



*HLC Accreditation Evidence*

URL:

Title: Email to Faculty Regarding Annual Report for Essential Skills

Office of Origin: Vice President of Instruction

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Hello,

It is the time of year we would like to hear how Essential Skills are going in your classrooms! We are launching the first Annual Report for Essential Skills. It may look familiar to you. It is the same simple survey we used last year for our Essential Skills Challenge. It is a simple 3 question survey to let us know what you are doing in your classroom to reinforce Essential Skills with your students.

Please take a few minutes to complete the annual report survey. Your participation is greatly appreciated!

<https://forms.office.com/r/cw9WNCiaPt>

We want to provide a quick review of the Essential Skills and we are also attaching the Essential Skills Booklet for your reference, if needed.

### **Review of Essential Skills Clusters**

#### **Life Skills**

The first Essential Skills cluster is Applied Skills. These are the skills that build a solid foundation for our students. They help build confidence and independent thinking. They help to teach students how to analyze and evaluate problems in multiple way. These skills can be reinforced by asking questions, doing research, accepting diversity, being creative, and collaborating with others.

#### **Interpersonal Skills**

The second Essential Skills cluster is Interpersonal Skills. These are the skills that help us to build relationships, improves our ability to listen and communicate, develop empathy for others, improve understanding, and comprehension and are skills we use to influence and motivate ourselves and others.

#### **Self-Management**

The third Essential Skill cluster is **Self-Management**. These skills are Dependability, Organizing/Planning, Initiative, Stress Management, and Integrity. These skills reinforce building independence, self-awareness, promote academic integrity, promote trust with others, and improves relationships.

#### **Professional Skills**

The fourth cluster of Essential Skills is **Professional Skills**. These skills are Problem Solving, Decision Making, Customer Service, Professionalism, Technology, and Workforce Fundamentals. These skills reinforce the ability to think critically and find solutions, be professional in appearance and communication, show leadership, follow policy and maintain confidentiality, and develop positive digital citizenship skills.

How might you be reinforcing these skills in your classrooms? Here are some examples:

- **Writing/Critical Thinking** - Each semester paramedic students are required to complete an ethics essay. The students are given a situation that could be encountered as a paramedic and must determine if it is an ethical, moral or legal problem. They are asked to answer how they would handle the situation and the ramifications both short term and long term they could expect from their solution.
- **Reading/Writing/Creativity** - Students were engaged in Essential Skills activities through threaded discussions, case studies, projects and journal entries.
- **Writing/Critical Thinking** - Students are asked to respond via an essay response to contrived work place incidents. They are asked to respond to a series of questions designed to provoke ethical/moral decision making.
- **Critical Thinking** - Scenarios and case studies are built into the BOL courses and those get more difficult as the course moves into the semester. Later course assignments are made with minimal instructions as the student must apply what they have learned.
- **Critical Thinking** - During theory, the students are encouraged to answer the questions presented in the PowerPoint to stimulate critical thinking. We discuss therapeutic/non-therapeutic communication techniques.
- **Reading/Math/Writing/Critical Thinking/Science** - Knowledge obtained from required prerequisite courses is the foundational knowledge for the nursing program. Reading is utilized to prepare for class and to apply content learned during exams. Math and science are utilized in the medical-surgical and pharmacology course. Students are given drug calculation assignments to calculate correct doses. Science, including anatomy and physiology, is reviewed by students with the pathophysiology of body systems with nursing care applied to this knowledge. Students must apply the knowledge they obtain to application questions during exams, case studies, simulation, and clinical experiences.
- **Writing/Critical Thinking** - While the skills of a composition class clearly support the development of writing skills, to support the development of critical thinking, students are asked to reflect on the writing process – what specific writing skill did they apply to the most recent writing assignment.

Round two! Just a reminder, for more information on the Essential Skills clusters, refer back to the four attachments. Each of the “cards” will provide additional information.

## Interpersonal Skills

The second Essential Skills cluster is Interpersonal Skills. These are the skills that help us to build relationships, improves our ability to listen and communicate, develop empathy for others, improve understanding, and comprehension and are skills we use to influence and motivate ourselves and others.

How might you be reinforcing these skills in your classrooms? Here are some examples:

- **Communication/Respect** - Students are coached in how to introduce themselves, express interest and empathy for clients they interact with in a clinical setting. Students are required to introduce themselves to the staff they will be working with, and to provide patient reports when necessary and when they leave for lunch or for the day. In class students are expected to be respectful of each other. They set classroom rules for student behavior. Students are also required to work together on class projects. At the end of lab days, the students debrief about the lab experience and evaluate themselves. Students are asked to provide feedback to other students about their performance in a professional and appropriate manner.
- **Communication/Respect/Teamwork** - Interviewing Industry Professionals
- **Communication/Adaptability** - Students staff the tables at career fairs and recruiting events
- **Teamwork/Communication/Adaptability/Respect** - We have 3 group projects that are completed by the students to help develop several essential skills. These include team work, communication, training others on technology, meeting deadlines, and completing subjective projects that may be found in the workforce.
- **Teamwork/Communication/Adaptability/Respect** - Have students work in small groups on case studies and give them a new twist at different times throughout the course.
- **Emotional Intelligence** – Discuss and reinforce respect, honesty, regard for peers, supervisory and families served. An eagerness to learn and grow accepting positive input from supervisors.
- **Teamwork** – Peer-to-Peer teaching and learning. Many students mistake biology as hundreds of unrelated facts to be memorized, failing to connect the facts as parts of a larger biological process. To overcome this, I assign teams one step of a multistep process to learn and teach their classmates. Students must use metacognition to evaluate their understanding of and ability to explain the assigned part. Students are responsible for ensuring teammates explain their part correctly.

The third Essential Skill cluster is Self-Management. These skills are Dependability, Organizing/Planning, Initiative, Stress Management, and Integrity. These skills reinforce building independence, self-awareness, promote academic integrity, promote trust with others, and improves relationships.

How might you be reinforcing these skills in your classrooms? Here are some examples:

- **Accountability** - attendance policies and limited or no makeup labs at the instructor's discretion.
- **Self-Management** - the BOL structure of courses promotes self-management as well as instruction to assist the struggling student. We also refer students to other resources.
- **Accountability** – The nurse's role is discussed during theory to allow students to discover ways they may be held accountable in their career
- **Accountability/Dependability/Organizing/Planning** - Students are held accountable to attend theory each week. The students are required to submit an assignment that is based on that week's lecture and must be turned in at the beginning of class. Only certain assignments are collected for grades but the students are not aware of which ones will be collected to encourage students to complete and attend all classes. Students are also held accountable in clinical. They are expected to arrive on time, in appropriate clinical attire, adhere to HIPAA, and work within the nursing scope of practice.
- **Dependability/Integrity/Organizing/Planning** - The first day of class guidelines are set for class to be treated as a job. Inform me in advance of all possible time off, and notified prior to class of sickness, etc. Appearance, sleeved shirts, no hats on backwards, cleanliness along with hygiene.
- **Self-Management/Organizing/Planning** - Several were implemented beginning with the first day and explaining the need for self-management skills and workforce skills along with how they transfer from school to the workplace. Mock interviews and job search documents (resume, cover letter, references & applications) were included along with critical thinking activities, various teamwork activities and reinforcement activities for the various essential skills. Time management goals were included this semester after the first time budget activity and then we closed the loop with a second activity reviewing the goals and whether the student met them, time management was improved, etc. \*\*Planners are required of every business student and they must be hard copy not technology based.\*\*
- **Organizing/Planning/Time Management** - Computer Concepts works on time management and accountability with all projects and assignments. Due dates are important and exceptions to the rule do not apply often. We complete online Google assignments that allow for reflection on the software and the adaptability between different applications. We also work in teams on several projects that allow for good communication skills, obtaining communication for outside of the classroom, team management, leadership, and accountability for not just yourself, but a team
- **Integrity/Organizing/Planning** - Syllabus is very detailed in what I expect as far as due dates, missed assignments and late work. Also very clear in what is considered plagiarism. I refer to it often and make sure to be very detailed in my expectations for each and every assignment including adding rubrics.
- **Self-Management/Accountability** – Develop an attendance policy that creates self-management and accountability. If a student is absent for excused activity, they must be responsible for make-up assignment to receive attendance points. The make-up assignment may require submission of notes from the posted class lecture video.

The fourth cluster of Essential Skills is Professional Skills. These skills are Problem Solving, Decision Making, Customer Service, Professionalism, Technology, and Workforce Fundamentals. These skills reinforce the ability to think critically and find solutions, be professional in appearance and communication, show leadership, follow policy and maintain confidentiality, and develop positive digital citizenship skills.

How might you be reinforcing these skills in your classrooms? Here are some examples:

- **Professionalism** - We talk about interview, hygiene, teamwork and being courteous.
- **Problem Solving/Decision Making/Professionalism** - I have included more hypothetical situations to class lectures where students discuss effects and consequences along with asking students to provide situations for discussions. I have also implemented 5pt. quizzes for my 8am courses that has encouraged students to be at class on time and ready to participate. I also started calling on students to read portions of class material if they were on their phones.
- **Professionalism/Customer Service/Workplace Fundamentals** - Various exercises and problems from online tests and individual worksheets to group exercises. Role playing. All included class discussion. Also had HR people and people in the industry come in and speak to what they are looking for regarding Essential Skills in potential employees. Several speakers throughout the year from various aspects of the industry about careers and what they look for in employees which emphasized Essential Skills.
- **Technology/Professionalism/Decision Making** - I have added to this module to assist with the development of student's awareness of technology, social media and how this can affect the bigger picture in their lives. We discuss current events regarding social media as well as provide information about privacy and protecting your identity.
- **Professionalism/Decision Making/Workplace Fundamentals** - Students are given, in writing, information about acceptable attire for clinical. They also have picture name tags to wear. They are expected to present a professional attitude, appearance, and behavior at all clinical sites. Lateness is not acceptable and the students will be counseled about the importance of being on time. Learning agreements are used with the students to address issues about workforce skills.
- **Customer service skills** (communication), reliability, less chatty-job driven, teamwork, accountability, critical thinking, professionalism, self-management, confidentiality
- **Professionalism** – For social media professionalism, I did a LinkedIn workshop. Before class, I provide students a profile checklist including a professional photo, short bio, a summary of their education and work experience, and other professional skills. During class, I explain what LinkedIn is, why it's important, and the sign-up process. Students build their LinkedIn profile. Once their content is ready, I provide a checklist of how to use active verbs to polish work and education experience description and achievement. Then the students work in groups to help each other with their profile. In future classes, we go through their LinkedIn profiles, discuss professional groups and start building connections with professionals on LinkedIn. I

explain the differences between LinkedIn activities and other social media activities so students have a better idea about the boundary and professionalism on social media.