

Teaching Dossier (2007)

Of

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School of Nursing, Faculty of Health Sciences

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1. **Brief Biography**

My educational background includes completing a Bachelor of Nursing Science Degree in 1993, and a Master of Science Degree in 2004, both from Queen's University, in Kingston. I also achieved my Critical Care Certificate from St. Lawrence College in 1995 as well as my Canadian Nurses Association Oncology Certification in 1997. I began my teaching career by educating Registered Nurses within my role as Clinical Instructor at KGH from 1995-1999. I began teaching at Queen's University in Kingston in 2005, upon the recent completion of my Master of Science Degree. To date my teaching has included both clinical and theoretical courses of 2nd, 3rd and 4th year nursing students.

2. **Teaching Philosophy**

I believe my role, as a teacher at Queen's, is to facilitate understanding so students are able to achieve the goals they have set in their education as undergraduate nurses. This facilitation includes engaging students into deeper learning. I feel learners will commit themselves to this type of learning and will devote the energy to learning that is relevant to them and their goals. My role is to characterize and capture the learner's attention by creating an environment in which they can engage in deeper learning.

To engage students in deeper learning I employ the following strategies:

Active Learning

I believe in a connection between teaching and learning in which students need to be actively involved in the situation to learn most effectively, be motivated and gain knowledge. I feel that learning situations need to encompass thought provoking questions to encourage students to reflect on the meaning of content, information, attitudes, values, beliefs and skills. My goal is to try to encourage thoughtful reflection and promote independent thinking. I use frequent questions in the classroom and clinical setting and try to select teaching or learning strategies that involve students actively. I encourage active participation through various activities such as "Pediatric Jeopardy", "True and False Quizzes" "Name that Communicable Disease" and "Multiple Choice Questions".

Critical Thinking

I have organized my classroom and clinical settings with relevant issues related to pediatric nursing that encourages students to actively participate in the examination of various situations. I personally like to get to know the students I teach in order to gain clarity in their thought process and the process by which they learn. I include various learning experiences to enable students to develop skills, values and beliefs, which will allow them to assist others in various situations. Students are challenged with questions and situations that require them to critically analyze the situation and use their problem solving techniques.

I strongly believe students need skills in critical thinking within learning situations and nursing practice. As their teacher, I encourage students to actively participate in their client's care to strengthen the relationships with health care professionals and the health care system through their critical thinking and knowledge of the situation. I hope in return, students are able to see that critical thinking skills and questioning are respected and valued by other health care professionals and families within the system.

Student Interactions

I believe that students learn from interactions with other students as well as faculty. I have tried to be readily available and accessible to students registered within the courses I teach as well as students I have previously taught through office hours, email and voicemail. I continue to have interactions with students in my role as a faculty member.

In addition to promoting deep learning I believe that many learners come to Queen's with valuable experiences that enrich and add new meaning to learning experiences. These learners have diverse backgrounds, beliefs and values. This diversity enhances, strengthens and stimulates a broader understanding. As learners become successful towards their learning goals, they gain confidence in themselves not only as learners but also as critical thinkers. And so my role as a teacher is to know my students and know how they need to learn. As a teacher, I am involved in ensuring students feel supported in learning situations by encouraging them to higher levels of success and understanding.

3. Teaching Responsibilities

3.1 *Nurs 315 F/W "Family-Centered Nursing"*

2005-2006, 2006-2007, 2007-2008

Family Centered Nursing is a 3rd year theory course that introduces the student to a family orientation in nursing. This course uses a systems-based conceptualization of the family to examine social, psychological and cultural influences on the family in contemporary society. Students discuss ways to work with families using an assessment model and examine the nursing care of the family during the normal childbearing cycle and nursing care of the family with children. Nursing care of the family during pregnancy, labour, birth and postpartum, as well as prevention and management of selected health alterations in children are discussed. (A copy of the complete course syllabus is available upon request).

I developed and delivered the theoretical course work for children with health challenges. Specifically, the 3rd year nursing student learns about caring for children and their families through discussion of family centered home care, hospitalization and the child with special needs; common illness within the child; child abuse/neglect and injury prevention. Students also have to complete a 'critical review paper' in which they gather 5-10 research articles on a pediatric issue. Students analyze the research gathered, formulate a hypothesis and support it.

3.2 *Nurs 340 F/W "Nursing Practicum: Maternal Child and Children with Health Challenges"*

2005-2006	Taught 4 pediatric hospital clinical groups in fall term
2006-2007	Taught 2 pediatric hospital clinical groups each term
2007-2008	Taught 2 pediatric hospital clinical groups each term

This 3rd year course is designed to provide students with an opportunity to work with individuals and families in settings which include maternal child care, and the care of children. The setting of the clinical placement may include the hospital, ambulatory clinic, Public Health Unit and/or in the home. Students participate in case-based clinical conferences which enhances learning across populations being studied. (A copy of the complete course syllabus is available upon request).

My role as Clinical Faculty is to prepare clinical assignments, review student's weekly reflective practice (feedback provided), mark student's weekly written research on the patient they care for each week (feedback provided), communicate with students via email, phone or in person as required. Students participate in a weekly 'post conference' session in which issues related to the care of the child and their family are discussed. Students also share a summary of their days with each other in a general discussion. Each student researches and prepares a nursing care plan assignment for submission. My role involves providing feedback to students as well as preparing and discussing their clinical evaluation with them at the end of their 6 week session.

3.3 *Nurs 202 F "Health Assessment"*

2006-2007 Fall term - Clinical labs (2 groups of students)
 1 Lecture on pediatric growth and development

This 2nd year course introduces students to the concepts of health and health assessment across the life-span. Students learn about theories and skills basic to developing therapeutic relationships, interviewing and physical assessment skills and techniques. This course includes both classroom and experiential learning in the Glaxo Wellcome Clinical Education Centre and Faculty of Health Sciences Patient Simulation Lab. (A copy of the complete course syllabus is available upon request).

My role was to prepare and deliver weekly clinical labs to 2 groups of students. I supported students within their learning by providing demonstrations of each lab and then assisted students in learning techniques and approaches to a wide variety of patient populations. I assisted with the Objective Structured Clinical Examination (OSCE) by helping to organize a variety of stations to test student's knowledge from the course.

I also provided a guest lecture to the students reflecting on "Pediatric Growth and Development".

3.4 *Nurs 492 W "Integrated Practicum"*

2006-2007 Winter Term

This 4th year preceptored course provides an opportunity for students to enhance and consolidate their knowledge and skills by working 400 hours in a clinical setting. The practicum includes a leadership/management experience with emphasis on advancing professional identity and accountability and strengthening evidence-based and reflective practice. Students focus on furthering skills in critical thinking, the nursing process, workload organization, setting priorities for self and others, working effectively with the health team including family and un-regulated health care providers. The practicum includes a wide variety of clinical experiences including,

public health, selected community based agencies, and hospital experiences. (A copy of the complete course syllabus is available upon request).

My role as Clinical Faculty involved supervising a group of 20 students within their integrated practicum. I reviewed the student's progress through their submissions of learning objectives and biweekly emails and provided feedback. Students prepared and submitted a Management Competency Assignment that related to their placement. I reviewed and marked these assignments assessing for accuracy and applicability. I also completed and met with each student to discuss their midterm and final evaluations.

4. Teaching Innovations

4.1 Development of Orientation Manuals:

I led the development of 2 new orientation manuals within the 3rd year clinical course "Maternal Child and Children with Health Challenges". The 'Pediatric' and 'Maternal Child' Orientation Manuals were developed and implemented in September, 2007. The purpose of these orientation manuals is to provide the student with information about the pediatric and maternal child clinical experience. Overall the manual includes charting forms, suggested readings, and many of the documents that are helpful in the understanding the care of their patient in the clinical setting.

5. Evidence of Teaching Effectiveness

5.1 Classroom and Clinical Teaching Evaluations:

USAT stands for 'University Survey of Student Assessment of Teaching' and is the survey tooled utilized within Queen's University for the evaluation of teaching. USATs are completed using a 1-5 response rate where 1=Strongly Disagree; 2=Disagree; 3=Neutral; 4= Agree and 5= Strongly Agree. I have provided the data from one representative statement. The rest of the results of the USAT that relate directly to my teaching can be found in Appendix A and show a similarly high rating.

Summary of "USAT" Forms

Summary of "Overall, this instructor is an effective teacher"; Ratings from University Survey of Student Assessment of Teaching.

	Fall 2005	Fall 2006	Winter 2007	Fall 2007	Average
Nurs 315	4.7	4.6	4.8	Results not yet available	4.7
Nurs 340	4.9	N/A with USAT	N/A with USAT	N/A with USAT	
Average	4.8				

Please note: Nurs 340, Nurs 202 and Nurs 492 teaching evaluations were done using 'Queen's School of Nursing, Instructor Teaching Evaluation'. I have included some sample comments below. Samples of additional comments can be found in Appendix B.

Nurs 340 Instructor Teaching Evaluation: “She was very approachable and helpful. She was very helpful and thorough in teaching us nursing skills. She would also test us and ask us questions which was helpful for us to realize what we might have missed. I felt very comfortable and well looked after with her. She always had weekly meetings”.

Nurs 340 Instructor Teaching Evaluation: “She quizzed us each week on our patient assignment to ensure we knew what we were doing. She was very knowledgeable and patient”.

Nurs 492 Instructor Teaching Evaluation: “Laurie was always approachable. She replied almost immediately to all emails. She was receptive to questions and always tried to be as helpful as possible. She gave recommendations and helpful comments to my journals, evaluations and assignments. Laurie was an excellent instructor”.

Nurs 202 Instructor Teaching Evaluation: “She is very knowledgeable and approachable, always discusses how the skill applies in different clinical areas i.e. family practice, peds unit, long term care”.

5.2 *Colleague Observations:*

My goal of fostering understanding in student learning is evidenced by comments made by 2 of my colleagues while observing my teaching. These letters were written in support of my nomination for the Faculty of Health Sciences Teaching Award.

Sharen Chapman: “She fosters a very rich learning environment for the students and has certainly earned the respect that she has from her students and the staff on the inpatient unit....”
This letter can be found in its entirety in Appendix C

Kim Nolan: “She has an innovative mentorship style that engages and motivates her students to not only learn, but be engaged and interested in the information they are incorporating into their knowledge base”.

This letter can also be found in its entirety in Appendix D.

5.3 *Student Observations:*

My goal of creating an environment in which to capture students and engage their learning is evidenced within an email sent by a student to the Toronto Star to nominate me for the Toronto Star Nightingale Award.

Gillian Strudwick: “She truly has a gift, a passion and is amazingly good at communicating this and teaching and sharing this passion to others...”

A copy of this email can be found in its entirety in Appendix E.

6. **Teaching Awards**

6.1 *1984 Excellence in Clinical Teaching Award – 2007*

The purpose of this award is to acknowledge excellence in clinical teaching within the 3rd year nursing program.

7. Teaching Award Nominations

7.1 Faculty of Health Sciences Teaching Award – 2006-2007

The purpose of this award is to acknowledge the education excellence throughout the Faculty of Health Sciences at Queen's University. It was an honour to be nominated so early within my teaching career at Queen's.

7.2 Toronto Star Nightingale Award – May 2007

This award is presented each year to an Ontario Nurse who is nominated for recognition by their patients or peers. I was nominated by a student that I taught and have attached her letter of nomination in Appendix E.

8. Educational Leadership

8.1 Course Coordination

I became the Course Coordinator of Nurs 340 in the Winter Term of the 2006-2007 school year. I continue to hold this position in the current 2007-2008 school year.

My responsibilities include reviewing and changing the course syllabus to reflect current and up to date material as well as working with the Undergraduate Coordinator in respect to student placements. I also organize student orientations in the Glaxo Wellcome Clinical Education Centre at Queen's University by booking rooms, guest lecturers and resource material. I directly contact students within the course via email to inform them of dates, placements and resource material they need. I also update WebCt with the appropriate course materials and resources. I continue to support student throughout the term through email, phone and individual meetings. In regards to clinical faculty, I hold team meetings every 3 weeks to discuss issues that may arise. At the end of the school year, I complete a course report.

I became the Course Coordinator of Nurs 315 in the Fall Term of the current school year.

My responsibilities include reviewing and changing the course syllabus to reflect current and up to date material. I have direct contact with students and clinical faculty within the course as required. I maintain WebCt and ensure that it contains the appropriate reference materials. I review and ensure the midterm and final exams are current and calculate students' final marks.

8.2 Committee Participation

I currently sit on the following committees within the School of Nursing at Queen's University:

Member, Faculty Committee, 2005 - present

Member, Academic Council, 2005 - present

Member, Research Committee, 2006 - present

Nurse Scholar, Practice and Research Nursing, 2007-present

Member, Undergraduate Admissions Committee, 2007 – present

Member, Continuing Professional Development Advisement Committee, 2007-present

Advisor for the Post RN Program, Fall 2007-present

9. Workshops Attended

March 2007: NVIVO Workshop by Raewyn Bassett (through the Centre for Teaching and Learning, Queen's University)

April 2007: Faculty of Health Sciences, Queen's University: TIPS (Teaching Improvement Project System) workshop (2 day workshop)

June 2007: Faculty of Health Sciences, Queen's University: "Innovation Day"

September 2007: Introduction to WebCt (through the Centre for Teaching and Learning, Queen's University)

10. Professional Development

My goal for my teaching is to continue to strive to be the best teacher that I can be within the classroom and the clinical setting. I wish to continue to develop my skills of teaching and have enrolled in 2 upcoming Faculty Development Sessions being offered through the Continuing Professional Development and Office of Health Sciences Education. My long term goal is to continue my education and enrol into the PhD program now offered through the School of Nursing at Queen's University.

11.1 Appendix A

Summary of Data from USAT Forms that Relate to My Teaching

Summary of “The instructor showed sensitivity to the needs and interests of students from diverse groups”, Ratings from University Survey of Student Assessment of Teaching.

	Fall 2005	Fall 2006	Winter 2007	Fall 2007	Average
Nurs 315	4.6	4.6	4.7	Information not yet available	4.63
Nurs 340	4.9	N/A with USAT	N/A with USAT	N/A with USAT	
Average	4.75				

Summary of “The instructor in this course showed a genuine concern for students”, Ratings from University Survey of Student Assessment of Teaching.

	Fall 2005	Fall 2006	Winter 2007	Fall 2007	Average
Nurs 315	4.6	4.6	4.7	Information not yet available	4.63
Nurs 340	5.0	N/A with USAT	N/A with USAT		
Average	4.8				

Summary of “The instructor presented material clearly”, Ratings from University Survey of Students Assessment of Teaching.

	Fall 2005	Fall 2006	Winter 2007	Fall 2007	Average
Nurs 315	4.6	4.6	4.7	Information not yet available	4.63
Nurs 340	4.8	N/A with USAT	N/A with USAT	N/A with USAT	
Average	4.7				

Summary of “The instructor was available for discussion outside class”, Ratings from University Survey of Student Assessment of Teaching.

	Fall 2005	Fall 2006	Winter 2007	Fall 2007	Average
Nurs 315	4.5	4.4	4.8	Information not yet available	4.57
Nurs 340	4.9	N/A with USAT	N/A with USAT	N/A with USAT	
Average	4.7				

Please Note: The USAT forms can be found in their entirety in Appendix F

11.2 Appendix B

'Samples of Comments from Queen's School of Nursing, Instructor Teaching Evaluation'

Nurs 340 Instructor Teaching Evaluation:

"Laurie had a very relaxed yet knowledgeable teaching method which made learning from her easy and effective. I thoroughly enjoyed working with her and felt that I learned a lot from her".

"Instructor was passionate and was genuinely committed to ensuring we got a great experience. She was very supportive of us and was always available for help. She seemed to LOVE peds and her attitude was contagious. The daily quizzes kept us on our toes, and she presented a challenge. She practices how she taught. She didn't teach one thing and do another. Our concerns were her #1 priority. I can't imagine a better instructor".

"She was very supportive and helpful. She was very helpful and thorough in teaching us nursing skills. She would also test us and ask us questions which was helpful for us to realize what we might have missed. I felt comfortable and well looked after with her. She always had weekly meetings".

"Very informed. Challenged students to explain why certain things are happening. A perfect example to students. Non-judgemental, extremely approachable, available outside of class, very organized. Always looking for ways for students to make the most of their peds experience".

"Always available when you needed her for help. Puts you at ease, make you comfortable and confident. Gives the impression she actually cares how you are doing. Relates and allow for understanding by explaining things well".

"Always available to help during clinical. Very efficient marker. Shows genuine concern for students. Easy to talk to".

Nurs 202 Instructor Teaching Evaluation:

"Very approachable and friendly. Helped us understand where we went wrong in our assessments and SOAP notes. I liked that she could watch all groups in CEC assessment rooms and could tell us what we forgot or could change".

Nurs 492 Instructor Teaching Evaluation:

“Laurie was an absolutely wonderful instructor who was always willing to discuss any concerns I had as a student. She advocated for the students and was always caring and respectful”.

“Very available through email. Explained questions thoroughly. Good feedback. I enjoyed the last session when we talked about our experiences”.

11.3 Appendix C
Colleague Observation-Sharen Chapman



76 STUART STREET
KINGSTON, ONTARIO
K7L 2V7
TEL: 613-548-3232

Date: March 13, 2007

Re: Peer Observation for Laurie Kerr

I have had the pleasure of working with Laurie over the past few years in her role as Adjunct Professor for Queen's School of Nursing on the Pediatric Inpatient unit.

Laurie brings a keen enthusiasm to her role. Her mannerisms with the students and staff are always calm and supportive. She communicates very effectively with the students as well as all members of the health care team. She seeks input from the inpatient staff to thoroughly plan out student assignments for the week in an effort to make it a beneficial experience for the students. She is very dedicated to her role and always presents herself in a very professional manner, a strong role model for the students and staff. She readily accepts feedback from the staff regarding input on the student's progress.

She fosters a very rich learning environment for the students and has certainly earned the respect that she has from her students and the staff on the inpatient unit.

Laurie demonstrates a strong work ethic and is a valuable asset to the School of Nursing, as well as the Pediatric Program at KGH. We are very fortunate to have her as part of our team.

I would be more than pleased to discuss any of the above information with you or answer any questions that you might have.

Sincerely,

A handwritten signature in black ink that reads 'Sharen Chapman'. The signature is written in a cursive style with a large, sweeping 'S' at the beginning.

Sharen Chapman,
Program Manager, Pediatrics
Kingston General Hospital

11.4 Appendix D

Colleague Observation-Kim Nolan

March 11, 2007

To Whom It May Concern:

I am writing in regards to the teaching excellence of Laurie Kerr, Nursing Professor at Queen's University. I have had the honour of being the recipient of Laurie's knowledge and skill while she was employed as a Clinical Educator at Kingston General Hospital. Once again, I have the pleasure of witnessing Laurie's teaching abilities on Pediatrics where I currently am a staff nurse.

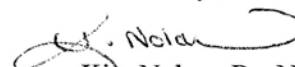
Laurie's organizational and leadership abilities allow her to guide her students easily through their tasks in providing patient care. She has an innovative mentorship style that engages and motivates her students to not only learn, but be engaged and interested in the information they are incorporating into their knowledge base.

Utilizing a collaborative team approach, Laurie directs students to the realism of the nursing profession, enforcing the rationale for therapeutic and dynamic interpersonal relationships facilitating the students' capability to perform the optimal level of care for their patients.

Laurie has a very open minded approachable nature providing an environment for students that fosters independence and promotes inner growth instilling confidence with their skill and abilities.

Laurie's students certainly are the benefactors of her strong attributes as a clinician of nursing. They truly are fortunate to have such a dedicated, sincere and committed individual to guide them as they progress in their nursing careers.

Sincerely,



Kim Nolan, RegN

11.5 Appendix E

Toronto Star Nightingale Teaching Award Nomination – Email

McDougall, Carolyn

Sent: Monday, February 05, 2007 9:37 PM
 Subject: Nightingale Award 2007

date: 05-Feb-2007
 first: Gillian
 last: Strudwick
 dayphone: 613-547-3341
 email: 4gs@qlink.queensu.ca
 nurse: Laurie Kerr
 relate: Laurie is a clinical instructor and professor
 where: Kingston General Hospital/Queen's University
 when: October-December 2006
 message: Laurie is the most outstanding woman to whom I have had the pleasure to have been taught by in my life. Currently, I am a nursing student studying at Queen's University. Laurie taught pediatrics in the family nursing course for third year students, as well as was a clinical instructor for an assessment course that I was fortunate to take. Laurie is also my classmates clinical instructor for pediatrics at Kingston General Hospital. My classmates think the world of her, and now all want to work in pediatrics for ever. They are amazed at her ability to connect with patients and their families.

Never have I ever been interested in working with children. However, by the end of every lecture that Laurie teaches, the entire class has an overwhelming yearn to work in pediatrics. Lectures for the pediatric class has an overwhelming yearn to work in pediatrics. Lectures for the pediatric course were three hours long, and I have never in my entire life been able to sit through and be so interested as I was to Lauries lectures. She truly has a gift, a passion and is amazingly good at communicating this and teaching and sharing this passion to others. Laurie is empathetic to the needs of students and reaches out beyond that of a normal professor. She is available for discussion after class, always responds quickly to questions through e-mail and if she doesn't know the answer, she is not afraid to admit it and to find out for the students. Laurie is a true role model for all nursing students and nurses alike.

I would like to close by sharing a story about Laurie that I will never forget. It is sometimes difficult to describe emotions and teachable moments, but I will try my best to re-tell the moment.

Laurie often shares examples of patients and her own family to demonstrate a point about a pediatric injury or health issue. She was lecturing us about falls and accidents in infants, and decided to tell us a story about her as a mom having her child fall off a bench on to the nearby ground. This was the best lesson I have ever learned as Laurie's point was to continue to look beyond the injury of the child and into the context/situation. Laurie eyes watered up as she told this story, and by her doing this we were able to understand that the parents are also the client when a child is injured. The emotion that Laurie showed during the class was real and honest. It was appropriate for the class and proved a very valid point. I commend Laurie for this and know that of all the nurses I have ever met, been taught by or have worked in clinical placement with, she is by far the most deserving of the Nightingale Award 2007. Please feel free to call me and I will provide you with much more information on why Laurie deserves this award more than anyone else.

11.6 Appendix F: USAT Forms