Evaluation of the Master Instructor Concept in an Accelerated Baccalaureate Program

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Disclosure

• Authors:
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• Conflict of Interest Statement
  – I have no commercial or financial interest in this content
  – Employer, Chamberlain College of Nursing had no sponsorship and no commercial support was given to the author
Learner Objectives

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  – Participant will be able to describe alternative teaching methods specific for the classroom setting
  – Participant will be able to identify different methods to engage students in alternative teaching methods compared to traditional teaching
  – Learner will hear examples of Content Based Learning Activities (CBLA) for potential use in the future
Master Instruction Concept

• Ken Bain
  – “What the Best College Teachers Do”
  – Flipping the classroom
  – Breaking the mold of “traditional learning”
  – Students engaged in the process
Introduction of Concept to Campus

• Introduction of concept to faculty and campus leadership

• Training of faculty – by faculty chair
  – Faculty workshops, lunch and learns, faculty retreat and sharing of best practices

• Ken Bain
  – What the Best College Teachers Do
Technology in the Classroom

- Active Learning Classroom
- White Board walls in classrooms
- I-clickers
- Simulation
Active Learning Classrooms
Non-Technology Methods

- Hot Potato
- Group presentation
- Concept based patient case studies
- CBLA’s
- Scenario based learning activities
Mental Health

• Two sections of a Mental Health Nursing group of students

• Students had a difficult time grasping the specialty early on. Lower scores on exam one.

• Class initiated with traditional lecture and power point presentation method

• Eight-week course structure
  – Three class exams and one HESI final exam in the course
Mental Health – Group Therapy

- Group Leader
- Depression
- Paranoid Schizophrenia
- Dysthymic disorder
- Dementia
- Bi Polar (manic episode)
- Premenstrual dysphoric disorder
- Schizoid personality
- Delirium
- Postpartum depression
- Major depressive disorder (severe)
- Schizoaffective disorder
- Bi Polar (hypomanic episode)
Mental Health – Group Therapy

• Students were given 15 minutes to research their disorder.

• Information they were encouraged to find:
  – Signs and symptoms
  – Medications and side-effects of medications
  – Expected actions and reactions
  – They were asked: “If you were to meet this patient in the clinical setting, what would they look like?”
Mental Health – Group Therapy

- Personal Hygiene
- Relaxation Exercises
- Medication Compliance and Education
- Pain Management
Mental Health – Group Therapy

- Students were given 15 minutes to research their topic of discussion.
- They were to strategize how they would lead a group therapy session about the topic drawn.
Mental Health – Group Therapy

• Once the “group therapy session” started, students were encouraged to be:
  – Creative
  – Participate
  – Portray their disorder
  – And to observe everyone and what was happening in the room
Mental Health – Group Therapy

- Group therapy lasted for about 15-20 minutes
- Once completed, the group identified signs and symptoms each individual displayed
- If unable to identify the disorder, the “patient” was asked to give additional specific examples of their disorder
- If they still could not come up with the correct disorder, examples were given until they could find the information in the course textbook. For all the groups, students were able to eventually identify the correct information on their own.
- This gave students a “visual” of each disorder and a fun learning activity to review content already covered in course lecture
Mental Health - Jeopardy
# Mental Health - Jeopardy

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<th>Disorders</th>
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Impact of Intervention on Exam Scores
Impact of Intervention on Exam Scores
## Evaluation and Outcomes – Mental Health

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<tr>
<th>Test Description</th>
<th>Section 1 - Mean Score</th>
<th>Section 2 - Mean Score</th>
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<td>Test #1</td>
<td>143.59/180</td>
<td>146.55/180</td>
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<tr>
<td>Test #3</td>
<td>186.57/200</td>
<td>192/200</td>
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Student Comments & Perceptions

Overall, the students had positive outcomes and appreciated the interactive learning
References


