

TCHP

**Education
Consortium**

**Twin Cities Health Professionals
Education Consortium**

Faculty Handbook

(Revised 2010)

New Faculty Checklist:

- Review the faculty handbook and highlight the following:
 - Bring your CD to class every time when you teach. We will not have your CD.
 - Keep track of your teaching dates—put them on the calendar now. Check the website calendar if you do not get a faculty reminder.
 - Arrive at least 15 minutes early—be sure to let the coordinator know you are there.
 - 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 books.
 - Copyrighted materials will be removed from the course book unless you obtain permission to duplicate. (see statement of copyright on last page of book)

- New faculty should receive the materials from the previous presenter, if available. They should also receive:
 - Course booklet—please flip through it and review the objectives on the first page of the book. This will prevent overlapping material. Please stay for the whole class some time to get a better feel for what others teach.
 - CD from previous presenter
 - Lesson plan (if available)
 - Information on the Present Like a Pro class

All Presenters must return a Biographical Data Form with signed disclosure statement to TCHP. There is a fillable form on the TCHP website. On the home page, click on “**TCHP Faculty**.”

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 twice 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,



Lynn Duane RN, MSN
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 among HealthEast Care System, Hennepin County Medical Center, the Minneapolis VA Medical Center, and Regions Hospital. TCHP has been in existence since 1980, when it was created to fill the critical care nurse orientation needs of these hospitals and the University of Minnesota.

Since 1980, TCHP has branched into seven main topic areas:

- Critical Care
- ECG Interpretation
- General Interest
- Pediatrics
- Psychiatry
- Role Development
- Health Care Management

TCHP provides education through classes, home studies, and our website. Classes are typically eight hours in length from Monday-Friday. The website has the same home studies as can be obtained through the education departments in hard-copy.

Who comes to TCHP programs?

All TCHP programs (both classes and home studies) are free to the employees of the four member hospitals, with the exception of the Leadership program offered once per year. The majority (90%) of participants are nurses, with a wide variety of disciplines making up the other 10%.

Who are our faculty?

Virtually everyone who teaches for TCHP is employed by a TCHP institution – HealthEast Care System, Hennepin County Medical Center, the Minneapolis VA Medical Center, or Regions Hospital. We ask people to teach who have an excellent working knowledge of 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 a vitae listing prior and current job responsibilities and educational preparation (see attached Biographical Data Form).

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 slides, overheads, and/or other AV materials (please talk to the Staff Development Committee liaison for more information).

Liaisons:

- HealthEast Care System (Rebecca Persons 651-326-3881)
- HCMC (Betty Stenglein, 612-823-2397)
- Regions (Sarah Linhoff 651-254-1358)
- MVAMC (Debra Pederson 612-467-4390)

What are my responsibilities as far as objectives and outlines?

Participants in each class are given a number of course materials. When the participant registers, he/she is emailed a 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).

At the class, participants receive:

- A certificate for contact hours with the course outline
- An evaluation form
- A course booklet
- Handouts (in some classes)

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 book)
 - course description (cover letter)
 - target audience (cover letter)
 - outline,
 - schedule (cover letter)
 - materials, and audiovisuals if you are taking an existing lecture spot.
 - how your topic fits into the program as a whole (cover letter and book)
2. Revising the outline, materials, and audiovisuals if you see the need for change in an existing spot.
3. Preparing an outline, materials, and audiovisuals if the section or course is a new one.

Any program materials that need to be word-processed should be in the TCHP office no later than one month before the program. These materials can be mailed, faxed to us (FAX number: 651-254-1422), or emailed to Elayne.M.Johnson@HealthPartners.com. Because Elayne occasionally takes vacation, it is always a good idea to “CC” Lynn or Linda when you are sending an email (Lynn.S.Duane@HealthPartners.com or Linda.L.Checky@HealthPartners.com). Please call before emailing or faxing to ensure that we are looking for it. 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 ANCC provider of continuing education. All our classes and home studies can be used toward 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.**

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 for a slide, overhead transparency, or PowerPoint, 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.

Please be aware that USB devices cannot be used at the MVAMC, Regions Hospital, or at HealthEast hospitals. We strongly advise you to burn a CD of your presentation and bring it with you to class. If you do not have the capability to burn a CD, please call TCHP well in advance of the class to have a CD made for you. CDs burned through the TCHP office will have a password to open them. This will be given to you separately.

The other issue that comes up with PowerPoint is reprinting the slides from the presentation into the class books. 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 class books versus reprinting the PowerPoint slides, please consider the following:

- Your copyrighted figures will not make it into the book 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 book
- If you decide to change your PowerPoint presentation, the book 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 TCHP will not bring your presentation to the class. It is only used to prepare the course booklets.

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 a written reminder of the date, time, and location of a program at least two weeks in advance. There will be a red stamp on the envelope and cover letter saying "Faculty Reminder." If you do not receive a faculty reminder in the mail, please check the TCHP website at www.tchpeducation.com to be sure you have the correct information. **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 each evaluation summary 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 (see page 2).

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: 651-254-0885.

What is this “Tidbits from TCHP?”

We send a newsletter periodically to update you on program development, changes in procedures, and faculty news. We encourage you to submit items for the newsletter. It is written and edited by the Assistant Program Manager.

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** or a postcard. 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. The calendar will most likely arrive before the letter identifying your teaching dates.
3. TCHP will mail a faculty reminder with map to you about 2 weeks before the program. Please let us know if you do not receive one. Maps to TCHP programs are also available on our website: www.tchpeducation.com.
4. TCHP will process and duplicate presentation outlines in a class booklet, as well as handouts.
5. TCHP will order the AV equipment you have requested (overhead projector, LCD and computer for PowerPoint, slide projector, 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 contact hour certificates/collect evaluations, and provide assistance.
7. TCHP will tabulate course evaluations and mail 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 CD, slides, overheads, 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 biographical data sheet, 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 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 book.
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.

WISCONSIN NURSES ASSOCIATION
CONTINUING EDUCATION APPROVAL PROGRAM (CEAP) COMMITTEE
BIOGRAPHICAL DATA FORM

Information for each activity planner and presenter/content specialist must be typed on a separate Biographical Data Form. **Do not attach additional materials, i.e. curriculum vitae.**

Check all that apply:

PROVIDERS:

- Lead Nurse Planner (for Providers only)
- Nurse Planner (for Providers only)
- Provider Unit Staff (for Providers only)

EDUCATIONAL ACTIVITY APPLICANTS:

- RN Nurse Planner
- Activity Planner,
 - Represents:
 - relevant content expertise
 - target audience
 - responsibility for adherence to ANCC-COA/WNA CEAP criteria
- Presenter/Content Specialist

Name and Degree(s) _____

Preferred Address _____

Preferred Phone Number _____ (Please check) Work Home Cell

Other Phone Number _____ (Please check) Work Home Cell

Other Phone Number _____ (Please check) Work Home Cell

Pager Number (if you have one) _____

Email Address _____

Present Position (Title and Employer) _____

Education (include basic preparation through highest degree held):

Institution	Major Area of Study	Degree	Year Awarded

Briefly describe how your professional education and experience qualify you for your role as a presenter/content specialist or activity planner for this educational activity.

**WISCONSIN NURSES ASSOCIATION
CONTINUING EDUCATION APPROVAL PROGRAM (CEAP) COMMITTEE**

CONFLICT OF INTEREST DISCLOSURE FORM

All persons in a position to control the content of this educational activity (either as an activity planner or content expert/presenter) must disclose to the sponsoring organization *any* potentially biasing relationships of a financial, professional, or personal nature.

The intent of this disclosure is not to prevent an activity planner with commercial affiliations from planning an educational activity, or to prevent a presenter with commercial affiliations from presenting, but rather to inform the **TCHP Education Consortium** of any potentially biasing relationships so that conflicts can be resolved prior to the activity.

It is the policy of **TCHP Education Consortium** to ensure balance, independence, objectivity and scientific rigor in all of its continuing nursing education activities. All relevant conflicts of interest either identified by the planner, presenter, or as determined by **TCHP Education Consortium** will be disclosed to the audience in writing prior to, or at the time of, the presentation.

First Name, Last Name, and Degree(s): _____

Title of Educational Activity: _____

Date of Educational Activity: _____

1. CONFLICT OF INTEREST:

No, neither I nor my immediate family have or have had in the last twelve months, a relevant financial, professional, or personal relationship with a commercial interest producing health care goods/services related to this educational activity.

Yes, either I or my immediate family currently has or has had in the last twelve months, a relevant financial, professional, or personal relationship with a commercial interest producing health care goods/services related to this educational activity.

IF YES, identify the categories below where real or apparent conflict of interest exists related to the educational activity.

1. Employment

Yes, I have an employment relationship with _____

2. Board of Directors/Other Leadership Position

Yes, I have a leadership relationship with _____

3. Research Funding

Yes, I receive research funding from _____

4. Paid Consultant or Member of an Advisory Board or Review Panel

Yes, I have a consultant or advisory board relationship with _____

5. Speaker's Bureau

Yes, I am on the speaker's bureau(s) for _____

6. Major Stock or Investment Holder

Yes, I have stock holdings with _____

7. Other Remuneration

Yes (*please list relationships and company name*) _____

2. OFF LABEL USE: (for Presenters/Content Specialists)

If you discuss the utilization of FDA drugs or devices outside approved regulations (off-label or investigational uses), you must clearly delineate this for your audience. Participants will be informed in writing in advance of, or at the time of, the educational activity if there will be discussion of "off-label" uses of commercial products during the educational activity.

Will you address "off-label" uses of commercial products during this educational activity? **Yes** **No**

(CONFLICT OF INTEREST DISCLOSURE FORM continued next page)

IF YES, indicate how you will disclose this information during your presentation.

- Verbal statement during the presentation
- Information provided on handouts
- Information provided in audiovisuals (slides, overhead, PowerPoint, etc.)
- Other, please describe: _____

Signature (written or electronic): _____
(REQUIRED)

I certify that my typed signature is my legal signature.

Date: _____

FOR RN NURSE PLANNER USE ONLY (FOR TCHP USE ONLY)	
Resolution of potential conflicts of interest – Activity Planner	
<input type="checkbox"/> No relevant relationship(s) to disclose	<input type="checkbox"/> Planners recused themselves from planning that portion of the program
<input type="checkbox"/> Selected an alternative person	<input type="checkbox"/> Individual ended relationship
<input type="checkbox"/> Other:	
Resolution of potential conflicts of interest – Presenter/Content Specialist	
<input type="checkbox"/> No relevant relationship(s) to disclose	<input type="checkbox"/> Provided talking points/outline
<input type="checkbox"/> Restricted presentation to clinical data	<input type="checkbox"/> Data, slides added or removed
<input type="checkbox"/> Reassigned lecture/topic	<input type="checkbox"/> Reviewed content – free of commercial bias
<input type="checkbox"/> Other:	
NOTES:	
Signature of RN Nurse Planner (written or electronic): _____ Date:	

Contacts for More Information

Twin Cities Health Professionals Education Consortium

TCHP
525 Park Street, Suite 120
St. Paul, MN 55103
Main Office: (651) 254-0885

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TCHP Program Manager 651-254-2956 Lynn.S.Duane@healthpartners.com

Linda Checky, MBA, BSN, RN
TCHP Assistant Program Manager 651-254-3602 Linda.L.Checky@healthpartners.com

Elayne Johnson
TCHP Education Assistant 651-254-0885 Elayne.M.Johnson@healthpartners.com

Staff Development Committee: Liaisons

HealthEast Care System

Rebecca Persons, HealthEast System Education and Development Specialist
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559 Capitol Blvd., Ed 3 North
St. Paul, MN 55103
(651)236-3881 rjpersons@healtheast.org

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 Medical Center

Debra Pederson, Director of Staff Education
Nursing Service, #142C
Minneapolis Veterans Administration Medical Center
One Veterans Drive
Minneapolis, MN 55417
(612) 467-4390 debra.pederson@va.gov

Regions Hospital

Sarah Linhoff, Education Department #12202E
West Building (Regions)
690 North Robert Street
St. Paul, MN 55101
(651) 254-1358 Sarah.P.Linhoff@healthpartners.com

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 filmstrips, films, 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

The preference for use of games in teaching is varied. 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. (See bibliography for taxonomy of games for nursing education.) 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.

Transparencies

Transparencies are inexpensive, easy to store, can stimulate interest, and add emphasis where desired. Use of transparencies allows the presenter to maintain eye contact, as the room need not be darkened to the extent necessary for film or slide presentation. The presenter must be able to comfortably manipulate the transparency without detracting from his/her verbal presentation. Handwritten transparencies should not be used. The following is a summary of information concerning transparency preparation.

- Restrict your message space to 7 1/2 x 9 1/2 (vertically x horizontally); this will insure that your message will be visible at all edges.
- Add explanatory titles to reinforce content.
- Minimize words - use key phrases.
- A maximum of 6 words/line and 6 lines/transparency is recommended.
- Use graphs (ex., bar) and charts (ex., pie-shaped) to illustrate content.

- Use simple lettering style
 - * lower case is more readable than upper
 - * 3/16 inch height is minimum height
 - * vertical spacing between words should equal 1 1/2 the height of lower case letters
 - * round letters are positioned closer together than straight letters (called optical spacing)
 - * black on yellow is most legible
 - * avoid pale colors (ex., yellow) as they become illegible
 - * if room is lighted, black ink on green, blue, or red is also difficult to read
 - * you can cover up portions to allow for progressive disclosure
 - * consider the use of overlays to demonstrate progression (ex., connect at corner and slide one on top of another; hinge on one side and progressively add sheets; connect at 4 sides if flexibility is required)

LCD Projector/PowerPoint

This technology cuts down the cost of making overheads or slides, allows for special effects, appears professional and technologically up-to-date, and decreases the possibility of mixing up overheads. The following should be considered when developing an LCD presentation:

- 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. If presenting at your own institution, you may be able to save a large presentation to the server. Check with your AV or MIS department for instructions. Do not assume that you will be able to access the server—always check with your MIS or AV department beforehand. 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 possible, check your presentation on the LCD projector you will be using. This is a good opportunity to familiarize yourself with the equipment and programs.
- If you have the newest version of PowerPoint on your computer, we recommend you save your presentation in an older version as well as the newest version to make sure the file will open when you are ready to teach.

Resources For Content Development

Audiovisual Material

1. MEDLINE, AVLINE
2. "Comprehensive Nursing AV Resource List" - University of Connecticut

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

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

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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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