

AMARILLO COLLEGE

ASSOCIATE DEGREE NURSING FACULTY MEETING MINUTES

DATE: August 15, 2018

TIME & PLACE: 2:00 pm WCJH 205

ATTENDANCE: Kati Alley, LaVon Barrett, Jan Cannon, Kim Crowley, Treiva Daniels, Michelle Edmonds ,Jeanette Embrey, Janie Gillett, Debby Hall, Paul Hogue, Verena Johnson, Marianne Jones, Jody Kile, Tabatha Mathias, Becky Matthews, Chandra Melton, Sarah Milford, Susan McClure, Khristi Mckelvy, Kim Pinter, Claudia Reed, Tamara Rhodes, Mark Rowh, DeeAnne Sisco, Kim Smith, Kathy Snider, Catherine Stout, Kelly Voelm, Annette Watts, Kerrie Young, April Bonds – VN Staff Assistant, Connie Bonds – Executive Secretary

ABSENT: Anna Esquibel

AGENDA: See attached

MINUTES:

TOPIC	DISCUSSION/RATIONALE	ACTION/RECOMMENDATION
1.0 Opening Remarks Approval of Minutes	Debby Hall called the meeting to order at 2:00 p.m. Minutes from the nursing faculty meeting on April 25, 2018 were tabled until the next meeting in order for faculty to review.	No actions/recommendations
2.0 Director Report	The first draft of workload okay. Be sure to take workload assignment to team meeting. Check NRC hours to make sure that you get load if you help pharm lab or IV lab. All workload forms are due by Monday to enter load. If you agree with your load, be sure to write that you agree and sign your name on the workload form. "I agree to complete the fall 2018 assigned workload – x# of hours Faculty shortage • Full time: Janie Gillette, Kathy Snider, Brenda Stoddard (will start by fall break) • Part time: Renea Krtalic, Jenn Stadler, Joe Vinson, Deziree Belcher • We still have a PT and FT position posted	Faculty will review, sign and submit their workload forms.

	I am working on committee assignments. There will be some changes – • We need representation for each level on each committee • Decrease total faculty #s for each committee if possible • We need student committee members for each committee. Any ideas for incentive? NCSBN Practice Analysis • The NCLEX is revised every 3 years. The current passing standard has not changes since April 2013 and is in effect through March 31, 2019. • We will pass around prioritized list to assure we are teaching things relevant to the new practice analysis NCLEX pass rates – Mountain Measures program review • Fall 17 = 97.14 • Spring 18 = 93.18 • 2017-18 reporting period =95.61	
3.0 ADN Program Committee Reports	<u>3.1 Admission and Progression – Mathias</u>– Submissions will be reviewed today and letters will be sent today. <u>3.2 Curriculum – Embrey</u> – NRC position description changes are being brought to faculty for a vote: Coordinator of Nursing Resource Center Position Description Clinical Simulation Supervisor Position Description Nursing Resource Center Lab Supervisor Position Description Nursing Resource Center Staff Assistant Position Description Information on course changes for RNSG 1105 and 1309 presented. DocuCare Task Force update to be presented by Jan Cannon. Faculty to vote on General Instructions and Specific instructions for levels. Documentation guidelines for Nurses Notes to be presented and voted on by faculty.	No actions/recommendations This was brought as a motion by the Curriculum Committee. Jody Kile seconded the motion. The motion carried by majority vote. This was brought as a motion by the Curriculum Committee. Tamara Rhodes seconded the motion. The motion carried by majority vote.

	Course Redesign for RNSG 1105 The purpose of this course redesign is to update currency of outdated content to make it congruent with current practice, implementation of high-impact learning strategies, and implementation of advanced technology to enhance learning in the classroom. Additionally, this will include using distance education technology to take this course to rural communities beginning in our Moore County Nursing Program. This course redesign will consist of several stages including updating of course content, test construction, implementation of best practices using high-impact learning strategies, and implementing technologic advances to enhance learning both in the classroom and abroad. The plan for updating this course content is to ensure that it meets current practice standards and provides current, evidenced-based learning. In order to achieve this, we recently adopted a brand-new skills education series designed to help students of all learning styles truly master important nursing skills outside of the clinical environment (Clinical Skills Essentials with Evolve Elsevier). This will also tie in seamlessly to the Moore County Campus via live feed from the classroom to create consistency and achieve equity amongst all students enrolled in the course. SoftChalks have been created as pre-lab assignments that require students to walk through a patient scenario via an unfolding case study for each skill taught. Students will also be required to complete pre-lab and post-lab quizzes. Exam questions and item banks have been updated to current NCLEX-RN style questions. An equitable and fair grading system has been created with the allocation of points to have a more clear representation of the students' true performance.	
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	The overall goal of this course redesign is to bring current, best practice, high-impact learning experiences, and future successes to our nursing students on all campuses. With this redesign, it will allow us to offer more nursing courses to the Dumas campus and hopefully expand to other satellite campuses. By combining state of the art technology with a new pedagogy of teaching, it will not only enhance learning, but has the potential to grow our satellite programs and help meet the nursing shortage in the Texas Panhandle. Course Redesign for RNSG 1309 The purpose of this course redesign is to update currency of outdated content to make it congruent with current practice, implementation of high-impact learning strategies, and implementation of advanced technology to enhance learning in the classroom. Additionally, this proposal will include using distance education technology to take this course to rural communities beginning in our Moore County Campus Nursing Program. The plan for updating course content to ensure it meets current practice standards and evidenced-based learning is a multifaceted approach which goes beyond just a basic update of content. It involves strategies to make the classroom an interactive setting which resembles the clinical setting. In other words, my plan is to turn this classroom into a clinical, hands-on, and highly interactive environment. Advanced technology will facilitate this effort. We recently adopted an electronic health record program with e-resources. By implementing various components from this system into my classroom setting, it will enable me to simulate real-life scenarios over the content I will be covering. (V-Sim). This enhances traditional lecture, and I believe it will help students to critically think and retain information more readily. Students will be in learning clusters in the classroom. This will require students to work together
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	through a patient scenario starting with assessment and working their way through each step of the nursing process. Another focus of this activity will be on therapeutic communication, teaching, community referrals, and legal and ethical framework of nursing. There will also be a SoftChalk presentation for each content area. Based on the content delivery in class, I will provide a patient scenario. My hope is to embed pictures of abnormal conditions that the student might assess, and then have the student work through problem-solving using the nursing process. At the end of each SoftChalk, I will build application or higher NCLEX questions which will help build test-taking skills. Other strategies I would like to work on to create high-impact learning are roll-playing to teach therapeutic communication; assigning students a condition in which they develop a plan of care that implements current best practice. This will require the student to delve into refereed journals on current practice. I believe this will help foster the need to employ best practice in an ever-changing healthcare system. Finally, this redesign includes using advanced distance technology to take the classroom to satellite campuses and rural communities. The overall goal of this course redesign is to bring current best practice, high-impact learning experiences, and future successes to our nursing students on all campuses. With this redesign, it will allow us to offer more nursing courses to the Dumas campus and hopefully expand to other satellite campuses. By combining state of the art technology with a new pedagogy of teaching it will not only enhance learning, but has the potential to grow our satellite programs and help meet the nursing shortage in the Texas Panhandle.	
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4.0 Associate Degree Nursing level Reports	4.1 Level I – J. Cannon – RNSG 1331 Principles of Clinical Decision Making and RNSG 1362 63 students enrolled RNSG 1301 – Pharmacology Amarillo 34 students enrolled RNSG 1301 – Pharmacology Dumas Cohort 6 students enrolled RNSG 1309 – Intro 46 students enrolled 4.2 Level II – T. Rhodes – Level II has 85 students. 4.3 Level III - P. Hogue – Mental Health= 64 Med/Surg.= 83 T. Mathias will be Level 3 coordinator for Fall 2018 4.4 Level IV – V. Johnson - Critical Care: 55 Professional Nursing: 75 Potential grads: 75	No actions/recommendations
5.0 Additional Items/Announcements		
6.0 Adjournment	Meeting was adjourned at 4:20 p.m.	



Debby Hall, Interim ADN Program Director

10/3/2018

Date