

Research (creating the literature review, "references")

As facilitators begin to think about their topic, stay organized. Research your topic. Start with the textbook. Review the corresponding topic chapter from the textbook. What peaks your interest? Begin to create the required reading list by using the textbook and then perform a search for your topic using peer reviewed scholarly journals.

Summary

Create a summary of the topic. What is the importance of it in the profession of Nursing?

Objectives.

Next, facilitators must know their objectives. Depending on the teaching/lesson plan, three to five objectives are acceptable. What knowledge did the facilitators obtain and want to disseminate to their participants? How do they want their participants to learn? Words can best help relay how the learning will take place. Weblinks have been created on Blackboard to assist facilitators in searching for appropriate learning objectives (otherwise known as Bloom's taxonomy).

Overview

Next write your overview. How do you want your participants to learn? What techniques and strategies will you use to not only enhance learning but also engage your participants during the seminar?

Timing

When planning your facilitation strategies, begin to plan the time. How long will the activity take? Facilitators do not want to rush through the material, they want to make it satisfying, enjoyable, and spark thought-provoking conversations.

Know the audience!

A key thing to remember when creating a seminar lesson plan... Who is the audience? Know the audience. Sometime lesson plans will not go well simply because of the failure to assess the participants. Are the participants all young aged college students? Or is there a wide variety in ages?

Explore learning styles!

How about learning styles? "Read it, see it, do it, teach it." Do the participants prefer to read? Do they prefer to view videos or scenarios? Do they like to play and be part of the scenario? Do they like to talk about the topic? Do the participants use more than one of these learning styles?

Plan for it!

The best made and prepared for plan can always be quickly adjusted when it is show time! However, the best made and prepared plans take time. Stay on top of your work and manage your time appropriately. In this course lateness is not an option. Be prepared when you meet with your instructors and reach out to the instructors when assistance is required.

Seminar Outline: (topic name) (40 minutes)

Presenters: (Names)

This information will be provided to the instructor of the seminar.

- I. Introduction (? minutes)
 - A. How will this introduction be performed?
- II. Slide show with interactive discussion (? minutes)
 - A. What are the topics of the slide show? Describe them
 - B. Video: Ways To Run An Effective Brainstorming Session (4:57).
- III. Building brainstorming behaviors (? minutes)
 - A. Small group activity to solve a problem
- IV. Effects of brainstorming (? minutes)
 - A. Large group activity. Opportunity to appraise solutions.
 - i. Can use a debate format or a game format.
- V. Final remarks & feedback
 - A. Review the topic, information obtained from participants and describe potential plans.

Questions for consideration throughout the seminar:

1. Provide a list of questions for participants throughout the seminar.
2. Bear in mind. Some questions may fall "flat" with minimal responses. Some questions take up more time than anticipated.
3. Prepare ahead and think of ways to explore the topic.

Seminar Topic: (Name)

Presenters: (Names)

Topic Summary

Brief description of topic.

Seminar Objectives

At the end of this seminar the student will be able to:

1. select three to five action verbs for objectives;
2. construct three to five objectives for the seminar;
3. outline the use of the objectives for the seminar; and
4. analyze the effectiveness of the seminar through the objectives.

This information will be provided to the participants (and instructor) of the seminar.

Required Readings

- Cherry, B., & Jacob, S. (2013). *Contemporary Nursing Issues, Trends & Management*. (6th ed). Philadelphia, PA: Mosby.
- Cummings, S. (1995). Attila the Hun versus Attila the hen: Gender socialization of the American nurse. *Journal of Nursing Administration Quarterly*, 19(2), 19-29.
- Roberts, S.J. (2000). Development of a positive professional identity: Liberating oneself from the oppressor within. *Journal of Advances in Nursing Science*, 22(4), 71-82.
- Roberts, S.J. (1983). Oppressed group behavior: Implications for nursing. *Journal of Advances in Nursing Science*, 5(4), 22-30.

Supplemental Readings

- Dubrosky, R. (2013). Iris Young's Five Faces of Oppression Applied to Nursing. *Nursing Forum*, 48: 205-210. doi:10.1111/nuf.12027