Congratulations Graduates!

Congratulations to all graduates from the generic BS and RN to BS Completion programs!

**Honors in Nursing**

Congratulations to the following Spring 2015 graduates who earned Honors in Nursing:

- **Rebecca Erickson**
  - *Association of Sleep Quality and Sleepiness on Academic Performance*

- **Allison Fiedler & Samantha Hullett**
  - *Comparing and Evaluating Undergraduate Nursing Students Competence and Self Confidence Acquired in Simulation and Clinical Experiences*

- **Brianna Droubie & Kelly Douglas**
  - *Improving Newborn Outcomes with Kangaroo Maternal Care (KMC)*

- **Angelina Pirozzoli & Madeline Podgorak**
  - *Palliative Care Knowledge and Self-Efficacy within a Baccalaureate Nursing Program: Phase II*

**Spring 2015 Outstanding Students**

- **Lilly Kellicut**
  - RN to BS Completion
  - Winona Campus

- **Leah Karsten**
  - Generic BS
  - Winona Campus

- **Jack Koerner**
  - Generic BS
  - Rochester Campus

**Have a happy and safe summer!**
What are the Nursing Student Advisory Councils?
The Nursing Student Advisory Councils were established in Spring 2011. They provide an official means for student participation in Department of Nursing governance:

- to provide feedback to faculty
- for accurate information to student representatives for sharing with the larger student body
- for collaborative problem solving of student concerns

The Rochester and Winona campuses will each have a Nursing Student Advisory Council meeting twice a year to represent the generic BS program. Each RN to BS site will also have an advisory group.

The Nursing Student Advisory Councils can provide input and feedback, but does not have the authority to make decisions or policy.

Spring Meetings

Winona—Generic BS
Spring meeting held on February 13, 2015
Main topics discussed:

- Term 4 concern about completing both public health clinical and immersion. Request to consider scheduling all PH clinicals on Tuesday. Referred to Term 4 faculty.
- Request for simulation in Term 2. Ability to increase the number of sims is limited by very full lab schedule and aging mannequins. Students suggested creating videos that could be used in fundraising for the lab.
- Technology issues in classroom sometimes cause delays in class. Faculty can work with Tech Support for equipment and connectivity issues, and with TLT for support in using technology and applications.
- Orientation to Term 1. Students reported that studying in Term 1 is very demanding and stressful. A current student honors project is focusing on stress reduction for Term 1 students. Students discussed ways that they could support one another.
- Group projects in Term 2. Students reported that there are many group projects, and that students frequently need more specific instructions and expectations for group assignments. Faculty suggested that students talk with Term 2 faculty regarding how group projects fit with student learning outcomes for the course.
- Information was shared about curriculum changes for the 2015-16 Academic Year for students beginning Term 1 in Fall 2015. There will be no changes for students currently in the major. Changes will include one less credit for Psychosocial Adaptation, and one more credit for PPII beginning Spring 2016. PPII hours will be reduced and immersion hours will be increased. Incoming Term I students will receive information about the revised curriculum at Welcome to the Major.

- Admission criteria were discussed, with students advocating for adding interviews or other criteria to demonstrate communication skills. Faculty are currently reviewing admission criteria.

Rochester—Generic BS
Spring meeting held on April 28, 2015
Main topics discussed:

- Discussion of differential tuition with Dean McBreen. Students agreed with use of differential tuition to support simulation.
- Discussion of admission criteria, with suggestions about CNA work experience, interviews.
- Junior students concerns included scheduling tutoring for Patho to accommodate their schedule and suggested the use of worksheets or online session. Welcome to the Major and the Buddy program were helpful and will continue.
- Senior students discussed concerns about immersion scheduling. Appreciated having immersion assignment at the beginning of the semester. Discussion about ATI. Students feel it is good preparation for NCLEX. Remediation is difficult and does not always happen due to time constraints.
- Some concerns regarding multiple instructors and consistent course expectations and delivery of information.
Rochester—RN to BS Completion
Meeting held on March 24, 2015.
Dr. McBreen and Dr. Thompson met with first year Rochester RNs to discuss differential tuition. The purpose of differential tuition was explained as a means to assist in enhancing program delivery. Students supported simulation and a clinical coordinator as options that differential tuition could be used. Student recommendations supported the need to improve the organization of community practice experiences. Students support the use of simulations as a mechanism to obtain hours for some of the practice experiences. In addition, having a designated clinical coordinator would help organize practice experiences. Students from the Metro area indicated assistance is needed for coordination of the practice experiences. Students indicated an increased need for traditional class lecture rather than just discussions. Building on prior leadership content was emphasized to avoid repeated content. Credit for work experiences was also recommended. Having an opportunity to practice assessment skills prior to testing out was also recommended. Students identified scheduling of classes and being able to network with other students as a program strength.

Austin—RN to BS Completion
Meeting held on March 5, 2015.
Main topics discussed:
- Students favor continuing Tuesday/Thursday schedule
- Discussion of opportunities for community practice: Students indicated positive regard for experiences with “Mower County Refreshed.” Indicated an interest in public health simulation opportunities as an opportunity for practice hours.
- Students indicated a positive regard how advisement and admission processes are currently being managed.
- The RN-BS Completion Program orientation was considered a positive event.

La Crescent—RN to BS Completion
Meeting held on April 28, 2015
Dean McBreen and Jennifer Timm met with 44 first year RNBS Students
Main topics discussed:

A. Course Delivery
- Consider more of the course content delivered via online with face-to-face class times designated to student presentations
- Voice-over PowerPoints for online content much better than PowerPoints without voice
- Schedule the F2F class dates so they are evenly distributed throughout the semester
- Group projects – very heavy in the program; balance more with individual project; do individual projects in the beginning and transition to group projects later
- Need more grade consistency
- Vague direction on assignments is challenging – ‘guess the right answer’
- Grading at end of the semester is not fair; need quicker grade feedback
- Flexible but predictable approach with courses is best

B. Content Delivery
- Holistic Assessment N435 is repetitive to ADN program course
- Holistic Assessment N435 – make a clinical course; more hands-on
- Holistic Assessment N435 – make more in-depth, enhance the pathologies associated with the assessment; focus on disease process
- Want more (perhaps in an elective format) on group conflict/incivility/reflection on oneself; crucial conversations

C. Clinical Delivery
- Leadership preceptorship would be helpful – following, spending time with a nurse leader
- Population Health N465 and N475 – consider set classroom experiences as clinical opportunities; set and offer predictable dates
- Simulation – want this
- Orientation before program; want more help with transition into program so feel more prepared; have Tami Owens come to orientation before start program in order to better understand and know how to use library resources

D. Misc.
- Need more outlets; not enough cords
- Parking – consider having student body write a letter in regard to parking fees
Innovation Symposium,
October 13, 2015
for all generic BS students

The Innovation Symposium Task Force has been busy planning for next year’s Innovation Symposium. Mark your calendar now!

Important Reminder!
Please be sure to check your Winona State email regularly over the summer. All official communication from the Nursing Department will be sent to your WSU email.

Janet and Robert Wilke RN Completion Nursing Scholarship Announced

A new scholarship for nontraditional, single parent RN Completion Nursing students has been established by Janet and Robert Wilke. Janet Wilke taught in the Nursing Department at Winona State University for approximately 34 years. Together with Judith Kopper, she developed the RN Completion curriculum to establish the RN to BS Completion Program in 1982.

The first Janet and Robert Wilke RN Completion Nursing scholarship will be awarded in Spring 2016. One $1500 scholarship will be awarded annually. Both full and part time students may apply. Full time students will receive $1500 in the second semester of their 1 year RN Completion Program. Part time students will receive $750 in the spring semester of their first year and $750 in the fall semester of their second year. Application requirements and deadlines will be announced by the WSU Foundation.

AMERICAN NURSES ASSOCIATION

May 6—12, 2015
NCLEX News

NCLEX Pass Rates Up

Congratulations to WSU December 2014 Nursing Grads! First time NCLEX pass rates for the first quarter of 2015 are up.

In 2013, the NCLEX-RN passing standard was increased significantly, and first-time NCLEX pass rates declined at Winona State and for nursing schools across the nation. The passing standard was changed in response to the changing health care environment, and in order to ensure that new RNs can demonstrate the knowledge they will need to care for increasingly acute patients. See the chart to the right for trends in NCLEX pass rates at WSU, in Minnesota and the nation.

New ATI Policy Prompted by Change in NCLEX Passing Standard

In response to the higher passing standard, faculty finalized the new Assessment Technology Institute (ATI) policy. ATI provides study materials and feedback about their specific areas to review. Key elements of the ATI package include nine review books, nine masteries, RN Predictor assessment, and Virtual Tutor.

With the new ATI policy, each mastery is assigned to a course, fewer masteries are scheduled in Term 4, and low scoring students are expected to complete remediation for all masteries. The faculty carefully considered student feedback in developing this new policy. Students had reported that five masteries in Term 4 were overwhelming and that remediation of their areas for review was valuable. Making sure each mastery is assigned a course provides incentive points for doing well.

More adjustments will be made as faculty monitor student learning and NCLEX results.

NCLEX Prep Tips: Some strategies to help in your preparation for NCLEX!

- Be sure to use the practice questions in your course materials.
- Use your ATI assessment results and focused reviews to identify areas for additional study. As you approach graduation, your results can help you to create your study plan for NCLEX.
- Faculty use NCLEX style questions on exams in all courses, to give you practice in applying what you have learned.
- In Term 4 and following graduation, you will have access to the Virtual Tutor through ATI to help you prepare for the NCLEX! RN students who used Virtual-ATI™ and received a Green Light to take NCLEX from their ATI coach had a 95% pass rate.
- If you struggle with test anxiety, now is the time to work on self-care strategies. Counseling may also be helpful.

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La Crescent RN to BS News

The La Crescent campus of the nursing program just celebrated their pinning ceremony for 64 RN-BS students. The practicing nurses enter the program with their Associate Degree (AD) and the majority take two years to complete the upper division courses. The students often are juggling family and work demands to complete their bachelor degree. As a result, we had several marriages, births and new jobs during the last school year.

Often the nurses describe that the advanced education opened their thinking to new approaches for complex health issues and to role of the nurse.

WSU Nursing started offering classes 4 years ago and plans to continue the La Crescent classes due to the need for the program in the Lacrosse area and the IOM report.

Congratulations to all of the new graduates!

WSU-Rochester Department of Nursing Receives Award

The WSU-Rochester Department of Nursing was selected as the 2014-15 Winona State University awardee for the Minnesota Campus Compact and President’s Civic Engagement Steward Award.

This award honors a WSU faculty, staff, or faculty/staff group that has significantly advanced the university’s civic mission. The honoree(s) will have formed strong community partnerships and supported others’ community engagement and will have worked to institutionalize a culture and practice of engagement.

The WSU-Rochester Department of Nursing was honored for long-standing commitment to encouraging active student engagement in the Rochester community through service learning activities within required practice coursework.

Through these service learning activities, students work within community groups and with community leaders to address health promotion, disease prevention, and health maintenance needs of underserved and at risk populations. Through these activities, students have gained a deep awareness for the struggles of a variety of persons in the community, skills in providing culturally sensitive and linguistically appropriate care, and a new sense of professional and civic responsibility for addressing the needs of persons within the Rochester community. WSU-Rochester Department of Nursing faculty members have successfully garnered support for these activities through intentionally building trusting relationships with community partners and community leaders and through securing grant funding to support activities.

Nursing Student-Athletes Honored

Four nursing student-athletes were among eleven WSU student-athletes named as recipients of the sixth-annual Myles Brand All-Academic with Distinction Award.

Congratulations to:

- Leah Karsten, Cross Country/Track
- Shauna Rodman, Soccer
- Chelsea Schrubbe, Cross Country/Track
- Catherine Whitcomb, Cross Country/Track

The Myles Brand All-Academic Award is given to senior Northern Sun Intercollegiate Conference student-athletes who have a cumulative grade point average of 3.75 or higher, are exhausting their eligibility and are on track to graduate.

Scholarship Congratulations

Mara May is the recipient of the 2015 John and Judy Kopper Memorial Scholarship. Mara is enrolled in the RN-BS Completion Program and will graduate May 8th. The Kopper Memorial Scholarship award is given to a student enrolled in the RN-BS Completion program who demonstrates achievement, leadership qualities and scholarly potential in nursing.
WSU Nursing at Wisconsin Nurses Day at the Capitol

The Wisconsin Nurses Day at the Capital in Madison WI is an annual event hosted by the Wisconsin Nurses Association (WNA). Dr. Kathryn Lammers, Winona campus faculty member, presented a breakout session titled Overuse of Antibiotics: How Can Nurses Lower Super Infections? Four WSU nursing students also participated.

Pictured at left: Collette Henke, Samantha Norte, WI State Senator Jennifer Shilling, Kathryn Lammers, Kari Taralseth, Jennifer Ideker

Helping Others in Peru

Twenty-four WSU students from many academic disciplines signed up for the 10-day MEDLIFE Mobile Clinic mission trip to Peru this past December. The group was accompanied by WSU faculty members Cathy and John Nosek, who teach in the Nursing and Biology Departments.

Since 2005, MEDLIFE Mobile Clinics have visited more than 100,000 patients, bringing improved access to MEDs: Medicine, Education and Community Development, including OB/GYN, pediatric, and dental care services, with access to preventative tests. MEDLIFE believes education is essential to effecting sustainable change in poor communities and that access to quality healthcare is a basic human right.

Each day, students staffed a mobile clinic that was brought directly to the poor in the slums of Lima. Students learned from working alongside medical professionals as they identified individuals in need at patient intake, triage, and pharmacy. Students also conducted the educational programs and worked building staircases into the hillside communities, all in an effort to lighten the Peruvian peoples’ daily burden, if just a little.

The experience was life changing, not only for the people receiving service, but also for all of the students. The WSU MEDLIFE student club is already planning for their next mission trip, and more opportunities to serve others.