Innovative Teaching Strategies in Nursing and Related Health Professions

Edited by
Martha J. Bradshaw, PhD, RN
Consultant
Professional Writing
Nursing Education
Dallas, Texas

Beth L. Hultquist, PhD, RN, CNE
Clinical Assistant Professor
Louise Herrington School of Nursing
Baylor University
Dallas, Texas
drugs that are new or seldom used. and contraindications, and determining the appropriate usage for the product. This is especially important in the case of the package insert, and reviewing prescribing information for the most up-to-date recommendations on dose, precautions, and FDA status of the drug, reading the Drug Administration (FDA) for use only in a research study or clinical trial. Research, clinical practice, and government described herein. Drugs and medical devices are discussed that may have limited availability controlled by the Food and may not be applicable to all people; likewise, some people may require a dose or experience a side effect that is not responsible for the use of the products and procedures described. Treatments and side effects described in this book may not be applicable to all people, and likewise, some people may require a dose or experience a side effect that is not described herein. Drugs and medical devices are discussed that may have limited availability controlled by the Food and Drug Administration (FDA) for use only in a research study or clinical trial. Research, clinical practice, and government regulations often change the accepted standard in this field. When consideration is being given to use of any drug in the clinical setting, the healthcare provider or reader is responsible for determining FDA status of the drug, reading the package insert, and reviewing prescribing information for the most up-to-date recommendations on dose, precautions, and contraindications, and determining the appropriate usage for the product. This is especially important in the case of drugs that are new or seldom used.

Production Credits
VP, Executive Publisher: David D. Cell
Executive Editor: Amanda Martin
Associate Acquisitions Editor: Rebecca Stephenson
Editorial Assistant: Lauren Vaughn
Production Editor: Vanessa Richards
Senior Marketing Manager: Jennifer Scherzay
Product Fulfillment Manager: Wendy Kilborn
Composition: S4Carlisle Publishing Services

Cover Design: Scott Moden
Director of Rights & Media: Joanna Lundeen
Rights & Media Specialist: Wes DeShano
Media Development Editor: Troy Liston
Cover Image: © art_of_sun/Shutterstock
Printing and Binding: Edwards Brothers Malloy
Cover Printing: Edwards Brothers Malloy

Library of Congress Cataloging-in-Publication Data
Title: Innovative teaching strategies in nursing and related health professions / edited by Martha J. Bradshaw, Beth L. Hultquist.
Identifiers: LCCN 2016009603 | ISBN 9781284107074 (pbk.)
Subjects: MESH: Education, Nursing—methods | Teaching—methods
Classification: LCC RT71’ | NLM WY 18 | DDC 610.73071—dc23
LC record available at http://lccn.loc.gov/2016009603

Printed in the United States of America

20 19 18 17 16 10 9 8 7 6 5 4 3 2 1
Contents

Foreword xi
Preface xiii
Contributors xv

Section I: Introduction 1

1 Effective Learning: What Teachers Need to Know 3
   Martha J. Bradshaw and Beth L. Hultquist
   Theories of Learning 3
   Approaches to Learning 5
   Use of Learning Styles and Preferences 8
   Effective Teaching for Effective Learning 9
   Future Considerations 13
   Conclusion 13

2 Culture and Diversity in the Classroom 19
   Arlene J. Lowenstein and LaDonna L. Christian
   The Past 19
   The Present 22
   The Importance of Culture in Education 24
   Working with a Diverse Student Body 28
   Conclusion 34

3 The Teaching–Learning Experience from a Generational Perspective 39
   Lyn Pesta and Cheryl A. Tucker
   Generational Perspectives of Faculty and Students 39
   Generational Considerations for Educators 48
   Conclusion 54

4 Strategies for Innovation 59
   Arlene J. Lowenstein
   Examples of Innovation 61
   Developing Innovative Strategies 62
   Conclusion 66

5 Clinical Reasoning: Action-Focused Thinking 71
   Cheryl A. Tucker and Martha J. Bradshaw
   Clinical Reasoning Framework 71
   Types of Learners 73
Contents

6 Finding the Information: Strategies for Conducting Searches 83
   Shanti Freundlich
   Current Issues in Searching 84
   Scaffolded Information Literacy Programs 84
   Conclusion 91

Section II: Educational Use of Technology 93

7 Using Multimedia in the Blended Classroom 95
   Karen H. Teeley and Arlene J. Lowenstein
   Definition and Purposes 95
   Theoretical Foundations 97
   Types of Learners 99
   Conditions for Learning 99
   Using the Method 100
   Conclusion 108

8 Teaching in the Online Environment 113
   Karen H. Teeley
   Introduction 113
   Definitions and Purpose 114
   Theoretical Foundation 114
   Types of Learners 115
   Synchronous vs. Asynchronous 116
   Resources and Methods 117
   Using the Method 118
   Applied Example: Community Health Nursing—Converting to a Fully Online Class 120
   Conclusion 121

9 Social Media as a Context for Connected Learning 125
   Gail Matthews-DeNatale
   Introduction and Overview 125
   Theoretical Foundations 128
   Conclusion 134

Section III: Teaching in Structured Settings 141

10 Using Lecture in Active Classrooms 143
    Barbara C. Woodring and Beth L. Hultquist
    Setting the Stage 143
    Definition and Purposes 144
    Preparing Oneself to Lecture 150
    Resources 152
    Potential Issues 155
    Evaluation 159
    Conclusion 159
Contents

11 Lighten Up Your Classroom 163
Mariana D’Amico and Lynn Jaffe
Introduction 163
Definition and Purpose 164
Theoretical Foundations 165
Types of Learners 167
Conditions for Learning 167
Resources 169
Using the Method 170
Potential Problems 172
Conclusion 173

12 Problem-Based Learning 179
Liliana Coman and Patricia Solomon
Background and Definitions 179
Theoretical Foundations 180
Types of Learners 181
Resources 182
Role of Faculty 182
Using Problem-Based Learning Methods 183
Potential Problems 184
Conclusion 185

13 Debate as a Teaching Strategy 189
Martha J. Bradshaw
Definition and Purposes 189
Theoretical Rationale 190
Conditions for Learning 190
Types of Learners 191
Resources 192
Using the Method 193
Potential Problems 195
Conclusion 196

14 Games Are Multidimensional in Educational Situations 199
Lynn Jaffe
Definition and Purpose 200
Theoretical Foundations 201
Types of Learners 201
Conditions for Learning 202
Resources 203
Using the Method: Basic How-To 204
Potential Problems 206
Conclusion 207

15 Role Play 211
Arlene J. Lowenstein
Definition and Purposes 211
Theoretical Rationale 214
Conditions 214
Contents

Planning and Modifying 215
Types of Learners 216
Resources 216
Using the Method 217
Potential Problems 219

Section IV: Teaching in Guided Practice Settings 229
16 The Nursing Skills Laboratory: Application of Theory, Teaching, and Technology 231
Deborah Tapier
Definitions and Purposes 231
Theoretical Rationale 233
Selecting Learning Experiences 233
Types of Learners 235
Conditions for Learning and Resources 236
Using the Method 237
Potential Problems 240
Conclusion 241

17 Human Patient Simulation 245
Catherine Bailey
Definition and Purposes 246
Conditions for Learning 247
Theoretical Foundations 249
Nursing Resources for the Use of HPS 251
Limitations of HPS 260
Conclusion 260

18 Innovations in Facilitating Learning Using Patient Simulation 269
Kim Leighton
Definitions 270
Purpose 271
Educator Development in Simulation Pedagogy 271
Using the Method 272
Implementing the Simulation-Based Learning Experience 279
Evaluation/Assessment 286
Research and Advancement Opportunities 289
Conclusion 290

19 Interprofessional Education Strategies 297
Jenn Salfi
Interprofessional Education 297
Theoretical Foundation 299
Types of Learners 299
Using the Method: Interprofessional Education Strategies 300
Potential Problems 306
Conclusion 306
Section V: Teaching in Unstructured Settings

20 Philosophical Approaches to Clinical Instruction

Martha J. Bradshaw

Introduction 311
Role of the Clinical Instructor 311
Foundations for Selection of Clinical Activities 313
Clinical Activities and Clinical Reasoning 315
Student Centered Learning 315
Faculty Development 316
Conclusion 316

21 Crafting the Clinical Experience: A Toolbox for Healthcare Professionals

Stephanie S. Allen and Lyn S. Prater

Role Preparation 319
Implementing the Role 321
Student Issues 332
Evaluation of Clinical Learning 335
Conclusion: Light at the End of the Tunnel 346

22 The Preceptored Clinical Experience

Brian M. French and Miriam Greenspan

Definition and Purposes 349
Theoretical Foundations 350
Using the Method 353
Conclusion 360

23 Learning in a Faculty-Mentored Student Practice Center

Jennifer E. Mackey, Marjorie Nicholas, and Lesley Maxwell

Introduction 369
Definition and Purpose of the Teacher-Practitioner-Scholar Model 371
Use of the Teacher-Practitioner-Scholar Model 372
The Advanced Practice Clinical Center 375
Types of Learners 377
Conclusion 378

24 Service Learning

Hendrika Maltby

Definition and Purpose 381
Theoretical Foundations 382
Types of Learners 383
Conditions for Learning 384
Resources 384
Using the Method 385
Potential Problems 388
Conclusion 388
Notes on Resources 388
## 25 Engaging Students in Global Health Endeavors 395
Lori A. Spies  
Definition and Purposes 395  
Theoretical Rationale 396  
Crafting the Global Experience 397  
Learners: Recruiting and Cultivating Interest 403  
The In-Country Experience 406  
Resources 407  
Conclusion 408

## Section VI: Evaluation 415

### 26 Concept Mapping: A Meaningful Learning Tool to Promote Conceptual Understanding and Clinical Reasoning 417
Gregory G. Passmore  
Definition and Purposes 418  
Theoretical Rationale 419  
Conditions 421  
Types of Learners 424  
Using the Method 424  
Conclusion 434

### 27 The Clinical Pathway: A Tool to Evaluate Clinical Learning 439
Martha J. Bradshaw  
Introduction 439  
Definition and Purpose 439  
Theoretical Foundations 439  
Conditions 440  
Types of Learners 441  
Resources 441  
Using the Method 441  
Potential Problems 446  
Conclusion 446

### 28 Truth or Consequences: The Significance of Giving and Receiving Evaluation Feedback 449
Lyn S. Prater and Stephanie S. Allen  
Introduction 449  
Definition and Purpose 449  
Theoretical Foundations 450  
Types of Learners 453  
Conditions for Giving Feedback (Where, When, and Why) 455  
Using the Method 456  
Potential Problems 458  
Conclusion 461
29 Evaluating a Program's Teaching Resources  
Shanti Freundlich  
Context 463  
Teaching Resources 464  
Theoretical Framework 465  
Evaluation Process 466  
Evaluating Resources, Not Learning 467  
Future Challenges 468  
Conclusion 468

30 Program Evaluation  
Shelley F. Conroy  
Evolving Significance 471  
Definition 472  
Purpose 472  
Benefits 473  
Conceptual Models 473  
Evaluation Research 476  
Conclusion 479

Index 483
Foreword

There are only a few books in nursing education that have become classics, and *Innovative Teaching Strategies in Nursing*, now in its seventh edition, is one of them. In every edition of this book, the authors have added new content to keep health professions educators up to date with new teaching approaches based on evidence. This book will guide both novice and experienced educators in academic and clinical settings in selecting and using varied teaching methods.

Selecting teaching methods for a course is an important decision for educators. In choosing methods for teaching in the classroom, online environment, clinical setting, or laboratory, the teacher needs to consider—above all else—the specific learning outcomes to be achieved and the needs of the students. Although there are other factors that influence selection of teaching approaches, such as time for learning, resources, and student and teacher preferences, the learning outcomes and student needs must take priority. This book helps educators make good choices about teaching approaches that consider the learning outcomes, characteristics, and differences among students that can affect their learning, and the environment in which the learning takes place. To make those choices, one needs to understand learning processes and the potential impact of student characteristics on both learning and teaching, which are discussed in the first section of this book.

The use of technology in teaching has expanded at a rapid pace, and educators in the health professions need to understand how to integrate technology into their teaching. The goal is not to use the newest technology because it is available, but instead to assess if that technology will help students learn better and develop their skills and competencies more effectively. Many types of technology allow students to be actively involved in their own learning, and this is one of the reasons to read the chapters on multimedia, teaching in online environments, and using social media in this new edition of the book.

One of the goals of this book, and why I think it is a critical resource for both novice and experienced educators, is to describe varied teaching methods for use in the classroom, simulation and learning laboratories, and clinical settings. You will learn about many teaching strategies you can use when working with students face-to-face or online, or when teaching in other settings. The authors present evidence to support each teaching method and guidelines for implementing it with students.
Teaching is more than selecting and using various methods to guide learning. Health professions educators need to be continually evaluating whether students are learning and if changes are needed in teaching approaches. The book includes chapters to help readers understand the evaluation process, how to give good feedback to students, and other concepts of evaluation that are important when teaching in nursing and other health fields.

This book is intended to assist educators to select the best teaching methods and provide quality education across settings. With this reference, teachers in all types of health professions programs and those working with staff in clinical settings will have, under one cover, a resource to guide teaching. This is a “must read” book for all educators.

Marilyn H. Oermann, PhD, RN, ANEF, FAAN
Thelma M. Ingles Professor of Nursing
Director of Evaluation and Educational Research
Duke University School of Nursing
Durham, North Carolina

Foreword

Marilyn H. Oermann, PhD, RN, ANEF, FAAN
Thelma M. Ingles Professor of Nursing
Director of Evaluation and Educational Research
Duke University School of Nursing
Durham, North Carolina
Preface

This edition of Innovative Teaching Strategies in Nursing and Related Health Professions continues the theme of interdisciplinary collaboration in health professions education. The need to capitalize on the contributions of numerous healthcare professionals is increasingly important in light of the current, complex healthcare system. Education has a knowledge base that crosses over disciplinary lines, and we need to understand that base in order to be effective in our work. The strategies presented are timely, are used by seasoned educators, and consider both the teachers and the learners. Strategies presented are for use in structured (classroom or online) settings, clinical practice lab settings, or patient care clinical practice settings (unstructured).

This text incorporates educational principles and techniques to encourage and advance learning for students in all higher education settings, at both the graduate and undergraduate levels. Learning is the focus, and educators can choose strategies that best address the learning needs of students in their professions. The diversity of learners continues to increase at all levels of higher education, so strategies for recognizing and working with a diverse student population are included throughout this book.

As technology continues to rapidly grow and evolve, it is not possible to present all methods and versions that are available; instead, new and different ways to utilize technology to enhance learning are presented. Educators need to remember that technology is a means, not an end, to enhance teaching effectiveness. It is the individual teacher who makes decisions, based upon best educational principles, about which strategy or form of technology to use in order to meet learning goals of both educators and students. The educational setting also may determine which technologies are most effective. Faculty certainly have input regarding the purchase and development of technologies in their settings when they are aware of how these technologies can be used to increase learning. Some students grasp the use of technology quickly and can benefit from the incorporation of technology in their learning, but other students are not as comfortable and may need additional faculty support to promote a positive outcome. Additionally, whereas technology may enhance immediate learning, educators need to continually assess retention of valuable information and skills.

Evaluation of learning is addressed in the chapters on concept mapping and the clinical pathway, and this edition contains a new chapter on how to
give evaluation feedback. Other chapters provide information and strategies to use in
relation to programmatic evaluation, as well as finding and evaluating resources for
use in planning and teaching.

It is our intent that this book will be a useful resource for current and future
educators in all health professions, so that they may become aware of and utilize
strategies that encourage students to enhance and deepen their learning.

Martha J. Bradshaw
Beth L. Hultquist

The editors wish to acknowledge our wonderful chapter authors. These contribu-
tors have developed scholarly, timely, and helpful strategies that any health professions
faculty can implement in their own classrooms. Throughout the process of preparing
this edition, our chapter authors have been prompt, cooperative, and dedicated to
producing excellent work. We hope our readers will see evidence of their caring and
valuable contributions to educational practices.

I would like to personally thank my family for their continued support, especially
my parents, Jim and Wanda Cantrell, for always believing in me. My students deserve
a large portion of gratitude. Thank you for allowing me to be part of your path.

Beth L. Hultquist
Contributors

Stephanie S. Allen, MS, RN, CNS
Clinical Nurse Specialist
Children’s Medical Center Dallas
Dallas, Texas

Catherine Bailey, CNE/PhD, MS, RN
College of Nursing
Texas Woman's University
Dallas, Texas

Martha J. Bradshaw, PhD, RN
Consultant
Professional Writing
Nursing Education
Dallas, Texas

LaDonna L. Christian, MSN, APRN-BC
Director of the Dotson Bridge and Mentoring Program
Simmons College
Boston, Massachusetts

Liliana Coman, BHSc(PT), MSc, MD
School of Rehabilitation Science
McMaster University
Hamilton, Ontario, Canada

Shelley F. Conroy, EdD, MS, RN, CNE
Louise Herrington School of Nursing
Baylor University
Dallas, Texas

Mariana D’Amico, EdD, OTR/L, BCP, FAOTA
Department of Occupational Therapy, OTD Program
Nova Southeastern University
Tampa, Florida

Brian M. French, RN, MS, BC
The Institute for Patient Care
Massachusetts General Hospital
Boston, Massachusetts
Contributors

Shanti Freundlich, BA, MSLIS
Online and Educational Technology Librarian
MCPHS University
Boston, Massachusetts

Miriam Greenspan, RN, MS
Brigham and Women's Hospital
Boston, Massachusetts

Beth L. Hultquist, PhD, RN, CNE
Louise Herrington School of Nursing
Baylor University
Dallas, Texas

Lynn Jaffe, ScD, OTR/L, FAOTA
Florida Gulf Coast University
Fort Meyers, Florida

Kimberly Leighton, PhD, RN, ANEF
DeVry Medical International
Institute for Research & Clinical Strategy
Iselin, New Jersey

Arlene J. Lowenstein, PhD, RN
Simmons College
Boston, Massachusetts

Jennifer E. Mackey, MA, CCC-SLP
Department of Communication Sciences and Disorders
MGH Institute of Health Professions
Boston, Massachusetts

Hendrika Maltby, PhD, RN, FACN
College of Nursing and Health Sciences
University of Vermont
Burlington, Vermont

Gail Matthews-DeNatale, PhD
Emmanuel College
Boston, Massachusetts

Lesley Maxwell
Department of Communication Sciences and Disorders
MGH Institute of Health Professions
Boston, Massachusetts

Marjorie Nicholas, PhD
Department of Communication Sciences and Disorders
School of Health and Rehabilitation Sciences
MGH Institute of Health Professions
Boston, Massachusetts
Contributors

Gregory G. Passmore, PhD, CNMT
Georgia Regents University
Augusta, Georgia

Lyn (Lynda) Pesta, RN, MSN
Louise Herrington School of Nursing
Baylor University
Dallas, Texas

Lyn (Llewellyn) S. Prater, RN, MSN, PhD
Louise Herrington School of Nursing
Baylor University
Dallas, Texas

Jenn Salfi, PhD, RN
Department of Nursing
Brock University
St. Catharines, Ontario, Canada

Patricia Solomon, PhD, PT
School of Rehabilitation Science
McMaster University
Hamilton, Ontario, Canada

Lori A. Spies, PhD, RN, NP-C
Louise Herrington School of Nursing
Baylor University
Dallas, Texas

Deborah Tapler, RN, CNE/BSN, MSN, PhD
College of Nursing
Texas Woman's University
Dallas, Texas

Karen H. Teeley, MS, RN, AHC-BC, CNE
Simmons College
Boston, Massachusetts

Cheryl A. Tucker, MSN, RN, CNE
Louise Herrington School of Nursing
Baylor University
Dallas, Texas

Barbara C. Woodring, EdD, RN, CPN
Dean and Professor, Retired
Byrdine F. Lewis School of Nursing
Georgia State University
Atlanta, Georgia