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*IS USING AI FOR CLASS PREP  
AN EFFICACIOUS OPTION?  
A POST SEMESTER REVIEW  
OF AI TEACHING TIPS,  
TRADE-OFFS AND TACTICS.*



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# MENTI-METER

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- What comes to mind when you hear the term AI?
- How many have used AI in class preparation?
- <https://www.menti.com/alds36kscuxh>



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# OVERVIEW

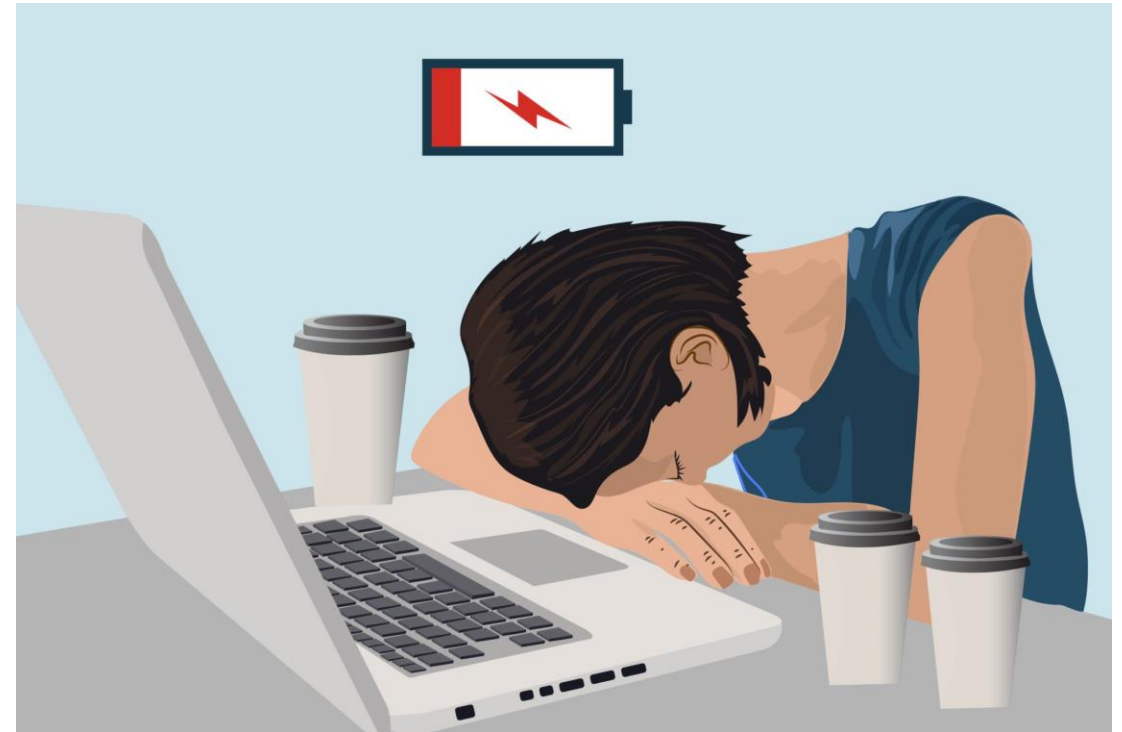
- **Today's Focus:**
  - Background and Literature
  - Our Experience
  - Storytelling using a case study
  - Questions
- **No time to cover:**
  - Ethics of AI
  - Missuses of AI
  - Reasons for NOT using it



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# THE PROBLEM – THE REALITY OF PREP FATIGUE


- Scenario: "It's the night before class..."
- Time-consuming demands of class prep
- Rural context: limited resources, increased workload




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# REAL FACULTY USE- IN CLASS CASE STUDIES


## Case Study 1: End-of-Life Issues


 Mrs. Brown, an 82-year-old widow, has been diagnosed with advanced-stage cancer and is transitioning to hospice care. She expresses feelings of fear and guilt about dying and leaving her family behind. Her daughter is struggling with accepting her mother's condition and is asking how to provide support.

### Questions:

 What are Mrs. Brown's psychosocial needs, and how can the nurse support her emotional well-being during this stage?

 Discuss ways to provide comfort and guidance to the daughter during her mother's end-of-life journey.


 What community services may the nurse recommend for support?

 What principles of hospice palliative care apply to this case?


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# REAL FACULTY USE- IN CLASS CASE STUDIES

## Case Study: Medical Assistance in Dying (MAID)


 Mr. Campbell, a 70-year-old man with ALS, has requested medical assistance in dying. His wife is supportive of his decision, but his adult son is opposed to it. The nurse must address these conflicting views and support the family.

## Questions:

 What is the nurse's role in ensuring Mr. Campbell's autonomy while addressing the family's concerns?

 How can nurses provide education about the ethical and legal aspects of MAID?

 What interventions can the nurse offer to support family members with differing beliefs?

 What community resources may be helpful for this family?

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# REAL FACULTY USE STORYTELLING

## Content Accuracy (9 marks)

- Accurate information on the chosen medication's mechanism of action, indications, contraindications and side effects.
- Clear explanation of the medication's role in treating the specific condition
- In-depth discussion of any relevant nursing considerations or implications for client care

## Presentation Clarity (9 marks)

- Clarity of speech, articulation, and pace of presentation
- Logical organization and flow of information in the video
- Effective use of visual aids (slides, graphics, animations) is used to enhance understanding.

## Engagement and Creativity (6 marks)

- Engagement of the audience through a creative and exciting approach (e.g. Storytelling, examples, case studies)
- Creativity in presenting the material (e.g. use of props, engaging visual demonstration)

## Understanding of Nursing Implications (3 marks)

- Ability to discuss nursing considerations related to medication administration, client education, monitoring and assessment.

## Technical Quality (3 marks)

- Video quality (clarity, lighting, resolution)
- Audio quality (clarity, volume)

# REAL FACULTY USE- STORYTELLING

## Marking Rubric:

	Excellent	Good	Satisfactory
Content Accuracy	<ul style="list-style-type: none"> <li>Accurate information on chosen medications mechanism of action, indications, contraindications and side effects <b>3 marks</b></li> <li>Clear explanation of the medication's role in treating the specific condition <b>3marks</b></li> <li>In-depth discussion of any relevant nursing considerations or implications for client care <b>3 marks</b></li> </ul>	<ul style="list-style-type: none"> <li>Some inaccurate or misleading information regarding the medication's mechanism of action, indications, contraindications and side effects <b>2 marks</b></li> <li>Explanation of the role of the medication in treating the condition is confusion, minimal depth or accuracy of information <b>2 marks</b></li> <li>Some nursing considerations or implications and client education</li> </ul>	<ul style="list-style-type: none"> <li>Inaccurate or misleading information regarding the medication's mechanism of action, indications, contraindications and side effects <b>1 marks</b></li> <li>Explanation of the role of the medication in treating the condition lacks clarity, depth or accuracy <b>1 marks</b></li> <li>Major nursing considerations or implications and client education are missed or not relevant to the medication <b>1 marks</b></li> </ul>

		enhancing the presentation <b>2 marks</b>	
Engagement and Creativity	<ul style="list-style-type: none"> <li>Engagement of the audience through a creative and exciting approach (e.g. Storytelling, examples, case studies) <b>3 marks</b></li> <li>Creativity in presenting the material (e.g. use of props, engaging visual demonstration) <b>3 marks</b></li> </ul>	<ul style="list-style-type: none"> <li>Some engagement with audience through creative approaches <b>2 marks</b></li> <li>Some creativity to present material used which provided some engagement <b>2 marks</b></li> </ul>	<ul style="list-style-type: none"> <li>Presentation lacks engagement with audience <b>1 mark</b></li> <li>Failure to use creative approaches to engage audience such as props, visuals or demonstrations <b>1 mark</b></li> </ul>
Understanding of Nursing Implications	<ul style="list-style-type: none"> <li>Ability to discuss nursing considerations related to medication administration, client education, monitoring and assessment <b>3 marks</b></li> </ul>	<ul style="list-style-type: none"> <li>Lack of some discussion or in-depth discussion of nursing considerations related to medication administration, client education, monitoring and assessment <b>2 marks</b></li> </ul>	<ul style="list-style-type: none"> <li>Lack of discussing in-depth of nursing considerations related to medication administration, client education, monitoring and assessment <b>1 marks</b></li> </ul>
Technical Quality	<ul style="list-style-type: none"> <li>Video quality (clarity, lighting, resolution), audio quality (clarity, volume) <b>3 marks</b></li> </ul>	<ul style="list-style-type: none"> <li>Some issues with video and audio quality <b>2 marks</b></li> </ul>	<ul style="list-style-type: none"> <li>Difficulty with video and audio quality inhibiting overall presentation <b>1 mark</b></li> </ul>
Overall presentation	<ul style="list-style-type: none"> <li>Professionalism in the</li> </ul>	<ul style="list-style-type: none"> <li>Some issues with</li> </ul>	<ul style="list-style-type: none"> <li>Lack of professionalism and time limit</li> </ul>



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# TIPS, TRADE-OFFS AND TACTICS

- From the Keynote: SOTL = "Purpose, Principles, Outcomes"
  - Did AI work for our learners?
  - Ready set go....let's poke and pry with purpose.
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# CONCLUSION & FINAL THOUGHTS

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SUMMARY: AI CAN  
BE A VALUABLE,  
TIME-SAVING  
TOOL—BUT NOT A  
ONE-SIZE-FITS-ALL  
SOLUTION

02

CALL TO ACTION:  
TRY ONE AI-  
SUPPORTED TASK  
NEXT SEMESTER

03

INVITE  
CONTINUED  
CONVERSATION  
POST-SESSION

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