

Welcome to the UP TechTalk Podcast. Coming to you from the new Academic Multimedia Studio on the University of Portland campus. Produced by: Academic Technology Services. With your hosts, Maria Erb and Sam Williams.

Sam: Thank you for joining us for the UP TechTalk Podcast. We have with us today Dr. Loretta Krautscheid from the school, the University of Portland School of Nursing. Thank you Dr. Krautscheid for joining us!

Dr. Krautscheid: Happy to be here, thanks for asking.

Maria: Loretta we're so happy you're joining us today on this very rainy pre-Halloween day, and we wanted to talk with you today about Nursing Virtual Learning Center. This is such an innovative project, and we're so happy to partner with you on it. Tell us about what you hope to get with the Virtual Learning Center.

Dr. Krautscheid: The intent of the Virtual Learning Center was to deliver academic material to both the nursing students, as well as adjunct faculty and our full-time faculty, and it just seemed to be the best platform, particularly for those concept areas and or content areas, that we found ourselves repeating over and over and over, so it just felt like it was a good fit to promote cognitive knowledge affective attitudes, not so much skills, but it just felt like it was a really good fit with, you know learning theories as well as the best utilization of resources, and faculty time, and student time. To deliver it in an online module way, where they either have to click out, or quiz out, or maybe write a reflection about what they were learning in there so then we can provide them some feedback. It just offered an excellent opportunity to provide education on a wider scale, particularly in an environment where maybe, people are not able to come to campus, because of their work schedules, or maybe classroom, additional classroom time, or space wasn't available for additional material that we needed to deliver that was essential. So, I really thank you guys for the impressive work that you've done because it's really made it easy for us. We're the content experts in the area, but we weren't sure how to do deliver that in a way that was engaging, promoted active learning, and provided a platform where we could validate that people really did embrace the material and learn something from it.

Sam: And we had started originally with a wordpress site that was slash clinical faculty, so this is where the whole thing started from, and you had 4 modules that you created there. And so the main audience for those was your clinical faculty. So now really that model has grown to include your students, possible alumni, and a clinical faculty in one location at a virtual learning center. What are some courses that you are super excited about launching?

Dr. Krautscheid: For the pre-licensure student nurse population, one of the things that we found ourselves trying to make it fit, within the time that we had, the space that we had for classrooms as well as lab time, was an evidence based module about providing intimate touch during routine nursing practice. And so instead of trying to

find extra time on the weekends, or extra time in the lab, particularly in a school that has as many students as the School of Nursing does, instead of trying to do it there, what we were able to do with your help was create a 3-part learning module for those students where they get introduced to the material and why they need to know this, why is it meaningful in their role as a future nurse. And then the middle part was videos that compared and contrasted non-evidence based intimate touch care against evidence based intimate touch care, so they could compare and contrast the differences there. And then the final piece of all of that was option to summarize and quiz out, and make sure that they had actually learned something from that. So the students have really benefited from that, and as a result of that, the students evaluated that non-formally in our classroom and said that, they really felt that the platform was engaging, they did learn something from it that they could carry forward into lab practice and clinical practice, and it just met their needs. Because, you know when we used to hold that just during a lab session, it would be a 2-hour lab session, they were lab and then they were gone. But now they can keep watching these videos over and over again, and they can go back to them in their senior year, or you know if they're in clinical and they're not sure how to work around breasts or genitalia in a way that promotes patient dignity. They can go back to the Virtual Learning Center, they have access to it, they can watch it again, and maybe read the articles again and refresh their memory. So, I forgot to mention that earlier but I think that's another highlight in being able to provide learning in this online format.

Maria: I just want to say you're instructional videos are extremely informative and instructional, even for the lay public, you know, not nursing professionals. But you know I've learned so much from them, and as a result, I am more aware of how I should be treated when I'm in a clinical setting you know, or just even going to a regular routine health appointment.

Dr. Krautscheid: That's a really important point as well. We have not only used these, as Sam mentioned earlier, it started out as a way to deliver continuing education for our adjunct faculty, who have another job and they're not able to make it to campus for face to face class time. Another idea that we've kind of thrown around is, could we take some of these modules and maybe put them in an iBook platform or something like that, and it could be a marketing tool for the University of Portland. You just never know where something is going to go, right?

Sam: Definitely.

Dr. Krautscheid: So I think it's important for people to think about why are they doing this, what are they going to do, how are they going to know that it made a difference. And then when you've got a really quality product that's been refined over time, then how can we take this University of Portland idea and deliver it to the rest of the world so they can benefit as well.

Sam: Well, and then with the Virtual Learning Center, we implement the first time at the university, even though we had plans to do it generally, but you allowed us to

use your site as the test for the whole university. And we implemented digital badges, as a part of that as well, so again branding, a little bit of branding, but the students can earn through credly.com this digital badge, as proof that they've gone through this. I know that we had a couple snags at the very beginning, but we have that process pretty much down now, it seems like. And so, I'm pretty excited about the badging component, because at least now we have an opportunity to show proof, that people have actually gone through this content, which we really never had proof of in the past, other than individual assignments.

Dr. Krautscheid: I want to say one more thing about the badging. It really falls back to social cognitive theory. We were raised throughout our educational lifetime and maybe even in our homes, that when we did something noteworthy, what did we get? What did you guys get? Can you tell me a story?

Maria: A star.

Dr. Krautscheid: Yes, how about you Sam?

Sam: I don't know about home, it was probably food. It was probably food related.

Dr. Krautscheid: But, in social cognitive theory, it means that over time people have become acculturated to think that when they do something noteworthy, there is a little bit of reward or positive feedback for that.

Sam: Yes.

Dr. Krautscheid: That played out for me 2 weeks ago when one of our adjunct faculty completed 3 of the online learning modules and got her 3 badges. And she sent me an email and said, I feel so good, not only did I learn something, but I've got these nice little badges that I'm accumulating. And she's not only going to use them for clinical faculty evaluation here at the University of Portland, but she's a full-time working nurse at a local clinical agency. So she can take those badges, print them out, she can print out the learning outcomes that were associated with that online module on the VLC, and she can put that into her professional development portfolio at her clinical agency. And that specific clinical agency does offer incentives, sometimes it's monetary, sometimes it's an extra little goody, for people who are engaging in professional development and being active about their own development.

Sam: And that's exactly what we were hoping for with the digital badging is that, you know, trying to have that grassroots approach to some of this evidence for professional development. You know people can have policies in their institutions and kind of force people into going through professional development, but, the badges did at least encourage people and have that evidence that they've gone through stuff. And it also helps us as an organization to have that evidence. So, I mean that's wonderful to hear.

Dr. Krautscheid: Yeah. And when we set-up the adjunct faculty development program, our intent was to make sure that our adjunct faculty were continuing in their professional development as teachers, that they felt connected and part of this university, even though they may only be teaching 2 days a week in the clinical environment. And to honor and respect what they are bringing as team members within our nursing program. So the dean committed ahead the time, that if anybody completed at least 3 of the 6 online modules, that there would be an incentive for that, and you know the badge seems to be delightful enough as it is, but on top of that what we'll be doing is offering them, you know their choice of gift certificates. And then when they complete 6 of the 6 modules there will be another incentive on top of that.

Maria: That's great to hear about, and Sam does get credit for making those badges look so good. They all are just really appealing, as well as being fun to accumulate.

Sam: Well and it's, definitely been a fun project to get off the ground. The badging, the Virtual Learning Center, these micro-courses for professional development, and I think it also proves that we can, get our students prepared for the world of professional development, at the very early stages of being a student. It's not something that you do once you become a professional, it's really engraining that idea early on that this is a life-long learning situation, that you will be doing professional development for the rest of your career. And that's kind of how I've looked at it, I'm not sure how everybody else looks at it, but I look at trying to reinforce that idea of professional development.

Dr. Krautscheid: That's a really good point that I hadn't thought about. And the Virtual Learning Center whether you're a student logging in full time, or adjunct faculty member logging in, we give them assignments and tell them what to go do. But if you look at the Virtual Learning Center pag, and imagine all what it looks like, all of the available modules, whether they're for students or adjunct faculty, are there. So I guess in an implicit way, or maybe kind of a hidden curricular way, a student would have access to those. And so if they were a curious student or had an extra half hour, hour either Saturday or Sunday, they could go click on those and see or enter into those, and see what their teachers are doing in terms of continuing education.

Maria: And I'd also like to add, that you deserve a lot of credit for making the modules so digestible, I mean they're just you know meant and designed to be done in you know 30, 45 minutes, or whatever it is. And that was a design choice made at the very beginning, and I think is just going to pay off in spades down the road. They're very doable for anybody, and that's a really good thing.

Dr. Krautscheid: We certainly don't want them to lose interest halfway through, do we?

Sam: No, not at all. I was just talking to somebody today about adding additional content to the Virtual Learning Center, another member of the nursing team, and the question that I asked was, do you mind, because the main audience for the courses are not students, and I was like, do you mind if students have access to those courses? And the professor had no problem with the students accessing the course, because eventually these students are going to go out and be professionals, and again like you said, they might as well. You know, if they want to better themselves as a lifelong learner or just in their profession, why not give them access to these additional little bits of information that can help them. I know, the micro-ethical decision making was also one that you did last year, and that was, I really loved helping you with that course, because we got to dive in a little bit on getting student feedback, you know as first time nurses, and so students in that course get to hear. Any feedback on that course? I'm just kind of curious.

Dr. Krautscheid: While that micro-ethical decision making course was designed and, the learning outcomes are targeted at faculty who teach in the clinical setting, the goal of that course, was to raise faculty belief, not beliefs, raise awareness about all these little micro-ethical things that are happening in routine patient care, and how they really need to be cognitively aware of those things, and noticing them as they're teaching the students at the bedside, or in the community environment, you know wherever the clinical environment is. And, in amongst that, the best way to get them to notice those things, or to tug at their heartstrings, or to change their values or affective behavior, was to record authentic student stories about times when clinical faculty really helped them grow in their ethical decision making frameworks. Or, unfortunately, times when clinical faculty thwarted ethical decision-making and actually lead a student down a substandard patient care path. So, let me get back to your question. The feedback on that, from the adjunct clinical faculty has been this: I didn't know that the students were noticing that much.

Sam: Oh, interesting.

Dr. Krautscheid: I didn't know that I was inadvertently taking these little shortcuts that was causing moral disequilibrium, or sometimes even moral distress. And it has raised that level of awareness, and I think it has changed some hearts. Do I have hard proof of that? No, but I think that'll probably be the next study after we get enough people running through that, you know, what was the importance of this? What was the meaning? And what were your experiences, and how have you adapted your teaching practices based on seeing that? Interestingly enough, I did do a workshop with our full-time faculty here on campus, and I had them work through that module as well, and then we had a face-to-face workshop, and 3 of the faculty who teach in our theory course, it's our Nursing 301 course. Only one of them has done this so far, but they have talked about using those students' vignettes and showing them in class in that course, because that course is taken before students head out into the authentic clinical environments, and they want them to be prepared. They want them to know that these kinds of things exist, and then offer them some strategies so that if they experience those micro-ethical issues in the

clinical setting, they'll have something to say, they'll have a way to respond, they'll have some type of awareness, and they'll know that it really, it ultimately, at the end of the day, what a nurse does or what a nurse fails to do, doesn't reflect, or doesn't have direct consequences on that nurse. The direct consequences are on that human being that we're supposed to be promoting health for. So, another outcropping of all of that is integrating an ethics of caring within the legitimate curriculum. Does that answer your question? There's so much to say about it, sorry.

Maria: And we could talk about it with you all day, and we would love to do that as well, but we're so glad that you stopped by today to tell us about the Virtual learning center for the nurses.

Sam: Yeah definitely, and we look forward to future podcasts with you, and

Maria: And other projects, other collaborations.

Sam: Other projects, I know there's tons of collaboration and projects underway, as well as in the future, and so we're pretty excited about that. Any parting words, for this particular project?

Dr. Krautscheid: Whoever is listening to this podcast, regardless of what discipline you're in, being able to create the Virtual Learning Center has allowed us to deliver education in a format that's effective, meaningful and making a difference. And, so again, just think about what it is you could do, come and meet with the team. They'll walk you through it, and again you need to be the content expert in your discipline, and these guys will work the magic of making it happen in a way that will keep people's attention and get them to come back.

Sam: Well you're very kind in those words.

Dr. Krautscheid: Thank you so much.

Sam: We thank you so much, and thank you so much for showing up today and being part of the TechTalk Podcast.

Maria: Thanks Loretta.

Dr. Krautscheid: You're welcome, bye!

Sam: Bye.

Maria: Bye.

Sam: Thank you for joining us for another episode of the UP TechTalk Podcast. Just a reminder that we post a new podcast every Friday morning, and you can find us at techtalk.up.edu.