# TABLE OF CONTENTS

## MODULE 1: ENTERING THE PRACTICE OF NURSING EDUCATION
- Learning Activities for Entering the Practice of Nursing Education
- The Integrating Concepts & Research of EducatingNurses.com
- Creating a Climate for Curiosity, Engagement, and Developing Therapeutic Communication Skills
- Situated Coaching and Knowledge Use in a “Flipped” Classroom
- Background Knowledge For Assessing Depression and Suicidal Risk
- Student Engagement in Learning Requires More than Getting the Student’s Attention
- Teaching Upgraded Science for Nurses
- Upgrading the Knowledge of Pharmacology for Effective Nursing Care
- Using Narrative Pedagogies to Bring Clinical into the Classroom and Integrate Knowledge Acquisition and Knowledge Use
- Teacher Curiosity, Passion, Engagement and Self-Cultivation—Essential for Transformative Education
- Bringing Clinical and Classroom Together: Integrative Pedagogies
- The Use of Narratives in Research, Practice, and Education
- Creating An Engaging Adventuresome, Practice-Centered Syllabus
- Teaching for Ethical Comportment, Moral Imagination and Formation
- Integrating Classroom and Clinical Teaching by Using Unfolding Case Studies
- Teaching for a Sense of Salience and Situated Coaching

## MODULE 2: DISCUSSION TRIGGERS
- The Patient in 9-Window with Elizabeth Gross Cohn (Video)
- Interview: Dr. Elizabeth Gross Cohn, “Often, first year students feel there’s nothing they can do....”
- Rethinking Clinical and Classroom Teaching and Learning
### MODULE 2: DISCUSSION TRIGGERS, *continued*

- Discussion Triggers can Help Students Discover Blind Spots, and Biases
- Being Present, Meeting the Patient as a Person, Preserving Personhood, Taking up the Ethical Call of Nursing
- Kitra Cahana: My father locked in his body but soaring free
- Filming Inner-City Health
- Healing in Chisasibi
- Learning Activities for Teachers and Nursing Students Working with Discussion Triggers
- Assessing for Suicidal Risk
- Pilot, an Airline Safety Expert, Seeks to Improve Patient Safety after the Death of his Wife
- Patient Safety: Listening to Family Members
- Discussion Triggers: Putting the Patient First
- Social Justice, Civic Professionalism, and Interprofessional Collaboration (video)
- Advanced Directives, and Planning for End-of-Life Discussion
- Live Improvisational Actor with Freshman Students Conducting a Home Visit to Teach a patient a
  Discussion Triggers Starting Point
- Interprofessional Education and Civic Professionalism to Improve Health Care (Article)
- The Use of Narratives in Research, Practice, and Education
- Science, Art, Aesthetics and Ethics; The Necessity of Openness and Compassion in Nursing
- VIDEO: Kari Martinsen: Ontology of Sensing and Caring Part 1
- VIDEO: Kari Martinsen: The Art of Sensing and Meeting the Patient in Authentic Care Part 2
- VIDEO: Eva Gjengedal: Human and Natural Sciences in Nursing Education and Research, Part 1
- VIDEO: Eva Gjengedal: Using Art in Nursing Research, Part 2
- Science, Art, Aesthetics and Ethics for a More Complete Understanding of Nursing Practice
### MODULE 2: DISCUSSION TRIGGERS, continued
- Kari Martinsen: The Art of Sensing and Meeting the Patient in Authentic Care
- Kari Martinsen: Ontology of Sensing and Caring
- Eva Gjengedal: Human and Natural Sciences in Nursing Education and Research
- Eva Gjengedal: Using Art in Nursing Research

### MODULE 3: NOVICE TO MASTERY
- Learning Activity: Consciousness Raising on Experiential Learning
- The Integrating Concepts & Research of EducatingNurses.com
- Teaching the Novice Student Relational & Communication Skills of Engagement (4-part Series)
- Pre-briefing the Actor & Nursing Students for a Simulation
- Live Actor Simulation & Student Debrief
- From Novice to Mastery Part 1: From Novice to Competence & Part 2: From Proficiency to Mastery
- Mastery in Teaching with Hubert L. Dreyfus
- The Use of Narratives in Research, Practice, and Education

### MODULE 4: TRANSFORMING CURRICULUM
- OCNE In-Depth: Moving the Boundaries for Clinical Education (Video, Part 1 & 2)
- Concept-Based Curricula in a Practice Discipline (Article)
- Concept Based Clinical Assignments for Deeper Learning with Linda Brown (Video)
- I don’t use PowerPoint! Video with Linda Felver
- Focusing on Student Learning with a “Flipped” Classroom
- Focusing on Student Learning: Seeking High Reliability in Nursing Education
MODULE 4: TRANSFORMING CURRICULUM, continued

- Teaching Learning Commons
- Learning Leadership in an Inner City, Homeless Health Care Center (4-part Series)
- Learning Activities for Teachers for Planning and Engaging in Curriculum Re-design
- The Integrating Concepts & Research of EducatingNurses.com
- The OCNE Breakthrough: Deep Learning of the Discipline’s Most Important Concepts
- University of Pennsylvania (4-part Series) Transformation of a Curriculum
- Situating the Sciences in Nursing Practice: Breakout Unfolding Clinical Cases for Using Chemistry and Physics in Clinical Practice
- Interdisciplinary Team Teaching
- Situated Learning: Bringing Classroom and Clinical Teaching Together
- Situated Learning: Bringing Classroom and Clinical Teaching Together
- Co-Author Perspectives
- Situating the Sciences in Nursing Practice: Breakout Unfolding Clinical Cases for Using Chemistry and Physics in Clinical Practice
- Interdisciplinary Team Teaching
- Situated Learning: Bringing Classroom and Clinical Teaching Together
- Situated Learning: Bringing Classroom and Clinical Teaching Together
- Co-Author Perspectives
- Kari Martinsen: The Art of Sensing and Meeting the Patient in Authentic Care
- Kari Martinsen: Ontology of Sensing and Caring
- Eva Gjengedal: Human and Natural Sciences in Nursing Education and Research
- Eva Gjengedal: Using Art in Nursing Research
MODULE 5: INTEGRATING CLINICAL PRACTICE

- Precepting for Autonomy, Nurse Patient Relationships, Clinical Imagination, Time Management, Teamwork and Curiosity
- Coaching for Autonomy, and Authenticity with Marye Fuqua pt 1
- Learning Time Management and Organizational Skills with Marye Fuqua pt 2
- Video Series: Preceptors Prepare Nursing Students for Practice Learning
- Vickie Sattler: Learning from a “Bad Outcome” pt 2
- Vickie Sattler: Two Key Roles for Preceptors pt 1
- Two Key Roles of Preceptors: Situated Coaching and Teaching Local Knowledge
- Lynn Stapleton on Socialization & Formation on the First Job
- Socialization and Formation on the First Job–An Example from Provident Health Care
- The Essential Role of the Preceptor – Pt. 2
- The Essential Role of the Preceptor – Pt. 1
- Clinical Precepting: Situated Coaching and Learning—The Heart of Highly Reliable Organizations
- Situated Clinical Teaching and Learning
- Higher-Order Productive Thinking in Clinical Teaching and Learning
- The Patient in 9-Window
- Interview: Dr. Elizabeth Gross Cohn, “Often, first year students feel there’s nothing they can do....”
- Rethinking Clinical and Classroom Teaching and Learning
- Cultural Humility: Gaining First-Person Experience and Empathy for the Health and Life Impact of Living in Poverty
- Poverty Simulation Part 1: Setting up and Planning
- Poverty Simulation Part 2: Scenes from the Simulation – What it is like to live in Poverty
### MODULE 5: INTEGRATING CLINICAL PRACTICE, continued

- Poverty Simulation Part 3: Student Debriefing
- Poverty Simulation Part 4: Interview with Heather Voss
- Learning Leadership in an Inner City, Homeless Health Care Center – debrief with Students
- Learning Leadership in an Inner City, Homeless Health Care Center – classroom discussion
- Learning Leadership in an Inner City, Homeless Health Care Center – interview with Ann Beckett
- Learning Leadership in an Inner City, Homeless Health Care Center – ARTICLE
- Developing Clinical Imagination for Potential Patient Concerns and Problems – Clinical Forethought Part 1
- Assessing, Setting, Shifting and Communicating Patient Care Priorities Part 2
- A Passion for Clinical Teaching and Clinical Practice
- Students’ Insights on Clinical Learning
- Clinical Teaching Learning Activity
- A Guide for Clinical Teachers: Deeper Learning in Clinical Learning Experience – ARTICLE
- Learning Activities for Teachers and Nursing Students around Situating Clinical Knowledge Use in the Teaching of Science
- The Integrating Concepts & Research of EducatingNurses.com
- Using Process Oriented Guided Inquiry Learning (POGIL) to teach Health Assessment
- Interdisciplinary Teaching in the Laboratory
- Teaching Upgraded Science for Nurses
- Upgrading the Knowledge of Pharmacology for Effective Nursing Care
- Situating the Sciences in Nursing Practice: Breakout Unfolding Clinical Cases for Using Chemistry and Physics in Clinical Practice
- Interdisciplinary Team Teaching
MODULE 6: MAKING THE LARGE CLASS MORE INTERACTIVE, continued

- The Patient in 9-Window with Elizabeth Gross Cohn (Video)
- Interview: Dr. Elizabeth Gross Cohn, “Often, first year students feel there’s nothing they can do…”
- Rethinking Clinical and Classroom Teaching and Learning
- “Making Soup”: Linda Felver Describes Her Metaphor For Teaching (Video)
- Linda Felver Classroom: Teaching Science Situated In Clinical Practice (Video)
- Curriculum-Wide Debriefing and Reflection are Essential to Learning How to Think Critically, Improve Performance, Improve Outcomes and Integrate Experiential Learning (Article)
- Integrating Knowing-that and Knowing-how
- The Integrating Concepts & Research of EducatingNurses.com
- Learning Activities for Making the Large Class More Interactive
- Creating a Climate for Curiosity, Engagement, and Developing Therapeutic Communication Skills
- Situated Coaching and Knowledge Use in a “Flipped Classroom”
- Background Knowledge For Assessing Depression and Suicidal Risk
- Using Process Oriented Guided Inquiry Learning (POGIL) to Teach Health Assessment
- Interdisciplinary Teaching in the Laboratory (Video)
- Teaching Upgraded Science for Nurses (Video)
- Upgrading the Knowledge of Pharmacology for Effective Nursing Care (Article and Video)
- Making the Large Class Interactive and Engaged (Video)
- The Use of Narratives in Research, Practice, and Education (Video)

MODULE 7: TRANSITION INTO PRACTICE

- Situated Teaching and Learning with Lisa Day
<table>
<thead>
<tr>
<th>MODULE 7: TRANSITION INTO PRACTICE, continued</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Clinical Precepting: Situated Coaching and Learning—The Heart of Highly Reliable Organizations</td>
</tr>
<tr>
<td>• The Essential Role of the Preceptor Part 1</td>
</tr>
<tr>
<td>• The Essential Role of the Preceptor Part 2</td>
</tr>
<tr>
<td>• Socialization and Formation on the First Job—An Example from Provident Health Care</td>
</tr>
<tr>
<td>• Lynn Stapleton on Socialization &amp; Formation on the First Job</td>
</tr>
<tr>
<td>• Two Key Roles of Preceptors: Situated Coaching and Teaching Local Knowledge (article)</td>
</tr>
<tr>
<td>• Vickie Sattler: Two Key Roles for Preceptors Part 1</td>
</tr>
<tr>
<td>• Vickie Sattler: Learning from a “Bad Outcome” Part 2</td>
</tr>
<tr>
<td>• Precepting for Autonomy, Nurse Patient Relationships, Clinical Imagination, Time Management, Teamwork &amp; Curiosity</td>
</tr>
<tr>
<td>• Coaching for Autonomy and Authenticity with Marye Fuqua, Part 1</td>
</tr>
<tr>
<td>• Learning Time Management and Organizational Skills with Marye Fuqua Part 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MODULE 8: KEY INSIGHTS FROM EXCELLENT TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Art of Asking Open-Ended Questions, Allowing ‘Think Time’ &amp; Providing Thoughtful Responses with Lisa Day</td>
</tr>
<tr>
<td>• Using Real Unfolding Clinical Cases to Trigger Classroom Discussion with Sarah Shannon</td>
</tr>
<tr>
<td>• Clarifying and Exemplifying Distinctions between “Knowing That” and “Knowing How and When” with Linda Brown</td>
</tr>
<tr>
<td>• Developing Forethought and Clinical Imagination with Carol Thorn</td>
</tr>
<tr>
<td>• Situated Coaching with Preceptor Alyssa Boldt</td>
</tr>
<tr>
<td>• Kari Martinsen: The Art of Sensing and Meeting the Patient in Authentic Care</td>
</tr>
<tr>
<td>• Kari Martinsen: Ontology of Sensing and Caring</td>
</tr>
<tr>
<td>• Eva Gjengedal: Human and Natural Sciences in Nursing Education and Research</td>
</tr>
<tr>
<td>• Eva Gjengedal: Using Art in Nursing Research</td>
</tr>
</tbody>
</table>
## TABLE OF CONTENTS

### MODULE 9: METAPHORS FOR TEACHING AND LEARNING
- Lisa Day: Bird Watching
- Sarah Shannon: Boat Keels
- Diane Pestolesi: Coaching
- Carol Thorn: Ice Sculpting

### MODULE 10: ONLINE TEACHING-LEARNING
- Finding Online Clinical Replacement Solutions During the COVID-19 Pandemic
- Finding the Advantages of Online Learning and Overcoming the Fears with Glenise McKenzie, pt. 1
- Developing the Faculty Team and Using Instructional Design Consultants with Glenise McKenzie, pt. 2
- Rapid Change in the COVID-19 Pandemic: Being Flexible and Innovative in the Wake of Disruption
- Designing Online Nursing Education Based Upon Learning Science and High-Impact Learning Strategies
- Getting Started with Online Courses with Paula Gubrud-Howe, pt. 1
- Developing Clinical Replacement Online Simulation with Paul Gubrud-Howe, pt. 2
- Engaging the Online Student-ATI Consultants on How Instructors Can Promote Active Learning in their Online Courses
  - Part 1: Reviewing and Researching Screen-Based and Virtual Simulation Online Learning
  - Part 2: Research and Faculty Development in Online Education Based on Learning Outcomes
  - Part 3: Research and Evaluation Strategies for Online and VR Education
- Designing Online Courses in Nursing Education: Guidance from Expert Online Educators
- Designing Online Nursing Education Based Upon Learning Science and High-Impact Learning Strategies
- Developing Online Courses in Nursing Education: Guidance from Expert Online Educators
- Designing Online Nursing Education Based Upon Learning Science and High-Impact Learning Strategies
MODULE 10: METAPHORS FOR TEACHING AND LEARNING, continued
• Faculty Appraisals and Experiences in Switching to Online Teaching-Learning as a Result of the COVID-19 Pandemic

MODULE 11: COVID-19 TEACHING-LEARNING
• Rapid Change in the COVID-19 Pandemic: Being Flexible and Innovative in the Wake of Disruption
• Finding Online Clinical Replacement Solutions During the COVID-19 Pandemic
• Nurses are Stepping up to the Plate in this COVID-19 Crisis
• What Happens when Hospitals Run Out of Ventilators and Other Emergency Rescue Equipment?
• The Growing Conversation and Controversy on Rationing Urgent Care in the COVID-19 Pandemic — A Teaching-Learning Resource
• Finding the Advantages of Online Learning and Overcoming the Fears with Glenise McKenzie, pt. 1
• Developing the Faculty Team and Using Instructional Design Consultants with Glenise McKenzie, pt. 2
• COVID-19 Spotlight on Nursing and the Role of Art as a Moral Source for Empathy, Imagination, and Caring
• Getting Started with Online Courses with Paula Gubrud-Howe, pt. 1
• Developing Clinical Replacement Online Simulation with Paul Gubrud-Howe, pt. 2
• New York Times: Death, Through a Nurse’s Eyes
• Finding Teaching-Learning Opportunities in the Current Crisis of COVID-19 and the Demand for Online Nursing Education
• Faculty Appraisals and Experiences in Switching to Online Teaching-Learning as a Result of the COVID-19 Pandemic