Using Reflective Teaching Practice to Enhance Student Learning Outcomes:

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

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• 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

EARN YOUR MASTER’S IN ONE YEAR

STUDY ONLINE ANYTIME, ANYWHERE
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

1. Observe/Collect Evidence
2. Analyze
3. Plan
4. Act
5. Reflect
eLearn: Course Management System
Off-campus access to Library-licensed resources: Use EzProxy bookmarklet

Consolidated on this page are resources that will help you:

- Search for evidence-based and peer-reviewed research articles and obtain full-text articles from key research databases.
  - Tips and tricks on searching PubMed, including step-by-step instructions (PDF and video).
- Manage your citations using RefWorks.
  - You MUST create your own RefWorks account and download the appropriate Write-a-Cite file before you use RefWorks.
  - After you run a search, import relevant citations from PubMed/OMIAHL Web of Science to RefWorks.
  - If you write your paper, you want to insert citations to your paper.
  - 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

Plan

Act

Observe/Assessment/Collect Evidence

Reflect

Analyze
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!