



FACULTY FOCUS

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Our Mission

Galen College of Nursing, driven by a culture dedicated to expanding access to nursing education, prepares diverse learners to demonstrate excellence and compassion in nursing through an educational approach immersed in innovation, technology, and student support.

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Scantron Update – VERY IMPORTANT – PLEASE READ!!

Department of Curriculum and Faculty Development

Starting in July **All students** (BSN, ADN, PN/VN) attending Galen College of Nursing will need to use an assigned 7-digit code on their Scantrons.

It is our intent that by the end of the year, we will be able to provide student reports for those who test using GEARS. Students are required to use a consistent code during the fall quarter to allow us to test the system. Our intent is when we add the LPN/LVNs to the GEAR process, this will already be tried and ready to go for you too!

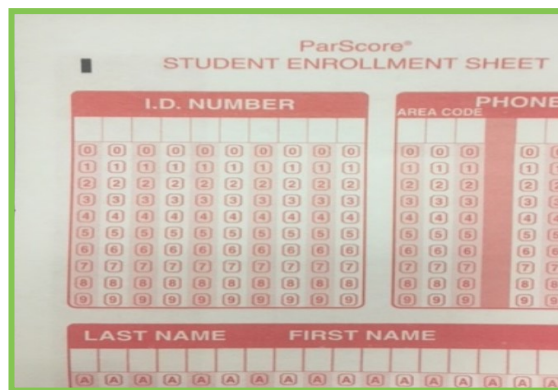
How will students know their code? The Administrative Computing team, under the direction of Chris Howatt, will be emailing each student to provide the 7-digit code by the second week of the term.

How did we choose this code? Each Galen student has a Student ID created and used inside the portal system. Based upon the time here, student codes could vary in length. The Administrative Computing team has created a system to ensure that each student will have the correct 7-digit code to use moving forward.

Where does this code go on the Scantron form? The same place that students had previously placed the 4-digit code, they will now place the 7.

What if a student forgets the code? The Administrative Computing team is working on procedures that outline how faculty can log in and retrieve a list of all of their student names and corresponding Student IDs. More information will be provided at a later date.

We are asking you to please remind your students frequently about this change. Remind them to memorize the 7-digit code prior to the first test. Thank you so very much for assistance in this process.



New Resources Brought to You by the QEP!

Laura White, Quality Enhancement Plan Director

I am excited to announce two new resources, available to all faculty, staff, and students, brought to you by the QEP: Grammarly® and APA Style CENTRAL®.

Grammarly® writing assistant is now available. Download the program to make sure your writing is “clear, effective and mistake-free.” Account information was sent out via email on July 2, 2018.



APA Style CENTRAL® combines sophisticated learning and teaching tools and full integration of the *Publication Manual of the American Psychological Association*® to assist faculty and students to implement APA format in writing assignments. This resource, from the American Psychological Association, will allow us to remove the *Publication Manual for the American Psychological Association* from the booklist, saving our students money and creating a centralized, common resource for the instruction of APA formatting. This resource has been integrated into Canvas and can be seamlessly added to any course as an external tool. Tutorials describing how to access APA Style Central through Canvas and the Galen website are forthcoming.

Our latest and greatest student success course — GPS 1200: Galen Pathway to Success, has officially launched. This two-credit hour course has been specifically designed to serve both our ADN and prelicensure BSN students. It incorporates an orientation to Galen’s learning management system, time management, disciplinary literacy, college-readiness, professional behavior, and stress management skills. The class is taught on campus in a supportive, student-centered learning environment. We’re deliberately integrating them into the campus culture. Through this course, students are given the opportunity to get to know each other, the faculty, and the support personnel who are available to help them.

The GPS 1200 Course Facilitators Training/Resource Repository is available to all GPS 1200 faculty and houses the lesson plans, in-class activities, and other information instructors will need to

facilitate GPS 1200. Instructors should check the course weekly, particularly for announcements. Weekly “This Week in GPS” announcements will keep faculty up to date on the lessons for the week and will be the main method of communicating with course faculty.

For questions regarding the QEP, or becoming a GPS 1200 instructor, please email Laura White at lwhite@galencollege.edu or contact your local member of the QEP leadership team.

The QEP Leadership Team

Main Campus and Hazard: Laura White, QEP Director
 Louisville: Candice Gatewood, QEP Liaison
 Cincinnati: Ellen Krumme, Lead Faculty
 San Antonio: Jennifer Stewart, QEP Liaison
 Tampa: Cali Garber, QEP Liaison
 All Campuses: Megan McInnis, Canvas Technical Expert

Additional QEP information is available on the Galen Website: please view our webpage: <http://www.galencollege.edu/about-galen/qep/>



The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) **reaffirmed our accreditation for ten years through June 2028.**

This is significant validation of the work you do every day to recruit, support, and prepare future nurses, and we should all feel proud of this remarkable accomplishment.

Another milestone, and another reminder that Galen College of Nursing is a great place to learn and a great place to work!



How are Topics Chosen for NCLEX Questions?

Dara Lanman, MSN, RN, CNE

In January 2018, the National Council of State Boards of Nursing, Inc. (NCSBN®) published their latest report on the study of what registered nurses do. This study is presented as the Strategic Practice Analysis.

Who is the NCSBN? The role of the NCSBN is to “protect the public’s health and welfare by assuring that safe and competent nursing care is provided by licensed nurses. ...[NCSBN] achieve this mission by outlining the standards for safe nursing care and issuing licenses to practice nursing.” In other words, they construct, assess, validate and revise the National Council Licensure Examination (NCLEX®). (NCSBN, 2018)

Why does the NCSBN care about what nurses do? This study ensures that the NCLEX is aligning with the requirements of the nursing profession and ensuring that those who pass the test, will be competent at the bedside. The NCSBN surveys RNs at the bedside to see what they need to know and what they are being asked to do, then use this information to update the NCLEX exam. In other words, they want to ask graduates to answer questions about the tasks that they are going to be required to perform. What good would

it be to see a nursing graduate can successfully answer a question about “how to plant trees,” if at the bedside they would never plant a tree? Right?

How does the NCSBN do this? Well, there are a bunch of steps. You can imagine that those scientific people who understand statistics and 3D chess would create some great surveys of those who practice, tools to analyze the survey, and tools to analyze the survey results. But luckily, they also have a talent to break this information into small useable chunks for educators. They describe the process in their [Strategic Practice Analysis](#), and I invite those of you who understand statistics and 3D chess to go and read about it. It is interesting. Complex, but interesting.

In the interest of time for this article, I am going to skip to the results. The data provided by the NCSBN is divided into the Knowledge, Skills and Abilities (KSAs). Below is a list of the highest-ranking topics in each of these areas.

Before you skip to the lists, it is important to realize one very key topic. The NCSBN uses this data to create future

KNOWLEDGE	SKILLS	ABILITIES
Nursing process	Clinical Judgment	Oral Comprehension
Professional responsibilities	Professional Communication	Task and Information Ordering
Documentation	Active Listening	Dependability
Focused Assessment	Problem Solving	Oral Expression
Plan of Care	Critical Thinking	Written Comprehension
Client Needs Assessment	Therapeutic Communication	Self-Sufficiency
Client, Family and/or Caregiver Education	Client Monitoring	Speech Clarity
Vital Sign Collection	Documenting	Social Confidence
Client-Centered Care	Client Education	Written Expression
	Focus Assessment	

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questions for NCLEX. As a challenge to the art and science of educating future nurses, it is important to take a moment and review the data provided and do a self-analysis — of one's courses, and of one's techniques. Is Galen, and are you as a member of the Galen family, providing this information to our learners?

ACTIVE LEARNING TIME! If we were in a classroom setting, I would now pass out a two-column handout. It would contain Galen's Program Student Learning Outcomes (PSLOs) on one side and the NCSBN's Activity Statements listed above on the other side and ask you find matches. I have provided for you the PSLOs below. Take a moment. Can you find a relationship between the two?

Program Student Learning Outcomes for our PN/VN and ADN programs.

1. Safe, Patient-Centered Care
2. Caring Behaviors
3. Communication
4. Clinical Judgment
5. Collaboration
6. Leadership

We all have a very important role in providing this education to our learners. I would like to take a moment on my soapbox to stress the importance of our lab and clinical faculty. Too often I hear, "I am only a clinical instructor." Looking at the list provided by the NCSBN, it is easy to see that clinical faculty are key to our education delivery!

The NCLEX updates the testplan every 3 years, and now you know how they decide upon the topics to be tested.

Nurse Tim at Galen College

Jennifer S. Lee, MS, BS

Nurse Tim's Mission: To provide hands-on interactive training for educators and learners through customized onsite and online conferences and consultations, makes it an ideal tool to use to meet the needs of faculty development. Every state board of nursing requires nurses to earn specific numbers of contact hours to maintain their license, and with the national reputation and accreditation of Nurse Tim, nursing faculty can meet this requirement for free. In fact, the cost for an individual membership is \$349; however, Galen provides free subscriptions to all faculty. In addition to the ability to earn free contact hours, there is a wide range of topics for faculty to select. Many Galen nursing faculty choose the Certification for Nurse Educators (CNE) prep materials since they can get the information and training for this valuable certification for free. Additionally, all faculty can benefit from topics on Test-Item Analysis, Assessing and Promoting Students' Clinical Performance, Concept Mapping, and even leadership topics such as Directors and Chair: Leadership Strategies for Survival. Please visit the Galen Center for Faculty Development Canvas Course for information on how to log on to your free account or contact your campus Faculty Development Coordinator.



New Email Address for Faculty Development



Mary Alice Tolbert, MSN, RN, CNE

If you have ever facilitated or participated in one of Galen's Deep Dive meetings for a course that you teach, you know that there is a line on the agenda that states, "Submit recommendation for faculty development offerings based on curricular assessments." Have you ever wondered how to do that, what that means, or why it's there?

The Department of Curriculum and Faculty Development now have a way for you to recommend offerings with a simple email. When you identify a need for faculty development, whether it is through evaluation of your course or professional development, send your idea to facultydevelopment@galencollege.edu. A ticket will be generated, and the idea will be routed to the faculty development committees and/or coordinators.

In the Principles of Accreditation (Southern Association of Colleges and Schools Commission on Colleges, 2012), Standard 3.7.3 states: "The institution provides ongoing professional development of faculty as teachers, scholars, and practitioners (Faculty development)" (p. 31).

In order to fulfill this requirement, Galen has Faculty Development Committees on each campus. The purpose of the Faculty Development Committee (FDC) is to identify and meet faculty educational needs relevant to teaching pedagogies, student learning styles, use of evaluation and assessment methods, curriculum design, scholarship, and leadership (Office of the Academic President, 2018). These committees are working to develop faculty sessions as well as other training opportunities for faculty. They welcome your input so that they can better meet your needs, and the new Faculty Development email is the best way to have your ideas heard.

— Faculty Development Coordinators —

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References

Office of the Academic President. (2018, May 31). *Governance*. Retrieved from Employee Resource Center: <https://resourcecenter.galencollege.edu/employee/employee-resources/policies-and-procedures/governance/>

Southern Association of Colleges and Schools Commission on Colleges. (2012). *The Principles of Accreditation: Foundations of Quality Enhancement*. Retrieved from SACSCOC: <http://www.sacscoc.org/pdf/2012PrinciplesOfAccreditation.pdf>

Emotional Intelligence (EQ): Practicing, Modeling, Teaching

Dr. Blair Mackenzie

In 1990, Mayer and Salovey, Yale researchers, coined the term emotional intelligence (EQ) and developed a 4-Branch Model of EQ.

- 1) Emotions on a nonverbal level;
- 2) Emotions guide cognitive functions;
- 3) Understanding the information emotions convey and the actions emotions generate;
- 4) Emotional regulation for personal benefit and for common good (Daniel Goleman's, 2018).

Emotional intelligence is the ability to empathize with people's feeling and the skill to react to these feelings to make good judgments, avoiding or solving problems (Emotional intelligence, 2018). Further developing the original model, Daniel Goleman introduced his five (5) elements of emotional intelligence (EQ).

Goleman's EQ Element 1

Goleman's emotional self-awareness is knowing one's feelings and how they affect others. To accomplish self-awareness, one must work to develop awareness by recognizing and controlling the emotions. Some methods for improving self-awareness are controlled breathing, mindful meditation, yoga, tai cheng, and walking in natural surroundings. Some variations of these can be taught to students in traditional classrooms and in distance learning platforms.

Goleman's EQ Element 2

Self-regulation comes in as the second element in the Goleman model. Controlling one's emotions, redirecting one's emotions, and anticipating consequences before acting define this element. Self-regulation can be improved by doing something enjoyable, smiling, freeing self of worries, and venting to a trusted confidant.

Goleman's EQ Element 3

Goleman's 3rd element is motivation. While finding motivation can be a challenge in daily routine, motivation can help achieve goals, help enjoy the process, and enable the perseverance necessary to overcome obstacles. Here are six tactics for staying motivated:

- Set realistic long and short-term goals;
- Understand and manage risks;
- Seek and accept constructive criticism;
- Stay committed to success;
- Actively seek and seize opportunities;
- Be resilient in the face of setbacks.

References

Daniel Goleman's Emotional Intelligence Theory Explained. (2018). Concordia University-Portland. Retrieved from <https://education.cu-portland.edu/blog/classroom-resources/daniel-golemans-emotional-intelligence-theory-explained/>

Emotional intelligence. (2018). *Cambridge dictionary*. Retrieved from <https://dictionary.cambridge.org/us/dictionary/english/emotional-intelligence>

Goleman's EQ Element 4

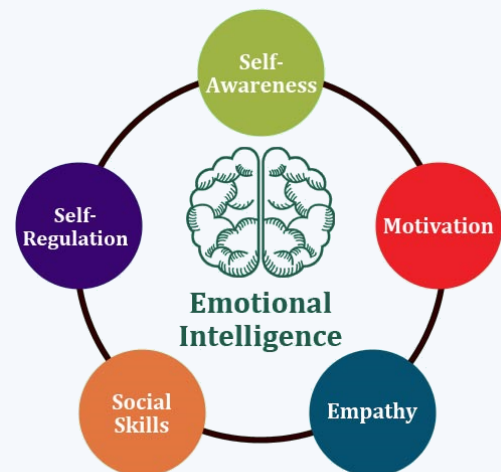
Empathy is Goleman's 4th element of EQ. Empathy involves sensing the emotions of others, feeling compassion for others, and having cultural sensitivity. Here are some techniques for improving empathy:

- Be curious about others;
- Actively listen to others;
- Be fully present with others;
- Smile at others;
- Read nonverbal communications;
- Examine your own biases.

Goleman's EQ Element 5

Social skills make up the last element (5) of the Goleman model. Social skills include managing while inspiring others. Stimulating others to bring about the desired result, especially in the classroom and in nursing setting.

Social skills can be improved by asking open-ended questions and allowing others to speak. Social preparedness means being present, complimenting others, and practicing good manners.



Emotional intelligence (EQ) may be as important or more important than IQ, especially in the practice of nursing. Galen's stated outcomes and competencies of compassion, cooperation, inclusion, accountability, respect, and excellence are supported by the Goleman model. EQ can be practiced, modeled, and taught in nursing courses across all programs.

Aligning Instructional Activities to Student Learning Outcomes

Amy Kennedy, Instructional Designer

Introduction

Course alignment refers to how instructional activities and assessments work together to ensure students achieve the desired learning outcomes. Student learning is best achieved when all three of these components are aligned.

Student Learning Outcomes: Course and unit learning outcomes specify what students should be able to do when completing the course or unit and express the kinds and levels of understandings students should attain.

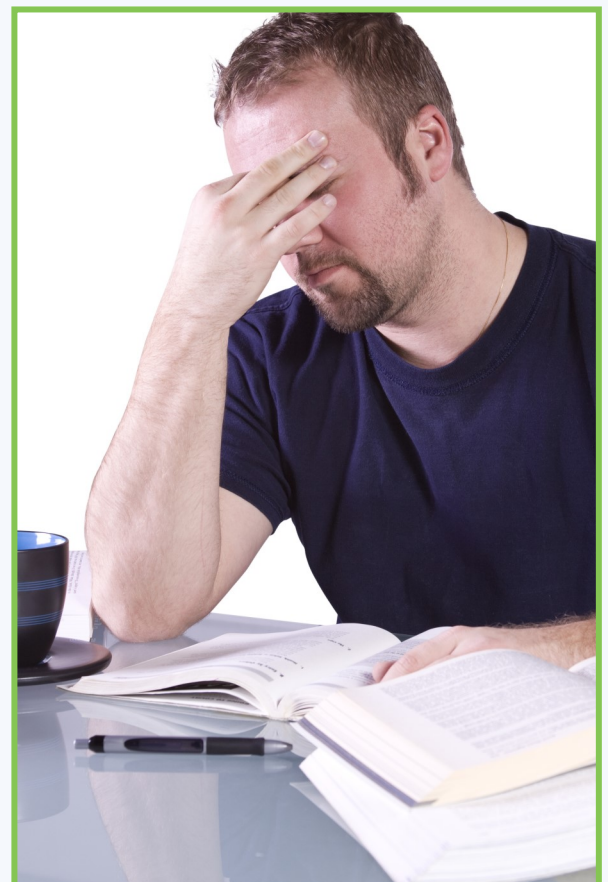
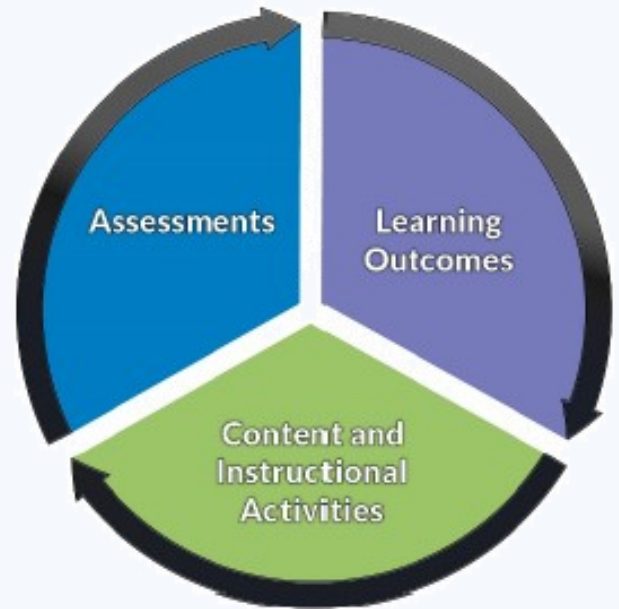
Instructional Activities: Active learning experiences reinforce learning outcomes and prepare students to achieve the learning outcomes.

Assessments: Formative and summative assessments throughout the course reveal how well students have mastered the learning outcomes.

What happens if the components of a course are misaligned? As a faculty, you may have had students complain that they studied but still did poorly on an exam. This could be due to misalignment within a course. If assessments are misaligned with learning objectives or instructional strategies, it can undermine both student motivation and learning and lead to the following:

- Students receive mixed messages about what they should learn.
- Students spend time on activities that do not lead to intended outcomes.
- Students focus on concepts or skills that are not assessed.

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Active Learning and Instructional Activities

Students learn best when actively engaged in the learning process through instructional activities aligned to learning outcomes and assessments. As faculty, you can provide students with active learning experiences through activities such as discussions, case studies, games, scenarios, simulations, and role playing.

The first step in designing learning activities, is to refer to the action verbs used in the unit learning outcomes (USLOs) or course learning outcomes (CSLOs) and design activities and assessments aligned to these verbs, so students can practice mastering learning outcomes. Some types of instructional activities can be developed to align with several USLOs and/or CSLOs.

Strategies for Designing Instructional Activities

The following are various strategies for designing well aligned instructional activities and examples of interactive activities developed by the Online Technology and Instructional Design (OTID) team for online courses here at Galen. The first step in every strategy is to examine the desired CSLOs or USLOs you would like students to master and develop the activity to align with these outcomes.

Strategy 1: Select activities that will prompt actions related to the verbs in the learning outcomes.

⇒ **Example USLO from NUR 242 Medical-Surgical Nursing Concepts:**

- Differentiate medications prescribed for patients experiencing common perfusion problems.

6 Attributes of Critical Thinkers

Reflectiveness

Willingness to listen

Consideration of others' views

Questioning of norms

Willingness to express ideas

Innovative in solutions

⇒ **Explanation of Instructional Activity and Design Methodology:**

- For this Medical-Surgical Nursing Concepts course, this USLO focuses on mastering comprehension of differentiating perfusion medications. This content could easily be presented in a bulleted list or lecture, but to engage students in active learning, the OTID team took a gamification approach for addressing this USLO.
- In this activity, students differentiate between various anti-hypertensive medications by playing a concentration style game to match each medication type with what the medication does. With each correct match this activity also provides additional patient teaching tips for each anti-hypertensive medication so that a student can apply this knowledge in a practical setting.

⇒ **Link to Example Activity: [Anti-Hypertension Medications Concentration Game](#)**



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Strategy 2: Design activities to give students opportunities to develop and ultimately demonstrate their learning such as through real world scenarios and case studies.

⇒ **Example USLOs from NUR 254 Concepts of Nursing: The Childbearing and Child Caring Families:**

- Determine safe patient-centered nursing care using evidence-based practice for women with high-risk pregnancies.
- Identify development principles, prevention, and/or early detection of health problems and strategies to achieve the optimal health for women with high-risk pregnancies.

⇒ **Explanation of Instructional Activity and Design Methodology:**

- For this Concepts of Nursing: The Childbearing and Child Caring Families unit on high-risk pregnancies, the OTID team designed a case study scenario aligned to several USLOs to allow students to demonstrate both their comprehension of the content and the application of the content to a real-world scenario.

- In this activity, students are presented with a scenario of a high-risk maternity patient and several options for courses of action. Through this activity, students make choices to demonstrate their knowledge of safe patient-centered nursing care in addition to prevention and detection of health problems for women with high-risk pregnancies.

⇒ **Link to Example Activity: [High Risk Pregnancy Case Study](#)**



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Strategy 3: Provide feedback that gives students information about their progress on learning outcomes such as providing feedback on all responses, further explanations of content, and/or follow up higher cognitive level questions.

⇒ **Example USLOs from NUR 242 Medical-Surgical Nursing Concepts:**

- Determine safe patient-centered nursing care using evidence-based practice for patients experiencing infection, inflammation, and tissue integrity problems.
- Determine established practice standards and guidelines in order to ensure quality outcomes for patients experiencing infection, inflammation, and tissue integrity problems.

⇒ **Explanation of Instructional Activity and Design Methodology:**

- For this Medical-Surgical Nursing Concepts course, the OTID team designed a case study activity that provides feedback, further explanation and follow up higher level questioning to provide students with feedback about their progress on mastering several USLOs. This feedback and multiple questioning approach allows students to assess their ability to practice mastery of several USLOs.

- In this activity, students first match each blood product to the correct recipient patient profile. Then each match is followed up with feedback and further explanation of the topic. In addition, each match has additional higher cognitive level application questions that assess the student's ability to determine safe patient-centered nursing care using evidence-based practice and determine established practice standards and guidelines for caring for patients receiving blood and blood products.

⇒ **Link to Example Activity: [Care of the Patient receiving Blood and Blood Products](#)**



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Strategy 4: Design scaffolded activities that allow students to progress through a range of levels of complexity as they work towards achieving deeper understanding of a concept.

⇒ **Example CSLOs from NUR 280 Transition to Registered Nursing Practice:**

- Demonstrate safe, patient-centered nursing care using evidence-based practice while managing multiple patients.
- Integrate effective communication skills to promote safety and support decision making while managing patient care.
- Integrate leadership skills in a variety of healthcare settings when managing care for diverse patient populations.

⇒ **Example USLO from NUR 280 Transition to Registered Nursing Practice:**

- Analyze established standards and guidelines related to delegation, assignment and supervision.

⇒ **Explanation of Instructional Activity and Design Methodology:**

- In this capstone nursing course, designed to transition the learner to the role of registered nurse through the application of the principles of nursing management, leadership, delegation, and supervision, learners are challenged to synthesize previously learned knowledge as they integrate critical thinking skills and apply clinical judgment to demonstrate competent, safe, quality, patient-centered care.
- This activity was originally designed by faculty as a classroom activity for on-ground students. The OTID team worked with the faculty to adapt this classroom activity into an online interactive activity to provide a framework for students to demonstrate high cognitive level

synthesis of knowledge and integration of skills. This activity aligns both an analysis level USLO and then scaffolds up to higher levels of complexity to align with several broader higher-level evaluation and synthesis CSLOs.

- In this activity, students participate in a simulation using a real-world scenario in which they demonstrate their prioritization skills by first reviewing patient information then assigning incoming patients to appropriate bed spaces and finally assigning staff to each patient.

⇒ **Link to Instructional Activity: [Prioritization Simulation](#)**



Summary

All of these instructional strategies and example activities presented can be adapted for use in both online and on-ground environments. Online instructional activities can also be used in on-ground courses both by the students as practice activities and by instructors as classroom aids for reinforcing concepts.

If you would like more information or additional assistance developing and aligning instructional activities for your courses, please contact the OTID team
OTID@galencollege.edu



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THE *FACULTY FOCUS*
CAN BE FOUND IN THE
ERC > EMPLOYEE
NEWSLETTER

Message for Students: Expect to Be Successful, and You Will Be

- S**tay the course and never forget that you can do this
- U**se your time effectively by planning and prioritizing
- C**elebrate milestones
- C**hange what is not working
- E**lect to use Galen's virtual library and all resources
- S**ubmit assignments on time
- S**hare your experiences; participating in class is critical
- F**ocus on learning your strengths and weaknesses
- U**se your support network, including family and friends
- L**earn from your classmates and from every opportunity



Faculty –

The end of term/session course evaluation reports have been e-mailed out. If you did not receive a report for one or more courses taught this term/session, it did not meet the minimum number of required responses (5), **OR** it did not exceed the minimum response rate percentage (25%).

Speaking of course evaluations, have you ever wanted to reminisce on past course evaluations or need to download previous course evaluations for Rank & Promotion? Please follow the 4 steps below to retrieve old course evaluations from our survey software.

1. Go to <https://survey.galencollege.edu>
2. Ensure the "Datasource" says "Staff" on the login page.
3. Type in your Galen username and password.
4. Find all of your previous course evaluation reports under the Reports headings.

If you are missing any course evaluations or need more clarification, please contact iesupport@galencollege.edu for additional support.