

2019 Twelfth National Doctors of Nursing Practice Conference

Contributions of the DNP Prepared Nurse: Policy Influencing Outcomes

Quest for Success: A Collaborative Model of
Instructional Designer & Faculty Forming
Partnerships to Ensure Educational Success
For Graduate Students

Dr. Lisa Bridwell Robinson, DNP, CNE, CNL, NP-C



Tanner Health System School of Nursing



Quest for Success: A Collaborative Model of Instructional Designer & Faculty Forming Partnerships to ensure educational Success For Graduate Students

Objectives

- Participants will be able to list barriers graduate student success.
- Participants will be able to discuss strategies to prevent technology from being a barrier to graduate student success.
- Participants will be able to recognize the importance of addressing technology as a barrier to student success.



Barriers : A Common Problem

- Retention
- Time Management
- Introduction of New Technology



Strategies for Student Success

- Resources
 - Course Design
 - Tutorials
 - IT Support
- Support
 - Response time from faculty
 - Staff Support



Importance of Addressing Technology As a Barrier

- Meet Program Outcomes
- Program Mission & Vision
- Program Completion



References

- Bawa, P., & Watson, S. (2017). The chameleon characteristics: A phenomenological study of instructional designer, faculty, and administrator perceptions of collaborative instructional design environments. *The Qualitative Report*, 22, 2334-2355.
- Berrett, Dan. (2016). Instructional Design: Demand growth for a new breed of academic. *The Chronicle of Higher Education*. Retrieved from <https://www.chronicle.com>.
- Milosch, T. (2018, January 17). Building a Collaborative Instructor-Instructional Designer Relationship. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/>.
- Robinson, L. & Volkert, D. (2018). Nursing Doctoral Students Perceived Stress and Social Support as a Predictor for Intent to Leave. *Nursing Education Perspectives*, 39(5); 297-298.
- Volkert, D., Candela, L., & Bernacki, M. (2018) .Student motivation, stressors, and intent to leave nursing doctoral study: A national study using path analysis *Nurse Education Today*, 61, p. 210-215. doi: 10.1016/j.nedt.2017.11.033

