

## Creating Healthy Work Environments 2019

### Team Teaching Discovery Among Undergraduate Faculty in a Baccalaureate Program

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As college education is changing in the 21<sup>st</sup> century, the role of college faculty must also change to meet these demands. In our baccalaureate nursing program, college faculty often teach classes independently with little collaboration or input from peers. The courses are led by two course coordinators who are responsible for lecturing in individual sections and managing student issues. Course coordinators are recognized as the primary course faculty. Many of their responsibilities include formulating the course syllabus, topical outline, developing exams, and mentoring new faculty. The faculty associate role was also assigned to the course faculty as additional support. The faculty associate's role included grading assignments and managing frequent communication with both on and off campus clinical adjunct instructors. Faculty in the associate role reported a sense of exclusion in the teaching team. As a result, the undergraduate faculty agreed to pilot Team Teaching in all undergraduate nursing courses in the Summer of 2018.

In order to address faculty assignments and create a more cohesive work environment that translates to a healthy, productive environment for all, a task force of six members in the undergraduate nursing department was developed in the Spring 2018 semester. These six members were tasked with creating and evaluating a team teaching model at the College of Nursing. Current best practice and evidence regarding team teaching were explored in order to develop a survey. The purpose of this survey was to identify an approach to team teaching that included strategies and addressed barriers to team teaching. This focus group also included planned course visits to examine how faculty utilized team teaching in their classroom. The primary goal was to determine if team teaching in the baccalaureate nursing program was beneficial to both faculty and students and, if so, determine best practices for instituting this new model of teaching.

Our Task Force focused on skilled communication, true collaboration, effective decision making, appropriate staffing, meaningful recognition, and authentic leadership. The task force identified that support is needed from the College of Nursing in implementing strategies to providing effective team teaching efforts. The current literature states that team teaching influences learning styles, team skills, professional behaviors, and development in general. There is a need for more work to emphasize team based teaching among faculty.

The Task Force developed an eleven question anonymous online survey to ascertain perspectives on team teaching and preparation for team teaching, communication within the team, team dynamics, and conflict resolution. Survey items reflected concepts from the available literature about team/collaborative teaching. Surveys were distributed to the eighteen faculty members who were teaching summer 2018 undergraduate nursing courses. Fourteen faculty members responded to the survey indicating a response rate of 77.7%.

The survey results indicate that team teaching experiences varied with many more details to be explored by faculty at the faculty work group. Some of the perceived benefits include the ability to learn from one another while challenging each other to improve, changing teaching styles, and sharing greater expertise with students. A post survey is being conducted and those results will be presented to all faculty. Team teaching provides an opportunity to create healthy work environments by fostering collaboration and best practice in course delivery in the academic setting.

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**Title:**

Team Teaching Discovery Among Undergraduate Faculty in a Baccalaureate Program

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**References:**

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**Abstract Summary:**

At a Baccalaureate Program at a College of Nursing, two Course Coordinators were responsible for lecturing and managing student issues for each course. A focus group was developed and a team teaching approach was piloted in the Summer of 2018 to garner faculty perspectives on collaboration and support among faculty .

**Content Outline:**

1. Introduction
  1. At the College of Nursing, undergraduate courses were traditionally led by two Course Coordinators responsible for course management along with a Faculty Associate who operated in an administrative role.
  2. A Task Force was developed in the Spring of 2018 in response to feedback from faculty who did not perceive this to be conducive to a healthy work environment.
  3. The Task Force was charged with creating and evaluating a Team Teaching Model, in order to foster collegial engagement and teaching dynamics that translates into a healthy, productive environment for all.
2. Plan
  1. Supportive literature findings
    1. Clinical preceptorship influences the nurse's ability to do well at the workplace, lowering rates of job turnover and an increase in teaching proficiency along with a harmonious interpersonal relationship.
    2. Team based learning has been efficacious in improving students' satisfaction and performance as it enhances interpersonal skills, communication skills, teamwork skills as well as giving and receiving feedback.
    3. The best collaboration should not be about what the team thinks, but instead be about conflict, differences, diversity, and dialogue about diversity.
    4. Team based learning in nursing students helped increase their confidence and communication skills on a professional level; every team member plays a valuable role in team based learning in order to maintain an equitable environment.
  2. Pre Survey
    1. The Task Force developed an eleven question online anonymous faculty to ascertain perspectives on team teaching and preparation for team teaching, communication within the team, team dynamics and conflict resolution.
  3. Course Visits
    1. Members of the Task Force observed lectures, in an effort to understand how individual classes implemented Team Teaching,
3. Conclusion
  1. Common themes emerged on pre survey results.
  2. Course visits showed that variations of Team Teaching are being utilized.
  3. A post survey will be conducted to further explore faculty perspectives on team teaching.
  4. A four item survey will be sent out to students in two cohorts to determine if the team teaching approach had any influence on their learning.
  5. The Task Force will discuss their findings with the Director of the Undergraduate Program and disseminate to the undergraduate faculty.

First Primary Presenting Author

***Primary Presenting Author***

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**Professional Experience:** Dr. Rodriguez is a Clinical Assistant Professor and has been a Clinical Instructor for 8 years in the undergraduate nursing program at the NYU College of Nursing. Her particular interest in Adult Medical-Surgical as well as Pediatrics. She has been practicing as a nurse since 1999. Dr. Rodriguez works with nursing students in off-campus clinical as well as in simulation. She currently serves as one of the Course Coordinators for the first sequence Adult & Elder nursing course.

**Author Summary:** Dr. Rodriguez has been a Clinical Instructor for 8 years in the undergraduate nursing program at the NYU College of Nursing with particular interest in Adult Medical-Surgical as well as Pediatrics. She has been practicing as a nurse since 1999. Dr. Rodriguez works with nursing students in off-campus clinical as well as in simulation. She currently serves as one of the Course Coordinators for the first sequence Adult & Elder nursing course.

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**Professional Experience:** Dr Selena Ann Gilles is Clinical Assistant Professor in the Undergraduate Program at New York University Rory Meyers College of Nursing. Dr. Gilles joined Meyers in 2014 as Clinical Assistant Professor. Dr. Gilles has a DNP from Monmouth University (2014), a MS in Adult Health Nursing from Hunter College, City University of New York, (Cum Laude, 2010) and a BS with a major in Nursing degree from Long Island University (With Honors, 2005). Her primary teaching assignments over the years have been vital to the success and growth of Meyers' undergraduate program. Dr Gilles is certified in Critical Care Nursing and has been an Adult Nurse Practitioner for 8 years, specializing in Neuro and Pain Management. She has a strong community advocacy an currently works with organizations aimed to serve the underprivileged and underserved communities in Haiti and Ghana. Dr. Gilles is currently a member of six professional organizations/association.

**Author Summary:** Dr Gilles is a Clinical Assistant Professor. She has a DNP from Monmouth University, MS from Hunter College, and BS from LIU. Dr Gilles is certified in Critical Care Nursing and has been an Adult NP for 8 years, specializing in Neuro and Pain Management. Dr Gilles is the President of NYU's Sigma Upsilon Chapter. She has a strong community advocacy, currently working with organizations serving the underprivileged and underserved communities in Haiti and Ghana.

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**Professional Experience:** Rory Meyers NYU College of Nursing, New York NY 2016 – Present Full Time Clinical Assistant Professor • Responsible for the undergraduate education of nursing students applying scientific analysis, reasoning and critical thinking in caring for adult medical/surgical patients North Shore-LIJ -Staten Island University Hospital, Staten Island, NY Per Diem Instructor for the Emergency Department 2016 - present • Staff Development Instructor 2000 - 2016 • Hospital-wide coordinator/instructor for ACLS, BLS and PALS certification; credential 700 employees annually. • Present mandatory education programs, including infection control, operation of durable medical equipment products and safety initiatives. Clinical resource for troubleshooting and resolving technical issues on units. • Nurse Manager - Emergency Department (ED) 1999 - 2000 • 24/7 oversight of all shifts reported directly to the Director of ED Nursing Services. • Arranged schedules and anticipated coverage needs, selected new hires and evaluated clinical competency.

**Author Summary:** Theresa Bucco is an accomplished academic with a 15 year background in

Baccalaureate and Associate degree nursing programs and hospital-based staff education development. She is ANCC board certified in Nursing Professional Development. Theresa has solid clinical and leadership experience in adult and pediatric Emergency Services, Surgical ICU and Medicine. Currently, she is a Clinical Assistant Nursing Professor at the Rory Meyers NYU College of Nursing teaching in the undergraduate nursing program.

#### Fourth Author

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**Professional Experience:** Dr. Cayo is a Family Nurse practitioner. She has 10 years of experience in family medicine education oncology. She is also a Clinical Assistant Professor at NYU Rory Meyers College of Nursing.

**Author Summary:** Dr. Sandy Cayo is a clinical Assistant professor at NYU Meyers with over 10 years of health care experience. AS an educator she is a strong proponent for evidence based practice and research translation at the bedside.

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**Professional Experience:** Dr. Jennifer Nahum is a Pediatric Nurse Practitioner with experience as an emergency department nurse practitioner, as well as interest in neonatology. She spent her early nursing years in a bedside nurse in a Level III intensive care nursery in Philadelphia and currently practices in a busy emergency department in New York City. Dr. Nahum's doctoral capstone project evaluated the use of a self-assessment tool via tablet computers to assess lymphedema symptoms in post-surgical breast cancer patients. Her passion in pediatrics is shared with nursing students as she teaches the next generation of nurses at the Rory Meyers College of Nursing at New York University.

**Author Summary:** Dr. Jennifer Nahum is a Pediatric Nurse Practitioner with experience as an emergency department nurse practitioner, as well as interest in neonatology. She spent her early nursing years in a bedside nurse in a Level III intensive care nursery and currently practices in a busy emergency department. Her passion in pediatrics is shared with nursing students as she teaches the next generation of nurses at the Rory Meyers College of Nursing at New York University.

#### Sixth Author

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**Professional Experience:** Titilayo Kuti serves as the Associate Director of the Undergraduate Program at NYU Meyers College of Nursing. She obtained a Master of Social Work degree from New York

University in 2013. She received a baccalaureate degree in Psychology from the University of California at Los Angeles in 2006. Her main interests include schools and communities, critical theories of race, class and gender, school restructuring, and educational advocacy. Before joining Meyers, Titilayo served as a member of the Office of Student and Alumni Affairs at the NYU Silver School of Social Work where she coordinated outreach to prospective and current students, managed special projects and investigated new training methods for addressing gaps in education. She was recognized by the Center for Multicultural Education & Programs as the Mahatma Gandhi Innovative Response Award Recipient for her work developing a Social Justice and Diversity Grant Program.

**Author Summary:** Titilayo Kuti serves as the Associate Director of the Undergraduate Program at NYU Meyers College of Nursing. She obtained a Master of Social Work degree from New York University in 2013. She received a baccalaureate degree in Psychology from the University of California at Los Angeles in 2006. Her main interests include schools and communities, critical theories of race, class and gender, school restructuring, and educational advocacy.