Improved Student Outcomes and Faculty Workload Allocations Through Gateway Course Redesign

Nursing 312: Introduction to Professional Nursing Practice
Salisbury University, Department of Nursing

Kimberly Allen, DNP, RN
Mary DiBartolo, PhD, RN-BC, CNE
History

- Foundational three-credit ‘gateway’ course
- Four sections with 24 students each
- Three 50-minute classes per week
- 12 credits faculty workload divided by faculty course team
- Student evaluations were typically ‘luke warm’ at best
Goals for Redesign

• Convert course to blended format (Replacement model)

• Achieve student learning outcomes using diverse learning strategies

• Deliver ‘gateway’ course more efficiently

• Optimize student engagement through active learning
Funding

• Concept paper and detailed budget submitted to USM Carnegie Course Redesign Award Initiative

• Competitive matching grant was fully funded for $20,000 ($40,000 total)

• Adaptation of current learning material (face-to-face content) to an on-line environment
• Supplemental faculty expenses
• Meaningful and Useful data collection costs
• Training of Undergraduate Learning Assistants (ULA)*
• Development of ULA training module
Pilot Phase

2 Traditional sections

- 24 students per section
- 45 face-to-face classroom instruction sessions
- 6 credits workload divided amongst course faculty team

1 Redesign section

- 50 students per section (hand-picked, not randomized)
- 10 face-to-face classroom instruction sessions
- 4 credits workload divided amongst course faculty team
- 20% grade from ‘other’ activities (diverse pedagogy)
- Undergraduate Learning Assistants (ULA)*
- Supplemental Instruction (SI) sessions
‘Other’ Activities

- Learning Management system-based course website
- Panopto video-capture enhanced content modules with supplemental faculty highlights
- On-line quizzes
- Active Learning Guides (ALG) ‘student completed’ study guides
- WIKI tools for collaborative student teaching plans
- On-line case studies
- Discussion questions
- Journal entries
- Simulated communication scenarios
- American Psychological Association (APA) activities
- Supplemental videos
Undergraduate Learning Assistants (ULA)

• Senior nursing students successful in NURS 312 as junior
• Role similar to Teaching Assistant
  • Peer Mentor
  • Score Assignments from answer keys
  • Lead Supplemental Instruction sessions
  • Faculty extenders in classroom setting
  • Assist with student application of course content
    • Dosage calculation scenarios
    • Writing care plans for standardized scenarios
    • APA reference citation
    • Practice skills associated with medication administration
• Students explore interests in a career in academia
Evaluation:
Traditional vs. Redesign

2-tailed Independent Samples t-test

- Exam I  (ns)
- Exam II*  (p=0.028; favored traditional)
- Final exam (ns)

- APA knowledge*  (p=0.037; favored traditional)
  (longitudinal = ns)
- Dosage calculation knowledge  (ns)
  (longitudinal = ns)

- Final course average (ns)
Positive Student Evaluations

• Desire for more ‘hands-on’ activities

• Appreciation for ability to complete assignments on ‘own’ timeline

• Online discussions helped students engage in course content

• Working with ULAs was enjoyable

• Course activities helped apply theory content
Constructive Student Comments

• Too many changes in assignment due dates
• Too many assignments and activities
• Too few classroom sessions
• Poor scheduling of SI sessions
• Desire for S/U assignments to be changed to percentage of grade
• Hybrid students had a lot more work than traditional students (unfair)
Post-Pilot Modifications
...‘Redesigning’ Course Redesign

- SI session time change

- Each mandatory SI offered several times

- Increased number of face-to-face classes (13 in total)
  - Necessary ‘hands-on’ skill instruction over longer time period

- All assignments have percent value of overall course grade

- Refined assignment instructions and structured timeframes

- Comprehensive orientation on course navigation provided two weeks prior to ‘full-implementation’ semester

- Included second-degree senior students as ULA members
Full Implementation

- 2 sections
  - 46 and 50 students

- 16.6% cost reduction in course delivery
  - Total workload: 8 credits divided amongst course faculty
    - Faculty hours allocated to clinical course instruction and oversight
  - ULA budget: 20 hours per week per section

- Additional classroom sessions validated
- Excellent turnout at all SI sessions
- Biweekly updates to ULA handbook
Welcome to NURS 312!
Introduction to Professional Nursing Practice (hybrid)

Instructor: Kimberly Allen, DNP, RN (Course Coordinator)
            kdallen@salisbury.edu
Instructor: Mary DiBartolo, PhD, RN-BC, CNE
            mcdibartolo@salisbury.edu
Instructor: Kaynabess Freda, EdD, RN, CMSRN
            kxfreda@salisbury.edu

Read and download/print the following:
Syllabus: NURS 312 Fall 2017 Syllabus
Schedule: 312_ScheduleRdgsLA_HYBRID_2017
Supplemental Instruction Offerings: 312_SI_offerings_2017

These documents provide detailed information about what you will be expected to do in order to complete the class successfully.

Here is a copy of the welcome letter sent to all NURS 312-610 and NURS 312-611 student SU email accounts:
312_WelcomeLetter_2017

Click on the Orientation-Start Here link below to familiarize yourself with the information you will need to start the course.

Please view this important information on setting your Notifications: