Facilitating Learning in the 21st Century

Name

Institutional Affiliation

Facilitating Learning in the 21st Century

A. Competency Statements for the Nursing Fundamentals Course and Course Design

Competency Statements for the Nursing Fundamentals Course Based on QSEN

1. I understand the significance of quality improvement initiatives in early intervention, creating a healing environment, making follow-ups and sustaining the continuum of care throughout the life of a patient.

2. I foster collaboration of nursing teams and espouse teamwork as a conduit to attaining predetermined objectives of patient care in diverse clinical settings.

3. I advocate for a personalized approach to patient-centered care through underscoring the magnitude of excellence in the application of evidence-based nursing practices as a step to elevating the standards of patient safety through different environments of professional practice.

4. I understand my strong areas as well as drawbacks that could potentially take a toll on adhering to the professional standards for sustaining high standards of patient safety in a broad range of nursing situations.

How the Competency Statements Align with QSEN

1. **I understand the significance of quality improvement initiatives in early intervention, creating a healing environment, making follow-ups and sustaining the continuum of care throughout the life of a patient.**

This competency statement aligns with Quality Safety Education for Nurses (QSEN) standards since it exemplified the nurse practitioner's commitment to different initiatives aimed

at improving the quality of care through the duration of a patient's stay in a clinical facility. Moreover, this competency statement epitomizes the invaluable nature of making follow-ups even after the patient discharge. Finally, this competency statement abstracts the nurse's commitment to life-long learning as a technique for sustaining lasting quality enhancement.

2. **I foster collaboration of nursing teams and espouse teamwork as a conduit to attaining predetermined objectives of patient care in diverse clinical settings**

This competency statement aligns with Quality and Safety Education for Nurses (QSEN) through typifying how the nurse should apply collaborative efforts to foster the attainment of patient safety objectives. Quality and safety programs are only realistic when nurses use a team-based approach to addressing the challenges that patients have to endure throughout their duration of stay in a healthcare organization. Through emphasizing the magnitude of collaborative care in particular nursing environments, it is hard for nurses to compromise issues of quality and patient safety.

3. **I advocate for a personalized approach to patient-centered care through underscoring the magnitude of excellence in the application of evidence-based nursing practices as a step to elevating the standards of patient safety through different environments of professional practice.**

This competency statement aligns with Quality and Safety Education for Nurses (QSEN) by relating professional practice to evidence-based nursing. In other words, evidence-based nursing practices can provide life-long experiential learning for nurses as a result of the exposure they obtain from relating particular nursing and medical interventions to the clinical situations that they encounter. This way, their knowledge increases in a way that allows them to offer

personalized style to patient care at all times; thereby, contributing considerably to the improvement of health care systems regarding safety and quality.

4. **I appreciate that my strengths as well as drawbacks that could potentially take a toll on adhering to the professional standards for sustaining high standards of patient safety in a broad range of nursing situations.**

This competency statement aligns with Quality and Safety Education for Nurses (QSEN) through encapsulating the nurse's dedication to meeting unquestionable standards of nursing as addressed in the Quality and Safety Education for Nurses. As required by QSEN, for one to be a competent and highly regarded nurse, they have to ascertain they offer quality nursing care services around the clock. In this light, identifying one's strengths and limitations could play a pivotal role in not only enabling them to uphold the safety of patients but also to build their professional credibility.

Three Learning Objectives for One Competency

For competency three that states 'I advocate for a personalized approach to patient-centered care through underscoring the magnitude of excellence in the application of evidence-based nursing practices as a step to elevating the standards of patient safety through different environments of professional practice' the following are the learning objectives:

1. To enhance critical thinking skills through the utilizing a retrospective approach to applying evidence-based nursing.

2. To promote the inclination of learners to prioritize patient safety initiatives regardless of the nursing environment through emphasizing the dynamic nature of nursing.

3. To lay the elemental foundations through which the students can understand the relationship between evidence-based nursing and patient safety

Criterion for Selecting Appropriate Learning Resources

The decisive factor in the selection of proper learning resources for the three aforementioned learning resources will be the extent to which the resources enable the learners to connect between theory and practice. Resources that will simplify the proclivity of each student to make connections between theory and practice will be given priority. Since the learning objectives revolve around safety and evidence-based nursing, this criterion will ascertain that the educator is able to bridge potential gaps in the learners' understanding of the major course objectives.

Blended Course Design

In developing the Nursing Fundamentals Course, the blended course design will be used. Using this technique, the faculty will have the duty of overseeing that the course delivery action steps are multi-faceted. In other words, there will be collaborative learning, the use of e-learning modules, project-based learning, and problem-based learning. According to Poon (2013), the fundamental aim of the blended course design approach will be to make the delivery of course content to be active and objective at the same time. This means that individual course topics will be taught through asking the learners to do simple project tasks that enhance the mastery of appropriate course content. For other areas of the course, the learners will be required to form small groups of up to four students per group to enable them to brainstorm important matters. The e-learning module will be used to relay additional course content that the learners.

B. Two Strategies for Evaluating Learning Outcomes

Evaluating the outcomes of the Nursing Fundamentals Course is vital in assessing the scale to which the students have grasped important course competencies and concepts. On the one hand, using suitable evaluation strategies for the course lays the foundation through which the curriculum developers and the faculty can devise more effective mechanisms for imparting course knowledge for future learners. On the other hand, a proper assessment strategy puts the students on their feet round the clock in terms striving to gain the key examinable course concepts. Two of the strategies are paper and essays and portfolio.

Papers and Essays

This strategy will entail prompting the learners to answer certain questions on the Nursing Fundamentals course to judge how they understood individual learning outcomes. The papers and essays approach can take the form of formative and summative assessments. The nursing instructor will issue papers such as term and research paper that touch on each learning outcome fortnightly. Also, the educator will assign the students to do both individual and group essay that test the learners' abilities to comprehend certain course outcomes.

Portfolios

The application of student portfolios is an inventive method of assessing the progress of individual students. Here, the evaluator purposefully collects the students' works in a semester to weight the scale to which the learners can apply and showcase self-reflection skills. Portfolio assessment characteristically encompasses the application of the samples of what the individual learners can put into practice concretely. For example, the examiner can assess the predisposition of students to display their analytical skills through developing ideas that are different from those

of their instructors, but do not detract from the overarching objectives of the Nursing

Fundamentals course.

Advantages of the Strategies

Both portfolios and essay and papers have several merits. One of the benefits of the

papers and essays approach is that they enable the examiners to assess the learner's written

communication skills. Since the students have to write down the answers to the assessment

questions, this strategy enhances the chances of educator identifying the areas in which each

student has to make improvements. From a fundamental perspective, the papers and essay

approach enable the instructor to assist the students in improving their written communication; a

skill that is crucial in coming up with clinical reports about patients.

The advantage of portfolios is that they offer the learners the freedom to showcase their

achievements in a strategic fashion. For that reason, the student can make connections between

theoretical concepts and the real-life experiences (Ward & Bennett, 2012). This means that

portfolios inculcate a sense of innovative and professional thinking among the learners. For

example, since the educator can request the students to provide their progress reports, portfolio

assessment cultivates a sense of long-term professionalism, a skill that is invaluable in actual

practice. This means that the students self-evaluate themselves besides self-reflecting on their

skills. This also means that the assessor can examine the generic skills that the learner has

developed in the course since the students are directly involved in the learning process.

Disadvantages of the Strategies

Despite the advantages of portfolios and papers and essays, these techniques have notable

demerits. Firstly, portfolios are time-consuming to assess (Ward & Bennett, 2012). Especially,

where a large number of students are involved in an evaluation process. To explain this, the

assessor has to evaluate the in-context learning for each student at a personal level. This implies

that the evaluator can spend significant portions of time in assessments alone.

Secondly, for papers and essays, this approach limits the ability of the learners to explore

extensive studies outside of the course outline. Since the students attach a large amount of

significance to the marks and grades they expect to attain after completing their examinations,

they are likely to spend most, or all, of their time, reading and revising around what they expect

will be in the assessment papers. This happens at the expense of extensive research.

C. Application of Criterion and Norm-Referenced Tests

Criterion-Referenced Tests

In the Nursing Fundamentals course, criterion-referenced tests will be used in assessing

the performance of each student against the criteria for the Nursing Fundamentals course that

will be predetermined before the commencement of each of the tests. The nursing faculty will

decide the benchmark for the criterion-referenced tests each academic year. The primary

standards that the criterion-referenced tests will evaluate include understanding of the elemental

concepts of nursing care and evidence-based practice in actual nursing practice. Students who

will fail to meet the benchmarking standards, that will be modified accordingly, will be required

to retake the course as a pathway to ascertaining that they become competent nurses after

graduating.

Norm-Referenced Tests

In the Nursing Fundamentals course, norm-referenced tests will be used to weight the

progress of each learner in relation to those of other students taking the Nursing Fundamentals

course. To do this, the nursing educators will relate the specialized knowledge of individual students based on their ability to exhibit the application of core competencies of nursing throughout a hypothetical nursing situation. The instructor will give each student the chance to apply what they have learned in the Nursing Fundamentals course in laboratory assessment sessions. For example, each student will be tested on their ability to select appropriate drugs for certain disease symptoms from a set of medications that perform closely-related functions. Afterward, the examiner will evaluate the responses of each student to identify how each of their responses deviated from those of their colleagues. Similarly, for written theory tests, the framework for assessment will be based on the ability of learners to express themselves succinctly compared to their peers. As such, it will be possible to identify the cognitively superior students who will play an instrumental role in guiding their peers in group discussions.

D. Construction of Test Items in the Nursing Fundamentals Course

Advantages of Using True-False Test Items

The first advantage is that true-false tests are relatively easier to formulate compared to the multiple-choice alternatives. This means that the educators can easily formulate questions that reflect the objectives of the Nursing Fundamentals course. Secondly, they less time-consuming. For this reason, the instructor can develop good questions within a short duration. This comes in handy when the instructor has several matters to attend to as a result of fixed schedule. Thirdly, true-false items inculcate a culture of decisive thinking among the nursing students. Such thought patterns are invaluable in actual practice where the nurse has to make significant decisions based on just two available alternatives that might draw the line between matters of life and death.

Limitations of True-False Test Items

The first shortcoming revolves around the elicitation of course outcomes genuinely. This form of assessment for the Nursing Fundamentals course might not reflect the true outcomes for each of the learners. This is because students who speculate answers correctly will receive undue commendations on the grounds of guess work. Also, true-false test items limit the ability of the instructor to gauge the learner's thought patterns

Advantages of Multiple-Choice Test Items

Firstly, multiple choice tests enable the students to analyze the possible incorrect patterns of responses before they arrive at a correct answer. This happens when the learners can eliminate the false answers before they narrow down to the right answer. Secondly, multiple choice items enable the educator to examine a broad coverage of content within a short time. This because the students can respond to many questions within a short period, compared to essays-type questions. Thirdly, they limit the examiner's scoring bias since the answers are usually fixed (Haladyna, 2012). Fourthly, multiple choice questions are easy to oversee and make the process of gauging the responses to be easy since the examiner does not have the burden of reading through the replies sentence-by-sentence. In blunt terms, they are easy to score through electronic means as well as through hand-marking. Finally, they inculcate critical judgment skills compared to the true-false test items since the student has to evaluate a given set of alternatives before opting for the correct answer.

Limitations of Using Multiple-Choice Test Items

The first drawback of multiple choice tests in the Nursing Fundamentals course is that they are time-consuming for the nursing educators to construct skillful questions. Notably, the

instructor has to spend a considerable portion of time to develop good choices for each question. Secondly, multiple choice questions do not offer the learners the chance to elucidate and defend how they arrived at certain answers (Haladyna, 2012). This also means that the examiner does not stand an opportunity to evaluate the learners' critical judgment skills directly. Instead, the student's critical assessment skills are only limited to themselves. Thirdly, these test items are merely limited to assessing low-level learning outcomes. Advanced course objectives of the Nursing Fundamentals course are best determined using other approaches like the use of research and term papers. Finally, a student who is ill-prepared to do the tests might receive false acclaims owing to correct guess work without necessarily having the competencies being tested in an assessment.

E. A Multiple-Choice Item for a Learning Objective in Part A2

For objective three which stated "To enhance critical thinking skills through the utilizing a retrospective approach to applying evidence-based nursing," the following is the multiple choice item:

As a community health nurse, Christopher Trump always performs nursing diagnoses before referring the patients for further medical diagnoses from the resident physician. Which of the following best summarizes Trump's adherence to evidence-based nursing?

A. Referring to nursing manuals each time he completes a diagnosis.

B. Consulting the chief nursing officer for each nursing diagnosis.

C. Teaching the patients how to perform diagnoses in the office.

D. Reflecting on the previous outcomes of their practice to conduct a diagnosis.

Key Considerations in the Item Construction

In constructing this item, it is important to factor in the scale to which the multiple-choice item elicits critical thinking skills among the learners. Also, it is worthwhile to consider how the item relates to the overall objectives of the Nursing Fundamental Course. More importantly, it is useful to factor in the applicability of the multiple-choice item to real-life situations.

Key Considerations in Developing the Response

The first contemplation in coming up with the response choices is the degree to which individual answer options cultivate critical thinking skills among the examinees. The second consideration is the level of difficulty of the response options. Finally, it is important to factor in self-reflection skills in the response choices.

How Post-Test Reviews Might Benefit Students

Post-test reviews help the learners to understand their areas of weakness in academics. Therefore, these reports offer the students the chance to identify the refinements they need to make in their learning. The end result is that students will perk up their learning outcomes.

F. Cultural and Societal Factors that Affect Classroom Learning

Learning has a social context. The scale to which students understand classroom concepts could be swayed individual socio-cultural factors. This means that the students' diversities can have a profound impact on the acquisition of knowledge at the class level. To start with cultural factors is indispensable. Banks (2015) has found out that the cultural backgrounds of some learners might straightly affect how they perceive their instructors. More specifically, an important cultural factor is how cultures influence how people understand role play between the

genders. For example, some cultures underscore the importance of certain genders in the

dissemination of knowledge. For that reason, learners hailing from cultures that discourage

females from giving instructions to males might downplay the significance of female instructors

in their learning process. As such, they might end up missing essential course concepts delivered

by female educators. Moreover, the learners' cultures might take a toll on their

conceptualizations of critical course concepts taught in the classroom.

The trappings of culture in the classroom learning process could also be apparent in the

manner that cultural beliefs influence the thought patterns of the learners. Cultures that

encourage students to conduct extensive inquiries outside of what their instructors teach them

can have a positive bearing on the classroom learning environment. On the flip side, the cultures

that do not promote extensive erudition beyond what the instructor has given might influence the

learners to rely on a subjective approach to learning. From an analytical angle, such cultures

underscore the importance of the instructor in imparting knowledge.

In nursing education, the social upbringing of a student can shape the scale to which they

acquire certain concepts. For example, the students who come from low-income families might

develop an inferiority complex, especially when a majority of the classmates hails from the

middle-class and high-income families. Feelings of inferiority complex might, as a result, affect

their proclivity to concentrate fully during typical classroom sessions. Likewise, some the

students who come from exceedingly wealthy families might fail to accord the classroom

learning sessions the level of attention that is deserved due to the assumption that their

performance is unlikely to affect their career negatively.

A notable societal factor that might also influence learning in the classroom is

socialization. While some learners might consider open interactions as important based on how

they interact with their families and friends outside of the classroom, the opposite could be the case for certain learners. Learners who are less sociable owing to being brought up in environments that limited their predisposition to interact with others might end up shunning away from classroom discussion sessions. While educators initiate classroom research-based arguments as a pathway to instilling critical and retrospective thinking skills, social factors can affect this step considerably. This means that some student might miss out on vital conceptions that are aimed at shaping their professional knowledge and careers positively after graduation.

The student's personal background can also impact their learning process. For instance, learners who have had a history of indiscipline are likely to break simple classroom rules that seek to place them along an active career path. This implies that these students might jeopardize their process of knowledge acquisition on the grounds of their personal backgrounds (Hollins, 2015). Conversely, students who have a personal background of complying with all classroom rules are likely to excel in class. In the same light, learners who have a personal background of asking questions during class time are likely to gain important concepts that might otherwise have eluded them. The underlying factor is that students' personal backgrounds have a considerable effect on their learning.

G. Facilitating Learning Through Learning Objectives and Similar Activities

The nursing educator can facilitate the acquisition of knowledge through using learning objectives and related activities as the primary mechanism for putting the all learning activities into perspective. As a learning tool, the course learning objectives facilitates the learning process through enabling the instructors and students to stay focused on a positive path of attaining the course objectives. This play a pivotal role in mitigating possible deviations from the aims of the course.

A Learning Activity for Assisting Learners

A learning activity that can assist learners in meeting the objective of "to lay the elemental foundations through which the learners can understand the relationship between evidence-based nursing and patient safety" is that of using prompting the learners to wear personal protective equipment (PPE) in class for a duration of two days. This will be done through allowing them to access different PPE gear such as a scarf, head masks, laser glasses, and medical gloves Such a learning activity meets the above objective since it will instill a sense of adherence to patient safety standards. This is evident in the PPE.

How the Learning Activity Meets the Visual Learning Style

Through enabling the learners to interact with personal protective gear in class, it means that the activity will meet the visual learning styles of various students. This is because the learners will be able to see what they have been taught previously in the standard class sessions. For this reason, the learning activity extensively meets the visual learning style. This also implies that recalling information will be quicker once the future nurses move into actual practice.

H. Importance of Creating a Learning Activity that Upholds Critical Thinking Skills

Learning activities play both pivotal and substantial role in inculcating critical thinking skills. In nursing, such skills are invaluable when the nurse has to make crucial decisions in the absence of the resident physician. The first importance of establishing a learning activity that espouses and upholds critical thinking skills is vibrancy. Since critical thinking skills are objective, the learning process becomes more vibrant. Once this has been realized, it means that the learners will develop a deep sense of interest in the learning process. As such, recalling

invaluable concepts become simpler once the student becomes a qualified nurse in actual
practice.

Other than making the learning process an active one, promoting critical resolution skills
influences the learners to develop crucial skill sets for solving nursing challenges using multi
faceted approaches. Therefore, through learning activities that endorse critical thinking skills, the
students systematically transit from future nurses who look at a problem from a myopic
perspective to those who examine the nursing problems from a broad-minded angle. For this
reason, such learning activities align the thought patterns of all learners with the standards of
nursing in the state, federal, and international echelons. This has a direct implication on the
future inclination of nurses to apply such resolution skills to evidence-based nursing practices in
diverse areas of professional practice.

Case Study as a Critical Thinking Strategy

Case studies lay the elemental framework through which learners with diverse learning
styles and abilities can reflect on important course concepts. Case studies could be fictional as
well as real-life case scenarios of practical clinical settings that the learners are expected to
encounter in the future. Case studies facilitate the development of self-reflection skills in two
major ways. Firstly, case scenarios offer the students the clear opportunity to think back about
how they can integrate their abilities with the core concepts of individual courses of the nursing
curriculum. Stake (2013) established that since case studies aim at strategically encapsulating
and abstracting certain ideas, the students can gain a thorough understanding of the concepts
through reflecting on the issues mentioned in the case studies. As such, the learners can gain an
informed understanding of the mechanisms of avoiding certain loopholes as conceptualized in a
case study.

The second way that case studies facilitate the development of self-reflection skills is through enabling the learners to make consultations on certain case study issues. For example, students can consult their educator and their colleagues concerning relatively complex case studies. This leads to open discussions about how each learner perceives the pertinent issues in a particular case study. When a learner sees the diversified means through which their educators and colleagues are able to reflect on certain case scenarios, they will develop more sophisticated self-reflection skills (Mumford, Medeiros & Partlow, 2012). As such, the learner will gain a detailed view of how they can self-reflect upon other different case studies. This means that case studies facilitate the development of self-reflection proficiencies among learners regardless of their learning abilities.

Implementation of the Case Study Strategy to Enhance Self-Reflection Skills

To implement the case study strategy as a technique for cultivating self-reflection competencies in the classroom setting, the nurse educator can use different approaches. One of the approaches is to present different case studies to each of the learners. For each case study, the students can be expected to answer particular questions about the case study. The case study questions can be phrased in such a way that they necessitate the learners to reflect upon certain course outcomes to substantiate their responses. The other way of implementing the case study approach is to initiate joint discussion sessions among the learners for their individual case studies. This way the learners can brainstorm vital issues underpinning their separate case studies. In this light, the learners can further improve on their individual self-reflection skills through weighing their self-reflection proficiencies with those of their fellow students. A more significant implementation approach for the case study strategy is to ask each learner to develop a case study which follows the format they have gotten acquainted. This can be useful in

facilitating the propensity of the students to come up informed case studies based on certain course outcomes. Yin (2013) articulated that to further improve the students' self-reflection skills, the nurse educator can prompt the learners to present their personal interpretations of the real life case studies through PowerPoint presentations. This way the learner can self-reflect on the most suitable way of exhibiting self-reflection skills while maintaining professional decorum in their classroom presentations. Through the above case study implementation approaches, the nurse educator can facilitate the development of self-reflection among the future nurse.

I. Best Practice for Offering Feedback to Learners in Clinical Environments

Providing feedback to students in a clinical setting ascertains that the learners gain an intrinsic understanding of the areas that they need to improve in so as to maintain high standards of patient care and professionalism. An example of best practice for providing the crucial feedback is to provide substantial delineations of a feedback through justifying the feedback using cutting-edge evidence-based and research-based frameworks. This was the students can understand the underlying reasons why they need to make the necessary improvements in their practice. For example, when there is a need to provide feedback concerning the degree to which a student facilitate the critical care or primary care environments, the instructor can explicate the current evidence-based and research-based conceptual frameworks which validate the feedback relayed to the student. When the learner comprehends how the feedback concurs with established evidence-based premises, the student is highly likely to take the criticisms positively.

This best practice can further be fortified using a systematic technique of relaying the feedback. According to Duchesne, McMaugh, Bochner, and Krause (2013), in case the instructor presents the feedback in a casual style, the learner is likely to receive the feedback negatively. This means that the feedback will have fallen short of the impacts it is supposed to have on the

learners. Therefore, a systematic presentation of the feedback is of great significance irrespective

of the medium used to relay the feedback. More importantly, when the feedback is presented

through a face-face conversation, the feedback becomes weightier since the instructor obtains the

ideal chance of explaining key issues and reinforcing them with non-verbal cues.

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