



**Twin Cities Health Professionals
Education Consortium**

Faculty Handbook

(Revised January 2018)

New Faculty Checklist:

- Review the faculty handbook and highlight the following:
 - Bring your presentation to class every time when you teach.
 - Keep track of your teaching dates—put them on the calendar now. If you do not get a faculty reminder, please check the website at www.tchpeducation.com and click on course materials, pre-class documents. This will have the cover letter with schedule and map to the program. Choose the page range you want to print (it could be many pages long).
 - Arrive at least 15 minutes early—be sure to let the coordinator know you are there.
 - Be aware that you may be called the day of class and asked to come early if the presenters before you end quite early. Make sure we have all phone numbers necessary to reach you.
 - We make the decision to cancel a class approximately one week before the class is held. We will notify you—please reply back to us.
 - If we cancel due to bad weather, our outgoing message at the TCHP office will reflect that by 5:30 a.m. on the day of the program.
 - Keep track of your prep time because we will ask you about it.
 - We need a month to process outlines for the course materials.
 - Copyrighted items will be removed from the course materials unless you obtain permission to duplicate.
 - You are required to disclose any conflict of interest you may have to TCHP.
 - ANCC rules must be followed (*see faculty responsibilities*), along with copyright law, and other organizational rules.
- New faculty should receive
 - Presentation from previous faculty member
 - Simulation template and/or instructor guide (if available) for simulations they conduct
 - Information on the Present Like a Pro class
 - Course objectives—please review the objectives. This will prevent overlapping material with other instructors. Please stay for the whole class some time to get a better feel for what others teach.

All Presenters must return a Conflict of Interest Form with signed disclosure statement to TCHP. Please put in all phone numbers that are needed to be able to reach you.

www.tchpeducation.com

Welcome!

You are now an instructor in the Twin Cities Health Professionals Education Consortium (TCHP). Being part of the TCHP faculty carries certain responsibilities and expectations. This handbook has been developed to help you assume this new role.

This handbook contains what TCHP does, what your responsibilities are, and how TCHP can help you. Also included in this booklet are some teaching/learning references and a list of resources to assist you in preparing your presentation. For more information, the class, *Present Like a Pro: Holding Your Own in Front of a Group*, is held three times per year.

The TCHP office is always available to help answer questions or assist you. Please contact us as you wish at the numbers listed in the resource section of this handbook.

I hope this information will prove helpful, and that your experience as a faculty member is personally and professionally rewarding.

Sincerely,



Linda Checky, BSN, RN, MBA
TCHP Education Consortium
Program Manager

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About the Twin Cities Health Professionals Education Consortium

The Twin Cities Health Professionals Education Consortium, formerly MAPTH, is a collaboration between Hennepin County Medical Center (HCMC) and the Minneapolis VA Health Care System (MVAHCS). TCHP has been in existence since 1980, when it was created to fill the critical care nurse orientation needs of HCMC, MVAHCS, St. Paul Ramsey Medical Center (now known as Regions Hospital) and the University of Minnesota.

Since 1980, TCHP has branched into many different topic areas and currently holds classes in:

- Critical Care
- ECG Interpretation
- General Interest
- Role Development

TCHP provides education through classes, home studies, and our website. Classes are typically eight hours in length from Monday-Friday. The website has information on classes that are being held as well as providing a means to access home studies.

TCHP is an approved provider of continuing education through the Wisconsin Nurses Association, which processes approved provider applications for ANCC. We are required to follow rules related to this approved provider status as well as other rules related to copyright law, and rules from our consortium organizations. We thank you for your cooperation to ensure that TCHP is in compliance with these rules.

Who comes to TCHP programs?

All TCHP programs (both classes and home studies) are free to the employees of full consortium partners, with the exception of a Leadership or Education Conference. The majority (90%) of participants are nurses, with a wide variety of disciplines making up the other 10%. Spots are sold to participants external to TCHP Consortium organizations when seats are available.

Who are our faculty?

The bulk of our instructors are employed by our current consortium organizations. Some of our instructors may be employed by a former consortium member and exceptions are made on a program by program basis. We ask people to teach who have an excellent working knowledge of the content area as well as an interest in teaching. All permanent faculty members are approved by the Staff Development Committee (SDC). We ask that all faculty complete an ANCC Conflict of Interest form (this is a requirement of our approved provider status).

How do I get paid?

You will be paid through your own institution – usually your department. The SDC liaison for your hospital will talk with you and your manager regarding how to put the time on your timesheet. Each hospital varies somewhat on the decisions concerning costs of preparing AV materials and coverage for preparation time (please talk to the Staff Development Committee liaison for more information).

Liaisons:

- HCMC (Darla Roggow, 612-873-9848)
- MVAHCS (Debra Pederson 612-467-4390)

What are my responsibilities as a faculty member?

ANCC Requirements

TCHP is required to comply with rules that are tied to their status as an approved provider of continuing education through the Wisconsin Nurses Association. This allows TCHP to issue contact hours that are aligned with ANCC continuing education requirements. This type of contact hour is needed by every nurse who wishes to renew their certification with ANCC. Therefore, it is very important that these rules are followed. What we are asking you to do, related to these rules:

- Ensure that you are using current, evidence-based practice information in your educational materials and presentations.
- Add references to each of your presentations by keeping an up-to-date reference list in the last couple slides of your PowerPoint. References should also be listed in any materials that you write or review. This demonstrates to your audience and readers that you are using evidence-based content.
- Fill out and return ANCC forms that are requested by TCHP for each presentation that you teach, along with any materials that you write or review. We must have these forms on file for every class and home study.
- Promptly report any conflict of interest that you may have including, but not limited to the following benefits or potential benefits you receive from a commercial interest such as:
 - royalties,
 - salary,
 - intellectual property rights,
 - consulting fees,
 - honoraria,
 - ownership interest (stock and stock options),
 - grants,
 - contracts or other financial benefits.

Please consult with the TCHP Program Manager if you suspect a potential conflict of interest.

The Registration Process and your Responsibilities

It is helpful for you to understand the registration process. The next few paragraphs review registration; information in italics serves as a reminder of your particular responsibilities.

Step One: Participants register to take a class.

Participants in each class are given a number of course materials. When the participant registers, he/she is emailed a link to the cover letter, map to the program location, and the home study pre-reading (if applicable). The cover letter includes a description of the class, a schedule, and information about the pre-reading assignment (if included). ***Make sure that TCHP has any changes that have occurred in your contact information, credentials, or job description.***

Step Two: Participants print their own course materials (if applicable)

Participants are asked to return to the TCHP website within a week or 2 of class time to print their course materials. ***You must get any changes to your PowerPoint, outline, or handouts to TCHP one month prior to the class offering to ensure that the correct course materials are posted for printing on the TCHP website.***

Once course materials are posted (generally 1-2 weeks before class) no changes can be made as we cannot track who has downloaded and printed materials and who has not. ***If you have late changes, call the TCHP office for instruction. If materials have already been posted, you will need to make copies for participants and bring them with you to class.***

Four classes will have course materials printed for participants:

- Advanced 12 Lead ECG Interpretation
- ECG Rhythm Interpretation (2 day class)
- Advanced Topics in Critical Care (2 day class)
- End of Life Nursing Education (2 day class)

Classes that do not have course materials printed by TCHP will require participants to print out their own materials. They will NOT be available at class. This is a relatively new process for TCHP and it is in line with what we see for national conferences. Please be supportive of this change. We know that there will be people who arrive without their course materials. Notebook paper will be available for note-taking at class.

At the class, participants receive:

- A participant verification sheet with the course objectives and disclosures
- Handouts (in some classes)

After the class is over, participants will be instructed to complete the online evaluation. Certificates of attendance are emailed to participants once the evaluation is received electronically by TCHP.

Each class has a “planning committee” that determines the class objectives and schedule. You work within the framework provided by the Planning Committee to develop your own content. You are responsible for:

1. Reviewing:
 - the course objectives
 - course description (cover letter)
 - target audience (cover letter)
 - schedule (cover letter)
 - course materials and audiovisuals if you are taking an existing lecture spot
 - how your topic fits into the program as a whole (cover letter and course materials)
2. Revising/updating the existing powerpoint or outline, handouts, and case studies if you see the need for change. This includes updating the bibliography.
3. Preparing an outline, materials, and audiovisuals if the section or course is a new one.

Any program materials that need to be updated should be in the TCHP office no later than one month before the program. These materials can be mailed, faxed to us (FAX number: 612.873.1949), or emailed to elayne.johnson@hcmcd.org. Because Elayne occasionally takes vacation, it is always a good idea to “CC” Linda or Lynn when you are sending an email (linda.checky@hcmcd.org or lynn.duane@hcmcd.org). An electronic version of your materials is strongly preferred to save time typing documents. If your file is too big to send (anything 10 megabytes or more is too big), please call TCHP for instructions. Always let TCHP know, in a separate email, when you have sent something to us. If the attachment is too large, it will just disappear—you will NOT get a bounce-back notice.

What about contact hours?

Each TCHP class has been developed to meet the requirements for continuing education hours for the Minnesota Board of Nursing and ANCC. You will not be able to claim continuing education hours for the time that you teach, but would be able to for any other parts of the class that you attend. Hours that you teach may be eligible for specialty re-certification. At the time of this printing, TCHP is an approved provider of continuing education through the Wisconsin Nurses Association, who is authorized to approve providers of continuing education by ANCC. Most of our classes and home studies can be used toward specialty nursing re-certification.

What do I do with my reference materials?

We encourage you to keep up to date with any new developments in your content area. The TCHP office staff will organize any reference materials that you send us in the APA format. The information that we need to have for the citation includes: Author(s) first and last names, year publication issued, title of the article/section, name of the journal/book, publisher, and location. We have found that participants appreciate a few references, not pages of references that you may have used to develop your lecture. **We ask that each presentation have 3-5 references included as the last slide in their PowerPoint. Recent references (less than 3 years old) are encouraged.**

What do I do if something I want to use is copyrighted?

According to law, permission from publishers must be obtained prior to using copyrighted diagrams, charts, or pictures in handouts for classroom use. If you wish to use such materials, the options include:

1. modifying materials so they are different from published content; the modification must be fairly significant
2. obtaining publisher permission for use.

A sample form letter is found in this handbook. If you have found the material on a website, you may be able to e-mail the publisher to ask for permission. If copyright permission is granted, a copy of the permission letter should be forwarded to the TCHP Education Consortium. When copyrighted material is used, the source should be clearly identified.

Can I use PowerPoint?

Most presenters use PowerPoint to develop their presentations. Almost all of the rooms we secure for classes have the capability for using PowerPoint.

For classes at the VA: USB devices are not allowed on VA computers but TCHP will bring their own laptop so you will be able to use either a USB device or a CD. You may be able to access the internet at the VA, but the WiFi is unreliable; have alternate plans in case it does not work.

For classes at HCMC: USB or CD will work fine. Internet access is available.

Another issue that arises with PowerPoint is reprinting the slides from the presentation into the class materials. It is TCHP's policy that all PowerPoint slides will be stripped of their background to enhance readability, with all potentially copyrighted material removed, printed 6 slides per page. When you are deciding whether to use a standard outline for the course materials versus reprinting the PowerPoint slides, please consider the following:

- Your copyrighted figures will not make it into the course materials unless you obtain copyright approval
- If you have print size less than 14 point font on the slides they will be nearly impossible to read once they are shrunk down to fit in the course materials
- If you decide to change your PowerPoint presentation, the course materials will not match your slides unless you submit your changes to TCHP for processing a month or more before the program. Standard outlines generally need less adjusting/upkeep than PowerPoint slides. However, participants seem to prefer PowerPoint slides.

You can either e-mail your presentation to TCHP or burn it to a CD and mail it to the TCHP office.

Please be aware that it is your responsibility to bring your presentation to the class. Presentations sent to TCHP are used to prepare the course materials but may not make it to class.

I have a new PowerPoint, when is it due in the TCHP Office?

Any program materials that need to be updated should be in the TCHP Office no later than one month before the program. These materials can be emailed to elayne.johnson@hcmcd.org. Because Elayne occasionally takes vacation, it is always a good idea to "CC" Linda or Lynn when you are sending an email (linda.checky@hcmcd.org or lynn.duane@hcmcd.org). If your file is too big to send (anything 10 megabytes or more is too big; 5 MB at the VA), please call TCHP for instructions. Always let TCHP know, in a separate email, when you have sent something to us. If the attachment is too large, it will just disappear—you will NOT get a bounce-back notice.

Faculty Reminder

Cover letters with the schedule and map for TCHP programs are available on our website: www.tcheducation.com and click on Course Materials. TCHP will also send you an electronic faculty reminder about 2 weeks before the program. Please let us know if you do not receive a faculty reminder. The faculty reminder is sent as an Outlook calendar invitation. The schedule, map and pre-reading is attached to the reminder. ***Please accept the invitation.***

When am I expected to be at the program?

At the beginning of the year, you will receive a 12-month calendar that lists each class that TCHP offers. You will also receive a letter shortly after the first of the year with the dates of the classes that you teach. Please mark these dates down so that you have a record in your calendar.

You will be sent an electronic reminder of the date, time, and location of a program at least two weeks in advance. This usually comes in the form of a calendar reminder. If you do not receive a faculty reminder, check the TCHP website at www.tchpeducation.com to be sure you have the correct information—click on the calendar button on the home page, find the class and click on it.

Please plan on being at the program at least fifteen minutes before your presentation is scheduled to begin. We strongly encourage you to go to the full program at least once so that you have an idea of other content that is shared through the day.

What if I get sick, or will be on vacation?

Since you agreed to teach specific content, we expect you to present that content for all upcoming scheduled presentations. If you are unable to give your scheduled presentation (due to illness, vacation, maternity leave), please call the TCHP office as soon as possible.

To insure that program presentation occurs with minimal disruption, you must identify a person who is willing to present in the event that you cannot be present. The name and phone number of the backup speaker should be forwarded to the Program Manager. Leave a copy of your presentation and speaker's notes with your back-up.

How do I dress?

You are representing your own institution and TCHP. For this reason, blue jeans, scrubs, or uniforms are not to be worn. Business dress or business casual should be worn when you are presenting.

How will I know how I did?

Each participant is asked to complete a program evaluation at the end of the class. The evaluation solicits demographic data, evaluation comments, and suggestions for future planning. It is used to evaluate new/revised programs or teaching methodologies, and to provide feedback to new faculty. The information that is gathered on your section will be summarized and given **only** to you, not to the whole faculty. The SDC committee reviews evaluation summaries carefully for potential changes in the content or presentation.

What is prep time and why do I have to do it?

In order to keep track of the costs of each program, we ask that you keep track of the time you spend preparing for, researching, revising, or developing content for your presentation. You can either tell the coordinator on the day of the program or can call the Program Manager at a later time. We may call you and ask for the number of hours that you spent on your presentation. Payment for your prep time is by prior arrangement with your TCHP hospital liaison.

Are programs ever cancelled?

Programs are occasionally cancelled – usually due to low enrollment. Each member of the SDC is polled when the enrollment number drops below the threshold. Sometimes the SDC will elect to offer the class even if the enrollment is low because of orientation needs. If the class is cancelled, you will be notified one week in advance. If a class is cancelled because of bad weather, we will call you either at your workplace, on your cell phone or at your home. For this reason, it's important that we have your cell phone and/or your home phone number (it will not be shared without your permission). We also will leave information on cancelled classes on the answering message for the TCHP office by 5:30 a.m. on the date of the program: 612.873.2225.

I'm not going to be able to teach anymore – now what?

At the time you decide to discontinue teaching a segment of the TCHP program, you will be asked to turn over your teaching materials so that the person who takes your place will be able to have a smooth transition into his/her role. Because you have developed your presentation as part of your professional role at your hospital, the teaching materials are considered TCHP property.

Here's How TCHP Can Help You...

1. When we start the process of developing the educational calendar (in the summer), we will inform you by **e-mail**. This is your opportunity to let us know about upcoming important dates. If you let us know what these dates are, we will avoid scheduling classes you teach in during those times.
2. You will receive a program calendar and a letter identifying your teaching dates from TCHP via email. The calendar will most likely arrive before the letter identifying your teaching dates.
3. TCHP will send you an electronic faculty reminder about 2 weeks before the program. It will arrive as an Outlook invitation. **Please accept the invitation**. Let us know if you do not receive a faculty reminder. Maps to TCHP programs are also available on our website: www.tchpeducation.com.
4. TCHP will process and electronically post presentation outlines as well as handouts. In a few classes, course materials will be duplicated.
5. TCHP will order the AV equipment you have requested (LCD and computer for PowerPoint, flipchart, etc.).
6. A coordinator will arrive the morning of the program to set up the room, set out audience materials, and help you with the audiovisual equipment. For most classes, the coordinator will

stay throughout the day to monitor the class, distribute information on how to access the online evaluations, and provide assistance.

7. TCHP will tabulate course evaluations and email the feedback to you.
8. TCHP can help you with PowerPoint. You can schedule a time to come into the office to work on your presentation. We will make a computer available for you to use, be available to answer questions, and put your presentation on a CD.
9. TCHP provides assistance in developing faculty through the *Present Like a Pro* class. The program manager and assistant program manager are also available to help you develop/change your presentation and to provide feedback, helpful suggestions, and guidance on a 1:1 basis.
10. TCHP will schedule and lead faculty planning meetings to develop, update, and improve classes.

Here's How You Can Help TCHP...

1. Arrive at least 15 minutes before your presentation time with everything needed to teach the class (your PowerPoint, case studies, activities, etc.). Be sure to let the program coordinator know you have arrived.
2. Cover all of your teaching commitments (by self or through a teaching back-up). Identifying a teaching back-up right away allows the person covering you time to see the presentation before the need arises. Provide TCHP with the name and phone number of your back-up in case of an emergency.
3. Please respond to phone calls and e-mails promptly—within 24-48 hours whenever possible. Often we are juggling several schedules to find a time to meet or working within tight deadlines. A prompt reply helps to keep us on schedule.
4. Return requested information (such as Conflict of Interest forms, course outlines, and address and phone updates) quickly. We start getting ready for programs long before they are held and we need the requested information early to be able to represent you well.
5. If you cannot get course outlines to TCHP within the one month deadline of the class, call us to see if we can accommodate a closer deadline, or, make copies of your presentation and bring them to class (call TCHP to get the number of copies needed). Bring an electronic version of your new outline and handouts to class and give it to the program coordinator for inclusion into the next class's course materials.
6. Please stay within your scheduled teaching time (not more than 5 minutes over or 20 minutes under the time scheduled). TCHP may need to make last minute adjustments in the schedule due to faculty timing issues. You may receive a call from the program coordinator the day of the program if she anticipates that you will be needed earlier than the scheduled time.
7. Strive to deliver your content skillfully. If you are consistently receiving ratings above a "fair" and do not have more than 1 or 2 negative comments, you can assume you are teaching competently. The TCHP program coordinator may approach you with suggestions and ideas—please use this resource to help you.

Contacts for More Information

Twin Cities Health Professionals Education Consortium

Hennepin County Medical Center – TCHP Office
701 Park Avenue – Mailcode SL.220
Minneapolis, MN 55415

Main Office: 612.873.2225 (use for general information)

FAX: 612.873.1949

Linda Checky, MBA, BSN, RN

TCHP Program Manager

Pager: 612.530.9739

linda.checky@hcmcd.org

Lynn Duane, RN, MSN

TCHP Assistant Program Manager

Cell: 952.292.9106

lynn.duane@hcmcd.org

Elayne Johnson

TCHP Administrative/Education Assistant

612.873.2225

elayne.johnson@hcmcd.org

Staff Development Committee: Liaisons

Hennepin County Medical Center

Darla Roggow, Professional Development Specialist
HCMC
701 Park Ave. S.
Minneapolis, MN 55415
612.873.9848 darla.roggow@hcmcd.org

Minneapolis Veterans Administration Health Care System

Debra Pederson, Director of Staff Education
Nursing Service, #142C
Minneapolis Veterans Administration Health Care System
One Veterans Drive
Minneapolis, MN 55417
612.467.4390 debra.pederson@va.gov

Resources

The Adult Learner

Adult Characteristics/Principles	Teaching Implications
1. Adults have a strong self-concept demonstrated by independence, self-direction, self-determination.	<ul style="list-style-type: none"> a. utilize behaviors which facilitate learner's self-direction/responsibility b. allow for learners choices when possible c. state objectives well
2. Adults have memories of past failures and experience anxiousness in new situations.	<ul style="list-style-type: none"> a. clearly define expectations prior to learning b. set the learner up for success c. create a warm, open environment d. provide positive reinforcement e. convey confidence in learner's abilities to acquire knowledge f. avoid placing learners in situations where failure or feeling of inadequacy are probable g. create a positive physical and psychological climate
3. Adults have set value systems, attitudes, and personalities which affect learning.	<ul style="list-style-type: none"> a. assist the learner to evaluate strengths honestly b. provide measures to increase self-confidence c. create a climate of mutual respect, mutual trust d. supportive to their problems and concerns e. treat as human beings f. allow for freedom to express and disagree g. be sensitive to learning which involves changes in attitudes
4. Adults have many responsibilities and obligations away from the learning environment.	<ul style="list-style-type: none"> a. be sensitive to timing and pacing b. start and end on time
5. Adults are subject to physical and physiological stressors.	<ul style="list-style-type: none"> a. create a positive environment - good lighting, ventilations, temperature b. allow for frequent rest breaks, stretches c. acknowledge the elements that can't be changed
6. Adults are more strongly motivated by internal rewards.	<ul style="list-style-type: none"> a. provide success to increase learner's self-confidence b. state objectives clearly, and demonstrate how the learner will perform better in the work setting
7. Readiness to learn is directly related to the developmental tasks required for the adult learner's evolving social roles.	<ul style="list-style-type: none"> a. provide opportunities for adult learners to share their perception of the learning experience b. assist in relating present learning experience to learner's evolving roles c. show how learning experience is helpful now
8. Adults' purpose in learning is to be able to perform a task, solve a problem, or live in a more satisfying way.	<ul style="list-style-type: none"> a. organize learning experience around life situations/problems rather than according to subject matter units b. teach principles and content that can be applied "here and now"
9. Adults feel committed to a decision in proportion to the extent in which they participated in making it.	<ul style="list-style-type: none"> a. participate in determining learning needs b. participate in program development c. allow for mutual planning and for presenting options d. create a climate of collaboration

Adult Characteristics/Principles	Teaching Implications
10. Adults have a vast reservoir of experiences on which to draw.	<ul style="list-style-type: none"> a. recognize teacher's role as facilitator/helper b. determine background of knowledge, skills, experiences of learners c. recognize already gained competencies d. utilize techniques which draw on experience of the adult learner e. guide participants in art of learning from their personal experiences f. relate current learning to past g. allow time to share and interact with others h. allow participants to contribute to each other's learning through sharing information and use of teaching methods that utilize this information; e.g., discussion, role play i. expect to learn from students
11. Adults tend to be problem-orientated learners who want learning to be immediately applicable.	<ul style="list-style-type: none"> a. use techniques which promote problem-solving approach b. provide experiences which allow for the immediate application of theory c. be specific as to learning outcomes/goals and their relevancy to their work environment/problems/tasks d. allow for questions e. focus instruction on concrete and immediate realities rather than on theory/idealism f. focus on principles governing decision-making and problem solving rather than supplying a list of right answers
12. Adults vary in their learning styles and in their sensory abilities.	<ul style="list-style-type: none"> a. provide a variety of learning activities, media and audiovisuals b. provide adequate sound and light in a comfortable environment c. be sensitive to pace of presenting learning activities d. use graphic organizers, such as comparison/contrast charts, cause and effect charts, and Venn diagrams.
13. Adult learning is facilitated through active participation.	<ul style="list-style-type: none"> a. use teaching methods that foster learner participation and activity—group discussion, group input b. change mediums often c. maintain close space between teacher and learner d. do the unexpected, creative, novel

Some Ground Rules For Teaching Adults

We're All in This Together

This is an excellent motto for teachers and learners to hold in common. Teachers are learners along with students. Wherever possible, individual teachers should avoid expressions and experiences that seem to say, "I'm the teacher, you're the learners." The wall of division needs to be broken wherever possible so that teachers and learners are engaged in common tasks of exploring, learning, and achieving. There is no such thing as an "expert" teacher who has "arrived." All teachers should seek together to improve their teaching.

Can't You See I'm Busy?

Adult learners are busy. Teachers should strive to keep material well organized, progressive, and clear. Show learners how what they're learning applies to what they do. Concrete, hands-on learning is almost always preferred over a lecture. Make learning easy through careful preparation.

Pronouns Are a Clue

What are pronouns used most often by teachers? If learners are addressed repeatedly as "you" (in questions and/or directions), there is a strong likelihood that pressure is being applied. A line is drawn between teacher and learners in the following examples: "I want you to do this assignment." Or: "Will you tell me...?" Wherever possible, teachers should say "we" and "us."

Teaching is Conversation

One useful definition of teaching is that it is simply purposeful conversation. Give and take in discussion, natural flow of ideas, interaction among all members of a group—these are marks of good conversation. "Purposeful" conversation has a sense of direction and reaches logical conclusions based on goals and objectives.

Learners Are Hungry For Friends

Most learners are hungry for pleasant conversation with teachers who are not making value judgments, marking down grades, or otherwise contributing to a permanent "record." Learners long to discuss meanings and enjoy the pleasures of friendship with teachers willing to listen and to share in a non-threatening atmosphere.

Teaching is Teaching

The essential elements of effective teaching are the same, regardless of the age level of the learners. The learner must be engaged in making choices and in interaction with the teacher.

Teaching is Exciting

The work of teaching is one of the most exciting tasks in the world—this is an attitude teachers should convey genuinely to others. Teachers should be excited about ideas they are exploring with learners. Ideally speaking, teachers ought not to teach anything that is "unreal" for them. If subject matter is less than interesting and vital to teachers, learners will probably find it somewhat less than appealing, as well.

Learning is Fun

Much learning requires hard work, even drudgery. But the total effect of a period of study should be pleasure derived from accomplishment. It should be possible, finally, to say, "That was fun. We enjoyed it."

There is No "Right" Way

There is no perfectly "right" way to teach. Every teacher develops a style, a method of approaching tasks, and certain preferences. These must come into play in planning and in conducting study sessions.

Teaching Requires "Energy"

Effective teachers supply a certain drive that comes from an expenditure of energy. Learners should sense that teachers are spending energy, just as they themselves are asked to spend their own energies. There is no time when teachers can wool-gather, daydream, or abdicate from activity. Teachers must be "with" learners at every step in the mutual work of learning.

Don't Talk Down to Learners

Learners do not wish to be regarded as subordinates in the classroom setting. They want to be treated as "OK" and deserve to have their intelligence respected. Teachers should not "talk down" to them, in either obvious or implicit ways.

Success Should Be Guaranteed

Every learner, at whatever level of ability, is entitled to some evidence of personal success. It becomes, therefore, the task of teachers to guarantee that measure of success due to each learner. This means identifying learner's individual interests and capabilities and tailoring tasks to specific needs.

Set Yourself Free

Teachers are free to operate in classroom settings when concepts and objectives are held clearly in mind. If these are defined clearly, teachers are then "free as birds" to explore with learners the many ways to achieve desired goals.

Listen and Respond

"The single most important moment in the classroom is that split second immediately following something said or done by a learner" (Dr. Ned Flanders). What will teachers do with learners' contributions? Reinforce? Ignore? Reject? Will they be listening and ready to respond?

Seeing Always Helps

It is always a good idea to ask: What are my learners seeing? What more can I provide visually, to enrich their experiences? Many devices are available to help learners to visualize facts, ideas, and relationships. Wide varieties of images may be supplied with video, slides, overhead transparencies, posters, display boards, and white boards.

Be Sure Everyone Can See

Teachers should be sensitive to learners' line and range of vision when referring to a chalkboard or to display areas. This question should always be held in mind: "Can everyone see what is essential?"

Comments on Selected Teaching Methods

Case Study

Utilizing a true-to-life situation, which requires problem analysis, it is hoped the learner will:

- develop analytical, decision-making, and problem-solving skills
- refine their thoughts concerning the problem
- learn to identify needed data and request necessary facts prior to decision making
- learn from their peers by observing how others solve problems
- utilize prior experiences in reaching resolution

The presenter may choose to present all pieces of data needed to solve the problem, or withhold data if one of the objectives is to teach participants to identify salient data required. Regardless, the data should be presented in a logical, sequential order. The story should be presented succinctly. If placed early in the presentation, it may help participants organize the new information which follows. Midway, it may focus information on a specific example. If used after the major portion of didactic material has been presented, the purpose is to apply problem-solving skills.

A written handout will prove helpful in presenting data. The presenter must be familiar with all details surrounding the case being presented. Questions posed to the group will facilitate the use of the case; some have found it interesting to question what decisions made would change if certain elements in the story changed.

Demonstration

Demonstration is a means of replicating the "how to" of a task or skill. This is a good method for teaching new procedures or illustrating some principles, and allows participants to utilize prior learning. Learning is facilitated due to the involvement of multiple senses. An explanation should be given at the start; be sure all participants are close enough to see clearly. The procedure is demonstrated step by step. Asking questions and continuing the dialogue with participants will help hold their interest. Care should be taken to address the participants, not the equipment! Review main steps after you have completed the demonstration and solicit questions.

In considering a demonstration as a method, you will want to consider the setting to be used, the time available for demonstration, the number of participants, and the amount and availability of equipment needed.

Discussion

When the objective requires that learners review attitudes, beliefs, and feelings (affective domain), this method is appropriate for use. A discussion is characterized by adherence to a topic with a goal of reaching a conclusion or solving a problem. Positive outcomes may include the following:

- group resources are used
- an esprit de corps can develop
- participants have an opportunity to evaluate their logic as well as the positions of others
- active participation via listening, processing, and verbalizing responses may exist
- a plan of action can be explored in a safe environment
- participants practice self-expression

The role of the leader is critical in achieving the objectives of the exercise. The topic, instructions, goals, and time limit should be clearly identified. An informal atmosphere should be created. Through asking questions (and referring questions asked back to the group), the group is guided to discovery. The goal(s)

of the activity should be kept before the group, and a summary should be made at intervals to identify resolved issues as well as areas needing resolution. It should be recognized that consensus may not be possible.

Video

Use of a movie can heighten the reality surrounding a patient situation, facilitate a close-up view of procedures for a large group of learners, provide examples to illustrate content, expand or reinforce previously presented content, and increase the observations skills of participants. Films provide a common stimulus for learners, and bring recognized experts into the presentation. In determining whether or not to use a video, ask the following questions (among others):

- Does the video match the content needing to be presented?
- Is terminology consistent with other sources?
- Will support staff be present to resolve technical problems if necessary?
- Can the room be darkened as needed?
- Is the length of the video appropriate for your purpose?

It is essential that all films used are previewed. Having done so, you will be prepared to introduce the video's purpose and content, and to provide any background information you feel is essential. The purpose of using the video and/or highlights to be noticed should be shared with the learners before showing to help focus their attention. The film can be stopped at intervals, and the group can discuss potential actions to be taken. Comparison can be made with film outcomes as another way of reinforcing learning. Using video in this way (a "trigger" film) can decrease one of the negative aspects of use of film: the decreased conversation between teacher and learner.

Games

While the use of a game can be entertaining and provides for experiential learning, it can be difficult to develop or identify a game which meets the content objectives. The presenter should consider:

- the attire of participants
- the physical environment
- the need to present the rules clearly
- that all may not prefer this as a mode for learning
- success is dependent on social skills and competitiveness of the participants
- games can be time-consuming to develop and implement

On a more positive note, games may facilitate team building, allow for participation, give learners a chance to strategize and react to change, and provide a "safe" situation where mistakes can be made without risk of negative patient outcomes.

Lecture

A lecture is an appropriate method to use when a large group must be addressed at one time. Minimal equipment is required, and it is an excellent method of conveying synthesized information as well as the speaker's perspective concerning the topic. Thoughts to consider when developing and presenting your lecture:

- Only 7% of any message is verbal; therefore integration of other methodologies will aid content delivery. Please plan to add activities, case studies, group work, etc. to your lecture.
- Be well prepared.

- Rehearse your delivery to determine length as well as to increase familiarity with your organization of material.
- Consider carefully your use of humor. Absence of stereotypical characters and cultural bias is essential. Humor at someone else's expense is not humor at all.
- Don't attempt to memorize content or write out verbatim, as this will increase your tendency to read your lecture.
- Eye contact is important because it will help establish a bond between you and the learners. It will also serve as a barometer for feedback.
- Invite participation via use of questions.
- Personalize your content by adding examples.
- Summarize at intervals as well as the end to clarify content presented.
- Remember that skill in lecture presentation is experiential; set realistic goals for yourself and celebrate your successes!

Role Playing

By focusing on a common problem, participants have an opportunity to develop communication skills, become emotionally involved in problem resolution, develop group process skills, and creatively assume and act out another identity. The teacher must develop role-play scenarios carefully, disclosing enough information to create the situation, but not so much detail that spontaneity is lost or outcomes are predetermined. Objectives and directions should be clarified at initiation of the exercise. Participants should be encouraged to stay "in role" and to note the reactions of other players. At closure, the groups should be debriefed and the objectives and outcomes restated.

PowerPoint

This technology cuts down the cost of making visuals and is commonly available. Some points to keep in mind:

- Use common fonts, such as Times New Roman or Arial, on your visuals. Make sure that the words fit with room to spare on the slide. Do not override the pre-set template within PowerPoint to fit more text on a slide.
- Save your presentation on a CD or USB device. If presenting at your own institution, you may be able to save a large presentation to the server. Check with your Media or IT department for instructions. Do not assume that you will be able to access the server as presentation computers may not be mapped to the server where your presentation is stored. At the MVAHCS, it will not be possible to map to your server as TCHP utilizes its own laptop for presentations. Another option is to save your presentation on the hard drive of your own laptop and then use it to present. Allow extra time to swap out computers if you choose to do this (come earlier). If you have an Apple computer, you will need to bring the connector to mesh your laptop with the PC-based equipment.
- If possible, check your presentation on the system you will be using. This is a good opportunity to familiarize yourself with the equipment.

To present more effectively with PowerPoint:

- Do not read your slides. Keep the verbiage to a minimum to decrease the urge to read. For detailed handouts for the participants, consider making a separate handout that follows the less detailed PowerPoint. Your talk should explain, refine, and enliven the content.
- Keep the number of points to a minimum on each slide. Ideally, one main point per slide.

- Learn your content so that you are able to look at your audience as much as possible.

Simulation

Simulation places learners in life-like situations to practice their skills and promote critical thinking. It can be as simple as a role play and as complex as high fidelity mannequins with confederate actors to play patients, colleagues, and family members in a simulated environment. Simulation is not new to nursing education but it has gained in popularity as a way to learn assessment skills, critical thinking, clinical decision making, as well as communication and psychomotor skills. Scenarios allow the student to explore a lifelike situation without the threat of harm to a patient.

Simulation centers exist at both the MVAHCS and HCMC and are utilized in a variety of TCHP classes. Preparing for a simulation requires forethought and a meeting with the simulation center staff to develop a template. This provides instructions on how to set up the simulation as well as decisions that students are to make and branching depending on student actions. Debriefing is done post-simulation and is most often cited by students as the most important part. Debriefing requires skill and questions should be developed with the help of someone skilled in simulation debriefing. The TCHP Program Manager and Assistant Program Manager have both taken the simulation class at HCMC and have assisted with the simulations associated with TCHP classes. You can ask them for help with the development of simulations and debriefing questions.

Resources For Content Development

Audiovisual Material

1. MEDLINE, AVLINE
2. "Comprehensive Nursing AV Resource List" - University of Connecticut
3. Check with your organization's medical library for additional resources

Books

1. Book reviews in nursing publications; eg., Heart and Lung
2. "Medical Books in Print"
3. Catalogs and brochures from book companies
4. "Books of the Year" January issue AJN
5. Composite issue of "International Nursing Index"

General Literature

1. Bartlett's Quotes
2. Books of poetry, philosophers
3. Children's books for pictures

Indexes

1. International Nursing Index
2. Cumulative Index to Nursing and Allied Health Literature
3. Cumulative Index to Nursing Literature
4. Readers' Guide to Periodical Literature
5. Index Medicus

Internet

Carefully evaluate the websites you chose to use using the following criteria:

1. What is the source of the information? Have you heard of the person or organization?
 - .gov: government sites such as the National Institutes of Health (NIH)
 - .edu: educational institution
 - .org: non-profit organizations such as the American Diabetes Association (ADA)
 - .com: usually sponsored by a company, although some health organizations use .com, many are credible sources
2. Who are the authors and what are their credentials?
3. Is the information current? How often is it updated?
4. Is the information balanced or one-sided? Does it make outrageous claims?
5. Is advertising kept to a minimum?

Nursing Literature

1. "Cumulative Index to Nursing Literature"
2. Periodicals
3. Check with your organization's medical library for additional resources

Past Program Files - other similar programs

Professional Resources

1. Professional organizations

- a. ANA, SNA
 - b. Sigma Theta Tau
 - c. AACN
 - d. AORN
 - e. American Society for Training and Development (ASTD)
 - f. American Association for Adult and Continuing Education (AAACE)
 - g. Midwest Nursing Research Society
2. Workshops, conferences
- a. AACN National Teaching Institute
 - b. National Conference on Continuing Education - ANA
 - c. Association for Nursing Professional Development - ANPD

Sample Copyright Permission Letter

Permissions Department
John Wiley and Sons, Inc.
605 Third Ave.
New York, NY 10158

I am requesting to duplicate the attached figures:

1. Figure 7.6 (p. 106) "Dynamics of Increased Intracranial Pressure"
2. Table 7.2 (p. 108) "Intracranial Pressure Nursing Management"

These items are from Neurological Aspects of Critical Care Nursing by I.M. Dilating.

These figures would be included in handouts given to health care participants at the Neurological program taught quarterly by the Twin Cities Health Professionals Education Consortium, a non-profit educational organization. Approximately 25 copies would be used at each class.

Thank you for your assistance.

Sincerely,

TCHP Education Consortium Program Manager

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