

Supporting Student Success Through Integration of Plain Language in Graduate Nursing

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Introduction

- A more diverse nursing workforce is needed to improve quality and reduce health disparities.¹
- Increase in college student diversity but that has not translated to graduation rates.²
- University of Texas at Arlington is the largest public four-year university in Texas to be labeled a Hispanic-Serving Institution (HSI).

Purpose

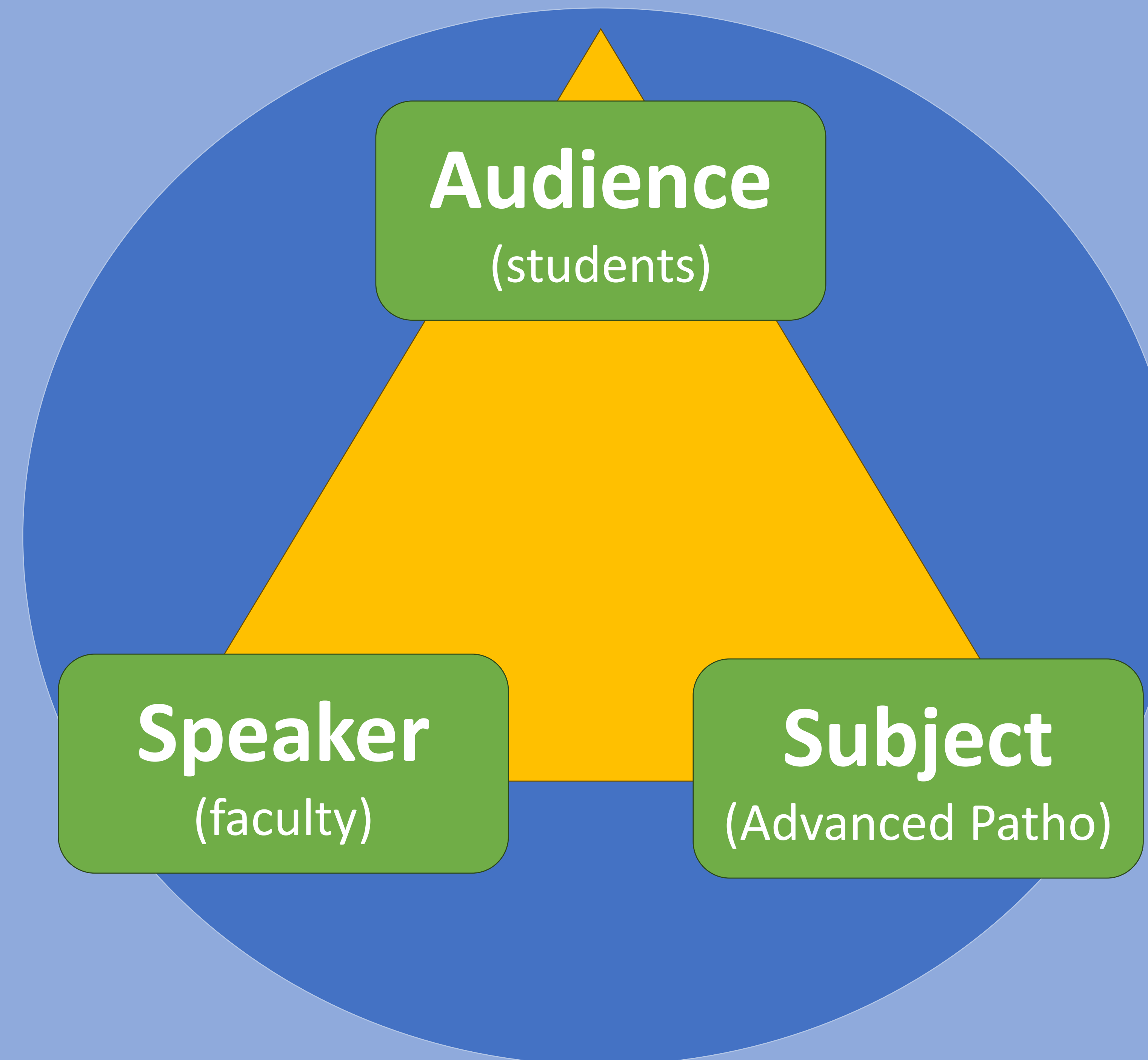
- Implement plain language principals to support student success into graduate nursing education
- first semester course in a students' degree plan

Plain Language

- Clear way of sharing information so that people can understand the first time they read or hear it.³
 - Understandability
 - Cultural Relevance
- Existing application of plain language in public and practical settings⁴
 - Plain Language Act of 2010
- Those who cannot understand or communicate in the language of a community are likely to be left out or lack access to the benefits or opportunities of community membership.

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Rhetorical Triangle⁴



Barriers in Academia⁴

- “Plaining of thought”
- Less technically accurate
- Restricts expression and meaning of communication
- Gives value to complexity
- Maintains a system of power
- Requires a “community of practice”

Next Steps

- Review of course materials, assignments, and exams in introductory courses of MSN and PhD programs
- Tracking student success in courses
 - Disaggregated data to assess effect of changes in populations of graduate nursing students

Anticipated Outcomes

- Improved grades in a foundational graduate nursing courses
- Improved student satisfaction survey results
- Greater graduate nursing student persistence in degree program of first choice

Future Opportunities

- Expansion of plain language principals:
 - In all graduate nursing courses
 - In prelicensure courses
- Inclusion of students in assessment of plain language
 - Think-Aloud Protocols (Schriver, 1991)
 - Plus – Minus Method (Schelleng & DeJong, 1997)

References

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Biography

Kristin Hittle Gigli is an acute care pediatric nurse practitioner and health services researcher. She is an Assistant Professor in the College of Nursing at Health Innovation at the University of Texas at Arlington. Her research examines the role of the hospital-based advanced practice provider workforce in providing care and achieving health outcomes of hospitalized children. In addition, she conducts health policy analysis on pediatric related policy. She earned her nurse practitioner degree from the University of Pennsylvania in pediatric critical care. She earned her PhD in Nursing with a concentration in health services research from Vanderbilt University and completed a post-doctoral fellowship in the Department of Critical Care Medicine at the University of Pittsburgh. In addition to her research, Kristin has 15 years of experience work in pediatric critical care and holds a clinical appointment in the Pediatric Intensive Care Unit at Children's Health Dallas. She is a past board member of the National Association of Pediatric Nurse Practitioners and member National Academies of Sciences, Engineering and Medicine Committee on the Pediatric Subspecialty Workforce and Its Impact on Child Health and Well-Being as well as a current liaison to the American Academy of Pediatrics Committee on Hospital Care.

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