

SAMPLE 1

Faculty Development Plan February 2024 College of Nursing Professional Track

Teaching

Assessment

- Elicit feedback using mid-course evaluations and implement changes where appropriate.
 - N378 (fall 2023)
 - N472 (fall 2023)
 - N478 (fall 2023)
 - N339 (winter 2024)
- Learn the names of nursing students in classes within the first four weeks of the class start date.
- Collaborate with other skills and simulation nursing faculty to design and develop course content and assessments for N378/478.

Development

- Connecting with the students on a personal level (based on feedback from winter 2023 N339 student evals).
- Coordinate N378 and N478, working with lab RNs to support students' skill development, support lab RNs with difficult students, and incorporate evaluation results into future course offerings as needed.
- Attend at least two teaching-focused seminars or workshops between 2023 and 2024.
- Successfully integrate a new educational technology tool (i.e., GoReact, Canvas) into my teaching methods.
- Complete a teaching certification program (CNEEn) within the next 12 months.

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Teaching Goals

- **Meet with N378 and N478 lab RNs for discussions about assignments and opportunities for improvement.**
 - Relevance: *“We value excellence in learning, teaching, mentoring, research, and leadership, which motivates us to engage in rigorous study and research, and to continually strive for personal and professional growth and development.”*
– *BYU College of Nursing Value: Excellence*
- **Finish reading “Envisioning BYU” by May 31st, 2024, to enhance my understanding of the spiritual aspects of teaching within this university.**
 - Relevance: *“Seek to achieve a workplace environment guided by the principles of the gospel of Jesus Christ.”*
– *BYU College of Nursing Creed*
- **Incorporate at least 3 principles from “Make It Stick” into my didactic (N339), skills (N378/478), and clinical (N472) courses.**
 - Relevance: *“We act with accountability and integrity to God and our fellowman in all that we do and strive to maintain high ethical standards of personal and professional conduct.”*
– *BYU College of Nursing Value: Accountability*
- **Learn the names of students by the fourth week of class.**
 - Relevance: *“All relationships reflect devout love of God and a loving, genuine concern for the welfare of our neighbor (BYU Mission Statement). Our interactions create and support an environment of belonging wherever we may be (Ephesians 2:19).”*
– *BYU College of Nursing Belonging Vision Statement*

Resources

- Access to faculty mentor, Bret Lyman.
- Simulation resource faculty member, Daphne Thomas
- Skills co-coordinator, Linda Orchard
- Center for Teaching and Learning – teaching evaluations and guidance.

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Citizenship

Assessment

- Professional organization memberships:
 - American Association of Critical Care Nurses (national)
 - Wasatch Front Chapter (local)
 - Sigma Theta Tau (national)
 - International Association for Human Caring (international)
 - Western Institute of Nursing (regional)
 - National League for Nurses (national)
 - American Nurses Association (national)
 - Utah Nurses Association (state)
 - Society of Trauma Nurses (national)
 - Emergency Nurses Association (national)
- Member of the College of Nursing:
 - Evaluation Council
 - Research and Evidence-Based Practice Council
 - Simulation Council
- Serving as the 2023-2024 Secretary for the Wasatch Front Chapter of the American Association of Critical Care Nurses.

Development

- Balance three CON council expectations alongside teaching and scholarship responsibilities.
- Find an ongoing local opportunity to serve professionally within the community.

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Citizenship Goals

- **Maintain requirements for professional organization membership.**
 - Relevance: *“We value and embrace the variety of individual characteristics, life experiences, histories, perspectives, circumstances, talents, and gifts of each person in our community (1 Corinthians 12:12-27), and the richness and strength they bring to our college community and to the profession of nursing.”*
– BYU College of Nursing Belonging Vision Statement
- **Identify and participate in at least one professional service opportunity as an RN in the school year (2023-2024) – may include health education, nursing education, or nursing services to underserved populations.**
 - Relevance: *“We seek opportunities to provide Christlike service. As children of a loving Heavenly Father, we have been blessed with countless gifts, knowledge, skills, and talents we can use to serve individuals, families, and communities.”*
— BYU College of Nursing Value: Christlike Service

Resources

- Funding for professional organization membership dues.
- Calendar for balancing workload expectations.
- Allocated time and childcare for professional service in the community.

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Scholarship

Assessment

- Research projects
 1. Research Assistant Study – Co-Investigator
 - *(Data Collection Phase, collaborating with mentor)*
 2. Stress First Aid Study - PI
 - *Design Phase, collaborating with CON faculty (3), Intermountain Health Perry Gee, and CON undergraduate RAs (2).*
 3. Faculty Attitudes Towards Generative AI in the Classroom - PI
 - *Data Analysis Phase; collaborating with the English Dept, Statistics Dept, and mentor.*
 4. Nurse Retention Literature Review - PI
 - *Data Collection Phase; collaborating with the CON librarian & CON undergraduate RAs (2).*
 5. Secondary Traumatic Stress Study - PI
 - *Design Phase; collaborating with CON faculty (3), school of social work graduate student RAs (2), and CON undergraduate student RAs (2).*
 6. Mindful Transitions in Skills/Simulation - PI
 - *Design Phase; collaborating with CON faculty (2), CON undergraduate student RAs.*
 7. Developing and Implementing an MCI – Co-investigator
 - *Data Analysis Phase; collaborating with CON faculty (3) and CON undergraduate RAs (3).*
- Approved graduate faculty status as of Winter 2023.
- Conference abstracts submitted to:
 - AACN 2023 – national (podium accepted & completed)
 - UNA 2023 – state (podium accepted & completed)
 - NAMI 2024 – national (podium pending)
 - NLN 2024 – national (podium pending)
 - WIN 2024 – regional (peer-reviewed poster, accepted, pending April)

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- Articles
 - published (5), *Nurse Leader, American Journal of Critical Care, Intensive and Critical Care Nursing, American Journal of Nursing, Nursing Ethics.*
 - in press (1) *International Journal for Human Caring.*
 - in development (2), *International Journal for Human Caring, Journal of Christian Nursing.*

Development

- Continue to participate in student mentoring.
 - Improve skills and resources as a student mentor through study and practice.
- Continue to develop research ideas and follow through with projects/publishing.

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Scholarship Goals

- **Serve on a thesis/project committee for a graduate student.**
 - *“BYU seeks to develop students of faith, intellect, and character who have the skills and the desire to continue learning and to serve others throughout their lives. These are the common aims of all education at BYU. Both those who teach in the classroom and those who direct activities outside the classroom are responsible for contributing to this complete educational vision.” – BYU Aims*
- **Complete one research project before the end of the school year (2023-2024) and have another one in IRB before completion.**
 - *“Scholarly research and creative endeavor among both faculty and students, including those in selected graduate programs of real consequence, are essential and will be encouraged.”— BYU Mission Statement*
- **Presentation at a conference (local or national) before the end of the school year (2023-2024).**
 - *“We believe the earnest pursuit of this institutional mission can have a strong effect on the course of higher education and will greatly enlarge Brigham Young University's influence in a world we wish to improve.”— BYU Mission Statement*
- **Publish three articles in peer-reviewed journals before the end of the school year (2023-2024).**
 - *“In meeting these objectives, BYU's faculty, staff, students, and administrators should also be anxious to make their service and scholarship available to The Church of Jesus Christ of Latter-day Saints in furthering its work worldwide. In an era of limited enrollments, BYU can continue to expand its influence both by encouraging programs that are central to the Church's purposes and by making its resources available to the Church when called upon to do so.”— BYU Mission Statement*

Resources

- Allocated time to work on research projects, write/revise for publication, develop a presentation for a conference, travel to and present at a conference, and serve effectively on a graduate student committee.
- Funding for travel, lodging, food at conference.

The Nursing Skills IV course (N378) represents a fundamental aspect of technical skill development in the nursing curriculum, designed to equip students with intermediate-level nursing interventions. The course's learning outcomes are both clear and appropriate, aligning seamlessly with program outcomes and the Aims of a BYU Education. These outcomes are effectively communicated to students, ensuring a transparent and focused educational journey.

The course was thoughtfully and prayerfully organized, offering a blend of dynamic and interactive learning activities such as scenario designs, skill mastery assessments, and participation observations. These activities were designed to not only foster student engagement but also ensure that learning is both practical and reflective. This approach is critical in preparing students for the complexities of healthcare settings, enabling them to apply clinical judgment and deliver evidence-based interventions.

Assessment instruments within the course are aligned with the learning outcomes, providing a robust framework for evaluating student learning. Extensive consultation with the College of Nursing representative at the Center for Teaching and Learning as well as multiple SCOT consultations were utilized. The incorporation of GoReact for skill demonstrations and the comprehensive final assessment underscores the program's commitment to ensuring students achieve the requisite competencies.

In creating an effective learning environment, the instructor integrates faith into the course, nurturing students' development with compassion and care. This approach not only inspires students but also fosters a respectful and inclusive atmosphere. The course further encourages positive student-student interactions, creating a supportive network that is essential for learning and professional growth.

Materials and resources, including Elsevier Evolve and simulation learning systems, are current and leveraged effectively to facilitate learning. These resources, along with the course design, reflect a diversity of perspectives, ideal for enriching the educational experience.

The process of continuous improvement is evident in the course structure. Feedback mechanisms, such as midterm evaluations and informal discussions, play a crucial role in refining the course. The instructor's engagement in professional development activities, along with the application and assessment of best practices, demonstrates a proactive approach to enhancing teaching effectiveness and student learning outcomes.

I feel that at this point, while there is still room for improvement, the Nursing Skills IV course exemplifies a comprehensive and thoughtful approach to nursing education. Through clear learning outcomes, engaging activities, aligned assessments, and a supportive learning environment, the course not only meets but exceeds educational standards. The ongoing commitment to improvement and professional development ensures that the course remains at the forefront of nursing education, preparing students for the challenges and opportunities of professional practice.

Scholarship Development Goals Final Report February 2024

Reflecting on the past year, my journey through the scholarly realm has been marked by significant accomplishments and pivotal learning experiences. I am pleased to report that not only did I meet my scholarly goals, but I also exceeded them, particularly in the areas of publishing and presenting my research findings. This success can be attributed to the strategies I adopted following the "Publish and Flourish" workshop I attended. The workshop catalyzed a transformation in my approach to scholarly writing, resulting in a notable surge in productivity and quality of my work.

The growth in my writing and research skills has laid a solid foundation for the next phase of my academic career. With a clear research focus on "nursing workforce development and support," I am now poised to map out a detailed research trajectory. This plan, which I will develop in collaboration with my mentor, will leverage the foundational work established through my recent articles and studies. This focus reflects not only my personal scholarly interests but also addresses critical needs within the nursing profession.

Looking forward, my strategy for enhancing scholarly productivity involves fostering collaborations both within and outside the College of Nursing. By engaging with a diverse array of scholars and practitioners, I aim to continue exploring and implementing best practice methods to support and develop the nursing workforce. These collaborations will not only enrich my research but also contribute to the broader goal of improving healthcare outcomes through enhanced nursing practices.

In summary, the past year has been a period of tremendous growth and achievement. I have seen my scholarly efforts come to fruition in meaningful ways, thanks to strategic improvements in my writing process and the supportive academic environment. As I look to the future, I am excited about the opportunities to further contribute to the field of nursing through research focused on workforce development and support, building on the successful foundation laid this year.

Citizenship Project Final Report February 2024

During the 2023-2024 school year, my engagement as a nurse educator for MAG Aging and Family Services marked a significant professional service opportunity. This role allowed me to conduct a 9-week course, empowering family caregivers with stress management techniques and caregiving skills at no cost. The experience deeply aligned with the BYU College of Nursing's value of Christlike Service, emphasizing the importance of utilizing our talents and knowledge in service to others.

The implementation of this Citizenship Project revealed the power of community and education in enhancing caregiving. While the curriculum was successful in imparting crucial skills and knowledge, the most impactful aspect was witnessing the caregivers' dedication and the formation of a supportive network among them. These interactions underscored the human capacity for compassion and resilience, providing a vivid example of service in action.

However, the project also presented challenges. One was teaching caregivers the basics of online courses. Another was in engaging caregivers with diverse backgrounds and levels of experience. This variability highlighted the need for adaptability in educational approaches to meet each participant's unique needs.

From this experience, I learned the importance of flexibility and the value of a supportive learning environment. The feedback from participants has been instrumental in shaping plans for future collaborations, emphasizing the need for ongoing adaptation and the potential benefits of expanding partnerships to reach a broader audience.

This initiative not only fulfilled a professional commitment but also offered profound personal insights into the impact of service-based education. It reinforced my belief in the power of knowledge and compassion to make a meaningful difference in the lives of individuals and communities, driving home the significance of our commitment to service in the nursing profession.

Grant Proposal Application

In my proposal for the \$500 Course Development Grant aimed at enriching the Nursing Skills IV (N378) course, I emphasize the critical role of mindfulness in professionalism as taught through undergraduate students' nursing education. Recognizing the profound impact that mindfulness practices have on nursing students' transition into professional settings, this initiative seeks to integrate mindfulness resources tailored for nurses. By focusing on these resources, I aim to enhance students' preparedness, stress management, and adaptability in professional environments. This approach is grounded in current research advocating for the integration of mindfulness practices in nursing curricula to foster emotional resilience and improve patient care outcomes. The acquisition of these mindfulness resources will offer students practical tools for personal and professional development, ensuring a holistic education that prepares them for the challenges and responsibilities of nursing practice.

SAMPLE 2

Faculty Development Plan

TEACHING

STRENGTHS & SKILLS:

I am naturally drawn to teaching. I find it thrilling to help someone understand a concept they did not understand before, whether it is a patient in the clinic or a student in the classroom. I enjoy thinking about ways I can teach things more clearly or make them more learnable. I enjoy developing relationships with students. I love the mission and vision of BYU. I am dedicated to creating an environment that is spiritually strengthening, intellectually enlarging, character building, and leading to lifelong learning and service. Students have highlighted some of my strengths/things they appreciated in their course evaluations, including kindness, respect for students, learning students' names, mnemonics/memory tips, and spiritual thoughts. Two of my goals following the first semester were to add learning objectives to all PowerPoint slides and to integrate one new learning activity into NURS 300 (Pharmacology in Nursing). I completed both tasks.

AREAS OF DEVELOPMENT:

One of the main didactic courses I teach is Pharmacology- NURS 300. This course is known to be a difficult and rigorous course. Over the last two semesters, we have gotten student feedback that the volume of content is overwhelming. I want to continue the rigor of the course, but I do wonder if we could narrow the volume of content to be more aligned with specific medications they will find commonly in practice and on the NCLEX exam. By narrowing the volume, we would be able to expand the depth so that students leave the course with the content solidly in their long-term memory and better serve their future patients. I would like to continue to improve NURS 300 in additional ways (with ideas noted below).

SHORT-TERM GOALS:

By Fall 2024, I will plan to:

- Find at least two ways to improve NURS 300 (Pharmacology), which may include:
 - Invite SCOT evaluation for teaching of pharm by Fall 2024.
 - Meet with the Center for Teaching and Learning to get input on two learning activities for pharmacology: Medication Reconciliation (with candy) and the Antibiotic Teaching activity.
 - Do at least one learning activity that integrates Micromedex or other pharmacology resource.
 - Add content to a lecture that highlights how to engage in conversation with healthcare team members when there is a concern or error.
- Read the following book (received from the Faculty Center): *Uncommon Sense Teaching: Practical Insights in Brain Science to Help Students Learn*.

LONG-TERM GOALS:

- Identify ways that I can mentor students using the domain of teaching.

- Read the following books (received from the Faculty Center): *The Best Teacher in You: How to Accelerate Learning and Change Lives*, *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers*.

CITIZENSHIP

STRENGTHS & SKILLS:

I enjoy collaboration with colleagues and being involved at a variety of levels in the community and the university. I believe that it not only makes our workplace and the world better, but it also brings us more personal satisfaction and fulfillment. I have already been actively participating in two committees in the College of Nursing, the Public & Global Health Committee, and the Simulation Committee. This year, I participated in formal mentoring as a team member on the research committee for a graduate student (Jessica Clark). I currently serve on the Board of Directors for the Volunteer Care Clinic. I have made a point to be more explicit in telling students that they belong at BYU and in the College of Nursing.

AREAS OF DEVELOPMENT:

I recognize that there is an opportunity to get involved in broader communities, including professional local and national organizations. I also recognize that I can expand my student mentoring. I am friendly with my colleagues, but I would like to make a greater effort to take time to connect with them. When I was in Spain for Public & Global Health, I was inspired by the cultural practice of sitting with colleagues for tapas or coffee or a drink. I would like to integrate that practice (of course omitting coffee or alcoholic drinks). I think I do a good job helping people feel like they belong, but I think increased observation may reveal opportunities to improve in this area.

SHORT-TERM GOALS:

- I plan to join at least two of the following professional organizations by December 2023:
 - American Academy of Nurse Practitioners (AANP)
 - National Association of Pediatric Nurse Practitioners (NAPNAP)
 - Utah Nurse Practitioners (UNP)
 - International Family Nursing Association
- I will make a schedule and plan one opportunity to connect with at least three colleagues outside of the normal schedule each semester. I will start building this plan during University Conference week (August 2024).
- I will have a mentorship luncheon at the Sky Room with my mentor during the Fall 2024 semester (coupon provided by the Faculty Center).

LONG-TERM GOALS:

- Consider future membership in the following professional organizations: National Organization of NP Faculties, American Academy of Pediatrics
- Identify ways in which we can improve equity and belonging.
- Identify ways I can further integrate mentoring into my citizenship.
- Build connections with faculty and professionals outside BYU.
- Work toward this suggestion in the Spring Seminar binder: "Bring prominent scholars to campus by volunteering to help coordinate your department's seminar series. Suggest speakers who are working in areas that mesh with your interests."

RESOURCES NEEDED:

- Funds for membership fees. (I believe I can use my research funds for this membership.)

PROFESSIONAL SERVICE

STRENGTHS & SKILLS:

I worked as a registered nurse for about 3 years and worked as a nurse practitioner in primary care pediatrics for 11 years before coming to BYU. I have been a volunteer at the Volunteer Care Clinic for about 5 years and have continued that role while working at BYU. I enjoy getting involved with projects and initiatives that will bless people's lives. I enjoy collaborating with others and I have a natural inclination to mentor students. I am inspired by this quote by John Tanner: "[The] fundamental purpose of scholarship at BYU...is not, and must never be, to satisfy our own vainglory nor to advance our own careers. Nor even is it solely to advance truth and knowledge, though this is a worthy purpose and one specifically endorsed by BYU's institutional objectives. The primary purpose for the Church's large investment in faculty scholarship and creative work at BYU is to enable us to be a refining host for our students."¹

AREAS OF DEVELOPMENT:

I have curiosity about many things, which is wonderful but has been difficult for me to focus on what specific contributions I would like to make at BYU. I know that as part of the CFS requirements, I need to focus and start making valuable contributions. I want to contribute in a way that does not just check a box but actually expands truth, improves health and the quality of life for people, and builds students. I think it is important for professional faculty to stay connected with clinical practice to stay relevant and involved in patient care. Although I like being involved with the Volunteer Care Clinic, I think I could expand my clinical practice.

SHORT-TERM GOALS:

- I will complete 1-2 scholarly activities by Fall 2024. Ideas for this include:
 - Present at a conference, present a peer-reviewed poster or podium presentation at a local venue or higher.
 - Publish on ReelDx
 - Submit at least 5 cases by the end of Fall 2024.

LONG-TERM GOALS:

- By Fall 2024, I will clearly define 1-2 areas of focus for scholarly contributions.
- I need to find something that feels like fire in my belly and drives me to find discoveries and information that I want to disseminate. I will continue to explore ideas and areas of interest and collaborate with other faculty to determine where I can make an impact.
- I will look for ways to involve students in all the plans above.

RESOURCES NEEDED:

- Continued mentoring.

¹ Tanner, J.S. (2007, August 28). *A House of Dreams*. BYU Annual University Conference Faculty Session address. <https://speeches.byu.edu/talks/john-s-tanner/house-dreams>

TEACHING DEVELOPMENT PROJECT

KRISTEN EREKSON

COURSE: N300 APPLIED PHARMACOLOGY IN NURSING

Co-Taught Fall 2022 (with Craig Nuttall and Scott Summers), Winter 2023 (with Scott Summers), Fall 2023 (with Scott Summers)

Course learning activity: Medication Reconciliation (introduced in Winter 2023). In this activity, the students are given a pill bottle with a faux patient name and 4-5 candies that represent a medication (we prepared a chart with the name of the corresponding medication). They are tasked with preparing information about each medication and then providing patient teaching (to their partner). The goal of this assignment is to commit to memory basic concepts related to a few medications with enough skill to teach a fellow student (as if they were a patient).

The first time we did this activity was in the Winter 2023 semester, there were a few things that I noticed. First, we did not allow sufficient time in class for the activity, so it was rushed and not as meaningful as we hoped because they spent their time filling out their sheets but did not have much time to practice patient teaching. I also noticed that the students prepared a large amount of information on each medication as part of their preparation. The high volume of the prepared content made it difficult for them to retain or be able to concisely explain the information. During the patient teaching portion of the activity, the students simply read the information from their notes, and it was not obvious if they had an understanding of the medications or not. The formatting of the assignment sheet was suboptimal. There wasn't an assignment title and there were many columns, which contributed to the overly high volume of information gathered by the students. I also observed that some of the same students that were in pharmacology during Winter 2023 are now in another course I teach (Pediatric Clinicals, Fall 2023). Several of their assignments involve looking up medications in UptoDate. This exercise was new to many of them, and I observed that we hadn't prepared them well in pharmacology to use electronic reference resources for medications. I felt that we could integrate the development of this skill as a secondary learning objective.

LEARNING OUTCOMES

Learning/teaching agenda or goals or outcomes to improve the Medication Reconciliation activity:

- 1) The student will record concise information related to each drug.
- 2) The student will improve the skill of using an electronic resource such as UptoDate or Micromedex to look up drug information.
- 3) The student will provide patient teaching to their partner without looking at their prepared information.

ASSESSMENT

Assessment of learning will be determined through the medication chart that the students complete and upload to canvas, the use of an electronic reference resource, and demonstration of patient teaching to a partner.

REFLECTION

The updated learning activity was conducted in class on October 31, 2023. The activity was done in the middle of class instead of at the end to allow for plenty of time for the activity. The students were given clear instructions, including our expectations as stated in the learning/teaching agenda items above. The medication sheet was revised with simplified categories and a section for check-off by a peer. My colleague, Scott Summers, and I were present throughout the activity, and we observed that the students were using electronic reference resources and that they were providing patient teaching to their partner without looking at their reference sheet. Their partner also had an opportunity to indicate on the assignment if they provided accurate patient teaching. The students then uploaded their medication sheets to Canvas. We observed that the medication information was simplified, which we felt was more conducive to simplified understanding and longer-term retention of information. We had several students provide oral feedback that the activity was meaningful and bolstered their confidence and understanding of the medications.

There is another learning activity in this pharmacology course that involves students in learning and teaching about a specific antibiotic class. I will use this pattern of course development design to reflect on that activity and make plans to improve it next semester.

GOALS RELATED TO THIS COURSE DEVELOPMENT DESIGN

- 1) Attend the Effective Teaching Workshop.
Completed: July 18-21, 2022.
- 2) Meet with CTL representative.
Completed: Met with Richard Swan on 9/20/23 to review my plans for this project design.
- 3) Carry out updated learning activity.
Completed in class: 10/31/2023
- 4) Invite students to provide feedback about the activity in their course evaluations.
Course evaluations were reviewed after the Fall 2023 semester but I did not find any specific feedback related to this specific activity.
- 5) Review all the above with CTL representative.
First submission and feedback from Richard Swan, 11/29/2023

Winter 2023 Student Sample #1:

Drug	Classification	MoA	Indications	Interactions	Side Effects	Cautions	Monitoring
1 TEGRETOL	antiepileptic	selective inhibition of sodium channel	- Seizures (focal seizures) - Bipolar - pain relief for some disorders	Grapefruit juice other antiepileptics	- Hematologic toxicity (leukopenia, anemia) - Derm reactions - Neural tube defects	- avoid grapefruit juice → toxicity - caution in pts. w/ HLA-B*57:02	- CBC - derm - serum drug levels
2 OXYCODONE	Opioid agonist	act on mu + kappa receptors to create analgesia, sedation	- pain relief - sedation	- other CNS depressants	- reduced GI motility - constipation - orthostatic hypotension - urinary retention - respiratory depression	- avoid other CNS depressants - controlled substance procedure + (NALOXONE (reversal))	- * RESP. DEPRESSION - pain assessment - constipation - overdose death
3 ATORVASTATIN	HMG - COA reductase Inhibitor	inhibits enzyme to remove more LDL from the blood, increases uptake into liver	- dyslipidemia - elevated cholesterol - CVD prevention - post MI treatment	- CYP3A4 - grapefruit juice	- myopathy / rhabdomyolysis - liver damage - diabetes	- avoid grapefruit juice - take w/ evening meal - contraindicated in pregnancy	- check LFTs at baseline - check CK at baseline - cholesterol levels
4 LISINAPRIL	ACE INHIBITOR	reduces production of angiotensin II - increases level of bradykinin - venous dilation in kidneys	- HTN - heart failure - diabetic neuropathy - MI and prevent production	- diuretics - NSAIDs - lithium - ARBs	- first-dose hypotension - cough - angioedema - hypokalemia - fetal injury - renal failure	- contraindicated in pregnancy - do not use w/ stenosis or kidney malformation	- Blood pressure - sensation in extremities
5 TETRACYCLINE	antibiotic	inhibits protein synthesis of bacteria	- bacterial infections / prevention	- dairy, milk - acitretin - flibanserin - lomafarib - tretinoin	- GI disturbances - discoloration of teeth - rash on skin - renal or hepatic toxicity	- watch for allergic rxn → - watch for S/Sx of toxicity → - photosensitivity, wear sunscreen	- DO NOT use in 2nd + 3rd trimesters of pregnancy

Winter 2023 Student Sample #2:

Drug	Classification	MoA	Indications	Interactions	Side Effects	Cautions	Monitoring
1 Propranolol	Non-selective beta blocker	Propranolol works by blocking the effects of epinephrine on the heart and blood vessels, which slows down the heart rate, reduces blood pressure, and decreases the workload of the heart. It can also reduce the symptoms of anxiety by blocking the physical symptoms of the fight-or-flight response.	Propranolol is used to treat conditions such as hypertension, angina, arrhythmias, migraines, stage fright, PTSD, or anxiety orders.	Propranolol interacts with a number of medications including diuretics, ACE inhibitors, calcium channel blockers, antidepressants, antipsychotics, antiarrhythmics, NSAIDs	Common side effects of propranolol include fatigue, dizziness, headache, nausea, diarrhea or constipation, or other side effects. More serious side effects include bradycardia, hypotension, heart failure.	Propranolol should be used with caution in people with asthma, diabetes, kidney or liver problems, hyperthyroidism, or depression.	Individuals taking propranolol should have their blood pressure and heart rate monitored regularly, especially when starting or changing the dose. Liver and kidney function should also be monitored.
2 Tegretol	Anticonvulsant and mood stabilizer	Tegretol works by reducing the activity of certain chemicals in the brain that contribute to seizures and mood disorders. It blocks the sodium channels in neurons, making them less excitable and reducing abnormal electrical activity in the brain.	Tegretol is used to treat conditions such as epilepsy, trigeminal neuralgia, bipolar disorder, diabetic neuropathy, and alcohol withdrawal syndrome.	Tegretol can interact with a number of medications including antidepressants, antipsychotics, oral contraceptives, warfarin and other blood thinners, grapefruit juice.	Common side effects of tegretol include dizziness, nausea, headache, rash, dry mouth, or blurred vision.	Tegretol should be used with caution in people with liver or kidney problems, heart disease, bone marrow suppression, or a history of allergic reactions to other anticonvulsant medications.	People taking Tegretol should have regular blood tests to monitor their liver and kidney function, as well as their blood cell counts. Blood sodium levels should also be monitored in people at risk of hyponatremia.
3 Levodopa	Central nervous system agent	Levodopa works by increasing the levels of dopamine in the brain, a neurotransmitter that is deficient in Parkinson's disease.	Dopamine is involved in the control of movement and Levodopa can improve motor function, reduce rigidity, and improve tremors associated with Parkinson's	Levodopa can interact with other medications, such as monoamine oxidase inhibitors	Levodopa can cause side effects such as nausea, vomiting, and dyskinesias.	It should be used with caution in people with a history of psychosis, glaucoma, or cardiovascular disease.	People taking Levodopa should be monitored for the development of dyskinesias, hallucinations, and changes in blood pressure.
4 Lorazepam	Benzodiazepine	It works by enhancing the activity of a chemical in the brain called gamma-aminobutyric acid (GABA) which helps to calm down excessive electrical activity in the brain. This results in a decrease in anxiety and muscle tension, and can cause drowsiness and a feeling of relaxation.	Lorazepam is indicated for the short-term treatment of anxiety, insomnia, and seizures. It can also help relieve anxiety before surgery.	Lorazepam can interact with other benzodiazepines, alcohol, opioids, and some anticonvulsants.	It can cause side effects such as dizziness, drowsiness, confusion, and impaired coordination, especially in the elderly.	It should be used with caution in people with a history of substance abuse, liver or kidney problems, or lung disease. It should not be used in people with a history of glaucoma.	People taking lorazepam should be monitored for signs of respiratory depression, sedation, and withdrawal symptoms, especially when the medication is discontinued.
5 Zofran	Antiemetic, selective 5-HT3 receptor agonists	It works by blocking the action of serotonin, a chemical in the body that can cause nausea and vomiting. This results in a decrease in nausea and vomiting symptoms.	Zofran is indicated for the prevention and treatment of nausea and vomiting caused by chemotherapy, radiation therapy, and surgery. It can also be used to prevent nausea and vomiting caused	Zofran can interact with other medications such as apomorphine and tramadol	an cause side effects such as headache, dizziness, constipation, and diarrhea.	It should be used with caution in people with a history of heart disease, electrolyte imbalances, or liver problems.	People taking Zofran should be monitored for changes in heart rhythm, especially if they have a history of heart problems or electrolyte imbalances.
6 Ciprofloxacin	Fluoroquinolone antibiotic	It works by stopping the growth and multiplication of bacteria that cause infections.	Ciprofloxacin is indicated for the treatment of various bacterial infections, such as urinary tract infections, respiratory infections, skin and soft tissue infections, and gastrointestinal infections caused by certain types of	Ciprofloxacin can interact with other medications, such as antacids, iron supplements, and some blood thinners.	It can cause side effects such as nausea, vomiting, diarrhea, and headaches.	It should be used with caution in people with a history of seizures, liver or kidney problems, and in pregnant or breastfeeding women. It should not be used in children under 18, unless under direct supervision of doctor.	People taking ciprofloxacin should be monitored for signs of tendon rupture, especially in the elderly, and for signs of a rare but serious side effect called Stevens-Johnson syndrome, which can cause severe skin reactions.



Medication Reconciliation Activity

1. Identify which medications your patient is taking (check chart- each candy corresponds to a different medication).
2. Look up your medications (recommended sources: textbook, Uptodate, Micromedex).
3. Complete the chart with simple information.
4. Teach your patient about the medication without looking at your notes (your teammate will verify proper teaching).

Name of Medication	Mechanism of Action	Indication	Adverse Effects/Considerations (list 3)	Taught correctly <input type="checkbox"/>
oxycodone	acts on mu and kappa receptors to promote analgesia.	-pain -sedation	-respiratory depression -constipation -opioid toxicity triad	<input checked="" type="checkbox"/>
Ciprofloxacin	inhibits DNA replication and cell division	broad spectrum antibiotic	-tendon rupture -phototoxicity -increased bleeding risk with <u>warfarin</u>	<input checked="" type="checkbox"/>
penicillin	weakens cell wall which cause cell lysis	bacterial infection	-common allergic reactions -interact with aminoglycosides -be careful for bacterial resistance	<input checked="" type="checkbox"/>
tetracycline	inhibit protein synthesis	infection -rickettsial -acne -lyme disease	-discoloration of teeth -contraindicated in pt with kidney disease -GI irritation	<input checked="" type="checkbox"/>
omeprazole	Inhibit proton pump to suppress gastric secretions	-PUD -GERD	-take 30 min before meal -rebound acid secretion -increased C diff risk	<input checked="" type="checkbox"/>



Medication Reconciliation Activity

1. Identify which medications your patient is taking (check chart- each candy corresponds to a different medication).
2. Look up your medications (recommended sources: textbook, Uptodate, Micromedex).
3. Complete the chart with **simple** information.
4. Teach your patient about the medication without looking at your notes (your teammate will verify proper teaching).

Name of Medication	Mechanism of Action	Indication	Adverse Effects/Considerations (list 3)	Taught correctly <input checked="" type="checkbox"/>
Fluoxetine	selective serotonin reuptake inhibitor (makes more serotonin available)	depression suicide thoughts	nausea, decreased libido, drowsiness, diarrhea	✓
Levothyroxine	synthetic form of thyroxine that is usually secreted by the thyroid gland	hypothyroidism	tachycardia, diaphoresis, weight loss, goiter	✓
Tetracycline	inhibit protein synthesis of bacteria antibiotic (broad spectrum)	bacterial infection	<ul style="list-style-type: none"> • superinfection w/ prolonged use • don't give to children under 8 y/o (tooth discoloration) • photosensitivity 	✓
Tamsulosin	antagonist of alpha 1 receptors (relaxation of smooth muscle)	BPH	<ul style="list-style-type: none"> • ejaculation failure • decreased libido • orthostatic hypotension 	✓
Tamoxifen	• competitively binds to estrogen receptors on tumors (selective estrogen receptor modulator)	breast cancer	<ul style="list-style-type: none"> • amenorrhea • nausea & vomiting • peripheral edema • hypertension 	✓

passed off by

SAMPLE 3

Faculty Development Plan Brigham Young University College of Nursing – Professional Track February 2024

Personal Statement

Elder Dieter F. Uchtdorf of the Quorum of the Twelve Apostles said, “Our goal is to help those we teach to come closer to Christ, increase in their knowledge and love of God, and serve God by reaching out in compassion towards all His children. That is the center. And where do we find our greatest example of loving God and others? In the life and teachings of our Savior and Redeemer.” (*Teaching in the Savior’s Way* broadcast, June 12, 2022)

I strongly agree that the most essential aspect of my teaching is helping other’s feel the love of Jesus Christ, come unto Him, and be perfected in Him. It is my desire for students to witness my testimony of the Gospel and seek truth from God through my service and teachings.

Self-assessment

As new full-time faculty, my goals and opportunities for growth are far more numerous than my strengths or accomplishments. As a nursing professor, I set high expectations for students and likewise great expectations for myself in supporting students to achieve them. The personal strengths and goals listed below derive from self-assessment and past student ratings reports.

I. Teaching

A. Strengths

1. I have enthusiasm for pediatric nursing excellence.
2. I teach detailed pathophysiology. If I do understand how to teach a subject well, I personally research through articles, text, and professional resources so that I can teach more effectively.
3. I provide a clearly designed, organized course for students.
4. I communicate my high standards on the first class with students, and I encourage students to take responsibility for their learning.
5. I treat all persons with respect and love, regardless of age, gender, race, religion, or color.

B. Goals

1. It is my goal to be warm and approachable, while maintaining high expectations.
Rationale: Students have not felt comfortable approaching faculty of the course in years past.
Measurable Outcome: Students will report in student ratings their comfort level in addressing concerns with me. Students will consult with me during office hours.
Evaluation: Student ratings reflected comfort and frequency of students approaching me with concerns and questions. Many students attended weekly office hours.
2. I would like to know students on a more personal level; learn their names, have them consult me with concerns and questions.
Rationale: Students feel belonging when a professor addresses them by name.
Measurable Outcome: I will use names to address students in class/clinical. Students will consult with me during office hours.

Evaluation: I learned student names and referred to students by name in class and clinical. Many students attended weekly office hours.

3. I aim to utilize various electronic resources to enhance student learning.

Rationale: Students learn through a variety of methods.

Measurable Outcome: Students will utilize an electronic textbook and adaptive quizzes through Elsevier online. Students will watch videos prior to class.

Evaluation: Students used Elsevier online quizzes, instructor videos, and assigned e-textbook reading. Many used the audio options to study material when in transit.

4. I plan to identify students who are of concern within the first half of the semester and reach out personally to discuss their learning.

Rationale: My role is to support students in their learning and identify ways to improve.

Measurable Outcome: Elsevier quizzing can identify areas of difficulty for students. Students will have test reviews to understand concepts better. Students will meet with me and receive feedback or a letter of concern if necessary.

Evaluation: Only a few students needed significant support as identified by Elsevier quizzing, and I counseled with students study strategies and different learning approaches.

5. I plan to develop more application-based class discussion to fortify critical thinking and clinical judgment.

Rationale: Students will be able to practice clinical judgment in a safe setting where we can explore rationale.

Measurable Outcome: Elsevier NGN questions and case scenarios will be explored with student involvement in class.

Evaluation: Every class included case study discussions for application-based learning. Small and large group discussions addressed the questions.

C. Areas to Develop/Needs

1. Use BYU app flashcards to memorize student names, be intentional in including the value of belonging

This was very helpful and what I utilized to learn names.

2. Read *Relationship-Rich Education: How Human Connections Drive Success in College* to improve one-on-one counsel with academically struggling students

I did not have the ability to read this book but it is still part of my goals.

II. Scholarship

A. Strengths

1. I have membership in several pediatric and clinician-focused national organizations.
2. I have some experience in poster and podium presentations.
3. I have chosen research foci that I love and am passionate about.
4. I am currently collaborating with faculty on several research projects, including a successful first IRB approval process.

B. Goals

1. I have been accepted for a podium presentation to disseminate findings from research collected on student preparation and perceptions working with Ukrainian refugees.
Rationale: I would like to explore how to improve preparations and student perceptions for future global health spring course travel.
Measurable Outcome: I will present at the conference. Adaptations will be made to future course preparations.
Evaluation: I presented at a national conference based on student experience working with Ukrainian refugees. Some feedback to preparations for experiences will be utilized in future semesters.
 2. I will continue to work with faculty on research projects within my professional foci.
Rationale: Collaborating with faculty improves my knowledge and experience.
Measurable Outcome: Future projects will be disseminated through presentation or abstract submission.
Evaluation: I am currently collaborating with faculty on a project exploring the growth of cultural awareness and humility throughout the nursing program.
- C. Areas to Develop/Needs
1. Regular meeting and collaboration with faculty in projects
This is an ongoing goal.
 2. Participate in professional research conferences, using College research fund
This is an ongoing goal.

III. Citizenship

A. Strengths

1. I enjoy working with the Undergraduate Affairs Council and feel accountable to continually offer my voice and service.
2. I have participated in several CCNE Readiness standard preparations for the Evaluation Council.

B. Goals

1. I plan to volunteer for more council projects with other faculty.
Rationale: I can contribute to the workload and discussion within councils.
Measurable Outcome: I will complete tasks within council projects.
Evaluation: I have become more involved in the accreditation preparation work among the council. I have taken the lead in creating and distributing the end-of-semester clinical site evaluations for students and for faculty.
2. I plan to serve with nursing faculty this year, improving our commitment to the AACN Essentials and competency-based nursing.
Rationale: The CON has appointed “champions” for each of the 10 Essentials and I am leading domain 6.
Measurable Outcome: I will complete the online tutorials with AACN Essentials. I will identify how the CON can meet the needs of domain 6.
Evaluation: Ongoing work in the domains of the Essentials requirements.
3. I plan to mentor students in the process of submitting an abstract proposal and podium presentation to the College of Nursing Research Conference.

Rationale: Student mentoring is an essential part of my role in helping students enhance our profession.

Measurable Outcome: Students will present at the CON conference with my support.

Evaluation: The CON Research Conference was not the best audience for the presentation of research, and therefore, I did not mentor a student in this role. I am currently mentoring a student in another capacity.

4. I plan to serve in a leadership position in a local professional organization.

Rationale: Serving in a local professional organization will give me experience and a chance to understand the organization better.

Measurable Outcome: I will complete the tasks within my role of the organization.

Evaluation: I am currently serving as a Governance Committee member in the Iota Iota Chapter of Sigma Theta Tau.

C. Areas to Develop

1. Explore and self-educate from the AACN Essentials online tutorials

Ongoing goal and activity.

2. Consult other faculty with more experience in Essentials curriculum

Ongoing goal.

3. Consult other faculty with student mentor experience

This was done and the current mentor experience I am involved in was approved.

4. Explore leadership roles in a local professional organization

I am serving in a local chapter of Sigma Theta Tau.

IV. Teaching Goals for Winter 2024

1. It is my goal to intentionally and overtly incorporate belonging into the courses I teach.

Rationale: Students are motivated to learn and reach high potentials when they know they are valued and wanted.

Measurable Outcome: I will know student names in my courses and address students by name. Students will report in student ratings their comfort level in addressing concerns with me. Students will consult with me during office hours.

2. I aim to utilize various resources to enhance active student learning in the classroom.

Rationale: Students will be able to reach higher competencies when practical application enhances baseline knowledge and they understand the how and why in nursing care. Active class learning builds from reading and my video lectures before class.

Measurable Outcome: Students will participate in classroom discussion, perform higher in exams, and report satisfaction with the teaching methods.

3. I plan to identify students who are of concern within the first half of the semester and reach out personally to discuss their learning.

Rationale: My role is to support students in their learning and identify ways to improve.

Measurable Outcome: Elsevier quizzing can identify areas of difficulty for students. Students will have test reviews to understand concepts better. Students will meet with me and receive feedback or a letter of concern if necessary.

Teaching Development Project
 Brigham Young University
 College of Nursing – Professional Track
 February 2024

Course Syllabus (from Fall 2023 Canvas)
 Nurs 361 Nursing Care of Children and Families

Course Background

This course is a required 2.0 credit didactic course for nursing students. The course expands on their previous knowledge of child development and medical/surgical nursing care. Students learn about common childhood illnesses and disease processes, how to provide developmentally appropriate nursing care to children from birth to adulthood, and the vital component of incorporating diverse family dynamics into their practice.

Course Purpose

Students will expand knowledge and clinical judgment skills to provide developmentally appropriate nursing care to children and their families from diverse backgrounds.

Learning Outcomes

- I. Integration of Gospel Values
 - Integrate the Gospel of Jesus Christ in discussions and learning activities, centered on the nursing care of children and their families. (*CON outcomes 1, 4*)
- II. Scholarship for Evidence-Based Practice
 - Apply evidence-based nursing knowledge and critical thinking in providing developmentally appropriate pediatric nursing care. (*CON outcomes 7, 8*)
- III. Clinical Prevention and Population Health
 - Advocate for social justice, health promotion, and disease prevention to improve pediatric population health. (*CON outcome 9*)
- IV. Professionalism
 - Exemplify and advocate for the nursing profession demonstrating the Healer's Art. (*CON outcomes 4, 5*)
- V. Quality of Nursing Care Delivery, Patient Safety, and the Healthcare System
 - Analyze aspects of safe and competent care in pediatric nursing skills and assessment techniques. (*CON outcome 7*)

Course Expectations

In this course students can expect the instructor to:	Success in this course will expect the student to:
Construct organized, clearly-stated syllabus expectations	Consult the syllabus and calendar of due dates as needed
Prepare content-rich weekly presentations for student learning	Complete assigned reading/videos/activities prior to class
Integrate practical application in learning activities	Complete EAQ practice questions weekly
Come to class on time, prepared for discussion	Come to class on time, prepared for discussion
Provide weekly study guide, identifying key concepts	Visit the instructor or TA with questions and concerns
Welcome students during office hours or appointments	Utilize the study guide to concentrate exam preparations
Respond respectfully to students	Submit all assignments by the due date
Invite the Spirit weekly to enhance learning activities	Invite the Spirit to magnify learning efforts

Per the [Undergraduate Student Handbook](#) , students must demonstrate appropriate professional behavior in all learning environments. Unprofessional conduct or classroom disruptions is subject to professionalism deductions at the discretion of the instructor.

Learning Activities

Assigned Reading

Students enhance learning by completing the assigned reading from the textbook and articles posted by the instructor. While reading, students are encouraged to complete the provided study guide as applicable and continue to complete it during and after classroom discussion.

Video Instruction

Students watch pre-class video instruction provided as a review of prerequisite content and instruction on new concept basics. The videos do not replace class instruction, but they help prepare students to participate in class discussion.

Class Discussion

Students will engage in activities that build on basic concepts explored prior to class, including PowerPoint instruction, unfolding case studies, NGN NCLEX practice, concept-based discussion, etc. Students may participate in group discussion, pair and share, or Socratic questioning to help concepts stick.

Elsevier Adaptive Quiz (EAQ) Practice

Students will take a 30-question weekly practice quiz created from the Elsevier test bank online. The questions are designed to encourage critical thinking and practice for the licensure exam. Students will receive full credit for completion of the weekly quiz practice.

Case Study I & II

Students will complete pediatric unfolding case study assignments in partnerships. The studies will focus on CDC immunization recommendations and basic pediatric nursing skills. The activities will allow students more exposure to primary care assessment of young children and their immunization needs.

Learning Assessment

Effectiveness of teaching and learning activities will be through assessments throughout the semester as well as a culminating assessment utilizing HESI standardized testing.

ASSIGNMENTS	POINTS	POINT %
Exam I	50	12.5
Exam II	50	12.5
Exam III	50	12.5
Exam IV	50	12.5
Final Exam	75	18.75
Syllabus Quiz	5	1.25
Elsevier Adaptive Quiz (EAQ) 2pts x 10 wks	20	5
Case Study I	30	7.5
Case Study II	30	7.5
HESI v1	8	2
HESI Remediation	12	3
HESI v2	20	5

TOTAL	400	100
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Grading & Late Work Policy

The following grading scale will be used in this course:

Grade	Range
A	95% to 100%
A-	90% to < 95%
B+	87% to < 90%
B	83% to < 87%
B-	80% to < 83%
C+	77% to < 80%
C	73% to < 77%
C-	70% to < 73%
D+	67% to < 70%
D	63% to < 67%
D-	60% to < 63%
F	0% to < 60%

Students are expected to complete ALL assignments and exams on time. Requests for late assignment submission must be submitted in writing to the instructor prior to the due date but will still be subject to the late policy. Late assignments will have 10% deducted per late submission day, up to five days after the due date. Every assignment must be completed to pass the course; however, no assignments will be graded after five days late.

Students with questions regarding a graded assignment or exam are encouraged to meet with the instructor to enhance future understanding. Suspected grading errors should be addressed with the instructor within five days of the posted grade.

Additionally, ***students must earn a cumulative grade of 73% in the course, or they will not pass the course.*** If students fail to complete course assignments (regardless of point value), they risk course failure.

Class Prep & Study Tips

Prior to class students are encouraged to:

- Read the assigned reading sections
- Review related pathophysiology and concepts necessary for understanding reading
- View Class Prep Videos
- Complete the Study Guide Worksheet (independently or in study groups)

After class students should:

- Review class notes with a friend
- Discuss content questions with instructor during office hours
- Complete weekly EAQ practice

To best prepare for an exam, students may need to:

- Review the Study Guide Worksheets
- Review class notes
- Review unclear concepts from assigned reading or videos

Exams & HESI

Exams

Exams in this course will test the **comprehensive acquisition** of nursing knowledge and skills. Students can expect questions on any content from previous weeks' discussions. Exams will be proctored in the [BYU Testing Center](#). Students are responsible for knowing and following all Testing Center hours and policies.

Per BYU policy, the **final will be administered during designated University finals days**. Students are expected to plan schedules accordingly. Exceptions will not be made for students requesting to take the final exam early due to personal commitments.

Health Education Systems, Inc. (HESI)

HESI is a product by Elsevier that provides study materials and standardized practice exams for nursing students preparing for licensure exams. Specialty exams are administered during some semesters of the nursing program (e.g. N361) and all students will take an exit exam prior to graduation.

Students will sign-up (or be assigned) a time block for each HESI exam. Students must arrive 5 minutes prior to the start of the exam with a **fully-charged laptop and headphones**, having completed all registration information beforehand.

All students will earn FULL points for HESI v1 upon completion. Based on HESI v1 score, students will follow the outline below to earn FULL points for remediation.

HESI v1 Scoring Interval	Performance Level	Remediation Requirements	Gradebook Score HESI v1 & Remediation
900 and above	Recommended Performance	<u>Essential Remediation Packets</u> – read/study ≥ 1 hour content for “complete” <u>Case Studies</u> – earn ≥ 80% on all assigned for “complete”	100%
850 – 899	Acceptable Performance	<u>Essential Remediation Packets</u> – read/study ≥ 2 hours content for “complete” <u>Case Studies</u> – earn ≥ 80% on all assigned for “complete”	100%
750 – 849	Below Acceptable Performance	<u>Essential Remediation Packets</u> – read/study ≥ 3 hours content for “complete” <u>Case Studies</u> – earn ≥ 80% on all assigned for “complete”	100%
749 and below	Needs Further Preparation	<u>Essential Remediation Packets</u> – read/study ≥ 4 hours content for “complete” <u>Case Studies</u> – earn ≥ 80% on all assigned for “complete”	100%

****NOTE**** It is highly recommended that students continue EAQ practice as needed prior to HESI v2.

Based on the HESI v2 score, students will earn the following:

HESI v2 Scoring Interval	Performance Level	Gradebook Score HESI v2 & Remediation
>1050	Recommended Performance	100%
1001 - 1050		95%
950 - 1000		90%
900 - 949		85%
875 - 899	Acceptable Performance	82%
850 - 874		80%
800 - 849	Below Acceptable Performance	78%
750 - 799		75%
700 - 749	Needs Further Preparation	71%
<699		67%

(University and College Values and Policies not included)

Evaluation of Teaching

Aside from mid-term and end-of-term student ratings, I plan to utilize the Center for Teaching and Learning SCOT staff as I did last year to evaluate my in-class teaching. I have also previously had multiple faculty members observe my teaching and provide feedback.

Teaching Project Proposal Goals (from Fall 2023)

1. I intend to be warm and approachable, while maintaining high expectations.
Measurable Outcome: Students will report in student ratings their comfort level in addressing concerns with me. Students will consult with me during office hours.
Evaluation: [see FDP evaluation](#)
2. I would like to know students on a more personal level; learn their names, have them consult me with concerns and questions.
Measurable Outcome: I will use names to address students in class/clinical. Students will consult with me during office hours.
Evaluation: [see FDP evaluation](#)
3. I aim to utilize various electronic resources to enhance student learning.
Measurable Outcome: Students will utilize an electronic textbook and adaptive quizzes through Elsevier online. Students will watch videos prior to class.
Evaluation: [see FDP evaluation](#)
4. I plan to identify students who are of concern within the first half of the semester and reach out personally to discuss their learning.
Measurable Outcome: Elsevier quizzing can identify areas of difficulty for students. Students will have test reviews to understand concepts better. Students will meet with me and receive feedback or a letter of concern if necessary.
Evaluation: [see FDP evaluation](#)
5. I plan to develop more application-based class discussion to fortify critical thinking and clinical judgment.
Measurable Outcome: Elsevier NGN questions and case scenarios will be explored with student involvement in class.
Evaluation: [see FDP evaluation](#)

Evaluation of Student Learning, Learning Environment, and Processes of Improvement

In this course, the learning outcomes are aligned with the College of Nursing program outcomes and the BYU aims of education. Each assignment is linked to the outcomes in each of these areas to ensure learning activities have valuable purpose with clear objectives. The syllabus is organized so that students can locate information and see the connection of assignment to the outcome goals of the course. Assessments evaluate learning of these objectives through quizzes, exams, remediation learning, and standardized nursing tests.

I integrate principles of the Gospel, including faith, in class discussion of nursing care. Students are addressed respectfully and each student is valued as an individual. The students have frequent opportunities for feedback, and adjustments are made as needed to support their learning efforts. Materials and online resources are provided in advance for student access as well as following class for review.

There are opportunities to improve the course. Involving more active learning strategies and incorporating more intentional formative evaluation of progress are some areas that can be strengthened. I can also be more intentional with bringing the Gospel and my testimony of it into discussion regularly.

Professional Development Project
Brigham Young University
College of Nursing – Professional Track
February 2024

Professional Project Proposal – Data Gathering and Analysis (from Fall 2023)

1. I plan to collaborate with colleagues to perform a qualitative analysis of data gathered from student experience serving the Ukrainian refugee population during Spring 2023.
 - a. I will disseminate this information by podium presentation during Transcultural Nursing Conference in October 2023.
 - b. I will use this information to discuss future student preparatory curriculum with the public and global health faculty for next Spring semester.
2. I will continue to work with faculty on research projects within my professional foci.
 - a. I plan to collaborate with colleagues on a database of pediatric sexual assault research.
 - b. I plan to collaborate with colleagues in data gathering of student cultural awareness research.

Evaluation: Data from the student experience working with Ukrainian refugees was collected through IRB approval and a qualitative analysis was performed. The research was shared in a podium presentation at the Transcultural Nursing Conference in October 2023. My colleague and I discussed how our feedback from the student experience can improve future study abroad preparation. I continue to work with colleagues in research based in pediatric sexual assault and a project with another colleague evaluating the development of cultural humility during student nursing education at the College of Nursing.

Citizenship Development Project
Brigham Young University
College of Nursing – Professional Track
February 2024

Citizenship Project Proposal Goals (from Fall 2023)

1. I will continue to serve on the Undergraduate Affairs Council and the Evaluation Council within the College of Nursing.
Measurable Outcome: I will attend all meetings and complete council tasks.
Evaluation: Completed goal and ongoing continuance.

2. I have volunteered to “champion” Domain 6 of the AACN Essentials (Interprofessional Partnerships) and lead our curriculum efforts to align with the Essentials in this domain.
Measurable Outcome: I will educate myself more on the Essentials, using their tutorials and videos on the website. I will consult with other faculty to maximize our efforts in interprofessional partnerships with other colleges and clinical partners.
Evaluation: Ongoing continuance, working with clinical partners, collaborating with CON faculty to bridge our gaps, scheduling of clinicals, working with facility staff, etc.

3. I plan to collaborate with a colleague to mentor students in the process of submitting an abstract proposal and podium presentation to the College of Nursing Research Conference.
Measurable Outcome: Students will present at the CON conference with my support.
Evaluation: The CON conference was not the best choice for presentation of the research. It was instead presented at a national conference. Mentoring with a student is going well in a committee planning meeting for Utah Coalition Against Pornography (UCAP) conference this spring.

4. I plan to serve in a leadership position in a local professional organization.
Measurable Outcome: I will complete the tasks within my role in the organization.
Evaluation: I am serving in the Sigma Theta Tau local chapter, attending meetings, and just helped plan the chapter induction night.

The above goals continue to be my citizenship focus this semester.