

Evaluating Student Success After a Change in the Teaching/Learning Environment



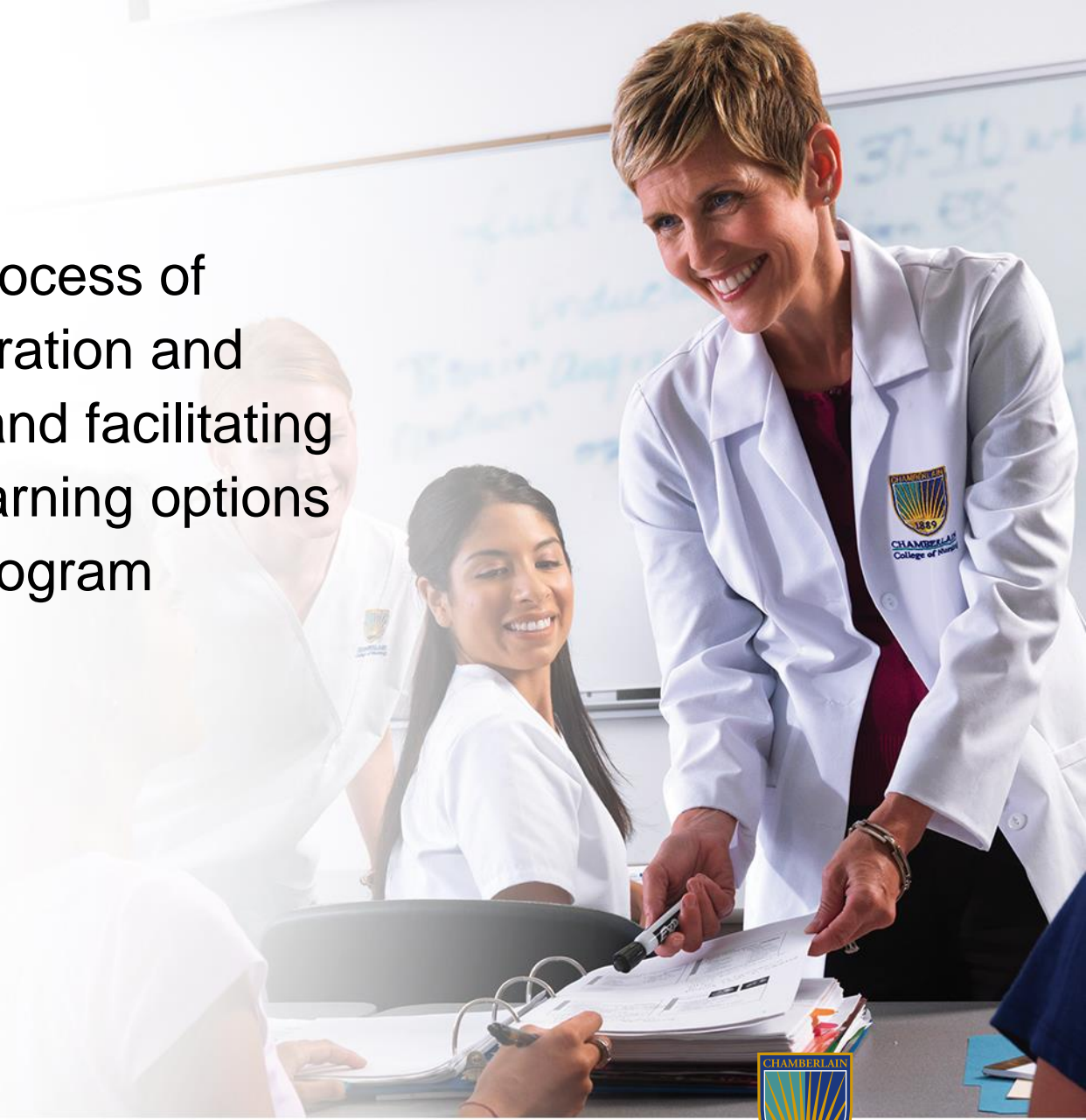
CHAMBERLAIN
College of Nursing

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Disclosure Statement:
No conflict of interest or commercial support

Purpose

To demonstrate a process of development, preparation and support in creating and facilitating student-centered learning options in a pre-licensure program



Objectives

- Describe the background and need for specific faculty development
- Evaluate effective teaching/learning environments
- Describe a process of faculty development around improved outcomes
- Develop strategies to improve education environment of students
- Develop strategies that support faculty workload in teaching environments



DEVELOPMENT PROGRAM

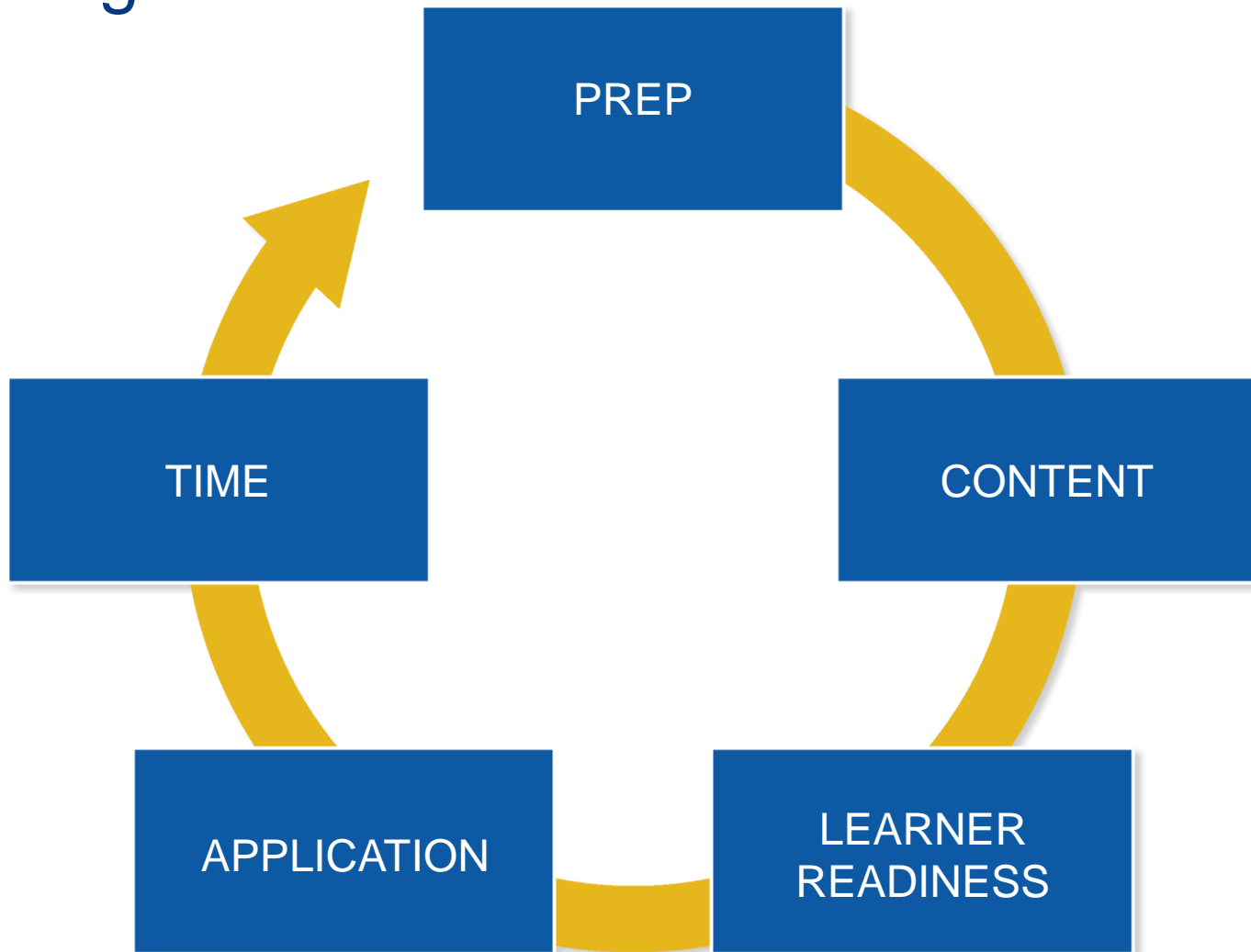
STEPS TO IMPLEMENTATION



Background



Challenges

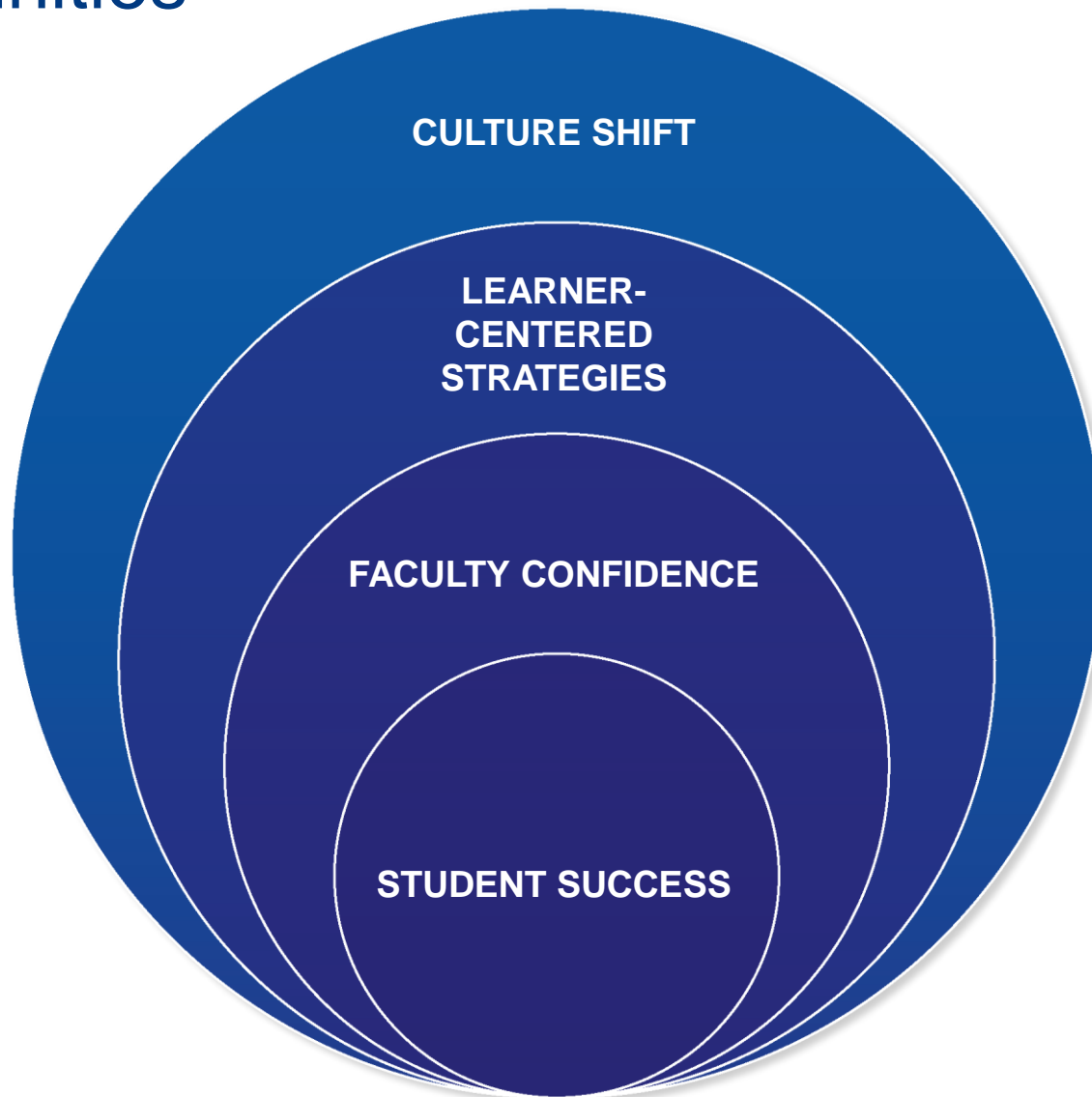


Process

- Develop a philosophy of the teaching/learning culture
- Develop a process of implementation
- Prescribe a timetable of implementation along with deliverables
- Develop a process to reinforce the program after implementation



Opportunities



Development Process

Development Process

1. Preparation reading
2. Face-to-face workshop
3. Train the Trainer
4. Follow up/next steps

Purpose

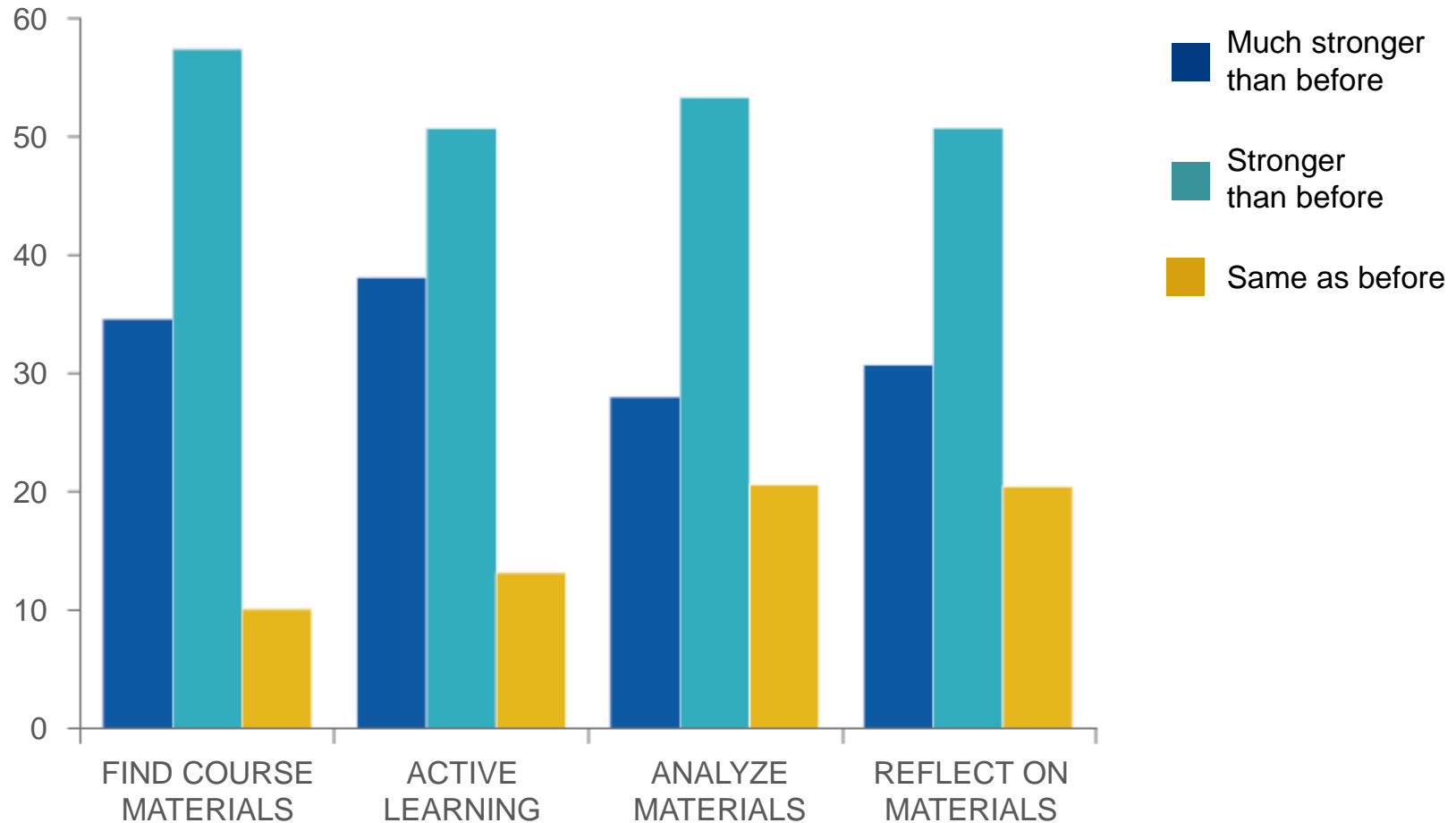
1. Prepare the participant
2. Experience the strategies
3. Create sustainability
4. Sustain culture



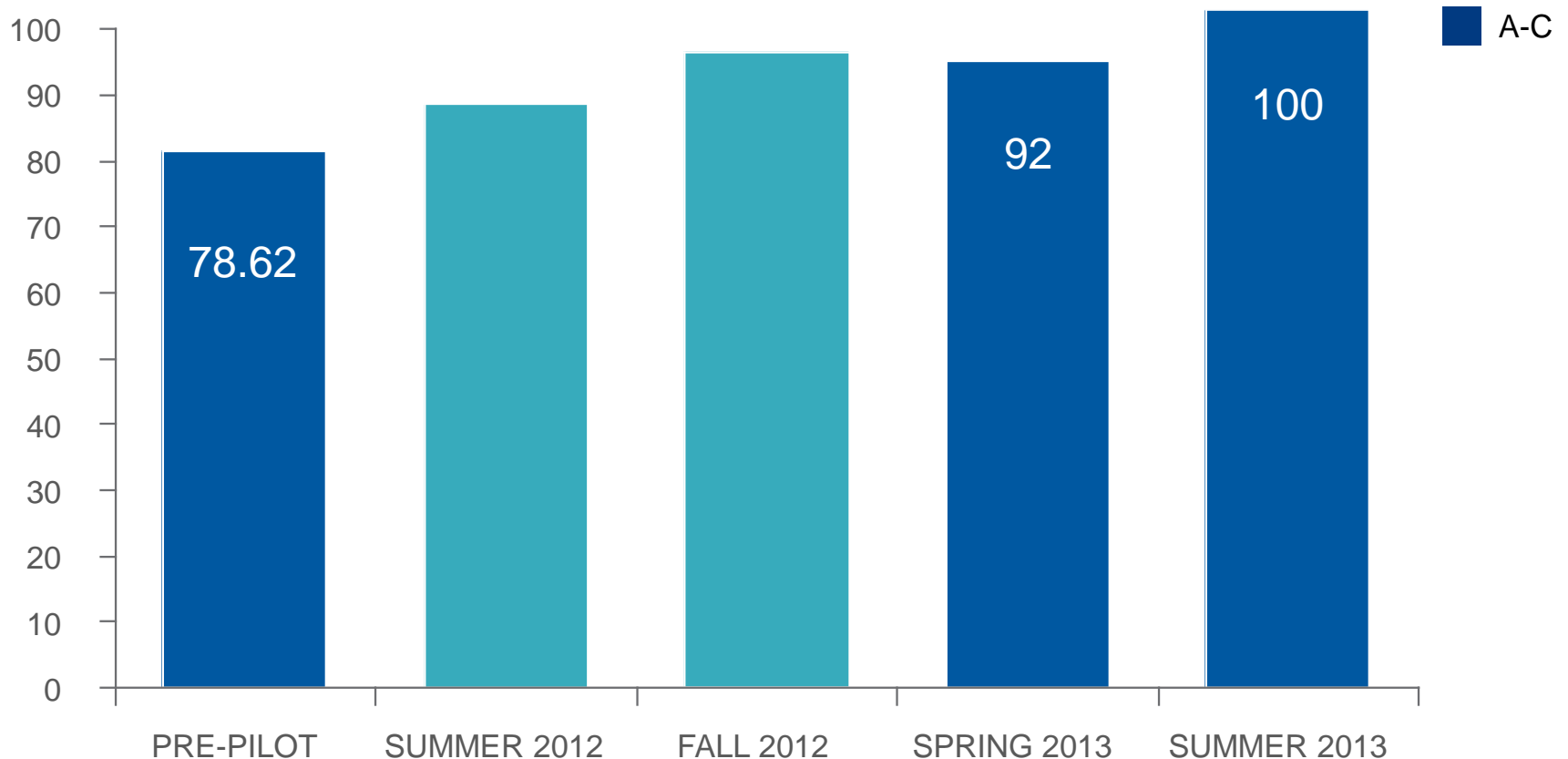
PROGRAM EVALUATION DATA



Self-Efficacy Survey



Grade Distribution-Fundamentals Nursing Course (A-C)



Conclusion

- Programs need to encourage innovative methodologies
- Faculty need support, encouragement and specific steps to make changes to courses
- Changes in teaching learning strategies are not just academic but necessary to prepare adaptive practitioners to meet current healthcare demands



References

- Bass, Randy (2012). Disrupting ourselves: The problem of learning in higher education. *Educause Review*, March/April, 2012.
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- National Academies, Institute of Medicine (2010). The future of nursing, leading change, advancing health. Washington D.C.

