

BNATP WORLD

Issue 2.
January 2020

Quarterly News From Nurse Aide Testing Education Coordinators

Peer Teaching



Profile photo.

“No one learns as much about a subject as one who is forced to teach it.”

— **Peter Drucker**

Incorporating peer teaching in to a BNATP course is a way for students to enhance learning by teaching others. Kobayashi (2019) found through review of previous studies conducted on the subject of interactivity that there is a correlation between direct teaching by a student and increased learning of content. A BNATP incorporates several skills that a student must show competence. This is a prime opportunity to utilize direct teaching of a skill by a student to peers. Interestingly, Kobayashi (2019) pointed out that forms of indirect peer teaching like creating a video and sharing had less of an impact on the student’s ability to understand and recall the content studied. Students who present content in a face to face setting allows for a question and answer session, the ability to observe the learner and provides an incentive for the student teaching to research the content more thoroughly (Kobayashi, 2019). An article by Jarrett (2018) points to the effectiveness of having the student teach the content without notes. A simple form of peer teaching could be to have each student study ten medical abbreviations for three to five minutes then pair with another student and review the abbreviations with the other student. This could be used with any topic. Another idea is to have students demonstrate teaching the same skill and to select the order of presentation by drawing students names. The students could also evaluate the skill taught. Quizzing the students a week later on the content would be a way to make an assessment on the effectiveness of student learning from peer teaching.

Resources

Jarrett, C. (2018). Learning by teaching others is extremely effective - a new study tested a key reason why. *BPS Research Digest*. Retrieved from <https://digest.bps.org.uk/2018/05/04/learning-by-teaching-others-is-extremely-effective-a-new-study-tested-a-key-reason-why/>

Kobayashi, K. (2019). Interactivity: A potential determinant of learning by preparing to teach and teaching. *Frontiers in Psychology*. doi: 10.3389/fpsyg.2018.02755



Lunch and Learn with Ruth Ann and Beth

Ruth Ann and Beth met with the instructors pictured below in Evergreen Park on December 11, 2019 at Chicago Community Learning Center. A lunch and learn is a great way for instructors to get together and collaborate on learning activities. It provides an opportunity to discuss teaching methods with other instructors, which a lot of us may not get to do very often. A topic beneficial to instructors is presented in an interactive format. Time is also dedicated to talking about teaching ideas that are used successfully in programs. More lunch and learn opportunities will be coming this year.

PREPARING FOR A PROGRAM EVALUATION

Due to the surprise factor during an evaluation a program coordinator or an instructor can feel nervous or uncomfortable at the beginning. Some things program coordinators and instructors can do to ease the tension is know what to have on hand for an evaluation. Having the following documents readily available is essential: current syllabus, attendance policy, exam or final exam, corrective action plan if applicable, class roster, list of current instructors with the instructor number listed, IHBE approval certificate if applicable, course catalog/handbook, textbook, current cluster score, the nursing license of the program coordinator, a copy of the current allocation of hours submitted to IDPH, current master schedule, current CPR card for CPR instructor, and background check policy. A convenient way to house these documents is a binder that can be easily located when the evaluator walks in. Not only is the evaluator looking to see the documents are there but that they meet Administrative Code requirements and are consistent among each document presented.

What can be expected during an evaluation? The evaluator will observe theory or clinical instruction, spaces and talk with students about the course. Evaluation of the instructional methods used to provide feedback to the instructor will be done. Instructors are encouraged to use interactive forms of instruction. Traditional lecture where students sit and do not talk for long periods of time and the instructor does all of the talking is discouraged. Access to the cluster score report of students test results for the instructor is also important. This is a way an instructor can self evaluate teaching methods and make improvements that can result in high student pass rates on the State exam. At the end, the evaluator will review the evaluation with the instructor or program coordinator. This provides an opportunity for them to ask questions, review current Administrative practices and discuss teaching ideas.

Keep in mind an evaluation is an assessment of how the program is operating. This assessment provides guidance as to changes that may need to be made for Administrative Code compliance along with recommendations based on best practice. It can be utilized as a formative assessment for the program and as a tool to make program improvements. All evaluations are submitted to Randy Carey-Walden at IDPH for compliance review. Over 150 programs were visited across the State last year. A program that was not evaluated last year has a very high probability of being visited in 2020.

Teaching Strategy Corner: **Celebrating Student Success**



Rossana Santana, BNATP Program Coordinator at Fairmont Care Center, Chicago, started a new tradition to celebrate with a graduation ceremony at the end of her classes. What started out as a party, has turned into so much more with the support of the facility's administrative team and the residents they serve. The administrators presented certificates and celebrated each student's success. Rossana provided music and decorations. Students sang a song and read a nurses' prayer together, student's families attended, food was

shared, and residents were able to join in the festivities. Rossana stated, "I wanted a way to celebrate all the student's hard work and effort. For many students, this is a huge accomplishment in their life."



What do you do to celebrate student's success in your BNATP? Here are some ways that you may recognize your students:

- **Student Award Presentation:** Students each draw a name of a classmate and create an appropriate personalized award based on nursing assistant roles with knowledge, attitude, or skills.
- **Classroom Cheers:** for daily celebrations, you can use cheers and claps to recognize groups of students or individuals when they have done something great. Check out the internet for great cheer ideas.
- **All About You:** What did students do best on a research paper, presentation, skill test, or clinical experience? The students write down their reflection on an exit slip to hand in at the end of class. In this way, students actually celebrate themselves, paying attention to their personal accomplishments.



Upcoming Events

January 16 & 17, 2020 - Great Escape at Illinois Central College, East Peoria

February 7, 2020 - Great Escape at William Rainey Harper College, Palatine

March 6, 2020- CNA Instructor Conference at Crowne Plaza Hotel, Springfield