

Oklahoma City Community College
Nursing Program
Nursing Advisory Committee
College Union, Rm 3 (CU3)
March 24, 2010
Minutes

Members Present: Karen Tomajan, Josie Scott, Sue Nicholson, Lisa Rother, Pam Spanbauer, Steven Braudway, Greg Gardner, Felix Aquino.

Faculty Present: Traci Boren, Sarah Brown, Michaele Cole, Linda Cowan, Jackie Frock, Jen Halpin, Carol Heitkamper, Monica Holland, Mary Holter, Karen Jordan, Rosemary Klepper, Judy Martin, Valerie McCartney, Deborah Myers, Cindy Neely, Beverly Schaeffer, Karla Schenk, Terri Walker, and Cindy Williams.

Students Present: Chian Tan, Kasey Freier, Mindy Martin, Stephanie Lovett, Thanya Wren, John Kinoro.

I. Call to Order

Karen Tomajan called the meeting to order at 3:37 p.m.

II. Welcome and Introductions: Karen Tomajan, R.N., M.S., Chairperson

Karen introduced herself and asked those present to introduce themselves to the group.

III. Approval of Minutes: Fall 2009

Karen asked the members to review the minutes from the fall 2009 meeting. Minutes were approved as distributed.

IV. College Updates:

a. Oklahoma City Community College Updates: *Felix Aquino, PhD., Vice President for Academic Affairs*

Dr. Aquino reported economic issues have resulted in significant enrollment increases at OCCC. There was an 18% credit hour increase for the fall semester and a 14% credit hour increase for this spring semester. The College continues to have over 14,000 students and is very near maximum capacity. The College expects to finish the fiscal year in a good budget position due to multiple strategies for fiscal planning/reserves. Looking at changes in the physical configuration of the college, the plan is to break ground for the performing arts theater by November 2010 with completion time expected to be one year. He also shared that the College is acquiring the John Glen Elementary School, which will be a Family and Community Education Center. The community education area will be relocated there as well as the childcare development program. The new space will facilitate an expanded childcare program that is reasonably priced for students. The College is one of the first in this area to do this. Chesapeake Energy has just bought the John Massey Center at a cost of \$2.5 million and are allowing us to be there for two years rent free which will give us time to renovate the existing childcare center for Human Resources.

- b. Health Professions Division Update: *Jo Ann Cobble, EdD., NREMT-P, R.N., Dean of Health Professions Division*

Rosemary Klepper reported on behalf of Jo Ann Cobble that there are 14 new nursing faculty offices being added near Entry 6 in space previously the Division Office area. The headcount for the Health Professions Division enrollment was over 2,200 for this spring semester. Federal funds have been designated for a new human patient simulator. Dr. Cobble asked Rosemary to report that the nursing faculty and administration continue to provide quality education to many students enrolled in three of the campus pathways as well as the collaborative pathway. Workloads for the faculty as well as the administration are very heavy, and they are to be commended for their professional performance, being strong role models and sharing their positive attitudes for the students.

V. Program Updates:

- a. Program Growth and Progress: *Rosemary Klepper, M.S., R.N., Program Director*
Rosemary Klepper presented the following report on behalf of the Nursing Program. (Please see Attachment A).

- b. Faculty Updates: *Deborah Myers, M.S., R.N., Associate Program Director*
Debbie Myers reported that there have not been any new additions to the faculty this spring. There was a resignation in the NPV course so the position will be filled soon. Applications for the position will run from the middle of April to the middle of May. The interview process will be held during the last part of May. Debbie recognized Carol Heitkamper and Karen Jordan for passing the Certified Nurse Educator Exam. Starting in the fall, preference will be given for adjunct faculty who have the master's degree in nursing (or currently enrolled) to comply with NLNAC requirements.

Karen went over a handout that was passed out over the Healthcare Advisory Board report. The report was to see how nursing education, Baccalaureate and Associates degree, were doing up against the evaluations of practice environment. They surveyed over 50,000 nurse executives and their team leaders as well as nursing faculty and program directors.

VI. Committee Member Input:

- a. Karen Tomajan briefly discussed the handout which was shared with all members. The source is from a Healthcare Advisory Board and focuses on the preparation of new graduates and the perceptions of the over 50,000 surveyed nurses executives from clinical practice and nursing education. Of importance, the clinicians and educators have very different perspectives about how well new graduates practice in entry positions.
- b. Linda Cowan announced that for today's meeting members will participate in discussion groups which will then report back to the entire group. There will be six groups discussing the following topics:
 - 1) Clinical Knowledge
 - 2) Technical Skills
 - 3) Critical Thinking
 - 4) Communication

- 5) Professionalism
- 6) Management of Responsibilities

c. Summaries of the Six Areas were presented as below.

1) Clinical Knowledge

Linda reported that one problem area is with the interpretation of physician and inter-professional orders. New graduates need to have more confidence and the ability to appropriately challenge accuracy and clarity of orders. Communication techniques and skills are key. New graduates have difficulty understanding the importance of policies and regulations. This is piecing together these regulations with practice for the “Big Picture”. Graduates need to be reminded that they are responsible for ongoing self improvement and need to recognize the need for improvement in their practice area.

2). Technical Skills

Cindy Neely reported that simulations assist with skill experience. With basic skills, what stood out to the group were the assessment skills that the students were lacking. Cindy noted that the simulations occur in a controlled environment, allowing for errors to be made without causing bad outcomes. The group proposed that simulations might be helpful if a full load of patients with various medical problems could be included.

3). Critical Thinking

Beverly Schaeffer reported that in the first semester a student begins to learn the difference in social and professional communications. A graduate noted a students’ learning at clinical is determined by a student’s own attitude (look for opportunities to learn). Care plans help students learn the nursing process, “how to think like a nurse”. The case scenarios are to provide opportunities for the students to identify subtle changes (help with transition to practice) from normal or baseline parameters. Recognition of unsafe practice includes integrity and putting the patient first, and the ability to learn from mistakes.

4). Communication

Jackie Frock reported that Lisa Rother recommended that we continue to highlight using the SBAR communication system, and said that the new graduates are doing a good job of communications by advocating for patients and families but less effectively with physicians and reports to other nurses when subtle patient condition changes occur. She recommended that if possible, a student is supervised while calling a physician to build the positive outcomes that such experiences can produce. Also, if possible, allow students to be assigned to the same floor as much as possible so they can develop rapport with staff and doctors which in turn would enhance their communication ability.

5). Professionalism

Traci Boren reported that the faculty and the service members agree that it is a challenge to find opportunities for students to operate independently in the clinical area for patient safety reasons. Gaps in the curriculum that focus on the nurse’s role in QI and EBP have been recognized and are being addressed currently. Faculty suggested that fewer externships,

internships, etc. limit student opportunity to work independently and observe professional nursing behaviors. Students are afforded very limited opportunities in clinical to work as a part of the interdisciplinary team. One suggestion was building campus laboratory opportunities to work with students from other programs here at OCCC so that team concept could be practiced. Generational issues may also contribute to professional concerns. It was also recommended that service entities could find better ways to offer more frequent feedback, especially positive feedback. Ms. Tomajan suggested that faculty review the HCAHPS performance measures that are being used by the service industry to guide customer service practices in the academic arena. Other suggestions included building strategies for students to develop communications with individuals with limited coping and communication skills. There was also discussion about how ways for improving outcomes for students to learn to deal with systems problems and near miss/sentinel event. Faculty did not directly discuss how we can improve student accountability. Service and faculty members agree that there is currently enough emphasis in this area.

6). Management of Responsibilities

Mary Holter reported that the nurse leaders at their table noted that they didn't think new graduates were "fully prepared". However, they felt that the NCLEX reflected foundational preparedness. Additional clinical experiences need to be increased. "May need to look at how we do clinical." Ideas that were examined included: restructure clinical to increase the number of patients cared for during clinical experience; decrease time on preplanning and increase actual clinical; using role play to practice delegation; care for several patients; better use of post conference; lab scenarios; strategies for assigning more responsibility; less shadowing and more involvement in one unit to gain expertise was another suggestion.

VII. **Adjournment:** The meeting was adjourned at 5:00pm.

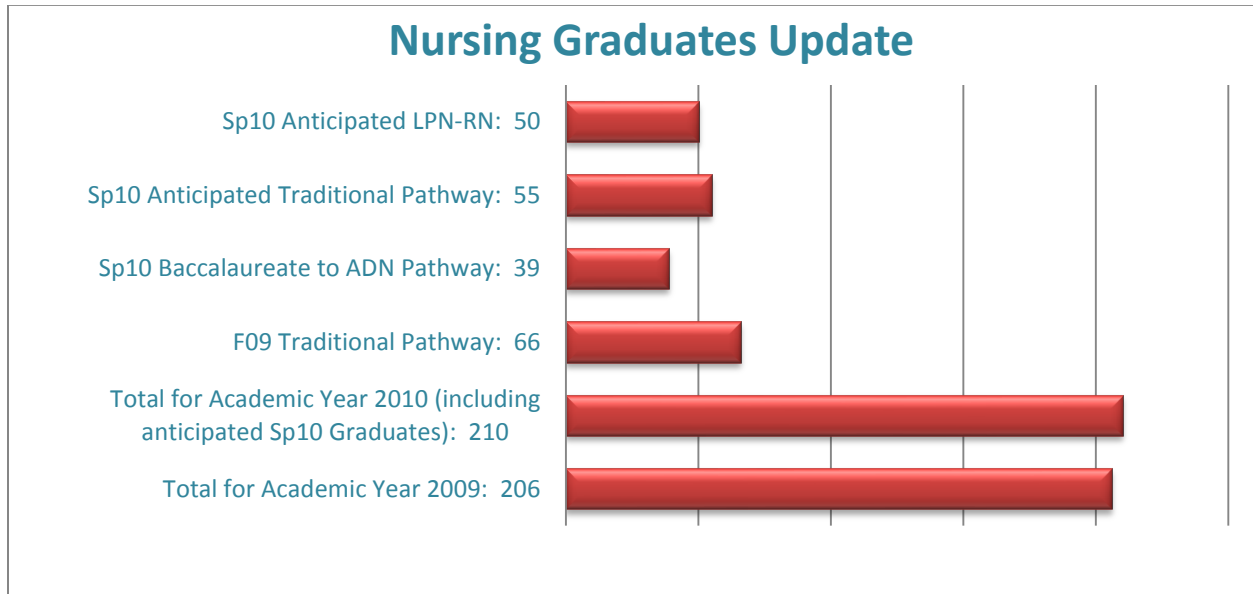
Appendix A

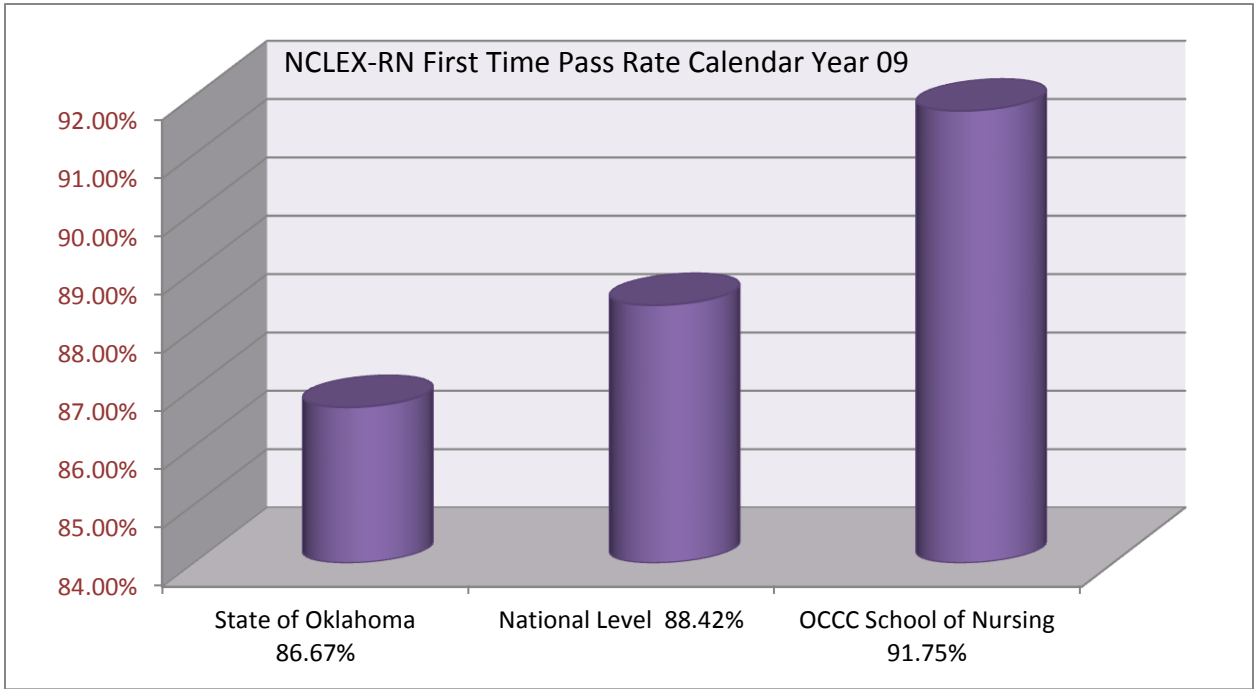
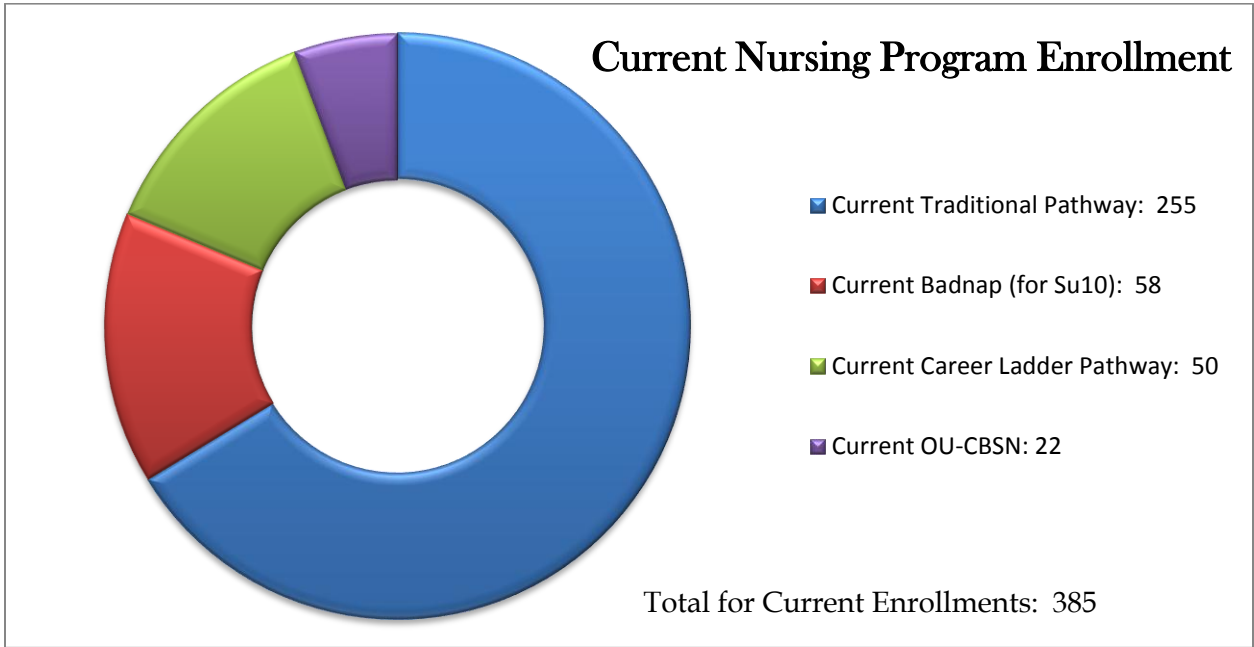
OCCC Nursing Program Advisory Committee Report

Presented at March 24, 2010 Meeting

by Rosemary Klepper, Nursing Program Director

OCCC Nursing Program Growth and Progress





* Link for Information on Pass Rates for Oklahoma Nursing Education Programs:
<http://www.ok.gov/nursing/nclexpass1.pdf>

Oklahoma Board of Nursing Approval Status

Survey visit occurred October 26 and 27, 2009.

- I. Commendations:
 - The College administration supports the goals of the program in providing up-to-date classrooms, library resources, computer-assisted instructional material, and laboratory equipment to ensure students' needs are met.
 - An effective systematic evaluation plan is used to support the planning and evaluation process of the program.
 - The leadership of the nursing administration supported by the diversity, size, talent, and experience of the faculty have provided a stable, well-organized program with multiple options for entry into the program. The curriculum supports student success and prepares students to assume the role of the associate degree registered nurse.
 - A variety of clinical facilities are available to support the program through providing quality clinical experiences that assist the students in applying theoretical knowledge.
- II. Recommendations:
 - Provide sufficient secretarial and related clerical services for faculty and nursing administration.
 - Ensure adequate space is available in the clinical skills laboratory to meet the needs of the nursing education program.
- III. Outcomes:
 - Revisions in Division plan for clerical assignments.
 - Plan for new nursing campus clinical laboratory space.
 - Full approval status for five years granted by OBN, January 2010.

Highlights/Plans for Future

- I. Associate program director Deborah Myers and assistant program director Terri Walker were selected and funded to participate in the [*Quality and Safety Education in Nursing \(QSEN\)*](#) Education Consortium Institute which was held January 13-15, 2010 in San Antonio, TX. Specific topics addressed through the Institute include:
 - Patient-centered care
 - Teamwork and collaboration
 - Evidence-based practice
 - Quality improvement
 - Patient safety
 - Informatics
- II. Curriculum review and planning has begun to ensure that the OCCC program prepares entry level nurses who provide high quality and safe patient care.