

## RESOURCES for INSTRUCTORS

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This is a list of resources that may be helpful as you transition to blended learning. By providing links to other sites, [SIUC Nurse Aide Testing](#) does not guarantee, approve, or endorse the information or products available on these sites.

### 5E Model of Learning:

Science Resource Center. (2020). [5E model of instruction](#). San Diego County Office of Education. Retrieved from <https://ngss.sdcoe.net/Evidence-Based-Practices/5E-Model-of-Instruction>

[5E Model Lesson Plan Template](#)

[5E Lesson Plan: Communication](#)

Illinois Career and Technical Education has created three virtual bookshelves using the 5E Model containing (a) Face- to-Face lessons, (b) Converted Face-to-Face lessons for remote/online learning, and (c) Remote/online lessons that stemmed from June 2020 professional teaching and learning and were shared with ILCTE. This is a list of some pertaining to healthcare.

[Ethics & Integrity in Healthcare](#)

[What Do Active Listeners Do Differently?](#)

[Tourniquet Application](#)

[Elder Abuse](#)

[Introduction to Health Insurance](#)

[Resilience in Healthcare](#)

[Hand Hygiene](#)

[What is a Hormone? Exploring the Endocrine System](#)

[Mock Interviews](#)

[Online Interviews](#)

[Interviews](#)

[Health Care Ethics & Laws](#)

[Taking a Temperature](#)

### Practical Inquiry Method (PIM):

Activity planning using the PIM to help blend face-to-face and online instruction. SeattleU CDLI. (2020). [CDLI Blended Flow Toolkit](#).

[Blended Flow Toolkit: A resource for faculty designing hybrid and blended courses](#). The Center for Digital Learning & Innovation, SeattleU.

An interactive map showing how to create a lesson and also provides activity ideas to incorporate to facilitate learning. [Flow Map](#). SeattleU CDLI. (2020).

Utilize this tool to outline your lesson. [CDLI Blended Flow Planner](#). SeattleU CDLI. (2020).

Read more about blended learning, course design, case studies and research from CDLI Blended Learning. [Selected Readings](#). SeattleU CDLI. (2020).

Attribution for Blended Flow Toolkit, Flow Map, Flow Planner and Selected Readings CC BY [Center for Digital Learning and Innovation SeattleU](#).

Article: Anthoney, M., Jacobson, J., Snare, J. (2018). [Innovating with Purpose: The Blended Flow Toolkit for Designing Blended/Hybrid Courses](#). Eli Brief.

<p><b>Case Studies:</b></p> <p>ACE.C <a href="#">Teaching Strategies and Unfolding Case Catalog</a> Link (scroll to bottom of page and check out what you would like.) Retrieved from <a href="http://www.nln.org/professional-development-programs/advancing-care-excellence-series">http://www.nln.org/professional-development-programs/advancing-care-excellence-series</a></p>	<p><b>Adult Learning:</b></p> <p>Tool for developing training for adult learners by: digitalpromise.org. (2016). <a href="#">Designing Technology for Adult Learners: Support and Scaffolding</a> Digital Promise: Accelerating Innovation in Education.</p>
<p><b>Syllabus Creation for Online Learning:</b></p> <p>This offers a how to guide for creating a syllabus for an online course, along with links to templates from: Ashby, I., Caskurlu, S., Beck, C. &amp; Fiock, H. (2018). <a href="#">Syllabus for online teaching considerations</a>. Purdue Repository for Online Teaching and Learning.</p> <p>Syllabus template from for an online course from: UWSP.edu (2020). <a href="#">Online course syllabus template</a>. University of Wisconsin Stevens Point.</p>	<p><b>Videos:</b></p> <p>Short video from Masonic Homes Kentucky (2017) called <a href="#">A day in the life of a CNA</a>.</p> <p>Bathing persons with Alzheimer's. <a href="#">Bathing Without a Battle</a> UNC. (2003).</p> <p>Pressure Ulcers Introduction. <a href="#">Pressure Ulcer Prevention</a>. University of Texas and TNF Films. (2017).</p> <p>Handwashing video. Marwaha, S. (2011, October 28). <a href="#">Wash your hands. It just makes sense</a>.</p>

<p><b>Teaching Tools &amp; Assessment Ideas:</b></p> <p>Check out this site for some great resources (email required). It offers many teaching tools you can download. Critical thinking skills, curriculum development, clinical instruction, prioritizing patient needs are on there and many more. Caputi, L. (N.D.). <a href="#">On the road to excellence in nursing education!</a> Dr.Linda Caputi, Nursing Education Consultant.</p> <p>This is a 65 page booklet with ideas and activities to utilize social and emotional learning in the classroom and offers some great ideas for inclusivity. Casel. (2019). <a href="#">Social and emotional learning: 3 signature practices playbook</a>. “A tool that supports systemic social and emotional learning (SEL).”</p> <p>A collection of tools and tips for teachers new to the field. <a href="#">Resources toolkit for new teachers</a>. (2015). <a href="#">Edutopia</a>.</p> <p>Need assessment ideas check out this resource from Davis, V. (2017). <a href="#">Fantastic, Fast Formative Assessment Tools Checking for understanding is good for both students and teachers</a>. <a href="#">Edutopia</a>.</p> <p>A way to assess students understanding of the material is to have the students write down the clearest point about</p>	<p><b>Alzheimer’s Disease:</b></p> <p>The NLN has many resources for teaching. Link <a href="http://www.nln.org/professional-development-programs/teaching-resources">http://www.nln.org/professional-development-programs/teaching-resources</a>. They offer an abundance of resources you may be interested in. Visit their site and check out the Professional Development Programs tab.</p> <p>This is a resource with case studies and scenarios for AD.</p> <p>The Alzheimer’s Foundation of America offers free webinars for dementia caregivers and professionals. Upcoming events and archived webinars are available for review. <a href="#">Care Connection Series: Webinars for dementia caregivers and professionals</a></p>
<p>the topic and the muddiest point. This provides an opportunity to see what needs to be reviewed or taught in a different way. NAUelearning. (2012). <a href="#">Classroom assessment techniques (CATs): The muddiest point</a>. Video Attribution: <a href="https://creativecommons.org/licenses/by/4.0/">https://creativecommons.org/licenses/by/4.0/</a></p>	<p><b>Grading Tools:</b></p> <p><a href="#">QuickKey</a> allows you to grade bubble answer sheets from multiple choice quizzes with your phone, utilizing an app.</p> <p><a href="#">Edpuzzle</a> allows questions to be imbedded within videos and tracks the time spent viewing the video, as well as how the student scored on the questions.</p> <p><a href="#">Nearpod</a> allows the creation of interactive video and immediate assessment feedback.</p>

### Virtual Activities:

Really awesome simulations for students to use. Review them and see what is applicable to your students. Also, be sure to check out the Educational Resources section in the games, you can download the whole package to your computer. [Virtual Healthcare Experience](#). "This portal provides healthcare students and professionals with an experiential learning opportunity for practicing client care in a safe virtual environment. Here, you can access a number of simulation experiences that will engage you in clinical decision making." Created by: Centennial College, Ryerson University, and George Brown College. Also, be sure to check out the [Educational Resources](#) section in the games, you can download the whole package to your computer. It has a wealth of information for instructors.

CAE Healthcare. (2020). Signup to download this case simulation for COVID, created to increase competency, preparedness, and identify protocols when treating a suspected patient.

[Suspected COVID-19: CAE healthcare simulated clinical experience \(SCE\)](#).

This is a computer micro-simulation for Donning and Doffing PPE using an N-95 mask on a suspected COVID-19 case. It is free and is approximately 10 minutes. To use you will go to the link, click on the picture next to PPE simulation and submit email and information to begin. Follow prompts on screen until simulation for Donning and Doffing PPE appears. At the bottom of the screen you will see: Instructions, EMR and Video. Click on any of these during the simulation if you have a question. It provides a quiz at the end and competency evaluation based on the student's completion of the simulation. They could screen shot it and send it to you to show their score and submit it to the instructor. E Train etc. (2020). [COVID-19 PPE Donning and Doffing eMicroSim](#)

[CNA Virtual Job Interview](#). To help student prepare for when they go looking for their first CNA job.

[Quick Ethics Simulation](#). This short simulation reviews a scenario with a confused resident who offers a cash reward to a student as a thank you.

[Critical Thinking Simulation](#). Students have the opportunity to virtually care for Helen, the "dancing queen", whose quick request may be something more.

### About Online Teaching:

This is a podcast/post from Gonzalez, J. (2020). Cult of Pedagogy. It offers tips and tools for online learning. [Distance learning: A gently curated collection of resources for teachers](#). If you are not signed up for email from the [Cult of Pedagogy](#) be sure and sign up for great tips on teaching straight to your inbox.

Read this brief article with tips and links from Teach for America. (2020). [7 tips for being a great virtual teacher: Advice for teachers quickly adapting to online teaching while schools are closed during the coronavirus outbreak](#). Scroll down and checkout the Additional Resources for Virtual Teachers section with lots of info for taking your class online.

The Chronicle of Higher Education (2020) offers an article [Going online in a hurry: What to do and where to start](#) by Miller, M. that has links and ideas for online teaching.

Checkout this podcast from UCF Digital Learning by Pacansky-Brock, M. (2020). [Principles for Humanizing Online Education... and Remote Teaching/Learning](#).

[One Minute Video Introductions](#). From Zoom Video Productions with a variety of Zoom "How To" video tutorials.

Article by: Duske, T. (2020). [How to run virtual icebreakers that actually work](#). Zapier.

This is a Google spreadsheet of virtual activities covering many topics, scroll through it and see what might work for you. [Virtual labs/activities for A & P.](#)

<p><b>PPE Resources:</b></p> <p>CDC PPE Poster  <a href="https://www.cdc.gov/hai/pdfs/ppe/ppe-sequence.pdf">https://www.cdc.gov/hai/pdfs/ppe/ppe-sequence.pdf</a></p> <p>CDC Suspected COVID-19 PPE Poster  <a href="https://www.cdc.gov/coronavirus/2019-ncov/downloads/A_FS_HCP_COVID19_PPE.pdf">https://www.cdc.gov/coronavirus/2019-ncov/downloads/A_FS_HCP_COVID19_PPE.pdf</a></p> <p>CDC Facemasks Dos and Don'ts  <a href="https://www.cdc.gov/coronavirus/2019-ncov/downloads/hcp/fs-facemask-dos-donts.pdf">https://www.cdc.gov/coronavirus/2019-ncov/downloads/hcp/fs-facemask-dos-donts.pdf</a></p> <p>CDC N-95 Mask Don and Doff Poster  <a href="https://www.cdc.gov/coronavirus/2019-ncov/downloads/hcp/fs-respirator-on-off.pdf">https://www.cdc.gov/coronavirus/2019-ncov/downloads/hcp/fs-respirator-on-off.pdf</a></p> <p>How to Safely Put On PPE Video CDC  <a href="https://youtu.be/H4jQUBAlBrI">https://youtu.be/H4jQUBAlBrI</a></p> <p>How to Safely Take Off PPE Video CDC  <a href="https://youtu.be/PQxOc13DxvQ">https://youtu.be/PQxOc13DxvQ</a></p> <p><b>Ice Breaker:</b></p> <p>Cox, V. <a href="#">The Cookie Thief</a>. Chatsworth Consulting Group. Read to the class it offers food for thought: question assumptions, give people the benefit of the doubt, things are not always as they seem. Ask students "What did you assume that you may now question?"</p>	<p><b>Falls:</b></p> <p>Read Strategies for <a href="#">Reducing Falls in Long-Term Care</a>. This article gives two resident example and discusses how to look at the actual cause behind the fall, interventions and other info on falls. Ideas: take excerpts from the article and use as a case study to discuss fall prevention, have students generate a concept map on falls and prevention, for online have student's assess their homes for fall hazards and how what they would do to make it safe for someone who is at a risk for falls.</p> <p>Reference  Willy, B. Osterberg, C.M. (2014). Strategies for reducing falls in long-term care. <i>Annals of Long-Term Care: Clinical Care and Aging</i>, 22(1), p. 23-32. Retrieved from <a href="https://www.managedhealthcareconnect.com/articles/s-trategies-reducing-falls-long-term-care">https://www.managedhealthcareconnect.com/articles/s-trategies-reducing-falls-long-term-care</a></p> <p>CNA Training Advisor, 14(1), 2016. Article and quiz on falls. <a href="#">Click here.</a></p>
<p><b>Other Resources:</b></p> <p>These are just a few articles from <a href="#">KeithRN's Blog</a>.  <a href="#">What Educators Can Learn from Airline Pilots to Help Students Think More Like a Nurse</a>  <a href="#">Which Vital Sign is Most Vital to Recognize a Problem and Need to Rescue?</a>  <a href="#">Why TML (Too Much Lecture) in your Classroom Can Be Deadly</a>. (2020). KeithRN.com.</p> <p><a href="#">Nurse Tim Incorporated</a> offers a variety of resources on the blog you can check out. You can also sign up for the newsletter for email updates.</p>	<p><b>Practice Tests for CNAs:</b></p> <p><a href="#">Nurse Aide Sample Test</a> from SIUC Nurse Aide Testing. None of these eighty-five questions are on the actual competency exam nor is this test provided as a study guide for the content of the exam. This sample test is provided to give students an idea of the types of questions that are on the actual Illinois Nurse Assistant/Aide Competency Examination.</p> <p><a href="#">Union Test Prep</a> (2020) offers practice tests, flashcards and study guides free for students to use.</p> <p><a href="#">CNA online practice tests</a> free 60 question practice test from CNA Online.</p> <p><a href="#">CNA Plus (2023)</a> offers several free online practice tests, as well as a membership option.</p>

**Online Simulation Activities pertaining to clinical :**

Young, C. (2020). Composed a list of [online clinical simulation activities](#). The list was created with ideas from many instructors in Southern Illinois and shared so others may use the activities.

**Applications:**

Are you looking for applications to enhance your course and create active learning engagement for students? If so check out this searchable database of materials. SeattleU Center for Digital Learning & Innovation. (2020).

[Gadget finder](#).

[Mentimeter](#), [PowToon](#), [Padlet](#)