

## **NURSING**

### **Mission Statement**

*The mission of the University of West Florida Nursing Program is to educate the student as a professional nurse – one who is a clinical generalist, a leader, and a lifelong learner.*

*The nursing graduate of the UWF program will be capable of using the nursing process with clients of all ages, with diverse backgrounds in a variety of health care settings. The program develops and refines clinical skills and stimulates the awareness of research applications, the practice of active inquiry, the ability to think and respond critically, and the desire for advanced study. This baccalaureate program provides a service to the health care community by increasing the number of nurses who practice professional nursing. The program also serves the populations' health needs by providing quality nursing care.*

### **Student Learning Outcomes**

UWF Nursing graduates should be able to do the following:

#### **Content**

- Use the concepts of nursing theory, research, and practice, based on the foundation of the arts and sciences courses, in the provision of care to diverse clients of all ages
- Employ theories and principles of leadership/management in the provision of quality nursing care
- Describe and use appropriate teaching-learning theories to design, implement, and evaluate educational experiences with clients of all ages and abilities

#### **Critical Thinking**

- Use effective critical thinking skills (e.g., observation, analysis, synthesis) through the nursing process to provide and direct quality care to diverse clients of all ages
- Incorporate socio-cultural, ethnic, religious, and other unique individual considerations in the plan of care
- Evaluate and implement research findings in own evidence based nursing practice

#### **Communication**

- Apply therapeutic communication techniques to nurse-client relationships
- Demonstrate effective written and oral communication as a member of the interdisciplinary health care team
- Uses media resources and information technologies to enhance knowledge base
- Create and deliver professional presentations using a variety of media

## **Integrity/Values**

- Demonstrate accountability, responsibility, authority, and professionalism based on the American Nurses Association Code of Ethics in own professional nursing practice
- Explain the need for lifelong learning and describe a feasible plan for professional development
- Function as a beginning leader/change agent through participation in community, governmental, and professional agencies/groups/organizations

## **Project Management**

The Project Management learning domain in nursing is organized into four categories with related student learning outcomes. The four broad categories with associated specific student learning outcomes are:

### **Project Conceptualization**

- Selects and defines a realistic problem to be solved
- Integrates discipline concepts, resources, and research appropriately

### **Self-regulation**

- Sets appropriate goals for completing project
- Manages appropriate time-frame

### **Team-work Skills**

- Fulfill responsibilities as team member
- Assesses quality of contributions of each team member accurately

### **Project Delivery**

- Delivers a quality project on time
- Effectively presents results using oral, written, and/or visual means

## **Assessment of Student Learning Outcomes**

Evaluation of student achievement of these learning outcomes will occur in each of the nursing courses in the student's curriculum. It will be supplemented with Educational Resources Incorporated (ERI) data when available (generic students only). The capstone courses, NUR 4827 Nursing Management & Leadership and NUR4945L Nursing Management & Leadership Clinical Lab, will evaluate the learning outcomes through faculty and student evaluation. Additionally, the student learning outcomes will be evaluated on a nursing exit survey by each graduating student, upon completion of degree requirements and at one and three years post graduation.

## **Jobs Prospects for Nursing**

Intensive Care

Coronary Care

Out Patient Surgery

Pediatrics

Adult/Medical/Surgical Transplant Units

Nursing in correctional Institutions

Geriatrics

Oncology Nursing

Sport Medicine

Military Nursing

Public Health Nursing

Operating Room

Out Patient Clinic

Maternal-Infant (Obstetrics)

Dialysis

School Health Nursing

Industrial Health Nursing

Palliative Care

Orthopedic Nursing

Psychiatric/Mental Health Nursing

Veterans Administration

*Find out more about Nursing at UWF:*

<http://uwf.edu/nursing/>

## Overview

The Nursing Program has designed and supports Academic Learning Compacts (ALCs) for the following program:

### BSN

### RN – BSN Plan of Study

## Justification for Staged Implementation

To develop sustainable plans for data collection leading to systematic review of these programs, the Nursing Program proposes an assessment plan broken into four stages, as follows:

Stage	Time Frame	Action Plans and Associated Tangible Products
1	Summer 2005	<p><b>REVIEW, REFINE, or DESIGN ASSESSMENT PLANS</b> incorporating direct and indirect measures of evaluation for:</p> <ul style="list-style-type: none"> <li>• BSN Plan of Study</li> <li>• RN – BSN Plan of Study</li> </ul> <p>Identify target assessment strategies for each plan of study</p> <p>Identify initial set of tools for direct and indirect assessment of each plan of study</p>
2	Summer 2005	<p><b>Design tools for INDIRECT ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>• Incorporate standard 3/5-part Likert scale, multiple choice, fill in the blank feedback on program-related student learning outcomes (SLOs) within currently used exit survey</li> <li>• Collect baseline data from exit survey from Spring 2005 graduates</li> <li>• Refine exit survey as needed based on analysis of baseline data</li> <li>• Request program-specific data from Commission on Collegiate Nursing Education (CCNE) survey and compare to exit survey analysis for additional refinements</li> </ul>
3	Fall 2005- Spring 2006	<p><b>Design tools for DIRECT ASSESSMENT</b></p> <p>Review/restructure syllabi in each course within a “capstone pathway” to ensure compliance with stated SLOs in related program ALCs</p> <ul style="list-style-type: none"> <li>• Design/review data collection plan within “capstone pathway” courses to: <ul style="list-style-type: none"> <li>◦ Identify exact SLO-linked materials to be collected in each course</li> <li>◦ Identify exact evaluation rubric to be submitted with collected materials to measure compliance with proposed SLOs</li> <li>◦ Identify exact process for selecting random subset of students for assessment</li> </ul> </li> <li>• Collect baseline data from students in courses in Fall 2005-Spring 2006</li> <li>• Refine process of direct assessment as needed on analysis of baseline data</li> <li>• Define exact materials to be retained from list above for documenting direct assessment of seniors</li> <li>• Request 2005 new graduate NCLEX results for baseline data and analysis</li> </ul>
4	Summer 2006- Fall 2006	<p><b>EXTEND ASSESSMENT PLANS</b> to:</p> <ul style="list-style-type: none"> <li>▪ Electives offered by nursing</li> <li>▪ Courses in program outside “capstone pathways” and general education</li> </ul>

**Summer 2005**

**Stage 1: Assessment Plan for BSN Plan of Study and RN – BSN Plan of Study**

The ALCs associated with the Nursing Program in the BSN Plan of Study and RN – BSN Plan of Study are based on the knowledge and skills students acquire in the courses forming the core “capstone pathways” of these plans of study.

The Nursing Program’s assessment plan for these program calls for the identification of at least one direct and indirect measure of assessment for each program. The indirect measure of assessment will initially be based on an exit survey, supplemented with (Educational Resources Incorporated (ERI) data (when available). For direct measures of assessment, a number of items will be collected beginning in Fall 2005 from the courses listed below to ensure SLO compliance across the five dimensions of Content, Critical Thinking, Communication, Integrity/Values, and Project Management. The following items within each course and their relationships to programmatic SLOs have initially been identified for these purposes:



**\*Use of Information:** After baseline data has been collected as described in the staged plan above, data from these sources will be reviewed annually for programmatic review. Copies of derived action plans resulting from these annual meetings will be forwarded to the Dean and summarized for 5-year program reviews.