

# Engaging MS Students as Nurse Educators: Flipping the Online Classroom

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# Learning Objectives

- Analyze the use of Hessler's Intentional Instruction Model in the flipped classroom.
- Examine a teaching learning activity of case study development for MS students in an Advanced Pharmacology course.

# Theoretical Framework

Hessler's Intentional Instruction Model (2015) was used to flip the nursing classroom by:

- utilizing learning objectives
- partnering with students
- using off load content
- in-class activities, and evaluation

# Utilizing Learning Objectives

- Planning for student learning flows from:
  - course activities to module objectives
  - module to course objectives
  - course objectives to program outcomes
- Guide students in learning specific content (Frederick, 1990)

# Partnering With Students

- Foster buy-in and accept change in their educational experience (Hessler, 2017)
- Creates decision making for students (Hessler, 2017)
- Separate space for individual group discussion and work



# Partnering With Students cont'd

- Provide directions to create the case study
- Used scaffolding method to introduce each component individually
- Facilitator as consultant for student questions



# Off-Load Content

- Preparation of assignment before class
  - Gain deeper understanding and application of material
  - Active participants in problem solving and completing the assignment
  - When using groups it encourages communication between team members

# In-Class Activities

- Should closely mirror what is done in practice
  - Case Studies
- Students present group activity
- Activities will help further develop communication skills between students
- Students answer questions and present solutions



# Evaluation

- Off-load content
  - Group work
- In-class activities
  - Evaluate group effectiveness as facilitators and peers participation
  - Peers evaluate case study and facilitators' role
- Encourages students to evaluate their own effectiveness
  - Reflective journal

# Course Information

- NUR 50700: Advanced Pharmacological Nursing Practice
- Online
- Graduate Nursing Course
- 3 Course Credits
- 15 weeks

## Welcome

### NUR 507: Advanced Pharmacological Nursing Practice



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Click on the tabs to view a module.

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[Module 1](#)

[Module 2](#)

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# Course Objectives

Upon successful course completion, the student will be able to:

- Apply knowledge of pharmacotherapy to teaching methods and strategies for further development of the nurse educator role.
- Integrate knowledge of pharmacotherapeutics and pharmacogenomics to improve health outcomes and nursing education.

# Course Objectives cont'd

- Examine cultural, age and ethnopharmacological issues across the lifespan.
- Consider ethical issues related to drug selection and use.
- Critically analyze current research in pharmacotherapy and its translation into evidence-based standards of care.

# Course Grade Breakdown

<b>Discussion Participation</b>	<b>20%</b>
<b>Individual Educational Project</b>	<b>25%</b>
<b>Group Case Study Project</b> <ul style="list-style-type: none"><li>• <b>Case Study (30%)</b></li><li>• <b>Peer “Student” Evaluation (10%)</b></li><li>• <b>Reflective Journal (15%)</b></li></ul>	<b>55%</b>
<b>Total</b>	<b>100%</b>

# Group Case Study Overview

- Lesson Book
  - Provides Directions
    - Groups
    - Topics
    - Case Study
    - Discussions
    - Evaluations
    - Reflective Journal
    - Assignment Submission

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## Group Case Study Overview

### 3 Topics

The group will select a body system of interest (one system per group) that will be the basis of the case study.

**Topic Selection**

\*\*Before selecting a topic, choose a leader in your group to be the designated individual to select a topic below. Only the group leader should be selecting a topic.

Systems to choose from:

- Autonomic Nervous System
- Central Nervous System
- Cardiovascular and Renal Systems
- Respiratory System

1. ✓  
2.  
3.

# Purpose of Case Study Assignment

- Student assumes Educator Role
  - Change in classroom dynamics
  - Flipped classroom (Hessler, 2015)
  - Active participant in learning process
- Directed learning
  - Lesson Book
  - Directions provided throughout modules
  - Faculty gives feedback throughout course



# Purpose of Case Study Assignment cont'd

- Groups
  - Faculty randomly assign students to groups
- Group rules established
  - Collaboration
  - Develop crucial social/communication skills (Hessler, 2015; Ulrich & Glendon, 2005)



# Components of Case Study Assignment

- Topic
  - Group decision (Ulrich & Glendon, 2005)
  - Choose body system of interest
  - Coordinated through LMS
  - Asynchronous team discussion area
  - Synchronous team discussion chat room

## Case Study Group Topic Selection

Visible groups

[View 3 responses](#)

You will be assigned to a group of two or more peers to complete a group project. The assignment for this group project is to develop a case study that will be incorporated into a discussion in Module 6 or 7.

**\*\*Before selecting a topic, choose a leader in your group to be the designated individual to select a topic below. Only the group leader should select a topic.**

To communicate with each other throughout the project, please use the following communication tools:




1. Team Discussion Area: Asynchronous
2. Team Chat Room: Synchronous Discussion Area

As a group,

1. Review chapters 14-23 and 26 in the Woo textbook.
2. Select a body system of interest (one system per group) that will be the basis of the "problem situation". As the module progresses, the scaffolding process will occur as the group incorporates information pertaining to the seven areas of developing an "unfolding case study" (See Module 3 for more information).

Sorry, only enrolled users are allowed to make choices.

### Responses

Choice options	Autonomic Nervous System	Central Nervous System	Cardiovascular and Renal Systems	Respiratory System	Hematopoietic System Immune System	Gastrointestinal System	Endocrine System	Reproductive System Integumentary System
Number of responses	1	0	1	1	0	0	0	0
Users who chose this option	 Jennifer		 Dianna	 Diahann				

Topic Selection

1. ✓

2.

3.

# Components of Case Study Assignment cont'd

- Biographical Data
  - Age, sex, culture (genetics/genomics), socioeconomic status, educational level
- Relevant illness
  - Pathophysiology
- Context
  - Present environment, past history, available resources
  - Pharmacological interventions
- Content
  - Laboratory results
  - Education required
  - Discharge planning

(Ulrich & Glendon, 2005)

# Components of Case Study Assignment cont'd

- Learning Objectives/Outcomes
  - Blooms Taxonomy
  - Target audience of MSN students

## Module 4- Case Study (Learning Objectives)

Please have your group leader submit the following item:

1. Develop one to two learning objectives which incorporate cultural, ethnic, and lifespan considerations (see Module 4) that correspond with the illness and body system that your group selected in Modules 2 and 3.

This information will help build to your unfolding case study.

This is not a graded assignment.



## Module 5: Case Study (Learning Objectives)

Please have your group leader submit the following item:

1. Develop one to two learning objectives which incorporate genetic and ethical components (see Module 5) that correspond with the illness and body system that your group selected in Modules 2 and 3.

This information will help build to your unfolding case study.

This is not a graded assignment.



# Components of Case Study Assignment cont'd

- Group Discussions
  - Assume role of group facilitator
  - Present case study scenario
  - Facilitates discussion
  - Provide students with directions for success
  - Assignments presented for 1 week

Your group will be assigned to a Discussion Forum for one week during Modules 6 or 7. Each group will have one week dedicated to their Case Study for the discussion with their peers. Your case study will be based on the topic your group choose in Module 2.

## Directions for Group Facilitated Discussion

- When posting Case Study to assigned week in Mod 6 or 7 include:
  1. Title of Topic
  2. Learning objectives for the learning activity
  3. Case Study overview/scenario
  4. 4-5 pertinent questions that tie to the objectives and promote learning

### Group Facilitator's Responsibilities:

1. Act as facilitator, monitor the discussions, and pose pertinent questions to guide learning.



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# Components of Case Study Assignment cont'd

- Purpose of Discussion Assignment (In-class activity) (Hessler, 2015)
  - Focused questions
    - Tied to learning objectives
    - Incorporates Nursing Process
    - Guides learning
    - Encourages problem solving
    - Stimulates critical thinking
    - Evaluates evidence-based literature findings
    - Shares knowledge gained from experience

# Components of Case Study Assignment cont'd

- Role of the Student Participant
  - Participate in discussion
  - Graded by group facilitators
- Student participants provide feedback for
  - Group facilitators
  - Case study
  - Flipped classroom

## Directions for Participants

- As you enter into the discussions, please make notes of your evaluation of your peer facilitators. You will be asked to share this evaluation information through questions found in the Reflective Journal.
- You will be evaluated by the group facilitators for that week. Please see the following [Case Study: Peer Evaluation Rubric](#) for more information about how you will be evaluated for your participation.
  - Once the group facilitators complete the rubric, you will receive an e-mail to your external email address only. The message is sent from the course using Quickmail, but once the message is sent, it lives outside of Moodlerooms. In other words, quickmail messages cannot be received or replied to from within Moodlerooms.

# Components of the Assignment cont'd

- Evaluation of Participant's Work
  - Completed by group facilitators
  - Critiques participation
    - Group consensus
  - “Rubric for Case Study Discussion”
    - Consistent assessment
  - Exercise provides grading practice
  - Participant's receive results

Rubric for Case Study Discussion-			
Peer Evaluation			
Criteria	Met (2 points)	Not Met (0 points)	Total Points
<b>Initial Post</b> Do you understand the topic of discussion? Are all criteria of the assignment met?	Demonstrates an excellent understanding of the topic and meets all assignment criteria.	Demonstrates little to no understanding of the topic and/or does not meet the assignment criteria.	Choose an item.
<b>Participation</b> Are you responding regularly to peers?	Postings are well distributed throughout the module.	Postings are not distributed throughout the module.	Choose an item.
<b>Professional Etiquette</b> Are your comments respectful of others?	Comments to peers demonstrate respect and sensitivity across diverse issues.	Comments to peers demonstrate disrespect for the viewpoints of others.	Choose an item.
<b>Quality of Responses</b> Does your content have depth and build on knowledge?	Postings offer substantial contributions which integrate peer comments and build on knowledge.	Postings are not substantial, are often limited to statements of agreement, are incorrect, and/ or do not build on knowledge.	Choose an item.
<b>Use of APA and Citations</b> Are appropriate resources used to support the content? Is APA format properly used?	Postings are supported by content from the nursing literature and other scholarly resources. All references and citations are correctly written and present.	Postings are not supported by content from the nursing literature and other scholarly resources. All references and citations are not correctly written and present.	Choose an item.
			<b>Total Points: /10</b>

# Reflective Journal Prompts

- Evaluation of Flipped Classroom
  - Facilitator/Participant role
- Case Study
  - Learning objectives
- Group Work
  - Pros /cons
- Future learning needs
  - Strengths /weaknesses





# Group Assignment Grading

- Submission of Case Study Assignment
  - Individually submitted
  - Graded by course faculty
    - Group Assignment Rubric
    - Group participation
    - Reflective Journal

Criteria	Meets Criteria	Does Not Meet Criteria
<b>Body System and Illness Considerations</b>	Body system and pertinent illness considerations are appropriate to the unfolding case scenario.	Body system and pertinent illness of interest considerations are not appropriate to the unfolding case scenario.
<b>Pharmacotherapeutics</b>	Relevant pharmacotherapeutic considerations are incorporated into the unfolding case scenario.	Relevant pharmacotherapeutic considerations are not incorporated into the unfolding case scenario.
<b>Cultural, Ethnic, and Lifespan Considerations</b>	Relevant cultural, ethnic, and lifespan considerations are incorporated into the scenario.	Relevant cultural, ethnic, and lifespan considerations are not incorporated into the scenario.
<b>Genetic and Ethical Components</b>	Relevant genetic and ethical components are incorporated into the scenario.	Relevant genetic and ethical components are not incorporated into the scenario.
<b>Learning Objectives</b>	Learning Objectives are measurable and incorporate Bloom's Taxonomy.	Learning Objectives are not measurable and do not incorporate Bloom's Taxonomy.
<b>Unfolding Case Study</b>	Scenario is written in an organized format.	Scenario is not written in an organized format.
<b>Discussion Questions</b>	Pertinent questions, related to the learning objectives, guide the discussion.	Questions were not related to the learning objectives and did not guide the discussion.
<b>Evaluative Summary</b>	Student's participation is evaluated incorporating components of the Rubric for Case Study	Student's participation is not evaluated incorporating components of the Rubric for Case Study

# Feedback of Roles Within Flipped Classroom

## Nurse Educator Role

- Importance of staying current with pharmacology changes
- Difficulty critiquing peers' work
- Assuming role of educator/facilitator is complex

## Participant Role

- Helps students identify how to:
- Apply interventions
- Cite evidence based research
- Evaluate peer as facilitator

# Feedback for Use of Case Study Within Flipped Classroom

## Case Study

- Exemplar teaching strategy
- Incorporates real life situations
- Effective framework for pharmacology content
- Bridges the gap between theory and practice (Ulrich & Glendon, 2005)

# Feedback for Flipped Classroom

## Group Facilitators

- Confirmed all points were clear
- Challenged students to search for answers
- Lack of follow-up questions led to halt in the flow of learning

## Group Work

- Challenging in online environment
- Delayed participation and feedback was problem
- Difficult to organize group work equally

# Future Improvements of Flipped Classroom

- Implement a team contract in the beginning so that work is shared with more structure.
- Avoid appointing one facilitator. All students in the group should act as a facilitator in their own discussions so all the work did not fall on one person.



# References

Frederick, P. (1990). The power of the story and emotions in motivating students. Paper presented at the 10th Annual Lilly Conference on College Teaching. Oxford, OH.

Hessler, K. (2017). *Flipping the nursing classroom: Where active learning meets technology*. Burlington, MA.: Jones and Bartlett.

Ulrich D. L., & Glendon, K. J. (2005). *Interactive group learning: Strategies for nurse educator*. New York, N.Y.: Springer.

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