# Flexible Learning Initiative: School of Nursing Undergraduate Curriculum
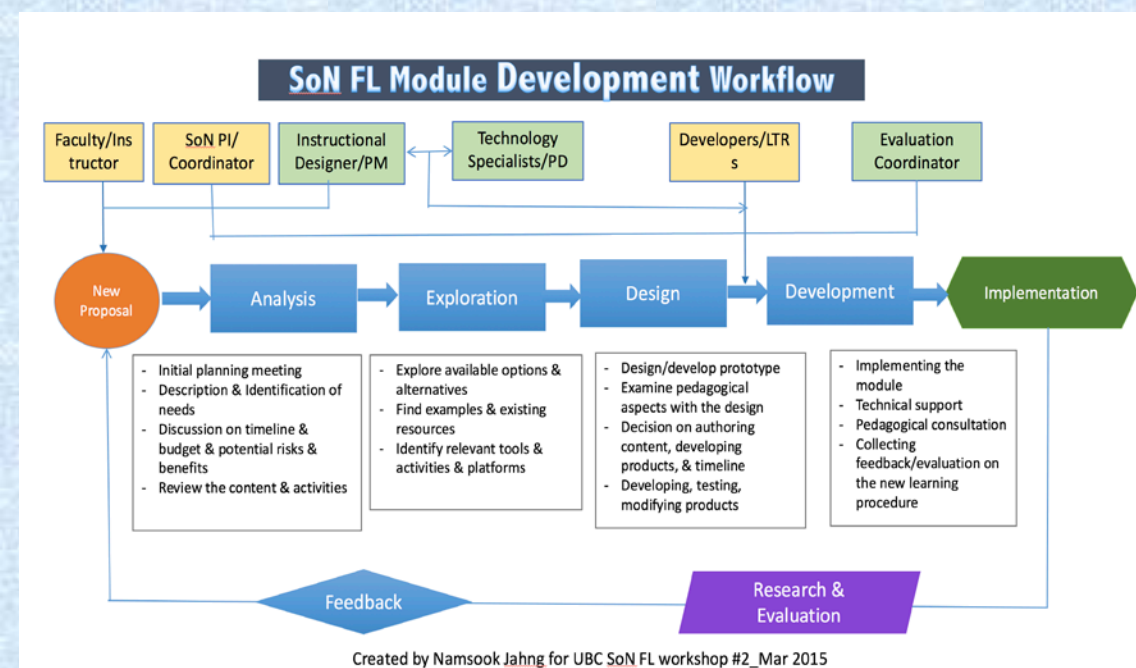
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## OBJECTIVES

- Redesign curriculum structure within practice-based courses to shift/flip 12 hours of traditional classroom time to flexible learning activities.
- Use situated learning resources, such as the *Canadian Neighbourhood*, a virtual community of individuals/families accessing health care along a continuum of care.
- Creation, implementation & evaluation of flexible learning activities offered in the following contexts: a) classroom, b) clinical skills laboratory, c) online learning.
- Deliver professional development sessions to introduce faculty to new teaching strategies in support of Flexible Learning (FL).
- Evaluate FL design and implementation in the BSN curriculum.

## METHODS

### PLANNING



SoN FL Module Development Workflow

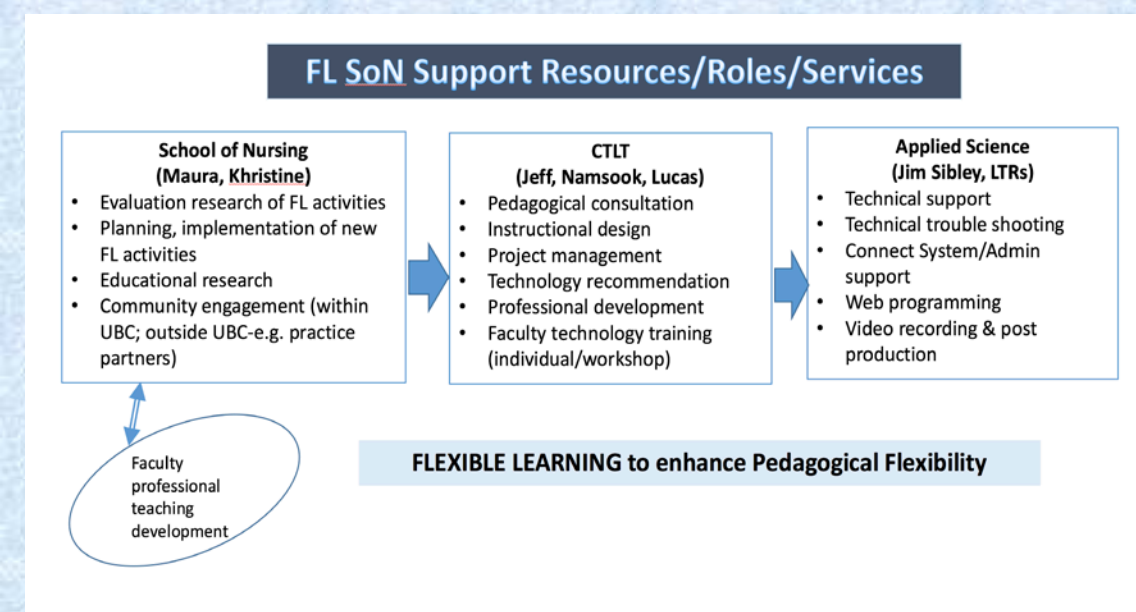Created by Namsook Jahng for UBC SoN FL workshop #2_Mar 2015

### IMPLEMENTATION

- Provide project management and technical (computer) support, as needed by each individual instructor.
- Assist in the production of lecture videos and other online resources.
- Conduct regular professional development opportunities for faculty to develop/enhance their FL teaching skills (workshops, "brown bags", guest presentations).

### EVALUATION

- Obtain feedback from students (focus groups, town hall, online survey), instructors (indirect methods, e.g. content of conference presentations) and community/practice partners (survey).



FL SoN Support Resources/Roles/Services

FLEXIBLE LEARNING to enhance Pedagogical Flexibility

## RESULTS

### FL MODULE DEVELOPMENT

| COURSES | FL hrs/ classroom hrs (%) | FL MODULES | NOTES |
|---|---|---|---|
| N302- Foundations of Professional Practice (Cathryn Jackson) | 9/60= 15% FL | | Course redesigned as a "hybrid" format with online learning modules (content and embedded questions); active learning labs; and ATI* resources. Also included online seminars; more engaged learning in the classroom using case studies and active learning strategies. Inter-professional online modules were integrated into this course. |
| N303- Introduction to Professional Nursing Practice: Adults/Older Adults/ (Cheryl Segaric) | 12/39= 31% FL | • Care of patients with Diabetes • Care of patients experiencing COPD • Care of patients experiencing stroke | Canadian Neighbourhood used extensively in e-modules and case discussions. ATI online learning resources incorporated throughout course. Also used online discussion forums. |
| N306- Leadership, ethics, policy – first level (Maura MacPhee) | 6/12= 50% FL | • Policy in health care and nursing • The Resilient Nurse: CNRBC Professional Standards • CNA Code of ethics. | Used ATI online resources and quizzes. |
| N333- Professional Nursing Practice with Childbearing women, infants & their families (Cathy Ebbehoj & Farah Jetha) | 3/30= 10% FL | • Infant Feeding | Used embedded questions in lecture video, online quizzes and in-class case discussions. ATI online resources were incorporated through the course: 1) Postpartum Assessment, 2) Module on Pain Management: Epidural insertion and nursing care. Informal flipped classroom: *Labor and Birth:Unexpected outcomes*. Topic notes and readings posted on Connect platform. Understanding tested by in- class case study drawing through the major concepts. Further reinforcement by clinical instructors in clinical post-conferences. |
| N334- Professional Nursing Practice with Children and their Families (Elsie Tan) | 6/36= 16% FL | • Perspective on Child Health and Well-Being • Growth and Development: infancy, childhood and adolescence • Children's Pain • Child Health Assessment | Use of NCLEX-RN 10,000 to promote learning about various concepts within pediatric nursing and to help prepare for the NCLEX exam. |
| N336- Professional Nursing Practice with Communities & Populations (Joanne Ricci & Ranjit Dhari) | 9/33= 27% FL | • Public Health Dentistry • Public Health Nutrition • Health Policy | Developed lecture videos with embedded questions and in-class case discussions. |
| N337- Professional Nursing Practice with Adults, Older Adults & their Families (Lynne Esson) | 3/48= 6% FL | • Endocrine | Five case studies developed, one for each term. Adaptations and changes to course content made, shifting N303 to N337 and vice versa. Use of ATI online resources and quizzes. Planning to convert additional 3 hours (Immune system module) for April 2016. |
| N343- Leadership, ethics, policy- third level (Maura MacPhee) | 6/12 = 50% FL | • Quality Practice Environment • Influencing Health Policy at Different Levels | |
| N344- Nursing Synthesis Project (Maura MacPhee) | 24/24 = 100% FL | | Self-directed class: No classroom hours. Final projects displayed as virtual posters on School of Nursing Website using Word Press-Feb. 2015. |

*ATI is an online learning resource (with practice quizzes) that covers course content and prepares students for their registered nursing licensure exam (i.e., NCLEX).



Flexible Learning Initiative: Online Learning Module

INFANT FEEDING

Sub-Topics
An Overview of Infant Feeding
Lactation and Lactogenesis
Understanding the Logistics of Breastfeeding
Potential Issues from Ineffective Breastfeeding
Formula and Alternate Feeding Methods

**Flipped N336 content**

NUTRITION
DENTAL HEALTH

**The Canadian Neighbourhood**

❖ Virtual community
❖ Unfolding case study
❖ Simulated experience that helps students make connections between theory and practice
❖ Patient bios, history, videos, photos, medical charts
❖ Gain a deeper understanding of the progression & impact of illness on the person and family over time!

## EVALUATION

### Exemplar Quotes

"I really appreciated our online discussions, I felt like I like I got information extremely well, it forced me to reflect on things that I normally kind of would sit back and be more passive in. It's like a good opportunity for me or people who aren't as comfortable speaking in large groups."

"The combination of having so many different ways of learning, like having clinical and lab and lecture and seminars has been really helpful cause if I don't quite get something the first time around, in one medium, I might get it the next time, and it's really helped to consolidate and give us an idea of what we are actually going to be doing as nurses, things like that, so, that's been hugely helpful."

"What's worked for me in flexible learning is you go away, you learn something, you're given a case study, you come back to class and you consolidate it with the rest of the members and you discuss what you've learned."

"I actually found self-directed learning, much more applicable to me, because I could go at my own pace."

**STUDENTS**

### Exemplar Quotes

"From my observations, there has been a sense of calmness with the students. They have an assignment (paper) due this week but it appears most of them are nearly done. No one has asked for an extension (yet), usually we have 3-5 requests. Also the turnout for the lecture was much better, last rotation half the class was missing when the assignment was due. This time, only 4 students were missing, one had informed me she had a medical appointment."

"My teaching practices have changed somewhat since incorporating flexible learning. I have always used some informal flexible learning strategies to support student learning. However, rather than summarize the content from the readings in a lecture as I would do previously about 50% of the time, I now have the opportunity to challenge the students to understand and apply the information in clinically based case scenarios or guiding questions. This helps them to be better prepared for clinical practice and the client receives more comprehensive care. I do not use valuable time, re-teaching concepts that the students are expected to have learned, but rather I use class and lab time to check understanding and probe deeper for better reinforcement and retention of the content."
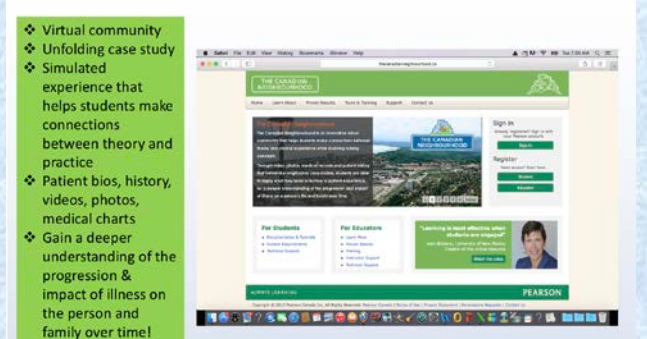
**INSTRUCTORS**

### The Joys

Students
• Modules well-designed
  - videos & external resources useful for present and future
• FL meets different learning needs
• Liked having the participation points & extra learning opportunities
• Opportunity to review highlights with clinical instructors

Faculty
• Great support from CTLT and APSC Center for Instructional Support
• Faculty forced to identify and focus on key elements
• Faculty workload was lighter in subsequent rotations

### The Challenges

Students
• Getting used to a new learning approach

Faculty
• Getting used to a new learning approach
• Requires lots of up-front planning time
• Some computer glitches

## ACKNOWLEDGEMENTS

## NEXT STEPS

- Continue supporting faculty in incorporating FL strategies in their courses by providing project management, instructional design and educational technology consultant services.
- Continue to provide faculty with professional development opportunities in Teaching Scholarship and FL.
- Strengthen links between classroom, online learning, simulation and clinical modules.
- Broaden community networks to provide more interprofessional and experiential learning opportunities for students.
- Refine evaluation methods in assessing the impact of FL on student learning outcomes.