

Bachelor of **SCIENCE IN NURSING (B.S.N.)**

THE LEADERS

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ASSESSMENT

Integrating critical reasoning skills and using theoretical, biological, psychological and evidence-based knowledge are all fundamental to student success and professional nursing practice. To determine whether the Bachelor of Science in Nursing program was meeting students' needs in this area, faculty reviewed a multitude of student evaluations of teaching and clinical sites over the 2015-16 and 2016-17 academic years — including student evaluations of individual teaching and program outcomes, exit surveys, clinical site evaluations and individual course project outcomes. Three consistent themes were revealed in the data: Students needed more individualized attention in clinical education to enhance reasoning skills; students needed more time in the clinical arena focusing on these skills; and many students wanted to be challenged with complex patients in the clinical arena.

IMPACT

To provide students with an immersive experience and expand their critical thinking skills, three faculty members and the undergraduate program director worked with our Undergraduate Curriculum Committee to alter three courses. One of these courses incorporates clinical immersion. Two courses lost credit hours that were transferred to a third course to allow for a clinical immersion experience. To enhance the program, one course now focuses on care of complex patients across the lifespan, while another course restructured its didactic to clinical ratio, expanding student understanding of population health. Lastly, the "immersion course" offers multiple opportunities for students to test their clinical knowledge didactically and clinically. To complement these major changes, the data manager is implementing a revised clinical and course evaluation tool to ensure ongoing assessment of the change.



AIM HIGHER

ENHANCING STUDENT LEARNING