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1. **Title of Teaching Strategy:** Engaging Online Students Utilizing a Flipped Classroom Strategy
2. **Date of Submission:** September 21, 2019
3. **Topical Area:** Community-based Care: Practice Settings: Home Health Care Nursing
4. **Public Health Nursing competencies and standards:**
  - **ACHNE Public Health Nursing Core Knowledge and Basic Competencies**  
(Callen, Block, Joyce, Lutz, Schott, & Smith, 2009)
    1. Community/population assessment
    2. Assurance
    3. Illness and disease management
  - **ANA PHN Scope and Standards of Practice (2013)**  
*Standards of Practice:*
    1. Assessment
    2. Planning
    3. Implementation
      - a. Health Teaching and Health Promotion
    4. Evaluation

*Standards of Professional Performance for PHN:*

1. Education
2. Evidence-based Practice and Research
3. Communication
4. Collaboration
5. Professional Practice Evaluation
- **QUAD Council Competencies for Public Health Nurses (Summer, 2011)**  
Analytic and Assessment Skills
  1. Communication Skills
  2. Community Dimensions of Practice Skills
  3. Leadership and Systems Thinking Skills
5. **Learner Level(s):** RN to BSN
6. **Learner Setting(s):** Online or web-based modules
7. **Strategy Type:** Flipped Classroom

8. **Learning Goals/Objectives:** At the completion of this activity, participants will be able to:
- a. Identify an emergent issue or trend that is affecting the provision of home health care services and the manager's role in coordinating and conducting these services (week two).
  - b. Recommend best practices and interventions to combat and/or curb the effect of the emergent issue or trend (week four).
  - c. Describe the process of planning, implementation, and evaluation of a presentation in an online format (week four).
  - d. Discuss the education, communication, and transference of ideas essential to collaborating with practice colleagues within the community and public health setting (week eight).
  - e. Select applicable literary resources to support and convey presentation information to peers, colleagues, and practice professionals (week six).
  - f. Analyze evidence-based, credible, professional resources for the emergent issue or trend paper and presentation (week six).

9. **Estimated time for the activity:** Eight Week Module

10. **Strategy Overview:** Online classroom flipping is a means of transforming the online teaching environment from weekly assignments and discussion posts to a student led instruction format. The purpose of this strategy is to offer insight into staff development and the production of well-designed learning experiences utilizing an emergent trend or issue theme within the home healthcare specialty. Home Healthcare is riddled with new information regarding regulations, trends, professional development and a plethora of other issues. The manager is oftentimes the educator to their staff. Being able to educate staff and practitioners will be beneficial in the ongoing disbursement of new information.

The student population within this Home Healthcare Management course is a mix of RN to BSN students and home healthcare nurses pursuing a certificate in management (6 credits total). Flipping the classroom from faculty led to student led provides students with the opportunity to be a researcher, presenter, educator, developer, evaluator, and change maker. "The main goal in flipping a class is to cultivate deeper, richer learning experiences for students when the instructor is present to coach and guide them. Emphasis is on higher-order thinking skills and application to complex problems" (University of Washington, 2019, para 3).

Students will be assigned as the Student Presenter of the week in which they will develop the different stages of the presentation from planning to evaluation. Reading assignments, learning objectives, three key questions regarding the presentation and topic presentation will be developed by the Student Presenter. The online format used in this strategy is a discussion post format with opportunity for response from Student Presenter to Responding Peer and vice versa.

## **11. Detailed Strategy Directions:**

### **STUDENT PRESENTER TIMELINE:**

- a. Week 1: Faculty Pre-Assigns Student Presenter with Peer Responder
- b. Week 2: Student Presenter submits an emergent issue or trend that is affecting the provision of home health care services and the manager's role in coordinating and conducting these services. Faculty reviews and offers insight/guidance into topic along with suggestions regarding research and presentation strategies.
- c. Week 3: Student Presenter independently begins research on their chosen topic. The development of questions will also be developed which will be provided to their peer responder as part of the assignment.
- d. Week 4: Student Presenter develops a Power Point presentation that covers all aspects of the rubric for the Emergent Issue or Trend Assignment. Submits presentation to faculty for grading and comments.
  1. Identify a current issue or trend in home health care management. Clearly specify its roots, the events that precipitated the issue or trend, note whether this is a local or generalized phenomenon
  2. Discuss the significance of this issue or trend on the home health care manager's role and responsibilities
  3. Present a coherent overview of relevant literature of the issue/trend and of "best practices" or interventions for resolution of the issue or trend.
  4. Application and transference of "best practices" to current practice site.
  5. Recommendations for future practice.
- e. Week 5: Faculty grades and comments.

- f. Week 6: Student Presenter posts reading assignments, learning objectives, three key questions regarding emergent issue or trend presentation, and completed presentation into Discussion Board.
- g. Week 7: Peer Responder completes all assignments listed by Student Preceptor. By Wednesday of Week 7, Peer Responder completes all three questions providing evidence based answers to support their findings. By Saturday of Week 7, Student Preceptor responds to Peer Responder to further the discussion regarding the emergent issue or trend that was presented.
- h. Week 8: Student Preceptor and Peer Responder both send a peer evaluation of the presentation and assignment per rubric.
  - 1. Original Response with Minimum of Two References (Response is posted on time and relevant to the prompt. Demonstrates engagement by offering insight, providing originality, analyzing, and synthesizing the topic. Includes a minimum of two current peer reviewed sources (5 years old or less) peer reviewed sources. Approximate length 250 words)
  - 2. APA, Spelling, and Grammar (Follows APA format per 6th ed. Language and tone are professional. Content is organized in a logical manner with smooth transition of ideas. Spelling and grammatical errors are absent.)
- a. **Strategy Materials/Resources:** Blackboard, PowerPoint files, and Research Engines.
- b. **Website Links:**
  - 1. Development of powerpoint (15 minutes)  
[http://www.readwritethink.org/files/resources/lesson\\_images/lesson1063/CreatingPowerPointSlide.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson1063/CreatingPowerPointSlide.pdf)
  - 2. Tips for Communicating Online (5 minutes)  
<https://www.eztalks.com/unified-communications/incredible-tips-for-effective-online-communication.html>
  - 3. Online Presentations (5 minutes) <https://www.inc.com/kevin-daum/10-tips-for-giving-great-online-presentations.html>
  - 4. Chaghari, M., Saffari, M., Ebadi, A., & Ameryoun, A. (2017). Empowering Education: A New Model for In-service Training of Nursing Staff. Journal of advances in medical education & professionalism, 5(1), 26–32.  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5238493/>
  - 5. Healthy People 2020  
[https://www.cdc.gov/nchs/healthy\\_people/hp2020.htm](https://www.cdc.gov/nchs/healthy_people/hp2020.htm)

- c. **Methods for evaluating student learning:** This is an online activity that is graded at three points per rubric: 1) Emergent Issue or Trend Paper 2) Emergent Issue or Trend Presentation (Student Presenter) 3) Peer Evaluation of Peer Responder. See Appendix A.

**12. Comment on overall success of this teaching strategy:** This teaching strategy has been adopted as an ongoing assignment within NU382 Home Healthcare Management. Student feedback is positive and highlights the need for students to learn the many aspects of learning, teaching, and developing one's own professional practice. Student evaluations score the strategy at a 4.5-5.0 on a 5.0 scale. Continuous development and enhancement of the strategy is ongoing based on student and faculty feedback.

**13. Additional References: Used in the development of the strategy.**

- a. University of Washington (2019). Flipping the classroom. <https://www.washington.edu/teaching/topics/engaging-students-in-learning/flipping-the-classroom/>
- b. Vasiliki, B. , Bridgman, H., Kornhaber, R. , & Cross, M. (2016). The evidence for 'flipping out': A systematic review of the flipped classroom in nursing education. *Nursing Education Today*, 38, 15-21. <https://doi.org/10.1016/j.nedt.2015.12.010>
- c. Simpson, V. & Richards, E. (2015). Flipping the classroom to teach population health: Increasing the relevance. *Nursing Education in Practice*, 15(3), 162-167. <https://doi.org/10.1016/j.nepr.2014.12.001>
- d. Burke, A. & Fedorek, B. (2017). Does "flipping" promote engagement?: A comparison of a traditional, online, and flipped class. *Active Learning in Higher Education*, 18(1), 11-24. <https://doi.org/10.1177/1469787417693487>

[Appendix A: Rubrics](#)

<b><u>Emergent Issue or Trend Paper</u></b>	
1. Identify a current issue or trend in home health care management. Clearly specify its roots, the events that precipitated the issue or trend, note whether this is a local or generalized phenomenon	20%
2. Discuss the significance of this issue or trend on the home health care manager's role and responsibilities	20%
3. Present a coherent overview of relevant literature of the issue/trend and of "best practices" for resolution of the issue or trend	20%
4. Application and transference of "best practices" to current practice site	15%
5. Recommendations for future practice	15%
6. Follows APA format per 6th ed. Language and tone are professional. Content is organized in a logical manner with smooth transition of ideas. Spelling and Grammatical errors are absent	10%
Total	100%

**Emergent Issue or Trend Presentation (Student Presenter) and Peer Evaluation of Peer Responder**

1. Prior to presentation: By the end of Week 6: Post 2-3 readings, websites or related documents, objectives of your presentation and key words. 20%

2. Prior to presentation: By the end of Week 6: Post your PowerPoint Presentation which includes a summary of each heading of your Issue/Trend paper completed in Week 4. 30%

3. Prior to presentation: By the end of Week 6: Post at least 3 questions for your peers pertaining to your Issue/Trend. Your peer will only have to answer one question when responding to you. 15%

4. During week of presentation, student comments on peer answers/responses to their question they posted. Showcases communication and interaction with peers. 15%

5. Grades peer answers to their question they posted according to attached grading rubric. Grades are sent via email to professor by Sunday of Week 7 11:59 pm EST.

Original response with minimum two references	85	Response is posted on time and relevant to the prompt. Demonstrates engagement by offering insight, providing originality, analyzing, and synthesizing the topic. Includes a minimum of two current peer reviewed sources (5 years old or less) peer reviewed sources  Approximate length 250 words	10%
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APA, Grammar, Spelling, Organization	15	Follows APA format per 6th ed. Language and tone are professional. Content is organized in a logical manner with smooth transition of ideas Spelling and grammatical errors are absent.	
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6. Follows APA format per 6<sup>th</sup> ed. within PowerPoint. Includes Reference List as last slide. Language and tone are professional. Content is organized in a logical manner with smooth transition of ideas. Spelling and Grammatical errors are absent 10%

**Total 100%**