

California State University, San Bernardino

CSUSB ScholarWorks

Teaching Skills Study Awards (TSSA) Reports

Teaching Resource Center

Summer 6-8-2008

Mary Molle TSSA Spring 2008

Mary Molle

Follow this and additional works at: <https://scholarworks.lib.csusb.edu/trc-tssa>



Part of the [Higher Education and Teaching Commons](#)

Running head: ACHNE TSSA Spring 2008

YEAR-END 2008 Teaching Skills Study Award

Mary E. Molle RN PhD

Department of Nursing

mmolle@csusb.edu

Final Report

YEAR-END 2008 Teaching Skills Study Award

1. *Name/Date of Conference:*

2008 Association of Community Health Nurse Educators (ACHNE) Annual Institute.
June 4-7, 2008.

2. *Description of Teaching Strategy or Method:*

The primary strategies emphasized at this conference were community-academic partnerships for both BS and MS nursing students. The conference focused on my teaching specialty of community/public health nursing; therefore strategies included increasing emphasis on population focused practice for graduate and undergraduate students in lecture courses, and real life community level interventions in the clinical arena. Special sessions were included for update on the changes in accreditation requirements and how these are anticipated to change the curriculum in the specialty. This continues to be the most valuable conference for staying up to date in my public health nursing courses.

3. *Impact on (application to) teaching:*

Evaluation of Goals:

4. *Goals:*

- ◆ To learn specific teaching strategies for integrating new theoretical and clinical concepts into the public health nursing courses that I teach, specifically in a new online format. (N406 and N407, N600, N610 and N620)

Happily, as our program moved to online (hybrid) and continues to seek innovative teaching strategies for both undergraduate and graduate coursework, so does the rest of the country. Numerous sessions were held to support this updating, which were valuable. In addition, I was able to discuss collaboration opportunities with faculty from other CSU Nursing programs with difficulties locating content experts in this era of faculty shortage. We discussed ideas for team teaching across campuses to bring needed expertise in new content areas. Out of the box thinking, and innovations in clinical experiences as well as methods of teaching community/public health theory courses were evident across the conference. I not only got some new ideas, I also validated the teaching strategies and competence I already have to be teaching at both BS and MS levels.

- ◆ To develop professional connections with others teaching in public health nursing education.

Besides collaborating on specific instructional needs mentioned above, I was able to introduce another CSUSB junior faculty member to participants and to begin to develop her expertise and connections in the specialty. See other notes on this goal above.

- ◆ To learn and stay on top of changes in national requirements regarding individual certification at the Master's level and programmatic requirements for curriculum that the Nursing Master's program must meet in order to attain accreditation.

I continue to be actively engaged and participating in national discussions related to certification requirements and am generally more informed on issues related to BSN, MSN and Doctoral education in Nursing. I have participated in a graduate education task force, which allows me to stay on the cutting edge of rapidly changing requirements affecting our program day by day. Additionally, I am considering future collaborations to allow public health nursing faculty to disseminate their specialty expertise, that is needed by all Bachelor's nursing programs nationwide to those campuses without sufficient internal faculty expertise. This faculty development opportunity will help all nursing faculty meet accreditation standards.

Thank you for your support increasing my knowledge and professional involvement in this specialty area, this opportunity was very important to me.

Mary Molle.