Mindfulness Won't Save Us. Fixing the System Will," (Venet, 2021, p. 39) Trauma Informed Equity Centered Education.*

Critical Thinking, *, "all disruptions share a pattern. Disruptions first compete against nonconsumption in a new "plane of competition." In that plane, the technology improves, and the underlying cost declines," (Christensen p. 72, Disrupting Class).*

Significance of Storytelling, *outstanding teachers realize recognize that those rules do not constitute intellectual or artistic standards. Thus rules can be changed to fit individual needs whereas the standards of achievement cannot, (Bain, p.139, What The Best College Teachers Do).*

Significance of students reading/preparing before coming to class, *"For every online live class session you teach, think about how your students will engage, (Levy, p.17- Teaching Effectively With Zoom).*

Nine Books We Have Read in 2021

- ▶ February—*Teaching Effectively With Zoom* by Dan Levy
- ▶ March—*Creating Wicked Students* by Paul Hanstedt
- ▶ April—*Teach Students How To Learn: Strategies You Can Incorporate into Any Course to Improve Student Metacognition, Study Skills, and Motivation* by Sandra Yancy McGuire
- ▶ May—*The Miniature Guide to Critical Thinking* by Richard Paul and Linda Elder and Selections from *Classroom Assessment Techniques* by Thomas Angelo and Patricia Cross
- ▶ August- *How To Be an Antiracist* by Ibram Kendi
- ▶ September—*What the Best College Teachers Do* by Ken Bain
- ▶ October—*Student Engagement Techniques* 2nd ed. by Elizabeth Barkley and Claire Howell Major and excerpts from Paulo Freire's *Pedagogy of the Oppressed*
- ▶ November—*Equity Centered, Trauma Informed Education* by Alex Shevrin Venet
- ▶ December—*Teaching Change: How To Develop Independent Thinkers Using Relationships, Resilience, and Reflection* by Jose Antonio Bowen

PART 4

ASSESSMENT OF STRATEGY

What Assessment Techniques did you use?

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- ▶ **RETENTION COMPARISONS**
- ▶ **NURS225**
 - ▶ **1st Seven weeks 35 enrolled 2 unsuccessful.**
 - ▶ **2nd Seven weeks 36 enrolled all successful.**

What did students think about this strategy?

▶ Student Comments:

- ▶ “By Far this was a class that I felt that the professor cared about me.”
- ▶ “The professor was clear about expectations.”
- ▶ “I felt I was learning other than cramming material.”

Is there any correlation between this strategy and students' grades?

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- ▶ **In the past for NURS 225 we have had an average of 87% retention. The first seven half course had a 94.6% retention rate.**
- ▶ **Critical thinking content has seen a higher- grade performance. Topics affected: acid/base balance, management of hyperglycemic emergencies.**

Is there any correlation between this strategy and students' understanding of material ?
May not be demonstrated on grades?

- ▶ **Students reported that the teaching focused on learning not memorizing.**

Good morning Professor,

I wanted to thank you for the past sixteen weeks. Your calm, yet productive, teaching method allowed me to understand and appreciate the 121 material. Rather than stress about receiving a good grade, I was able to understand the material, not just memorize it. I greatly appreciate all your efforts. I have had a wonderful summer.

Is there any correlation between this strategy and student retention?

Retention strategies have gone up with strategies that help foster student participation.



The clinical portion of NURS 225 was at a 100% retention while the didactic was at 94.6%. In the past the didactic portion has been at 87%.

PART 5

**I HAVE SHARED KNOWLEDGE
ON WHAT I HAVE IMPLEMENTED
WITH MY TEAM.**

**I BELIEVE CONTINUING TO
SUPPORT ACTIVE LEARNING
STRATEGIES WILL HELP STUDENTS
SUCCEED EVEN MORE.**

What would
you do
differently
next time?

- ▶ Flipping the classroom: I will develop PowerPoint presentations that have missing details to ensure that students are paying attention and filling in important information.



Part 6

REFLECTION

Lessons Learnt

I can push nursing science classes to include social media platforms such as TicToc.

When students are encourage to learn using a facilitator, they can rise up to the occasion and participate in group settings.

The break-out rooms were beneficial in helping students achieve more.

Your final thoughts on your SET experience ?

This SET stretched me to perform beyond my comfort zone.

I rediscovered my love for reading paper books not just kindle.

I made friends with faculty from other disciplines with other strategies that can help me implement techniques that can help my students.