5TH CELEBRATION OF TEACHING & LEARNING SYMPOSIUM

Presentation Abstracts

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2021 Celebration of Teaching & Learning Symposium
Presentation Abstracts

Keynote: Balancing Flexibility and Rigor to Support Student Success

Carie Cardamone, Tufts University
Heather Dwyer, Tufts University

Description
As the pandemic continues, instructors strive to incorporate flexibility in their courses while preserving academic rigor. In this session, we will explore the concept of rigor and its relationship to inclusive, flexible teaching. Using Universal Design for Learning as a framework, we will discuss proactive strategies for maintaining high course standards while reaching all students. Instructors adopting Universal Design models have seen their results increase student retention and engagement.

About the Presenters
Carie Cardamone, Associate Director, Tufts University Center for the Enhancement of Learning and Teaching, brings her passion to make science education both inclusive and exciting to her work supporting faculty. Dr Cardamone draws on her experience as an education researcher in exploring the ways that assessments can be used to support student learning and advance equity in the curriculum. She earned her PhD in Astronomy at Yale University.

Heather Dwyer is currently Assistant Director at Tufts University's Center for the Enhancement of Learning and Teaching. Dr. Dwyer's professional interests include evidence-based teaching, inclusive teaching, and measuring the impact of CTL efforts. Her article "A Mandatory Diversity Workshop for Faculty: Does it Work?" was published in 2020. She earned her doctorate in Ecology at the University of California, Davis.

1. Teaching through Personalized Instruction

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Keywords: student motivation, choices, personalized instruction

Abstract:
In this session, I will discuss my experiences with Open Classroom (OC) practices in which student learning is personalized with options to select different assignments with built-in choices (e.g., essay vs. presentation) that are accompanied with dynamic rubrics to match students' personal strengths and preferences. A course syllabus is co-created with the students using a democratic process encouraging fair and just treatment to create an enjoyable, engaged, and student-centered experience. Reading material is often selected by the students and the course content is student-driven. Given that students who are engaged in the planning process, and adapting instruction, assessment, and learning environments to their needs and preferences, show increased motivation, performance, participation, and ownership in course structure and content, I believe that many educators would find OC practices useful and relevant (Blinne, 2013; Dabbagh & Kitsantas, 2012; Hudd, 2003; Martindale & Dowdy, 2010).

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Dobersek, U. Syllabus and other assignments created for Open Classroom.

2. Using Clickers in the Classroom

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Keywords: Clickers, engagement, learning

Abstract:
Instructors often search for ways to increase student engagement and participation during class. Learning Response Systems, known colloquially as clickers, are one potential solution. Research shows students perceive clickers positively (Han & Finklestein, 2013) and that clickers facilitate learning and engagement (Morling et al., 2008; Hake, 1998).

To see if clickers had similar positive effects in my classroom, I solicited feedback from the 108 students in my Introduction to Psychology course. During the Fall 2020 semester, I used the Acadly clicker app to take attendance, ask multiple choice poll questions to gain insight into which topics students understood, and conducted discussions via the app to help ensure social distancing. 55 of those students provided feedback. Overall, students agreed Acadly facilitated learning (M = 6.15 on a 7-point scale) and engagement (M = 6.24), and that it helped them to participate in the large lecture class in a less stressful/anxiety-producing manner (M = 6.37).

Resources/References
For more information on Acadly, see: https://www.acadly.com/ or their help page: https://help.acadly.com/en/

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3. Ethical Decision Making: A Novel Perspective to a Long-Standing Issue for Undergraduate Education

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Keywords: Ethical decision making, counterfactual thinking

Abstract:

Research Question and Context

This research extends understanding of self-regulatory processes involved in ethical decision-making for undergraduate students. Specifically, we examine the effects of an in-class manipulation consisting of ethical scenarios designed to stimulate a counterfactual ("what if") mindset to impact negative emotion, ethical judgment, and intention to behave unethically. This research addresses both theoretical and practical imperatives in the scholarship of teaching and learning literature. The specific research question addressed is: Can educators use counterfactual thinking to more effectively advance undergraduate students' ethical decision-making?

Grounding

What are the themes in the scholarship of teaching and learning literature for teaching ethics? There is a clearly articulated call to address ethics in undergraduate education. However, exactly how to do this is less clear. While experiential learning is a favored approach (c.f., Loe & Ferell, 2001; Hunt & Laverie, 2004; Neil & Scribrowsky, 2005; Allan & Wood, 2009; Beggs, 2011), results have been mixed (c.f., Yoo & Donthu, 2002; Waples et al., 2009; Lau, 2010) resulting in a "how can we do better?" theme (c.f., Mele, 2005; Allan & Wood, 2009; Lund Dean et al., 2010; Beggs, 2011).

Approach/Methods

Two hundred and sixty-two undergraduate students enrolled in a range of business classes at a USI participated in this research. In keeping with counterfactual methodology (c.f., Kray et al., 2006), the study manipulated a situational element ("hands off" or "hands on" immediate supervisor) for one of two ethical scenarios in business contexts. Participants were provided a packet that consisted of, in order, one of two scenarios which included the manipulation, followed by related measures, followed by another scenario that did not include the manipulation, and a second set of measures that were different from those associated with the first scenario. Students responded to measurement items immediately after reading each scenario.

Discussion/Lessons Learned

In terms of educational interventions, the manipulation of a mindset (through in-class scenarios) had significant effects on emotion, ethical judgment, and intention to behave unethically. Our reasoning was that participants who were exposed to the "hands on" manipulation in the first scenario would perceive stronger likelihoods of negative consequences which, in turn, would prime a prevention-focused mindset that would then be carried over to consideration of the second scenario. Further, negative emotion was found to be a strong predictor of ethical judgment and the perception of negative consequences (from the first scenario) was found to moderate the effect of negative affect on intention to behave unethically (for the second scenario). As noted in the counterfactual literature, this approach represents a more unobtrusive way to impact behavior (Liljenquist et al., 2004) which is consistent with observations that students may learn ethics better (with less reactivity) under less intrusive approaches (Beggs, 2011).

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4. Our Time Has Come: What campus closures taught us about the importance of the online learning community

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Keywords: online learning, COVID-19, engagement, teaching techniques

Abstract:
Online learning has never been a hotter topic than it was during the 2020 academic year as thousands of instructors scrambled to move their face-to- face classes to an online format. The online community once looked at as secondary now became the key resource, as many instructors struggled (and unsurprisingly failed) to put together a high quality, engaging course in the week given. Traversing these uncharted waters led us to one obvious conclusion: The importance of the online teaching community and looking to them for the pedagogical basics for online instruction has never been made more obvious than it is now. In this teaching practice session we will discuss lessons learned from the rush to move classes online and briefly list some universal (though traditionally online-focused) teaching techniques that anyone can incorporate into both their classes and their LMS, regardless of the format in which they teach. After an initial presentation, time will be given for a thoughtful discussion on lessons learned from this year, how these changes impacted the participants' own teaching and their school's courses, and how these events have changed how some perceive online teaching and learning. Simple techniques will also be provided that participants can incorporate into their LMS and courses to improve any format of teaching.

P1. Comparing Teaching Strategies Utilized to Enhance Self-Confidence Among Novice Nursing Students

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Keywords: beginning nursing student, confidence level, role-play, high-fidelity simulation

Abstract:

Research Question and Context

Confidence is a professional attribute linked to clinical judgment and decision making, promotes patient safety, and positively impacts patient outcomes (Lundberg, 2008; White, 2009; Blum et al., 2010). Educators are challenged by how best to support the development of self-confidence among novice nursing students. Students enter programs with various levels of self-confidence. Educators play a key role early in the nursing curriculum by creating meaningful active learning opportunities to support the development of confidence among novice students. When students experience repeated successes, their confidence builds resulting in student achievement of learning outcomes and program outcomes (Bulfone et al., 2016; Lundberg, 2008; White, 2009).

This prospective, quasi-experimental pilot study used a convenience sample to compare role-play (RP) and a newly integrated individual high-fidelity simulation (HFS) to determine the impact on the development of confidence among beginning associate degree nursing students preparing for their first patient care experience (Carter, 2020).

Grounding

The use of simulation provides rich experiential learning in a safe, realistic, and controlled environment, and has been shown to provide meaningful learning similar to the traditional clinical experience (Hayden et al., 2014; Jarvill et al., 2017; Jeffries, 2016). When introduced early in the curriculum, confidence levels can be enhanced (Kimhi et al., 2016). A gap in the literature exists in determining which confidence-building teaching strategy, RP or HFS, best enhances a novice nursing student's confidence.

Bandura's (1994) theory of self-efficacy supports the use of simulation in that opportunities for achieving repeated success when performing skills, observing others perform skills, receiving positive feedback, time for deliberate practice, and experiencing positive emotions during skill performance all impact the development of self-confidence.

Approach/Methods

A pre-test/post-test survey design was used to measure the perceived levels of self-confidence when performing a physical assessment. The convenience sample was assigned according to their clinical day to complete either the historically used RP simulation or a newly designed individual HFS during orientation day. Using Grundy's (1993) Confidence Scale, a 5-point Likert scale, students were asked to answer five questions to rate how confident they felt in completing the physical assessment before the simulation activity. Students received debriefing after their simulation and opportunities to continue practicing the physical assessment skill. One week later, students completed the Confidence Scale prior to performing a physical assessment on their first assigned clinical patient.

Discussion/Lessons Learned

An independent samples t-test (p = .11) showed no statistically significant difference in post-intervention levels of total self-confidence between the RP and HFS groups (Carter, 2020). However, a paired samples t-test within groups revealed statistically significant changes in total levels of confidence from Time 1 (M =18.4, SD =2.70) to Time 2 (M = 20.3, SD = 2.30), $t(15)$ = -3.50, p = .003 (two-tailed) in

the RP group. These findings indicate the perceived level of confidence grew from moderate to high in the RP group. The HFS group maintained moderate levels of self-confidence.

Literature heavily recognizes HFS as a best practice. However, HFS is quite costly in terms of both time and financial investment in space, staffing, and equipment. This study positively affirmed that RP as a teaching/learning strategy supports a novice students' development of confidence.

The results also echo the literature's suggestion that introducing RP to novice students who lack knowledge, context, or experience may be more impactful in enhancing confidence whereas HFS can be integrated as students progress within the program (Goodstone et al., 2013; Thomas & Mackey, 2012).

Lessons learned from this study reiterate what has been supported in literature: deliberate practice, regardless of the type of simulation, is key in the mastery of skill and development of confidence (Jeffries et al., 2018). Educators play an essential role in supporting students' success by creating meaningful learning opportunities, and both program outcomes and patient safety may also positively be impacted. Further investigation utilizing novice baccalaureate nursing students should be explored.

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P2. Real Time Responses: Front Line Educators' View to the Challenges the Pandemic has Posed on Students and Faculty

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Keywords: Pandemic (COVID-19), Culture, Collaboration, Leadership

Abstract:
After months of school closures, a variety of educators were surveyed with the goal of understanding their lived experience of teaching during a pandemic and the supports they needed to be successful during this challenge. The educators span different grade levels, school districts, and states. Their responses were illuminating for educational leaders when planning for a new school year. The purpose of this Research Brief Report was to collect real time responses from educators as they attempted to meet the varied challenges of educating during a pandemic. The questions focused on strengths needed by the educator, characteristics observed in successful students, and school supports that were helpful to gain successful outcomes. A variety of educators, spanning from kindergarten through high school, were surveyed. All participants were asked the same questions, and their responses were collected, coded, and organized around different educational leadership themes: teacher efficacy, resilient student characteristics, and effective school cultures. The goal of this Research Brief Report was to gain crucial information while educators were facing the pandemic and use their responses to frame a conversation for educational leaders as they plan for upcoming challenges they may face. From this Research Brief Report, characteristics of success begin to emerge. What does an educator need to focus on to be successful? What can we learn from our most successful students? What role can a school's culture play, even when no one is there?

P3. Using Technology to Enhance Student-to-Student and Student-to-Content Interaction in Online Courses: Reflections and Insights from the Online Course Development Program

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Keywords: Interaction, Online Learning, Innovation, Technology

Abstract:
For online learning to be successful, research has shown that students need to interact with their peers and the content to gain more meaning from their online courses. Learner to learner interaction is vital to building community in an online environment, which supports productive and satisfying learning, and helps students develop problem-solving and critical thinking skills, as well as feeling like part of something larger than themselves (Dixson, 2010; Lock, 2007; Swan, 2002). In one study, students who high levels of interaction with one another in their online courses reported high levels of satisfaction and learning (Swan, 2002). Learner to content is also important to creating a thriving online learning community (Dixson, 2010; Lock, 2007; Zimmerman, 2012). Zimmerman (2012) found that interaction with the course content is essential because it can contribute to successful learning outcomes and course completion. This poster presentation will showcase a course that recently went through the Online Course Development Program, EDUC 344.NO1 online course and the various ways technology enhanced the interaction between students and the interaction between the students and the course content. This poster will first identify relevant and focused content materials from podcasts, TedTalks, other videos, VoiceThread presentations, and other materials. Using up to date and various content mediums help students stay focused on the content to break up the monotony of reading textbook chapters and listening to lectures every week. The poster presentation will showcase how students used the content to interact with their peers through various technology (Padlets, VoiceThreads) by both small group and individual activities.

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5. The Discovered Benefits of Student-Produced Videos for Skill Evaluation in Online, Undergraduate Physical Assessment during Covid-19

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Keywords: physical assessment, virtual learning, online lab course, video

Abstract:
Our BSN physical assessment course included student-produced videos before Covid-19 halted in-person instruction. These videos were used for low-stakes, skill evaluations; however, we quickly employed this strategy to additionally evaluate high-stakes, complete head to toe assessments. In the end, we recognized that a progressively building head to toe assessment, submitted via multiple videos, allowed students to receive on-going feedback and achieve a passing level of skill performance. Furthermore, we recognized this approach could provide unique and complementary student learning opportunities when considering the merging of online evaluation videos and traditional, laboratory setting check-offs. Thus, as we move our course back to an in-person experience, our faculty is discussing how we can integrate online, video skill evaluation with in-person check-offs. The benefits of this online approach will be shared and participants will have opportunities to consider how this strategy could enhance their own courses.

6. COVID-19 At USI: Investigating the Effects of Campus Shutdown and Online Learning on Student Health Outcomes

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Keywords: COVID-19, Mental Health, Online Learning, Student

Abstract:
Research Question and Context
The COVID-19 pandemic necessitated quick and far-reaching decisions throughout academia. The decision to close campuses and shift to online learning models, accompanied by isolation as part of the shutdowns and quarantines, spurred intense interest in understanding how these environmental changes are affecting students. The current study compares student health outcomes of Introduction to Psychology students from the Fall 2019 and Spring 2020 semesters.

Grounding
Mental health problems are common on college campuses and resources are sparse (Center for Collegiate Mental Health, 2020). Mental health problems can dramatically impact student motivation and concentration (Unger, 2007). The addition of pandemic-related stressors such as frustration, fear, boredom, and financial loss (Brooks, et al., 2020)may have a sizable effect on an already vulnerable population (Shuchman, 2007) Recent research has shown negative mental health outcomes associated with the lockdown according to student self-reports (Son, et al., 2020), and a study of French university students who had to move mid-semester, during lockdown, were particularly affected by heightened stress (Husky, et al., 2020).The students in the current study were mostly freshmen and will continue to live with this experience as students at USI for several years. It is imperative that we understand how the pandemic has influenced them, and it is our duty as educators to guide them with these potential repercussions.

Approach/Method
This study is a between-subjects design, comparing students from the Fall 2019 semester to students from the Spring 2020 semester. The primary difference between these two conditions is that all students in the Spring 2020 semester participated after the campus shutdown and switch to online learning. The current study will compare scores on Adverse Childhood Experiences (a factor that may also contribute to stress in college (Karatekin, 2018)), the Difficulties in Emotion Regulation Scale (DERS), Life Events Scale for Students (LESS), and Patient Health Questionnaire (PHQ-9). The Adverse childhood experiences questionnaire ranges from questions about physical, psychological, and sexual abuse to whether a family member was imprisoned. The DERS can be calculated as a total or as subscales like difficulties with impulse control, a representative item is “When I am upset, I have difficulty getting work done”. The LESS is a self-report questionnaire for students about the number of times stressful events have occurred in the last year, such as the death of a loved one or a change in living conditions. The PHQ-9 is a simple screen of depression and anxiety that asks how many times a student experienced “little interest or please in doing things” in the last two weeks.

Discussion/Lessons Learned

Preliminary independent t-test comparing the Spring 2020 semester to the Fall 2020 semester showed significantly higher scores on the DERS, $t(274.023) = 2.68$, $p = .008$ and PHQ-9, $t(291) = -15.49$, $p < .001$. Many educators are forced to rely on anecdotal experiences due to the lack of empirical research and lack of similar comparisons to the pandemic. These preliminary findings show differences in emotion regulation and experience of depression/anxiety symptoms. These findings suggest that the myriad effects of the pandemic could be influencing the mental health of students. Thus, their performance in classes and degree pursuit may be affected. There are many solutions to this, from leniency with due dates and understanding. It may necessitate that instructors are more vocal and informed about mental health resources for students. Additionally, it may serve as evidence that future campus mental health resources may be required to meet the current and future needs of students at USI for several years to come.

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7. Dental Hygiene and Occupational Therapy: Working Together to Improve Oral Care

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Keywords: IPE, IPCP, Dental Hygiene, Occupational Therapy

Abstract:
The purpose of this quality improvement project is to determine the effectiveness and student satisfaction following a virtual interprofessional learning module between dental hygiene and occupational therapy students. Will a virtual interprofessional experience (IPE) learning module between dental hygiene and occupational therapy students improve student's interprofessional teamwork skills and knowledge, and provide student satisfaction with their IPE learning experience? The Triple Aim and more preventive focus on systemic health resulted in the Affordable Care Act (ACA). This medical focus improves public health, patient experiences, and controls costs. 1 This led to a medical-dental integration (MDI) model whereby medical and dental systems are linked to support patients and remove treatment barriers. 2 Based on IPCP concepts; it requires IPE- providing curricular experiences readying students for collaborative practice. Lack of IPE experiences contributes to misinformation about qualifications and scope-of-practice of other providers, influences interactions with other disciplines and self-perceptions as professionals. 3 Amended dental hygiene accreditation standard 2-15 requires including IPE within curricula. 4 A virtual interprofessional learning module was implemented with 30 occupational therapy students and 23 dental hygiene students from September-December 2020. Students were asked to complete the SPICE-R2 instrument and additional five questions both prior to and after completing the IPE virtual module to determine the module's effectiveness and student satisfaction. Voluntary surveys were distributed through Qualtrics and displayed the informed consent letter. Each survey took no more than 10 minutes to complete. Data collected will be used to determine future implementation of virtual interprofessional activities and will be used to share with other educators in dissemination through articles, presentations and posters.

How did the implemented strategy impact student learning or academic success? Results revealed improvement in student understanding of professional criteria and in interactions with other providers. See student quotes below: Combining various fields of thought can bring about new ideas as well as solutions to the issues faced by a client. With this newly obtained aspect on client-centered care, we can now look at clients in more than one selective view. Moving forward, we will apply what we learned about communication to future IPE experiences to provide collaborative care to our patients.

What are the findings related to student learning and success or your teaching practice? All students completed the IPE simulation requirements successfully. Showed improvement in all pre/post survey questions. What were the unexpected outcomes and lessons learned? Student reported surprise in the level of similarity between professional curricula. Students were impressed by the depth of knowledge in each other's professional skill set.

How might others apply, adapt, or extend what you have done to address student learning or academic success in their teaching practice? Follow up experiences allowing live interactions in the community. Utilization of a standardized patient. Focus on providing detailed procedural instructions.

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8. Make Learning a Magical Experience: Sharing Reflections and Lessons Learned while Teaching an Applied Learning Travel Course

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Keywords: High Impact Practices, Applied Learning, Travel Courses

Abstract:
This teaching practice session will review and discuss our experience with creating and teaching a multi-disciplinary travel course that incorporated several high impact practices and targeted the features of high-impact practices identified by Kuh and his colleagues as effectively improving student learning (Kuh, et al., 2017). Research demonstrates that applied learning experiences can be a highly effective method of teaching and learning by providing students with valuable hands-on, "real world" experiences. (Kuh, 2008; Kuh, 2013; Schneider, 2015). These learning experiences have been shown to increase academic achievement, retention, and graduation and allow students to acquire life skills that lead to personal and professional success (Kuh, et al., 2017). High impact practices in higher education can include writing and inquiry intensive courses, collaborative assignments and projects, and undergraduate research (Kuh, et al., 2017). Additional features of high impact practices include, among others, opportunity to reflect and integrate learning, interactions with faculty and peers about substantive matters, and opportunities to discover relevance of learning through real-world application (Kuh, 2013). This teaching practice session will discuss how these and other high-impact practices were incorporated into a multi-disciplinary travel course designed to increase student learning, engage students in an applied learning experience, and broaden student understanding of other disciplines and the world in which they live. This session reviews course and curriculum development, the challenges to teaching a high-impact travel course, and lessons learned from our experiences. The session will include a broader discussion with attendees to examine their own experiences with high impact practices and travel courses, to identify future challenges and potential solutions to travel and other courses, and to consider issues regarding curriculum development and the role travel and other high impact courses play in academia. The content of this teaching practice session can be applied more broadly to classes that do not include a travel requirement but that include other high impact practices.

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9. Student Professionalism in Online Synchronous Courses

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Keywords: Online Synchronous, Professionalism, Student Expectations, Course Structure

Abstract:
Historically, there have been norms for classroom etiquette that many students in traditional classrooms adopt (Tamban & Lazaro, 2018). Moving from traditional classroom settings to primarily online methods of education has created unforeseen obstacles for both faculty and students. One such obstacle has been a lack of time for faculty to fully develop guidelines that outline professional student behavior for online, synchronous learning. Consequently, students have engaged in some unprofessional behaviors such as inappropriate dress, manners, and conduct. Neuwirth et al. (2020) suggests faculty who train students in proper online etiquette and professionalism within the online classroom are instilling transferable skills to the workplace, as more employers are working remotely. Furthermore, Fenwick (2016) suggests that student involvement in courses be viewed as relational, which has implications for student evaluation. This roundtable dialogue will highlight techniques that establish expectations for learning and professionalism during synchronous online learning sessions.

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10. A Graduate Degree Program Remodel for Academic Success, Differentiation and Access

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Keywords: Online Programs, Curriculum, Blackboard, OCDP, Quality Matters

Abstract:
Problem/Issue and Context: The Master of Health Administration at USI was initiated in 2001 as a 39 credit-hour hybrid leadership program. The intended student base is adults working in healthcare. All facets of the program, including its curriculum, delivery method, admission standards and goals, remained largely unchanged until 2019. While a steady stream of students graduated, the program lacked innovation and breath. A program remodel was needed.

Grounding: Transformation to an accelerated format is a rapidly growing change in graduate education. Literature shows that online accelerated programs are associated with high student satisfaction and retention rates (Gazza & Matthias 2016). Additionally, instructional design and interactive teaching tools play a critical role in the success of accelerated graduate courses (Gardner et al., 2019).

Additionally, project-based learning increases student's interests in a subject by creating connections to authentic, meaningful and real-world learning, and ensures deeper learning outcomes (Lathram, Lenz & Ark, 2016). Project-based learning pedagogical methods are growing in their use throughout education Helle, Tynjala & Oikinuoua (2006). Project-based learning, as defined by Mills & Treagust (2003), involve projects that focus on application and integration of previous knowledge within the learning environment. Additionally, Mills & Treagust state that project-based learning focuses on several key concepts: the application of knowledge [gained in the course], projects that align with professional reality, and are usually "self-directed" (p. 8-9).

Approach/Methods: Three overall methods were incorporated to remodel the MHA program: (a) use of **Quality Matters** (QM) framework to revise all online courses, (b) addition of project-based learning thread to all courses, and (c) creation of a differentiation strategy to allow additional concentrations and certificates. All MHA courses will be revised and restructured into 7-week online courses through the USI Online Course Development Program using the QM framework. This moved the program to an online-accelerated format with multiple entry points. Prior to the remodel, the program required an exiting Capstone project course which has now been replaced with an **emphasis on project-based learning** as a curricular thread through all courses. This allowed the program to be converted to a 36 credit hour option. A **differentiation strategy** was initiated allowing a new Post-Acute Care concentration to be developed along with two adjacent post-baccalaureate certificate programs. The latter allows non-degree seeking students exposure to the facets of the MHA program. The methodology for program evaluation is currently evolving. Metrics used in the outcomes analysis of the remodeled program will include enrollment, retention, graduation, salaries, and job placement rates.

Discussion/Lessons Learned: The remodeled program was partially launched in August 2020 with full implementation in August 2021. The QM framework allows for an organized structure and consistent expectations in all MHA courses which enhances student success. The project-based learning component of each course allows for real-world analysis related to the content. The differentiation strategy increases access to the program though new channels – a Post-Acute Care concentration and two new certificate learning opportunities. From an outcomes perspective, we immediately experienced an enrollment increase once the redesigned program was launched. Additionally, we will track job placement, alumni and employer satisfaction and salaries of our graduates for a more comprehensive outcomes analysis of the program as it matures.

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11. Same-Day Dental Procedures with Questions Requiring Immediate Responses: An IPE Assignment

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Keywords: Interprofessional Education, Career Preparedness, Perceived Student Value

Abstract:
Research Question/Context
Does an interprofessional assignment support learning between two student groups: Dental Hygiene/Dental Assisting and graduate nursing students in a family nurse practitioner specialty? The interprofessional assignment was developed to simulate a real-life experience using a "patient" waiting for a dental procedure. The goal of the assignment was to emphasize shared patient responsibility between dental and primary care professionals. Clinical scenarios included commonly encountered concerns: uncontrolled diabetes, uncontrolled blood pressure, or daily use of medications associated with bleeding risk.

Grounding
The theoretical foundation of the assignment was derived from E.E. Bayles' discussion of theories supporting learning (1966). Bayles' emphasized five tenets of learning: learning as a mental discipline, learning as conditioning, learning as preparation for life, learning as development of insight, and learning as operant conditioning. The interprofessional assignment focused on the third and fourth tenets as presented by Bayle. Students were assigned commonly presenting patient scenarios they will deal with daily in their professional lives. With the patient scenario, students were led to develop insight on how to ask or provide answers supported by current literature/standards of patient care.

Methods
An interprofessional site was opened through the Blackboard Learning Management System for both dental hygiene/assistant students and graduate nursing students. IRB ruling was received from the University of Southern Indiana. The Blackboard site provided details about the assignment for both student groups and explained informed consent. Students could opt out of the study, but all were required to complete the assignment. The pre/post questionnaires focused on the value of the IPE assignment (King, Shaw, Orchard & Miller, 2010). Data from pre and post questionnaires were compared to determine the effectiveness of the assignment. Pre-IPE assignment responses (N = 71) and post-IPE responses (N = 50) were compared.

Discussion/Lessons Learned
Pre and post student surveys included quantitative and qualitative questions. Findings from the quantitative questions supported > 98% of students reported the IPE assignment was of value and helped them to understand the other profession's role in patient care. The majority of both students groups responded the assignment helped understand how classroom content would be applied to their future work setting. Most qualitative responses were positive as well. Other disciplines could adapt a similar IPE assignment based upon anticipated collaboration between professions and the necessity for timely answers to assure patients/customers receive appropriate and timely services.

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12. Internships and On-Line Capstone Courses: Transforming High Impact Teaching Practices and Fostering Equity and Inclusion during the COVID-19 Crisis and Beyond

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Keywords: Internships, Capstone Courses, Equity and Inclusion, High Impact Practices

Abstract:
The COVID-19 crisis that hit the United States in March 2020 created untold obstacles and problems for higher education. With virtually no notice and a very short time-frame, faculty across the nation were required to move their courses to on-line instruction mid-semester. This challenge created numerous problems for administration, faculty, and students. Faculty rose to the challenge and through innovation and hard work were able to create on-line learning environments for students that met learning objectives while keeping students and faculty safe. Faculty teaching courses with hands-on learning experiences such as labs and fine arts courses faced additional challenges. This is especially true for faculty supervising internships. Internships are a high impact practice which allows students to work in a professional setting under the supervision and mentorship of community partners. During the COVID-19 crisis, faculty supervising internships had to navigate the concerns and policies of the agencies, departments, and businesses at which students were placed as well as those of their respective universities. Faculty had to transform practical, hands-on learning experiences in the communities into a comparable high impact practice on-line course. The process of transforming experiential learning to on-line capstone courses highlighted issue of equity and inclusion and their impact on student success. The purposes of this teaching practice session are to examine the experiences of transforming internships into capstone courses during the COVID-19 crisis and to facilitate a discussion on the broader issues facing internships and other high-impact practices in the context of equity, inclusion, and student success that were underscored during the pandemic. The need to address issues of equity, inclusion, and student success as they relate to high impact practices is critical to achieving the goals of higher education.

The focus of this session is twofold. First, the session facilitators and participants will discuss the challenges faced by faculty during the COVID-19 crisis to move internship courses to on-line capstone courses while maintaining academic rigor and helping students achieve personal and professional goals normally acquired through internships. Second, the session will include a discussion of the challenges and solutions to fostering equity and inclusion in high impact practices, a need which has been identified in the literature and was highlighted during the pandemic crisis in Spring 2020. It is hoped that the facilitators and participants will bring to the discussion personal experiences and reflections on the challenges of transforming courses during the COVID-19 crisis and on the need to ensure student engagement and success through participation in high impact practices in underserved student groups. Ideally, practical solutions to the challenges faced by faculty teaching hands-on experiential learning courses will result from the discussion.

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P4. A virtual approach to experiential learning: Using free web-based resources within the classroom to enhance students' learning

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Keywords: Simulations, Digital Marketing, Third-party Certifications, Experiential Learning

Abstract:
Traditionally, students within my digital marketing class have had an opportunity to work with a real client from the community to develop a digital marketing strategy. An approach that gave the student an avenue to enhance their learning process through a hands-on experience. However, due to challenges caused by COVID-19, I had to adjust this approach to experiential learning by use of free web-based resources that I incorporated within my classroom. These web-based resources ensured enhanced students' learning throughout the semester.

Simulations: Previous studies on the use of simulation in business education have shown that simulations enhance students' learning process and boost student's confidence and employability (Avramenko, 2012). I incorporated Mimic pro, a computer-assisted simulation within my digital marketing class to give students a simulated real-life learning opportunity. In Mimic Pro, the students assumed a digital marketer's role for an online digital camera store. Over the course of 6 rounds, students worked to improve the effectiveness of their online advertising campaigns. The simulation's goal was to provide students with a better understanding of paid marketing platforms, strategic keyword research, targeted ads, landing page management, email marketing, and key performance indicators (metrics). The students mentioned that the simulation helped provide them with an opportunity to promote concept attainment, allow for interaction between teams, and feedback to improve their knowledge and skills.

Third-party certifications: I also incorporated third-party certifications within the class to back up the skills learned throughout the semester and within the Mimic Pro simulation. One challenge within the business field is balancing the concepts learned within the classroom with the specific skill needed by students to be successful in their business-related careers. Third-party certifications play a part in integrating the emerging techniques and technologies within the industry into existing business courses as part of the overall course learning outcomes (Kim et al., 2019). The current free online certification programs in marketing include Google Analytics certification, Google Ads certification, Hootsuite Social Marketing certification, and HubSpot's certifications. In my digital marketing course, students took the Google Analytic Certification and Google Ads Certification, and by the end of the semester, they were able to add the two certifications into their resume, boosting their employability. Participants will be encouraged to reflect on the various free web-based resources available that could be implemented within their business courses to enhance students' learning experience and make them career ready.

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P5. Using Instructional Technology and Innovation to Facilitate Online Learning

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Keywords: virtual learning

Abstract:
With the pivot to remote learning in Spring of 2020, many faculty scrambled to adapt courses with a hands-on learning component to an online format. Within the health professions disciplines, many courses present unique challenges when there is no access to equipment for practical skills demonstration and acquisition. Compounding this issue, many accreditation organizations for the various health professions require skills demonstration with an instructor for competent practice. This poster presentation will provide a reflection on how one program created an effective learning environment with remote learning for an imaging procedures course. Discussion will include the various instructional technology formats such as VoiceThread, synchronous Zoom, and student-created videos that were utilized for demonstration of hands-on skills that could not be presented and evaluated in the traditional on-campus laboratory setting. The purpose of these exercises was to encourage students to think critically about the individual steps involved in the simulation with the goal of incorporating the process into the student's professional skill set. Additionally, innovative ideas for creating simulation equipment and laboratory space using items readily available within a home environment will be outlined. Conclusions will include reflections of lessons learned by faculty and general acceptance of the teaching strategies implemented. Presenters will offer suggestions for additional course applications and future integration into other course offerings. Considerations of the unique environments posed by both didactic and laboratory courses and strategies to promote student engagement within courses which have transitioned to an online format will also be included. By presenting this approach to learning utilized for an imaging procedures course, learners should be able to take away new ideas of the various forms of technology that can be integrated for courses requiring physical skill demonstrations. In addition to the guided discussion of the poster, the presenters intend to encourage feedback from the session attendees by inquiring about the obstacles faced by other faculty members during the transition to virtual learning and the types of instructional technologies they utilized to overcome these challenges. Learners will gain information about adaptations to consider for transitioning from a traditional course to an online course and potential obstacles that may be encountered with suggested avenues for success.

P6. What Do I Want to Be When I Grow Up? Orientation to Graduate Study and Confirming Career Decisions

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Keywords: Career Decisions, Graduate School, Student Success

Abstract:
Research Question/Context
Do synchronous virtual orientation sessions with graduate students satisfactorily answer their questions about personal career choices? Students beginning a Master of Science in Nursing program may select from five different graduate specialties. This selection will determine their career opportunities for the remainder of their lifetime. Orienting students to their chosen specialty and fully emerging them in scenarios that emphasize their role selection is key to success in a graduate study and to career satisfaction.

Grounding
As discussed by Fedeli and Bierema (2019) adult learning requires attainment of knowledge management. The orientation sessions offered during the synchronous sessions focused on the end outcome: knowledge management. Transforming knowledge gained through coursework is of value only if it translates to improved career performance. The focus is not only on new knowledge, but on lifelong achievements of personal career goals. To support student engagement during virtual orientation, a portion of the schedule used gaming strategies to immerse students in understanding their career choices. Karpouzos and Yannakakis (2016) support how gaming impacts learners and promotes retention of new knowledge.

Methods
A Blackboard learning management site was created to direct students to the synchronous virtual sessions. Six separate sessions focused on role/specialty selection. A total of 88 students participated. Each session offered dedicated time for question/answers following initial discussions. The gaming session offered time for questions/answers after each career conundrum was presented. Students were required to consider their chosen specialty when responding to questions commonly encountered in work environments. Student feedback was obtained at the conclusion of the virtual sessions. Feedback was anonymous and only aggregate data were considered. Ninety five percent of students participating viewed the sessions as beneficial in answering their questions regarding the 42-credit hour curriculum and their chosen specialty.

Discussion/Lessons Learned
Student feedback from the virtual orientation sessions was overwhelmingly positive. Feedback requested included quantitative and qualitative responses. Student response rate was > 75% for the virtual sessions. Suggestions for improvement included limiting the total time frame from 1 ½ days of virtual sessions to one full day. No student requested to move the orientation to a face-to-face platform. Future plans for the orientation include reviewing data that compares student graduation rates between 1. face-to-face orientation sessions, 2. asynchronous orientation presented for viewing at any time in Blackboard, or 3. synchronous virtual sessions. Other graduate programs may be interested

in adapting to the needs of adult learners by offering similar orientation sessions. To move learning to knowledge management, interactive scenarios focusing on issues faced by graduates could be considered for any discipline. Assuring students have chosen wisely before beginning graduate study will lead to student retention.

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