

## Instructionally Related Activities Funds Request Spring 2017

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## IRA Funds Request for Video-Assisted Practice Assessment For Experiential Learning

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## Instructionally Related Activities Funds Request Summary

<b>Project Sponsor</b>	Colleen Nevins
<b>Activity Title</b>	Video-Assisted Practice Assessment For Experiential Learning
<b>Activity/Event Date</b>	1/23/17 - 5/12/17
<b>Date Funding Needed By</b>	1/23/17 or sooner
<b>Previously Funded?</b>	No
<b>Semester/Year</b>	—
<b>Proposal #</b>	—
<b>Report submitted for previously Funded Activity?</b>	—
<b>Report submitted for previously Funded Activity</b>	—
<b>Additional Report #1</b>	—
<b>Additional Report #2</b>	—
<b>Additional Report #3</b>	—
<b>Additional Proposers</b>	Colleen Nevins Jaime Hannans Michelle Dean
<b>Academic Program(s) / Center Name(s)</b>	Nursing Program School of Education, Special Education Credentialing Program
<b>Estimated total Course Fee revenue</b>	n/a
<b>Amount Requested from IRA</b>	\$12,000.00
<b>Estimated Number of Students Participating</b>	35
<b>Conditions and Considerations</b>	Involves Human Subject Data Collection for Public Dissemination -Requires IRB Approval, IT Requirements
<b>Brief Activity Description</b>	<p>SPED 581 &amp; 585 intends to align with the California Teaching Performance Standard Six: Developing as a Professional Educator by utilizing a video platform, Vosaic, to enhance opportunities for student teachers to develop professional reflective practices. In our current model, students are given direct feedback from university supervisors and cooperating teachers. By student teacher candidates recording their own practices, the candidates will have the opportunity to observe their own practices, which will facilitate deeper connections between the observer feedback and actual teaching behaviors. The use of video-assisted software encourages the substantive development of a professional reflective practice and in continuous professional growth.</p> <p>NRS 221 medical-surgical students will use Vosaic to video record and submit to the Instructor the practice of medication administration; students are to accurately demonstrate the three checks and six rights of medication administration. NRS 421 critical care students will use Vosaic to video record and submit demonstration of peripheral intravenous (IV) catheter insertion. By using video-assisted competency assessment, it is expected that students will increase practice time, and use video review for self-reflection. Vosaic enables opportunities for feedback that can be reviewed to improve practice more so than face-to-face, un-recorded demonstration of competency. In qualitative study by Yoo, Yoo, and Lee (2010), student competence, communication skills, and learning motivation was evaluated with students who were provided a video clip of skill performance compared to students in the control group that were only provided the written guidelines for the skill performed. The experimental group receiving the video clip had improved scores in all three areas: competence, communication skills, and learning motivation (Yoo et al., 2010). In piloting video recording using cell phones for IV management in a medical-surgical clinical course this fall, faculty noted increased use of the simulation lab and students reported multiple attempts at the skill. Difficulties in using cell phones for video-recording and assessment occurred during instructing students on how to deliver the video file, limitations to how students shared the video with missed opportunities to view and reflect on their own practice. Lastly, faculty assessment and feedback was provided by email or on paper. Vosaic software supports upload, sharing of videos, annotation and analysis tools, along with options for collaborative learning.</p> <p><a href="https://vosaic.com/">https://vosaic.com/</a></p>
<b>Learning Outcomes and Relation to IRA to Course Offerings</b>	<p>The IRA funding for course offering using video-assisted practice and assessment promotes student engagement and connection through reflection on learning between instructor and learner, by aligning with the learning outcomes for the courses as follows:</p> <ol style="list-style-type: none"> <li>SPED 581 Student Teaching Seminar &amp; SPED 585 Intern Field Support &amp; Seminar <ol style="list-style-type: none"> <li>Reflect on their professional practice</li> <li>Examine the ethical issues associated with teaching students with disabilities and collaborating with their families</li> <li>Identify the steps in securing a special education position</li> <li>Present assessment materials that demonstrate their skills and abilities as a teacher</li> </ol> </li> <li>NRS 221 Nursing Care of Adults with Acute &amp; Chronic Illness I <ol style="list-style-type: none"> <li>Demonstrate effective use of technology and standardized practices to securely use health information systems and patient care technologies in a safe, appropriate manner</li> <li>Use organizational and time management skills in the provision of patient-centered care</li> </ol> </li> </ol>

	3. NRS 421 Nursing Care of the Complex Patient a. Demonstrate effective use of technology and standardized practices to practice patient care in a safe, appropriate manner b. Use clinical judgement, demonstrate knowledge of pathophysiology, and integrate established evidenced based practices and concepts from nursing courses to provide care for patients with single or multisystem alterations in health requiring intravenous care
<b>Description of Assessment Process</b>	SPED 581 & 585 student teacher candidates will have the opportunity to observe their own practices, which will facilitate deeper connections between the observer feedback and actual teaching behaviors. NRS 221 medical-surgical students will be evaluated on competency of knowledge, skill and safety in medication administration using video-assisted software. NRS 421 critical care students will use video-assisted software to demonstrate competency in peripheral intravenous catheter insertion.  The assessment of the project will be based on evaluation of the use of Vosaic in student achievement of learning outcomes, specifically demonstrating competency of performance standards for teaching and nursing practice. Analysis of practice by students, peers, and faculty will facilitate reflection and higher performance. It is our intent to conduct research on the use of Vosaic while exploring use of technology for practice assessment in two different disciplines, education and nursing, at varied levels of learning (e.g., sophomore, senior, and credentialing post-baccalaureate).
<b>Activity Budget</b>	1314iraregularbudget_VideoAssistedPractice_DeanHannansNevins.xlsx
<b>CIA Budget</b>	—
<b>CIA Proposal</b>	—
<b>Course Syllabus</b>	—
<b>CIA Certification</b>	—
<b>Other Sources of Funding</b>	There are no other sources of funding support for this activity.
<b>Target Audience/Student Marketing</b>	The intended audience are the sophomore nursing student in NRS 221, the senior nursing student in NRS 421, and the special education teaching credential candidates. Assessment and reflective practices using video-assisted software and iPads will be incorporated into regularly assigned instructional activities, so that every student enrolled in the course will participate. Students will be provided background information, expectations, and support throughout the use of the technology from the instructor.
<b>Bring Benefit to Campus</b>	Event is not off campus. Ideally, if video-assisted practices are well received, we may seek additional funding to support program wide support for student licenses. We also hope to conduct research with the integration of video-assisted practices and disseminate those findings at regional, national, or international conferences.
<b>Sustainability</b>	The use of video-assisted software reduces the need for paper, printing, and travel costs. For students who may travel longer distances or participate in experiential learning opportunities at a distance, video-assisted software may provide new approaches to evaluation of practicum experiences.
<b>Program Chair/Director</b>	karen.jensen
<b>Dean</b>	james.meriwether
<b>Acknowledgement</b>	I acknowledge that I have reviewed and accepted the Conditions and Considerations herein. Please check off boxes as appropriate.

**Program Chair/Director Review**

<b>Recommendation</b>	I recommend approval of the IRA Funds Request described on this page
<b>Name</b>	Karen Jensen
<b>Date/Time</b>	10/2/2016 11:56:36 AM
<b>Validation</b>	myCI-signin-8Q-5732
<b>Comments</b>	—

**Dean Review**

<b>Recommendation</b>	I recommend approval of the IRA Funds Request described on this page
<b>Name</b>	James Meriwether
<b>Date/Time</b>	10/2/2016 12:23:13 PM
<b>Validation</b>	myCI-signin-L3-7804
<b>Comments</b>	In the past, equipment needs (e.g. for Performing Arts) have not been allowed under IRA. I do not know whether this has changed, but if it has then I think it would be useful for there to be clarity given to faculty as to what does/does not constitute "instructionally related activities".

**IRA Committee Decision**

<b>Decision</b>	—
<b>Comments</b>	—

**Current Tasks**

Task	Time Assigned	Assigned To
IRA Committee Decision	10/2/2016 12:23:13 PM	<a href="#">David Daniels</a>

**Completed Tasks**

Task	Time Assigned	Time Completed	Completed By
Review from james.meriwether, Dean	10/2/2016 11:56:36 AM	10/2/2016 12:23:13 PM	<a href="#">James Meriwether</a>
Review from karen.jensen, Program Chair/Director	9/30/2016 6:06:10 PM	10/2/2016 11:56:36 AM	<a href="#">Karen Jensen</a>
Fill out Request	9/30/2016 5:47:11 PM	9/30/2016 6:06:10 PM	<a href="#">Colleen Nevins</a>

**Actions**

- [IRA Committee Decision](#)
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