Welcome and Introductions

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Symposium Objectives

• The learner will be able to defend the importance of faculty development that guides and supports scholarly teaching across the career trajectory.

• The learner will be able to evaluate a pedagogical model to optimize student learning and foster positive teaching and learning environments.

Absence of Conflict of Interest
The speakers have no actual or potential conflict of interest or commercial sponsorship for this presentation.
Symposium Overview

- An effective and engaging faculty development program
  - Reinforces essential competencies and learner-centered strategies
  - Enhances knowledge, skills and attitudes of faculty

- A framework for an organizational infrastructure
  - Uses evidence-based pedagogy
  - Integrates Chamberlain Care
  - Guides, advances and evaluates faculty

- A pilot study to test the effectiveness with faculty and student participants
Master Instruction: Infrastructure and Culture

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Background

• Call to transform nursing education (IOM, 2010; Benner, Sutphen, Leonard, & Day, 2010)
  – Paradigm shift (Bain, 2004; Bass, 2012)
    ▪ Transcend knowledge boundaries
    ▪ Bring new vision
Significance

• NLN Core Competencies for Nurse Educators do not address CQI (National League for Nursing, 2005)
• Little evidence to support:
  – Educator competencies to sustain growth/optimize learning outcomes (Felver et al., 2010)
  – Effective methods of role socialization/ongoing role development (Halstead, 2007)
• Need for structured faculty development program
  – Support faculty
  – Promote scholarly teaching
  – Optimize student outcomes
Organizational Infrastructure

Framework for Faculty Development Program

• Center for Faculty Excellence
  – Faculty development courses
  – Handbook, policies
  – Resources

• Master Instruction
  – Culture
  – Knowledge-skill-attitudes
  – Socialization and role development
Organizational Culture

Master Instruction is *Chamberlain Care* in Action!

Chamberlain Care

Expert Faculty

Extraordinary Graduates
Master Instruction Enculturation Model

Pathways to Excellence Series

• Pathway to Excellence in Teaching
• Pathway to Excellence in Clinical Teaching
• Pathway to Excellence in Scholarship
Master Instruction: Philosophy and Pedagogy

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Philosophical Underpinnings of Master Instruction

Faculty
- Reflection
- Attitude

Students
- Learn to Learn
- Deep Learning

Faculty Reflection Attitude

Students Learn to Learn Deep Learning
Transcending Learning Environments

Classroom: Online and Traditional

Simulation/Lab

Clinical
Scholarly Teaching

- Teacher-focused (Zakrajsek, 2013)
- Practice wisdom (Potter & Kustra, 2011)
- Reflection (Janke & Kolar, 2014)
- Evidence-based (Maphosa & Wadesango, 2014)
- Systematic study (Vajoczki, Savage, Martin, Borin, & Kustra, 2011)

May result in dissemination of knowledge through presentations/publications.
Implementing Master Instruction Principles in an Online RN-BSN Program: What Did We Learn?

Melissa Burdi, DNP, MS, RN, Certified Six Sigma Yellow Belt Faculty Manager, Online RN-BSN • Chamberlain College of Nursing
Background

• Online nursing education continues to grow, especially RN-BSN degree completion programs (American Association of Colleges of Nursing, 2014)

• Master Instruction (MI) applied to the online nursing education environment
Background (cont).

• Little nursing literature exists to support developing nurse educator competencies.

• More is needed to develop competencies to optimize student learning outcomes (Felver et al., 2010).
Purpose

• To explore effectiveness of Master Instruction Workshop provided to faculty teaching the first course in one RN-BSN program option
Research Question

• What are faculty and student perceptions of the experience and effectiveness of Master Instruction in an online nursing learning environment?
Master Instruction Workshop

• Master Instruction (MI) Virtual Workshop developed by online RN-BSN dean, faculty member and two faculty managers

• Workshop was presented as a live interactive webinar

• Faculty who could not attend the live session watched the recording
Methods

• Qualitative design

• Hosted three virtual faculty focus groups
  – eleven (11) faculty participated

• Faculty selected by purposeful sampling
  – attended Master Instruction (MI) workshop
  – taught the course the next session
  – completed MI worksheet
Methods (cont).

• Hosted two virtual student focus groups

• Questions derived from themes generated by faculty focus group sessions

• Students selected by purposeful sampling by email
  – students in sessions taught by faculty in previous focus groups
  – six (6) students participated
Methods (cont).

• Both faculty and student focus groups addressed participants’ perceptions of the experience and effectiveness of Master Instruction principles in an online nursing learning environment.
Results

• Themes from faculty focus groups
• Themes from student focus groups
Themes from Faculty Focus Groups

- Reaffirmation as an instructor
- Commitments from students
- Opportunities for instructor improvement
- Enhanced threaded discussions
- Challenging students more
- Relevance to work setting
- Creating diverse learning environments
- Change in self
Themes from Student Focus Groups

• Engagement
• Availability
• Encouragement
• Diverse learning
Implications for Nursing Education

• Develop interactive instructional activities to promote effective use of Master Instruction
• Implement Master Instruction in all courses taught
• Use Master Instruction to engage, support and empower faculty and students to succeed and advance the nursing profession
Implications for Nursing Education (cont).

• Sustain a robust support structure for faculty that includes ongoing interactive faculty forums to discuss application of Master Instruction
• Real-time encouragement by way of email exchange and monthly check-in with faculty asking for reflection on implementation of Master Instruction in course delivery
Conclusions

- Master Instruction promises to be an effective pedagogical model for advancing:
  - Teaching
  - Learning
  - Academic culture
  - Possibilities of a changing paradigm
Questions & Answers
References


References


References


