

Academic Affairs Excellence Awards

Application Form



Name: Jennifer Goldsberry

Rank: Assistant Professor

Department: College of Health Sciences

Award applying for:

(Check one)

<input type="checkbox"/>	Excellence in Teaching Award*
<input type="checkbox"/>	Excellence in Online Teaching Award*
<input type="checkbox"/>	Excellence in Scholarship & Creative Endeavors Award*
<input type="checkbox"/>	Excellence in University Service*
<input checked="" type="checkbox"/>	Excellence in Scholarship of Teaching & Learning Award*
<input type="checkbox"/>	Department/Program Excellence Award^
<input type="checkbox"/>	Irene Rose Community Service Award^
<input type="checkbox"/>	Laurie Hendrickson McMillian Faculty Award^

*college selection required before being forwarded to university

^university awards

College nominees' final applications received by Center for Teaching and Learning (ctl@gcsu.edu) by March 1.

Please insert the required documentation in the pages below for the award category you have noted above. Detailed information associated with each award is available online at the [Center for Teaching and Learning website](#).

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Letter of Recommendation for Dr. Jennifer Goldsberry

February 1, 2021

Committee Members:

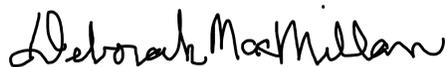
It is my honor to nominate Dr. Jennifer Goldsberry for the University Excellence in Scholarship of Teaching and Learning award. Dr. Goldsberry has demonstrated a sustained level of excellence in the scholarship of teaching and learning (SoTL).

Dr. Goldsberry's methodical analysis and evaluation of her teaching methods has resulted in her being the recipient of five teaching awards since 2016. She is also the principal investigator of a GCSU, Center for Teaching and Learning SoTL Grant (\$5,000). Dr. Goldsberry's productive research trajectory has produced a total of six peer reviewed publications and four peer reviewed podium presentations since 2016.

Some of her most notable published SoTL research projects involved the design, implementation and evaluation of an 'Escape Room' activity for the adult health nursing students and the use of supplemental instruction (SI) in the school of nursing. The SI program is highly successful, as evidenced by improved student grades and critical thinking abilities. Additionally, her students and peers have reviewed this experience and given their stamps of approval!

Dr. Goldsberry was nominated as a chair for a university wide Faculty Learning Community working group. Her expertise, leadership and commitment to effective and evidence-based teaching pedagogy are evident within her work with this group. Dr. Goldsberry's commitment to teaching and to the mentor-ship of her peers is exceptional. I believe she demonstrates the finest qualities which are expected of a recipient of this award.

Sincerely,



Deborah MacMillan PhD, RNC, CNM
Director and Professor, School of Nursing
GEORGIA COLLEGE
Campus Box Number 063

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Milledgeville, GA 31061
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Teaching Philosophy

My teaching philosophy stems from a belief that nursing is both an art and a science requiring a life-long commitment to learning. In recognizing this belief, I feel that classroom and clinical instruction must provide a solid knowledge base, aid in skill acquisition, assist students in developing strong critical thinking skills, and provide memorable, worthwhile learning experiences. As a nurse educator, I must convey an excitement and passion for nursing and instill core values such as compassion, empathy, respect and honesty. This is largely achieved through role modeling such behaviors in the classroom and clinical setting. I recognize the impact my behaviors and attitudes have in shaping not only students' perception of nursing, but also their future practice.

I recognize the importance of the scholarship of teaching and learning in the role of a nurse educator and strive to incorporate a variety of pedagogical approaches that are constructivist, inquiry-base, reflective, collaborative, and integrative. The focus of my research has been on processes that improve student engagement and learning. For example, the scheduling of exams across various classes within the same semester can affect how students' study and prepare for exams, collaborative testing encourages retention of material and critical thinking skills, an escape room activity encourages a group learning environment, and finally research involving factors that promote success on the NCLEX-RN exam allow me to include these factors in my teaching. These are all research topics I have explored. No two students learn exactly alike, therefore, no one pedagogical approach can reach all students. Thus, educators must employ a variety of pedagogical theories to be effective.

Creating an atmosphere conducive to learning is of utmost importance. The atmosphere must be one of mutual respect, trust, and reciprocal learning. Everyone in the process, instructors and students alike, have the potential to grow from each learning encounter. In this type of atmosphere, the instructor serves as the learning facilitator, guiding students toward understanding through discussion, activities, and shared experiences. The learning environment should also provide structure and organization, allowing students to focus on achieving their learning goals.

I chose to be a nurse because I wanted to help people and serve others. I chose to be a nurse educator for the same reason. I enjoy learning and am committed to the lifelong process of learning. When I am teaching, I am also learning. It is rewarding to be part of the process that challenges students to be successful. Finally, I value fairness, compassion, respect, trust, and mutual learning. It is my hope and goal that by sharing my knowledge and experience, I might help to shape the knowledge and values of our future nurses.

Evidence of the Systematic Examination of Issues and Documented Use of Strategies

Over the past year, I have participated in the true scholarship of teaching and learning by contributing to the publication of two articles regarding factors that affect nursing students' learning (resilience, as well as predictors of BSN success on the HESI exit exam). I have also contributed to the publication of one article regarding the use of mid-fidelity simulation in nursing education. I am the primary investigator of a study investigating the benefits of supplemental instruction in nursing school. This study is the result of a SoTL grant I received in 2019 and utilizes over 800 participants. So far, the results indicate that attendance at even one SI session improves student scores on exams. This manuscript will be ready for submission to a peer-reviewed journal in February 2021. Finally, I am the sole author of a manuscript describing the use and benefits of an escape room activity that I developed to teach nursing students cardiology concepts. The following excerpt is from the manuscript, titled Innovative teaching strategies: Using an escape room activity in nursing education, which was submitted in December 2020 to the peer-reviewed journal, *Nurse Education in Practice* (Manuscript number YNEPR-D-20-00207).

Background

Limited research is available regarding the effect of escape room activities on students' critical thinking ability in nursing education; however, multiple studies indicate problem-based learning (PBL), team-based learning (TBL), and interactive activities improve critical thinking skills in nursing students (Carvalho, 2017; Nelson, 2017; Kaddoura, 2017; Kim, 2016; Farus-Brown, 2020) and are also effective in improving teamwork and collaboration (Farus-Brown, 2020; Hermanns, 2018; Kutxin, 2018; Gomez-Urquiza, 2018; Zhang, 2018). For example, Farus-

Brown, et al. (2020) conducted an escape room experience in the laboratory setting with 51 nontraditional, associate degree nursing students to determine the effect of the experience on the students' perceptions regarding communication, critical thinking, teamwork, and collaboration. The post-experience questionnaire answers indicated students perceived the escape room modality to improve communication, critical thinking, team work, and collaboration when compared to traditional laboratory activities.

Methods

The author developed an escape room for baccalaureate nursing students in a second semester, junior-level, medical surgical nursing course. The students had previously been taught the content through lecture, readings, and self-study modules. The escape room took place in the classroom with approximately 56 students present. A case study of a patient who presented to the emergency room with complaints of chest pain was used as the basis of the escape room. Upon beginning the activity, the students were allowed to divide into groups of five to six and were then given an envelope with a note describing the patients subjective and objective data. Also, in the envelope were four puzzles, a yellow highlighter pen, a compact mirror and a one-page instruction sheet identifying the four puzzles with spaces for the answers to each. The four puzzles involved a word search, medication record, mirrored message, and an alphabet decipher puzzle. The fourth puzzle answer was a number corresponding to the combination lock for a tool box that held the next puzzles to be solved. Once a group completed the set of puzzles correctly, they were able to unlock a box containing the next clues for the next phase of the game. This envelope included an updated note regarding the patient's care since arriving at the emergency room. The puzzles for the second phase of the game

included a lab result puzzle, a test tube puzzle, and a heparin drip calculation. The first team to complete the puzzles and give the correct answer to the heparin calculation were named as the winners and received a small prize (candy). Upon completion of the activity by all groups, the researcher held a debriefing session reviewing the activity. The debriefing session allowed students to identify several recurring themes such as: 1) the groups who completed the activity with the least frustration and difficulty were groups in which a leader emerged and began to delegate tasks to individual group members, 2) groups who got “stuck” on a particular puzzle tended to get frustrated and not move on to the next task easily, and 3) groups who had a leader emerge were the groups who completed the activity the quickest.

Study design and setting

A basic interpretive qualitative method (Merriam, 2002) was used to examine students’ perceptions of utilizing an escape room activity to reinforce cardiology concepts, communication skills, and critical thinking skills in a medical surgical nursing course. The study was conducted at a southeastern United States public, liberal arts university.

Themes

Several themes emerged from the student responses to survey questions: (1) teamwork, (2) fun and engaging, (3) critical thinking, and (4) competition. The majority of students (n=80, 88.88%) indicated they felt the escape room was a valuable learning experience. The majority of students (n = 76, 84.44%) also indicated they felt their understanding of cardiovascular care increased as a result of this activity. Similarly, a large majority of students (n = 77, 85.55%) expressed an interest in having more activities of this type incorporated into classroom learning.

Teamwork

Teamwork was identified by 73.33% (n= 66) of students as a valuable and memorable part of the escape room activity. Students appreciated the opportunity to collaborate together in solving the clues. This theme was identified as students answered the questions: “In what ways did you find this activity valuable?” and “What was most memorable about this activity?” and “What other factors helped to increase your understanding of this activity?” One student stated, “This activity’s value lies in teamwork and in thinking outside the box to solve a set of problems.” Other students reported: “Working together and learning/applying everyone’s input made me have a better understanding,” “It was a good experience working with others in a group to try and solve the different puzzles,” and “This activity challenged us as students to work together and use our resources” and “It showed the importance of teamwork.”

Fun and Engaging

Many students (n= 26, 28.88%) indicated the activity was a fun and engaging way to learn the material and appreciated the change from the traditional lecture method for delivery of content. One student expressed specifically, “It was a more fun way to learn rather than just lecture.” Other students noted, “Each time a different problem was presented, it felt good when our group solved the problem,” “It was a fun and interactive way to learn about treating cardiac disorders,” and “It was a fun, engaging way to apply the knowledge we’ve learned.”

Critical Thinking

Critical thinking was identified as a theme in that 23.33% (n=21) of students recognized the need for critical thinking skills to solve the puzzles and clues presented in the escape room. Students reported, “It motivated my group to apply critical thinking skills,” “It really got me to

think in a high intensity situation like I will be doing as a nurse,” and “This activity was valuable in that it made me use my brain in a different way than normal.”

Competition

The theme of competition emerged as both a positive and negative factor in the activity. Several students (n=9, 10%) identified competition as a limitation to the activity whereas other students (n=3, 3.33%) identified competition as a memorable component of the activity.

Peer Reviewer Comments

This manuscript was originally submitted to the peer-reviewed journal *Nurse Education Today* and was rejected with the following comments from reviewers:

- Reviewer #1: Thank you for investing your time in this interesting topic! For those of us who have not experienced an "escape room", your manuscript was exciting to read!
- Reviewer #2: This teaching method has been circulating a lot over the last year, but little data exists about its merits. I am glad to see someone actually get some data about it. The author may want to present some data about gaming in general and define escape rooms at the beginning to make it clear to readers what it is and how gaming has impacted learning in the past. It might be helpful to talk about why this learning method is so important now and how it might be recreated during Covid or online. It would be helpful for the author to refer to him/herself consistently throughout the manuscript as either the primary researcher, developer, author, or faculty member. All of these titles were used, so just picking one and being consistent would be helpful. It would also be helpful for the reader to know what objectives or outcomes the learning activity was designed to meet. I was also curious about how the room was set up or rearranged, as the reader would want to know exactly how to recreate this experience. The author did not discuss if any other researchers reviewed the analysis for accuracy, which would be helpful. Also, for the research questions, it would be difficult for students to say what was most valuable about the experience because they are not experts in learning and education. They are also not experts in research, so they would not be able to clearly identify limitations of the study. The researcher might want to define limitations a bit more from their lens. For example, no pre/post-test was given, which would help provide some quantitative data. It might have been helpful to give them a pre/post test to see what their knowledge was before and after the exercise.

This feedback was taken into consideration in the rewriting of the manuscript and submission to the peer reviewed journal *Nurse Education in Practice*.

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Jennifer W. Goldsberry

EDUCATION

Doctor of Nursing Practice, GCSU, Milledgeville, GA 2015
Master of Science in Nursing, Family Nurse Practitioner, GCSU, Milledgeville, GA 2000
Bachelor of Science in Nursing, Georgia Baptist College of Nursing, Atlanta, GA 1996

AWARDS

Innovation in Teaching Award, Georgia Association of Nurse Educators 2020
Excellence in Teaching Award - Tenure Track, College of Health Sciences 2019
Chancellor's Learning Scholar, University System of Georgia 2019
Excellence in Teaching Award - Nontenure Track, College of Health Sciences 2016

INTERNAL GRANTS

GCSU, College of Health Sciences, Scholarship of Teaching and Learning 2020
Assessment of Leadership Competencies in BSN students
Amount Funded: \$2,000.00
GCSU, Center for Teaching and Learning Grant, **Principal Investigator** 2019
BSN student-centered learning and mentorship
Amount Funded: \$5,000.00

PEER REVIEWED PUBLICATIONS

Goldsberry, J., Moore, L., Butler, S., MacMillan, D. *Journal of the American Association of Nurse Practitioners* (2016). Assessing the effects of an STD educational intervention on fraternity and sorority members' knowledge and attitudes toward safe sex behaviors.

Goldsberry, J. *Nurse Education Today* (2018). Advanced practice nurses leading the way: Interprofessional collaboration.

Goldsberry, J., Handwerker, S., & Moore, L. *Teaching and Learning in Nursing (2018)*. BSN exam scheduling across same semester courses – Improving student success: A retrospective, comparative, descriptive research study.

Fowler, C., **Goldsberry, J.** & Handwerker, S. *International Journal of Nursing Education and Scholarship (2020)*. Resilience in first and second semester baccalaureate nursing students.

Moore, L., **Goldsberry, J.,** Handwerker S., & Fowler, C. *CIN: Computers, Informatics, Nursing (2020)*. Academic and non-academic predictors of BSN student success on the HESI exit exam.

Roberts, S., **Goldsberry, J.** & Raatz, J. *Nursing Education Perspectives (2020)*. Senior and graduate nursing students educating junior learners utilizing mid-fidelity simulation.

INVITED PRESENTATIONS

Student-directed learning and mentorship, **Goldsberry, J.,** Fowler, C. & Handwerker, S. Georgia Association of Nurse Educators 2020

Development of a RE-AIM course for nursing success. Hayley, G., Greene, D., **Goldsberry, J.** & Roberts, S. Doctors of Nursing Practice, Inc. Annual Conference 2019

Exam scheduling across same semester courses. Goldsberry, J. & Handwerker, S. Georgia Association of Nurse Educators, Annual Conference 2017

ACADEMIC EMPLOYMENT

Assistant Professor, Tenure Track Faculty, Georgia College & State University (2017 to present)

Lecturer, Nontenure Track Faculty, Georgia College & State University (2015 to 2017)

Adjunct Clinical Faculty, Georgia College & State University (2010 to 2015)

TEACHING EXPERIENCE

School of Nursing, Georgia College & State University, Milledgeville, Georgia. Assistant Professor in pre-licensure, masters, and doctoral level courses. Coordinated and taught Health Assessment and Adult Health I courses in both the didactic and clinical content areas. Developed and implemented a supplemental instruction component to the Adult Health I course. Developed and implemented interactive teaching strategies such as an escape room and a relay race to enforce cardiac content in assessment and adult health. Developed and implemented a weekly clinical evaluation tool for formative evaluation of nursing students in the clinical setting across all pre-licensure courses.

School of Nursing, Georgia College & State University, Milledgeville, Georgia. Lecturer in pre-licensure BSN courses. Coordinated and taught Health Assessment and Adult Health I courses.

MENTORING OF STUDENT RESEARCH ACTIVITIES

Undergraduate Leadership Research

2020 **Faculty Mentor**, Pigman, J. Treatment of atrial fibrillation: A literature review.

Doctoral Translation and Clinical Research Projects

2016-2017 **Translational Research Committee Member**, Van Ness, K. Project Title: Effects of an alcohol and STD educational intervention on alcohol and STD knowledge, alcohol expectancies and beliefs on negative consequences of sexual behaviors in college athletes.

2018 – 2019 **Chair, Translational Research Committee**, Carlton, N. Project Title: Implementation of a heart failure discharge guide and its effects on patient self-care.

2018-2019 **Chair, Translational Research Committee**, Green, G. Project Title: Implementing an evidence-based guideline to increase providers' knowledge of antibiotic use in an outpatient setting.

2018 – 2019 **Translational Research Committee Member**, Weatherspoon, C. Project Title: Assessing college students perceived risk of developing type two diabetes mellitus.

UNIVERSITY SERVICE

Georgia College & State University

System-wide

University System of Georgia. Chancellor's Learning Scholar (2019)

University-wide

Center for Teaching and Learning Advisory Committee 2019

Search Committee, Georgia College & State University. Search committee for Director of Student Health Services (2017).

Letter of Support for Dr. Jennifer Goldsberry

February 1, 2021

Committee Members:

It is my distinct pleasure to offer this letter of support for Dr. Jennifer Goldsberry for the university award 'Excellence in the Scholarship of Teaching and Learning'. Dr. Goldsberry has achieved excellence in the scholarship of teaching and learning, and has submitted persuasive evidence of her excellence in many ways.

Jennifer critically examines thought and existing evidence regarding student engagement in the classroom. She attends scholarly presentations on the topic. Jennifer composed, implemented, and evaluated an 'Escape Room' activity for the adult health nursing students. This was the first of its kind in the GC school of nursing program. Jennifer invested hours in the development and implementation of this escape room. She collected and analyzed qualitative and quantitative results related to this activity. Students' feedback was very positive, and she received an impromptu round of applause from the class! This escape room activity enhances learners' subject matter knowledge and sets an example for faculty in the engaged learning methods. She received IRB approval for a study based on this activity and the results. The manuscript is with the journal editor, and under peer review.

Dr. Goldsberry was nominated as chair for a university wide Faculty Learning Community working group. I am a member of this group, which is in its second year. She has led us in discussion and facilitation of various methods to improve our assignments and teaching. She gave us instruction and demonstrated the use of an escape room exercise, thereby sharing her expertise university wide. Her role in this capacity has helped her peers enhance their teaching pedagogy.

Dr. Goldsberry has received funding for a Scholarship of Teaching and Learning grant which supported the use of supplemental instruction (SI) in the school of nursing. The use of supplemental instructors was a unique practice and another first in the school of nursing. She researched the applicability for nursing and implemented SI with mentoring program. She received additional funding, which has made the program sustainable. The SI program is highly successful, as evidenced by improved student grades and critical thinking abilities. She has submitted a scholarly manuscript in a nursing journal on this activity. In addition, she was selected to disseminate her

work in February 2020 at the Georgia Association for Nursing Education conference, where only 65% of abstracts were accepted for presentation.

Jennifer has also collaborated with colleagues regarding the importance of resilience in nursing students and its effect on learning outcomes and student success. The manuscript regarding resilience in nursing students was published in a scholarly peer refereed journal in August, 2020. Jennifer was selected as a summer scholar in 2020. Jennifer's work and dedication as a scholar has led to publications, and three additional manuscripts are currently under review with editors.

Dr. Goldsberry generously uses every opportunity to help her peers enhance their teaching and classroom activity. Dr. Jennifer Goldsberry is dedicated to excellence in the scholarship of teaching and learning. Dr. Goldsberry's excellence is a shining example to faculty and leadership at Georgia College. Dr. Goldsberry is an exceptional candidate for this award!

Sincerely,

Dr. Catherine Fowler, DHS, RN, CNE

Email- Catherine.fowler@gcsu.edu

February 1, 2021

Dear Award Committee,

Please accept this letter of my support for Dr. Jennifer Goldsberry's as the recipient of the Excellence in Scholarship in Teaching and Learning award. I've had the pleasure of working with Dr. Goldsberry as a colleague, in addition to research and scholarship endeavors. Dr. Goldsberry has always displayed great support and passion for Georgia College (GC) students, the profession of nursing, and the healthcare community of central Georgia.

I would be amiss if I did not note Dr. Goldsberry's service to her students. I will start with describing her course content. It is always in a clear format, with just the right amount of content and direction for learners. Course didactic content is delivered in multiple ways to support the learning needs of various learner preferences. Dr. Goldsberry explains the content through various application methods supported by PowerPoint and Softchalk presentations. Interactive learning techniques is one of her greatest strengths, for example using an aquarium to demonstrate how the heart functions and various escape room activities to reinforce difficult content topics. Dr. Goldsberry takes time to clarify any misunderstandings about concepts, so that all can easily understand. This style of teaching is not only applicable to each learning preference, but also demonstrates how much she truly cares about her students' success.

Dr. Goldsberry has provided a great deal of service to GC School of Nursing (SON). She maintains an open-door policy to all students. Over the previous five years and beyond, she has served as a contributing member on a plethora of SON committees, including, but not limited to, the Faculty Search (Chair), Curriculum, Undergraduate Admissions, Progression, & Recognition (Chair), Professional Practice Council (Chair) Committees. Dr. Goldsberry has graciously served as chair for four Doctoral student research projects, not to mention leading one of the Chancellor's Learning Scholar groups for the University System of Georgia.

Dr. Goldsberry serves as an expert consult for nursing and community healthcare in the central Georgia area as the Chair of the Jones County Board of Health. She is also a consultant for the Georgia Board of Nursing and committee member for the Georgia Association of Nurse Educators Nomination Committee. Lastly, she serves as a peer reviewer for the Journal of American Association of Nurse Practitioners.

In summary, Dr. Goldsberry is an exceptional advanced practice nurse and educator. She offers a supportive, nurturing environment to all. Dr. Goldsberry is a professor that I aspire to be like and will emulate her teaching and leadership style with future students. Please take this testament of Dr. Goldsberry's commitment of service to her students, scholarship, and the healthcare profession into consideration as she is being considered for this award.

Sincerely,

Sterling Roberts, DNP, RN, CHSE

Sterling Roberts, DNP, RN, CHSE

Jonas Scholar, GC Assistant Professor and STRC Director