

UNIVERSITY OF NORTH FLORIDA
BROOKS COLLEGE OF HEALTH
SCHOOL OF NURSING
ANNUAL REPORT 2005-2006

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The School of Nursing submitted a five year review this past year. Some of the material presented in this annual report is duplicated from the five year review.

I. Brooks College of Health/School of Nursing Strategic Plan 2005-2010

Mission. The mission of the SON is grounded in the missions of the University to “contribute to the betterment of society,” and the College of Health to “educate students in the health professions through excellence and innovation in teaching, scholarly activities, and service” and is explicated in the current SON goal of strengthening existing community partnerships. The SON further fulfills the University mission by following the four guiding principles identified by President Delaney in his inaugural speech.

Commitment to Excellence. Traditionally, excellence in nursing is described as a state or quality of the profession to provide superior care of those who are sick or injured primarily in hospital settings. The transformation of health care delivery over the last two decades has mandated a curriculum change for schools of nursing. The SON has risen to meet that challenge. Current graduates are well-prepared in providing quality care to those needing nursing services in a variety of settings. Additionally, the SON provides quality instruction to each student through out the curriculum. All students at the SON are afforded a variety of learning opportunities including clinical experiences at all area hospitals, outpatient centers, and community centers in the greater Jacksonville area. Graduates from the SON consistently pass the national licensure exam at rates above the national and state averages. One hundred percent graduates from the SON have jobs in their area of interest upon graduation.

Commitment to Focus. The SON has developed and implemented an innovative community-based baccalaureate nursing curriculum with a population focus. The vision of the UNF SON is the development of the student as a professional nurse practicing in and enmeshed within a community. This has allowed for the development of a unique program for community-based nursing and may be an exemplar for other programs at UNF and for other universities. This curriculum has been awarded the status of the First Flagship program at the University of North Florida.

Commitment to Relevance. The United States continues to experience an overwhelming shortage of registered nurses prepared at the baccalaureate level. The greater Jacksonville area is no exception. The SON is committed to relevance and collaboration with a focus on meeting community defined needs. A well known response to community needs was the increase in pre-licensure student enrollment by 66% over the past 3 years to help meet the current shortage of nursing. This was possible through the generous gift from eight local hospitals.

A local *Town and Gown* study (Jacksonville Community Council, Inc., 2004) emphasizes the need for deliberative collaboration among the Jacksonville community

and its higher education institutions to improve quality of life in our area. The SON has demonstrated relevance by developing partnerships with multiple communities with emphasis on underserved or vulnerable populations through the community-based curriculum. One of these partnerships has allowed the SON to work with the Health Departments of Nassau, Baker, and Clay counties through the NE FL Area Health Education Center (AHEC) to develop and implement a program to combat obesity within school-age children. Another partnership has been developed with the Pine Forest Neighborhood where students work with community leaders to address some of the health needs of local residents. There is an existing partnership with City Rescue Mission through which nursing students help to meet the health care needs of mission residents, including direct nursing care and health education. Finally, the SON has a faculty member who is jointly appointed as the Clinical Director at Volunteers in Medicine, Jacksonville to provide primary care to the growing number of uninsured. SON students participate in clinic operations. These are just a few examples of some of the community agencies with which the SON collaborates. The Appendix provides examples of community response to UNF SON student participation in the community.

Commitment to Accountability. The SON demonstrates accountability through an ongoing evaluation plan to ensure continuous improvement of the program. Data are regularly collected and analyzed on alumni satisfaction, employer satisfaction, graduation rates, employment rates, and pass rate on the national licensure exam. The curriculum committee reviews the curriculum on a routine basis to address issues of relevance to current health care needs. The evaluation committee reviews the SON evaluation process as identified in the evaluation plan.

The SON is also accountable to the nursing profession through adherence to professional nursing education standards defined by the American Association of Colleges of Nursing (AACN) in *The Essentials of Baccalaureate Education for Professional Nursing Practice* (1998). Through our community-based curriculum, we have answered the challenge to produce reflective, socially engaged practitioners by providing learning experiences beyond the traditional classroom and outside the conventional acute care setting. The SON is accredited by the Commission on Collegiate Nursing Education (CCNE) for both the baccalaureate and masters degree programs and by the National League for Nursing Accrediting Commission (NLNAC) for the baccalaureate program. The Nurse Anesthesia Program is seeking accreditation by the Council on Accreditation for Nurse Anesthesia Educational Programs (COA).

Goal #1 The SON will establish and maintain excellent instruction in the discipline of Nursing.

Action 1A: The SON will maintain accreditation for all programs.

Outcome: The SON will maintain accreditation by CCNE and achieve Full accreditation by COA.

Evaluation: Accreditation by CCNE is active and in good standing. The Nurse Anesthesia Program received full accreditation from COA in June 2006.

Person Responsible/Timeframe: L. Loriz & J McDonough/ Ongoing

Continuous Improvement: Continuous evaluation plan in place. Evaluation

committee reviews standards on a predetermined cycle.

Action 1B: The SON will provide faculty and staff the resources needed to engage students in individualized learning opportunities.

Outcome: Course releases available for Pre-licensure coordinator, RN-BSN coordinator, and Accelerated coordinator. Course releases also available for faculty engaged in home-based activities.

Evaluation: Course releases provided to all faculty involved. Students have a program coordinator to address their issues/concerns. Students have one faculty available to assist and direct them in their home based activities throughout the curriculum.

Person Responsible/Timeframe: L. Loriz/ongoing

Continuous Improvement: Continuous evaluation plan in place. Faculty and student satisfaction surveys completed on a cyclical basis. Considering separate cohorts for RN-BSN and Accelerated students.

Goal #2: The SON will focus its resources.

Action 2A: The SON will prioritize growth and new programs based on community needs, student interest and availability of resources.

Outcome: Explore curriculum plan with start dates and summers to determine if 3 cohorts of pre-licensure students can be accommodated through the system.

Enroll the first cohort of nurse anesthesia students in Fall 2006.

Develop the Doctorate in Nursing Program for implementation in 2007.

Person Responsible/Timeframe: MSN Faculty/ NAP- 8/2006, DNP- 8/2007

Evaluation: 20 Applicants selected for first nurse anesthesia cohort. LBR submitted to provide resources for increased growth of pre-licensure program. DNP curriculum is under review by consultant.

Continuous Improvement: Continuous evaluation plan in place.

Consider admitting 3 cohorts of pre-licensure students after evaluating impact on faculty and students.

Action 2B: The SON will utilize Flagship resources in a prudent and responsible manner.

Outcome: Yearly reports of Flagship activities and budget. NIH grant received in 2006.

Evaluation: Faculty development activities ongoing. Increase participation by faculty in home-based activities. Flagship outcomes becoming evident.

Person Responsible/Timeframe: B. Kruger/ Ongoing

Continuous Improvement: SON has a timeline for Flagship activities and outcomes. These activities are reported on a monthly basis to the Faculty committee. Please review Flagship Year 1 Report.

Goal #3: The SON will remain relevant to the community, region, and beyond.

Action 3A: The SON will recruit and hire faculty who add diversity and expertise to the program.

Outcome: The SON will hire 2 faculty members ASAP. SON will obtain additional faculty lines for NAP program (2-2006) and new DNP program (1-2007)

Evaluation: Ongoing search, have not found qualified applicants with the needed expertise for the programs.

Person Responsible/Timeframe: L. Loriz/ NAP-2006 (2); DNP -2007 (1)

Continuous Improvement: Continuous evaluation plan in place. Will review the Search plan and revise as needed. Continue to explore new strategies for recruitment of faculty.

Action 3B: The SON will seek opportunities for community-based service-learning.

Outcome: Data collected to evaluate home-base and other community-based clinical experiences.

Evaluation: There is increasing satisfaction with teaching load for home-based faculty. Students express increased satisfaction and understanding of home-based activities. Service-learning objectives developed for home-based experiences.

Person Responsible/Timeframe: Faculty/Ongoing

Continuous Improvement: Continuous evaluation plan in place. Home-based evaluations performed on a yearly basis.

Action 3C: The SON will serve the citizens of the region by developing programs in consideration of community needs.

Outcome: Nurse anesthesia program opens and enrolls first cohort of students in Fall 2006. Development of DNP program for Fall 2007.

Person Responsible/Timeframe: L. Loriz/Ongoing

Evaluation: Nurse Anesthesia Program received full accreditation by COA. First cohort of students selected and to enroll in Fall 2006. DNP curriculum under review by consultant.

Continuous Improvement: Continuous evaluation plan in place.

Action 3D: The SON will increase scholarly activities in partnership with community representatives.

Outcome: Currently have started looking at research opportunities with community partners out of three different sites (Pine Forest, Beaches, JCCI). Exploring other areas for research.

Person Responsible/Timeframe: SON faculty/Ongoing

Evaluation: Have started partnerships for research, Need development of grants out of community scholarship.

Continuous Improvement: Continuous evaluation plan in place. Collect Data at VIM regarding impact of collaboration, Develop evaluation tools for community partners to evaluate student interventions.

Goal #4: The SON demonstrates accountability through appropriate forms of self reflection.

Action 4A: Review and as appropriate modify all academic programs and administrative processes.

Outcome: The curriculum is developed in accordance with the mission, goals and expected outcomes of the program and reflects professional nursing standards and guidelines.

Person Responsible/Timeframe: Curriculum Committee/ Ongoing

Evaluation: There is congruence between teaching-learning experiences and expected outcomes. National accreditation is maintained.

Continuous Improvement: Continuous evaluation plan in place.

Action 4B: The SON continues to maintain licensure and certification pass rates above the National and State averages.

Outcome: For 2005 the Pass rate on the NCLEX exam was below State average at 81%.

Person Responsible/Timeframe: Pam Chally, Li Loriz, & SON Faculty/ Ongoing

Evaluation: This pass rate, although not unexpected, is below the SON standards.

Continuous Improvement: Continuous evaluation plan in place. Faculty have been addressed regarding the need to increase rigor of exams. Changes have been made to some core courses in order to be more consistent with the NCLEX blueprint. This past year the SON purchased review materials for all students and has implemented a process for content testing at the end of each semester, scores are reported as individual in relation to SON and also in relation to National standing. Students must remediate when their scores fall below designated level.

II. Student Learning Outcomes

The expected learning outcomes are listed in the terminal objectives of both programs, which are derived from the SON philosophy and conceptual framework. Articulation of Program Objectives with the SON Philosophy and Conceptual Framework can be found in Appendix A. The academic learning compact for the baccalaureate students is presented below.

Baccalaureate Objectives

A graduate of the BSN program should be able to demonstrate the following:

Content

- Apply knowledge from nursing science, natural and social sciences, mathematics and the humanities when making clinical judgments in providing and designing care for individuals, families and communities.
- Use the UNF Adaptation Framework as a basis for professional nursing practice.

Critical Thinking

- Use critical thinking skills through the nursing process to promote, maintain and/or restore an optimal level of health for individuals, families and communities throughout the lifespan in a variety of environments.
- Participate in research, evaluate nursing interventions and outcomes, and integrate scientific findings into evidence-based professional nursing practice.
- Establish goals for future personal and professional growth through commitment to lifelong learning.

Communication

- Demonstrate beginning leadership and interdisciplinary collaboration skills in the provision, delegation, supervision, and coordination of care.
- Demonstrate ethical professional behavior with patients, colleagues and others in fostering patient advocacy and professional accountability.
- Incorporate in practice the professional nursing standards, effective written and verbal communication skills, and the use of media resources and information technology.

In addition to learning objectives with focus on Knowledge, Critical Thinking, and Communication, the SON must demonstrate to the accrediting body where in the curriculum are certain core components taught. Appendix B offers examples of where these components are taught in the curriculum and behaviors expected of students that will demonstrated satisfaction of this objective.

Assessment Tools

The School of Nursing uses a variety of Assessment tools. *Clinical Areas.* In the clinical areas all students are evaluated by a faculty member through the use of an evaluation tool. These evaluations are on a pass/fail basis. Either the student demonstrates these skills or does not. The students also have the opportunity to evaluate the clinical site and their clinical instructor by using a standardized evaluation form. During the final capstone clinical, the student is evaluated by a preceptor using a form developed by the School of Nursing. The student has the opportunity to evaluate the preceptor. *Courses.* Students are expected to pass all examinations with an average grade of 70 or better. Once the test average is achieved, then all other grades are included in the calculation of the final course grade. Papers are graded based on given criteria. Many classes are co-taught in the School of Nursing. In these situations, faculty often will both grade a paper separately in order to ascertain there is consistency in grading. In some courses, faculty will grade one assignment or another in order to be consistent with the grading of an assignment. Peer evaluation is also required in many courses, where students will evaluate each others presentation. The peer evaluations are also graded. Oral presentations require the use of information technology, another area in which students are evaluated. *Service learning/Community.* Service learning experiences are evaluated by the use of reflective journaling. Through these journals students must explain what

they did, what their actions meant and how this activity has changed them or how they will change their future actions.

Portfolios. The School of Nursing utilizes portfolios as a means of measuring how well students met the program objectives. Through the portfolio, the students must address how they met each objective and present evidence (example of student work to represent this objective) for such. This portfolio is graded for content, creativity and scholarly writing as citations are expected throughout the portfolios. *Licensure Exam.* All graduates from the program must take the National licensure exam (NCLEX). The School of Nursing has consistently achieved passing rates above the National and State averages on the NCLEX exam. *Employment.* Another measure of successful completion of program objectives is the employment rates of the graduates. The graduates from the pre-licensure program have consistently achieved very high employment rates in the area of their choice.

Graduate Objectives

The terminal objectives for the MSN program build upon the objectives for the undergraduate program. In addition, The MSN curriculum must include essential elements as identified by the AACN, National Association of Nursing Clinical Specialists and the Nursing Task Force Standards. The articulation of these objectives is illustrated in Appendix C.

A graduate of the MSN program should be able to demonstrate the following:

1. Synthesize theory and research to develop a conceptual framework for advanced nursing practice.
2. Demonstrate competency in the advanced practice role in delivering comprehensive care to individuals and families in a variety of community settings.
3. Incorporate theory and research findings into advanced clinical practice.
4. Collaborate and consult with family members and other professionals.
5. Assume responsibility and accountability for independent nursing practice and improvement of health care.
6. Analyze nursing practice, health policy, and legal, social and ethical issues as they impact health care.
7. Contribute to professional leadership in nursing through education, research, and collaborative practice.
8. Demonstrate a commitment for continued professional growth through self-directed learning.
9. Implement the research process by conducting a research project or thesis.

Please refer to Appendix D for identification of where specific content and skills are taught and Appendix E for examples of Teaching-Learning opportunities for the graduate curriculum.

Assessment Tools

The School of Nursing uses a variety of assessment tools to evaluate achievement of outcomes. *Clinical Areas.* In the clinical areas all students are evaluated by a clinical preceptor in conjunction with the faculty member through the use of evaluation tools. These evaluations are on a pass/fail basis. There are specific behaviors expected of the students at various stages of the program. The students also have the opportunity to evaluate the clinical site and their clinical preceptor by using a standardized evaluation

form. *Courses.* Students are expected to pass all examinations with an average grade of 75 or better. Once the test average is achieved, then all other grades are included in the calculation of the final course grade. Papers are graded based on specified criteria. Many classes are co-taught in the School of Nursing. In these situations, faculty often will both grade a paper separately in order to ascertain there is consistency in grading. In some courses, faculty will grade one assignment or another in order to be consistent with the grading of an assignment. Peer evaluation is also required in many courses, where students will evaluate each others presentation. The peer evaluations are also graded. Oral presentations require the use of information technology, another area in which students are evaluated. *Comprehensive Exam.* During the last semester of the nurse practitioner program, all students are expected to successfully pass a comprehensive exam with a 75% average. *Master's Project/Thesis.* All graduate students are expected to complete either a masters project or thesis. The project can be in the form of pilot study for future research, collaboration with a faculty member in the faculty's research, or an integrated literature review submitted for publication. The thesis must be research generated and conducted by the student. *Certification Exam.* All graduates from the program are expected to take one of the two National Certification Exams in the area of Family Nurse Practitioner. The School of Nursing has consistently achieved passing rates above the National averages on the certification exams. There is no State average for this exam. *Employment.* Another measure of successful completion of program objectives is the employment rates of the graduates. The graduates from the nurse practitioner program have consistently achieved very high employment rates in the area of their choice.

ASSESSMENT OF STUDENT LEARNING OUTCOMES

Baccalaureate

All baccalaureate students achieve a 70% or better on all exams in order to progress to the next course. Students that have not successfully passed three courses are dismissed from the program. (Please refer to section on retention and recruitment). In addition, all students pass the clinical portion of their courses prior to advancing to the next course. If a student does not successfully pass the clinical portion of the course, this constitutes a failure. Failure in three courses constitutes dismissal from the program (Please refer to section on retention and recruitment). All students that graduate from the baccalaureate nursing program have demonstrated their ability to meet all program objectives through: 1) successful completion of all courses, 2) successful completion of student portfolios, 3) above National and State averages on the NCLEX exam (86% last year), and 4) successful employment post graduation (100%).

Graduate

All MSN graduates achieve a 75% or better on all exams in order to progress to the next course. Students that have not successfully passed any course are dismissed from the program. This includes the comprehensive program exam. (Please refer to the section on retention and graduation). In addition, all students pass the clinical portion of their courses. If a student fails to pass the clinical portion of the course, this constitutes a course failure and dismissal from the program. (Please refer to section on retention and recruitment). No student is allowed to graduate without completion of the graduate Thesis/ Project. (Please see Appendix F for examples of graduate Thesis/Projects). MSN graduates consistently have a pass rate on the National Certification Exam which is above

the National average (86-90%). The MSN graduates average a 98% employment rate as advanced practice nurses within six months of graduation.