Course Background:

During my first year and a half at BYU, I have been assisting other professors in different courses while waiting for my long-term assignment. Consequently, I will provide information related to the nursing course I have been involved with most heavily. I have not taken over the course and am teaching it along with two other faculty members. This course is required for all nursing majors and is required in their third semester of the nursing program.

The title of the course is Nursing Care of Adults with Acute and Chronic Illness (N341). The purpose of the course is to assist nursing students to gain the skills and knowledge necessary to provide nursing care to the adult patient with acute and chronic illness in inpatient healthcare settings. It also supports the students in gaining confidence to succeed in the development of their professional nursing practice. The principles of the course are found in the accreditation body for nursing programs, titled, “Essentials of a Baccalaureate Education of the American Association of Colleges of Nursing”.

Learning Outcomes:

a. Identify pertinent pathophysiology, risk factors, diagnostic, procedures, assessment findings and nursing interventions of common acute and chronic illnesses as well as medical, surgical and procedural interventions.

b. Identify common expected treatments with rationales for selected illnesses and surgical or procedural interventions.

c. Correlate laboratory, procedure, treatment and other patient data to the effects on disease processes and treatments.

d. Identify effects of chronic illness on the patient and their significant others.

e. Identify situations where skills and knowledge are beyond the student/nursing scope of practice, and verbalize methods to obtain appropriate assistance.

f. Demonstrate critical thinking skills by identifying priority nursing care interventions for hospitalized patients with selected medical diagnoses and/or surgical interventions.

The learning outcomes represent what is most important for students to learn in that they are very specific to this course. This course lays the groundwork for future more complex nursing classes. The outcomes are written clearly and specifically list what is needed for a good foundation for beginning nursing students. By completing these outcomes, students are not only prepared to build on these foundational outcomes for future courses, but also learning to become professional nurses.
The course learning outcomes support and are consistent with the College of Nursing program outcomes:

1. Integrate the values of the gospel of Jesus Christ as part of caring.
2. Demonstrate effective critical thinking and communication.
3. Design, provide, and evaluate professional nursing care for individuals, families, and communities.
4. Practice and lead with an understanding of the discipline of nursing at the local, national, and global levels.
5. Exemplify lifelong learning.

Design, provide, and evaluate professional nursing care for individuals, families, and communities.

- Differentiate pathophysiology, risk factors, diagnostic procedures, assessment findings and nursing interventions of common acute and chronic illnesses as well as surgical or procedural interventions.
- Identify treatment and rationale for each illness and surgical or procedural intervention.
- Articulate and understand the implications of acute and chronic illness for patients and their families.
- Correlate laboratory, procedure, treatments and other patient results to the effects of the disease process or treatments.
- Identify effects of chronic illness on the patient and their significant others (SO).

Link to Program Outcomes: Critical Thinking and Communication Skills, Professional Nursing Care

Integrate the values of the Gospel of Jesus Christ as part of caring.

- Value the importance of spirituality in the nursing process.
- Respect religious beliefs of the client.
- Utilize personal inspiration in clinical decisions as well as the learning process.

Link to Program Outcomes: Integration of Gospel Values, Professional Nursing Care

Demonstrate effective critical thinking and communication.

- Demonstrate professional behavior when communicating with instructors, other health care providers, patients and families.
- In practice case studies given in the didactic class, demonstrate critical thinking skills and is able to calculate priority nursing care interventions for various types of medical surgical hospitalized patient.
- Identify situations where skills and knowledge beyond their scope is needed and accurately seeks assistance.

Link to Program Outcomes: Critical Thinking and Communication Skills, Professional Nursing Care
Exemplify life-long learning.

- Participate in activities that contribute to the ongoing development of personal knowledge as well as the Nursing profession’s body of knowledge.

Course Activities:

The N341 course activities relate to learning outcomes by facilitating learning through a variety of means. The goal is to prepare students for professional nursing practice, which includes gaining a solid knowledge base related to disease process, nursing care, and clinical interventions. The student must begin forming their professional values and this time and learn how to apply them in an actual nurse-patient relationship. These learning activities are geared towards assisting students in this preparation and are different from other university courses because they are very specific to the nursing profession.

Activities as listed in syllabus-

**Individual study** activities include reading the assigned chapters from texts or other sources, viewing instructional media (e.g. videotapes, computer-assisted instruction), practicing techniques learned in the lab setting, and completing the writing assignments. It is generally not possible for faculty members to cover all of the assigned readings in class. Nevertheless, you are accountable for all readings and other preparatory assignments. Test questions may be taken from the readings (whether they are discussed in class or not) and from the class activities - lectures, discussions, presentations, group activities, etc.

Your success in the nursing program depends largely on your own individual study habits. A good plan is to read and prepare thoroughly before each class, ask questions and participate in class, and review your notes frequently.

**Group work** is strongly encouraged in nursing courses as collaboration is the standard in professional practice. Some professional assignments involve students working in pairs or small groups to accomplish the objectives. Discussing class topics and reading assignments in groups can help to improve understanding of concepts. Group discussion may be enjoyable and will help clarify difficult ideas, but it can never make up for the lack of individual preparation and effort.

**Classroom** learning activities take a variety of forms, including lecture, discussion, small group discussion, case studies, audio-visual media, student presentation, etc. Students may have assignments to be completed before class as listed in the lesson plan for each class period. Short quizzes may be given in class unannounced.

The course activities provide timely feedback for students to implement and improve prior to subsequent assignments. They are clearly written not only in the syllabus, but in a learning calendar that is listed on Learning Suite. The calendar is very detailed and lists learning objectives for each lecture and assignment *(see appendix 1 for example)*.
Assessments of Student Learning:

A variety of assessments is used to determine if students have achieved learning outcomes in the N341 course. They include exams, cased studies, professional practice papers, and six pop quizzes given throughout the semester. All written work must be completed to pass the course and is periodically checked by the “Turnitin” check for plagiarism. Additionally, there is a requirement to attend a professionalism conference offered each semester by the College of Nursing. A sample test will be included in appendix 2 to these documents.

The assessments provide sufficient opportunities for students to demonstrate achievement of the learning outcomes because they are not exams only, but a variety of methods used to determine competency. Students have the ability to not only perform through typical exams/quizzes, but they are able to produce a professional paper using research-based practice and attend a conference provided to teach them current topics related to the current field of medicine/nursing. The assessments are offered at different intervals throughout the course, which provides the students opportunity to learn and improve as the semester progresses. The students learn to understand the course expectations and consistently have shown improvement from the beginning to the end of the semester.

The assessments required in this course measure the achievement of each course learning outcome by examining their knowledge of each course outcome. Each outcome is written in a general manner in order for it to be pertinent to each topic that is covered in the course. Each quiz/test/assignment requires the student to work through several of the learning outcomes. The exams are written specific to body systems, but each measures components listed in the learning outcomes.

Student Achievement of Learning Outcomes:

For outcomes, provide evidence to show that students have achieved the outcome:

~Four exams, six quizzes, four case studies, and a professional practice paper are assigned throughout the semester and the requirements listed in this learning outcome are measured through these assessments. A student has not failed this during the time I have been teaching. Students have struggled, but all three professors who are involved in this class are willing to work one-on-one with any student having issues.

The overall student ratings for the most recent N341 class was 7.1, which was higher than BYU (6.7) and overall Nursing courses (7.0). Comments made in student ratings for Fall 2014 include:

- “These instructors changed my life, and through their examples helped me to expand my educational, professional and spiritual vision for myself.
- “This was an exceptional class. The professors are very knowledgeable about nursing and explained everything very clearly. I appreciated how this class prepared me for the NCLEX (standardized nursing test) questions. All the professors made class interesting. I thought the quizzes were fair and the tests were well prepared. I liked the posted power points and study guides. They were very helpful for test prep.”
- “Great class, the teachers were very good and responsive and helpful. I learned a lot, there was just so much information. It was a hard class.”
“I really appreciated that instructors worked together to create the tests. I loved that reading guides were provided and that they were tailored to the material and teaching style of the professor that presented that section.

Another positive measure of learning outcomes for this course is the passing rate for a required licensure exam, which is required for all newly graduating nurses to complete. Students who graduate from BYU’s College of Nursing, and take the National Council Licensure Examination (NCLEX) developed by the National Council of State Boards of Nursing have a 96 percent passing rate. National passing rates are 83 percent.

Steps Planned to Improve Teaching and Student Learning:

Students are often overwhelmed with this course. It is heavy with information and often described as the most difficult semester in the nursing program because of the information overload. The material is fundamental and very little can be condensed because of it is foundational knowledge for future nurses. Because of this, students often comment they feel overwhelmed and sometimes confused about what are the most important concepts of the course.

I have had peer evaluations completed in addition to student evaluations. The feedback has suggested I implement more variety in the methods I use for teaching and perhaps highlight or focus on specific topics of importance. Based on the feedback I have received, I have devised a plan that I anticipate will help the students focus on vital elements in this course.

I will implement two writing assignments that will fit into the Acute/Chronic Illness nursing course. This class requires in-depth reading of essential material each week in addition to three-hour lectures. I believe that dispersing a few low-stakes writing assignments will help break up the monotony of lecture, as well as increase comprehension of some of the difficult concepts covered in the required reading.

Writing Assignment #1

Rush Writes

At the beginning of the class, I will have the students respond to the following regarding the past week’s reading assignment:

✓ Respond to the (3-4) questions listed from last week’s reading assignment.
✓ What do you feel you already know quite well from the reading assignment?
✓ Is there a particular point in the reading that is confusing to you?

At the middle or end of class, I will have the students respond to the following prompts:

✓ What questions do you still have?
✓ How can you apply this information in a clinical setting?
✓ List at least one new concept from the reading that was reinforced in the lecture today.
I hope to use these Rush Writes to help evaluate my teaching, as well as use them to get the students thinking about what they read and why the material is necessary. Additionally, I hope to learn what the students really understand and where there may be a need for further explanation.

**Writing Assignment #2**

**Microtheme**

At the end of one of the lectures I teach, I will ask the class to write a very short paragraph that explains a concept that was discussed and had been included in the week’s reading assignment. I will ask them to write as if they are explaining the concept to a high school student who is interested in the medical field. This assignment will replace one of the 5-point quizzes that are randomly assigned throughout the semester.

**Completed steps to improve teaching**

I believe students learn more effectively if they are involved in the process. Adding games at times in the classroom may promote group work and critical thinking. Interactive activities not only break up the monotony of a long lecture, but they may also reach out to students who learn better with an active learning style.

I was awarded BYU faculty center grant to improve my teaching. I purchased an interactive buzzer system that allows students to participate in quiz-like games that are based on the subjects presented in class, as well as the assigned reading. The game system has several pieces, so I have grouped students together on teams and performed game-show type quizzes. I have used them two times and had great success. The students were excited and involved during class. I will continue to use the buzzers in a variety of courses to provide an added method to increase learner involvement.
Project
I travel to Ecuador with College of Nursing students each Spring semester. During our visit in 2014, we identified some significant educational needs within a large (1,000+ bed) hospital in downtown Guayaquil.

The specific goals and activities I pursued for my scholarship project were:
1. Apply for a Mentoring Environment grant (MEG) or encourage a student to apply for an Office of Research & Creative Activities grant to help with travel expenses for the Guayaquil educational project
2. Set aside blocks of time to write and pursue specific measurable goals for the educational project in Guayaquil
3. Obtain Institutional Review Board (IRB) approval for the Guayaquil educational project
4. Share drafts of my work with a colleague who has experience in global health and research

Final Report Goals:
1. I applied for a Mentoring Environment grant related to the Guayaquil education project in 2014. Unfortunately, the grant was not awarded to this research project. Nevertheless, an undergraduate student with whom I closely worked in Ecuador, submitted for an Office of Research & Creative Activities grant and was awarded this mentoring grant a few weeks ago.
2. I successfully assisted the student to pursue her ORCA grant and together we have written an educational plan in Spanish for this year's student nurse group to implement when we travel to Guayaquil in May. Additionally, this student applied to present our research at the annual Undergraduate Research Conference this year and was accepted to speak at the end of this month.
3. Institutional Review Board approval through Brigham Young University was granted for this project, as well as board approval through the Luis Vernaza hospital in Ecuador.
4. I have worked closely with a fellow nursing professor who travels to Ecuador with our group, as well as the college of nursing assistant dean who has expertise in research design. This team developed a sound research project. We will continue to monitor its effectiveness throughout the next few years of implementation in the Luis Vernaza hospital.

I was successful in most elements of this scholarship project. However, it was discouraging not to receive the MEG. I felt like I had failed, but realized this was my first attempt at pursuing this type of a grant and though I was not successful, I learned very much through the process. I understand specific foundations that need to be in place in order to design a successful research project. Although my goal was to set aside blocks of time to write specifically for this project, I did not begin writing early enough and was hurried and did not methodically develop my MEG effectively.

Despite the frustrations of the MEG denial, I was excited when the ORCA submission was successful. The student and I will now have the ability to interpret many qualitative interviews, which were completed with healthcare workers while in Ecuador in 2014, and complete this portion of the project.

Setting specific goals, such as setting aside blocks of time to write and set measurable goals, was key in the implementation of this project. As aforementioned, I learned that I did not set aside time early
on in the project. Though my outcome was not what I planned, I learned from my mistake. I appreciate the FDS team in encouraging this project, because I honestly believe if the project would have been left to me alone, this goal would have been completely pushed aside due to the many pressure and stresses of being new to the university world and learning the expectations expected of me.

Through this project, I have learned the importance of tracking goals and setting time in my calendar specifically to work on items related to the final purpose. I will be able to use this experience in future scholarly projects, specifically to work on small goals and not procrastinate the heavy work (such as writing for grants) until the very end. I have learned it is essential to continue to work on a project and not leave it—even if that means a few hours a week.

The purpose of this endeavor is to improve healthcare to a large, underserved population in South America. The successful implementation of this research project has the potential to save the lives of many. It is extremely important work and a unique opportunity to get students directly involved in research and teaching.
Project
The specific goals and activities I will pursue for my citizenship project are:
1. Successfully serve as the state Emergency Nurses Association (ENA) president by accomplishing the goals I have set for that role:
   a. Organize and provide a Utah state educational conference for the fall of 2014
   b. Coordinate a certified emergency nurse review course for Utah emergency nurses for the fall of 2014
   c. Apply to become a member of a national ENA committee
2. Effectively present at the international ENA conference in October 2014 on the important topic of compassion fatigue and burnout in emergency nurses

Final Report
1. (a., b.) I was able to effectively complete the first component of this project. I served as the state president for my professional nursing organization. I was able to lead my state council in the development of a successful annual state education conference for emergency department nurses throughout the state of Utah. The council began planning in early 2014 and our conference was successfully completed in October 2014. There were two days of this conference and our team was able to provide a certification course to prepare nurses to complete their board certification in emergency nursing on the first day of the conference. Almost thirty nurses attended the certification review course, which is a large number for our state. The evaluations at the completion of the conference and certification review course were very positive and our council plans to provide another conference in 2015 with a slightly different format.
   (c.) I applied to become a member of a national ENA committee, but was not accepted because of my current leadership role within the state of Utah. I plan to pursue this goal in 2016 when I have completed my term as the Utah state ENA president.

2. I applied to present my recent graduate school research at the international ENA conference in October 2014, which was held in Indianapolis, Indiana. The acceptance rate for presenting at this conference is approximately 30%. My presentation introduced my research results on the development of compassion fatigue, burnout, and compassion satisfaction in emergency nurses. I spoke for 75 minutes and had a large audience. I was extremely nervous to teach at an international conference for such a long time period, but I loved it and received positive feedback. Because of the success of this first experience, I submitted to speak on a different topic for the 2015 international conference and recently learned my proposal was accepted.

The implementation and follow-through of this citizenship project required much time and energy. I learned to put my goals on paper and regularly evaluate my progression through them. I learned that
I can do difficult things. Though that may sound trite, it is true. I would never have applied to speak at an international conference if I had not been challenged through this citizenship project.

Consequently, I hope to continue to find topics to present at conferences such as the ENA convention. I love teaching and this venue allows me to give back to my profession with my expertise of 21 years as an emergency nurse. I believe nurses should enhance their professional character and development by belonging to their professional organizations.

Because of my increased involvement as a leader in my professional organization, I now have the opportunity to work on national committees when my term as the state ENA president expires. I am excited to serve and hope to continue to collaborate with experts in my field, not only to give back, but to continue to learn, grow, and improve.