

### Teaching Philosophy

As an educator of future nurses, ensuring students gain the knowledge needed to safely care for patients in the healthcare setting, role modeling caring behaviors, and maintaining integrity are important to demonstrate, as these are fundamental characteristics of nurses. Nursing education involves teaching and learning in a variety of settings, such as large classrooms, labs, or clinical settings, which can create challenges to teaching, but also create rich learning environments. Learning environments should be non-threatening, engaging all learning styles through the use of a variety of teaching methods, facilitating learning, and preparing students for their future as a professional nurse.

### Learning Environment

Before learning can begin, I believe the environment should be conducive to learning. Regardless of the setting, the atmosphere should be non-threatening and non-intimidating. This will allow the student to fully engage and process the information, without fear of being perceived poorly by the teacher for asking questions. I strive to ensure this by interacting and engaging the students in the learning setting in an approachable and professional manner, providing positive constructive feedback, and reassuring students that any question is ok to ask to help ensure patient safety. A discussion board forum called "Muddiest Points" is used in Blackboard for all didactic courses to promote students to ask questions that are "muddy" or not clear from the lectures or readings.

### Engaging All Learners

Additionally, all students have different learning styles. It is important to provide multiple means of engagement to help meet the needs of all students in their learning environment. Principles of Universal Design for Learning (UDL) are applied to teaching methods. In the large classroom setting, students are given visual and verbal aids through the use of lectures, readings, PowerPoint information, YouTube videos, web-links to other useful information, and quick reference guides. Lectures are allowed to be audio recorded so auditory learners can further develop their learning. Interaction is encouraged by posing questions to the students during lecture, as well as accepting questions from students at any point during the

lecture. Additionally, content reviews are offered prior to each test, utilizing evolving clinical case studies to put the information into a real-world scenario. A final exam content review is conducted through the use of gaming, in which students participate in small teams in a Jeopardy-style game with buzzers, and a small incentive for the winners. A “mock code” is also conducted in the large classroom with a high fidelity mannequin simulator. Students are randomly asked to participate in the mock code blue, while verbalization of the nurses role’s during the code are discussed with the students simultaneously. In the clinical setting, students are engaged physically, with hands-on application of the content acquired in the classroom and lab settings. Students also learn through the use of simulation, participating in evolving simulations in lab, and interprofessional simulations with the Brody School of Medicine medical students. When teaching distance education courses, the use of detailed assignment guidelines, frequent announcements, individual student feedback, and quick response to emails help to ensure student engagement and success.

#### **Facilitator and Coach**

As a teacher, I see myself as a coach, mentor, and facilitator of learning. I believe students are ultimately responsible for their learning. They must engage with and in the content to fully understand. I help facilitate this learning, through a variety of means in the classroom and clinical settings. In the clinical, I role model a professional and caring nurse, and coach students in helping them learn to find information needed to provide patient care. Critical thinking and clinical reasoning are promoted by helping students put concepts together and transitioning classroom knowledge into clinical knowledge.

#### **Prepared Nurses**

My goals for student learning are to prepare students for their final semester of nursing school, the nursing licensure examination, and as a future nurse. I want them to leave my classes and clinical with confidence in their knowledge, but also knowing there is an endless amount of learning in the nursing profession. Evaluation of their learning is done through the use of clinical evaluations, quizzes, and tests. This standardization in evaluation is important to make sure all students are aware of the expectations, are treated fairly, and to ensure course and

clinical objectives are being met. My clinical students also complete a self-assessment at midterm to reinforce the concept and importance of self-assessment and self-evaluation of learning needs. Prior to tests, students are encouraged to practice in mindfulness breath together. A “quiet room” is also available to students prior to the final exam, should students need a space for quiet reflection.

### **Professional Growth**

Professionally, I will continue to grow by being open to new concepts and methods to teaching to reach all learners. I will also continue to develop communication skills as a lecturer. I will seek out opportunities for this learning through the use of modules, conferences, and seminars. Student characteristics and learning can change with time, so I think it is important to continue to find ways to reach students in how they learn, but also helping them adjust to the professional standards of the nursing profession.

### **Conclusion**

In conclusion, I believe in providing a non-threatening learning environment that offers a variety of means to learning. Students should hold responsibility for learning, but I, as the teacher, help to facilitate this learning by providing thoughtful materials and assignments, and by coaching the students in learning and critical thinking. By utilizing all of these methods, it is my goal that students gain the knowledge needed to succeed and have the confidence to continue to their education through their baccalaureate degree, and beyond as a professional nurse.