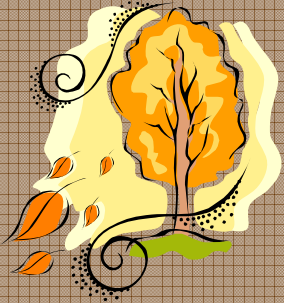


November
2006

CSB/SJU NURSING DEPARTMENT



Fall Semester 2006

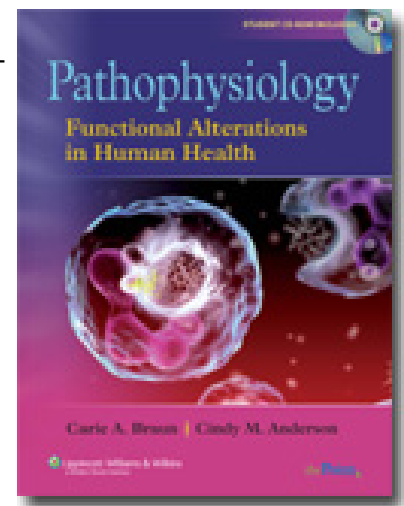
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Professor Carie Braun Publishes Textbook

Our very own Carie Braun along with Cindy Anderson (an assistant professor of nursing at the University of North Dakota in Grand Forks) has recently published a pathophysiology textbook titled "Pathophysiology: Functional Alterations in Human Health". Carie and Cindy have been working on this publication since April 2004. The textbook is conceptually-based, that is, the chapters are arranged based on alterations in physiologic processes versus the traditional "body-systems" organization. Sample chapter titles include altered ventilation and diffusion, altered perfusion, altered nutrition, degenerative changes and aging, altered hormonal

and metabolic processes, and altered cellular proliferation and differentiation. Each chapter explains what happens when altering a specific body function and then illustrates this process with select clinical models, such as asthma, myocardial infarction, or Graves disease. The text culminates with a chapter devoted to pathophysiologic changes when combining complex disease processes illustrated by diabetes mellitus. The release date is November 2006, however the textbook has already been included in the CSB/SJU NRSG 207: Pathophysiology course. The publisher is Lippincott, Wil-



liams, and Wilkins (ISBN 0-7817-6250-2). For more information, go to: <http://connection.lww.com/BraunAnderson>.

Announcements, Awards, and Department News

We are proud to present Nursing Department faculty who have successfully completed Ph.D. programs:

Rachelle Parsons, Ph.D., RN, Maternal Child Nursing, Public Health

LuAnn Reif, Ph.D., RN, Public Health Nursing

Carrie Hoover has achieved her Ph.D. candidacy. She has only to complete her dissertation.

Carrie Hoover, RN, Ph.D.-C., Adult Health, Critical Nursing

We would also like to acknowledge Laura Rodgers' successful completion of the ANCC certification exam for Advanced Practice RN

Laura Rodgers, Ph.D., RN, APRN, BC, Psychiatric/Mental Health/ Gerontology

It takes special dedication and perseverance to get through such demanding courses of study. We congratulate you and wish you the best. Your achievements are an example to us all.

Alums in the Spotlight

Rachel A Prosser '02

Rachel graduated from the University of Michigan with her Masters in Community Health Nursing, Family Nurse Practitioner track and Certificate of International Health and Social Development in April 2005. She is currently working as a Family Nurse Practitioner in a Federally Qualified Health Center in inner city Detroit providing service to a largely uninsured, Latino/ a population. She will be completing coursework for her PhD in Health Promotion Risk Reduction in April 2007. Her research area of interest is exploring the cognitive representations of HIV/AIDS illness in African American women. Rachel also traveled to Botswana Africa in the summer of 2004

to work and learn for a month through Baylor College of Medicine's Pediatric AIDS initiative.

Andrea Pavelka '04

After graduation, Andrea took a position at Immanuel Medical Center in Omaha, Nebraska on their acute child/adolescent behavioral health unit. After working there a year, she returned to Minnesota to take her nursing experience in another direction. Currently, she is a second year student at the University of St. Thomas School of Law and studying to become a nurse attorney. If any students are interested in pursuing a legal education or would like more information on working in behavioral health, they

can contact Andrea at acpavelka@stthomas.edu.

Ellen Watercott (Holum) '77

Ellen has participated in a journal article in the April 2006 issues of *Critical Care Nurse*. It is Volume 26, No.2 page 53-73. The title is: "Caring for Transplant Recipients in a Nontransplant Setting. Ellen authored the part on kidney transplantation.

Erica Timko Olson '96

Erica took a leave from St. Kate's this year to teach at Bethel in their RN to BSN program this spring. She started taking classes for her PhD in Nursing Education at UNC in Greeley. Erica and her family also just welcomed their fourth child, Philip Thomas.

CCNE Accreditation

The CSB/SJU nursing department is preparing for a reaccreditation by the Commission on Collegiate Nursing Education (CCNE) (we changed from The National League for Nursing Accreditation Commission (NLNAC) in 2002). Our 2002 initial accreditation with CCNE was for a five-year period—the longest term possible on an initial review. At that time we were fully accredited with no recommendations. This reaccreditation process is for a maximum of ten years with a written report at the five-year point.

The reaccreditation process has three phases: 1) an internal study of our program and preparation of a written Self-Study that addresses the

four standards/criteria, 2) a site visit by an evaluation team composed of two faculty from non-Minnesota schools and a master's prepared clinician; the team prepares and submits a written report within two weeks of their visit., 3) a decision on reaccreditation by the Accreditation Review Commission (ARC) in October 2007.

Four accreditation standards drive the self-study process and site visit. Each of the standards has 5-6 key elements that must be met. Three of the standards focus on program quality in distinct areas: mission, governance, and congruence with the parent institution; institutional commitment and resources (including fac-

ulty); and curriculum and teaching/learning practices. The fourth standard emphasizes program *effectiveness* — that is the evidence that indicates we are accomplishing our goals and expected outcomes. Are students learning what we say they ought to and are faculty accomplishing what we expect them to accomplish in teaching, scholarship, and service?

We are all really positive about both the process and the anticipated positive outcome of this review; we will be sure to include an update in the Spring 07 and Fall 07 newsletters.

Development of Student Skills DVD

Submitted by: Matthew D. Byrne, RN, MS, CPAN

The nursing faculty is always working hard to find new and interesting ways to teach the basics. Keeping students engaged in what they must learn and improving retention of information is always a challenge. With all the technology that is available today, there are an increasing number of options for attaining these goals. Armed with very little experience, a digital video recorder and grand hopes of a nursing student skills DVD, nursing faculty members Janet Neuwirth, Sigrid Hedman-Dennis and Matthew Byrne began planning and filming during Spring semester 2006. With a lot of humor, a faculty development grant and the ambitious goal of creating a visual medium that would assist students with learning, the DVD was completed in September of 2006.

Using new technologies and new teaching approaches can be frustrating and intimidating but also immensely rewarding. Although the focus of the DVD was on student learning, the faculty working on the project learned a lot along the way. Putting together a DVD requires a lot of knowledge that was foreign. Learning how the camera functions, how digital data is converted and the basics of putting on any filmed production sometimes overshadowed the actual filming itself. A lot of planning was required to decide what steps to show and how to best explain each procedure. With lots of hard work, planning, and many re-shoots, the DVD's

are now being integrated into the skills laboratory component of Nursing 323.

Early on, it was decided that six skills would be included in the DVD. They include:

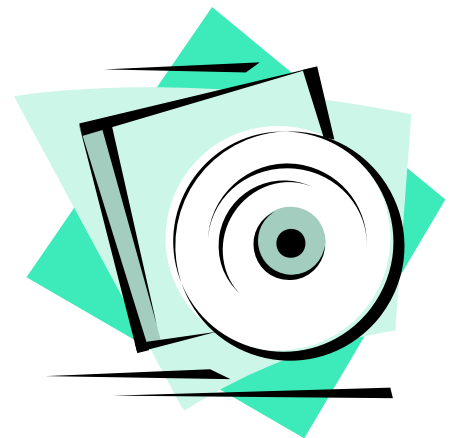
- Preparing the IV Bag and Tubing for Administration
- Loading the IV Tubing into the volume control Pump
- Administering IV Piggyback Medications
- Medication Administration through an IV Saline Lock
- Converting to an IV Saline Lock
- Administering IV Syringe Pump Medications

These may seem like a list of simple skills, but for the novice nursing student intravenous medications and IV's in general can be the most challenging and intimidating skills they learn. The technologies associated with these skills can sometimes be menacing, beeping tangles of tubes and wires. By allowing students the opportunity to view the skill done in a correct manner many times, they can both learn and brush up on skills no matter where they are and at any time of day or night.

In developing the DVD's, the hope is that students will work past the anxiety and psychomotor aspects of doing the skills and be able to refocus on the patient. Emphasis is placed on the importance of assessments before and

after the skill, implementation of therapies and seeing the greater patient care context and not just the simple task in front of them. The DVD's allow for visual confirmation and demonstration of correct techniques that include on-screen text to emphasize important considerations. The text keeps students thinking about the patient and the broader implications while learning the skills.

Using the technology available to faculty while incorporating sound teaching concepts has produced a great final product. The DVD is the first (of hopefully many) coupling of high quality teaching with emerging technologies. The DVD is just one of many tools that the department hopes to use to help students embrace the importance of getting past the jitters and using resources available to them for learning. By getting past the technical aspects of care, they can ideally work to critically view the whole picture to provide the kind of care that sets CSB/SJU graduates apart.



Alum Feedback

We wanted to share a little of the information from the Alumnae/i survey that was conducted in the summer of 2004. This was a web-based survey managed by Educational Benchmarking Inc. (EBI). The switch was made to this survey because: 1) we were experiencing very low response rates (<20%) with our paper and pencil alum surveys, 2) the survey framework provides a good match with the *AACN Essentials of baccalaureate nursing education for professional nursing practice*, one of our professional standards, and 3) EBI provides comparisons between alums from CSB/SJU and other similar schools as well as all of the participating schools. We considered the 2004 survey a pilot as we had a limited number of e-mail addresses for graduates.

We were thrilled with the response rate of 88%, so we will be repeating this survey in spring 2007 and pairing it with a web-based employer survey. Respondents to the 2004 survey were primarily generic graduates (71%), though RN degree-completion graduates constituted a good portion (22%). The gender mix was interesting (male 24%, female 75%), since we are not even close to having this portion of male graduates. Seventy-five percent were employed full-time in nursing, while 15% were part-time, 3% employed in non-nursing health care and 2%, each, were pursuing graduate study and not employed, not seeking. The top three employment settings included hospital (68%), clinics (6%), and community health departments (6%).

The major findings of the 2004 alum survey are presented below. Readers, please be aware that the test service restricts reporting of item or factor means. The school does receive comparisons to other schools, though again these can only be used internally for assessment purposes and cannot be reported externally. Items are scaled from 1-7 with seven being high. Overall, respondents are in pretty good agreement in their perceptions about their nursing education at CSB/SJU as evidenced by the narrow range of mean scores; all scores averaged within the moderately (4) to extremely (7) range.

Obviously we are pleased with graduate percep-

tions in the highest scoring areas and hope to see more items score in this range in the future. We have taken steps to address many of the low areas, though low scores on some items are expected.

Responses regarding "Activities contributing to success as a nurse" (alum interactions, networks, student organizations, and volunteer activities) likely have varying meanings and roots. (Continued on next page)

Highest scoring areas (6 or above on 7-point scale)
Extent the nursing program enhanced:
Demonstrating accountability for own actions
Honoring rights of patients to make own decisions
Extent the nursing program:
Provided the knowledge necessary to succeed
Expanded career options
Provided the skills necessary to succeed

Lowest scoring areas (4.00-5.00 on 7-point scale)
Activity contributed to success as a nurse:
Interaction with Alumnae/i
Establishing a network of nursing contacts
Student organization participation
Participation in volunteer activities
Extent the nursing program enhanced:
Incorporating knowledge of cost factors when delivering care
Understanding how healthcare delivery systems are organized
Understanding the effects of health policies on diverse populations
Extent the nursing program:
Facilitated a change in your career path

Alum Feedback, Cont.

The crux seems to relate to working together, depending on others and making professional connections, which is solidified post-graduation in the workplace. However, we would like to see stronger affiliations among CSB/SJU alums for *professional* as well as social reasons. Any suggestions in this area are welcome.

The three items under “Extent the nursing program enhanced” are the focus of a new course entitled “Basic concepts in health care policy, economics, and management”. The class

of 2007 is the first group to experience this course, though many of these concepts were incorporated in NRSG 362 taught to graduates of 2005 and 2006; prior to the class of 2005 few opportunities for learning in these areas were provided in the curriculum. We expect responses to these items to be stronger in the future.

Finally the item relating to changed career path reflects the predominance of generic respondents—their career path is entry-level nursing. We do not offer a program for students changing

career paths so we would expect low scores in this area.

Spring 2007 Alum Survey

In spring 2007 we will again survey our alums, and hopefully also get some data from their employers.

One focus will be on graduates from our revised curriculum ('05 & '06), but we also need previous graduates to respond for comparison purposes.

Please send your current e-mail address to nursing@csbsju.edu and you will be included.

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If you have ideas, suggestions, etc. that you would like to see incorporated on our alum web pages, please e-mail the department.

We're on the Web!
<http://www.csbsju.edu/nursing>

