

Appendix A
Mission, Program Goals, Expected Student Outcomes, Curricular Threads, and
Philosophy of Nursing Program
Mission

The mission of the Nursing Program is to prepare professional nurses to practice from a holistic, caring framework in the delivery of safe, competent care. The Program is committed to creating an environment for learning which respects, nurtures, and celebrates social justice and cultural diversity among students, faculty, and staff. Support is provided for high quality nursing educational opportunities for individuals from disadvantaged backgrounds, including racial and ethnic minorities, who are underrepresented among nurses. Flexible educational tracks contribute to making the Nursing Program more accessible to the working adult learner. The Nursing Program is committed to providing the local community with graduates who will be able to help alleviate nurse workforce shortages, especially among the underserved vulnerable populations. Preparing students with the values and goals of higher learning and a foundation of education in the liberal arts and sciences is also an important goal of the Program. In addition, the Nursing Program faculty supports the University's mission of preparing students across the lifespan for the intellectual, ethical, and spiritual dimensions of contemporary work, civic, and family life.

Program Goals

To facilitate our unique mission we will:

- Promote academic excellence in the teaching and scholarly activities of our faculty
- Provide for a positive, nurturing, and caring educational environment that fosters independent learning, critical thinking, self-reflection, and the desire for continuing personal and professional growth
- Promote interactions and partnerships with our surrounding health care agencies and communities in the Washington DC Metropolitan area
- Build educational offerings and tracks that meet the evolving needs of the local students and health care communities
- Provide for innovative, supportive, high quality, and accessible academic programs
- Extend faculty expertise and interest through service to communities and professional organizations

- Promote and support diversity within the student population and university staff and faculty

Expected Student Outcomes

The expected student learning outcomes for the Nursing Program are derived from a variety of established professional nursing standards, including the American Association of Colleges of Nursing's (AACN) documents, *The Essentials of Baccalaureate Education for Professional Nursing Practice* (2008), the ANA Code of Ethics, and the *District of Columbia Municipal Regulations for Nursing Schools*.

At completion of the BSN Nursing Program, the student will be able to:

1. Value and integrate knowledge from the liberal arts and sciences as a means of making nursing judgments and understanding the human experience
2. Apply critical thinking in the nursing process using research-based knowledge and evidence based health care to individuals, families, groups, communities, and populations
3. Demonstrate professionalism as evidenced by self-reflection and applying values that epitomize caring: altruism, autonomy, human dignity, integrity, and social justice
4. Provide quality health care within a framework of competent, moral, ethical, safe, and legal practices
5. Perform technical skills competently which includes the use of computers, patient care technologies, and information management systems
6. Deliver safe, competent, humanistic care that respects a client's cultural, spiritual, ethnic, gender, and sexual orientation diversity within the practice of an increasing global, multicultural environmental
7. Evidence a beginning understanding of complementary and alternative modalities and their role in health care
8. Apply knowledge of health promotion, risk reduction, disease and injury prevention, and illness and disease management throughout the lifespan from the individual through the population levels
9. Communicate, collaborate, and utilize concepts of group dynamics in order to provide for safe, high quality patient care as a member of the health care team.

10. Demonstrate basic knowledge of nursing history, contemporary issues, healthcare policy, finance, and regulatory environments that impact quality improvement, nursing, healthcare costs, and healthcare delivery
11. Deliver nursing care as a provider, patient advocate, educator, and counselor within a holistic, caring framework in the assessment, planning, implementing, and evaluating of outcomes of patient care
12. Discuss the nurse's role and participation in emergency nursing situations, environmental disasters, and bioterrorism
13. Perform as a designer/coordinator/manager of care through leading, collaborating, delegating, negotiating, and evaluating within interdisciplinary systems
14. Articulate his/her professional identity as a member of the nursing profession in the role of advocate for the profession and respect for lifelong learning and advancement of the profession
15. Discuss the role of the nurse in collaboration with other health professionals and the public in the promotion of community, national, and international efforts to meet society's health needs and shape social policy

Curricular Threads

Curricular threads for the BSN program that are emphasized in every nursing course are:

1. Caring
2. Evidence-Based Practice
3. Critical Thinking
4. Diversity
5. Information Technology Systems
6. Safe and Competent Patient Care

The curricular threads are derived from the AACN Essentials document and serve to help with the design of the courses and as a framework for program evaluation.

Philosophy

Nursing is a discipline of knowledge and a field of professional practice grounded in caring. A professional caring nurse demonstrates qualities of altruism, autonomy, human dignity, integrity, and social justice. Nurses participate with members of other disciplines to advance human understanding to enhance personal and societal living within a global environment. The well-being and wholeness of persons, families, groups, communities, and populations are nurtured through caring relationships. The nature of being human is to be caring. Person is viewed as a unique individual dynamically interconnected with others and the environment in caring relationships.

Professional caring nurses take into consideration not only their clients' disease processes, but also their clients' personal values and illness experiences. They engage in care of themselves in order to care for others. Caring nurses reflect on their own beliefs, attitudes, and values as they relate to issues that impact professional practice, such as vulnerable populations, unethical practices, and diversity in a multicultural healthcare environment.

A supportive environment for learning is a caring environment, in which all aspects of the human person are respected, nurtured, and celebrated. Within this learning environment, collegial relationships with faculty and students are fostered. Nursing education prepares the baccalaureate generalist graduate to practice within a holistic, caring framework. Holistic nursing care recognizes the need to address the mind, body, and spirit, as well as emotions. These fundamental beliefs concerning caring express the values and guide the professional practices and teaching of the Faculty.

Appendix B
Exemplars of Congruency Among Mission, Program Goals, Expected Student Outcomes, and Professional Standards and Guidelines

Mission	Program Goals	Expected Student Outcomes	AACN Essentials of Baccalaureate Education (2008)	American Nurses Association Code of Ethics for Nurses	District of Columbia Municipal Regulations for Nursing Schools
<p>Preparing students with the values and goals of higher learning and a foundation of education in the liberal arts and sciences is also an important goal of the Program.</p>	<p>Promote academic excellence in the teaching and scholarly activities of our faculty</p>	<p>1. Value and integrate knowledge from the liberal arts and sciences as a means of making nursing judgments and understanding the human experience</p>	<p>Essential I: Liberal Education for Baccalaureate Generalist Nursing practice</p>		<p>The curriculum shall include didactic instruction in: Anatomy and physiology Chemistry Microbiology Mathematics Nutrition and diet therapy Pathophysiology Social and behavioral sciences The humanities</p>
<p>In addition, the Nursing Program faculty support the University's mission of preparing students across the lifespan for the intellectual, ethical, and spiritual dimensions of contemporary work, civic, and family life.</p>	<p>Provide for a positive, nurturing, and caring educational environment that fosters independent learning, critical thinking, self-reflection, and the desire for continuing personal and professional growth</p>	<p>2. Apply critical thinking in the nursing process using research-based knowledge and evidence based health care to individuals, families, groups, communities, and populations</p>	<p>Essential III: Scholarship for Evidence-Based Practice</p>		<p>Nursing research and its applications to nursing Statistics</p>

Mission	Program Goals	Expected Student Outcomes	AACN Essentials of Baccalaureate Education (2008)	American Nurses Association Code of Ethics for Nurses	District of Columbia Municipal Regulations for Nursing Schools
<p>The mission of the Nursing Program is to prepare professional nurses to practice from a holistic, caring framework in the delivery of safe, competent care.</p> <p>In addition, the Nursing Program faculty support the University's mission of preparing students across the lifespan for the intellectual, ethical, and spiritual dimensions of contemporary work, civic, and family life.</p>	<p>Provide for a positive, nurturing, and caring educational environment that fosters independent learning, critical thinking, self-reflection, and the desire for continuing personal and professional growth</p>	<p>3. Demonstrate professionalism as evidenced by self-reflection and applying values that epitomize caring: altruism, autonomy, human dignity, integrity, and social justice</p>	<p>Essential VIII: Professionalism and Professional Values</p>	<p>The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.</p>	
<p>The mission of the Nursing Program is to prepare professional nurses to practice from a holistic, caring framework in the delivery of safe, competent care.</p>	<p>Provide for innovative, supportive, high quality, and accessible academic programs</p>	<p>4. Provide quality health care within a framework of competent, moral, ethical, safe, and legal practices</p>	<p>Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety</p>	<p>The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal professional growth.</p> <p>The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.</p>	<p>Ethics Legal aspects of nursing</p>

Mission	Program Goals	Expected Student Outcomes	AACN Essentials of Baccalaureate Education (2008)	American Nurses Association Code of Ethics for Nurses	District of Columbia Municipal Regulations for Nursing Schools
In addition, the Nursing Program faculty support the University's mission of preparing students across the lifespan for the intellectual, ethical, and spiritual dimensions of contemporary work, civic, and family life.	Build educational offerings and tracks that meet the evolving needs of the local students and health care communities	5. Perform technical skills competently which includes the use of computers, patient care technologies, and information management systems	Essential IV: Information Management and Application of Patient Care Technology		Knowledge of emerging technologies
The Program is committed to creating an environment for learning which respects, nurtures, and celebrates social justice and cultural diversity among students, faculty, and staff.	Promote and support diversity within the student population and university staff and faculty	6. Deliver safe, competent, humanistic care that respects a client's cultural, spiritual, ethnic, gender, and sexual orientation diversity within the practice of an increasing global, multicultural environmental	Essential IX: Baccalaureate Generalist Nursing Practice		Cultural diversity
		7. Evidence a beginning understanding of complementary and alternative modalities and their role in health care	Essential IX: Baccalaureate Generalist Nursing Practice		
		8. Apply knowledge of health promotion, risk reduction, disease and injury prevention, and illness and disease management throughout the lifespan from the individual through the population levels.	Essential VII: Clinical Prevention and Population Health		Attainment, maintenance, and prevention of illness throughout the lifespan of individuals and groups Pharmacology Adult health nursing Maternal and newborn health Pediatric nursing Psychiatric and mental health nursing Long-term care Geriatrics Community or public health nursing

Mission	Program Goals	Expected Student Outcomes	AACN Essentials of Baccalaureate Education (2008)	American Nurses Association Code of Ethics for Nurses	District of Columbia Municipal Regulations for Nursing Schools
		9. Communicate, collaborate, and utilize concepts of group dynamics in order to provide for safe, high quality patient care as a member of the health care team.	Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes		Interpersonal relations Group dynamics
<p>Building partnerships with regional health care agencies is one of our most important objectives.</p> <p>The Nursing Program is committed to providing the local community with graduates who will be able to help alleviate nurse workforce shortages, especially among the underserved vulnerable populations.</p>	<p>Promote interactions and partnerships with our surrounding health care agencies and communities in the Washington DC Metropolitan area</p>	10. Demonstrate basic knowledge of nursing history, contemporary issues, healthcare policy, finance, and regulatory environments that impact quality improvement, nursing, healthcare costs, and healthcare delivery.	<p>Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety</p> <p>Essential V: Healthcare Policy, Finance, and Regulatory Environments</p>	<p>The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.</p>	<p>Nursing history and trends Healthcare economics and policy</p>
		11. Deliver nursing care as a provider, patient advocate, educator, and counselor within a holistic, caring framework in the assessment, planning, implementing, and evaluating of outcomes of patient care.	Roles for the Baccalaureate Generalist Nurse – providers of direct and indirect care	<p>The nurse's primary commitment is to the patient, whether an individual, family, group, or community.</p>	<p>Education and counseling for patients and their families Theory and application of the nursing process</p>
<p>Support is provided for a high quality nursing educational opportunity for individuals from disadvantaged backgrounds, including racial and ethnic minorities, who are underrepresented among nurses.</p> <p>Flexible educational tracks contribute to making the Nursing Program more accessible to the working adult learner.</p>	<p>Build educational offerings and tracks that meet the evolving needs of the local students and health care communities</p>	12. Discuss the nurse's role and participation in emergency nursing situations, environmental disasters, and bioterrorism	Essential IX: Baccalaureate Generalist Nursing Practice		

Mission	Program Goals	Expected Student Outcomes	AACN Essentials of Baccalaureate Education (2008)	American Nurses Association Code of Ethics for Nurses	District of Columbia Municipal Regulations for Nursing Schools
		13. Perform as a designer/coordinator/manager of care through leading, collaborating, delegating, negotiating, and evaluating within interdisciplinary systems.	Roles for the Baccalaureate Generalist Nurse – designers, coordinators, and managers of care	The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.	Nursing leadership
	Provide for a positive, nurturing, and caring educational environment that fosters independent learning, critical thinking, self-reflection, and the desire for continuing personal and professional growth	14. Articulate his/her professional identity as a member of the nursing profession in the role of advocate for the profession and respect for lifelong learning and advancement of the profession	Roles for the Baccalaureate Generalist Nurse – members of the profession and in this role are advocates for the patient and the profession	<p>The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.</p> <p>The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal professional growth.</p>	Professional responsibilities

Mission	Program Goals	Expected Student Outcomes	AACN Essentials of Baccalaureate Education (2008)	American Nurses Association Code of Ethics for Nurses	District of Columbia Municipal Regulations for Nursing Schools
<p>Building partnerships with regional health care agencies is one of our most important objectives.</p>	<p>Extend faculty expertise and interest through service to communities and professional organizations</p>	<p>15. Discuss the role of the nurse in collaboration with other health professionals and the public in the promotion of community, national, and international efforts to meet society's health needs and shape social policy.</p>	<p>Roles for the Baccalaureate Generalist Nurse-members of the profession and advocates</p>	<p>The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.</p> <p>The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.</p>	

Appendix C

Exemplars of Congruence between Baccalaureate Expected Learning Outcomes, Pre-Licensure BSN Courses, Course Objectives, and Concepts from the AACN Essentials of Baccalaureate Education (2008)

Expected Learning Outcomes	Exemplars of Pre-Licensure BSN Courses	Exemplars of Course Objectives	Concepts from the AACN Baccalaureate Essentials (2008)
Value and integrate knowledge from the liberal arts and sciences as a means of making nursing judgments and understanding the human experience	<p>HPNU 210 Pathophysiology</p> <p>PHIL 351 Bioethics</p>	<p>Discuss pathophysiological changes in body systems and their relationship to symptoms developed by the client</p> <p>Examine the applications and consequences of new technology on ethical medical practice such as experimentation on human subjects, physician assisted suicide, abortion, the use of fetal tissue, reproductive technologies, and genetic engineering</p>	<p>Liberal education Disease management</p> <p>Ethics Genetics</p>
Apply critical thinking in the nursing process using research-based knowledge and evidence based health care to individuals, families, groups, communities, and populations	<p>NURS 330 Introduction to Nursing Research and Evidence- Based Practice</p> <p>NURS 410 Leadership and Management of Health Care</p> <p>NURS 361 Medical-Surgical Nursing II</p> <p>NURS 420 Community and Public Health Nursing</p>	<p>Demonstrate a comprehension of the roles and responsibilities of the professional nurse in relation to participation in research and implementation of research findings. Critically appraise a quantitative research study</p> <p>Understand the use of tools such as change theory, quality improvement, risk management, and evidence-based practice on health care management</p> <p>Examine research issues related to health concerns of adolescents and young adults</p> <p>Explore evidence-based research as a method to reduce health disparities in community settings</p>	<p>Critical Thinking Evidence-based practice Research Individuals, families, groups, communities, and populations Nursing process</p>
Demonstrate professionalism as evidenced by self-reflection and applying values that epitomize caring: altruism, autonomy, human dignity, integrity, and social justice	<p>NURS 117 Foundations for Nursing Practice</p> <p>NURS 360 Psychiatric and Mental Health Nursing</p>	<p>Describe the relationship of select nursing theories to clinical practice.</p> <p>Discuss the American Nurses' Association Code of Ethics and it's applicability to the provision of client care</p> <p>Evaluate principles of cultural and spiritual competency for clients with mental health disorders and their families</p>	<p>Altruism Autonomy Human dignity Social Justice Caring Self-reflection Professional image Spiritual care</p>

Expected Learning Outcomes	Exemplars of Pre-Licensure BSN Courses	Exemplars of Course Objectives	Concepts from the ACCN Baccalaureate Essentials (2008)
Provide quality health care within a framework of competent, moral, ethical, safe, and legal practices	<p>NURS 330 Introduction to Nursing Research and Evidence Based Practice</p> <p>NURS 410 Leadership and Management of Health Care</p> <p>NURS 220 Health Promotion, Policy, and Politics</p>	<p>Demonstrate a comprehension of ethical issues related to research</p> <p>Analyze ethical theories and principles, including autonomy, beneficence, fidelity, and respect for others. In work situations apply an ethical decision-making framework that incorporates moral concepts, professional ethics, and law and respects diverse values and beliefs.</p> <p>Examine nurse practice acts and determine the legal differences and responsibilities of ARNP, RN, LPN, and CNAs</p>	<p>Ethics Legal issues Competency Quality care Moral conduct Safety</p> <p>Nurse Practice Acts Scope of practice</p>
Perform technical skills competently which includes the use of computers, patient care technologies, and information management systems	<p>NURS 410 Leadership and Management of Health Care</p> <p>NURS 417L Comprehensive Nursing Skills</p>	<p>Discuss the role of technology in leading and managing nursing care.</p> <p>Demonstrate competency in selected intermediate or advanced nursing technologies with simulated clients</p>	<p>Information management systems Patient care technologies</p>
Deliver safe, competent, humanistic care that respects a client's cultural, spiritual, ethnic, gender, and sexual orientation diversity within the practice of an increasing global, multicultural environmental.	<p>NURS 262 Introduction to Health Assessment</p> <p>NURS 410 Leadership and Management of Health Care</p>	<p>Demonstrate health assessment of the whole person, including developmental tasks and health promotion for all age groups, cultural assessment, nutritional assessment, interviewing and complete history gathering, and mental status assessment</p> <p>Use concepts and principles of culture, cultural diversity, and cultural sensitivity in leading and managing situations</p>	<p>Assessment Diversity Care across the lifespan Growth and development</p>
Evidence a beginning understanding of complementary and alternative modalities and their role in health care	<p>NURS 360 Psychiatric and Mental Health Nursing</p> <p>NURS 420 Community and Public Health Nursing</p>	<p>Use the nursing process to develop and evaluate a plan of care for the adult client with psychiatric disorders.</p> <p>Discuss the concepts of culture and cultural health care systems, diversity, ethnicity, and their influence on health beliefs and behaviors.</p>	<p>Complementary and alternative therapies Caring and healing techniques</p> <p>Culturally diverse care Health beliefs</p>

Expected Learning Outcomes	Exemplars of Pre-Licensure BSN Courses	Exemplars of Course Objectives	Concepts from the ACCN Baccalaureate Essentials (2008)
Apply knowledge of health promotion, risk reduction, disease and injury prevention, and illness and disease management	<p>NURS 220 Health Promotion, Policy, and Politics</p> <p>NURS 361 Medical-Surgical Nursing II</p>	<p>Discuss the link between health promotion, health policy, and health outcomes</p> <p>Incorporate the knowledge, skills, values, meanings, and experiences acquired from previous and current course work to explore the biological, psychological and developmental health alterations of adolescence and young adults</p>	<p>Health promotion Risk reduction Disease and injury prevention Illness and disease management</p>
Communicate, collaborate, and utilize concepts of group dynamics in order to provide for safe, high quality patient care as a member of the health care team.	<p>NURS 361 Medical-Surgical Nursing II</p> <p>NURS 360 Psychiatric and Mental Health Nursing</p>	<p>Discuss the principles of therapeutic communication in caring for the adolescents and young adult client and their families.</p> <p>Discuss principles of group process and group dynamics for interacting with clients with behavioral disorders and their families. Identify principles of therapeutic communication.</p>	<p>Communication Collaboration</p>
Demonstrate basic knowledge of nursing history, contemporary issues, healthcare policy, finance, and regulatory environments that impact quality improvement, nursing, healthcare costs, and healthcare delivery.	<p>NURS 220 Health Promotion, Policy, and Politics</p> <p>NURS 410 Leadership and Management of Health Care</p> <p>NURS 117 Foundations for Nursing Practice</p>	<p>Discuss the link between health promotion, health policy, and health outcomes. Demonstrate basic knowledge of healthcare policy, finance, and global healthcare trends. Identify the economic, legal, regulatory processes and political factors that influence professional nursing practice and health care delivery.</p> <p>Analyze economic, social, and demographic forces that effect the development of healthcare organizations and the effect on patient care.</p> <p>Discuss the evolution of professional nursing and the contributions of early nurse leaders</p>	<p>Nursing history Contemporary issues Healthcare policy Finance Quality improvement Regulatory environments Healthcare costs Healthcare delivery Resource management</p>

Expected Learning Outcomes	Exemplars of Pre-Licensure BSN Courses	Exemplars of Course Objectives	Concepts from the ACCN Baccalaureate Essentials (2008)
<p>Deliver nursing care as a provider, patient advocate, educator, and counselor within a holistic, caring framework in the assessment, planning, implementing, and evaluating of outcomes of patient care.</p>	<p>NURS 361 Medical-Surgical Nursing II</p> <p>NURS 117 Foundations for Nursing Practice</p> <p>NURS 350 Medical-surgical Nursing I</p>	<p>Use critical decision-making and the nursing process to explore contemporary health concerns of adolescents and young adults.</p> <p>Utilize the nursing process to develop, initiate, implement and evaluate a plan of care for an individual client in an in-patient clinical setting.</p> <p>Use the nursing process to develop and evaluate a plan of care for the adult client with medical and/or surgical disorders</p>	<p>Provider of care Teaching/learning Assessment Nursing process Patient advocate Caring</p> <p>Basic nursing care Disease management Geriatric syndromes Palliative and end-of-life care</p>
<p>Perform as a designer/coordinator/manager of care through leading, collaborating, delegating, negotiating, and evaluating within interdisciplinary systems.</p>	<p>NURS 410 Leadership and Management of Health Care</p>	<p>Demonstrate the ability to integrate knowledge of leadership and management concepts in professional nursing practice while demonstrating accountability for one's own practice</p>	<p>Designer/Manager/Coordinator of care Leadership Team building Delegation</p>
<p>Articulate his/her professional identity as a member of the nursing profession in the role of advocate for the profession and respect for lifelong learning and advancement of the profession</p>	<p>NURS 410 Leadership and Management of Health Care</p> <p>NURS 117 Foundations for Nursing Practice</p>	<p>Identify specific characteristics of models of shared governance, work place advocacy, and collective bargaining.</p> <p>Identify the various roles of the nurse in contemporary health care</p>	<p>Member of a profession Lifelong learning Professional image Professional organizations Advocacy</p>
<p>Discuss the role of the nurse in collaboration with other health professionals and the public in the promotion of community, national, and international efforts to meet society's health needs and shape social policy.</p>	<p>NURS 410 Leadership and Management of Health Care</p> <p>NURS 220 Health Promotion, Policy, and Politics</p> <p>NURS 420 Community and Public Health Nursing</p>	<p>Understand current and future trends and their impact on the organization.</p> <p>Participate in efforts to influence health care policy on behalf of individuals, families, communities locally, nationally, internationally or the profession.</p> <p>Identify global health issues in the 21st century. Interpret basic epidemiological, demographic, and statistical measures of community health</p>	<p>Global health care Collaboration</p>

Appendix D

Nursing Program Advisory Council

Geraldine Feaster, RN, PhD
CNO, Washington VAMC , Ret.
Washington, DC

JoAnne Joyner, RN, PhD
Previous Director, Department of Nursing
University of the District of Columbia
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Janice LePlatte, RN, MSN
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Tonya WashingtonRN, MSN
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Chief Nurse, Crisis and Emergency Services
Comprehensive Psychiatric Emergency Program (CPEP)
Government of the District of Columbia Department of Mental Health
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Appendix E
Nursing Program Faculty Qualifications and Academic Teaching

FACULTY NAME	Date of Degree	DEGREE	INSTITUTION GRANTING DEGREES	AREAS OF CLINICAL EXPERTISE	AREAS OF FUNCTIONAL EXPERTISE	OVERVIEW OF ACADEMIC TEACHING	DC License #
Artis, Danielle Full-time 12-month	2001 2010	BSN MSN	U. of Delaware The Catholic U. of America	Pediatrics Community Health	Education	NURS 420,420C Community and Public Health Nursing NURS 461 Pediatrics NURS 220 Health Promotion, Policy, & Politics	RN968210
Bartice, Karen Full-time 12-month	1973 1984 1990 1995 2003	AA BS BSN MSN PhD	Lamson Business College Long Island U. Barry U. Barry U. Barry U.	Community Health Psych/mental Health	Family nurse practitioner Administration	NURS 262 Intro to Health Assess NURS 360C Psychiatric and Mental Health Clinical NURS 420C Community Health Clinical	RN1014235
Baus, Holly Adjunct	2008 2010	BSN MSN	VA. Commonwealth U. The Catholic U. of America	Community, Public Health, and Psychiatric Nursing	Education	NURS 360C Psychiatric Nursing NURS 491C Senior Clinical Practicum	RN1015362
Brophy, Jane Adjunct	2001 2005	BSN MSN	Binghamton U. Georgetown U.	Maternal Child Care Nursing	Nurse Mid-wife Education	NURS 117 Foundations for Nursing Practice NURS 460 Maternity and Newborn Nursing Lecture and Clinical	RN965093
Bruce, Nancie Full-time 12-month Administration	1973 1977 1984 2006	BSN MSN DNS PhD	Vanderbilt University The Catholic U. of America The Catholic U. of America The Catholic U. of America	Medical-surgical Nursing Critical Care and Emergency Nursing	Educational Administration Family nurse practitioner	Director of Nursing Program NURS 450C RN Clinical Practicum	RN1011203
Campbell, Irene Adjunct	2000 2007 2010	AAS BSN MS	PG Community C. U. of Maryland U. of Maryland	Pediatrics Nursing	Education	NURS 461C pediatric Nursing Clinical	RN963793
Denison, Stephanie Full-time 12-month Administration	1991 1995	BSN MSN	U. of North Carolina University of Texas	Maternal Child Medical-Surgical Mental Health Pediatrics	Nurse Mid-wife Education	NURS 360C Psychiatric and Mental Health and Pediatrics Nursing Clinicals Clinical Coordinator	RN1025607
Douglas, Melissa Adjunct	2005 2010	BSN MS	Winston-Salem State U. U. of Maryland-Baltimore	Critical Care	Clinical Nurse Specialist Clinical Management	NURS 350C Medical Surgical Nursing I NURS 361C Medical Surgical Nursing II	RN1013854

FACULTY NAME	Date of Degree	DEGREE	INSTITUTION GRANTING DEGREES	AREAS OF CLINICAL EXPERTISE	AREAS OF FUNCTIONAL EXPERTISE	OVERVIEW OF ACADEMIC TEACHING	DC License #
Ellison, Glenda Adjunct	1977 1978 1980	AAS BSN MSN	Armstrong State U. Armstrong State U. Medical College of Georgia	Critical Care Medical-Surgical Nursing, Emergency	Clinical Management Education	NURS 262 Introduction to Health Assessment NURS 350C Medical Surgical Nursing I	RN1021782
Feder, Shelli Adjunct	2004 2006 2010	BA BSN MSN	Florida State U. Florida State U. Yale University	Emergency Nursing Acute Care Nurse Practitioner	Nurse Practitioner	NURS 430 Emergency Nursing and Illness Prevention	RN1021360
Flynn, Janet Full time, 12-month	1965 1973 1976 1990	Diploma BA MSN PhD	Episcopal Hospital State U. of New York The Catholic U. of America The Catholic U. of America	Medical-Surgical Nursing Rehabilitation Gerontology	Education Educational Psychology	NURS 117, 117L Foundations for Nursing Practice NURS 361 Medical-Surgical Nursing II NURS 480 Nursing of Older Adults	RN28406
Green, LaVerne Full-time 12-month	1979 2009	BSN MSN	William Carey C. South U.	Psych/mental health Community health	Inpatient clinical Community	NURS 360, NURS 360C Psychiatric & Mental Health NURS 262 Intro to Health Assessment	RN1013215
Hayes, Joyce Adjunct	1977 1995	BSN MS	Columbia Union College Trinity Washington University	Psyc/Mental Health Gerontology	Case Manager Education	NURS 117L Foundations for Nursing Practice NURS 360C Psychiatric & Mental Health Nursing Clinical	RN1025145
Haynes, Erica Adjunct	2004 2010	BSN MSN	George Mason U. George Mason U.	Medical-Surgical Nursing	Education	NURS 350C Medical Surgical Nursing I Clinical NURS 361C Medical-Surgical Nursing II Clinical	RN1008640
Huber, Lorraine Adjunct	1960 1998 2007	Diploma BSN MSN	Sacred Heart Hospital School Georgetown U. The Catholic U. of America	Community Health Maternal Child Care Medical-Surgical Nursing	Education	NURS 460 C Maternity and Newborn Nursing Clinical	RN43783
Jarboe, Denise Full-time 12-month	1986 1981 2010	ADN BS MSN	College of S. Maryland U. of Maryland Walden U.	Medical-surgical Critical care	Education	NURS 361C Medical-Surgical Nursing II Clinical NURS 362, 362L Advanced Health Assessment	RN1020644
Joyner, JoAnne Adjunct	1968 1975 1981 1998 2006	Diploma BSN MSN DNS PhD	Washington Hospital Center School of Nursing Columbia Union College The Catholic U. of America The Catholic U. of America The Catholic U. of America	Psychiatric Nursing	Educational Administration	NURS 325 Contemporary Issues in Nursing and Health Care NURS 360C Psychiatric and Mental Health Nursing Clinical	RN27643

FACULTY NAME	Date of Degree	DEGREE	INSTITUTION GRANTING DEGREES	AREAS OF CLINICAL EXPERTISE	AREAS OF FUNCTIONAL EXPERTISE	OVERVIEW OF ACADEMIC TEACHING	DC License #
Juluke, Lynette Adjunct	1993 2008	BSN MSN	University of Alabama Walden University	Pediatrics Medical-Surgical Nursing	Management Education	NURS 417L Comprehensive Nursing Skills NURS 362L Advanced Health Assessment Lab	RN961215
Lingnofski, Jennifer Full-time 12-month	2003 2009	BSN MSN	U. of Wisconsin Regis U.	Community Health Pediatrics Maternity	Education	NURS 215 Pharmacology NURS 220 Health Promotion, Policy & Politics NURS 461, 461C Pediatric Nursing NURS 492 NCLEX Preparation	RN1020872
Malike, Abdul Adjunct	2003 2009	BSN MSN	George Mason U. George Mason U.	Medical-Surgical Nursing	Administration Education	NURS 410 Leadership and Management in Health Care NURS 350C Medical-Surgical Nursing I Clinical	RN1004208
Maloni, Heidi, PhD Adjunct	2012	BSN MSN PhD	The Catholic U. of America The Catholic U. of America The Catholic U. of America	Pharmacology Research	Clinical Research in Neuroimmunology	NURS 215 Pharmacology	RN961884
Mancusi, Kathryn Full-time 12-month	1996 2006 2009	ASN BSN MSN	Montgomery C. U. of Phoenix Walden U.	Maternal Child Care Nursing	Education Administration	NURS 410 Leadership and Management NURS 460, 460C Maternity and Newborn Nursing NURS 491 Senior Clinical Practicum	RN67201
McKain, Denise Full-time 12-month	1991 2006 2008	AAS BSN MSN	Triton U. U. of Maryland U. of Maryland	Medical-Surgical	Education	NURS 117L Foundational Nursing Skills NURS 417L Comprehensive Nursing Skills NURS 361 Medical-Surgical Nursing II	RN1015439
Miller, Mary Adjunct	1977 2003 2005	ADN BSN MSN	U. of NY Albany Shippensburg C. U. of Phoenix U. of Phoenix	Medical-Surgical Nursing Critical Care Nursing	Education	NURS 491C Senior clinical Practicum NURS 262 Introduction to Health Assessment	RN1021953
Russell, Charity Adjunct	2001 2003 2007	ADS BSN MSN	Prince George Community C. George Mason U. George Mason U.	Medical-Surgical Nursing Psychiatric Nursing Maternity Nursing	Education	NURS 350C Medical-Surgical Nursing I Clinical NURS 360C Psychiatric Nursing Clinical NURS 460C Maternity and Newborn Nursing Clinical	RN966382

FACULTY NAME	Date of Degree	DEGREE	INSTITUTION GRANTING DEGREES	AREAS OF CLINICAL EXPERTISE	AREAS OF FUNCTIONAL EXPERTISE	OVERVIEW OF ACADEMIC TEACHING	DC License #
Schell, Sharon Adjunct	1995 2011	BSN MSN	U. of Texas U. of North Dakota	Medical-Surgical Nursing	Education	NURS 310 Advanced Health Assessment	RN1003017
Taylor, Jane Adjunct	1981 2010	BSN MSN	U. of Maryland South U.	Medical-Surgical Critical Care	Education	NURS 480 Nursing of Older Adults NURS 350 Medical-Surgical Nursing I NURS 415 Pharmacology and Complementary/Alternative Therapies	RN1005520
Tucker, Bridgette Adjunct	1994 2007 2010	AA BSN MSN	Prince Georges Community College Trinity Washington U. U. of Phoenix	Medical-Surgical Emergency Nursing	Education	NURS 361C Medical-Surgical Nursing II NURS 417L Comprehensive Nursing Skills	RN63865
Waite, Daphne Full-time 12-month	1991 1999 2003	BA MSN ND	Spelman College Case Western Reserve U. Case Western Reserve U.	Medical-Surgical Nursing Psychiatric/Mental Health Nursing	Education	NURS 330 Intro to Nursing Research & Evidence-Based Practice NURS 350 Medical-Surgical Nursing I NURS 350C Medical-Surgical Nursing I Clinical	RN1017128
Wirwicz, Deborah Adjunct	1988 2009 None	ASS BSN MSN	Wayne County Community C. U. of Phoenix U. of Phoenix	Medical-surgical Nursing Critical Care Nursing	Administration	NURS 350C Medical Surgical Nursing I Clinical NURS 491C Senior Clinical Practicum	RN1024770

Appendix F

Trinity Washington University School of Nursing and Health Professions

Self-Assessment and Evaluation/Observation Form

Self assessment: In reflecting on your role as an professor at Trinity, please discuss the following, using no more than one page to address:

1. What are your strengths as a professor?
2. In what areas would you like to improve as a professor?
3. What suggestions do you have for improving your course?
4. What are sources of conflict in your course and how you handle them?

Observation: In reflecting on the class you have chosen to have observed, please note the following, using no more than one page to address:

1. Briefly describe the students in your course – demographics, experiences, and dispositions or attitudes.
2. What are your goals and objectives for the class being observed?
3. How will you know if students are learning what you intended them to learn?
4. What other background information, if any, does the observer need to know to be able to follow the class and provide meaningful feedback to you as an professor?

Self-Assessment (prepared and shared prior to peer/administrative observation of specific classes)

Name of faculty member:

Date:

Course Title/number:

Number of students:

Please indicate the extent to which you have completed the tasks below in a timely manner:

	Never	Occasionally	Usually	Always
1. Updated syllabus with correct assignments, due dates, and any additional readings as well as clearly-stated course objectives and goals				
2. Posted documents including syllabus on and used Moodle to communicate with students and enhance the course				
3. Posted and maintained regular office hours				
4. Met administrative deadlines and expectations for submitting requested forms and posting attendance, grades, etc.				
5. Followed Trinity and collegiate unit policies and procedures, particularly those related to missed classes, plagiarism, and mid-semester warnings				
6. Stayed abreast of developments in field or in other areas and, when appropriate, brought such developments into class discussion and projects				
7. Provided substantive and timely feedback to students				
Comments:				

Observation Form (completed by evaluator and shared/discussed with colleague)

Name of faculty member:

Name of evaluator:

Date:

Course Title/number being evaluated:

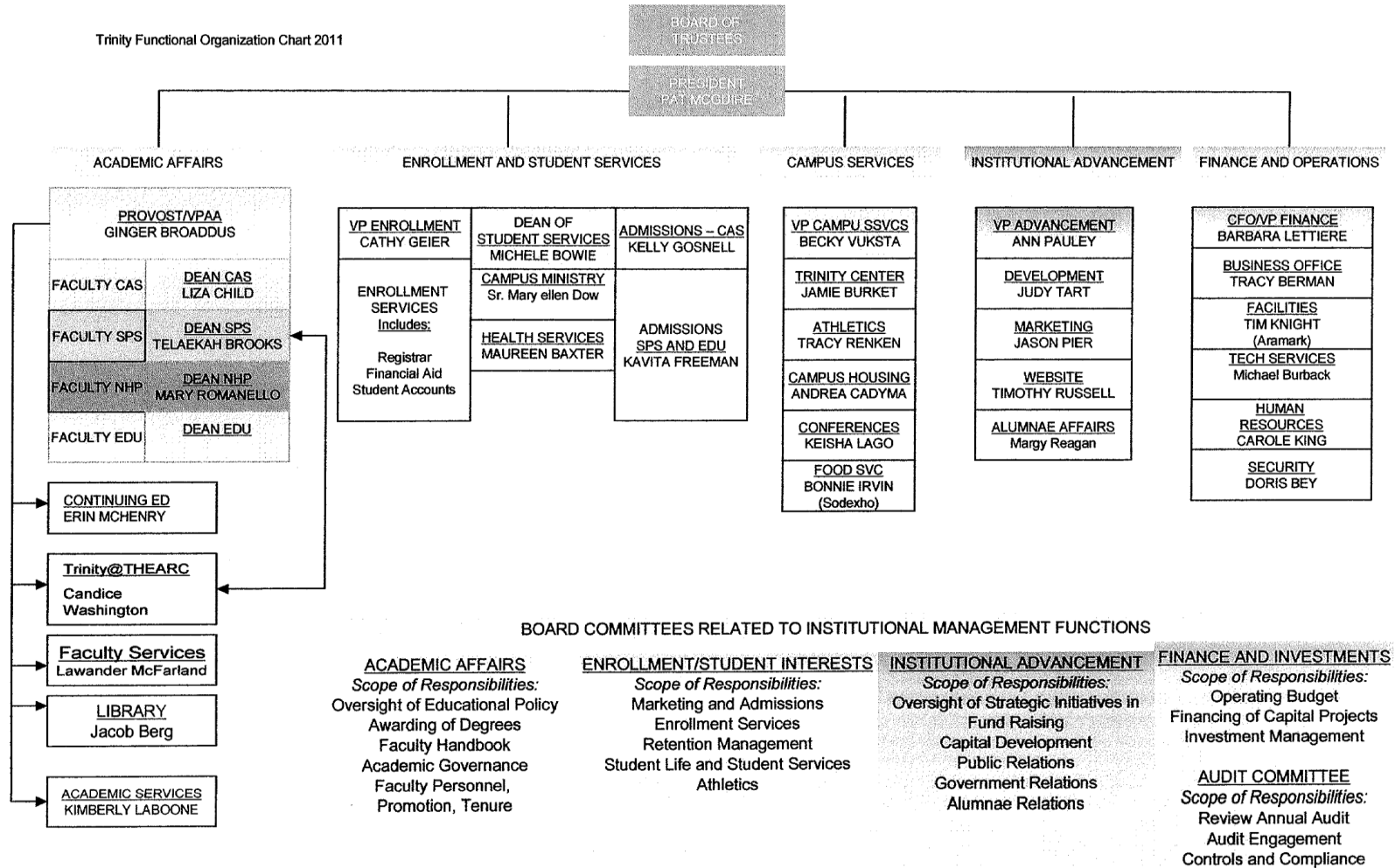
Number of students present:

Category	Approaches Standard (1)	Meets Standard (2)	Exceeds Standard (3)	Rating
Knowledge of Content	Professor displays basic content/professional knowledge, but does not make connections to prior learning. Professor's familiarity with the field's most recent developments is not apparent.	Professor displays solid content/professional knowledge and makes connections to prior learning. Professor's ability to connect content to current trends in field is evident.	Professor displays extensive content knowledge and makes connections to prior learning as well as to other disciplines. Professor steadily demonstrates awareness of content developing in field and invigorates students to understand and learn more about developments in the discipline studied.	
Objectives	Objectives are vague, conflicting, or not related to topics addressed in class; not related to real life situations; objectives do not pertain to or adequately reflect current trends in discipline.	Objectives are significant and over-arching; they are clearly communicated to candidates; aligned with the syllabus as well as the topics addressed in class; have clear real-life implications; objectives show some connection to current trends in discipline.	Objectives are inter-connected to larger themes in teaching and learning. Objectives are clear, concise, and appropriately aligned. They generate interest and enthusiasm in students; applicability is obvious. Objectives clearly connect to current trends in discipline and point towards potential developments in field.	

Category	Approaches Standard (1)	Meets Standard (2)	Exceeds Standard (3)	Rating
Management and Organization of Classroom	Professor appears somewhat unprepared for class; does not begin and end on time; explains assignments/activities vaguely; attempts but does not make good use of class time. Classroom is not organized in a way that engages student learning. Conflict resolution strategies are ineffective.	Professor appears to have planned the lesson and is prepared for class; begins and ends on time; clearly communicates assignments/activities; makes effective use of class time. Classroom's organization reflects an awareness of the best models to engage student learning. Conflict resolution strategies are adequate.	Professor is well-prepared and highly organized; activity/discussion captivates students so that time is not an issue; uses space, pedagogy and tools to maximize and encourage student learning within and beyond the classroom. Conflict resolution strategies are excellent.	
Appropriate pedagogy, including use of technology	Professor attempts but does not make best selection of instructional strategies; implementation is not completely effective; attempts to integrate technology and collaboration but is not evident; professor does not show awareness of how to teach to multiple learning styles.	Professor selects appropriate instructional strategies and implements them effectively; integrates technology and collaboration; professor demonstrates awareness of how to teach to multiple learning styles.	Professor selects instructional strategies that best match the objective; implements them with ease; employs the use of technology and collaboration in ways that enhance learning; professor clearly teaches to multiple learning styles, assessing audience with frequency and adapting as necessary to ensure comprehension and synthesis.	
Uses formal or informal assessment	Professor tries but does not determine what students have learned.	Professor uses informal and/or formal assessments to ensure that students are learning .	Assessment is embedded in the lesson and used to further student learning.	

Category	Approaches Standard (1)	Meets Standard (2)	Exceeds Standard (3)	Rating
Quality of questions or activities	Professor uses questions or activities that require or build knowledge and comprehension.	Professor uses questions that require or build skills in application and analysis.	Professor uses questions or activities that require or build skills in synthesis and meaningful reflection.	
Faculty Interaction with students including communication about student academic progress	Professor engages some but not all students in classroom activities and discussions; attempts to communicate concepts and ideas, but is not always clear; tries to but does not quite demonstrate concern for students. Professor does not communicate with students about academic progress.	Professor engages all in classroom activities and discussions; communicates concepts and ideas in clear ways using professional language and logical progressions; demonstrates respect for individuals. Professor adequately communicates with students about academic progress.	Professor works with students as they explore new materials, raise questions, and make connections to real-life situations; communicates in clear and precise ways and encourages student reflection; has established a culture of mutual respect for multiple perspectives. Professor communicates regularly with students about academic progress.	
Comments				

Appendix G Trinity Organizational Chart



Appendix H
Nursing Total Program Evaluation Plan

CATEGORY	SPECIFIC AREA OF EVALUATION	METHOD	BY WHOM	TIME
Curriculum	Mission, program goals, expected student outcomes, curricular threads, philosophy of program	Nursing Graduate Exit Survey Faculty review of documents, including AACN Essentials and DC laws Nursing Program Employer Survey Nursing Advisory Committee Questionnaire Nursing Alumni Survey	NHP CAP Committee, Dean, Director, faculty, graduates, and employers	Every 4 years mission and program goals revised Bi-annual Graduate Exit Surveys, One year and five-year post-graduation Nursing Alumni Survey One year post graduation Nursing Program Employer Survey
	Course descriptions, objectives, and topics Critical thinking skills Writing, speaking, and math skills Computer and nursing technology skills	Clinical Performance Progress Record Moodle Course Evaluations TEAS testing Performance on ATI testing RN Comprehensive Predictor test Performance on NCLEX-RN Nursing Graduate Exit Survey Clinical Facility Evaluation of Students and Faculty	Faculty, Students	At appropriate times during the semester, at end of semester, and at the end of the program
	Graduates of program	Nursing Program Employer Survey Nursing Advisory Committee Questionnaire and Discussions Pre-licensure BSN Student Employment Rates upon Graduation Nursing Alumni Survey NCLEX-RN results Nursing Graduate Exit Survey	Nursing Faculty Dean and Director of Nursing Program, Employers	At time of graduation One year and five-year post-graduation Nursing Alumni Survey One year post graduation Nursing Program Employer Survey
	Pre-licensure and RN-BSN Program curriculum content	Nursing Graduate Exit Survey Nursing Program Employer Survey Nursing Advisory Committee Critical Thinking Testing NCLEX-RN Results ATI Testing Nursing Alumni Survey Moodle Course Evaluations Nursing Faculty Meetings	Students, Faculty, and Director	On-going in program At end of program At end of each semester

CATEGORY	SPECIFIC AREA OF EVALUATION	METHOD	BY WHOM	TIME
Curriculum	Assignments and methods of evaluation of students	Course evaluations in Moodle Student feedback from representatives of Committee on Students Faculty Course Reports Nursing Faculty Meetings Nursing Graduate Exit Survey Preceptor Evaluation of Students	Students, Faculty, Preceptors, Dean, Director	At the end of each semester
	Scheduling of courses and classes	Nursing Graduate Exit Survey Student feedback from representatives of Committee on Students Individual student feedback through emails and appointments	Students, Faculty, Provost, Dean, and Director	At the beginning and end of each semester
Students	Recruitment	Review of admission and enrollment figures. Review of recruitment plans and recruitment materials with Trinity recruiter. Advisor meetings of all CAS and SPS pre-nursing advisors	Nursing Faculty, Program recruiters, Director and Dean	Every semester
	Admission, retention and progression criteria	Review of admission criteria, scores on TEAS test, GPA's, and grades on pre-requisites. Course Reports Review of attrition, length of time to complete program, identification of students at risk, and grading Review of retention and progression criteria in Nursing Student Handbook	Dean, Director, and Registrar	Every semester
	Student satisfaction	Student feedback from representatives on Committee on Students Nursing Graduate Exit Survey Moodle Course Evaluations Emails and phone calls from students Preceptor Evaluation Tool Clinical Facility Evaluation Tool	Students, Faculty, Dean, and Director	Monthly for the committee on Students. At the end of every semester for the nursing graduate exit survey At the end of every semester for the Moodle course evaluations Continuously for the emails and phone calls from students At the end of every semester for the clinical facility evaluation tool

CATEGORY	SPECIFIC AREA OF EVALUATION	METHOD	BY WHOM	TIME
Students	Graduation rates	Pre-licensure BSN Student Employment Rates one year post-graduation Demographic data and reports on length of time to complete program NCLEX-RN scores	Director, Dean, and Faculty Committee	Bi-annually
	Postgraduate professional accomplishments, including scholarship; satisfaction with the program, and patterns of employment, service, and graduate school attendance; outcomes of critical thinking, communications, and therapeutic nursing interventions	Nursing Program Advisory Council Meeting Nursing Alumni Survey one and 5 years post-graduation	Alumni Surveys distributed by Director's office; result to Faculty committees Minutes of Nursing Program Advisory Council, by Nursing Program Director	One year and five-years post-graduation Annual meeting of Nursing Program Advisory Council
Faculty	Faculty Teaching Effectiveness	Course Evaluations in Moodle, Dean Classroom Teaching Evaluations Peer Review Teaching Evaluation Forms	Students, Faculty, Dean, and Director	End of each course taught; optional as a formal method
	Faculty Service and Scholarship	Faculty Self-Evaluations Faculty files for tenure or promotion Faculty data collection for accreditation reports	Faculty themselves, Dean, and Director	Annually, or as required
	Preceptors	Preceptor Evaluation Tool (Student Feedback) Clinical Facility Evaluation Tool (Students and Faculty)	Students and Faculty	Every semester
Administration	Dean	Review of accomplishments	University Deans, Nursing Program faculty, students, external community	Every 5 years
	Director	Review of accomplishments.	Dean, University Committees and Administration	Annually
	Committee Chairs	Review of accomplishments. Also evaluated as faculty in regular faculty review process	Dean, Director, Faculty	Annually

CATEGORY	SPECIFIC AREA OF EVALUATION	METHOD	BY WHOM	TIME
Organization	Job descriptions; organizational charts	Review of documents; review of literature; discussions	Nursing Advisory Committee, Dean, Director, and Faculty	
	Qualifications of administrative, faculty, and staff personnel	Review of external and internal agency required qualifications	Dean, Director, and Nursing Faculty	
	Program Affiliation Agreements	Contract review for existence of a contract for each agency and for accuracy and thoroughness	President, Dean, Director, and University Counsel	Yearly and upon contract initiation
	Program Records	Review of faculty and student record maintenance; program minutes; Review of faculty and student credentials; graduate audits	Dean, Director, and Nursing Administrative Assistant	On an ongoing basis
	Faculty Policies on Governance	Review of documents; discussion	Nursing Program Advisory Council Faculty, Dean, and Director	Annually
	Contribution of Nursing Program to the needs of the Community of Interest	Meetings with health Care Facilities and CEOs Nursing Advisory Committee discussions and questionnaire	Dean, Director, Nursing Program Advisory Council	Annually
	Program Policies	Review of program policies including those from external agencies, including CCNE and the DC Board of Nursing policy on the organization and administration of the program and program policies	Dean, Director, NPH-CAP Committee, Nursing Program Advisory Council, and Faculty	Annually
Organization	Program Evaluation Plan	Review of documents and practice	Dean, Director, Nursing Faculty, Nursing Program Advisory Council	Annually
Environment	Clinical Facilities	Nursing Graduate Exit Survey Clinical Facility Evaluation Tool (by Students and Faculty) Moodle course evaluations On-site visits by Dean, Director, and Faculty Course annual reports	Administration, Faculty, Students	At end of each semester
	Library	Nursing Graduate Exit Survey Faculty feedback Student representatives feedback in Committee on Students	Graduates, students, faculty	Bi-Annually
	Campus Facilities	Nursing Graduate Exit Survey Moodle Course evaluations Course annual reports	Dean, Director, Faculty, Students	Ongoing and at end of each semester

Appendix I
 Trinity Washington University
 School of Nursing and Health Sciences
 Nursing Program
STUDENT LEARNING CONTRACT

Student Name: _____ Course: _____

Faculty Name: _____

I am contracting to improve my grade from a _____ to a _____ and am willing to work to achieve this as follows:

LEARNING OBJECTIVES SMART objectives are: Specific Measurable Achievable Results centered Time Bounded	LEARNING RESOURCES AND STRATEGIES (Consider student learning style... Can include study groups, study partner, on-line practice test questions, workbook completion, test review sessions, crossword puzzles, open-book tests, tutoring services)	TARGET DATE FOR COMPLETION	EVIDENCE OF ACCOMPLISHMENT OF OBJECTIVES (can be test or quiz performance, completion of workbook questions by target dates, completion of open book tests, etc.)	Faculty Initials

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

Appendix J
Tools and Surveys used for Nursing Program Evaluation

Trinity Washington University
School of Nursing and Health Professions
125 Michigan Avenue NE
Washington, DC 20017

Nursing Graduate Exit Survey
Spring, 2011

Congratulations on your graduation from our Nursing Program. We are very proud of your accomplishments. Please consider the completion of this survey as a method to provide feedback to Trinity. Your opinion is important to us and change cannot occur without feedback. All information in this survey is **confidential** and your individual response will only be seen by the Dean and Director of the Nursing Program. All information will be analyzed and then reported by group rather than individually. Students will not be identified to any faculty member throughout the whole survey process. If you have any questions about this survey, please contact Dr. Nancie Bruce at BruceN@Trinitydc.edu.

Name _____

Address _____

Non-Trinity E-mail Address _____

Telephone _____

1. Date of Degree Completion _____

- BSN
- RN to BSN

2. Why did you choose Trinity School of Nursing and Health Professions? (Check all that apply)

- Small Class Size
- Positive atmosphere on campus among students and faculty
- Quality of instruction and education provided
- Weekend and night classes scheduling
- Ability to attend part-time

Other _____

3. Would you recommend Trinity to your friends?

- Yes
- No
- Uncertain

If not, why not? _____

4. Will you be pursuing an advanced degree in nursing?

- Yes
- No
- Uncertain

5. If pursuing an advanced degree, what specialty area and role would you like to pursue at the Masters Degree level?

6. If pursuing an advanced degree, which of the following would you be interested in?

- A totally on-line Master's Degree in Nursing offered at Trinity
- A totally on-campus Master's Degree in Nursing offered at Trinity
- A hybrid approach with partial on-line and partial on-campus MSN degree offered at Trinity

7. Have you sought employment in nursing?

- Yes
- No
- I am already a licensed RN and employed at the following location in the following specialty area and role:

8. In what specialty area do you intend to practice when you graduate?

9. Will you remain to work in the city of Washington DC?

- Yes
- No

10. If not in DC, in what city do you plan to work?

11. Have you already found employment in nursing? (**Pre licensed students only**)

- Yes
- No

12. Name of future employer and unit or role:

**To what extent did Trinity Washington University prepare you in each of the following areas?
Please circle your answer on the following scale.**

Liberal Arts

I feel prepared to:

1. Use my knowledge of the liberal arts and sciences in helping me to make nursing judgments and understand the human experience

Not at All Prepared	Needing More Preparation	Moderately Prepared	Very Well Prepared	Extremely Well Prepared
1	2	3	4	5

Comments: _____

Nursing Roles

I feel prepared to:

2. Deliver nursing care as a provider, patient advocate, educator, and counselor within a holistic, caring framework

Not at All Prepared	Needing More Preparation	Moderately Prepared	Very Well Prepared	Extremely Well Prepared
1	2	3	4	5

Comments: _____

Caring

I feel prepared to:

3. Demonstrate professionalism as evidenced by self-reflection and applying values that epitomize caring: altruism, autonomy, human dignity, integrity, and social justice

Not at All Prepared	Needing More Preparation	Moderately Prepared	Very Well Prepared	Extremely Well Prepared
1	2	3	4	5

Comments: _____

Nursing Knowledge

I feel prepared to:

4. Apply knowledge of health promotion, risk reduction, disease and injury prevention, and illness and disease management throughout the lifespan from the individual through the population levels

Not at All Prepared	Needing More Preparation	Moderately Prepared	Very Well Prepared	Extremely Well Prepared
1	2	3	4	5

Comments: _____

Safety

I feel prepared to:

- 5. Deliver safe, competent, moral, ethical and legal care in various health care settings and diverse populations

Not at All Prepared	Needing More Preparation	Moderately Prepared	Very Well Prepared	Extremely Well Prepared
1	2	3	4	5

Comments: _____

Technology

I feel prepared to:

- 6. Perform technical skills, including the use of computers, bedside patient care skills, and information management systems

Not at All Prepared	Needing More Preparation	Moderately Prepared	Very Well Prepared	Extremely Well Prepared
1	2	3	4	5

Comments: _____

Diversity

I feel prepared to:

- 7. Respect a client’s cultural, social, spiritual, ethnic, gender, and sexual orientation diversity and have a beginning understanding of complementary and alternative modalities and their role in health care

Not at All Prepared	Needing More Preparation	Moderately Prepared	Very Well Prepared	Extremely Well Prepared
1	2	3	4	5

Comments: _____

Communication

I feel prepared to:

- 8. Communicate in writing and speech, collaborate, and utilize concepts of group dynamics

Not at All Prepared	Needing More Preparation	Moderately Prepared	Very Well Prepared	Extremely Well Prepared
1	2	3	4	5

Comments: _____

Professionalism

I feel prepared to:

- 9. Practice as a professional nurse in the role of advocate for the profession and respect for lifelong learning and advancement of the profession.

Not at All Prepared	Needing More Preparation	Moderately Prepared	Very Well Prepared	Extremely Well Prepared
1	2	3	4	5

Comments: _____

Emergency Nursing

I feel prepared to:

- 10. Discuss the nurse’s role and participation in emergency and disaster situations

Not at All Prepared	Needing More Preparation	Moderately Prepared	Very Well Prepared	Extremely Well Prepared
1	2	3	4	5

Comments: _____

Leadership and Management

I feel prepared to:

- 11. Perform as a designer, coordinator, and manager of nursing care, using basic knowledge of contemporary issues, leadership, healthcare policy, finance, and healthcare delivery.

Not at All Prepared	Needing More Preparation	Moderately Prepared	Very Well Prepared	Extremely Well Prepared
1	2	3	4	5

Comments: _____

Critical Thinking

I feel prepared to:

- 12. Apply critical thinking in the nursing process using research-based knowledge and evidence based health care to individuals, families, groups, communities, and populations.

Not at All Prepared	Needing More Preparation	Moderately Prepared	Very Well Prepared	Extremely Well Prepared
1	2	3	4	5

Comments: _____

Nursing Process

I feel prepared to:

13. Accurately access patient needs and determine appropriate nursing diagnoses.

Not at All Prepared	Needing More Preparation	Moderately Prepared	Very Well Prepared	Extremely Well Prepared
1	2	3	4	5

Comments: _____

I feel prepared to:

14. Initiate and implement a nursing care plan and then evaluate the patient outcomes.

Not at All Prepared	Needing More Preparation	Moderately Prepared	Very Well Prepared	Extremely Well Prepared
1	2	3	4	5

Comments: _____

What are your top three favorite BSN courses and why?

Favorite 1 _____

Favorite 2 _____

Favorite 3 _____

What are your top three BSN courses needing change and why?

Change 1 _____

Change 2 _____

Change 3 _____

Please indicate strengths of the nursing program:

Please indicate weaknesses of the nursing program:

Please indicate recommendations for Improvement of the nursing program:

Please evaluate the following services, indicating your satisfaction with how these services contributed to your overall educational experience at Trinity.

Academic Advising

Not				Very
Satisfied				Satisfied
1	2	3	4	5

Comments: _____

Scheduling of classes

Not				Very
Satisfied				Satisfied
1	2	3	4	5

Comments: _____

Hospital and Community Clinical Experiences

Not				Very
Satisfied				Satisfied
1	2	3	4	5

Comments: _____

Trinity Washington University
School of Nursing and Health Professions
125 Michigan Avenue NE
Washington, DC 20017

Nursing Program Employer Survey

We have been informed that you are an employer of one of our Trinity nursing program graduates. To evaluate the quality of our nursing program, we are seeking input from our graduates' supervisors. Please take a few minutes to provide us with valuable information about the individual who gave you this form. All of the information received will be analyzed in groups rather than for any one individual. We request that you do not put names or identifying information on this form. Please return the form in the self-addressed, stamped envelope provided to you. Thank you so much for your assistance. If you have any questions, please notify Nancie Bruce at brucen@trinitydc.edu

To help us obtain characteristics of the employers responding, please answer the following questions about yourself:

Name of Agency _____

Location of Agency _____

Current position and title in agency: _____

How long have you known the Trinity graduate you are evaluating?

What is your highest level of educational preparation?

The graduate being evaluated is which of the following?

_____ an RN-BSN graduate

_____ a generic BSN graduate

Please circle the answer that best describes how the Trinity graduate in your employment performs in each of the following areas:

Delivers excellent nursing care

Not at All Prepared	Needing More Preparation	Moderately Prepared	Very Well Prepared	Extremely Well Prepared
1	2	3	4	5

Comments: _____

Serves well as a patient advocate

Not at All Prepared	Needing More Preparation	Moderately Prepared	Very Well Prepared	Extremely Well Prepared
1	2	3	4	5

Comments: _____

Provides patient education where needed

Not at All Prepared	Needing More Preparation	Moderately Prepared	Very Well Prepared	Extremely Well Prepared
1	2	3	4	5

Comments: _____

Provides effective counseling where needed

Not at All Prepared	Needing More Preparation	Moderately Prepared	Very Well Prepared	Extremely Well Prepared
1	2	3	4	5

Comments: _____

Demonstrates professionalism as evidenced by self-reflection and applying values that epitomize caring

Not at All Prepared	Needing More Preparation	Moderately Prepared	Very Well Prepared	Extremely Well Prepared
1	2	3	4	5

Comments: _____

Evidences knowledge of health promotion and illness and disease management

Not at All Prepared	Needing More Preparation	Moderately Prepared	Very Well Prepared	Extremely Well Prepared
1	2	3	4	5

Comments: _____

Delivers safe, competent care.

Not at All Prepared	Needing More Preparation	Moderately Prepared	Very Well Prepared	Extremely Well Prepared
1	2	3	4	5

Comments: _____

Demonstrates expertise in the use of computers and medical record charting

Not at All Prepared	Needing More Preparation	Moderately Prepared	Very Well Prepared	Extremely Well Prepared
1	2	3	4	5

Comments: _____

Performs well in the delivery of bedside patient care technologies

Not at All Prepared	Needing More Preparation	Moderately Prepared	Very Well Prepared	Extremely Well Prepared
1	2	3	4	5

Comments: _____

Shows respect for a client's sociocultural diversity.

Not at All Prepared	Needing More Preparation	Moderately Prepared	Very Well Prepared	Extremely Well Prepared
1	2	3	4	5

Comments: _____

Communicates well in writing

Not at All Prepared	Needing More Preparation	Moderately Prepared	Very Well Prepared	Extremely Well Prepared
1	2	3	4	5

Comments: _____

Communicates effectively in speech

Not at All Prepared	Needing More Preparation	Moderately Prepared	Very Well Prepared	Extremely Well Prepared
1	2	3	4	5

Comments: _____

Works well within groups

Not at All Prepared	Needing More Preparation	Moderately Prepared	Very Well Prepared	Extremely Well Prepared
1	2	3	4	5

Comments: _____

Seeks opportunities for professional growth and development and advancement of the nursing profession

Not at All Prepared	Needing More Preparation	Moderately Prepared	Very Well Prepared	Extremely Well Prepared
1	2	3	4	5

Comments: _____

Demonstrates good leadership skills

Not at All Prepared	Needing More Preparation	Moderately Prepared	Very Well Prepared	Extremely Well Prepared
1	2	3	4	5

Comments: _____

Manages a team of patients well with good time management skills

Not at All Prepared	Needing More Preparation	Moderately Prepared	Very Well Prepared	Extremely Well Prepared
1	2	3	4	5

Comments: _____

Delegates well when working with patient care assistants

Not at All Prepared	Needing More Preparation	Moderately Prepared	Very Well Prepared	Extremely Well Prepared
1	2	3	4	5

Comments: _____

Demonstrates appropriate critical thinking skills and evidence-based decision-making in the ability to make critical patient care decisions

Not at All Prepared	Needing More Preparation	Moderately Prepared	Very Well Prepared	Extremely Well Prepared
1	2	3	4	5

Comments: _____

Accurately accesses patient needs and determines appropriate nursing diagnoses.

Not at All Prepared	Needing More Preparation	Moderately Prepared	Very Well Prepared	Extremely Well Prepared
1	2	3	4	5

Comments: _____

Initiates and implements a comprehensive nursing care plan and then evaluates the patient outcomes.

Not at All Prepared	Needing More Preparation	Moderately Prepared	Very Well Prepared	Extremely Well Prepared
1	2	3	4	5

Comments: _____

What would you consider to be the major strengths of the BSN graduate of Trinity Washington University?

What would you suggest as areas of improvement needed for the nursing program of Trinity Washington University?

**Trinity Washington University
School of Nursing and Health Professions
Nursing Program**

CLINICAL FACILITY EVALUATION TOOL

Name of Clinical Facility _____

Course _____ Date _____

Completed by: Student
 Faculty

Please circle the most appropriate answer that best describes your viewpoint regarding the clinical site. Space is provided after each statement if you choose to add any written comments.

1. Was this clinical agency relevant to the expected clinical experience?

Never	Occasionally	Always
1	2	3

Comments: _____

2. Were the facilities adequate and available to achieve the clinical objectives?

Never	Occasionally	Always
1	2	3

Comments: _____

3. Were there sufficient and appropriate learning opportunities available to meet the objectives?

Never	Occasionally	Always
1	2	3

Comments: _____

4. Were there sufficient numbers of clients to meet the objectives?

Never	Occasionally	Always
1	2	3

Comments _____

5. Were the types of clients varied in age, types of problems, etc?

Never 1	Occasionally 2	Always 3
------------	-------------------	-------------

Comments: _____

6. Was support staff helpful and accepting of students?

Never 1	Occasionally 2	Always 3
------------	-------------------	-------------

Comments: _____

7. Were instructional materials and community resources available to supplement learning (i.e. pamphlets, outside class opportunities, etc)?

Never 1	Occasionally 2	Always 3
------------	-------------------	-------------

Comments: _____

Was the philosophy of the clinical site relevant to:

8. Caring:

Never 1	Occasionally 2	Always 3
---------	----------------	----------

9. Health promotion and disease prevention:

Never 1	Occasionally 2	Always 3
---------	----------------	----------

10. Socio-Cultural Diversity:

Never 1	Occasionally 2	Always 3
---------	----------------	----------

11. Safe practice and competent patient care:

Never 1	Occasionally 2	Always 3
---------	----------------	----------

How far did you travel from home to the clinical site? Mileage: _____

How accessible was the site to public transportation? Mileage: _____

General Comments

Lists ways this clinical site provided a good clinical experience for students.

List areas in which this clinical site might need improvement in order to provide optimal student learning?

Do you recommend this clinical site for other students? (circle one) **YES** **NO**
Why or why not?

If faculty please sign _____

**Trinity Washington University
School of Nursing and Health Professions
Nursing Program**

CLINICAL FACILITY EVALUATION OF STUDENTS AND FACULTY

Name of Facility: _____

Unit: _____ Your Position in Facility: _____

Date: _____

Course: _____

Please take a few minutes to provide us with an evaluation of our students and faculty, on your unit.

Please circle the best response.

1. Students and faculty exhibited professional behaviors that incorporated the values of the nursing profession in practice.

Never 1	Occasionally 2	Always 3
------------	-------------------	-------------

Comments: _____

2. Students and faculty attended and complied with the orientation process of the hospital and unit.

Never 1	Occasionally 2	Always 3
------------	-------------------	-------------

Comments: _____

3. Students and faculty arrived on unit at time expected.

Never 1	Occasionally 2	Always 3
------------	-------------------	-------------

Comments: _____

4. Students and faculty arrived on unit adequately prepared to deliver safe competent care.

Never 1	Occasionally 2	Always 3
------------	-------------------	-------------

Comments: _____

5. Student and faculty obtained assistance appropriately from unit staff, peers and other professionals.

Never 1	Occasionally 2	Always 3
------------	-------------------	-------------

Comments: _____

6. Student and faculty maintained patient privacy and confidentiality in compliance with HIPPA regulations.

Never 1	Occasionally 2	Always 3
------------	-------------------	-------------

Comments: _____

7. Students and faculty demonstrated the ability to establish therapeutic communication and to maintain caring nurse-patient relationships with patients, family, colleagues, and the interdisciplinary team.

Never 1	Occasionally 2	Always 3
------------	-------------------	-------------

Comments: _____

8. Students and faculty complied with hospital dress code and school grooming standards for clinical practice

Never 1	Occasionally 2	Always 3
------------	-------------------	-------------

Comments: _____

9. Students and faculty treated the nursing staff in a mature, caring manner and were responsive to constructive feedback.

Never 1	Occasionally 2	Always 3
------------	-------------------	-------------

Comments: _____

10. Students and staff exhibited principles of practice and nursing skills appropriate for their level of training

Never 1	Occasionally 2	Always 3
------------	-------------------	-------------

Comments: _____

General Comments

1. List ways how Trinity University might improve the clinical rotation on your unit:

2. Was your staff receptive to working with Trinity students? Yes No

Why or why not?

3. Are you willing to allow Trinity students to return to your unit again? Yes No

Why or why not?

Thank you very much for your feedback. We hope to use this data to improve our relationship with our clinical facilities.

**Trinity Washington University
School of Nursing and Health Professions
Nursing program
PRECEPTOR EVALUATION TOOL
(Student Feedback)**

Preceptor: _____ Course: _____

Date: _____ Site: _____

Completed by student: _____

Please circle the most appropriate answer that best describes your viewpoint regarding your preceptor experience. Space is provided after each statement if you choose to add any written comments.

1. Did the preceptor facilitate the orientation process?

Never	Occasionally	Always
1	2	3

Comments: _____

2. Did the preceptor exhibit expertise in his/her nursing role?

Never	Occasionally	Always
1	2	3

Comments: _____

3. Did the preceptor collaborate and assist you in planning learning objectives and experiences?

Never	Occasionally	Always
1	2	3

Comments: _____

4. Did the preceptor provide immediate and appropriate feedback?

Never	Occasionally	Always
1	2	3

Comments: _____

5. Did the preceptor provide resources to the student and facilitate learning?

Never	Occasionally	Always
1	2	3

Comments: _____

6. Did the preceptor lead the student through critical thinking and decision-making?

Never
1

Occasionally
2

Always
3

Comments: _____

7. Did the preceptor consider the student's limits according to level of training?

Never
1

Occasionally
2

Always
3

Comments: _____

8. Did the preceptor encourage questions and offer constructive comments?

Never
1

Occasionally
2

Always
3

Comments: _____

9. Did the preceptor use good communication skills?

Never
1

Occasionally
2

Always
3

Comments: _____

10. Did the preceptor exhibit a caring and respectful attitude?

Never
1

Occasionally
2

Always
3

Comments: _____

General Comments

1. Please comment on how this preceptor assisted you to enhance your clinical learning experience.

2. Do you recommend this preceptor for other students? (circle one) **YES** **NO**
Why or why not?

3. Is this clinical setting a good placement for student learning and why?

4. Were the course objectives realistic and how could they be improved?

5. The following worked well in this clinical:

6. The following did not work well in this clinical:

Use the back of the sheet if necessary. You need not sign your name. Thank you for your comments.

**Trinity Washington University
School of Nursing and Health Professions
Nursing Program**

PRECEPTOR EVALUATION OF STUDENT TOOL

Date: _____

Student's Name: _____

Preceptor's Name: _____

Preceptor's Title: _____

Area of Specialty: _____

Clinical Site: _____

DIRECTIONS: Using the rating scale below, please rate the student's achievement of his/her ten specific (personal) objectives by circling the number that best represents your viewpoint. It would be helpful if you could give one or two examples to validate your rating.

(4) Self Directed (3) Supervised (2) Assisted (1) Marginal (0) Dependent

Thank you for your support, service, time, and expertise.

At the conclusion of the clinical course the student was able to:

Personal Objective #1	4	3	2	1	0
Personal Objective #2	4	3	2	1	0
Personal Objective #3	4	3	2	1	0
Personal Objective #4	4	3	2	1	0
Personal Objective #5	4	3	2	1	0
Personal Objective #6	4	3	2	1	0

Personal Objective #7	4	3	2	1	0
Personal Objective #8	4	3	2	1	0
Personal Objective #9	4	3	2	1	0
Personal Objective #10	4	3	2	1	0

Explain how educational programs enhance the organization's effectiveness

Please identify the student's strengths during this clinical experience:

Please suggest areas that you think the student could enhance:

Preceptor's Signature _____

Date _____

Appendix K

Nursing Program Faculty Service and Scholarship

FACULTY	PRESENTATIONS	PUBLICATIONS	CONTINUING EDUCATION	COMMUNITY SERVICE
Artis, Danielle Full-time 12-month	<p>Chronic Illness & Vulnerable Populations, Marymount University, 2010</p> <p>Novices Entering the Workforce, Marymount University, 2010</p> <p>Teaching Strategies: Telling is Not Teaching, Catholic University 2008</p> <p>Nurse Refresher Course: Fast Track Back, Catholic University, 2008</p> <p>The Nursing Faculty Shortage: Looking Ahead with Creative Solutions, Catholic University, 2007</p>			<p>Olivian Society</p> <p>Chi-Eta Phi Nursing Sorority</p>
Bruce, Nancie Full-time 12-month Director of Nursing Program	<p>Bruce, NP (October, 2011) Feedback From Hospitals; How Can We Better Prepare our new Graduates for Entry into Professional Nursing Practice. Presented at ATI Educator Enrichment Conference, Washington, DC</p> <p>Bruce, N. P. (1996, June) Development and further testing in the critical care setting of an instrument to measure comfort provided by nurses. Presented at the Sigma Theta Tau 8th International Nursing Research Congress, Ocho Rios, Jamaica.</p> <p>Bruce, N. P. (1995, November). Student experiences with caring faculty members in clinical practice settings. Phenomenologic research study presented at Sigma Theta Tau Fall Research Program, Bethesda Medical Center, Boynton Beach, Florida.</p> <p>Bruce, N. P. (1986, May). Fatigue and energy expenditure in the rehabilitation of patients with COPD. (Experimental research study presented at the Twelfth Annual Nursing Research Symposium, The National Institutes of Health, Bethesda, Maryland.)</p> <p>Pardue, N. H. (1985, September). The use of pulmonary rehabilitation in the modification of fatigue. (Experimental Research presented at Georgetown University, Washington, DC)</p>	<p>Bruce, N.P. (2007) Emergency problems, burns, animal and human bites, and arthropod bites and stings. In L.M. Dunphy and J.E. Winland-Brown (Eds.), Primary Care. The Art and Science of Advanced Practice Nursing. Philadelphia: F.A. Davis.</p> <p>Bruce, N.P (1999) Monographs on the topics of anaphylaxis, Near-Drowning Injuries, Insect Bites and Stings, Sunburn, Sun Poisoning, Contact Photodermatitis, Heat Illness, Animal Bites, and Assessment of the Multiply Injured Patient. In L. H. Dunphy (Ed.) Management guidelines for adult nurse practitioners. Philadelphia: F.A. Davis.</p> <p>Flynn, J.B., & Bruce, N.P. (1993) Introduction to critical care skills. St. Louis: Mosby-Year Book, Inc.</p> <p>Bruce, N.P. (1990) Administration of enteral nutrition. In J.B. Flynn & R. Hackle (Eds.), Technological foundations for nursing. Norwalk, CT: Appleton & Lange.</p> <p>Klein, L. & Bruce, N.P. (1989) Night shift work in nursing and biorhythms. Imprint, 36,(4), 112-114.</p> <p>Pardue, N.H. (1988). Immobility. In P.B. Heffron & J.B. Flynn (Eds.) Nursing: from concept to practice (pp. 489-518). Norwalk, CT: Appleton & Lange.</p>		<p>Officer, Sigma Theta Tau</p> <p>Secretary, District of Columbia Organization of Nurse Executives</p>

FACULTY	PRESENTATIONS	PUBLICATIONS	CONTINUING EDUCATION	COMMUNITY SERVICE
<p>Bruce, Nancie Full-time 12-month Director of Nursing Program</p>	<p>Pardue, N. H. (1977, April). <i>Measurement of the difference in feelings of subjective fatigue of COPD patients before and after a pulmonary rehabilitation course.</i> (Research presented at the Annual Meeting of the American Thoracic Society, San Francisco, California.)</p>	<p>Bernhard, M.H. & Pardue, N. H. (1988). Career trends in nursing. <i>Imprint</i>, 34(5), 36-37.</p> <p>Pardue, N.H. (1984). Energy expenditure and subjective fatigue of chronic obstructive pulmonary disease patients before and after a pulmonary rehabilitation program (Doctoral dissertation, The Catholic University of America, 1984). <i>Dissertation Abstracts International</i>, 84, 16-052.</p> <p>Pardue, N. H. (1982). On doctorates. <i>Nursing Outlook</i>, 30(6), 326.</p> <p>Pardue, N. H. (1980). As the worlds turn. <i>Nursing Outlook</i>, 28(4), 207.</p> <p>Pardue, N. H. (1977). Measurement of the difference in feelings of subjective fatigue of COPD patients before and after a pulmonary rehabilitation course. <i>American Review of Respiratory Disease</i>, 115(4).</p>		
<p>Campbell, Irene Adjunct</p>	<p>School Nursing Childhood Obesity Prevention Education, National Association of School Nurses, August 2008</p> <p>Managing Asthma Triggers: Keeping Students Healthy: Air Quality Issues, National Association of School Nurses, September 2008</p>			<p>National Association of School Nurses</p>
<p>Denison, Stephanie Full-time 12-month Clinical Coordinator</p>			<p>Completed the North West AHEC Nurse Educator Institute Attended NLNAC Self-study</p>	<p>Journal Reviewer for <i>Journal of Midwifery & Women's Health</i> Journal Reviewer for <i>Midwifery</i></p>
<p>Douglas, Melissa Adjunct</p>	<p><i>Developing Effective Recruitment Strategies Targeting Black Men Who Have Sex with Men in Washington, D.C. and Venue Based Recruitment Among Heterosexual Women at High Risk for HIV in Washington, D.C.</i> at the HIV Prevention Trials Network Annual Meeting June 6-8, 2010.</p> <p><i>Transforming Black America's HIV Burden: Black Nurses' Roles in Increasing Research Engagement</i>, at the 38th Annual National Black Nurses Association Annual Institute and Conference</p> <p><i>Take, Participate, Educate World AIDS Day 2010: Social Marketing campaign for salon and barbershops in Silver Spring, MD</i></p>			<p>Sigma Theta Tau Nursing Honor Society (Pi Chapter) National Black Nurses Association Member</p>

FACULTY	PRESENTATIONS	PUBLICATIONS	CONTINUING EDUCATION	COMMUNITY SERVICE
Ellison, Glenda Adjunct				American Nurses Association American Association of Critical Care Nurses
Feder, Shelli Adjunct		Funk, M., Winkler, C.G., May, J.L., Stephens, K., Fennie, K.P., Feder, S., Laragy, M., Rose, L., Turkman, Y., & Drew, B.J. (2010). Deficiencies in nurses' knowledge and substandard practice related to ECG monitoring: Baseline results of the PULSE Trial. <i>European Journal of Cardiovascular Nursing</i> , 9 Suppl. 1, S5.		
Flynn, Janet Full time, 12-month		<p>Grants: Dean's Research Grant, George Mason University, 1986 Morale Grant, Inova Health System, 2007</p> <p>Flynn, J.M. (1997). Skin and tissue integrity. In Berger, K. and Williams, M.: <i>Fundamentals of Nursing: Collaborating for Optimal Health</i>, 2nd ed. E. Norwalk, CT: Appleton and Lange.</p> <p>Flynn, J. M., Moore, J.B. (1990). Predictors of nursing students' math performance. <i>Western Journal of Nursing Research</i>, 12(4), 537-545.</p> <p>Flynn, J.M. (1988). Cultural assessment tool. In Burnside, IM: <i>Nursing and the Aged</i>, 3rd ed. New York: McGraw-Hill Book Company.</p> <p>Flynn, J.M. (1991). Nurses' math attitudes questionnaire. The Health and and Psychosocial Database. Pittsburgh, PA.</p> <p>Flynn, J.M., Moore, J.B. (1991). Medications and IV test. The Health and Psychosocial Instruments Database. Pittsburgh, PA.</p> <p>Flynn, J.M. (1986). <i>Special Screening Protocols: breast screening; Pap test screening; testicular self-examination; foot screening; and colorectal screening. Orientation and Protocol Guide for Trainers.</i> Kensington, MD: The National Health Screening Council.</p>		

FACULTY	PRESENTATIONS	PUBLICATIONS	CONTINUING EDUCATION	COMMUNITY SERVICE
<p>Flynn, Janet Full time, 12-month</p>		<p>Flynn, J.M. (1986). Standards for Learning Centers: Using medications wisely; cardiovascular disease; arthritis; diabetes, and aging. Orientation and Protocol for Trainers. Kensington, MD. The National Health Screening Council.</p> <p>Hannon, K., Flynn, J.M. and McNeely, J. (1993) Neurosensory integration. In Berger, K. and Williams, M.: Fundamentals of Nursing: Collaborating for Optimal Health, E. Norwalk. CT: Appleton & Lange.</p> <p>Flynn, J.M. and Heffron, P.B. (eds.). (1984). Nursing: From Concept to Practice. Bowie, MD: R.J. Brady Co.</p> <p>Flynn, J.M. and Heffron, P.B. (eds.). (1988). Nursing: From Concept to Practice, 2nd ed. E. Norwalk, CT. Appleton & Lange.</p> <p>Flynn, J.M. and Heffron, P.B. (1988). Nursing: From Concept to Practice. Instructor's guide. E. Norwalk, CT: Appleton & Lange.</p> <p>Flynn, J.M. and Hackel, R. (eds.). (1990). Technological Foundations of Nursing. E. Norwalk, CT: Appleton & Lange.</p> <p>Flynn, J.M. and Bruce, N.P. (1993). Introduction to Critical Care Skills. St. Louis: Mosby-Yearbook.</p> <p>Flynn, J.M. (1988). Nurses as Health Teachers. Judith W. Rorden. Philadelphia, Pa: W.B. Saunders, 1987. Journal of Patient Education and Teaching.</p>		
<p>Green, LaVerne Full-time 12-month</p>			<p>Doctoral course work in progress</p>	<p>National Association of Psychiatric Nurses Association of Military Surgeons of the United States American Public Health Association Commission Officer Association American Nurses Association</p>

FACULTY	PRESENTATIONS	PUBLICATIONS	CONTINUING EDUCATION	COMMUNITY SERVICE
Huber, Lorraine Adjunct	<p>Poster Presentation on Creutzfeldt and Jakob Disease, Georgetown University Walter Reed Medical Center (2004-2005)</p> <p>Ethics and Non-Heart Beating Donor, Maryland Nurses Association (2003)</p> <p>The Effect of a Mentoring Program on Nurse Retention (2003)</p> <p>Trauma Prevention in Vulnerable Population- Young Children and Battery-Operated Scooters. <i>Oakmont Maryland Newsletter</i> (2002)</p>	Huber, L., and Tarzian, A. Ethics and Non-Heart Beating Donor. <i>The Maryland Nurse</i> . (2003)	<p>Association of Operating Room Nurses: Conference on Patient Safety, Bariatric Surgery, Coping Strategies for Nurse Survival (2003)</p> <p>American Trauma Society: National Trauma Conference (2003)</p> <p>MedStar Health: Primary Care for the Vascular Patient (2003)</p> <p>Pharmaceutical Updates:</p>	
Jarboe, Denise Full-time 12-month				American Association of Critical Care Nursing AACN Ambassador
Joyner, JoAnne Adjunct	<p>Keynote Speaker, "The Ethics of Care" The Specialty Hospital of Washington May 2010</p> <p>Guest Lecturer, "Ethical Leadership" Children's School Services, Washington, DC May 15, 2007</p> <p>Guest Lecturer, "The Nurse's Role and the Continuum of Care" The Specialty Hospital of Washington, Washington, DC May 9 and 10, 2007</p> <p>Guest Lecturer, "Clinical Ethics in Everyday Practice" Bowie State University, May 3, 2007</p> <p>Guest Lecturer: "Introduction to Ethics and Law", University of the District of Columbia Department of Medical Radiography, August 31, 2006</p> <p>Guest Lecturer: "Effective Patient Communication", University of the District of Columbia Department of Medical Radiography, September 5, 2006</p>	<p>Expert Reviewer: "Data Collection Methods" in Lo-Biondo- Wood & Haber (2008), <i>Nursing Research: Methods and Critical Appraisal for Evidence-Based Practice</i>. Elsevier. October 2008.</p> <p>Rosse, R.B., Joyner, J. D., & Deutsch, S. I (2001). Quality management in health care. <u>Federal Practitioner</u>, 18, (3), 19, 22, 25-26, 29-30.</p> <p>Expert Reviewer: Greenberg, J. S. (2001). "<i>Code of Ethics for the Health Education Profession: A case study book</i>". Sudsbury, Massachusetts: Jones and Bartlett Publishers .</p> <p>Expert Reviewer: "Communication Pattern Impaired" <u>Advanced Clinical Nursing Reference</u>. C.V.Mosby, 1985.</p>		

FACULTY	PRESENTATIONS	PUBLICATIONS	CONTINUING EDUCATION	COMMUNITY SERVICE
<p>Joyner, JoAnne Adjunct</p>	<p>Conference Presenter: "Ethical Issues at the End of Life" District of Columbia Nurses Association, Washington, DC June 7, 2006</p> <p>Keynote Speaker: "Diversity in Nursing" Pinning and Dedication Ceremony Bowie State University, Bowie Maryland May 17, 2006</p> <p>Guest Speaker: "Ethical Issues in Community Mental Health Nursing" Department of Mental Health, Community Services Agency May 10, 2006</p> <p>Conference Presenter: "Nursing Shortage: Impact on the Future Education and Practice of Minority Nurses" District of Columbia Nurses Association, Washington, DC, February 22, 2006</p> <p>Welcome Address; Annual Conference National Council of State Boards of Nursing, Washington, DC, August 2, 2005</p> <p>Guest Lecturer, "History of Health Care Ethics", National Medical Association, Washington, DC, May 21, 2002</p> <p>Conference Presenter: "Phenomenological Exploration of Suffering within Chronic Depressive Illness", American Psychiatric Nurses Association, 14th Annual Conference Crystal City, VA., October 28, 2000</p> <p>Guest Lecturer "Qualitative Research – Phenomenology", School of Nursing The Catholic University of America, December 1999 - 2001</p> <p>Presentation: "Organizational Ethics for Nurse Managers", Nurses Organization of VA, Department of Veterans Affairs Medical Center, May 17, 2000</p> <p>Presentation: "Organizational Ethics- Building an Ethical Organizational Culture" VHA Learning University, Bloomington, MN, September 8, 1999</p> <p>Presentation: "Major Depressive Illness and the Phenomenon of Suffering" Medical Grand Rounds, National Rehabilitation Hospital, June 25, 1999</p>			

FACULTY	PRESENTATIONS	PUBLICATIONS	CONTINUING EDUCATION	COMMUNITY SERVICE
<p>Joyner, JoAnne Adjunct</p>	<p>Presentation: "Ethics and End of Life Issues", The Greater Washington Chapter of the Alzheimer's Association May 11, 1999</p> <p>Key Note Speaker "Psychiatric Nursing: Issues and Trends in Y2K and Beyond" The Twelfth Annual Nurse Recognition Day Luncheon Program Commission on Mental Health Services, Department of Human Services District of Columbia, May 12, 1999</p> <p>Presentation: "Evaluating Ethics Committee Consultations", The Maryland HealthCare Ethics Committee Network and the St. Agnes Bioethics Committee Bon Secours Spiritual Center, Marriottsville, Maryland, October 30, 1998</p> <p>Presentation: Grassroots VA Nursing Research: "A Phenomenological Exploration of Suffering Within Chronic Depressive Illness", DVAMC, Washington, DC, May 7, 1998</p> <p>Presentation: Nursing in the 21st Century: "Ethical Implications for Nursing Practice in the 21st Century", The Catholic University of America, April 4, 1998</p>			
<p>Kendell, Mary Adjunct</p>	<p>2009 International Society for the Study of Vulvar Diseases, Edinburgh, Scotland Lichen Sclerosus Biomarker Discovery through Whole Genome Expression Profiling</p> <p>2007 & 2009 National Physician Assistant Conference Contraceptive Update Vulvodynia: What it is and what it is not</p> <p>1996 – 2008 Key lecturer for Human Sexuality Course at George Washington University Sexual Dysfunction Culture and Sexuality Contraception Overview</p> <p>2006 Contraceptive Technology, Washington, DC. Contraception in Women over 40</p> <p>Gaba, ND, Parviainen, ELK, Kendell, MJ, Macri, CJ. Resident Management of Cervical Dysplasia: Relating Objective Fund of Knowledge to Core Competencies.</p>	<p>Younger, J. B., Kendell, M. J., Pickler, R. H., (Jan 1997). Mastery of stress in mothers of preterm infants. <i>Journal of the Society of Pediatric Nurses</i>. 2 (1):29-35.</p>		<p>1993 -1997 McGraw-Hill Inc. Health Professions Division, NY, New York Consultant on issues related to health care. Review texts for publication.</p>

FACULTY	PRESENTATIONS	PUBLICATIONS	CONTINUING EDUCATION	COMMUNITY SERVICE
Kendell, Mary Adjunct	<p>Prize winning poster presented at APGO/CREOG Annual Meeting March 2004. Gaba, ND, Parviainen, ELK, Kendell, MJ, Macri, CJ. Colposcopy – OSCE:A Multi- Competency Assessment. Oral presentation at APGO/CREOG Annual Meeting March 2004.</p> <p>2004 National Conference of Health Care for Women Over 40 Vasomotor Symptom Management Alternative Therapies for Menopausal Symptoms</p> <p>2000 National Ambulatory OB-GYN Conference, Arlington, VA. Conference Co-chair. Herbal Therapies in Women's Health Female Sexual Dysfunction</p> <p>2000 Contraceptive Technology, Washington, DC. Alternative Therapies in Women's Health</p> <p>1998 Interview on News Channel 8 Understanding Pap Smears</p> <p>1998 St. John of God Hospital, Brno, Czech Republic Domestic Violence, Female Sexual Dysfunction Bereavement, Depression Issues of Weight—An Overview of Eating Disorders Menopausal Issues</p> <p>1997 National Association of Child Bearing Centers Annual Conference, Reston, VA Female Sexual Dysfunction</p> <p>1996 Tallinn Central Hospital, Tallinn, Estonia Domestic violence, Bereavement Depression, Communication Skills</p> <p>1995 Arlington Hospital, Arlington, VA The care of alternative families in labor and delivery</p>			
Maloni, Heidi Adjunct	<p>May 2010: The utility of the EDSS in predicting neuropsychological functioning in MS</p> <p>May 2009: Multiple Sclerosis in Gulf War Veterans</p>	<p>Maloni, H. (2010). Getting what you want from the internet. In: <i>MS Veteran VA Multiple Sclerosis Centers of Excellence</i></p> <p>Maloni, H. (2010). Trigeminal neuralgia. In <i>American Association of Neuroscience Nurses (AANN) Core Curriculum for Neuroscience Nursing, (4th ed.)</i>. Elsevier press.</p>		

FACULTY	PRESENTATIONS	PUBLICATIONS	CONTINUING EDUCATION	COMMUNITY SERVICE
Maloni, Heidi Adjunct	<p>May 2008: An Intervention to Effect Hypertension, Glycemic Control, Diabetes Self-Management, Self-Efficacy, and Satisfaction with Care in Type 2 Diabetic Veterans with Inadequate Functional Health Literacy Skills.</p> <p>May 2008: Veterans Affairs Multiple Sclerosis Centers of Excellence Home Telehealth Project: A First Glance</p> <p>May 2007: Clinical Characteristics of African Americans With Multiple Sclerosis. The VA Longitudinal Multiple Sclerosis Study.</p> <p>May 2007: A Multicenter Longitudinal Study of Predictors of Outcomes in Veterans with Multiple Sclerosis</p>	<p>Maloni, H. (2008). Ms and pain. In: <i>VA Multiple Sclerosis Centers of Excellence MS Veteran</i>.</p> <p>Maloni, H. (2007). Pain in MS. In J. Halper. <i>Advanced Concepts in Multiple Sclerosis Nursing Care</i>, (2nd Ed.) New York: Demos</p> <p>Maloni, H. (2007). Introduction to pain in Multiple Sclerosis. Issue 10. <i>MS in Focus</i>, June, p4-8.</p> <p>Maloni, H. et al. (2007). Cognitive function in advanced multiple Sclerosis and Pain in advanced multiple sclerosis. In D.E. Northrup & D. Frankel (Eds.). <i>Caring for Loved Ones with Advanced MS: A Guide for Families</i>. New York: National Multiple Sclerosis Society Press.</p> <p>Maloni, H. et al (2007). Pain. Best practices in care of individuals with multiple sclerosis. National Multiple Sclerosis Society Press</p> <p>Maloni, H. (2006). Pain Bulletin for Professionals. National Multiple Sclerosis Society. New York</p> <p>Maloni, H. (2004). Multiple Sclerosis. In <i>American Association of Neuroscience Nurses (AANN) Core Curriculum for Neuroscience Nursing</i>, (4th ed.). Elsevier press.</p> <p>Maloni, H. (2004). Neuropathic Pain. In <i>American Association of Neuroscience Nurses (AANN) Core Curriculum for Neuroscience Nursing</i>, (4th ed.). Elsevier press.</p> <p>Uccelli, M., Fraser, C., Battaglia, M., Maloni, H., & Wollin, J. (2004). Certification of Multiple Sclerosis Nurses: An International Perspective. <i>The International Multiple Sclerosis Journal</i>, 11(2): 44-51.</p> <p>Donley, R., Flaherty, M.J., Dudley-Brown, S., Sarsfield, E., Maloni, H., Taylor, L. (2003). Molding Young Minds. In, <i>Nursing Spectrum</i>, 13(14), 8-9.</p> <p>Donley, R., Flaherty, M.J., Sarsfield, E., Taylor, L.,</p>		

FACULTY	PRESENTATIONS	PUBLICATIONS	CONTINUING EDUCATION	COMMUNITY SERVICE
Maloni, Heidi Adjunct		<p>Maloni, H., Flanagan, E. (2003). The Nurse Reinvestment Act. What It means to you. <i>OnLine Journal of Nursing</i></p> <p>Costello, K., Harris, C., Maloni, H., Halper, J., Gallagher, E., and Lowden, D. (2003). <i>Advanced practice nursing in multiple sclerosis. Advanced skills, advancing responsibility.</i> New York, New York: Bioscience Communication.</p> <p>Donley, R., Flaherty, M.J., Sarsfield, E., Maloni, H. (2002). Community Public Health Advanced Nurse Specialist Program. <i>Nursing Spectrum</i></p> <p>Maloni, H. (2000). Pain management in multiple sclerosis. <i>Journal of Neuroscience Nursing</i>, 32, 139-144.</p> <p>MS Nurse Specialist Consensus Committee. (2000). <i>Best practices in nursing care: Disease management, pharmacological treatment, nursing research.</i> Columbia, Maryland: Medicalliance.</p>		
Mancusi, Kathryn Full-time 12-month			Has applied to begin doctoral education	
McKain, Denise Full-time 12-month			Enrolled in doctoral education program	
Miller, Mary Adjunct			Trends 2009 ISTAN METI Training Critical Care Essentials Providing Trauma Care Blackboard training	AACN Member Sigma Theta Tau International Member Maryland Board of Nursing
Taylor, Jane Adjunct 2 lecture course	Lecturer, Kaplan NCLEX-RN review courses			
Tucker, Bridgette Adjunct				President Emergency Nurses Association American Nurses A.
Waite, Daphne Full-time 12-month	Creutzfeldt Jakob Disease, Signs Symptoms, Treatment and Implications Annual V.A. Medical Center Poster Presentation, Cleveland, Ohio	Sigma Theta Tau, Research Study Grant		

Appendix L
Course Syllabus Template



Trinity

Course Information School of Nursing & Health Professions

Course Title: _____

Course Number: NURS _____

Session ____ Section: _____

Room _____

Meeting Day & Time: _____

Credits: _____

Minimum Passing Grade: _____ %

Pre-Requisites: _____

Class Format: _____

Required Course for the Nursing Major

Instructor:

Trinity Phone:

Trinity Email:

Office Location and Hours:

Weather Delays, Closings, and Emergencies: Information on school delays and closings will be available online and at the weather hotline, 202-884-9009. Trinity's Department of Public Safety can be reached at 202-884-9111.

Course Description: *(Is to be the same as that listed on Self-Service)*

Course Objectives: *(Write 3-6 measureable outcomes an A student should be able to demonstrate at the end of the course. Refer to Bloom's Taxonomy.)*

IMPORTANT NOTES:

1. Faculty reserve the right to alter the schedule/content if needed. You will be kept updated of changes.

Required Text: *(Use APA style formatting)*

Additional Reading: *(examples include handouts from the instructor, web resources, other textbooks. List in APA style where appropriate.)*

Recommended Resources: *(Use APA style formatting)*

Methods of Instruction: *(Include the various teaching methods you will use in class – group discussion, lecture, observations, etc.)*

Grading Scale					
		A	96-100	A-	93-95
B+	90-92	B	87-89	B-	84-86
C+	81-83	C	78-80	F	77.9 & below

Assignment Contribution Towards Grade	
Assignments	Percentage/Points towards grade
<i>Description of each assignment</i>	<i>Explicitly indicate how point or percentage allocation will be calculated into the final grade.</i>
Total Percentage/Points	100%

Course Schedule				
Week #	Date	Topics Covered	Readings for Class	Assignments Due

Trinity Academic Calendar can be found at http://www.trinitydc.edu/academics/acadaff/Academic_Calendar.html

Important Dates	
Add/Drop	
Withdrawal	
Holidays	
Last Day of Class	

Additional Course Information & Classroom Management Policies

In this section include items such as: expected writing style (nursing has chosen APA); assignment details not included in assignment section; teaching philosophy; cell phone use; classroom decorum; time management; etc.

Attendance for Didactic and Clinical Courses

(Points 1-4 were decided by Nursing faculty during Faculty Planning sessions)

1. Students unable to attend a class, clinical or lab must notify the instructor via email, phone or voice mail message **prior to** the beginning of the class, clinical or lab and should follow any other notification procedure and requirements established by the instructor and/or clinical agency.
2. For lecture courses, ten percent of the final grade will include participation. These include: attendance, preparation, participation in class, submitting homework, ATI attendance, completing assignments as outlined, or other measures as outlined by faculty.
3. **Absence** from more than **two classes** over the course of a 14-week semester, or more than **one** class over the course of an **8-week** term/semester may result in failure of the course or the student being asked to withdraw from the class, at the discretion of the faculty member.
4. Students are expected to be on time for all class sessions and remain in class until each session ends. Students who arrive to class more than 15 minutes after the class start time or leave 15 minutes prior to the end of class will be marked as late. Two "late" attendance marks will equate to one absence. The nursing program recognizes students have life commitments. Simultaneously, students within the nursing program are choosing the profession of nursing in which being on time and completing each responsibility are of utmost importance to the effective functioning of the nursing unit and to the care of each patient. As such, attendance throughout all designated class session is expected.
5. All clinical courses have mandatory clinical hours. Makeup assignments will be required for any missed clinical time. Should a student miss more than 20% of the total clinical hours required for the semester for both excused and/or unexcused absences, he/she may receive a grade of "F" for the course or be asked to withdraw from the course for that semester and repeat it in the subsequent semester.

Here are other items to be included:

Examination: Examinations are to be taken as scheduled. Only under extraordinary circumstances may an exam be missed. If a student must miss an exam due to extraordinary circumstances he/she is expected to:

- To notify the instructor **prior** to the exam or class time. The instructor and the student will arrange an alternative date and time for the exam to be administered.
- Students given permission to reschedule an exam must make up that exam within one (1) week of the normally scheduled exam time. Failure to do so may result in forfeiture of those exam points.
- Makeup exams will be a different version of the original exam.

- Any unexcused absence from an exam will result in a zero for that exam.

Assignments

Students are responsible for submitting requirements on the due date specified in the course syllabus, at the beginning of class unless the instructor has granted express permission in advance, to submit materials at another time.

- The student seeking this privilege must make the request in writing.
- Written assignments must be handed to the instructor at the time designated, unless otherwise arranged by the instructor.
- ____ points per day will be deducted for assignments submitted late without permission from the instructor.
- Assignments more than five days late will not be accepted, and a grade of “0” will be assigned.

Extra Credit: *(Opportunity for extra credit will be is at the discretion of the instructor. Note here what your policy will be.)*

Email & Moodle Communication

The nursing program uses email and Moodle as the major vehicles for communicating important information to students. Students should check their email account and Moodle at least once each day. Faculty and students should make every attempt to respond to email and Moodle communication in a timely manner.

Moodle Login Information

Experience has shown that students, who are successful in an online course, are self-motivated and have excellent time management skills. They not wait until the last minute to submit assignments since technology does not always function as planned. They allow themselves extra time to resolve technology problems. Another beneficial strategy is that she or he will print material from the course so they can continue their studies without a computer. Each student will find the best time to access the course.

Remember to log into and check on your course regularly!

In Moodle:

- In your Web Browser:
- Navigate to [Trinity Moodle](#)
- Login using your Trinity user name and password.
- Now you are in the Moodle course home page for the course.
- Here you can access or view course announcements, course email, course forums for discussion, and course related media.
- For help logging in, Moodle assistance please contact **Trinity Tech Support** at **202-884-9811** or helpdesk@trinitydc.edu from 8 AM to 7 PM weekdays and from 8:30 AM to 2:0 PM Saturdays.

Academic Support Services

Trinity’s Academic Services Center offers assistance with topics such as scholarly writing and time management to name a few. Please feel free to make an appointment with Scott Swinney in the Writing Center or someone at ACS for tutoring assistance. It can take 24- 48 hours to schedule a session so please plan in advance! You can also make use of the free services at the Purdue Online Writing Lab (OWL). I am also willing to review your work with enough advanced notice. Here are some resources available to your for free.

- [Academic Services Center](#)
- [Tutoring Services](#)
- [To request tutoring](#)

- [Visit the Writing Center and request writing assistance](#)

Library and Online Databases

- [Trinity's Sister Helen Sheehan Library Home Page](#) – Your resource Center for Online Journals, the Trinity catalogue, DVDs and Videos, Inter Library Loans, etc...
- [Trinity's Free Online Research Databases](#) – Your resource for online journals, periodicals, and statistical data. Remember it is free! You just need your Trinity user name and a barcode from the Library, updated every semester, to login.
- [Kimberley LaBoone](#), Director of the Academic Services Center
- [Scott Swinney](#), Director of the Writing Center
- [Jacob Berg](#), Acting Senior Library Associate
- Ashley Ryan, Reference Librarian

The Trinity Plagiarism Handbook

The Trinity Plagiarism Handbook clearly defines the Trinity Honor System, the concept of plagiarism, plagiarism and internet resources, and provides some exercises and resources for your information and reference. This Handbook provides guidance and illustrations for students to learn more about plagiarism and how to uphold Trinity's Academic Honesty Policy. Nothing in this document should be construed as limiting Trinity's ability to make a finding of plagiarism or academic dishonesty in any particular case. The material in this Handbook is for illustration only, and not intended to imply that all instances of plagiarism, cheating or academic dishonesty are illustrated here. Nor does this Handbook overrule the Academic Honesty Policy itself. The Academic Honesty Policy prevails as the governing rule in any case in which the information in this Handbook appears to conflict with any portion of the policy.

All colleges and universities consider plagiarism a grave academic offence, and impose serious penalties on students who plagiarize. ([Trinity's policy](#).) It is important to keep in mind that unintentional plagiarism is still plagiarism; whatever your intention, you are subject to the University's penalties for plagiarism. Therefore, it is essential that you learn to identify and avoid all forms of plagiarism. The exercises and quizzes in this handbook will help you identify gaps in your understanding of plagiarism and clarify "gray" areas.

- [View the Trinity Plagiarism Handbook](#)

For further information contact the Trinity Writing Center or use the links found above.

Honor Code

Trinity is devoted to the highest standards of academic honesty and intellectual integrity. As an institution of higher education founded in the Catholic intellectual tradition and rooted in liberal learning, Trinity challenges students to develop sound moral and ethical practices in their study, research, writing and presentations; in their examinations and portfolios; and in all of their relationships and actions as members of the academic community.

The values that are central to the Trinity experience animate the Honor System that has been a part of the Trinity community since 1913. All members of the Trinity community, students, faculty, and staff, are expected to uphold a way of life that embraces personal integrity and responsibility, the foundation of the Honor System. The Honor System reflects a personal commitment on the part of all members of the community to individual integrity and shared trust, hence it also reflects a community commitment to abide by University policies, rules, and regulations. Upon joining the Trinity community, each student and each member of the faculty and staff agrees to adhere to the following honor pledge:

"I realize the responsibility involved in membership in the Trinity (Washington) community. I agree to abide by the rules and regulations of this community. I also affirm my intention to live according to the standards of honor, to which lying, stealing, and cheating are opposed. I will help others to maintain this responsibility in all matters essential to the common good of the community."

- View the complete [Academic Honesty Policy](#)

ADA Statement

Trinity welcomes all people to study and work at the University who otherwise meet the requirements for admission to the University or for employment in the particular positions advertised.

In all aspects of its employment policies and practices, Trinity seeks to ensure that applicants for employment, as well as employees, are treated in compliance with the American with Disabilities Act (ADA). Trinity (Washington) is committed to nondiscrimination in its hiring and employment practices, including but not limited to advertising, recruitment and employment, position upgrading, promotion, demotion or transfer, layoff, termination, compensation, training, and apprenticeship.

Trinity provides prompt, fair and impartial consideration of all complaints of discrimination in employment or personnel practices. Complaints brought under the ADA should follow the same process as described above for complaints of discrimination.

- Ms. Hope Fisher, Asst. Director of Disability Support Services
- [Link to the ADA policy](#)

Appendix M

Exemplars of Congruence between Baccalaureate Expected Learning Outcomes, RN - BSN Courses, Course Objectives, and Concepts from the AACN Essentials of Baccalaureate Education (2008)

Expected Learning Outcomes	Exemplars of RN-BSN Courses	Exemplars of Course Objectives	Concepts from the AACN Baccalaureate Essentials (2008)
Value and integrate knowledge from the liberal arts and sciences as a means of making nursing judgments and understanding the human experience	PHIL 351 Bioethics	Examine the applications and consequences of new technology on ethical medical practice such as experimentation on human subjects, physician assisted suicide, abortion, the use of fetal tissue, reproductive technologies, and genetic engineering	Liberal education Ethics Genetics
Apply critical thinking in the nursing process using research-based knowledge and evidence based health care to individuals, families, groups, communities, and populations	<p>NURS 330 Introduction to Nursing Research and Evidence- Based Practice</p> <p>NURS 410 Leadership and Management of Health Care</p> <p>NURS 420 Community and Public Health Nursing</p> <p>NURS 490 Capstone</p>	<p>Demonstrate a comprehension of the roles and responsibilities of the professional nurse in relation to participation in research and implementation of research findings. Critically appraise a quantitative research study</p> <p>Understand the use of tools such as change theory, quality improvement, risk management, and evidence-based practice on health care management</p> <p>Examine research issues related to health concerns of adolescents and young adults</p> <p>Explore evidence-based research as a method to reduce health disparities in community settings</p> <p>Compare and contrast critical thinking, the nursing process, and clinical reasoning within the context of professional nursing practice</p> <p>Determine the value of evidence-based practice for the profession and for patient outcomes</p> <p>Apply critical thinking tactics (tracking, assessing, and cultivating thinking to improve competency-based strategies) to five competencies: patient-centered care, interdisciplinary teamwork, evidence-based practice, informatics, and quality improvement</p>	Critical Thinking Evidence-based practice Research Individuals, families, groups, communities, and populations Nursing process

Expected Learning Outcomes	Exemplars of RN-BSN Courses	Exemplars of Course Objectives	Concepts from the ACCN Baccalaureate Essentials (2008)
Demonstrate professionalism as evidenced by self-reflection and applying values that epitomize caring: altruism, autonomy, human dignity, integrity, and social justice	NURS 490 RN Capstone	Articulate own nursing philosophy as a theoretical framework for nursing research and professional practice Discuss caring and other nursing theories that guide humanistic nursing practice	Altruism Autonomy Human dignity Social Justice Caring Self-reflection Professional image Spiritual care
Provide quality health care within a framework of competent, moral, ethical, safe, and legal practices	NURS 330 Introduction to Nursing Research and Evidence Based Practice NURS 410 Leadership and Management of Health Care NURS 320 Health Promotion, Policy, and Politics NURS 325 Contemporary Issues in Nursing and Health Care	Demonstrate a comprehension of ethical issues related to research Analyze ethical theories and principles, including autonomy, beneficence, fidelity, and respect for others. In work situations apply an ethical decision-making framework that incorporates moral concepts, professional ethics, and law and respects diverse values and beliefs. Examine nurse practice acts and determine the legal differences and responsibilities of ARNP, RN, LPN, and CNAs Understand and prize nursing's values, standards, and ethics	Ethics Legal issues Competency Quality care Moral conduct Safety Nurse Practice Acts Scope of practice
Perform technical skills competently which includes the use of computers, patient care technologies, and information management systems	NURS 410 Leadership and Management of Health Care NURS 325 Contemporary Issues in Nursing and Health Care	Discuss the role of technology in leading and managing nursing care Demonstrate competency in selected intermediate or advanced nursing technologies with simulated clients Discuss the implications for differentiated practice on new roles in the community, such as palliative care nursing, forensic nursing, nursing informatics, and telehealth nursing. Use technologies to search pertinent databases, screen and interpret results, and retrieve electronic resources in the application of the scholarship of writing	Information management systems Patient care technologies Palliative care

Expected Learning Outcomes	Exemplars of RN-BSN Courses	Exemplars of Course Objectives	Concepts from the ACCN Baccalaureate Essentials (2008)
Deliver safe, competent, humanistic care that respects a client's cultural, spiritual, ethnic, gender, and sexual orientation diversity within the practice of an increasing global, multicultural environmental.	<p>NURS 310 Advanced Health Assessment</p> <p>NURS 410 Leadership and Management of Health Care</p>	<p>Demonstrate health assessment of the whole person, including developmental tasks and health promotion for all age groups, cultural assessment, nutritional assessment, interviewing and complete history gathering, and mental status assessment</p> <p>Use concepts and principles of culture, cultural diversity, and cultural sensitivity in leading and managing situations</p>	<p>Assessment</p> <p>Cultural Diversity</p> <p>Care across the lifespan</p> <p>Growth and development</p> <p>Nutrition</p>
Evidence a beginning understanding of complementary and alternative modalities and their role in health care	<p>NURS 400 Pharmacology and Complementary/Alternative Therapies</p> <p>NURS 420 Community and Public Health Nursing</p>	<p>Specify various complementary and alternative therapies used by diverse cultures in caring and healing</p> <p>Discuss the concepts of culture and cultural health care systems, diversity, ethnicity, and their influence on health beliefs and behaviors</p>	<p>Complementary and alternative therapies</p> <p>Caring and healing techniques</p> <p>Culturally diverse care</p> <p>Health beliefs</p>
Apply knowledge of health promotion, risk reduction, disease and injury prevention, and illness and disease management	<p>NURS 320 Health Promotion, Policy, and Politics</p>	<p>Discuss the link between health promotion, health policy, and health outcomes</p> <p>Incorporate the knowledge, skills, values, meanings, and experiences acquired from previous and current course work to explore the biological, psychological and developmental health alterations of adolescence and young adults</p>	<p>Health promotion</p> <p>Risk reduction</p> <p>Disease and injury prevention</p> <p>Illness and disease management</p>
Communicate, collaborate, and utilize concepts of group dynamics in order to provide for safe, high quality patient care as a member of the health care team.	<p>NURS 325 Contemporary Issues in Nursing and Health Care</p> <p>NURS 410 Leadership and Management of Health Care</p>	<p>Evaluate the challenge of creating and maintaining a healthy work environment within the health care delivery system</p> <p>Describe ways to lead and manage more effectively through communication and partnering with others: colleagues, patients, patients' family members, and suppliers</p>	<p>Communication</p> <p>Collaboration</p>

Expected Learning Outcomes	Exemplars of RN-BSN Courses	Exemplars of Course Objectives	Concepts from the ACCN Baccalaureate Essentials (2008)
Demonstrate basic knowledge of nursing history, contemporary issues, healthcare policy, finance, and regulatory environments that impact quality improvement, nursing, healthcare costs, and healthcare delivery.	<p>NURS 320 Health Promotion, Policy, and Politics</p> <p>NURS 410 Leadership and Management of Health Care</p> <p>NURS 325 Contemporary Issues in Nursing and Health Care</p>	<p>Discuss the link between health promotion, health policy, and health outcomes. Demonstrate basic knowledge of healthcare policy, finance, and global healthcare trends. Identify the economic, legal, regulatory processes and political factors that influence professional nursing practice and health care delivery.</p> <p>Analyze economic, social, and demographic forces that effect the development of healthcare organizations and the effect on patient care. Discuss the evolution of professional nursing and the contributions of early nurse leaders</p> <p>Develop an appreciation for the history of nursing</p>	<p>Nursing history Contemporary issues Healthcare policy Finance Quality improvement Regulatory environments Healthcare costs Healthcare delivery Resource management</p>
Deliver nursing care as a provider, patient advocate, educator, and counselor within a holistic, caring framework in the assessment, planning, implementing, and evaluating of outcomes of patient care.	<p>NURS 490 Capstone – Synthesis of Professional and Health care Issues</p> <p>NURS 430 Emergency Nursing and Illness Prevention</p>	<p>Utilize appropriate principles of teaching and learning and a minimum of one form of electronic media in implementing a professional class presentation</p> <p>Use critical decision-making and the nursing process to explore contemporary health concerns in the community</p> <p>Use the nursing process to develop and evaluate a plan of care for the client with emergency disorders</p>	<p>Teaching/learning</p> <p>Emergency nursing Disease management Nursing process Provider of care Assessment Patient advocate Caring Disease prevention</p>
Discuss the nurse's role and participation in emergency nursing situations, environmental disasters, and bioterrorism	<p>NURS 430 Emergency Nursing and Illness Prevention</p>	<p>Discuss the multiple roles in a disaster response from providing patient care to victims of disaster, understanding the use of incident command systems (ICS) and the National Incident Management System (NIMS), to handling mental health problems of victims and their families</p>	<p>Emergency preparedness, disaster response, bioterrorism Disease and Illness prevention Health promotion</p>
Perform as a designer/coordinator/manager of care through leading, collaborating, delegating, negotiating, and evaluating within interdisciplinary systems.	<p>NURS 410 Leadership and Management of Health Care</p>	<p>Demonstrate the ability to integrate knowledge of leadership and management concepts in professional nursing practice while demonstrating accountability for one's own practice</p>	<p>Designer/Manager/Coordinator of care Leadership Team building Delegation</p>

Expected Learning Outcomes	Exemplars of RN-BSN Courses	Exemplars of Course Objectives	Concepts from the ACCN Baccalaureate Essentials (2008)
<p>Articulate his/her professional identity as a member of the nursing profession in the role of advocate for the profession and respect for lifelong learning and advancement of the profession</p>	<p>NURS 410 Leadership and Management of Health Care</p> <p>NURS 490 RN Capstone</p> <p>NURS 325 Contemporary Issues in Nursing and Health Care</p>	<p>Identify specific characteristics of models of shared governance, work place advocacy, and collective bargaining.</p> <p>Develop personal goals and a nursing conceptual framework for continuing professional development</p> <p>Develop a personal philosophy of nursing while defining what it means to be a professional</p>	<p>Member of a profession Lifelong learning Professional image Professional organizations Advocacy</p>
<p>Discuss the role of the nurse in collaboration with other health professionals and the public in the promotion of community, national, and international efforts to meet society's health needs and shape social policy.</p>	<p>NURS 410 Leadership and Management of Health Care</p> <p>NURS 320 Health Promotion, Policy, and Politics</p> <p>NURS 420 Community and Public Health Nursing</p> <p>NURS 325 Contemporary Issues in Nursing and Health Care</p>	<p>Understand current and future trends and their impact on the organization.</p> <p>Participate in efforts to influence health care policy on behalf of individuals, families, communities locally, nationally, internationally or the profession.</p> <p>Identify global health issues in the 21st century. Interpret basic epidemiological, demographic, and statistical measures of community health</p> <p>Analyze selected health care issues from the social and economic perspectives and the impact on professional practice</p>	<p>Global health care Collaboration Health care policy</p>

Appendix N BSN Courses

Requirements	Course Name and Number	Semester	College	Grade	Credits Completed	Credits Remaining
JUNIOR YEAR FIRST SEMESTER						
<i>NURS 117 Foundations for Nursing Practice</i>						4
<i>NURS 117L Foundational Skills for Nursing Practice Lab</i>						1
<i>NURS 220 Health Promotion, Policy, and Politics</i>						3
<i>NURS 262 Introduction to Health Assessment</i>						3
<i>NURS 215 Pharmacology</i>						3
<i>Upper Division General Education Elective (300 or 400 level course)</i>						3
JUNIOR YEAR SECOND SEMESTER						
<i>NURS 350 Medical-Surgical Nursing I</i>						3
<i>NURS 350C Medical-Surgical Nursing I Clinical</i>						2
<i>NURS 360 Psychiatric and Mental Health Nursing</i>						3
<i>NURS 360C Psychiatric and Mental Health Nursing Clinical</i>						2
<i>NURS 362 Advanced Health Assessment</i>						2
<i>NURS 362L Advanced Health Assessment Lab</i>						1
<i>NURS 417L Comprehensive Nursing Skills</i>						1
<i>Upper Division General Education Elective (300 or 400 level course)</i>						3
SENIOR YEAR FIRST SEMESTER						
<i>NURS 361 Medical-Surgical Nursing II</i>						3
<i>NURS 361C Medical-Surgical Nursing II Clinical</i>						2
<i>NURS 410 Leadership and Management in Healthcare</i>						3
<i>NURS 461 Pediatric Nursing or NURS 460 Maternity and Newborn Nursing</i>						3
<i>NURS 461C Pediatric Nursing Clinical or NURS 460C Maternity and Newborn Nursing</i>						2
<i>NURS 330 Nursing Research and Evidence- Based Practice</i>						3
SENIOR YEAR SECOND SEMESTER						
<i>NURS 460 Maternity and Newborn Nursing or NURS 461 Pediatric Nursing</i>						3
<i>NURS 460C Maternity and Newborn Nursing Clinical or NURS 461C Pediatric Nursing Clinical</i>						2
<i>NURS 420 Community and Public Health Nursing</i>						3
<i>NURS 420C Community and Public Health Nursing Clinical</i>						2
<i>NURS 480 Nursing of Older Adults</i>						3
<i>NURS 491 Senior Practicum Seminar</i>						1
<i>NURS 491C Senior Clinical Practicum</i>						2
<i>NURS 492 NCLEX Preparation</i>						1
TOTAL MAJOR CREDITS						67

RN-BSN Nursing Courses						
Requirements	Course Name and Number	Semester	College	Grade	Credits Completed	Credits Remaining
Total Nursing Transfer Credits						32
<i>NURS 310 Advanced Health Assessment</i>						2
<i>NURS 310L Advanced Health Assessment Lab</i>						1
<i>NURS 320 Health Promotion, Policy and Politics</i>						3
<i>NURS 325 Contemporary Issues in Nursing and Health Care</i>						3
<i>NURS 330 Nursing Research and Evidence-Based Practice</i>						3
<i>NURS 415 Pharmacology and Complementary/Alternative Therapies</i>						3
<i>NURS 410 Leadership and Management in Health Care</i>						3
<i>NURS 420 Community and Public Health Nursing</i>						3
<i>NURS 420C Community and Public Health Nursing Clinical</i>						2
<i>NURS 430 Emergency Nursing and Illness Prevention</i>						3
<i>NURS 450C RN Clinical Practicum</i>						3
<i>NURS 490 RN Capstone</i>						3
Total RN-BSN Credits						32
General Education/Nursing Prerequisite Credits						64
Associates Degree or Diploma Nursing Transfer Credit						32
RN-BSN Courses						32
TOTAL MAJOR CREDITS						128

RN-BSN Program Pre-Requisite Courses

Requirements	Course Name and Number	Semester	College	Grade	Credits Completed	Credits Remaining
<i>ENGL 107 English Composition</i>						3
<i>INT 109 Information Literacy</i>						3
<i>MATH 108 Finite Math</i>						3
<i>MATH 110 Statistics</i>						3
<i>SOCY 100 Introduction to Sociology</i>						3
<i>PSYC 101 Introductory Psychology</i>						3
<i>COM 290 Public Speaking</i>						3
<i>COM 225 Intercultural Communication, or SPAN 103 Spanish for the Workplace</i>						3
ARTS & HUMANITIES (6 Credits): Select from: <i>ENGL 215 Major United States Writers II, ENGL 267 Multicultural United States Literature, FNAR 101 Survey History of Art I, FNAR 102 Survey History of Art II, HIS 132 20th Century United States, HIS 155 20th Century World, HIS 390 Christianity Islam Judaism Middle Ages RST 245 Religion and Money, RST 290 Religions of the World, PHIL 103 Reasoning and Argumentation</i>						3
						3
<i>BIOL 101 Introduction to Biology, or General Elective Course (3 credits)</i>						3
<i>BIOL 121 Anatomy and Physiology I</i>						4
<i>BIOL 122 Anatomy and Physiology II</i>						4
<i>CHEM 113 Chemistry for Health Sciences</i>						4
<i>BIOL 130 Microbiology with Lab</i>						4
<i>HPNU 200 Nutrition</i>						3
<i>PHIL 351 Bioethics</i>						3
<i>General Education Elective Course</i>						3
Upper Division General Education Electives (6 credits) (300 or 400 level courses)						3
						3
Total General Education/Nursing Prerequisites						64

**Trinity Washington University
Nursing Program CAS Core and Pre-Requisite Requirements**

Foundational Skills	
Course	Credit
CRS 101 Critical Read	3
ENGL 107 College Composition	3
Communication Course (COM 110 Comm for Academic Success)	3
MATH 108 Finite Math	3
Knowledge and Inquiry	
Social Sciences	
ECON 100 Principles of Economics	3
PSYC 101 Introduction to Psychology	3
SOCY 100 Introduction to Sociology	3
Science/Math	
BIOL 121 Anatomy and Physiology I	4
BIOL 122 Anatomy and Physiology II	4
BIOL 130 Microbiology	4
CHEM 113 Chemistry for Health Sciences	4
HPNU 200 Nutrition	3
HPNU 210 Pathophysiology	3
MATH 110 Statistics	3
History/Arts/Humanities	
History	3
FNAR Gen Ed K&I (FNAR 313 recommended)	3
Literature Gen Ed K & I (ENG 381 recommended)	3
Foreign Language	
Foreign Language I	3
Foreign Language II	3
Values and Beliefs	
Religious Studies and Theology	
RST 101 Gen ED V & B	3
Philosophy	
PHIL 351 Bioethics	3

**Trinity Washington University
Nursing Program School of Professional Studies Core and Pre-Requisite
Requirements**

Area I: Skills for Life and Work	
Course	Credit
Writing	
ENGL 107 College Composition	3
Communication	
COM 225 Intercultural Communication or SPAN 103 for the Workplace	3
COM 290 Public Speaking	3
Numeracy	
MATH 108 Finite Math	3
Information Literacy	
INT 109 Information Literacy	3
Area II: Understanding the Self and Society	
Arts and Humanities (6 credits from any the following courses)	
ENGL 215 Major United States Writers II	3
ENGL 267 Multicultural United States Literature	3
FNAR 101 Survey: History of Art I	3
FNAR 102 Survey: History of Art II	3
HIS 132 Twentieth Century United States	3
HIS 155 The 20 th Century World	3
RST 290 Religions of the World	3
Social Science	
COM 201 Interpersonal Communication	3
PYSC 100 Introduction to Psychology	3
SOCY 101 Introduction to Sociology	3
Scientific Understanding	
BIOL 101 Introduction to Biology	3
Area III: Ethics and Moral Reasoning	
PHIL 351 Bioethics	3
Nursing Pre-requisites	
BIOL 121 Anatomy and Physiology I	4
BIOL 122 Anatomy and Physiology II	4
BIOL 130 Microbiology	4
CHEM 113 Chemistry for Health Sciences	4
HPNU 110 Professional and Career Success for the Health Professions	3
HPNU 200 Nutrition	3
HPNU 210 Pathophysiology	3
MATH 110 Statistics	3

Trinity Washington University
Nursing Program Second Baccalaureate Pre-Requisite Requirements

Course	Credit
Anatomy & Physiology I, with lab	4
Anatomy & Physiology II, with lab	4
Chemistry I	4
Microbiology, with lab	4
Pathophysiology	3
Mathematics (College Algebra level or higher)	3
Statistics	3
Nutrition	3
Ethics (Bioethics preferred)	3
Introduction to Psychology	3
Introduction to Sociology	3

Appendix O
Spring, 2012 Hospital Clinical Courses

Course Number	Name of Course	Time and Day	Professor	Hospital
NURS 350C	Medical Surgical Nursing I	0700 – 1530 Monday	Daphne Waite	Washington Hospital Center Unit 2D 8 students
NURS 350C Day, section 3	Medical Surgical Nursing I	0700 – 1530 Tuesday	Deborah Wirwicz	Washington Hospital Center Unit 4NE 6 students
NURS 350C Day, section 2	Medical Surgical Nursing I	0700 – 1530 Tuesday	Erica Haynes	Sibley Memorial Hospital Unit 5 East 8 students
NURS 350C	Medical Surgical Nursing I	0700 – 1530 Saturday	Glenda Ellison	Laurel Regional Hospital 4C 8 students
NURS 350C	Medical Surgical Nursing I	0700 – 1530 Sunday	Abdul Malike	Washington Hospital Center Unit 2C 8 students
NURS 350C	Medical Surgical Nursing I	0700 – 1530 Sunday	Deborah Wirwicz	Laurel Regional Hospital 8 students 4C
NURS 360C	Psychiatric and Mental Health Nursing Clinical	0800-1630 Monday	JoAnne Joyner	Washington Veterans Administration Medical Center Psychiatric unit Unit 3DE 8 students
NURS 360C	Psychiatric and Mental Health Nursing Clinical	0800-1630 Tuesday	Charity Russell	Laurel Regional Hospital 4A Psych unit 8 students and other community Clinics
NURS 360C	Psychiatric and Mental Health Nursing Clinical	0800-1630 Thursday	Karen Bartice	St. Elizabeth's Hospital and community clinics 8 students
NURS 360C	Psychiatric and Mental Health Nursing Clinical	1500 – 2330 Thursday	Joyce Hayes	Prince Georges Hospital Center Psychiatric Unit 8 students
NURS 360C	Psychiatric Mental Health Nursing Clinical	0800-1630 Saturday	Holly Baus	Washington Hospital Center 2K/2L 8 students

Course Number	Name of Course	Time and Day	Professor	Hospital
NURS 360C	Psychiatric and Mental Health Nursing Clinical	0800-1630 Sunday	Stephanie Denison	Washington Hospital Center 2K/2L 8 students
NURS 361C	Medical-Surgical Nursing II Clinical	0700-1530 Wednesday	Charity Russell	Washington Hospital Center 3NE 6 students
NURS 361C	Medical-Surgical Nursing II Clinical	0700-1530 Wednesday	Erica Haynes	Sibley Memorial Hospital 8 students Unit 5 East
NURS 361C	Medical-Surgical Nursing II Clinical	1500 – 2330 Tuesday	Bridgette Tucker	Providence Hospital 5 south Orthopedics Unit 8 students
NURS 361C	Medical-Surgical Nursing II Clinical	0700-1530 Sunday	Melissa Douglas	Howard University Hospital Unit 6 West
NURS 460C	Maternity and Newborn Nursing Clinical	1000 - 1830 Saturday	Charity Russell	Sibley Memorial Hospital 8 students Maternity units
NURS 460C	Maternity and Newborn Nursing Clinical	0700 – 1530 Friday	Lorraine Huber	Sibley Memorial Hospital 8 students maternity units
NURS 460C	Maternity and Newborn Nursing Clinical	1500 – 2330 Friday	Katie Mancusi	Sibley Memorial Hospital 8 students Maternity units
NURS 461C	Pediatric Clinical	1500 – 1130 Tuesday	Stephanie Denison	Children's National Medical Center Surgical Care Unit 7 students
NURS 461C	Pediatric Clinical	1500 – 1130 Friday	Stephanie Denison	Children's National Medical Center Surgical Care Unit 7 students
NURS 461C	Pediatric Clinical	1500 – 1130 Tuesday	Jennifer Dahlman	Hospital for Sick Children Pediatric Center 6 students
NURS 491C	Senior Clinical Practicum	0700 – 1530 Wednesday	Mary Miller	The Specialty Hospital of Washington Intermediate Critical Care Unit 8 students

Course Number	Name of Course	Time and Day	Professor	Hospital
NURS 491C	Senior Clinical Practicum	0700 – 1530 Wednesday	Denise Jarboe	Providence Hospital 8 students 6 East Telemetry Unit
NURS 491C	Senior Clinical Practicum	0700 – 1530 Saturday	Deborah Wirwicz	Washington Hospital Center Unit 3NE Medical oncology Only 6 students

Appendix P
Nursing Program Course Report Forms

Trinity Washington University
School of Nursing and Health Professions
Nursing Program

SEMESTER COURSE REPORT
(Classroom-Based Courses)
Fall, 2011

Course: NURS

Title:

Credits:

Faculty:

1. Write the names of all faculty who taught the course and specify the name of the Course Coordinator.

Student Data:

1. Include the number of students who entered, withdrew, failed and completed the course.
2. Include the number of students who receive A, B, C, D, F, and Incomplete grades.

Number Entering.....	___	A =	___
Withdrawals	___	B =	___
Failures.....	___	C =	___
Number Completing.....	___	D =	___
		F =	___
		I =	___

Evaluation Methods:

1. Evaluate the evaluation methods stated in your course overview. Make recommendations, as needed.
2. State what you have done or plan to do to implement your recommendations.

Instructional Resources:

1. Evaluate the instructional resources (e.g., texts, software programs, labs, human resources) you used. Specify the names of resources that are not stated in the course overview. Make recommendations, as needed.
2. State what you have done or plan to do to implement all of your recommendations concerning instructional resources.

Teaching Methods:

1. *Evaluate the degree to which your teaching methods facilitated students= abilities to meet the **course objectives**. Make recommendations, as needed.*
2. *Evaluate the degree to which your teaching methods (if applicable) facilitated students= abilities to meet the objectives of the **corresponding lab/clinical course**. Make recommendations, as needed.*
3. *State what you have done or plan to do to implement all of your recommendations concerning teaching methods.*
4. *What worked well and reason(s):*
5. *Anticipated Changes*
6. *Changes to weekly content and reason(s):*
7. *Changes to point allocation and reason(s):*
8. *Evaluation of Textbooks:*

Coordination of Separate (clinical and theory) Courses:

1. *Evaluate the degree to which both courses coordinated teaching-learning activities and coverage of content. Make recommendations, as needed.*
2. *State what you have done or plan to do to implement your recommendations.*

Overall Comments:

Describe any comments, issues, or concerns related to the overall curriculum

ATI testing

1. Test(s) used:
2. Brief summary of how ATI is used in the course (attach a copy of ATI test results):

Trinity Washington University
School of Nursing and Health Professions
Nursing Program

SEMESTER COURSE Report
(Lab/Clinical Courses)
Fall, 2011

Course Number: NURS

Title:

Credits:

Faculty:

(Write the names of all faculty who taught the course and specify the name of the Course Coordinator.)

Student Data:

1. *Include the number of students who entered, withdrew, failed and completed the course.*
2. *Include the number of students who receive A, B, C, D, F, and Incomplete grades.*

<i>Number Entering.....</i>	___	<i>A =</i>	___
<i>Withdrawals.....</i>	___	<i>B =</i>	___
<i>Failures.....</i>	___	<i>C =</i>	___
<i>Number Completing.....</i>	___	<i>D =</i>	___
		<i>F =</i>	___
		<i>I =</i>	___

Evaluation Methods:

1. *Evaluate the evaluation methods stated in your course overview. Make recommendations, as needed.*
2. *State what you have done or plan to do to implement your recommendations.*

Clinical Site(s) Utilized:

The Clinical Site(s) utilized assisted students in meeting the course objectives and behavioral outcomes. *(circle one)*

- A. Strongly Agree
- B. Agree
- C. Undecided
- D. Disagree
- E. Strongly Disagree

7. *Briefly describe any concerns re: Clinical site(s) utilized.*

Appendix Q

Exemplars of Congruence between Baccalaureate Expected Learning Outcomes, Pre-Licensure BSN Courses, Course Objectives, Performance Indicators, Assessment Results, and Use of Assessment Data

Expected Learning Outcomes	Exemplars of Pre-Licensure BSN Courses	Exemplars of Course Objectives	Performance Indicator (Measure/Criterion)	Assessment Results/Findings	Use of Assessment Data to Improve Student Learning
<p>Value and integrate knowledge from the liberal arts and sciences as a means of making nursing judgments and understanding the human experience</p>	<p>HPNU 210 Pathophysiology</p>	<p>Discuss pathophysiological changes in body systems and their relationship to symptoms developed by the client</p>	<p>Test of Essential Academic Skills (TEAS) V taken as nursing admissions entrance test. Expected student outcome benchmark is : 100% of students will demonstrate a level of Proficient or higher on the ATI academic preparedness category with an individual total score \geq 58.7%. 0% of students will evidence a score of \leq 41.3% (Developmental level) in reading, math, science, or English and language usage</p> <p>End of course individual ATI Nursing Content mastery Series tests. 100% of students will score \geq Proficiency Level II on pathophysiology content</p> <p>Nursing Graduate Exit Survey Graduating seniors will have an average score \geq 3.5 on a 5-point Likert scale on the Liberal Arts question on the Nursing Graduate Exit Survey</p>	<p>TEAS V results show that only 45% of the entering juniors in Spring, 2012 achieved a level of proficient or higher on the TEAS. 2% scored at the developmental level.</p> <p>Approximately 80% of our students are scoring at Proficiency Level II or higher on the content mastery tests. Data collected since 2008 shows a gradual improvement. Students are not scoring well on pharmacology test questions. The graduating seniors had a group score of 53.6% as compared with the national score for BSN programs of 57%.</p> <p>December, 2011 Graduating seniors scored an average of 3.47 on the liberal arts question.</p>	<p>A new math course, Finite Mathematics, MATH 108, has been added to the pre-nursing curriculum.</p> <p>Pharmacology course has been moved from being a nursing prerequisite to a first semester junior year required nursing course, bringing the material closer to the medical-surgical nursing courses. Math and reading proficiency levels are being examined for the need for pre-requisite course changes.</p>

Expected Learning Outcomes	Exemplars of Pre-Licensure BSN Courses	Exemplars of Course Objectives	Performance Indicator (Measure/Criterion)	Assessment Results/Findings	Use of Assessment Data to Improve Student Learning
					<p>Advisors will continue to emphasize the need for a grounding in the liberal arts and sciences. The two upper division general electives that are required do help to improve this score.</p>
<p>Apply critical thinking in the nursing process using research-based knowledge and evidence based health care to individuals, families, groups, communities, and populations</p>	<p>NURS 330 Introduction to Nursing Research and Evidence- Based Practice</p> <p>NURS 410 Leadership and Management of Health Care</p> <p>NURS 361 Medical-Surgical Nursing II</p>	<p>Demonstrate a comprehension of the roles and responsibilities of the professional nurse in relation to participation in research and implementation of research findings. Critically appraise a quantitative research study</p> <p>Understand the use of tools such as change theory, quality improvement, risk management, and evidence-based practice on health care management</p> <p>Examine research issues related to health concerns of adolescents and young adults</p>	<p>Written analysis of quantitative research study Expected benchmark: 80% of students will score ≥ 85 points out of a possible 100 on their research study analysis.</p> <p>ATI Clinical Judgment/Critical Thinking in Nursing assessment portion of the RN Comprehensive Predictor test. Expected student outcome benchmark is: Group composite scores will be $\geq 66\%$ which is equivalent to $\geq 84\%$ predicted probability of passing the NCLEX-RN® These questions test foundational thinking, clinical judgment, and critical thinking in nursing.</p>	<p>Students are not meeting benchmark criteria and are having difficulty analyzing research studies</p> <p>The group score for the 7 December 2010 graduates was 64.5% which equates to a Level 2 ATI proficiency level</p>	<p>The research course has been moved from the junior year into the first semester senior year. The faculty continues to search for ways to integrate critical thinking into the entire curriculum. The senior level course, NURS 480, Nursing of Older Adults, is taught from a case studies approach where students learn to think critically about nursing situations.</p>

Expected Learning Outcomes	Exemplars of Pre-Licensure BSN Courses	Exemplars of Course Objectives	Performance Indicator (Measure/Criterion)	Assessment Results/Findings	Use of Assessment Data to Improve Student Learning
	NURS 480 Nursing of Older Adults	Apply critical thinking skills and utilize case studies in the examination of issues of the older adult in acute care, rehabilitation, long-term care, and end-of-life care settings.	RN-BSN Students: ATI Critical Thinking Assessment: Exit Test Expected student outcome benchmark is: Group composite scores will be $\geq 70.3\%$, the national group mean	The group composite score for the RN-BSN students graduating May to December, 2011 was 63.5%	The nursing program instituted a mandatory enrollment of students in the ATI testing program. Students are expected to read various nursing situation scenarios and answer questions. Correct answers are provided and this helps to improve their critical thinking and clinical judgment skills.
Demonstrate professionalism as evidenced by self-reflection and applying values that epitomize caring: altruism, autonomy, human dignity, integrity, and social justice	NURS 117 Foundations for Nursing Practice NURS 360C Psychiatric and Mental Health Nursing	Describe the relationship of select nursing theories to clinical practice. Discuss the American Nurses' Association Code of Ethics and it's applicability to the provision of client care Evaluate principles of cultural and spiritual competency for clients with mental health disorders and their families	Clinical Performance Progress Record 80% of junior students and 100% of senior students will receive a score of excellent on ≥ 4 out of 8 clinical evaluation indicators on the Clinical Performance Progress Record Nursing Program Employer Survey – administered one year after graduation Expected student outcome benchmark: 90% of employers will score ≥ 3.5 on a 5-point Likert scale from 1 (very low) to 5 (very high)	All expected student outcome benchmarks for student performance in the hospital and community clinical settings are being met. Occasional lack of professional behavior is cited among nursing students The first classes of graduates has just passed their nursing board exams and are now seeking employment, so the employer satisfaction survey has not yet been conducted	Faculty have developed a new philosophy of caring as the conceptual foundation of the nursing program. The course overviews and objectives are currently being modified to include this philosophy and the new curriculum threads. Caring discussions are introduced into post-conferences.

Expected Learning Outcomes	Exemplars of Pre-Licensure BSN Courses	Exemplars of Course Objectives	Performance Indicator (Measure/Criterion)	Assessment Results/Findings	Use of Assessment Data to Improve Student Learning
					Faculty is searching for strategies, books, and tools to teach or measure caring.
Provide quality health care within a framework of competent, moral, ethical, safe, and legal practices	<p>NURS 117 Foundations for Nursing Practice Lab</p> <p>NURS 491C Senior Clinical Practicum</p> <p>NURS 410 Leadership and Management of Health Care</p> <p>NURS 220 Health Promotion, Policy, and Politics</p>	<p>Demonstrate accuracy in the calculation of basic drug dosages.</p> <p>Analyze ethical theories and principles, including autonomy, beneficence, fidelity, and respect for others</p> <p>Apply knowledge, skills, values, meanings, and experiences acquired from previous and current course work in caring for clients in an acute, chronic or rehabilitative clinical setting.</p> <p>In work situations apply an ethical decision-making framework that incorporates moral concepts, professional ethics, and law and respects diverse values and beliefs.</p> <p>Examine nurse practice acts and determine the legal differences and responsibilities of ARNP, RN, LPN, and CNAs</p>	<p>Medication Math test 100% of junior students will receive a passing score of $\geq 95\%$ on the first testing of their medication math test</p> <p>Clinical Performance Progress Record 100% of graduating senior students enrolled in the senior clinical practicum will receive a score of excellent on ≥ 6 out of 8 clinical evaluation indicators</p> <p>Clinical Performance Progress Record Expected student outcome benchmark: 80% of junior students and 100% of senior students will receive a score of excellent on ≥ 4 out of 8 clinical evaluation indicators</p>	<p>100% of junior students passed math test, but only by the second time, after tutoring. Only 70% of them passed on the first time.</p> <p>All expected student outcome benchmarks for student performance in the hospital and community clinical settings are being met.</p>	<p>Medication math tutoring and remediation is needed; although much progress has been made. Medication math tests will continue to be administered throughout the clinical lecture courses. Proposal for math review workshop to be held in the summer. Proposal for a new math course for nursing students will be made. The NCLEX review course will continue to have weekly medication math tests. The Nursing program continues to look for new clinical settings and to arrange partnerships with hospitals.</p>

Expected Learning Outcomes	Exemplars of Pre-Licensure BSN Courses	Exemplars of Course Objectives	Performance Indicator (Measure/Criterion)	Assessment Results/Findings	Use of Assessment Data to Improve Student Learning
Perform technical skills competently which includes the use of computers, patient care technologies, and information management systems	<p>NURS 410 Leadership and Management of Health Care</p> <p>NURS 417L Comprehensive Nursing Skills</p>	<p>Discuss the role of technology in leading and managing nursing care.</p> <p>Demonstrate competency in selected intermediate or advanced nursing technologies with simulated clients</p>	<p>Clinical Performance Progress Record</p> <p>80% of students will receive a score of excellent on 85% of their clinical evaluation indicators</p>	<p>All expected student outcome benchmarks for student performance in the hospital and community clinical settings are being met</p>	<p>Students are performing very well in the clinical settings and laboratory. We have purchased more lab simulators. Faculty are now researching ways to obtain grants and partnerships for advanced simulation labs.</p>
Deliver safe, competent, humanistic care that respects a client's cultural, spiritual, ethnic, gender, and sexual orientation diversity within the practice of an increasing global, multicultural environmental.	<p>NURS 410 Leadership and Management of Health Care</p>	<p>Use concepts and principles of culture, cultural diversity, and cultural sensitivity in leading and managing situations</p>	<p>Clinical Performance Progress Record</p> <p>80% of students will receive a score of excellent on 85% of their clinical evaluation indicators</p>	<p>All expected student outcome benchmarks for student performance in the hospital and community clinical settings are being met</p>	<p>Diversity has been added to the curriculum as a curricular thread that has been integrated in every course and every course syllabus</p>

Expected Learning Outcomes	Exemplars of Pre-Licensure BSN Courses	Exemplars of Course Objectives	Performance Indicator (Measure/Criterion)	Assessment Results/Findings	Use of Assessment Data to Improve Student Learning
<p>Evidence a beginning understanding of complementary and alternative modalities and their role in health care</p>	<p>NURS 360 Psychiatric and Mental Health Nursing</p> <p>NURS 420 Community and Public Health Nursing</p>	<p>Use the nursing process to develop and evaluate a plan of care for the adult client with psychiatric disorders.</p> <p>Discuss the concepts of culture and cultural health care systems, diversity, ethnicity, and their influence on health beliefs and behaviors.</p>	<p>Community Windshield Survey Expected student outcome benchmark: $\geq 80\%$ of student groups will score ≥ 85 points out of 100 possible points on their group project presentation.</p> <p>$\geq 80\%$ of students will score ≥ 4 on a 5-point Likert scale on their peer evaluation group grade for their community Windshield Survey group presentation</p>	<p>Expected student outcome benchmarks for the community course are being attained.</p>	<p>Course professors are continuing to search for ways to teach complementary and alternative modalities of health care. Certainly the Community Health care course addresses this topic, but other courses, such as pharmacology will need to be revised to integrate these topics.</p>

Expected Learning Outcomes	Exemplars of Pre-Licensure BSN Courses	Exemplars of Course Objectives	Performance Indicator (Measure/Criterion)	Assessment Results/Findings	Use of Assessment Data to Improve Student Learning
<p>Apply knowledge of health promotion, risk reduction, disease and injury prevention, and illness and disease management</p>	<p>NURS 262 Introduction to Health Assessment</p> <p>NURS 220 Health Promotion, Policy, and Politics</p> <p>NURS 361 Medical-Surgical Nursing II</p>	<p>Demonstrate health assessment skills of the whole person, including developmental tasks and health promotion for all age groups, cultural assessment, nutritional assessment, interviewing, and complete health history gathering, and mental status assessment</p> <p>Discuss the link between health promotion, health policy, and health outcomes</p> <p>Incorporate the knowledge, skills, values, meanings, and experiences acquired from previous and current course work to explore the biological, psychological and developmental health alterations of adolescence and young adults</p>	<p>Group presentation on health promotion and patient education Expected student outcome benchmark: $\geq 80\%$ of student groups will score ≥ 65 points out of 75 possible points on their group project presentation.</p> <p>$\geq 80\%$ of students will score ≥ 4 on a 5-point Likert scale on their peer group score for their group presentation</p> <p>End of course individual ATI Nursing Content mastery Series tests. 100% of students will score \geq Proficiency Level II</p>	<p>Approximately 80% of our students are scoring at Proficiency Level II or higher on the ATI content mastery tests. Data collected since 2008 shows a gradual improvement</p>	<p>Test anxiety is a major factor contributing to reduced scores on tests. The ATI program is helping by providing on-going practice testing sessions on nursing topics Weekly quizzes are being integrated into nursing courses ATI style and NCLEX RN style test questions are being incorporated into testing</p>

Expected Learning Outcomes	Exemplars of Pre-Licensure BSN Courses	Exemplars of Course Objectives	Performance Indicator (Measure/Criterion)	Assessment Results/Findings	Use of Assessment Data to Improve Student Learning
<p>Communicate, collaborate, and utilize concepts of group dynamics in order to provide for safe, high quality patient care as a member of the health care team.</p>	<p>NURS 360 Psychiatric and Mental Health Nursing</p> <p>NURS 410 Leadership and Management in Nursing</p> <p>NURS 220 Health Promotion, Policy, and Politics</p>	<p>Discuss principles of group process and group dynamics for interacting with clients with behavioral disorders and their families. Identify principles of therapeutic communication.</p> <p>Describe ways to lead and manage more effectively by communication and partnering in a caring manner with others, whether they are colleagues, patients, patient's family members, or suppliers.</p> <p>Discuss the role of the professional nurse in health care promotion, policy, and politics and demonstrate ways to become active in these roles.</p>	<p>NURS 360 Group project classroom presentation Expected student outcome benchmark: $\geq 80\%$ of student groups will score ≥ 85 points out of 100 possible points on their group project presentation. $\geq 80\%$ of students will score ≥ 4 on a 5-point Likert scale on their peer group score for their group presentation</p> <p>NURS 410 Power point presentation: Communication in the workplace Expected student outcome benchmark: $\geq 80\%$ of student groups will score ≥ 85 points out of 100 possible points on their power point presentation.</p> <p>NURS 420 Community Health Promotion/Policy Presentation. Expected student outcome benchmark: $\geq 80\%$ of students will score 24 or more points of a total 28 possible points on the Individual Student Group Participation Grading Rubric</p> <p>Nursing Graduate Exit Survey Graduating seniors will have an average score ≥ 3.5 on a 5-point Likert scale on the Communication question on the Nursing Graduate Exit Survey</p>	<p>Group projects are meeting expected student outcome benchmarks. There have been occasionally interventions by faculty in facilitating the group process for dysfunctional groups.</p> <p>Expected student outcomes are being attained on the power point and community health presentations.</p> <p>Spring, 2011 graduating seniors scored an average of 4.33 and the Fall 2011 scored 3.47, the highest score relating to learning outcomes.</p>	<p>Students need to continue to experience and learn about the very important process of group dynamics. Group work will continue to be implemented in the nursing curriculum. The Nursing Program is starting a Student Nurses Association chapter whereby students will learn how to function in groups, communicate, and participate in governance.</p> <p>Several of the older students, especially in the RN-BSN program, are having to be taught power point presentation skills. Students will continue to be required to take two communication and/or speech courses.</p>

Expected Learning Outcomes	Exemplars of Pre-Licensure BSN Courses	Exemplars of Course Objectives	Performance Indicator (Measure/Criterion)	Assessment Results/Findings	Use of Assessment Data to Improve Student Learning
					Nursing courses will continue to provide students with opportunities to practice presentation skills
Demonstrate basic knowledge of nursing history, contemporary issues, healthcare policy, finance, and regulatory environments that impact quality improvement, nursing, healthcare costs, and healthcare delivery.	NURS 220 Health Promotion, Policy, and Politics	Discuss the link between health promotion, health policy, and health outcomes. Demonstrate basic knowledge of healthcare policy, finance, and global healthcare trends. Identify the economic, legal, regulatory processes and political factors that influence professional nursing practice and health care delivery.	Congressional/DC Council Legislative Hearing synopsis: Health Policy Individual Progress Report on Group Project Health Policy Issue/Option Group Project, Opinion-Editorial to a Newspaper, Oral Persuasive Presentation, Mock Meeting Expected student outcome benchmark: 100% of students will attend a legislative hearing and receive a score of 85% or better on their reports.	All graduates of the nursing program have been able to attend a legislative hearing. Being located in the nation's capital has enable students to have this opportunity.	Plans are being made by the faculty to increase the exposure of students to legislative hearings on Capitol Hill and to participate in events such as National Nurses Week.

Expected Learning Outcomes	Exemplars of Pre-Licensure BSN Courses	Exemplars of Course Objectives	Performance Indicator (Measure/Criterion)	Assessment Results/Findings	Use of Assessment Data to Improve Student Learning
<p>Deliver nursing care as a provider, patient advocate, educator, and counselor within a holistic, caring framework in the assessment, planning, implementing, and evaluating of outcomes of patient care.</p>	<p>NURS 362 Advanced Health Assessment</p> <p>NURS 361 Medical-Surgical Nursing II</p> <p>NURS 117 Foundations for Nursing Practice</p> <p>NURS 350 Medical-Surgical Nursing I</p> <p>NURS 491C Senior Clinical Practicum</p>	<p>Demonstrate health history methods and interview techniques for clinical assessment</p> <p>Use critical decision-making and the nursing process to explore contemporary health concerns of adolescents and young adults.</p> <p>Utilize the nursing process to develop, initiate, implement and evaluate a plan of care for an individual client in an in-patient clinical setting.</p> <p>Use the nursing process to develop and evaluate a plan of care for the adult client with medical and/or surgical disorders</p> <p>Apply knowledge, skills, values, meanings, and experiences acquired from previous and current course work in caring for clients in an acute, chronic or rehabilitative clinical setting</p>	<p>ATI individual test scores on RN Comprehensive Predictor for each student (test taken at the end of nursing program). Expected student outcome benchmark is $\geq 66\%$ Individual core (which equates to 84%-88% predicted probability of passing the NCLEX-RN®)</p> <p>Preceptor Evaluation of Student Tool Expected student outcome: $\geq 80\%$ of preceptor students will receive a score of 3 or greater on a 0-4 Likert scale on this tool</p> <p>Clinical care plans required for hospital clinicals Expected student outcome benchmark: $\geq 80\%$ of student clinical groups will score ≥ 85 points out of 100 possible points on their clinical care plans</p>	<p>Student results from the RN Comprehensive Predictor are listed in Table IV.B.3.</p> <p>Expected student outcome benchmarks were met for the clinical care plans</p> <p>53% of students received scores of 4 on a 4-point Likert scale; 47% of students received average scores of 3 on a 4-point Likert scale; and 3% of the scores were evaluated at a 2.</p>	<p>The NCLEX Review course greatly helped to improve the test-taking skills of the graduating seniors. The course will continue to meet weekly and base its content on the ATI testing program.</p> <p>Over half of the students are receiving excellent scores from their preceptors. Data will also soon be collected to determine if hospitals are hiring these students.</p>

Expected Learning Outcomes	Exemplars of Pre-Licensure BSN Courses	Exemplars of Course Objectives	Performance Indicator (Measure/Criterion)	Assessment Results/Findings	Use of Assessment Data to Improve Student Learning
			<p>Pre-licensure BSN Student Employment Rates upon Graduation (One-year post-graduation) One-year post-graduation alumni survey Expected student outcome benchmark: $\geq 90\%$ employment, except for students attending graduate school</p> <p>DC BON quarterly and annual reports. Expected student outcomes benchmark is $\geq 81.69\%$ (the DC BON first time pass rate on NCLEX-RN®)</p>	<p>Ten of the twelve 2010-2011 pre-licensure BSN program graduates were employed as nurses in the Greater Washington area within the first two quarters following graduation.</p>	<p>The post-graduation employment rates have not yet been collected. Career counseling is needed in the Nursing Program and this may become a role of the new Nursing Student Association.</p>
<p>Discuss the nurse's role and participation in emergency nursing situations, environmental disasters, and bioterrorism</p>	<p>NURS 480 Nursing of Older Adults</p>	<p>Use information management systems and advanced critical care technologies to meet the nursing needs of the older adult</p>	<p>Performance on Case studies on emergency nursing</p>	<p>Students are presenting individual case studies on emergency nursing care and meeting expected benchmarks</p>	<p>This data indicates a need to continue to provide students with the opportunity to develop emergency nursing skills</p>
<p>Perform as a designer/coordinator/manager of care through leading, collaborating, delegating, negotiating, and evaluating within interdisciplinary systems.</p>	<p>NURS 410 Leadership and Management of Health Care</p>	<p>Demonstrate the ability to integrate knowledge of leadership and management concepts in professional nursing practice while demonstrating accountability for one's own practice</p>	<p>Written paper on interview with a nurse leader. Expected student outcome benchmark: $\geq 80\%$ of students in class will score ≥ 85 points out of 100 possible points on their written paper</p>	<p>Expected student outcome benchmarks on the interview with a nurse leader were attained.</p>	<p>Student representation on the Committee on Students and also student governance via a Student Nurses Association has begun.</p>

Appendix R

Pre-licensure BSN Student Graduation Satisfaction Survey, December, 2011

Student satisfaction was measured 14 areas of the BSN using a five point Likert scale. The scale ranged from a score of 1 (Not at all Prepared) to a score of 5 (Extremely Well Prepared). The student scored satisfaction in 14 areas of satisfaction an in 8 areas of Services available. Six BSN students returned to survey. A score of 3 or higher was seen in all areas in both satisfaction and in services.

In the student satisfaction a score of 3.42 (lowest) was found in area of Emergency Nursing. High scores (4.37) were seen in caring.

In student evaluation of services was measured in eight areas. The lowest score of 2.53 was found in laboratory equipment. The high score of 3.93 was seen in scheduling. Overall students were satisfied with services.

	Sum	N	Average	Std Dev
Student Satisfaction				
Liberal arts	104	30	3.47	1.07
Nursing roles	109	30	3.63	1.07
Caring	131	30	4.37	0.67
Nursing knowledge	111	30	3.70	1.06
Patient safety	119	30	3.97	0.81
Technology	117	30	3.90	0.76
Diversity	129	30	4.30	0.65
Communication	128	30	4.27	0.64
Professionalism	130	30	4.33	0.71
Emergency nursing	103	30	3.43	1.17
Leadership & Management	104.5	30	3.48	1.12
Critical thinking	109	30	3.63	1.13
Nursing process	112	30	3.73	1.01
Care planning	111	30	3.70	1.16
Services				
Academic advising	114	30	3.80	1.03
Scheduling of classes	118	30	3.93	1.14
Clinical experiences	100	30	3.33	1.15
Lab equipment	76	30	2.53	1.43
Classroom space	113	30	3.77	1.07
Textbooks	109	30	3.63	1.07
Library resources	112	30	3.73	1.20
Campus facilities	110	30	3.67	1.30

In addition to the Likert-type scales the students were asked to answer a variety of additional survey questions. The results are as follows:

	Pre-Licensure Students (N=30)
Questions	
Reason for choosing Trinity	
small class size	12
positive atmosphere	8
quality of instruction	
weekend and evening classes	24
ability to attend part time	13
Recommend to others	16
Specialty area desired	
public health or community	6
nurse practioners or midwives or APN	9
leadership position	0
Education	1
RN 4	1
informatics	1
Remain in Washington, D.C.	12
Have you secured a job in nursing?	4
Favorite courses	
Community	9
Fundamentals	0
Assessment (complex), H. assessment	7, 9
Pediatrics	6
Maternity	10
Complex nursing	15
Preceptorship	0
Leadership	4
Clinical	0
Anatomy and Physiology	0
Portfolio	0
Research	4
M-S I, II	4, 6
NCLEX	9
Complex skills	4
What courses need change?	
Fundamentals	2
Medical - Surgical Nursing I	5
Community, Psych Nursing, comp skills, H asses	1 each
Preceptorship	5
Clinical	4
M-S II	4
Comp H assessment	1
Emergency Nursing	0

Chemistry	0
	1

Strengths of the Program

small class size	5
night classes	8
Faculty	4
Flexibility	6
Curriculum	3
Lab	1
Administration	2

Weaknesses of the Program

clinical sites	4
more clinical	1
more labs	1
Faculty turnover and adjuncts	5
no organization	6
Faculty turnover	5
Administration	0
academic advising	2