

Sabbatical Report
Barbara Thorpe
Professor
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Purpose:

The purpose of my sabbatical leave project in spring, 2008 was to renew my instructional skills as part of my reentry to the faculty role and to contribute to the nursing program in its early stages of development. I addressed three areas of professional development using the vehicle of new course development incorporating current instructional skills in academic technology with an eye to developing virtual learning environments for selected nursing courses:

Content expertise: My content expertise is in nursing and leadership. In conversations with the nursing program director it was determined that the content in nursing that would best benefit the current program needs was in the areas of complementary and alternative health in which I have expertise and in end of life care in which I have an abiding interest. Several trainings were attended in conjunction with the development of content expertise in both areas.

Creative products: Course development of the new NRS/PSY 342 upper division general education (GE), Areas C3b, E course to be offered in fall, 2008. Certificate of Training as an "End-of-Life Nursing Education Consortium" trainer- a collaboration of the City of Hope and the American Association of Colleges of Nursing.

E-learning: The program director determined that state-of-the-art of health information technology (HIT) student nurse learning products would evolve over the next year when computer programs for simulation labs would become available and be implemented in 2009-10. The need to develop online "hybrid" coursework for nursing students was an important goal. Nursing was in a position to develop a new approved GE course using existing black board technology for the NRS/PSY 342 course. I had used technology-mediated instruction 10 years ago and it had since taken a quantum leap requiring new skills that I was anxious to master.

Creative products: NRS/PSY 342 Complementary & Alternative Health (CAH) course digital handouts, activities, self assessments, asynchronous online quizzes, digital submission of assigned papers with capacity to grade on line and return with edits and rubric via blackboard "assignment tool." Development of a short video describing the process and benefits for colleagues interested in using this existing technology.

Grant proposal writing: I developed an instructionally-related activities grant proposal to support innovations in developing the new course so that it could be

technologically accessible to both on and off campus students through digital library hour long “clips” of expert CAH practitioners with character generated subtitle technology.

Creative products: Funded proposal, eleven professionally videotaped and edited one hour digital downloads accessible to on and off campus students as a library collection of state of the art complementary and alternative healing experts in: Traditional Chinese Medicine (acupuncture, tonic herbs), Ayurvedic Medicine, Native American healing, Naturopathy, Homeopathy, Qui Gong, Mind-Body guided imagery, Yoga, Fitness, and Chiropractic.

Project description and goals:

- develop the NRS/PSY 342: Complementary & Alternative Health course for fall, 2008. The course examines alternatives to conventional health approaches such as acupressure, herbal remedies, relaxation, therapeutic massage, naturopathy, qigong, and yoga. Emphasis is on individual and social lifestyle approaches, legal and ethical barriers, governmental status and support;
- recruit 10 expert complementary and alternative health (CAH) practitioners to explain and demonstrate a variety of CAH therapies and practices to help students achieve 3 of 6 Nursing/Psychology 342 course objectives. The course is an upper division interdisciplinary general education course (C3b, E) satisfying the university writing requirement. Students research and collect information on a CAH modality, reflect on a series of questions related to the modality, describe their reaction following demonstration of a CAH therapy/practice and analyze the practice or therapy using reputable, evidence-based literature to support their analysis; and,
- create a virtual paperless black board classroom environment where students feel comfortable reviewing and downloading a variety of course materials including assignments, quizzes, self-assessments, group activities, mid-term and final research papers and accessing their graded assignments, quizzes and final grades within that virtual environment. A final 24 item anonymous course survey was designed to help the instructor revise elements to better meet student learning needs.

Activities:

- Attended a 5 week weekly 3 hour spiritual healing seminar conducted by Dr.Jane Katra in Ojai and a 5 week weekly 2 hour Tai Chi class for the upcoming NRS/PSY 342 Complementary & Alternative Health course
- Attended End-of- Life Nursing Education Curriculum (ELNEC-SuperCore Curriculum) train the trainer conference in Laguna Hills and made contact with the St. John’s Palliative Care team to review their application of course content to the local community

- Attended 6 black board workshops and private sessions with librarian, instructional designer, and videographer
- Met with psychology faculty in the design of the NRS/PSY 342 course and solicited participation as guest speakers for the class
- Met and conferred with 10 CAH local expert practitioners, discussed the course objectives, materials, obtained permission to videotape
- Drafted, received program approval, submitted and received IRA funding of digital library project, revised budget
- Selected textbook, developed course syllabus, designed 45 digital documents, 5 blackboard quizzes and a final course survey for the new course to continue to improve it