

**Delta State University
School of Nursing
Quality Enhancement Plan Report**

Discussion Topic Feedback obtained: Monday, October 06, 2003
School of Nursing, Room 101
8:30am-10:30am

Present: dAllen, vBingham, mGruich, cHayes, jMcCrary, lOswalt, bPowell, mRaines, rCagle-Stovall (10:00am)

Absent: [lCarlson & lSeals--professional mtgs off campus]

**Note – Data discussed was from (4) Freshman (pre-nursing) and (9) Seniors (nursing)

Discussion Topic Response

TOPIC: Instruction (Student Interaction/Engagement/Acquisition of Knowledge)
Providing information and experiences to students for the purpose of learning and applying knowledge.

CURRENT PRACTICES/STATUS

All School of Nursing courses are web enhanced/online – therefore, information is available at the students’ convenience and discretion.

Teaching Methodologies	Justification (Courses)
Presentations (Individual)	NUR 301 (Survey of Nursing [pre-nursing])
Faculty	NUR 302 (Fundamentals in Nursing)
Student	NUR 303 (Physical Assessment)
Case Studies (pre/post conferences)	NUR 312 (Basic Pathophysiology)
	NUR 305/NUR 306 (Nursing the Adult Client I & II)
	NUR 304 (Pharmacology)
	NUR 307 (Psychiatric Nursing)
	NUR 309 (Nursing Research)
	NUR 401 (Maternity Nursing)
	NUR 402 (Management of Client Care)
	NUR 403 (Community Health Nursing)
	NUR 404 (Advances in Nursing Practice)
	NUR 405 (Pediatric Nursing)
Independent Study	
Web-Enhanced/online/chat/discussion	NUR 300 (Writing for Professional Nursing)
Clinical Practicum (observational)	NUR 301 (Survey of Nursing [pre-nursing])
Journals/Logs	NUR 302 (Fundamentals in Nursing)
Preceptorship/Externship	NUR 303 (Physical Assessment)
Careplans	NUR 312 (Basic Pathophysiology)
Scholarly Papers	NUR 305/NUR 306 (Nursing the Adult Client I & II)
	NUR 304 (Pharmacology)
	NUR 307 (Psychiatric Nursing)

	<p>NUR 309 (Nursing Research) NUR 401 (Maternity Nursing) NUR 402 (Management of Client Care) NUR 403 (Community Health Nursing) NUR 404 (Advances in Nursing Practice) NUR 405 (Pediatric Nursing) NUR 406 (Nursing Preceptorship) NUR 492 (Externship) NUR 492 (Nursing Synthesis)</p>
<p>Group Work Online discussion and chat Opportunities Research projects Community Assessment & Family Role Play Posters Critical analysis of exam questions Case Studies (pre/post conferences)</p>	<p>NUR 302 (Fundamental in Nursing) NUR 303 (Physical Assessment) NUR 304 (Pharmacology) NUR 305/306 (Nursing the Adult Client I & II) NUR 307 (Psychiatric Nursing) NUR 309 (Nursing Research) NUR 312 (Basic Pathophysiology) NUR 401 (Maternity Nursing) NUR 402 (Management of Client Care) NUR 403 (Community Health Nursing) NUR 404 (Advances in Nursing Practice) NUR 405 (Pediatric Nursing)</p>
<p>Community Service Health Fairs Research Projects</p>	<p>NUR 302 (Fundamentals in Nursing) NUR 303 (Physical Assessment) NUR 304 (Pharmacology) NUR 305/306 (Nursing the Adult Client I & II) NUR 307 (Psychiatric Nursing) NUR 309 (Nursing Research) NUR 401 (Maternity Nursing) NUR 402 (Management of Client Care) NUR 403 (Community Health Nursing) NUR 404 (Advances in Nursing Practice) NUR 405 (Pediatric Nursing)</p>

STRENGTHS

Presentations (Individual), Independent Study, Group Work, Community Services:

Cognitive – Requires the student to acquire knowledge and data necessary to synthesize and disseminate information.

Affective – Promotes group dynamic, group theory, and team building; leadership skills. Also, increases awareness of civic and professional duties outside classroom/school setting.

Psychomotor – Requires the student to acquire the skill(s) necessary to perform and coordinate the above tasks for dissemination of information.

WEAKNESSES

Depending on the student, any of the above activities (presentations, independent study, and group work) may not be successfully mastered. Some students have difficulty with

the above activities (presentations, independent study, and group work) because of the student's cognitive level/preparation. There is a conflict with adult learning (andragogy) expectations and students bringing forth a strong pedagogical approach. Some students have limited critical thinking skills that are required for these teaching/learning activities.

As faculty, we cannot control the weaknesses identified. Therefore, mechanisms have been established to promote the student's success. These include an Orientation to the School of Nursing the fall semester prior to beginning classes; and NUR 301 (Survey of Nursing), a pre-requisite course to introduce nursing as a profession and the role of being a nursing student. NUR 300 (Writing for Professional Nursing) was developed to improve the professional writing skills of our nursing students. Based upon information from student evaluations of each course, faculty member and outside clinical facilities, an improvement plan is created for each of the above areas every semester.

SPECIFIC, WELL-DEFINED GOALS FOR IMPROVEMENT

A Summer Nurse Camp will be established through grant funding beginning in Summer 2004. The purpose of this camp will be to introduce the student to the professional roles of nursing and prepare them for the expectations of becoming a nursing student and to evaluate their need for possible remediation.

Continue to develop remediation modules to address identified areas of weakness.

Implement a "Part-time Plan of Study" for those students who have been identified at risk for not being successful in a full time plan of study.

To invite department Chairs responsible for General Education courses for a roundtable discussion to provide an opportunity for communication regarding curriculum issues.

CHALLENGES TO IMPLEMENTATION

- I. Student level of maturity
 - Limited pre-requisite background
 - Lack of motivation
 - Unfamiliar with School of Nursing practices
 - Limited understanding and practice of adult learning theory
- II. Limited access to computers
 - Limited use of higher level internet capabilities
 - Limited knowledge of word processing
- III. Limited library resources
- IV. Nurse Camp – limited internal funding
 - Limited staff to aid in coordination
 - Need community/agency sponsor(s)

RESOURCES NEEDED

- I. Nurse Camp: funding, sponsors from community, staff – seek grant; volunteers and use advisory council
- II. Remediation: continuation of and enhancing remediation modules.
- III. Part-time Plan of Study: need students willing to participate in part-time plan of study.

TIMETABLE FOR IMPLEMENTATION AND FOR ASSESSMENT OF RESULTS

- I. Nurse Camp: begin Summer 2004.
- II. Remediation: currently in progress and will continue.
- III. Part-time Plan of Study: approved Fall 2003, with curriculum changes.

MEASUREMENT STRATEGY

- I. Nurse Camp:
 1. Number of student participation
 2. Develop tracking method
 3. Increased visibility of School of Nursing through media coverage and word of mouth
 4. Increased enrollment in the School of Nursing
- II. Remediation:
 1. Greater retention of at-risk students
 2. Development of Math Aptitude Module which has increased math skills and increased math aptitude in higher level math applications – an improvement in math skills and math aptitude as evidenced by an increase in scores on math(dosage/calculation)tests.
 3. Development of A&P Review Module which requires students to refresh prerequisite A&P knowledge prior to entering School of Nursing – an improvement in knowledge base on anatomy & physiology content as evidenced by difference in pre/post scores on A & P test.
 4. Development of NUR 300 (Writing for Professional Nursing) increased students writing skills for all upper level nursing courses – an improvement in writing abilities as evidenced by development of scholarly papers.
 5. Changes in NUR 301 (Survey of Nursing) to prepare prenursing students for test taking, time management, study skills, and organization – an improvement in the retention rates in the nursing program.

III. Part-time Plan of Study:

1. Increased retention of students who are at risk or high-risk
2. Administration of NLN Nurse Entrance Test identifies pre-nursing applicants' core knowledge of a) math, b) science, and c) verbal skills. Identifies "at risk" students for being unsuccessful by comparing these students to others within ADN and diploma schools. Students take exam prior to admission to School of Nursing to identify early learning needs.
3. Increased faculty advisement with part-time students to foster continued retention.

ASSIGNMENT OF RESPONSIBILITY FOR ASSESSING RESULTS

School of Nursing Faculty, Dean, and Coordinator of Academic Programs.

TOPIC: ADVISEMENT

Direct students toward an approved academic plan of study, provide feedback regarding available resources on campus and community (i.e. scholarship); serve as mentor and role model in interaction by offering advice on career options, application process, course load, and other personal matters that could affect academic success.

CURRENT PRACTICES/STATUS

1. Advisors assigned once a student declares pre-nursing or nursing major.
2. Advisor list provided to all School of Nursing faculty each fall with updated list of advisees each spring.
3. Faculty available a) during regular posted office hours, b) during early registration by appointment and c) during late registration as needed, as well as during Freshmen and Transfer Orientations during the Summer.
4. All students receive a brochure with all required information about School of Nursing programs and requirements through mail, phone, personal or email requests.
5. School of Nursing campus web site updated Summer 2003 and provides any interested student with prerequisites, application process, forms, contact information, etc.

STRENGTHS

The School of Nursing prides itself on our relationship with prospective students. Students are assigned advisors as pre-nursing students and are followed throughout their plan of study in the School of Nursing. Documentation, follow-up, and one-on-one advisement sessions are encouraged during early registration to meet students and work with them to plan each semester.

WEAKNESSES

1. Students that begin under other majors and then change to nursing need to be updated in university data base as pre-nursing. Many students, even after entering our actual program, still come up as pre-med, social sciences, etc. on rolls and in data bases.
2. When next survey is administered need to make sure that our RN/BSN students are included in the participant pool. These students' courses are primarily online and meet occasionally either at the Greenville Higher Education Center or the Coahoma County Higher Education Center, not necessarily on campus. Only those students admitted to the School of Nursing are given to faculty on advisor lists. ITS states that there is no way to pull pre-nursing advisees from the data base and provide the department with a list.
3. Students who are pre-nursing applicants need socialization with current nursing students and faculty on a non-academic basis.
4. Students use PIN# after leaving School of Nursing faculty offices to drop/add courses through campus pipeline without seeking feedback from faculty advisor.

GOALS

1. Work in conjunction with Registrar's Office and or Enrollment Management to declare all pre-nursing students.
2. Ensure that RN/BSN students are included in survey.
3. Obtain email addresses of all declared pre-nursing students. Plan a "Get Acquainted" social event to facilitate pre-nursing students meeting currently enrolled nursing students.
4. Work with Registrar to delineate policies regarding drop/add and instructor signature and approval.

CHALLENGES

1. Registrar may not be aware of change in major. Need to develop a method to include registrar in loop of communication regarding change of major.
2. This survey is not available on-line and may only be administered on campus. RN/BSN students on campus once or twice a semester.
3. Attendance required to ensure that students participate. Ensure faculty update student files at each registration session to include email, current home/school address, and phone numbers.
4. Drop/add out of control of School of Nursing faculty advisor. Policies must be developed through proper academic channels.

RESOURCES NEEDED

1. N/A
2. On-line survey from QEP and/or scheduled date so survey can be given.
3. Cafeteria to provide meal(s) for event. Sponsor(s) to donate money and/or gifts. Outside funding.
4. Policies from Registrar for drop/add following initial registration.

TIME TABLE

1. Needs to be implemented as soon as possible; no later than Summer 2004.
2. Next QEP survey date.
3. Fall 2004 – first weekend before early registration.
4. Needs to be implemented as soon as possible; no later than Summer 2004.

MEASUREMENT STRATEGY

- 1a. All nursing and pre-nursing students will be listed in academic database as declared nursing majors.
- 1b. Registrar's Office/Enrollment Management will develop tracking method to track students who change major while enrolled at Delta State University.
2. Survey will be administered to RN/BSN students during next administration of QEP survey.
- 3a. Student participation in "Get Acquainted" social event will provide verbal and written feedback for continuation and future events.
- 3b. Student survey item related to socialization on QEP survey will reflect a positive change.
- 3c. Support through donations/gifts will be attained.
4. Fewer or no students will be allowed to drop/add courses following initial registration without instructor feedback and signature.