

**Innovative Practices for Staff Development/Education**  
Panel Presentation by Clinical Educators

September 19, 2008  
9:45am-11:00am

**Presenters:**

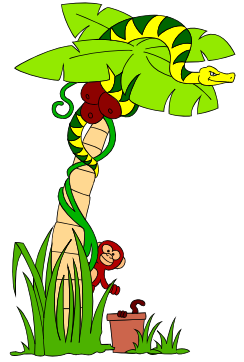
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**Analogy as a Teaching Tool**  
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August 26, 2008



**1. Introductory Exercise:**

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**2. Steps required for learner to use an analogy for problem solving (Chen, 2004)**

- a. Retrieval of a base problem similar to the current or target problem

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- b. Mapping the structural relationships between the two problems

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- c. Executing a solution or strategy to solve the current problem

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3. **Webster’s dictionary definition of analogy.**

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4. **Analogy may be the core of cognition.** Analogy plays a significant role in [problem solving](#), [decision making](#), [perception](#), [memory](#), [creativity](#), [emotion](#), [explanation](#) and [communication](#). Analogies lay behind basic tasks such as the identification of places, objects and people. (Example: [face perception](#) and [facial recognition](#))

5. **Analogy use in science education.**

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Example:

- a. Cell is like a factory is a common science concept
- b. Both have limited access-doors versus cell membrane
- c. Both have a control center-nucleus
- d. Both have production and storage systems-sarcoplasmic reticulum
- e. Both have distribution and shipping-golgi bodies
- f. Both have power generating or power control systems-mitochondria



6. **Cognitive learning theories view analogies as the brain’s building blocks.**

- a. Analogies are a way to tightly bundle and classify information for later use.
- b. Analogical reasoning is

- i.
- ii.
- c. Thinking and reasoning involves
  - i.
  - ii.

**7. Parts of an analogy**

- a. Analog or base concept

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- b. Target

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- c. Mapping

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**8. Roles of analogies**

- a. Memory facilitation role

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- b. Explanatory role

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- c. Exploratory role

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i. Example of structural details

1. pacemaker to a multifunction kitchen timer
2. Alaris pc unit to the pumping units are like a general to his solders

ii. Examples of surface or superficial details

Both are having chest pain from ischemia:  
One from lack of hemoglobin  
One from coronary occlusion  
  
Surface feature is the chest pain

1. 27 year old with chest pain, no cardiac history, HR 107, HB 2.6
2. 56 year old with chest pain, history of MI, HR 94, HB 14.8

d. Scientific discovery role

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- i. Archimedes principle of buoyancy-water displacement when he bathed compared to displacement of other objects in water
- ii. Darwin's theory of natural selection was discovered by observing selected breeding processes used with plants and animals

**9. Levels of analogical relationships**

a. Simple

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b. Enriched

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- c. Multiple simple or multiple enriched

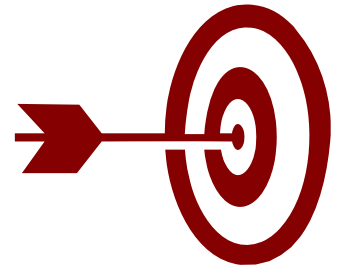
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#### **10. Pros to using analogies**

- a. Used to compare the \_\_\_\_\_ with the \_\_\_\_\_ or the \_\_\_\_\_ to the \_\_\_\_\_
- b. Used to inspire the learner to create meaningful \_\_\_\_\_ between two ideas
- c. \_\_\_\_\_ analogies may improve student understanding
- d. Good starting points for discussions of similarities and differences between two concepts
- e. Used to provoke \_\_\_\_\_.
- f. Mnemonics work well to teach recognition of unfamiliar names or relationships

#### **11. Cons to using analogies**

- a. The analogy must be \_\_\_\_\_ to the learner.
- b. Learner may assume all components of the target concept match the base concept leading to false assumptions about the target concept.
- c. Learner may only look at \_\_\_\_\_ and miss the underlying principles (Some research does not support this, Chen, 2004)
- d. Poor analogy construction, failure to use the analogy to map its features to the target features and analogies without \_\_\_\_\_ can result in confusing the learner instead of enhancing learning.



**12. Steps to creating an analog (Glynn, 1998)**

a. Know your target concept

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b. Assess the basic understanding of your learner

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c. Introduce the target concept in a logically organized way

d. Remind learners of the analog concept they already know

e. Identify relevant features of the target and analog

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f. Map the similarities between the target and analog

g. Indicate where the analog is not the same as the target

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h. Draw conclusions

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13. **Common error**

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**14. Exercise;**

- a. Create an analogy for a target concept, using the principles, for a topic you commonly teach.
- b. Remember to keep it interesting for your learner.
- c. Keep it organized.
- d. Identify the relevant features.
- e. Map the similarities and highlight the differences.

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## References

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# **Journaling as a Mechanism to Support Graduate Nurses' Role Transition**

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## **I. Historical use of Journaling in Nursing Academia**

- a. Discover faulty reasoning
- b. Identify sound critical-thinking strategies
- c. Foster conceptual development
- d. Increase self-esteem and confidence
- e. Integrate nursing theory
- f. Develop the critical thinking process and increase the level of competency
- g. Enhance peer group discussion

## **II. Three Journaling methods:**

- a. Reflective Journals

b. Thinking-in-Action Journals

c. Freestyle Journals

**III. Key Points:**

a. Impact of current nursing shortage on the acute care setting.

b. Common new Graduate Nurse transitional adjustments

c. Structured orientation programs and the integration of journaling

d. Practical applications of Journaling as a tool:

i. Personal electronic journals (e-journals)

ii. Online journals (blog and Weblog)

iii. Pen-and-paper journals

#### **IV. Potential uses of Journaling for staff development**

- a. Unit based Journals
  - i. Preceptor and protégé
  - ii. Common experiences
- b. Critical Events Journals

#### **V. Share ideas and personal stories on journaling in health care.**

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**Nursing Assistant “Boot Camp”**  
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- I. Nursing Assistant “Boot Camp” overview**
- a. Conducted mandatory 4 hour class for NAs:
    - Professionalism
    - First impressions
    - Infection control
    - Customer service
  - b. “Huddle” approach
    - “How do you answer a call light?”
    - “Why are the patient satisfaction scores so low?”
  - c. “Vital behaviors” from Influencer The Power to Change Anything
  - d. Obtained consensus on two vital behaviors to be done 100% of the time
    - Increase communication by writing their name and the nurses name early in the shift, on the white board located in every patient’s room
    - Increase accountability for room cleanliness by having NA re-make bed for patient when they got them out of bed  
(Anecdotal finding re room clutter)
- II. Results**
- a. Improved scores on 2<sup>nd</sup> Quarter data from our Hospital Consumer Assessment of Healthcare Providers and Systems (HCAHPS) re patient experience
  - b. Five other units have implemented a similar program

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