



# Engage Me! Utilizing the Trifecta of Engagement in a Pediatric Nursing Course

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## Your Presenters



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## Background

- Roya Setayesh teaches a Pediatric Nursing course in the BSN program at National University in San Diego.
- Students in this program tend to be non-traditional adult learners ages 25-34 who juggle school in addition to work and family.
- Courses are accelerated (8 weeks).
- The way this course is traditionally taught uses a prescribed curriculum with set Power Point presentations for a faculty member to use to lecture and present the content (i.e. "teaching as telling").

## Problem

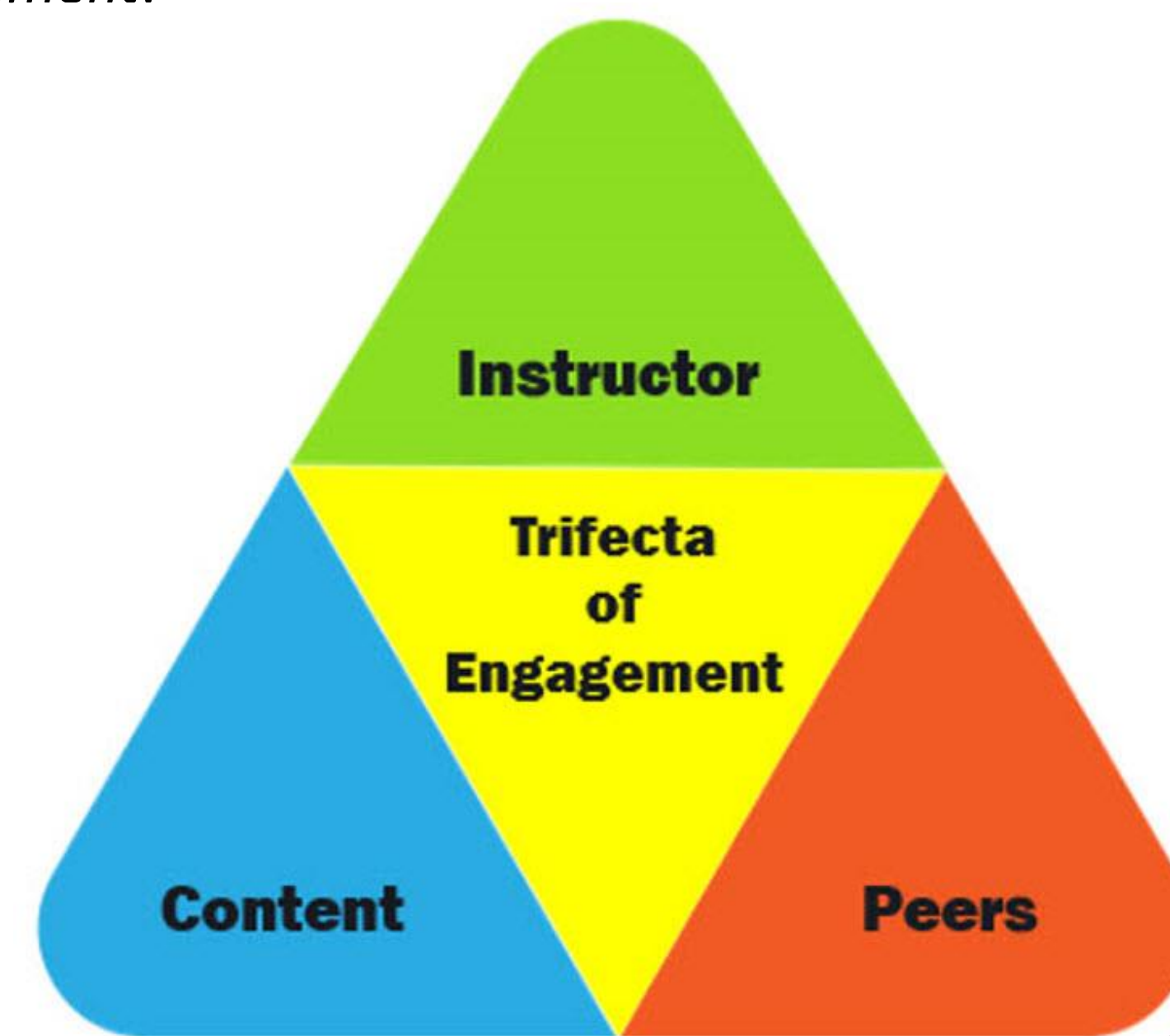
- NU Students are busy adult learners, often overloaded and stressed due to the rigor and nature of the fast-paced program.
- Students in class were disengaged (e.g., on their phones or laptops), tended to have short attention spans, are technology-oriented, and were demanding fast, to-the-point information, immediate feedback, and instant gratification
- It was observed that students were unprepared for class, frequently expressed they had too much reading, and just wanted the instructor to tell them what they needed to do to pass the class.
- The quality of student work was lacking in some cases.

## Pilot Study

Professor Setayesh incorporated classroom activities in each of the three areas following the Trifecta of Engagement framework in one class for 8 weeks:

## Trifecta of Engagement

Professor Setayesh learned about different techniques and "flipped classroom" activities that promote active learner participation when she attended Heather's professional development workshop titled *Applying the Trifecta of Engagement*.



(Moore, 1989)

### Student engagement with instructor:

Instructor connected with, and was available to, individual students via **texting, email, phone calls, open office hours, advising, mentoring, web conference meetings, & email announcements.**

Instructor provided **personalized feedback on assignments, and encouraging notes and messages to students.**

Instructor also used **profile cards with personal information about each student to ensure a strong instructor-student connection.**

### Student engagement with their peers:

Peer-to-peer activities were encouraged & included **group case studies, group projects, study groups, peer review, class discussions, group reflection, mini-presentations, and debriefing.**

### Student engagement with the content:

To provide some variety in the course content besides the textbook readings, students could review **YouTube video clips and Podcasts.**

Instead of explaining the content via lecturing the instructor used **storytelling and guest speakers for the purpose of real-world relevance and application, which adult students care about deeply (Knowles, 2005).**

Other activities to allow students to engage with content included: **self assessment, goal setting, reflection, case studies, games like Jeopardy, flash cards, and field trips.**

## Challenges

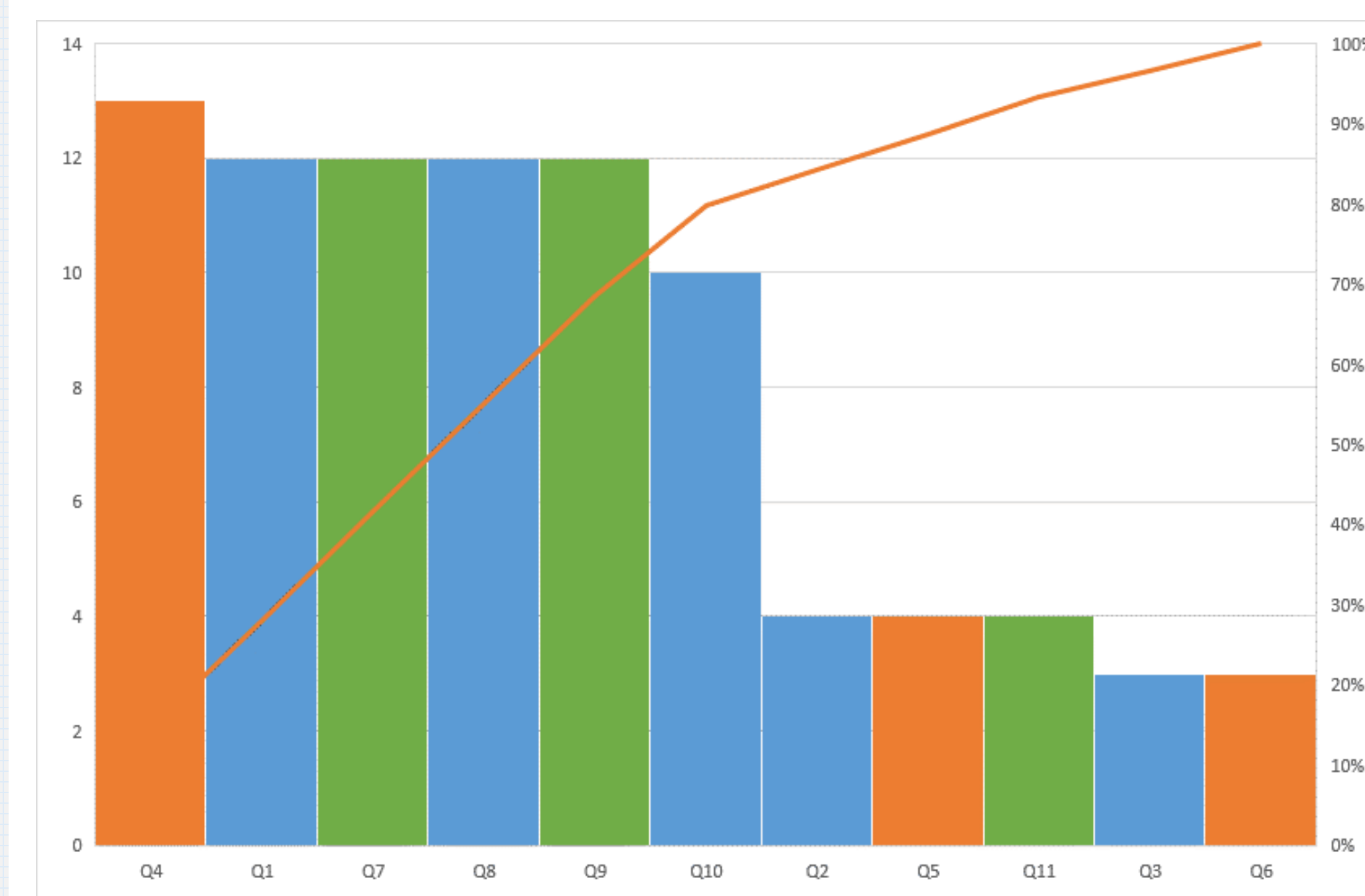
Initiative Fatigue & Leadership Support

## Assessment

- Q1** I felt that the course content was presented using case scenarios, thought provoking questions, storytelling, discussion of critical points, asking for student input that were appropriate to the learning goals and subject.
- Q4** This course had opportunities for student interaction using collaborative tools such as discussion of personal experience and group presentation.
- Q7** I was encouraged and/or required to interact with my instructor...
- Q8** I was provided with a rubric for all assignments and appropriate guidelines
- Q9** My instructor took an active role in connecting with students...
- Q10** I was given opportunities to reflect upon my learning...

Blackboard (2017). *Bb Exemplary Course Survey*. Retrieved from <https://blackboard.jiveon.com/community/ecp/blog>

## Survey Results



**Positive Results: 70-95%**

**Student Perception of Teaching Median:**  
change from 4.76 to 4.78

**Student Perception of Learning Median:**  
change from 4.64 to 4.85

**Class Mean GPA:** change from 3.67 to 3.50

## Student Feedback

- Instructor should prepare own content rather than pre-made.
- Move ATI exam to week 8
- More Medication questions on exams
- No BB announcements, use email
- More YouTube, Videos, Jeopardy
- More clinical examples
- Tailor each Power Point to individual instructor
- I enjoyed the stories



## Looking Forward

- Continue to experiment using active learning teaching strategies in future classes
- Collect more data, continue the study
- Present to faculty in the department
- Encourage other faculty to experiment and try new learner-centered methods to engage students in their learning

## References

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