QSEN

Teaching Strategy Author Guidelines

Contact person: Nadine Marchi, Coordinator QSEN Institute Teaching Strategies
nxm195@case.edu

Overview: QSEN teaching strategies provide the opportunity for faculty to share their efforts to help students develop QSEN competencies. Teaching strategies go through a peer process. Once submitted, the QSEN project team evaluates all submissions in terms of relevance to quality and safety education, how well the teaching strategy meets criteria, and overall quality of presentation including grammar and editing. Additional information:

1. Peer reviews are blinded.
2. The submission form and any additional materials submitted are sent to the reviewers
3. Reviewers are asked to evaluate the teaching strategy against the criteria and provide feedback for the author(s) within 2 weeks of receiving the documents.
4. Submissions will receive one of the following recommendations:
   a. Publish
   b. Publish with revision
   c. Review again after revision
   d. Do not publish
5. If the submission is resubmitted, you may receive it back to review again.

When submitting and/or attaching documents that accompany your teaching strategy, please de-identify all personal and school-related information, such as name of author, affiliation, course number, etc.

The criteria for teaching strategies are different from traditional peer review criteria used for evaluating journal manuscripts, and are amplified below.

Title: The Title should clearly describe the strategy.

Competency Domains: Select one or more QSEN competencies that are promoted using your teaching strategy. Be certain the competency domains are clearly recognizable in the teaching strategy, and use language consistent with QSEN competencies. The Competency domains/categories selected should clearly represent the focus of the strategy.

Learner Level: Indicate the learner level for which the strategy is designed. If the teaching strategy is appropriate for more than one level of learner, please write a brief statement with justification regarding how the objective and strategy serves both. *E.g., the same objectives would not serve for both undergraduate/prelicensure and graduate students – this situation would require submission of two separate teaching strategies, with objectives shat show clear differences in leveling, and differences in sophistication in the overview and evaluation methods.*

Learner setting: In what setting(s) would this strategy be appropriate? Users should be able to easily adapt the strategy to any of the Learning Settings selected.

Strategy Type: What descriptor best fits this strategy?

Learning Objectives: Objectives should be written so they identify the QSEN knowledge, skills, or attitudes (KSAs) that your strategy is designed to develop or evaluate. If your teaching strategy objectives, as written for your own target audience, have focused on more specific outcomes, be sure your descriptions are edited for consistency with QSEN competency language prior to submission. Learning objectives should be written as behavioral outcome objectives. In addition:

- Authors are encouraged to convert QSEN outcomes into objectives.
- Other objectives should be written in a format such as SMART (see information at end of author guidelines on Writing Outcome Objectives) *and need to clearly link to QSEN.*
- Remember: there are three domains of objectives, and affective learning is essential to changes in behavior.

Strategy overview: Describe the strategy and its implementation. This should be an explanation of the teaching strategy, and should provide a specific means by which the student/learner can meet the objectives. It should be presented clearly, be directly associated with the objectives, and relate to QSEN competency definitions. If you have additional materials to submit, indicate in the strategy overview where they are to be used.

Strategy evaluation (assessment): Describe evaluation methods for your assessments (anecdotal or data based) of learning outcomes and student/learner and faculty/instructor satisfaction with this strategy. Assure that the strategy evaluation methods align with the learning objectives, are relevant to the strategy, and can be reasonably met if the user follows the strategy overview. In addition:

- The assessment or evaluation strategies should be linked to the learning objectives;
- It is helpful if the author provides an evaluation rubric or other type of evaluation tool; and
- Authors are encouraged to share results of evaluation if available.

General instructions:

- If abbreviations or initials are used, spell out the word or term the first time, followed by the abbreviation/initials in parentheses. The abbreviation/initials may be used thereafter.
- Be sure to use spellcheck, but also edit; spellcheck will not catch correctly spelled words that are incorrect in context.

- Remember to keep returning to the QSEN competencies – the teaching strategy aligns to one or more teaching strategy, and must associate with the associated knowledge, skills, attitudes, or a combination.
- Reports of reports of research studies (such as an abstract) or academic assignments are not appropriate and will not be accepted. If it seems to have merit, the author can convert it into a teaching strategy.
- Please reference all non-original materials used in the teaching strategy.
- In addition to the strategy sections on the online submission form, please upload the entire teaching strategy in the upload file blocks.

Writing Outcome Objectives

- Bloom's original taxonomy vs Bloom's taxonomy revised http://www.nwlink.com/~donclark/hrd/bloom.html - includes cognitive, psychomotor and affective objectives

- http://www.celt.iastate.edu/teaching/RevisedBlooms1.html - Revised Bloom's Taxonomy from Iowa State University