

## Ensuring quality instructional design for on-line successful advanced assessment and diagnostic reasoning skills beyond the virtual lab

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This presentation will discuss innovative instructional considerations from content design to teaching strategies and evaluation methods as faculty meet the challenges of rapidly converting in-seat content for on-line delivery while they try to meet their own learning needs along with those of the on-line learners'.

This presentation is designed for beginner, intermediate and experienced instructors and faculty who are teaching in clinical and academic settings, and are faced with the challenges of the "flipped Classroom". While they are committed to quality instruction in a rapidly evolving environment and learners with diverse learning needs beyond those of age and learning styles.

Presentation will discuss principles of instructional design in detail and will include defining Essential Content including considerations from meeting credentialing requirements to the needs defined by clinical employers who hire our students. Evaluation methods to include quality matrix and measurement tools to measure effectiveness will be discussed. Innovative teaching strategies including technology requirements and clear expectations to meet course outcomes by providing timelines and schedules examples will be compared. Considerations and method for creating rubrics for students and faculty with clear expectations and tips will be shared regarding the dos and don'ts of rubric design. Strategies for "Re-Chunking" the content into doable bite size readings, learning activities and submissions for grading examples of these be shared with the audience during the presentation. Inter Rater Reliability exercise and methods used by the presenter will be evaluated. Process, principles, benefits and limitations and challenges used to for effective and efficient outcomes will be compared. Diagnostic Reasoning Skills and Scenarios used by the author will be discussed and examples will be shared with the audience during the presentation for problem focused exams conducted by graduate students. OSCE and use of Standardized Patients (SP) for objective rubric-based evaluation will be shared along with rubrics and OSCE Lab set-up examples for the audience. Our goal is to encourage the heart and bring the joy of teaching back in the on-line and in-seat class room as the author believes "Mistake is the price paid for a valuable lesson learned and not a failure", "It's OK to laugh at yourself- it keeps the heart young", Remembering why we wanted to teach and revisiting our teaching philosophies from time to time is a good thing.

### Biography:

Jackie L. Michael, RN, PhD, APRN, WHNP-BC has been a Registered Nurse for 28 years and a Women's Health Nurse Practitioner for 22 years. She is a Clinical Assistant Professor at the University of Texas at Arlington College of Nursing and Health Innovation and a Woman's Health Nurse Practitioner II for Parkland Health and Hospital System. She designs online courses. She has practiced as a Nurse Colposcopist and serves as a Legal Nurse Consultant and expert witness. She has many presentations, papers, and posters to her credit. Dr. Michael leadership includes Sigma Theta Tau International Honor Society of Nursing DT-102 President, National Association of Indian Nurses of America Executive VP, Indian American Nurses Association of North Texas Past President and Advisory Committee Chair, Texas Nurses Association District 4 Board of Directors, TNA D4 Mock Trial Committee, and Elsevier Foundation's Nurse Faculty Leadership Academy Program mentor.