

Traditional BSN Comprehensive Program Review

General and Overview

1. **Describe your program's most significant opportunities and significant challenges.**

This program is launching during a pandemic providing both opportunities and significant challenges. Opportunities including the ability to support COVID vaccine programs in our area.

Significant challenges are many. Students and faculty who test positive for COVID are unable to participate in their clinical course. Clinical agencies (hospitals and LTC) closed their doors to students in an attempt to reduce the burden on limited supplies of Personal Protective Equipment (PPE). Those units that are accessible to students and faculty limit the number of students allowed to half (4 instead of the usual 8). This reduction results in a doubling of the instruction costs for clinical.

Another challenge is the challenge of “building” a clinical learning skills lab while there is limited access to campus. The chair worked closely with facilities management and staff in IT to ensure the technology and physical facilities are ready for the spring 2021 semester. Between limited funds and access to supplies, we are preparing for the launch.

Another challenge to this young program is an impending nursing faculty shortage. The majority of the existing nursing faculty are within 5 to 10 years of retirement. These expert online educators continue to teach in the growing number of online programs offered by the Nursing & Health Studies programs. As we hire new faculty, it is critical that we onboard faculty (permanent and ad hoc) with recent clinical experience.

Curriculum Development- The Traditional BSN program includes a concept-based curriculum that uses a variety of web-based e-books, and other resources. Course development must be coordinated and map the concepts in such a way that they build on but don't duplicate previously taught content. Two of the newest lecturers along with the NHS chair spent hours developing courses and policies (dress code, progression, etc.) in order to be ready for the spring term.

2. **What are some things that would help make your program and its students more successful?** (Narrative)

The resources needed to make the program successful are additional faculty and staff to support the growing student needs. For example, at a time when we added 2 additional programs, we reduced our professional advising team by .75 FTE. We have more recruitment activities and many more pre-nursing students desiring individual advising.

In addition, as the program continues to develop, we will need additional clinical coordination support. Each student must complete online health and caregiver background check requirements. These must be reviewed by an NHS staff person to ensure they satisfy the Greater Green Bay Healthcare Alliance requirements. This is in

1/18/2021

addition to the work they complete for the RN-BSN and MSN programs. There are ongoing requirements such as annual TB skin tests and influenza vaccines that must be completed. Ultimately, the addition of a prelicensure BSN program serves the community but with this comes more than double the effort to onboard these students.

3. **What are some program accomplishments worth highlighting?** (Narrative)

At this time, it is too new to highlight accomplishments.

4. **Have there been any significant changes that have affected your program?** (Narrative)

As noted above, the COVID-19 pandemic affected the launch of the program quite extensively due to limited clinical sites and capacity.

5. **Where do you want your program to be 5 to 7 years from now?** (Narrative)

In 5 to 7 years, I hope to report that the Nursing Licensure Exam pass rates far exceed the national average and are the highest among local nursing programs in northeast Wisconsin. That graduates are sought after to fill nursing positions in our area and in the state. I also hope to report that the applicants to the program far exceed the minimum entrance requirements. I would also like to report that nursing programs across the country contact us to learn about our Concept-based curriculum.

Demand

It is interesting that all students are female, the majority are first generation college students, and transferred from another institution.

Internal

1. Program goals (Mission, vision, learning outcomes; present as narrative/lists)

Mission

Baccalaureate and graduate programs provide high quality, student-centered nursing and health profession education that builds on prior experiences, knowledge and skills. Students are inspired to think critically and address complex health issues in a diverse and evolving world, conscious of environmental sustainability. These programs transform communities by improving health and healthcare delivery.

Program Outcomes: By the end of the BSN program, the individual will be able to:

1/18/2021

- Engage in professional nursing practice that is patient-centered and culturally appropriate for individuals, families and communities. (VIII, IX)
- Demonstrate clinical judgement through the delivery of evidence-based nursing care across the lifespan. (III & IX)
- Integrate principles of quality improvement, safety, and sustainability into nursing practice within healthcare organizations and systems. (II)
- Use knowledge sources effectively to deliver health promotion, disease prevention strategies designed to improve population health outcomes. (VII)
- Demonstrate leadership and caring behaviors via advocacy, fiscal awareness, and analysis of health policy in dynamic healthcare environments. (V, VIII)
- Engage in effective communication and interprofessional collaboration in the delivery of health care for quality patient outcomes. (VI)
- Use technologies for the management of information, delivery of patient care, and to support nursing innovation. (IV)

2. Curriculum development (Lists, brief narrative if appropriate)

| Apply to Professional Major | | | | |
|---|--|------|--|---------|
| Year 2 Nursi ng Majo r | BIOLOGY 323/324: Principles of Microbiology | 4 cr | NUR 240: Intro to Professional Nursing Concepts | 2 cr |
| | PSYCH 343: Adult Development & Aging | 3 cr | NUR 250: Communicating and Managing Healthcare Information | 2 cr |
| | NUT SCI 202 or NUT SCI 250 | 3 cr | NUR 260: Healthy Aging and Chronic Care Management | 3 cr |
| | COMM SCI 205: Social Science Statistics | 4 cr | NUR 270: Basic & Intermediate Nursing Skills and Simulation | 2 cr |

1/18/2021

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|---|--|------------------|---|------------------|
| | COMM (Choose one) | 3 cr | NUR 280: Pathophysiology Concepts for Nursing Practice | 3 cr |
| | | | NUR 290: Foundations Practice: Experiential Learning | 2 cr |
| | | | Gen Ed or Nursing support (SOC SCI) | 3 cr |
| | Total | 17 cr | Total | 17 cr |
| Year 3 Nursi ng Majo r | NUR 300: Pharmacology for Nursing Practice | 3 cr | NUR 350: Professional Development I: Nursing Theory, Image, and Ethics | 3 cr |
| | NUR 310: Health Assessment for Nursing Practice | 3 cr | NUR 360: Health & Illness Concepts II | 3 cr |
| | NUR 320: Health & Illness Concepts I | 3 cr | NUR 370: Evidence-Based Practice: Translating Research to Practice | 2 cr |
| | NUR 330: Health & Illness Concepts I – Advanced Nursing Skills/Simulation/Practicum | 3 cr | NUR 380 Health & Illness Concepts II Practicum | 2 cr |
| | NUR 340: Quality Improvement | 2 cr | NUR 390: Leadership for Sustainable Healthcare: Health | 3 cr |
| | Gen Ed or Nursing Support (HUM) | 3 cr | | |
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|---|--|------------------|---|------------------|
| | | | Disparities, Health Equity, & the Nursing Profession | |
| | Total | 17 cr | Gen Ed or Nursing Support (ETS or GC) | 3 cr |
| | | | Total | 16 cr |
| Year 4 Nursi ng Majo r | NUR 400: Nursing Care of the Childbearing Family | 3 cr | NUR 450: Health & Illness Concepts III: Complex Care | 3 cr |
| | NUR 410: Behavioral Health Nursing | 3 cr | NUR 461: Care Transitions Immersion Practicum | 4 cr |
| | NUR 420: Nursing with Diverse Population Practicum | 2 cr | NUR 470: Professional Development: Navigating the Nursing Profession | 2 cr |
| | NUR 430: Population/Community Health Nursing | 3 cr | NURS 480: Leadership: Nursing in an Evolving Healthcare System | 3 cr |
| | NUR 440: Population/Community Health Nursing Practicum | 1 cr | Gen Ed or Nursing Support (if nursing not approved) | 3 cr |
| | Gen Ed or Nursing Support (FA) | 3 cr | | |
| | Total | 15 cr | Total | 15 cr |

3. **Connections to other programs** (Lists, brief narrative if appropriate)

The nursing program includes several natural and social science courses. To be eligible to apply to this competitive program, students must demonstrate completion of 3 of the 4 required science courses, along with other nursing support courses.

4. **Number of courses offered** (Overall number provided in materials. Chairs: short commentary if appropriate. Provide a sub-grouping of various modalities by percentage. For example, what percentage of your program is available online, hybrid, etc.?)

The nursing faculty are prepared to teach 5 of the courses this spring. While we planned to teach these courses face-to-face, we needed to switch our course modality due to COVID capacity. At this point, all but the Skills and clinical courses will be taught online.

5. **Diversity of students, faculty, and curriculum** (Overall number provided in materials. Chairs: short commentary if appropriate; provide examples from curriculum if appropriate.)

Eleven of the 35 admitted Traditional BSN students represent a diverse racial/ethnic group. We are very excited that this cohort is racially diverse, however it lacks diversity in gender with all female students. The faculty lack diversity in race and gender.

6. Gen Ed, FYS/GPS, CCIHS (Lists)

We are not offering Gen Ed, FYS/GPS, or CCIHS classes.

7. **Program support and staffing** (Chairs: History, trends, and future needs. Depending on program, could be connected to accreditation.)

While the admitted students represent the tip of the iceberg in terms needed support, the number of pre-nursing students needing advising support is at least three times that number. In fact, many students (not currently enrolled at UWGB) seek advising support. Unfortunately, our 1.75 advisors are struggling to keep up with the advising needs of all the programs under their control. Admitted Traditional BSN students are being advised by a faculty member which alleviates the advising burden.

8. **Cost per credit hour** (TBD)

Usual

1/18/2021

External

1. Outreach: student/faculty partnerships, collaborations, participation with organizations or individually (Lists)
 - We are members of the Greater Green Bay Healthcare Alliance
 - We have negotiated clinical placements with Advocate Aurora, HSHS, and several Long Term Care agencies.

2. Contributions to regional infrastructure (Lists)
Not at this time.

3. Scholarly activity of faculty (Lists that are not all-inclusive; maybe seek to highlight the different areas/types of activity)

Student Success

1. **High-impact practices and individualized-learning opportunities (Some data provided; lists and/or brief narrative)**
Students will be engaged in clinical rotations beginning in the sophomore year and each semester thereafter. These high impact practices will include participation in COVID vaccination activities where allowed.

2. **Retention (TBD. Note: if program-level data is not provided, maybe list some things your program does that you believe aid in retention.)**
First semester of this new program.

Mission Relevant

1. **Relevance to mission** (Narrative or lists as appropriate)
Clearly the traditional BSN program is designed to support the healthcare needs of Northeast Wisconsin. The curriculum and faculty engage students in problem-based learning activities that represent real health challenges.

2. Cultural enrichment (Narrative or lists as appropriate)
NA

3. Access (Does the program have any agreements with other institutions? For example, a transfer agreement with a technical college.)

1/18/2021

Not at this time.