

1-8-2020

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Recommended Citation

Tucker, Katherine and Uhar, Ann, "Online Team-Teaching: Sharing Best Practices to Improve Student Learning Outcomes and Increase Student Satisfaction" (2020). *Scholarship of Teaching and Learning Workshop*. 28.

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Online Team-Teaching: Sharing Best Practices to Improve Student Learning Outcomes and Increase Student & Faculty Satisfaction

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ABSTRACT

NSG 493 'Transition to Practice' is a final semester course within the LSON BSN Curriculum in the traditional, on campus accelerated, and online accelerated programs. The team of 4 online faculty, in partnership with school leadership and various online site locations, analyzed previous student and faculty feedback and subsequently identified opportunities for improvement which were implemented in the fall 2019 semester. The aim was higher quality content, information, synchronous communication and assignments for students to enhance learning potential and increase student and faculty satisfaction. To achieve this, faculty incorporated feedback to plan, develop, and implement the following: new processes, revised content, re-aligned assignments, updated rubrics, synchronous activities, and innovative team communication strategies. This also helped to ensure consistency with the on-campus course. To help students ascribe value to their NCLEX prep activities, faculty worked with our third party to ensure NCLEX practice test scheduling and delivery was an improved process. In terms of evaluation, faculty plan to evaluate ongoing changes based on student and faculty feedback both qualitatively and quantitatively. To increase overall program alignment, faculty worked with the Progression Outcomes committee to bring in the end of program student satisfaction survey to ensure aggregate program data is collected in the course in addition to individual course analysis. Through this whole experience, a faculty aid was created as a process for handing off the course semester to semester which will be shared.

SITUATION

In following the Learning Experience Framework for Marian University, from The Center for Teaching and Learning, the team of faculty identified opportunities for improvement based on anecdotal faculty feedback.

Goals for Alignment:

Inclusive – We wanted to include students in their learning as well as the faculty teaching the course to have meaningful input.

Impactful – We wanted to ensure this course was value-added in their transition from nursing students to working, practicing, licensed nurses.

Integrated – We wanted to ensure our students experienced an increase in the quality delivery, especially coming from 4 faculty covering over 100 students in 2 states/site locations.



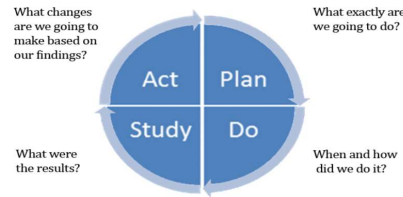
BACKGROUND

NSG 493 'Transition to Practice'

- Taught by multiple faculty (full time and adjunct) over the past 7+ semesters resulting in no consistency
- Importance of NCLEX practice testing not well understood or valued from faculty and students

ASSESSMENT

Quality Improvement Process



Plan

- Alignment (campus and online)
- Opportunities:
 - Clarify purpose Kaplan testing
 - Assure assignments meet course objectives consistently
 - Ensure rubrics are consistent and measurable for team teaching approach

Do

- Implement strategies
- Bi-Weekly WebEx
- Online Course Support

Study

- Weekly Anecdotal Student Feedback
- Leadership check-ins
- 400 level Faculty collaboration

Act

- Develop faculty aide
- Update live and master courses as needed

RECOMMENDATION

Faculty Aid Example

Faculty Aid: NSG 493 Transition to Practice
 Purpose: The purpose of this document is outline standard work for teaching NSG 493
 Action Item:
 1) **Course Prep**
 a) Prior to the course starting:
 i) Meet with faculty/partners - who taught the course previously that you could schedule a meeting with to get their thoughts on how the course went.
 ii) Meet with CDE and/or Kaplan to review the course content and see who your CDEs should be.
 iii) Review syllabus, assignment due dates including Kaplan exams (due dates must be loaded from previous semester - see CDE)
 iv) Check due dates and Kaplan test dates in the calendar for 16 and 17 (calendar on on campus should have both their scheduled)
 v) Partner with Sherry Hopper for Web and Device Support for the Online Module content.
 vi) Partner with KAC and CDEs to ensure they are prepared with the NSG 493 Support and dates.
 vii) Read syllabus throughout the course to your CDEs support and use the forms sent to update Fall dates.
 viii) Meet with the CDEs to review the course content and ensure they are prepared with the NSG 493 Support and dates.
 ix) Meet with the CDEs to review the course content and ensure they are prepared with the NSG 493 Support and dates.
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 xviii) Meet with the CDEs to review the course content and ensure they are prepared with the NSG 493 Support and dates.
 xix) Meet with the CDEs to review the course content and ensure they are prepared with the NSG 493 Support and dates.
 xx) Meet with the CDEs to review the course content and ensure they are prepared with the NSG 493 Support and dates.
 2) **Assignments**
 a) Verify the dates that matches the course due dates under your assignments (judgments tab is not visible to student)
 i) 1 g plan
 ii) 1 g plan
 iii) Research discussion
 iv) Diagnostic reflection
 v) 1AC reflection
 vi) Test Trainer reflections 1,0
 3) **Grading**
 i) Each assignment has an attached rubric that you should follow (not used grade)
 ii) Ensure the professor will be needed and on go in correct time. If you are teaching in a team, be sure when you are made course, you select your section as opposed to other faculty's sections
 iii) **Kaplan Exams**
 i) Use the Kaplan exam dates as your exam dates in our course. Be sure to follow the student handbook that they must have documentation to verify. Making for someone else is not a valid excuse, and you can pull in the exemption instruction if you have students push back on this.
 ii) **NCLEX**
 i) Our overall readiness to take the exam is based on the results of the 400 level student that take it and achieve the benchmark of 80% (we can track on that student with a 400 course ID).
 ii) If this is not met, then the faculty should meet with the CDEs to review the results and determine what to do to ensure this exam is taken when they need to attend the schedule NCLEX dates as their site plan the calendar dates.
 iii) If the students do not meet the 80% benchmark on the second attempt, they need to reach out to Debra Hubbard or Ann Uhar.
 iv) End of faculty design to lead the names of the students who did not pass a second time to Debra Hubbard and Ann Uhar.
 NSG 493 Transition to Practice Standard Work Revised Nov 2022 AT KM NC
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FOLLOW UP

NSG 493 Objectives	Related Assignments	Methods	Data Sources	Schedule
Evaluate the significance of nurse practice acts and professional licensure on professional nursing practice.	Nurse Practice Act Assignment	1. Assignment Rubric 2. Midway Student Survey 3. End of Semester Student Survey	1. Canvas 2. Quizzes	Each Semester
Integrate available resources into licensure preparation to maximize the potential for NCLEX success.	All scheduled Kaplan Tests & Corresponding Reflection Assignments	1. Reflection Assignment Rubric 2. Midway Student Survey 3. End of Semester Student Survey 4. All 400-level Faculty Discussions 5. Other Party Discussions (Professors, DNAS, Course Support)	1. Canvas 2. Quizzes 3. Blue 4. Meeting Minutes 5. Meeting Minutes	Each Semester
Prepare for the process of transition into professional practice that utilizes evidence and best practice to promote patient safety.	Brown Book Discussion, 1 year assignment, 5 page assignment	1. Assignment Rubric 2. Midway Student Survey 3. End of Semester Student Survey 4. 493 Faculty Discussions 5. Other Party Discussions (Professors, DNAS, Course Support)	1. Canvas 2. Quizzes 3. Blue 4. Meeting Minutes 5. Meeting Minutes	Each Semester
Formulate a 5-year professional plan that incorporates professional standards and service to community utilizing at least 1 professional standard, 1 Franciscan value, and 1 QSEN competency.	5 page assignment	1. Assignment Rubric 2. Midway Student Survey 3. End of Semester Student Survey 4. End of Program Survey	1. Canvas 2. Quizzes 3. Blue 4. Quizzes	Each Semester

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ACKNOWLEDGMENTS

Thank you to the team of faculty who taught fall of 2019 including Kate Malarney & Nancy Campbell, the site proctors, and the leadership team at the LSON for their collegial collaboration.