Shoreline Community College
Advisory Committee Meeting

Committee: Nursing Location: Board Room
Date: November 7th, 2005 Time: 5PM

Minutes

Attendance:
Sandra Affeldt-Cotton (SPU), Rebekah Hoyt (Crista), Rayne Engle (Puget Sound Neighborhood Health Center), Brenda Neuman (Stevens), Paul Root (LWTC), Joanne Metroplos (SEIU),

Faculty/Staff Attendance:
Bette Perman, Gian Bruno, Kim Bailey, Linda Barnes, Gillian Lewis, Georgia Pierce, Patty Kyleck, Pat Olsen, Irene Rydell, Sue Christianson, Chris Burnson, Hermien Watkins, Charlie Sandidge

Introductions
- Bette welcomes the committee
- The committee introduces each member

Selection of Chairperson
- Bette – the committee needs to elect a chairperson
  o This individual cannot be an internal person with the college
  o The chair would not organize the committee but help determine priorities and chair the meetings
- Sandra Affeldt-Cotton volunteers to chair the Nursing Advisory Committee with approval from the membership.

Approval of Spring meeting Minutes
- Bette asks the committee for any additions/deletions
- Joanne – under nursing updates that the HCAP program was an SEIU program, as well as Swedish and SCC
- Name updates for Kim Baily and Sue Christenson

Overview of Advisory Committee structure/function
- These committees are a requirement of the state for all Professional Technical Programs
- Copies of the Professional Technical Education Advisory Committee Handbook were distributes to all members

Advisory Committee Handbook
- There are certain expectations that the advisory committee handbook covers:
  o Through updates, suggestions, industry standards, curriculum changes, etc.
Website
- There is a website that exists with the minutes and other information about meeting times, etc.

Committee Communication Preferences
- Bette hands out an evaluation to poll whether folks would like electronic or regular mail communications

Introduction of New Faculty
- Pat Olson is a new faculty in the first quarter team
  o Has a long history in Gerontology
  o She is also a graduate of Shoreline Community College and received her bachelors and masters through UW Bothell

Nursing Program Evaluation Plan
- Evaluation Committee Activities: Georgia Pierce
  o Approximately 3 years from their next NLNAC Accreditation visit
  o The program is looking at evaluation information and collecting it through reports – the goal is to determine if the forms they are using are useful for topics like critical thinking, communication, etc.
  o SEE HANDOUTS
    - This handout tracks attrition in the program and appears to be reflective
    - NCLEX-RN Pass rate for students – has been approximately 90% - there is limited information track who these students are (i.e. ESL) but could be tracked in the future
      - Goal is to exceed the national pass rate
      - The October dates on the NCLEX form is an odd time for students because it is mid-quarter (a popular time for students who re-take the test)
      - The statistics for the first bullet on the NCLEX form is incorrect (states that 31 took the exam, 28 passed, 1 failed, 2 unaccounted for)
      - National average is unknown at this time but the state of WA is listed on the hand-out and above the national average
      - Sandy – the national avg the last time she looked was approximately 80 to 84%
    - Bette – Shoreline’s students have not had issues passing the exam and it doesn’t appear that there are any fixes needed – but they do need to be tracked
- Curriculum Committee Activities: Charlie Sandidge
  o The goal is to maintain NLNAC and WA Nursing Commission standards
  o Last year the program looked to streamline to program and to eliminate redundant information. We now have our syllabus and student handbook
available to students through BlackBoard instead of purchasing it in the bookstore.

- The student handbook now houses the redundant information and the syllabi will remain solely a syllabi
- The program has been polling students to see what they think about the changes and to determine what should and should not be available on a syllabi – the committee has been driven by student feedback and has welcomed their views and information
- This quarter the program is looking to create a consistent look so that each quarter the students do not have to acclimate to a new set-up
- There will still be a document available with all the information in addition to the new reduced syllabi
- Student feedback and faculty review has resulted in reorganizing our medical surgical content so that topics are revisited across more than one quarter.
  - This new curriculum has gone through the first reading of the college’s curriculum committee – this does not have to be approved at a state level
- The college currently meets the standards of other nursing program – the program is looking mainly to streamline the program

**Other Items**

- One of the issues that faces nursing programs is that there is always new information being added to the curriculum but nothing is being removed – so it is a constant balancing act to ensure that students are getting the information necessary to be a successful nurse
  - LWTC & SPU – does not have curriculum surrounding disaster response
    - Many nurses have faced many issues when joining the many disaster relief responses from the many natural disasters from this year – the issues have surrounded mainly lack of infrastructure
    - Stevens has had disaster training
    - SCC has a brown bag lunch program that has discussed disaster relief
  - Some clinicals have focused on community outreach to assist in issues such as crisis management

- **Nursing Process**
  - The structure that has been used in teaching nursing – it is a problem solving/organizing approach – identifying outcomes/interventions, etc.
  - There are varying ways to teach this concept – hard-line vs. laid back
  - The world does not diagnose the way that classrooms do and the real world varies (i.e. acute vs. long-term) and can be difficult for a student to see the nursing process
    - Brenda – has focused on new hires for many years and sees that many students become confused when attempting to see or apply nursing process to actual nursing – having the students be apart of
the activity/function can be beneficial in terms of teaching nursing process

- There has been resistance from students who don’t see that nursing process is a tool – there has been an emphasis on integration throughout the program to affirm for the students the importance of nursing process
- Kim – the program is trying to get away from the rigidity of how nursing process has been applied in the past and how the textbook applies this process
- For emergency response and care nursing process can be very important to aid the student in response time
- Nursing response is all about teaching the student how to think and starting from the very beginning to when they become seasoned professionals – this process gives the student a mechanism and structure to process care
- Paul – Teaching Nursing process as not limited to nursing but as every day processes has been helpful with both traditional and ESL students – uses DelMar for Foundations from Taylor (SCC uses Carpinito)
- Concept mapping versus textbook diagnosis
  - Helps students pull thoughts together because it is a visual method – requires critical thinking
- Gillian – the visualization helps students much more than the words in the beginning – it seems to be more helpful for the visualization for flowchart/mapping, etc.
- Critical Thinking!
- With the computerization of nursing it seems that a lot of the process is losing its personally level of care – critical thinking is vastly important…
- Rebekah – the care plans are written strictly because they are a state requirement – nobody actually looks at these plans – although there is a pretty standard format that is used

**Items for Next Agenda/Meeting Date**
- Bette will get it to the members