



HOFSTRA NORTHWELL
SCHOOL *of* NURSING
AND
PHYSICIAN ASSISTANT STUDIES

PEARLS Student Handbook

Graduate Nursing Programs

v.11 (August 2024)

PLEASE NOTE:

The course schedule is subject to change at any time, as this determination is dependent on several factors including, but not limited to; type of class, enrollment, environmental concerns and *all* applicable current local, state and national data updates and protocols/guidelines.

Determinations by governmental order and/or Hofstra University mandate supersede any written information contained in course syllabi and other class materials.

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Mission, Vision, Values, and Program Outcomes

Mission

The Hofstra Northwell School of Nursing and Physician Assistant Studies, through an interprofessional learning model, will graduate healthcare professionals who will be prepared to provide quality, holistic, scientifically sound, and patient-centered care while optimizing the health and well-being of diverse populations and communities for the betterment of humanity.

Vision

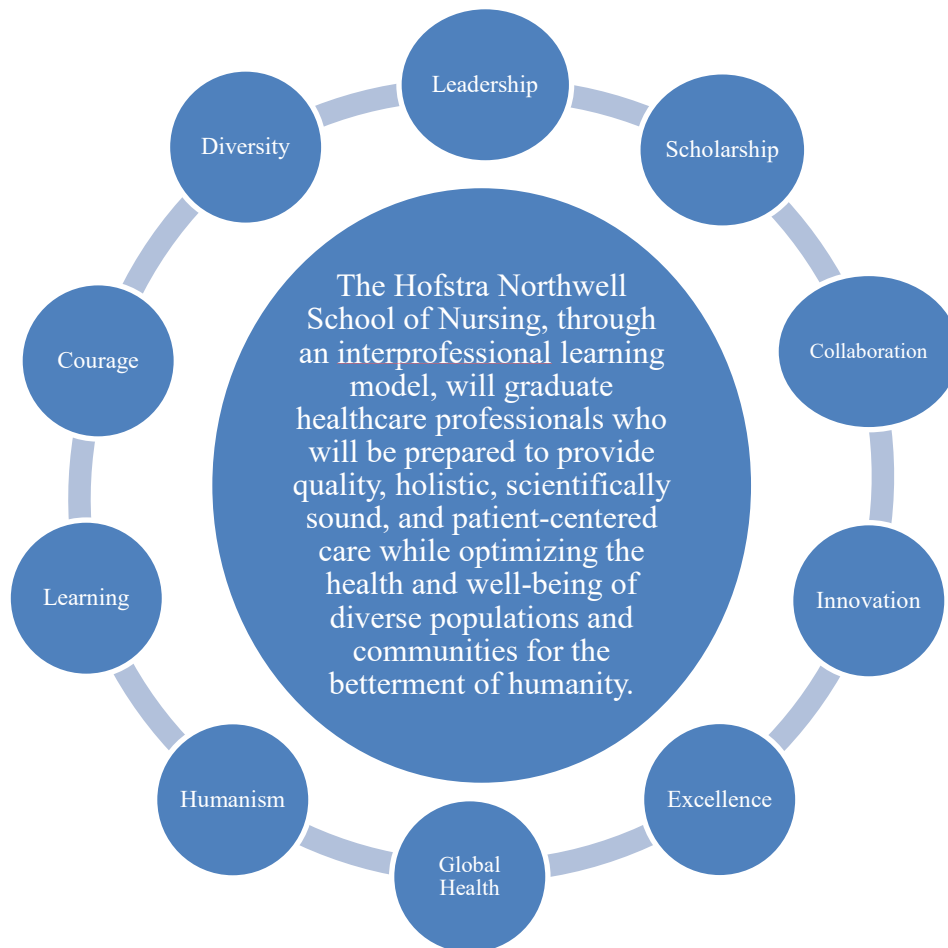
The Hofstra Northwell School of Nursing and Physician Assistant Studies aims to be the global leader in interprofessional education preparing the next generation of healthcare professionals. The Hofstra Northwell School of Nursing and Physician Assistant Studies will incorporate the diverse academic programs and infrastructure of Hofstra University, as well as the significant clinical activities and educational resources of Northwell Health.

Values

Graduates of the Hofstra Northwell School of Nursing and Physician Assistant Studies will be recognized by their practice and conduct as exemplary health professionals. The core values create the curricular framework for the continued development of our learners' professional identity formation as healthcare professionals. The ten values make explicit for students those tenets of professionalism to be demonstrated in their new healthcare roles:

- **Leadership:** We believe that leadership is an important value for all of our stakeholders. We will inspire both our faculty and students to have the courage to lead and positively influence the future state of healthcare in the 21st century.
- **Scholarship:** We foster a culture of excellence that supports our faculty and students' engagement in the continuum of scholarship, from discovery, integration, application, and education, as well as encouraging them to link scientific inquiry, and cutting-edge research with the provision of high quality, evidence-based, and patient-centered care to advance global health.
- **Collaboration:** We work to enhance the advanced practice nurses' environment, as well as communities of practice, collaborative efforts to partner with the populations we serve as well as our interprofessional colleagues to provide quality, safe patient care. Collegiality, teamwork and partnership will be the cornerstone of our success in the advancement of our commitment to the health and well-being of our consumers and each other.
- **Innovation:** We believe in a creative and evolving educational approach to the development of advanced practice nurses, as well as communities of practice, enabling them to respond to the ever-changing needs of a broad spectrum of consumers in a dynamic healthcare environment.
- **Excellence:** We are committed to developing advanced practice nurses, as well as communities of practice, who challenge the existing norms to achieve exemplary value-based healthcare outcomes while increasing access to care.
- **Global Health:** We prepare advanced practice nurses, to function in a variety of settings as well as communities of practice, to impact global health.

- **Humanism:** We prepare our advanced practice nurses, as well as communities of practice, to deliver care that is respectful of and responsive to the preferences, needs, and values of the healthcare consumer through effective communication and consumer participation.
- **Learning:** We provide an interprofessional learning environment committed to student-centered academic and clinical development, personal and professional growth, and life-long learning.
- **Courage:** We promote the ethical, moral, and mental fortitude that enables our advanced practice nurses, as well as communities of practice, to advocate in support of the healthcare consumers' values, beliefs, and preferences.
- **Diversity:** In appreciation of the broad range of human needs and perspectives, we support a diverse learning community that prepares our advanced practice nurses, as well as communities of practice, to provide care that embraces the commonalities and differences of our healthcare consumers.



Program Outcomes:

Doctor of Nursing Practice Program

Through the values of leadership, scholarship, collaboration, innovation, excellence, global health, humanism, learning, courage and diversity, advanced practice nurses who complete the curriculum of the respective track of the Doctor of Nursing Practice Program will:

1. Provide comprehensive and collaborative patient care across the lifespan utilizing the best available evidence for diverse populations across the health continuum.
2. Synthesize scientific knowledge from diverse sources, integrating principles of change, contributing to the generation, translation, and dissemination of knowledge.
3. Demonstrate proficiency in the use of improvement sciences and peer review to achieve measurable health outcomes, including, but not limited to, value-based health care.
4. Apply technology and scientific health information to coordinate and deliver personalized health care to diverse populations.
5. Exhibit professionalism and accountability while providing population-based care that upholds ethical and legal principles.
6. Advocate strategies to impact the ethical, legal, and social factors of global health care to a diverse population.
7. Collaborate as a leader and member of the interprofessional team to improve communication and coordination of care to achieve optimal population-health outcomes.
8. Demonstrate the ability to sustain lifelong personal and professional growth while recognizing diversity and respecting consumer preferences.

AGACNP-CRNA Doctor of Nursing Practice Program

Through the values of leadership, scholarship, collaboration, innovation, excellence, global health, humanism, learning, courage and diversity, advanced practice nurses who complete the curriculum of the AGACNP-CRNA Doctor of Nursing Practice Program will:

1. Prepare graduates to become competent certified registered nurse anesthetists who integrate critical analysis from the sciences and humanities, improving health outcomes.
2. Provide a full spectrum of evidence-based anesthesia care throughout populations' life span to optimize health outcomes.
3. Apply and translate nurse anesthesia practice theories based on scientific knowledge and clinical expertise while integrating and improving clinical practice.
4. Demonstrate behaviors that encourage respect for diversity, acknowledge human worth and dignity, impact the ethical, legal, and social factors of global health policy while accepting responsibility and accountability for one's own actions as a certified registered nurse anesthetist.
5. Apply technology and scientific health information to coordinate and deliver personalized healthcare across the lifespan.
6. Demonstrate clinical scholarship and analytical methods for evidence-based practice to improve professional nurse anesthesia practice and health outcomes.
7. Collaborate effectively as a leader and member of the interprofessional surgical team to maximize communication and coordination of care to achieve the best patient outcomes.
8. Foster an appreciation for the necessity of life-long learning, critical thinking, and continuing to grow personally and professionally while assuming accountability.

9. As a certified registered nurse anesthetist, demonstrate professionalism, accountability, and ownership while providing patient-centered care that recognizes the diversity and respects consumer preferences.

School of Nursing Honor Code Statement

Academic integrity is vital to the mission of the School of Nursing. Nurses are expected to deliver high quality health care and are held to a high standard by the public and health care professions. This expectation begins when you are a nursing student. As a student in the School of Nursing you are expected to adhere to those standards of conduct that govern the profession of nursing.

The profession requires behavior that is becoming of a nurse as outlined in the American Nurses Association's (ANA) Code of Ethics.** Students are expected to adhere to these tenets in all facets of their personal and academic life and to abide unconditionally to the provisions stated above.

**The ANA Code of Ethics is available on-line at:

<http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics-For-Nurses.html>

What is PEARLS?

Definition:

The acronym **PEARLS** represents **P**atient-centered **E**xplorations in **A**ctive **R**easoning, **L**earning, and **S**ynthesis. It is a small-group, case-based learning (CBL) and problem-based learning (PBL) pedagogy that incorporates several theories and concepts of adult learning in the health professions. What is perhaps most unusual about the PEARLS pedagogy is the emphasis and responsibility for learning it places almost *exclusively* upon students. Faculty serve as guides and facilitators of the *process* of the PEARLS pedagogy, as students complete the activities required for identifying, organizing, assimilating, and applying the curricular content.

Description:

PEARLS, one of the primary pedagogies utilized at the Hofstra Northwell School of Nursing (SON), has been adapted from the Donald and Barbara Zucker School of Medicine at Hofstra/Northwell (ZSOM) and incorporates a “flipped classroom” approach. The PEARLS pedagogy involves multiple learning technologies including instructional and self-directed educational activities. Various learning techniques and strategies may be used during PEARLS sessions. Students should feel safe and free to explore expressions of learning styles e.g., using whiteboards to illustrate diagrams, drawing charts or pictures, employing computer aids such as video clips or graphics to highlight application of concepts and synthesis of knowledge. Computer resources may be initially utilized (e.g., Google docs) for access to searched references, but these should be limited and not encompass or replace the discussion. Rather, they should be used as means to a higher order thinking (HOT) discussion. *See Glossary for definition of terms*)

PEARLS sessions for students are conducted synchronously in small group classrooms, and target curricular goals and objectives, especially those related to content and professional formation and development. The use of meeting sessions and allocation of generous amounts of curricular time to this pedagogy allow organization of students into small groups (comprised of six to ten students) and one faculty facilitator. Faculty facilitators play a major role in helping students achieve both PEARLS and course objectives. PEARLS group members including facilitators will change each semester and orientation will be provided at the beginning of every course that uses PEARLS (e.g., Advanced Pathophysiology across the Lifespan, Advanced Pharmacology).

PLEASE NOTE: PEARLS sessions may be conducted in person in the classroom or virtually via Zoom. Virtual modalities enable synchronous attendance and participation of group members.

Please know that use of virtual technology sessions will be determined by the School of Nursing in accordance with Hofstra University guidelines and expectations.

Please refer to Virtual Learning Guidelines and Expectations on page 20.

Essential Principles of PEARLS include:

- Assuming responsibility for learning by each student via developing case-based learning objectives (LOs), conducting individual student study in relation to these, and ensuring fulfillment of any gaps related to the case-based faculty LOs
- Applying key concepts of scientific knowledge embedded in “real” patient cases
- Challenging students to develop higher cognitive levels of analysis, synthesis, and evaluation (focusing on “how” or “why,” rather than “what”)
- Providing a bridge for linking pre-existing knowledge to new knowledge
- Encouraging students to look at each case from multiple perspectives: science, clinical reasoning, prevention, population health, etc.
- Requiring that all members of the student group: identify the case-based LOs, conduct evidence-based searches for information relevant to address those LOs between sessions; develop prepared “triggers” to assist with higher order thinking and discussion, as well as discuss/explain/analyze findings of their inquiries at the student-led report-out session, with the faculty facilitator present for guidance

*In this handbook the PEARLS pedagogy will be described in detail, and it is strongly recommended that students refer to and re-read this handbook frequently.

PEARLS Philosophy and Goals

PEARLS cases are a fundamental component of our curriculum. A theme is selected for a designated timeframe. The case and learning activities represent key concepts that will support the learning activities related to the theme. In PEARLS, the case is initially presented to the students (without any pre-work) which serves as the prompt for learning through the development of LOs by the group (i.e., student formulated LOs).

The PEARLS pedagogy embraces an overarching commitment to excellence as well as encompasses the following PEARLS tenets:

- an “adult learner” environment that values independent study and self-directed learning
- built upon experiential and active small group, case-based learning (CBL)
- conceptualizes knowledge in action, *not memorizing facts*
- highlight on scholarship, higher order critical thinking, and lifelong learning
- emphasis on reflection, assessment, and transformation
- preparation of students to lead and transform advanced practice nursing for the betterment of humanity

During PEARLS students synthesize knowledge acquired through the biomedical, physical and social sciences in the context of clinical cases through higher order learning discussions in peer groups. Through this process, students achieve the goals of PEARLS, which are to develop skills in:

- Leadership
- Translating and integrating scholarship into practice
- Advanced nursing practice

- Interprofessional collaboration for improving patient and population outcomes
- Teamwork and communication
- Acquiring in-depth knowledge of biomedical, physical and social sciences
- Practice-based learning and improvement
- Lifelong learning

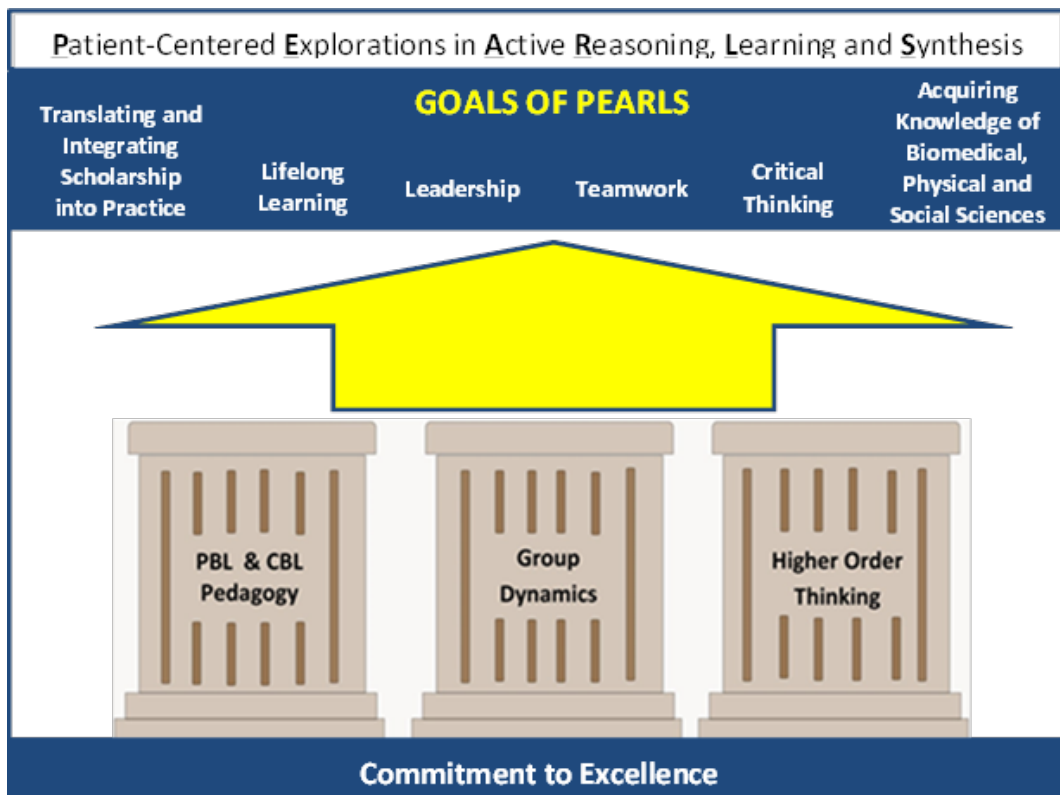
PEARLS sessions are conducted within a professional environment setting. Students are expected to treat all group members with respect by demonstrating professional verbal and non-verbal communication, and to recognize that the cases are based upon actual patients who should be referred to by name and discussed with that consideration in mind.

PEARLS Pillars

The PEARLS pedagogy is framed around three pillars:

- CBL/PBL pedagogy
- Group Dynamics
- Higher Order Thinking (HOT) skills

All students and faculty facilitators should review and understand the pillars, including the rationale for its various components so they are cognizant of the principles involved when participating in PEARLS sessions.



Pillar I: CBL pedagogy includes demonstration of the following:

- Adherence to programmatic ground rules (i.e., non-negotiables)
- Preparation for report out (RO) sessions
- Timeliness
- Development and discussion of the LOs: process used to develop LOs and how they relate to goal(s) of the case
- Utilization of roles of group members: leader, timekeeper, and scribe: what constitutes “best practices” for each of these roles, and how the learners in these roles function to assist with optimizing the educational experience of the PEARLS format
- Discussion of normal and abnormal physiology, pathophysiology, pharmacological approach and, as per relevant course(s)
- Inclusion of the school’s mission, vision, and values, and other related topics e.g., continuum of care, quality, safety and effectiveness, social context and responsibility, ethical concerns and decision making; how these relate to the case and why they are important to patient care

Pillar II: Group Dynamics include, but are not limited to, demonstration of the following:

- Group member interaction expectations: no domination or silence, individual “sensitivities need to be left at the door,” and challenging each other in appropriate and professional ways (e.g., using evidence-based sources to substantiate and support varying points of view)
- Fully engaged participation by reflecting on what constitutes substantive participation of the entire group, as well as determining if there is evidence of learner participation that heightens the collective group consciousness and knowledge
- Flow of verbal interactions
- Time management skills
- Appropriate verbal and non-verbal behaviors

Pillar III: Higher Order Thinking (HOT) involves demonstration of the following:

- Use of metacognition demonstrated by the use of critical, logical, reflective, and creative thinking (King, Goodson, & Rohani, 1998)
- Development of learning objectives are formulated using Bloom's taxonomy.
- Objectives address biomedical, physical, and social sciences, current research, and evidence-based practices in healthcare services throughout the life cycle of the population served to optimize health outcome.
- PEARLS RO sessions include the preparation and presentation of a student developed trigger (defined on page 13) and its corresponding questions. Triggers and questions stimulate discussion about the basic key concepts of scientific knowledge and stimulate the critical analysis of the findings from biomedical, physical, and social sciences.
- Assessing the level of discussion in the group: basic discussion of each LO (first-order or lower-order) vs. application of knowledge derived or acquired from a LO to novel situations
- Evaluating the pre-formulated questions and triggers: Were either/both utilized? Were they effective or ineffective and *why*? Did they fulfill criteria of directly relating to the

LOs of the session and applying information to a new situation, connecting it to other components of the curriculum or relating science and clinical application?

Roles and Responsibilities for PEARLS

Roles of PEARLS Group Members

Students and a faculty facilitator constitute the group members. There are defined roles and expectations for both students and facilitators in PEARLS to contribute to group dynamics in order for the sessions to achieve the goals previously outlined. Groups must assign a student for each of the following roles for every case: a leader, a timekeeper, and a scribe (*only for the LO session*). Students will rotate in these roles and the faculty facilitator will assure equitable distribution.

Students: Students must come to all sessions prepared to: 1) start on time; 2) discuss content related to their developed LOs; 3) participate actively during the session; 4) respect and uphold the ground rules (i.e., non-negotiables); 5) generate higher order discussions; 6) demonstrate appropriate verbal and non-verbal behaviors (outlined on page 14); and 7) hold the group accountable for and contribute to achieving excellence.

Leader: The student leader functions as a process leader, not a leader of the discussion content. The scope of the leader's responsibilities includes:

- Setting an agenda and deciding time allocations with the group for the discussion of the LO topics, triggers, and wrap-up
- Referring the group back to the goal of the case if there is confusion or the discussion deviates from the LOs
- Encouraging participation from ALL group members
- Ensuring periodically that the group members have synthesized the material and are comfortable with their level of understanding

Timekeeper: The student timekeeper keeps the group members aware of their use of time and maintains the group on schedule. The scope of the timekeeper's responsibilities includes:

- Announcing the time remaining at points decided upon by the group (e.g., 15-30 minute intervals, halfway point, 2 minutes remaining, etc.)
 - If the time is up for a discussion point, the group may decide to add time for further consideration of that item or proceed to the next discussion item.
- Working in collaboration with the leader to keep the group on task/time

Scribe: The student scribe creates a visible, written record of the LOs the group develops for the group members. The scope of the scribe's responsibilities includes:

- Participating fully and actively in the development of the LOs
- Utilizing the computer in the classroom to record the formulated LOs
- Posting the LO document on Canvas immediately following the LO session so that group members, including the facilitator, have access

Faculty Facilitator: Faculty facilitators provide role modeling to students by: 1) starting on time; 2) acting as a member (*not a leader*) of the group; 3) remaining actively present during the session; and 4) functioning as a facilitator of learning.

PEARLS Process

PEARLS sessions are generally conducted in a designated timeframe (e.g., weekly) and consist of two sessions; Learning Objectives development (LO) for the initiation of the case and Report Out (RO) for exploration and discussion of the previous case.

The case is introduced at the LO session (without pre-work) for the development of LOs which will be independently studied by each group member. The resultant searches by each student of the evidence-based materials to fulfill the group developed LOs are subsequently shared and discussed at the RO session. Evidence-based searches are conducted for each LO by each individual group member *independently* during the designated timeframe in preparation for the RO session where derived knowledge is presented with triggers and progression toward HOT discussions.

Learning Objective (LO) Development Sessions:

1. Each member of the group plays a critical role in the functioning of the group. Students and facilitator are expected to be present, prepared, and ready to begin on schedule out of respect for each other's time.
2. The group assigns a leader, timekeeper, and a scribe for the LO development session.
3. LO sessions begin with a "check-in." Student group members take turns and self-assess their understanding of the content from the prior week by comparing the group developed LOs with the faculty developed LOs. Students will also compare and reflect upon their responses on the formative weekly assignment with the subsequent faculty responses during check-in. The time allocation for check-in activity is between 10-15 minutes at the discretion of the group.

Students will be responsible for the knowledge acquisition for the group's developed LOs as well as the faculty provided LOs for the case.

4. A group member proceeds to read the case aloud including the goal, and the group stops at the end of each paragraph to consider and discuss the following questions with respect to the material presented:
What do we know? What don't we know? What do we need to know?
5. Based on the discussion, the group formulates the LOs. Students need to have a uniform understanding of what each LO means and confirm that they have covered normal (physiology, histology), abnormal (pathophysiology, pathology), and intervention (pharmacology), as well as the relationship between the scientific mechanisms and the clinical signs and symptoms exhibited by the patient in the case.
6. Each case should have approximately 8-10 LOs. The LOs developed will vary among groups. The expectation is that each group will develop approximately 80% of the LOs that are developed by the faculty.
7. The student developed LOs become the agreed upon "contract" for individualized self-study. During development, topics may come up that are not part of the case, but still

warrant investigation. These “learning issues” are placed in a “parking lot” to be addressed during self-study.

8. At the conclusion of each case, the faculty developed LOs will be posted on Canvas for student review.

Between the LO and RO Sessions (Self-directed Study)

- All students are expected to independently search for evidence-based materials for all LOs developed by their group for the case. This includes the preparation of triggers, as required, for presentation at RO sessions. *Time allocation for a trigger and relevant discussion should take between 5 and 10 minutes, pending group consensus.*
- Reliance on documents available for reference e.g., prepopulated documents or notes are not acceptable for reading during RO sessions. By the third case in the semester, the use of *all* reference materials and notes will be eliminated as they inhibit active listening and participation.
- The content for the PEARLS sessions is designed to complement the readings, assignments and self-directed learning related to the PEARLS case and the theme.

Triggers

A trigger is a “teachable moment” that starts with a prompt (frame) and ends with a higher order question to stimulate a robust discussion on content related to the LOs. These are created in advance by the student and are required during RO sessions by the third week of the semester. Each group member (with the exception of the leader and facilitator) is responsible to ensure submission and execution of his/her trigger during the RO session. Triggers are NOT to be shared prior to the RO session.

Report Out (RO) Sessions

1. The group leader will begin by confirming an agenda based on the LOs studied and the material accumulated (*including triggers, as appropriate*) for discussion. Time allotments should be made for each item on the agenda, and the timekeeper should announce the times as agreed upon intervals by the group.
2. The group progresses through its agenda within the designated timeframe allotted for the RO session.
3. During the last 15-20 minutes of the session, the group will conduct a “wrap-up.” Wrap-up activities must be framed by the facilitator and tied to the goal(s) of the PEARLS pillars and/or mission, vision, and values of the SON. All group members including the facilitator (lastly) must respond to the wrap-up framing question and conduct both a self and group assessment of what went well/did not go well and why, and suggest areas for improvement (i.e., an action plan) for the purposes of student and group development.
4. The faculty developed LOs will be posted on Canvas following the conclusion of the case. Students are responsible for the content related to these LOs.
5. If any additional questions or needs for clarification have arisen as a result of the group’s discussion, these questions/concerns can be submitted to the faculty for follow-up in a review and reinforcement (R&R) session.

Expectations and Assessment in PEARLS

Expectations

Targeted and expected behaviors and attitudes in PEARLS exemplifying professionalism include, but are not limited to:

- Exhibiting positive attitudes (e.g., eagerness to initiate discussion, volunteering readily, enthusiasm, supports/ encourages group members)
- Demonstration of attentive listening by engagement in group discussion, reflecting on previous information provided by student group members
- Demonstration of verbal and non-verbal behaviors (i.e., body language) that convey interest and respect for group members:
Examples of desirable verbal behaviors include but are not limited to: speaking clearly and audibly, refraining from interrupting, not engaging in sidebar conversations, and relating substantive information succinctly and on topic.
Examples of desirable non-verbal behaviors include but are not limited to: sitting erectly (attentively) with feet on floor, maintaining eye contact, and adherence to the appropriate dress code.
- Maintaining an open mind, considering the input of others objectively and challenging differing statements respectfully and collegially
- Listening and reflecting on group members' input and offering *substantive* comments (i.e., bidirectional rather than unilateral communication)
- Providing thoughtful, insightful responses that contribute to higher order discussion;
- Offering constructive improvement strategies during wrap-up
- **Presence and punctuality** at all PEARLS sessions and educational activities and thorough PEARLS preparation

In order to facilitate a robust learning environment, the use of personal electronic devices is not permitted during PEARLS sessions.

Assessment

Attendance is required for all PEARLS sessions. All group members must be present and ready to start sessions on time. It is *strongly* encouraged that you arrive at least 15 minutes prior to the beginning of the session. **Please contact your faculty facilitator and the Course Coordinator** if you will be absent during or late for any session.

Any lateness, absence, and/or early departure will be recorded, and students should be aware that these deviations will be cumulative and potentially impact their PEARLS assessment. Early departures are defined as any absence from a scheduled PEARLS session e.g., leaving prior to the completion of the session. A student with an extenuating circumstance will be reviewed on an individual basis.

Performance criteria for PEARLS behavioral expectations include: attendance and punctuality at all PEARLS sessions, substantive participation as a group member, effective performance in the roles of leader, timekeeper, scribe and group member, submission of triggers (as required), and timely completion and submission of weekly assignments as well as achieving the course

objectives outlined in the syllabus. Student performance will be monitored during each PEARLS session to assess ability to meet the PEARLS expectations and standing on the developmental milestones of the program. This will be formally reviewed during the 1:1 assessments and as needed/warranted by the facilitator. An interactive 1:1 assessment meeting will be conducted at least twice during the semester (or more often, as deemed by the facilitator) between each student and faculty facilitator, with feedback provided both verbally and in writing to assist with progression of these objectives.

All assignments will be posted on Canvas following the RO sessions and must be submitted through Canvas by the required deadline. Students must follow instructions for all assignments including completion of modules as directed. The goal of the weekly assignment(s) is for students to have the opportunity to self-assess their curricular learning on the major concepts from the prior week. Weekly assignments encompass all course content covered, not just the PEARLS cases, and are required to be submitted by the due date.

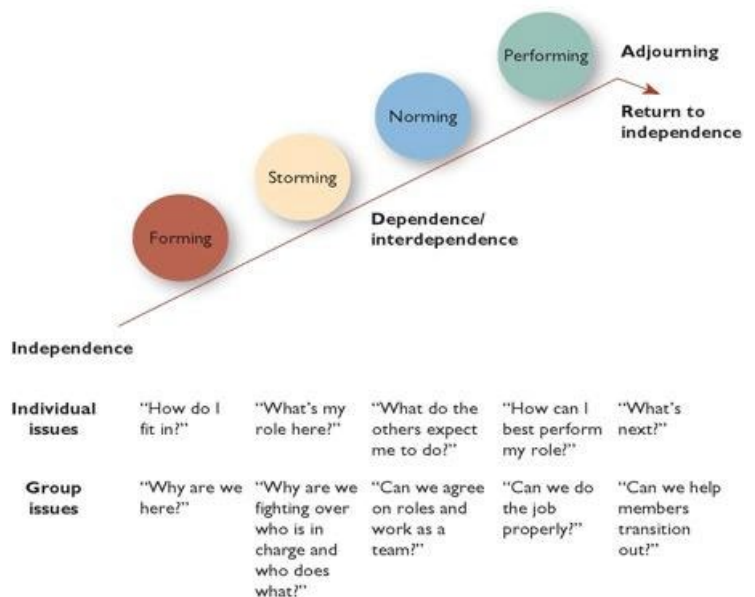
It is expected that all students will utilize the PEARLS cases to achieve maximum learning benefit from them. Obtaining previous cases, suggested LOs, answers to weekly essays, or study guides for cases from other students defeats this educational goal and violates the School’s policy with respect to plagiarism.

***If you have any questions or concerns at any point in time, please contact your PEARLS faculty facilitator via Hofstra email, the authorized communication method as per Hofstra University policy**

Group Dynamics

Stages of Group Development

Since PEARLS employs small group dynamics, it is important to be cognizant of Tuckman’s (1965) Stages of Group Development model – initially forming, storming, norming, and performing. Adjourning was subsequently added as a 5th stage (Tuckman and Jensen, 1977).



Source: Retrieved 8/2/16 from <http://www.kunnaree.files.wordpress.com/2015/05/tuckmans-5-stage-theory.jpg>

Judith Stein describes these stages in “Using the Stages of Team Development” excerpted below from:

Stein, J. (2016). Using the stages of team development. *HR at MIT| Learning and Development*.

“Team effectiveness is enhanced by a team's commitment to reflection and on-going evaluation. In addition to evaluating accomplishments in terms of meeting specific goals, for teams to be high-performing it is essential for them to understand their development *as a team...*”

“The four stages are a helpful framework for recognizing a team's behavioral patterns; they are most useful as a basis for team conversation, rather than boxing the team into a "diagnosis." Just as human development is not always linear (think of the five-year old child who reverts to thumb-sucking when a new sibling is born), team development is not always a linear process. Having a way to identify and understand causes for changes in the team behaviors can help the team maximize its process and its productivity.

Stage 1: Forming

Feelings

During the Forming stage of team development, team members are usually excited to be part of the team and eager about the work ahead. Members often have high positive expectations for the team experience. At the same time, they may also feel some anxiety, wondering how they will fit in to the team and if their performance will measure up.

Behaviors

Behaviors observed during the Forming stage may include lots of questions from team members, reflecting both their excitement about the new team and the uncertainty or anxiety they might be feeling about their place on the team.

Team Tasks

The principal work for the team during the Forming stage is to create a team with clear structure, goals, direction and roles so that members begin to build trust. A good orientation/kick-off process can help to ground the members in terms of the team's mission and goals, and can establish team expectations about both the team's product and, more importantly, the team's process. During the Forming stage, much of the team's energy is focused on defining the team so task accomplishment may be relatively low.

Stage 2: Storming

Feelings

As the team begins to move towards its goals, members discover that the team can't live up to all of their early excitement and expectations. Their focus may shift from the tasks at hand to feelings of frustration or anger with the team's progress or process. Members may express concerns about being unable to meet the team's goals. During the Storming stage, members are trying to see how the team will respond to differences and how it will handle conflict.

Behaviors

Behaviors during the Storming stage may be less polite than during the Forming stage, with frustration or disagreements about goals, expectations, roles and responsibilities being openly expressed. Members may express frustration about constraints that slow their individual or the team's progress; this frustration might be directed towards other members of the team, the team

leadership or the team's sponsor. During the Storming stage, team members may argue or become critical of the team's original mission or goals.

Team Tasks

Team Tasks during the Storming stage of development call for the team to refocus on its goals, perhaps breaking larger goals down into smaller, achievable steps. The team may need to develop both task-related skills and group process and conflict management skills. A redefinition of the team's goals, roles and tasks can help team members past the frustration or confusion they experience during the Storming stage.

Stage 3: Norming

Feelings

During the Norming stage of team development, team members begin to resolve the discrepancy they felt between their individual expectations and the reality of the team's experience. If the team is successful in setting more flexible and inclusive norms and expectations, members should experience an increased sense of comfort in expressing their "real" ideas and feelings. Team members feel an increasing acceptance of others on the team, recognizing that the variety of opinions and experiences makes the team stronger and its product richer. Constructive criticism is both possible and welcomed. Members start to feel part of a team and can take pleasure from the increased group cohesion.

Behaviors

Behaviors during the Norming stage may include members making a conscious effort to resolve problems and achieve group harmony. There might be more frequent and more meaningful communication among team members, and an increased willingness to share ideas or ask teammates for help. Team members refocus on established team ground rules and practices and return their focus to the team's tasks. Teams may begin to develop their own language (nicknames) or inside jokes.

Team Tasks

During the Norming stage, members shift their energy to the team's goals and show an increase in productivity, in both individual and collective work. The team may find that this is an appropriate time for an evaluation of team processes and productivity.

Stage 4: Performing

Feelings

In the Performing stage of team development, members feel satisfaction in the team's progress. They share insights into personal and group process and are aware of their own (and each other's) strengths and weaknesses. Members feel attached to the team as something "greater than the sum of its parts" and feel satisfaction in the team's effectiveness. Members feel confident in their individual abilities and those of their teammates.

Behaviors

Team members are able to prevent or solve problems in the team's process or in the team's progress. A "can do" attitude is visible as are offers to assist one another. Roles on the team may have become more fluid, with members taking on various roles and responsibilities as needed. Differences among members are appreciated and used to enhance the team's performance.

Team Tasks

In the Performing stage, the team makes significant progress towards its goals. Commitment to the team's mission is high and the competence of team members is also high. Team members

should continue to deepen their knowledge and skills, including working to continuously improving team development. Accomplishments in team process or progress are measured and celebrated.

Is the "Performing" stage the end of the process?

While working on a high-performing team may be a truly pleasurable and meaningful experience, it is not the end of team development. There is still a need for the team to focus on both process and product, setting new goals as appropriate. Changes, such as members coming or going or large-scale changes in the external environment, can lead a team to cycle back to an earlier stage. If these changes - and their resulting behaviors - are recognized and addressed directly, teams may successfully remain in the Performing stage indefinitely.

Stage 5: Termination/Ending (or Adjourning)

Some teams do come to an end, when their work is completed or when the organization's needs change. While not part of Tuckman's original model, it is important for any team to pay attention to the end or termination process.

Feelings

Team members may feel a variety of concerns about the team's impending dissolution. They may be feeling some anxiety because of uncertainty about their individual role or future responsibilities. They may feel sadness or a sense of loss about the changes coming to their team relationships. And at the same time, team members may feel a sense of deep satisfaction at the accomplishments of the team. Individual members might feel all of these things at the same time, or they may cycle through feelings of loss followed by feelings of satisfaction. Given these conflicting feelings, individual and team morale may rise or fall throughout the ending stage. It is highly likely that at any given moment individuals on the team will be experiencing different emotions about the team's ending.

Behaviors

During the Ending stage, some team members may become less focused on the team's tasks and their productivity may drop. Alternatively, some team members may find focusing on the task at hand is an effective response to their sadness or sense of loss. Their task productivity may increase.

Team Tasks

The team needs to acknowledge the upcoming transition and the variety of ways that individuals and the team may be feeling about the team's impending dissolution. During this stage, the team should focus on three tasks:

- I. Completion of any deliverables and closure on any remaining teamwork
- II. Evaluation of the team's process and product, with a particular focus on identifying "lessons learned" and passing these on to the sponsor for future teams to use
- III. Creating a closing celebration that acknowledges the contributions of individuals and the accomplishments of the team and that formally ends this particular team's existence."

Virtual Learning Guidelines and Expectations

Didactic instruction at Hofstra University incorporates virtual learning (e.g., via Zoom). The COVID-19 global pandemic afforded the opportunity for universities and schools to mobilize faculty and students to utilize virtual learning in all types of classes. Since Zoom is used extensively in businesses and organizations worldwide, effective actions and behaviors to promote success have been recognized and suggested by various entities.

The Hofstra Northwell SON faculty is committed to using virtual learning technology as deemed appropriate so that students may benefit from their learning experiences as they would in a classroom setting. To enhance learning and promote a collegial, interactive, and respectful environment in using a technological modality such as Zoom, it is vitally important that faculty and students possess knowledge of its capabilities and usage, and support and encourage each other in this endeavor. Although students and faculty are not physically present with each other in a classroom setting, it is possible with the utilization of a virtual classroom, to: “see” class participants’ faces, listen, and speak to participants, write messages in a “chat” box, engage in “breakout rooms,” and view images such as slides and videos etc.

To preserve the nature of the academic setting and appropriate classroom conduct and promote optimal learning, certain actions and behaviors must accompany participation in any virtual class. Please note and adhere to the following guidelines so that all students will thoroughly benefit from a virtual session.

General Guidelines for Students

- Complete all pre work as you would for any class session.
- Arrive early and ensure that you are set up and ready to begin at the class start time.
- Please type your first and last name in the chat box once you have logged in to ensure attendance recording.
- Plan to eat prior to (not during) class.
- Ensure your personal needs are taken care of prior to the beginning of class.
- Shut off/ disengage environmental alarms, sounds on electronic devices and other household distractions (e.g., grandfather clock that chimes every 15 minutes) and eliminate/minimize other deterrents as much as possible (including pets or other household distractions).
- Avoid engaging in sidebar conversations with others (who may be trying to communicate with you in your immediate locale).
- Keep your video camera on at all times during the class – the virtual learning room is to be considered synonymous to the environment of a campus classroom. Should you need to leave in an urgent situation, please privately text the faculty, utilizing the chat function.
- Keep yourself muted unless you are speaking (the host/ co-host - faculty or course coordinator may mute all participants – this helps eliminate background noise which can be very distracting and cause difficulty hearing for participants).
- Please do not engage in distracting behaviors/ habits (e.g., chewing gum, picking at nails, fixing hair).
- Stay focused and on track as to what is being said and use the chat box as indicated e.g., to ask questions, offer comments.

- Don't be afraid to speak, even in a large group class! Indicate that you would like to speak by unmuting or sending chat box message and don't hesitate to ask the faculty how they would like you to proceed in this regard.
- You must remain for the duration of the class until the host ends the session – **If you are not on video camera and/or do not respond to breakout invites or being called upon at any time during the class, you will be considered absent from the session.**

Dress Attire

Business casual is the attire required in the classroom. Appropriate dress code for school is required to maintain professional behaviors and is expected in the virtual environment as well. Please consider what you are wearing and how you look (since you will be visible!) to avoid any undue inappropriateness or potential embarrassment. Being dressed appropriately will also put you in the mindset of “school.”

Background (physical environment)

Please try to secure a location where the natural (or artificial) light is in front of where you are sitting and not behind you as you will appear backlit and be difficult to see. Students are expected to use the pre-set Hofstra University background. Please be aware of what is behind you and minimize distracting backgrounds as much as possible.

PLEASE NOTE FOR PEARLS SESSIONS:

All PEARLS programmatic rules (i.e., non-negotiables as outlined in the PEARLS Student Handbook) apply to virtual as well as in person sessions and students will be held accountable for upholding these.

Glossary

American Association of Colleges of Nursing (AACN) Essentials of Nursing (2021) – AACN Essentials Series delineates the national consensus by providing the elements and framework for building nursing curricula. The Essentials outline the necessary curriculum content and expected competencies of graduates from baccalaureate, master's, and Doctor of Nursing Practice programs, as well as the clinical support needed for the full spectrum of academic nursing. There are ten (10) domains; Domain 1: Knowledge for Nursing Practice, Domain 2: Person-Centered Care Descriptor; Domain 3: Population Health; Domain 4: Scholarship for Nursing Practice; Domain 5: Quality and Safety; Domain 6: Interprofessional Partnerships; Domain 7: Systems-Based Practice; Domain 8: Information and Healthcare Technologies; Domain 9: Professionalism; Domain 10: Personal, Professional, and Leadership Development

Bidirectional communication – student contributes ideas into the collective pool of ideas being shared and elicits information from both the pool of ideas and other students in the group.

Bloom's taxonomy – a classification system used to define varying levels of cognition, i.e., thinking, learning, and understanding. This hierarchical representation has the lower order learning (remembering, understanding, and applying) at the bottom and the higher order learning (analyzing, evaluating and creating) at the top.

Case-based learning (CBL) and Problem-based learning (PBL) – are learner-centered educational pedagogies in which the learners are presented with a case/problem as a starting point for self-identification of learning needs, stated as formulated LOs. The cases in CBL/PBL challenge learners to develop effective problem solving and higher order thinking (HOT) skills.

Consolidates knowledge of LOs – student has progressed beyond searching for and reading evidence-based material, including practice guidelines, for group identified LOs and has studied the material, processed the information to identify areas not well understood, filled knowledge gaps, related information to other LOs being searched, and understands the material deeply enough to be able to teach the information to other group members.

Formative Assessment – a type of individual assignment that requires a particular student behavior, action, or submission (written or oral) and results in faculty feedback as part of the learning process. This activity is generally not part of the formal grading system in a course and the feedback is not part of a quantitative assessment. Examples include practice skills with a standardized patient in the Clinical Skills Center, weekly essay reflection or practice quizzes with answer rationales.

Higher Order Thinking – (referred to as HOT) is progressive thinking to a higher cognitive level rather than just repeating or memorizing facts. HOT requires using “critical, logical, reflective, metacognitive, and creative thinking” (King, Goodson, & Rohani, 1998, p.1), in this program, for addressing LOs. Bloom's Revised Taxonomy (Anderson & Krathwohl, 2001) categorizes different levels of thinking. HOT are similar to Bloom's Taxonomy's last three stages of highest levels of thinking: analyze, evaluate, and create.

Interprofessional Education Collaborative (IPEC) – interprofessional competencies include four domains including values and ethics, roles, and responsibilities, interprofessional communication, and teams and teamwork.

Leader functions – include but are not limited to: (a) setting an agenda, (b) refocusing the group on goal of the case as needed, (c) encouraging participation, and (d) ensuring the level of understanding prior to progressing further in the discussion. Advanced leadership skills include but are not limited to: (a) managing conflict, (b) ensuring discussion flows smoothly and effectively according to the agenda, and (c) fostering uniform participation and higher order discussion.

Learning Objectives – behavioral statements that describe what learning is to be achieved in relation to a particular subject or topic. In PEARLS students formulate their own learning objectives as part of the CBL/PBL pedagogy and then compare these to the faculty developed learning objectives for the case.

NONPF Competency – The National Organization of Nurse Practitioner Faculty (NONPF) has designated key critical competencies for all programs to ensure in their students. These abilities are knowledge, skills, and attitudes conducive to safe, effective, quality-oriented practice.

Parking Lot – a list developed for any unfamiliar/unknown term and/or phrase or lack of knowledge/content that may have direct or indirect relevance to the subject under study. If the term or phrase is not initially directly involved in development of a LO, it is placed in the parking lot so it can be defined or investigated.

Pillars – help to achieve the goals of PEARLS. These three pillars consist of (a) CBL pedagogy; (b) group dynamics, and (c) higher order thinking (HOT).

Pre-work – readings and/or additional assignments that are to be completed prior to a formal class session.

Review and Reinforcement (R & R) – review of any concepts or learning material as deemed necessary by students or determined by faculty to require additional explanation or exploration. R&R sessions will be conducted by the faculty and/or content experts to address these deficiencies or gaps in knowledge.

Scribe functions – includes, but are not limited to, being responsible for: (a) writing (and editing, as warranted) the LOs developed by the group during the LO session, (b) maintaining the visibility of the LOs for the group members to see throughout the session (whether in classroom or virtual), (c) posting the LOs on Canvas after group consensus is obtained, for group member access (including the facilitator), and (d) functioning as a group member during the LO session.

Summative Assessment – a type of individual assignment that quantitatively measures what the student has learned, for example, a mid-term or final examination grade that comprises or helps comprise the course formal grading criteria. Other examples of summative assessments include,

but are not limited to clinical performance evaluation, and completion of assignments/quizzes with a passing grade.

Timekeeper functions – includes but are not limited to: (a) asking for group determination for verbal time announcements at desired set intervals, e.g., completion of each agenda item, (b) ensuring determination of allotted time for check-in and wrap-up by the group, (c) announcing the times to all group members, (d) collaborating with the group leader, and (e) functioning as group member in the session.

Triggers – represent a strategy or means to achieve higher order thinking and discussion; a trigger can be a question or scenario posed to the group (*but not a case study*) to synthesize thinking around a certain concept or situation. Triggers are developed in response to the group LOs and should delve deeper into the scientific mechanisms under study. Students will develop and enhance their HOT skills through the development and presentation of triggers to stimulate and engage in higher order discussion.

Unidirectional communication – student contributes ideas into the collective pool of ideas being shared.

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