Using Reflective Teaching Practice to Enhance Student Learning Outcomes:

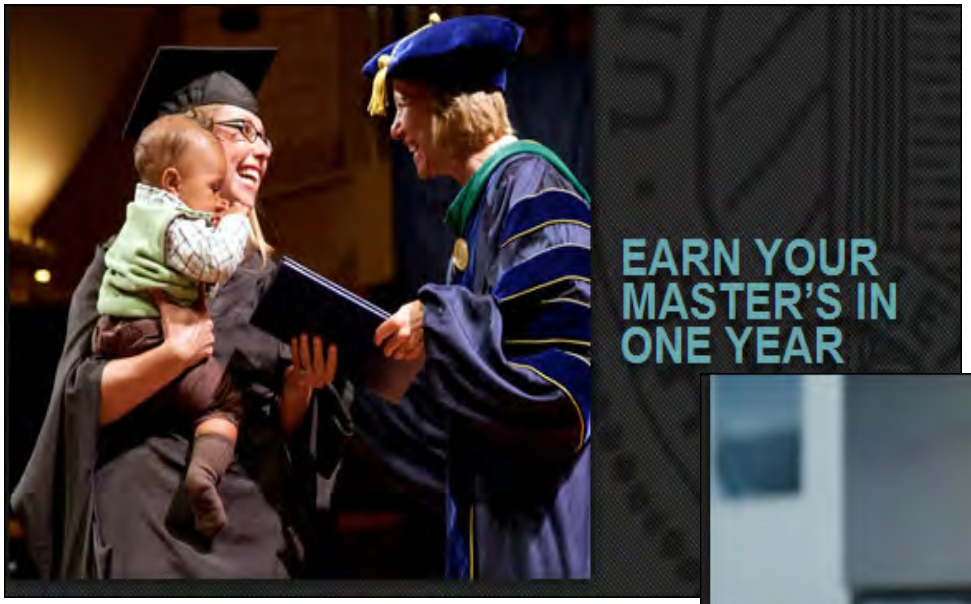
An experience with the New Online Master's Program in Healthcare Administration and Interprofessional Leadership

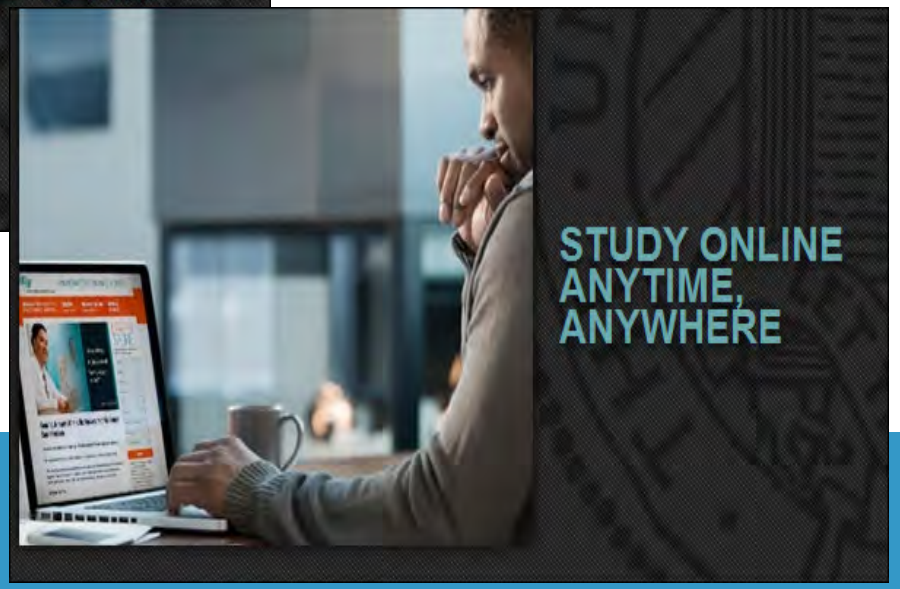
Min-Lin Fang, MLS
Min-lin.fang@ucsf.edu
January 21, 2016

UCSF School of Nursing

- MEPN (Master Entry Program in Nursing)
- Master's of Science in Nursing
- Nursing PhD program
- Master of Science – Health Administration and Interprofessional Leadership (MS-HAIL) launched in January 2014

UCSF Online Master of Science in Healthcare Administration and Interprofessional Leadership





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OPEN DOORS TO A NEW ERA OF HEALTHCARE

DRIVE CHANGE IN YOUR ORGANIZATION

COLLABORATE WITH INTERPROFESSIONAL PEERS

LEARN INNOVATE LEAD

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Curriculum Design

- Hybrid online/on-campus model
- Eight online courses
- Three face-to-face on-campus sessions
- Two administrative practicum courses at your workplace
- Capstone project/comprehensive Exam

Curriculum Focus

- Health Systems Management
- Leadership and Change
- Health Systems Research
- Interprofessional Practice

Challenges of Teaching MS-HAIL

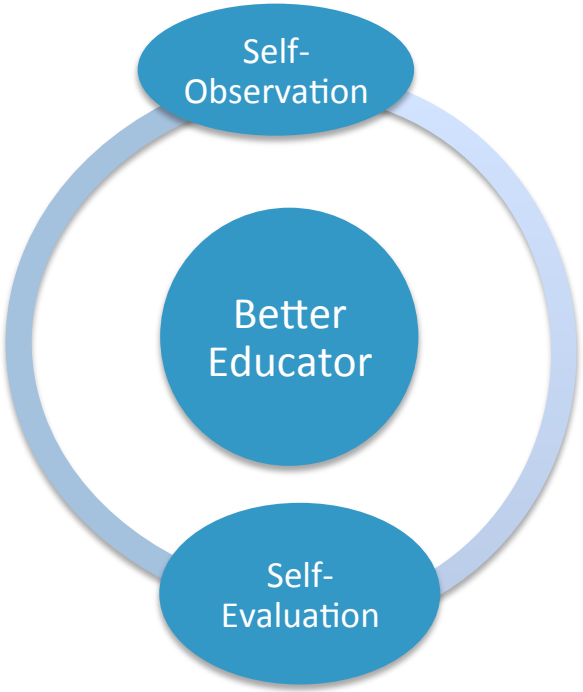
- Students are very experienced healthcare professionals, but
  - Are balancing a full-time jobs and a full-time MS program
  - Have different levels of computer literacy
- Only three face-to-face on-campus sessions
- A wide range of research interests
- Need to learn critical skills for literature searches

- Faculty, students and I are learning together on how to improve this new program and ensure the success of the students.

Curriculum-Integrated Programs to Support Student Learning

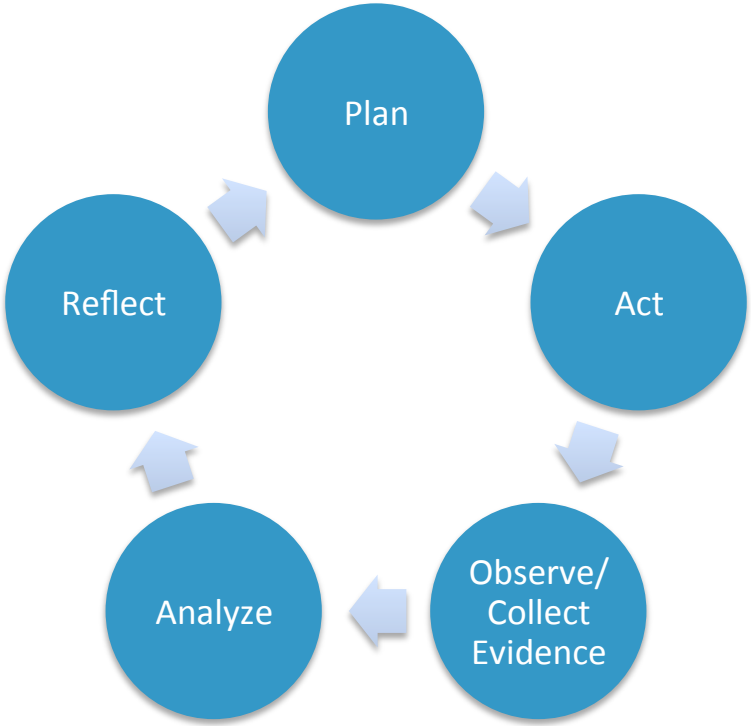
- A Libguide embedded in the Course management system: www.elearn.ucsf.edu
- Small group "Literature Searching" classes by request
- Step-by-step PubMed and RefWorks instructions
- Online tutorials on PubMed search
- In-person individual consultation
- Remote consultations using "Readytalk"

Using Reflective Teaching Strategies to Enhance Student Learning

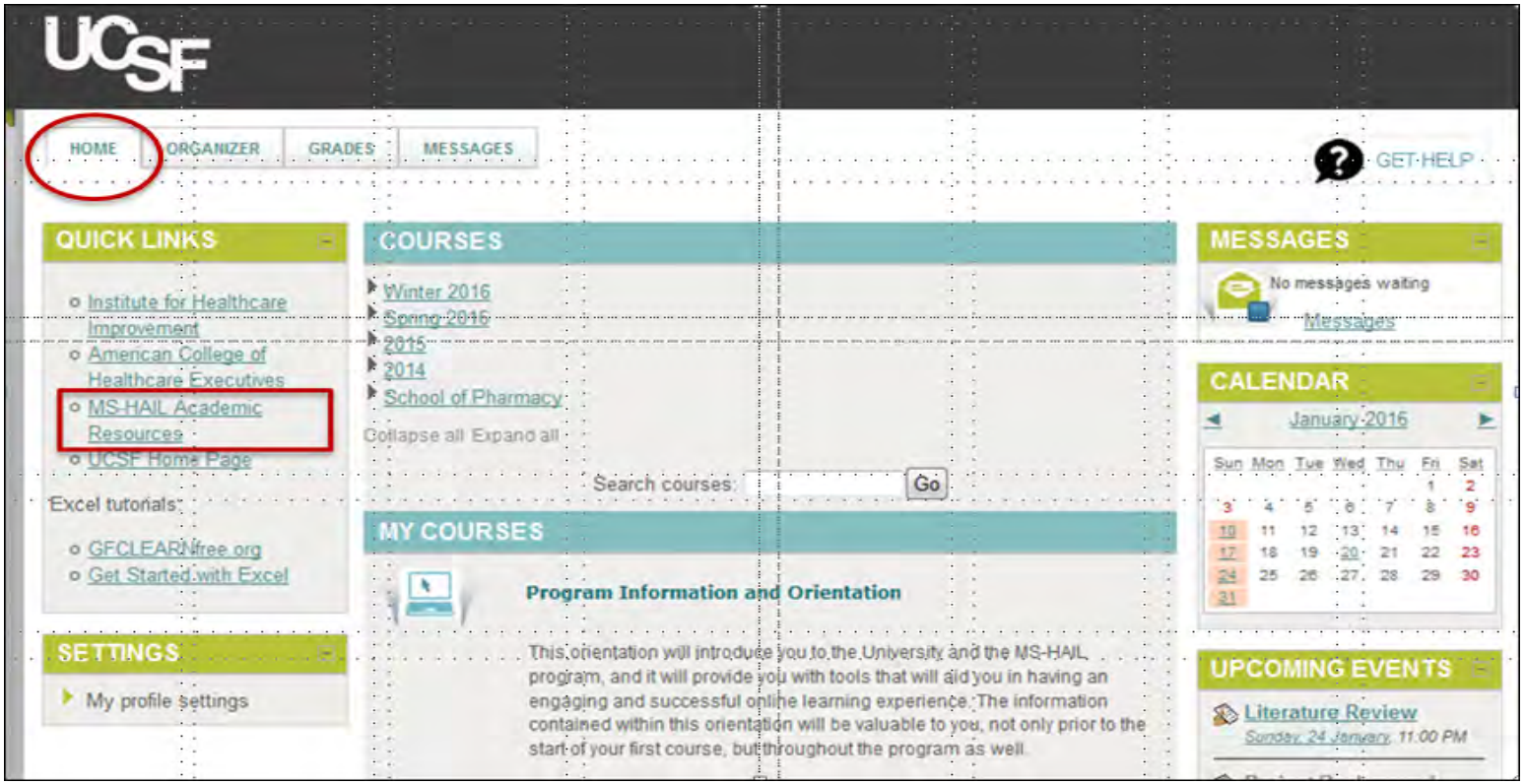


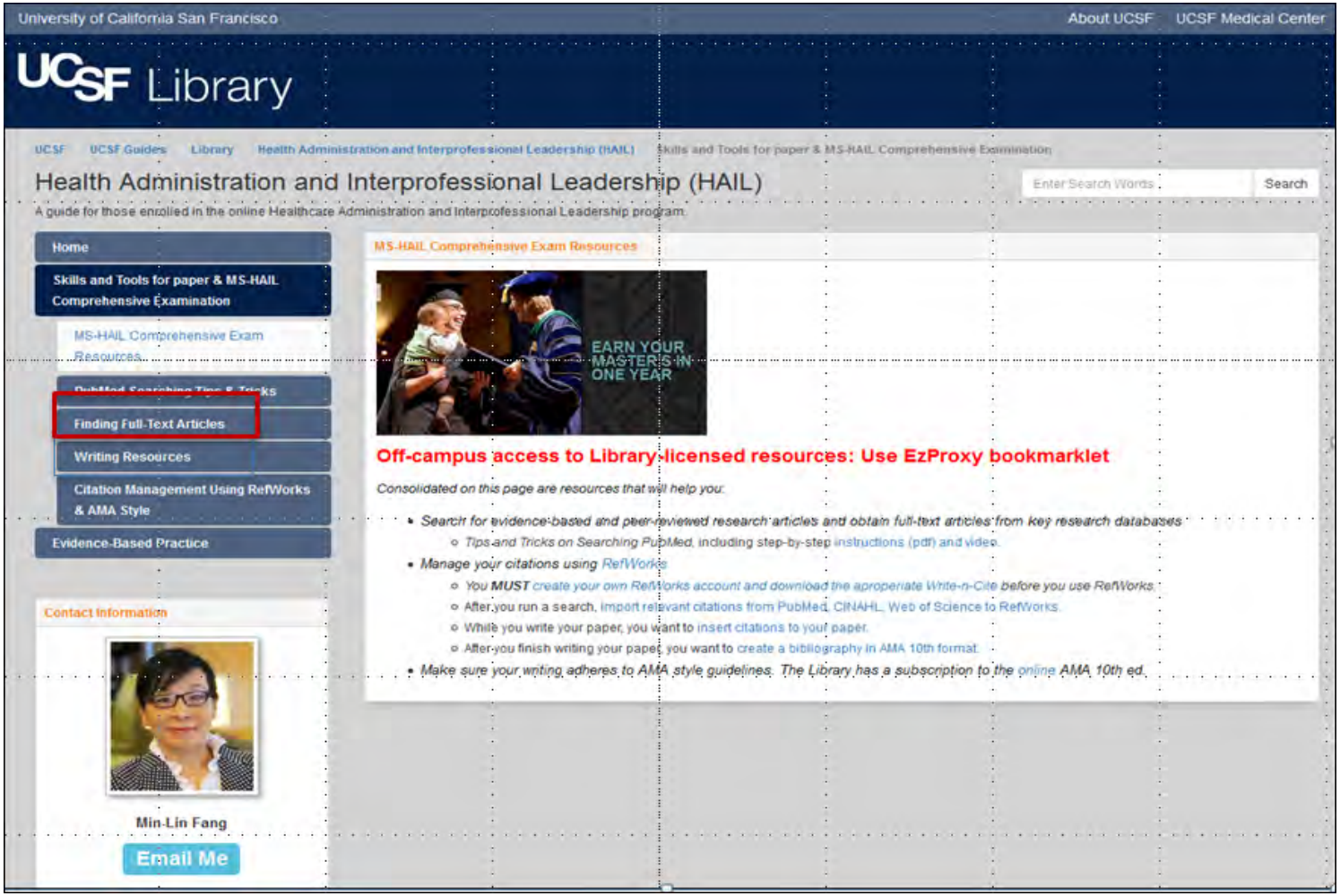
- A **cycle of self-observation and self-evaluation** enhances both my effectiveness as an educator and the student learning experience for improved academic performance.

The Process of Reflective Teaching & Self-learning



eLearn: Course Management System

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Manage your citations using RefWorks
You MUST create your own RefWorks account and download the aproperiate Write-n-Cite before you use RefWorks.
After you run a search, import relevant citations from PubMed, CINAHL, Web of Science to RefWorks.
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After you finish writing your paper, you want to create a bibliography in AMA 10th format.
Make sure your writing adheres to AMA style guidelines. The Library has a subscription to the online AMA 10th ed.

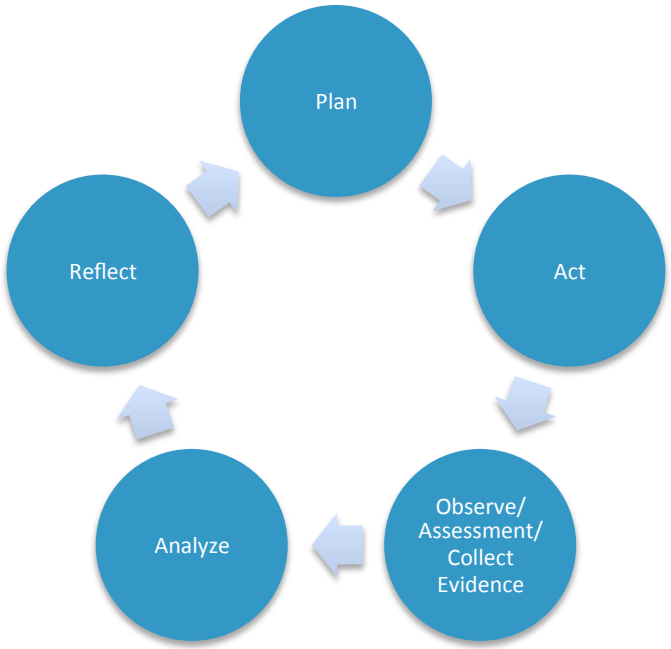
The Process of Reflective Teaching & Self-learning

Areas for Reflection

- **Why** are you teaching the class?
- **When** is the best timing to teach the class so the students will benefit most?
- **How** do you engage students in the class?
  - Was the pace right? Or was it rushed at the end?
  - Was there **enough time** for hands-on learning?
  - Were the searching examples interesting and relevant to target students?
  - Did I provide opportunities for students to ask questions?
- **What** are the learning outcomes assessment?
  - Did I assess the students' progress?
  - Did I encourage students to assess their own progress?
  - Did they feel confident to run a search after the class?
  - How did they benefit from my teaching or tutorials or online instructions or online presence?

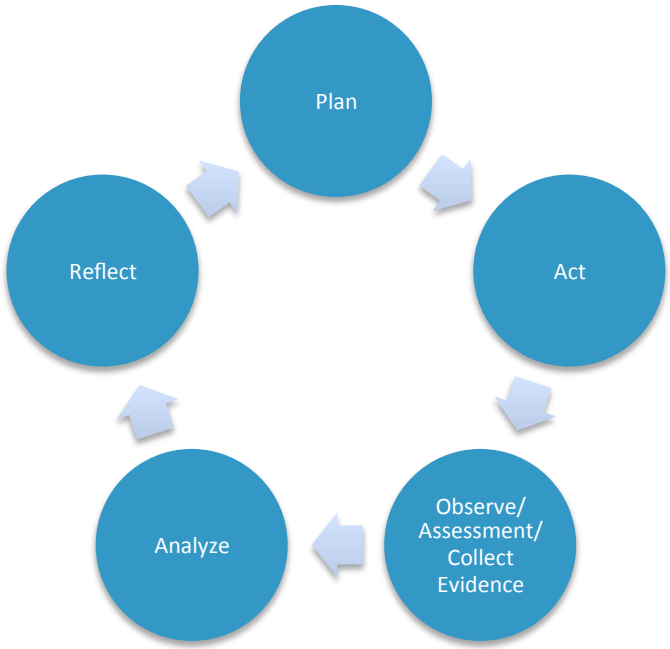
It is a cyclical process. Once you start making changes, you start evaluation again.

Key Takeaways for Reflective Teaching



- Think **before** and **after** you teach
- Design your course with a **goal**
- Be a scientist. Take time to **Record** your reflections and ideas for changes

Key Takeaways for Reflective Teaching



Through **continuous** self-evaluation and solicitation of feedback from faculty and students, librarians as educators can respond students' needs with customized teaching practices that can enhance students' learning experiences and academic performances.

Nice Recognition ,

Mandatory on-campus Literature Search Class

Thank you!