CREATING EXCELLENCE IN PROGRAMMATIC EVALUATION

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CONFLICTS OF INTEREST

- The authors have no actual or potential conflicts of interest to disclose about this project.

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OBJECTIVES

01

Explore one strategy used for annual programmatic evaluation in an undergraduate and graduate nursing program.

02

Examine the implications and applicability of the results to future nursing programs.

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Annual evaluation by all faculty can help generate new ideas to meet expected outcomes.
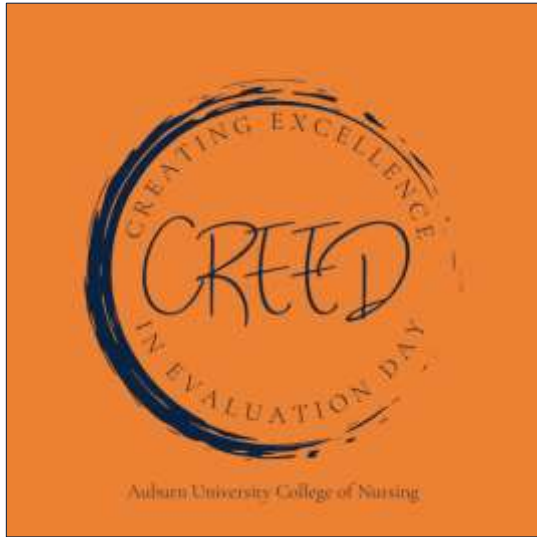
Teaching strategies implemented in didactic and clinical settings must be evaluated for effectiveness.

Evaluation leads to continued effective strategies or revision of those that do not lead to expected outcomes.

BACKGROUND

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PURPOSE

- Implement an annual programmatic evaluation process for all faculty teaching in undergraduate and graduate programs where data from the evaluation plan is reviewed and discussed and a plan for improvement for datapoints not meeting benchmark is established

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2019-2020 Leadership Recommendation	Outcomes
*Although the student 'prework' directions were succinctly written, some students were confused. Instructions should be clearer.	Pre-work students completed for IPE/LC simulation in NURS 4921. Students review three patients H&P, Physician Orders, Shift Hand-off information, Discharge Planning information, and Medication Reconciliation for discharge. Students 'make patient assignments' for Nurse A and Nurse B, and a decision of which patient to visit/assess first, second, and third. Edits were made to the pre-work instructions. Spring/Summer 2021 students seemed to understand and there was less confusion.

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BSN Level V Faculty Report

2020-2021 Diversity: *Diversity skills consist of a wide range of knowledge, skills and attitudes including cultural awareness, humility, sensitivity, and competency. Diversity includes the assortment of human variation such as age, race, gender, disability, ethnicity, nationality, religious and spiritual beliefs, sexual orientation, political beliefs, economic status, native language, and geographical background. Professional nursing requires an awareness of the unity of body, mind, and spirit, as well as one's own thoughts, feelings, and values in cultivating an appreciation for diversity. Knowledge of diverse cultures promotes communication skills and culturally appropriate care that reflect sensitivity and appreciation for the diversity of others. Diversity skills are utilized in caring for all clients and are critical in the care and consideration of vulnerable populations. Vulnerable populations are those made vulnerable by circumstances including privilege, access, age, functional or developmental status, ability to communicate effectively, presence of chronic or terminal illness or disability, and personal characteristics.*

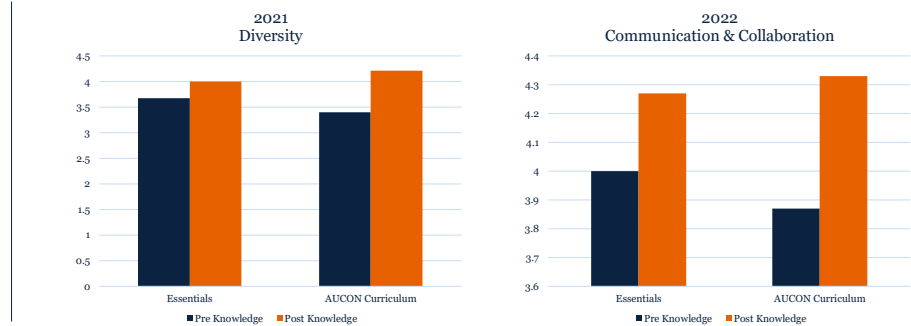| Teaching/Learning Strategy	Essential	Evaluation
Please provide at least one (1) teaching/learning strategy that was implemented to develop diversity skills for the students in your cohort.	Please highlight the essential that aligns with your teaching/learning strategy. The baccalaureate program prepares the graduate to:	Please provide a detailed description(s) of your evaluation criteria and results for the teaching/learning strategy related to diversity skills.
NURS 4920 Students individually complete one of the Harvard Implicit Bias tests as an introductory activity. Students then engage in a faculty lead interactive lecture relating to healthcare bias and the care of marginalized patient populations. The learning experience culminates with a panel discussion where students engage in a dialog with a panel of experts made up of healthcare professionals who specialize in the care of marginalized patient populations (examples: mental health	4920 4921 I:5. Apply knowledge of social and cultural factors to the care of diverse populations. I:8. Demonstrate tolerance for the ambiguity and unpredictability of the world and its effect on the healthcare system. 4921 II:8. Promote achievement of safe and quality outcomes of care for diverse populations. 4921 IV:9. Apply patient-care technologies as appropriate to address the needs of a diverse patient populations.	**NURS 4920** While there is no specific evaluation for this activity, here are a sampling of questions students during the interactive lecture and panel discussion: - "Do you think biases begin from the start/depend on how you are raised? Meaning do you think people can change how they view by the time they are our age? - "In this situation if someone is being culturally disrespectful, do you

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Strengths	Recommendations
Please provide at least two (2) strengths of the implemented teaching/learning strategy. **NURS 4920**	Please provide at least one (1) recommendation for the teaching/learning strategy based on identified strengths or areas for improvement. **NURS 4920**
1. Students get the opportunity to not only learn about biases in the healthcare system, but to also explore their own biases and how to effectively address them before negatively affecting their ability to care for patients. 2. The panel of experts is made up of a diverse group of healthcare providers from both nursing and non-nursing specialties. This mix of healthcare expertise allows students to witness the importance of Interprofessional Practice regarding diverse patient care.	1. Moving forward, the panel discussion will have a larger time allotment to allow for more student questions and deeper dialog into the intricacies of caring for marginalized patient populations. 2. In the future, faculty will administer a pre-test, post-test prior to this learning activity to better evaluate teaching effectiveness.
NURS 4921	**NURS 4921**
1. Students are transitioning to a RN role in which they are assuming accountability for care of diverse patients as well as learning to work with diverse healthcare workers.	1. A recommendation is to continue this teaching/learning strategy and to continue reflective logs which include the AUSON learning outcomes.

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RESULTS

2021 Diversity — Essentials / AUCON Curriculum — Pre Knowledge, Post Knowledge

2022 Communication & Collaboration — Essentials / AUCON Curriculum — Pre Knowledge, Post Knowledge

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LIMITATIONS

- Extensive preparation required prior to the event

- Large amount of information to disseminate in one day

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Continued, ongoing programmatic evaluation ensures faculty have shared understanding of:

- Effective teaching/learning strategies
- Expected program outcomes

Ideas generated during CREED have been effective at increasing or maintaining program benchmarks

- Health care delivery systems
- Global health care environment
- Cost factors when delivering care

IMPLICATIONS

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