Application for a Teaching Award in the Sustained Excellence category
Dr Jennifer McGaughey, School of Nursing and Midwifery

1. PREVIOUS TEACHING AWARDS (200 words maximum)

If you have ever previously won a Queen's Teaching Award, please note the year and category (e.g. Rising Star, Team etc) below. You should also provide a short explanation of how the work outlined in this application differs from the work for which you were previously recognised.

N/A

2. CONTEXT FOR THE APPLICATION (300 words maximum)

Please provide a brief summary of your application and a context for your work. Examples of the information you might include are; the subject you teach or the area of learning support you work in, the type of learning and teaching/learning support activities you are involved in, how many learners are involved, your particular learning and teaching/learning support interests and an outline of your overall teaching/learning support philosophy?

I have been teaching in the School of Nursing & Midwifery since it was established in 1997. The School provides commissioned undergraduate nurse training (BSc (Hons) Nursing) and Continuing Professional & Academic Development or postgraduate courses (Level 2 & 3) for the Department of Health alongside a portfolio of Degree (stand alone modules, short courses Specialist Practice programmes), Master and Doctoral programmes. The student numbers consist of 1200 students per academic session on the three year BSc (Hons) Nursing course and 600 students undertaking postgraduate courses. My contribution to teaching in the School has focused primarily on the conception, development and delivery of the Intensive Care Unit (ICU), High Dependency Unit (HDU) and acute care nursing courses. Curriculum planning and delivery of these courses involved senior clinical staff from all ICU's across Northern Ireland to ensure ownership and collegiality of the course. Alongside the development of ICU courses I have been instrumental in leading and delivering undergraduate and postgraduate research modules across the School. My enthusiasm for research and systematic review teaching has been developed through working with the Cochrane Collaboration which is a not for profit organisation promoting the development and dissemination of systematic review on the effectiveness of healthcare interventions. As a Cochrane trainer I facilitate courses across Ireland for healthcare professions wishing to develop systematic reviewing knowledge and skills.

My teaching philosophy throughout my career has been to provide active engagement with students through various practical or interactive media using adult learning strategies. These include the use of the Queen's online Virtual Learning Environment (VLE)(as a platform for resources and use of the discussion forum or wikis), Mediasite, Skype, Google hangouts, Personal Response Systems (PRS) and high fidelity simulation. These blended learning modules are assessed using traditional and innovative strategies (Questionmark, peer assessed workbooks, PRS) to ensure student engagement in learning. Reflection on my own teaching and the provision of feedback from clinical colleagues on curriculum planning groups, peer assessment and students has also encouraged me to deliver high quality courses that are flexible to stakeholders and students' needs in an ever changing healthcare environment.

3. DISCUSSION

You should illustrate your discussion throughout with reference to specific learning and teaching/learning support activities. You should also provide examples of the influence of learner feedback on your learning and teaching/learning support practice.

(a)   Promoting and enhancing the learners' experience (1000 words maximum)

Over the past 18 years I have been involved in curriculum planning and review to evaluate and update course provision based on stakeholder and student feedback. The purpose of this process has been to promote and enhance the learning experience of students and align outcomes to meet employers' needs. This has resulted in the implementation and delivery of innovation teaching strategies which align with the University's strategic objectives of a high quality flexible learning environment. Examples include:

- Use of Personal Response System to engage students in research lectures (Year 2 BSc (Hons) Nursing programme Level 2; Critical Appraisal of Trauma Studies Level 3)
- High fidelity simulated clinical scenarios of patient deterioration (Managing Patient Deterioration module Level 3)
- Objective Structured Clinical Examination (OSCE) to assess students clinical knowledge and performance in a simulated environment (Certificate in ICU Nursing course Level 2; Specialist Practice (BSc (Hons) Nursing course Level 3)
- Use of LabTutor to facilitate interpretation and analysis of clinical scenarios online (MSc Clinical decision making in Acute & Intensive Care module, M Level)
- Flip lectures which impart information using online video prior to attending class in order for utilise class time to apply knowledge and solve problems (Systematic reviewing & Critical appraisal module M Level)
- Online distance learning module using Mediasite, online videos, interactive workbooks, discussion forum, wikis, Skype and Google hangouts (Systematic Reviewing module, Doctorate level)

The delivery of the modules and programmes are structured to facilitate maximum participation and interaction to inspire student learning and confidence. All modules are online using VLE to ensure a structured presentation of material and allow students (n=6-35) to access and review resources as many times as required. The resources include online videos, interactive workbooks, case studies, and discussion forums. Classroom teaching strategies utilise lectures, group work, case studies, student oral presentations, practice portfolios, clinical simulation and a variety of clinical speakers to provide students with a diverse range of strategies to meet a wide range of learning styles. Revision to the delivery and content of the modules has been changed over the years based on student feedback which identified the use of the use of clinical simulation and case studies as excellent learning experiences. As a result I have inspired and enhanced learning by increasing practical teaching sessions, clinical simulation and case studies within these modules. Practical classes included interpreting electrocardiograms (ECG's), arterial blood gases (ABG's), chest x-ray films, patient assessment skills (palpation, auscultation) and clinical simulation scenarios in order to embed theory and practice. This active approach to teaching provides a safe learning environment to develop skills using high fidelity simulation.   Assessment of the critical care courses is varied and aligned to meet the academic and clinical learning outcomes of each module. These strategies include oral presentation, practice skills assessment (portfolios), written examination, assignment and OSCE's. Assignment results consistency show exceptional work (80% -90%) in a number of students above grade average (68%). The feedback from these courses has been extremely positive and has led to students obtaining promotion following course completion.   The development and evaluation of these postgraduate courses has been published as examples of good practice [1,2]

In addition to developing acute care courses I have been instrumental in the conception, development and delivery of both undergraduate and postgraduate research modules to ensure a progressive and developmental approach across all programmes within the School. The undergraduate BSc (Hons) Nursing programme was redesigned as a programme of work across the three year course to engage students and promote the importance of evidence based nursing. In Year 2 I implemented the Critical

Appraisal and Skills programme (CASP) using the Personal Response System to critique research articles in a lecture format in order to engage and interact with 80-320 students. The use of this technology overcomes the difficulties associated with teaching critical appraisal to a large number of students, facilitates a fun learning environment and provides immediate feedback regarding the level of comprehension allowing the delivery of the lecture to be modified to enhance student learning. Peer observation and student feedback indicated that the use of PRS provided stimulation and competition during the lecture. Summative assessment strategies across the level 2 & 3 research modules include the use of MCQ exam using Questionmark, Written exam paper or assignment and peer assessment of workbooks. Peer assessment is a powerful tool that contributes significantly to the learning process as it encourages students to reflect on their learning, set goals for future learning, develops key skills of analysis and communication and provides ownership of their learning. Evaluation of level 2 & 3 research modules found the most satisfactory aspects of teaching were 'the clear explanations, good tutors, good examples' and the 'tutor's enthusiasm and approach'.

To further enhance the student learning in undergraduate and postgraduate modules a pilot study of Mediasite is currently being funded by a School Innovation Teaching award in 2014. Incorporating Mediasite into the teaching and feedback strategies of my modules for the pilot study will provide flexible, interactive, personalised, engaging and progressive learning for students. The rationale for the implementation of Mediasite underpins the need to foster approaches that will encourage independent learning in nursing students and improve students' perceptions and understanding of feedback in the School. Attaining graduate attributes which support the transition from undergraduate study to postgraduate study in nursing is particularly important with the increasing portfolio of online modules at postgraduate level within the School.

At postgraduate level I have developed a Masters module and an online international systematic reviewing module at Doctorate level. The Doctorate in Nursing programme is unique in that the delivery is completely online by distance learning. Teaching strategies include the use of online videos, interactive workbooks, wikis, discussion forums, Skype and Google hangouts. Formative assessment is staged across the module to ensure regular and ongoing feedback in a structured and supportive environment prior to submission of a written assignment. External comments indicated feedback to students is of excellent quality and student evaluation indicates that the module is 'Very well constructed – excellent resources', 'Module initially challenging but due to the dedication and support from the lecturer, I found it extremely interesting' and 'Best ever evidence based module I have ever done... The lecturer's support to students' work exceeded expectations, prompt response to emails/enquiries even during bank holidays and weekends, not to mention the crucial immediate feedback I got with my assignments- I couldn't have asked for more!'.

**(b)   Supporting colleagues and influencing support for student and/or staff learning
(350 words maximum)**

As part of my leadership role in providing the strategic direction for the delivery of research I developed evidenced based nursing modules which embed CASP within the programme and build an awareness of the research culture in the School. As a result these initiatives the School facilitated CASP training for all staff. In addition, the implementation of the Personal Response System (PRS) was identified the in the Annual Progress Review as an innovative and interactive teaching strategy within the year 2 undergraduate nursing programme. Planned evaluation of PRS as a teaching strategy will further contribute to the School initiatives. It is also anticipated that following the pilot study Mediasite will be available, accessible and rolled out to all staff across the School using exemplars implemented in my research modules. This will provide evidence of the potential to impact on student learning and encourage staff awareness and development in the use of multimedia technologies in teaching programmes.

As an All-Ireland Cochrane trainer and Chair of the Cochrane development group within the School myself and colleagues endeavour to provide support for staff in systematic reviewing. As a result I have shared my knowledge and expertise with colleagues via invited seminar, study day, PhD masterclass, conferences and the establishment of a web based platform to promote and encourage staff to utilise Cochrane evidence in their teaching. Established links with the HSC R&D Office and the UK Cochrane Centre ensure coherent regional and national training in systematic reviewing. Presentations at conferences and publications on the Cochrane Library further contribute to internationalising the contribution of the School to evidenced based teaching.

As a member of the School Education Committee, Acute & Critical care research group and reviewer for the School Ethics Committee I contribute to institutional initiatives. To further develop my contribution to teaching and research in critical care within the School I am engaged at National level as a member of the National Board of the British Association of Critical Care Nurses (BACCN), journal reviewer, scientific committee member (National and International) and external examiner.

(c)   Ongoing professional development (350 words maximum)

Over my teaching career I have enhanced my teaching through the completion of academic training courses, continual professional updating, publications, conference presentations and critical reflection of student, stakeholder and lecturer evaluations. However, to expand the scope and breadth of my teaching I undertook a Cochrane Fellowship (funded by the HSC R&D Division, Public Health Agency) which provided training in systematic reviewing and led to two publications on the Cochrane Database of Systematic Reviews (CDSR) [3,4] The findings from the published systematic review led to the successful award of one of only three funded Sandra Ryan Fellowships by the School of Nursing and Midwifery to undertake a PhD completed in 2013. Both the systematic review and PhD were secured through competive grant applications. These opportunities have allowed me to develop and embed evidenced based practice and systematic reviewing as part of the research and teaching culture within the School from degree to doctorate level. Furthermore, as the founder and inaugural Chair of a Cochrane working group set up in the School of Nursing to promote the development of systematic reviews across Ireland I plan and co-ordinate study days and an annual conference in collaboration between Dublin College University. This role provides opportunities to peer review abstracts for poster submissions, judge posters at the conference and network with colleagues involved in the wider Cochrane community.

Engagement in these activities has enhanced the content and delivery of modules within the School. As a result of ongoing professional development and student evaluations I have become aware of the importance of ensuring students are engaged and contribute to their own learning process through adult learning strategies. This has led to the implementation of teaching innovations such as Personal response system, Mediasite and peer assessment strategies to improve the student learning experience. Positive feedback encourages me to inspire students. For example, a student evaluation from a research module commented 'Actually enjoying something which I thought would be 'stuffy' and 'The more that I learnt about research and research methods, the more I came to like it'. There is nothing more rewarding than to know you influenced a students' experience through your teaching.

1.   **MCGAUGHEY, J** (2009) Acute care teaching in the undergraduate nursing curriculum. *Nursing in Critical Care,* 14 (1), 11-16.

2.   **MCGAUGHEY J**. (2004) Standardising the assessment of clinical competence: an overview of Intensive Care course design. *Nursing in Critical Care,* 9 (5), 238–246.

3.   **MCGAUGHEYJ**, Alderdice F, Fowler R, Kapila A, Moutray M. (2007) Outreach and Early Warning Systems (EWS) for the prevention of Intensive Care admission admission and death of critically ill

adult patients on general hospital wards (REVIEW). *The Cochrane Database of Systematic Reviews* 3. art no CD005529

4. **MCGAUGHEYJ**, Alderdice F, Fowler R, Kapila A, Moutray M. (2005) Outreach and Early Warning Systems (EWS) for the prevention of Intensive Care admission admission and death of critically ill adult patients on general hospital wards (PROTOCOL). *The Cochrane Database of Systematic Reviews Issue* 4.