Summary of 2022-23 SONHI Committee Activities

The governance model for the School of Nursing & Health Innovations (SONHI) community is one of shared decision-making by consensus. We consider consensus to be when all members can participate in the decision-making process and agree to support the decision of the whole. Using consensus, faculty, staff, and students participate in the discussion of issues and agree to act. Committees are used to facilitate the work of the SONHI community.

The standing SONHI committees in 2022-23 were: (1) Community, (2) Diversity, Equity, and Inclusion, (3) Bachelor of Science in Nursing (BSN) Curriculum, (4) Integrative Health & Wellness (IHW) Curriculum, (5) Graduate Curriculum, and (6) Community Professional Development. Each Curriculum Committee (BSN, IHW, and Graduate) has two standing task forces: (1) Academic Progression and Success and (2) Assessment and Evaluation. The Community Professional Development Committee has three standing task forces: (1) Teaching and Learning, (2) Initiative for Vital Practice, and (3) Leadership Development. Throughout the year, ad-hoc task forces may be created in a committee to complete work towards the committee goals.

Each SONHI committee met a minimum of twice a semester and more frequently, as needed. Continuous quality improvement proposals that were approved by a committee were sent directly to Community for review, discussion, and voting.

All enrolled SONHI students were invited and encouraged to join SONHI committees as student representatives at the beginning of the new academic year.

Community

Committee Purpose: Serves as the decision-making body of the SONHI. Provides a mechanism by which issues pertaining to the SONHI may be managed in an efficient, creative, and effective manner. Provides a brave and safe forum that promotes radical listening, open communication, free expression, and the exchange of ideas among faculty, staff, and students, as well as enhances the SONHI's commitment to diversity, equity, and inclusion goals with shared accountability. Provides an organizational process to support the professional growth and development of faculty, staff, and students.

2022-23 Chair: Tim Winslea

2022-23 Committee Goals & Action Steps:

Goal #1: Support the implementation of the **SONHI DEI Action Plan for Change** (DEIAPC).
    Action Step:
    A. Provide forums to enhance and support diversity, equity, and inclusion.

Goal #2: Provide the Community with timely information about initiatives, issues, development activities, and proposals.
    Action Steps:
    A. Manage the SONHI Community Moodle Page.
    B. Facilitate SONHI Community meetings.

Summary of 2022-23 Activities:
- Received news, updates, and information from the deans, program directors, committee chairs, and staff
- Discussed and voted on several CQI Proposals, including updates to the SONHI DEI Action Plan for Change wording and reporting mechanisms
- Engaged faculty and staff members in the 2022-2025 SONHI Strategic Plan creation process and endorsed the finalized Plan
- Engaged faculty and staff members a Shared Governance Workshop and discussion
- Received periodic updates on the SONHI's accreditation schedule
- Received the 2022 Program Outcomes Data Reports
- Received the 2022-23 DEIAPC Evaluation Report

Diversity, Equity, and Inclusion Committee

Committee Purpose: Responsible for the implementation and evaluation of the **SONHI DEI Action Plan for Change** (DEIAPC).

2022-23 Chair: Dr. Chloé Littzen

2022-23 Committee Goals & Action Steps:

Goal #1: Enhance commitment to meeting our school's DEI goals for students, faculty, and staff with shared accountability with the university. *(DEIAPC Goal 1)*
    Action Steps:
    A. Create Specific, Measurable, Achievable, Relevant and Time-Bound (SMART) outcomes based on the SONHI DEIAPC.
    B. Host ongoing student focus groups to have them envision and provide input to the DEI goals for the SONHI.

Goal #2: Engage in radical listening to raise the voices of those who are often silenced and unheard. *(DEIAPC Goal 2)*
Action Steps:
   A. Manage the anonymous bias reporting system for students that was implemented in Spring 2021.
   B. Create Intentional Listening Groups to use radical listening and commit to amplifying BIPOC and LGBTIA+ voices.
   C. Strengthen academic advising and encourage faculty to create brave spaces for their advisees through the use of holistic advising.
   D. Create space with ongoing BIPOC and LGBTQIA+ Town Halls. Offer Town Halls led by BIPOC and LGBTQIA+ faculty and staff, as well as Town Halls led by the DEI Student Subcommittee.

Goal #3: Broadly share the work of the UPSONHI Diversity, Equity, & Inclusion (DEI) Committee. *(DEIAPC Goal 10)*
Action Steps:
   A. Include DEI representation in the SONHI student newsletter.
   B. Collaborate with the OIEDI to highlight the DEI Committee and DEI Student Subcommittee.

Summary of 2022-23 Activities:
- Revised the DEI Committee's purpose statement: "*To create and foster a just culture of belonging that eliminates barriers to diversity, equity, and inclusion within the University of Portland School of Nursing and Health Innovations.*" (Will be adopted in 2023-24.)
- Continued to update, monitor progress on, and evaluate the implementation of the DEIAPC.
- Proposed and implemented edits to DEIAPC wording.
- Added DEI items to all SONHI course summary forms and BSN course team meeting templates.
- DEI Student Subcommittee (DEISS):
   o Planned and held several meetings/events
   o Included the DEISS in Founder's Day
   o Included the DEISS in SONHI faculty searches
- Attempted to integrate IHW and DNP students into the DEI Committee (no interest in 2022-23)
- Continued to monitor the anonymous bias reporting system for students.
- Education Subcommittee gathered student feedback on development of a new DEI curricular tool, presented on development of the tool at two conferences, and presented on development of the tool to the SONHI Community.
- Inclusive and Accessible Syllabi Task Force gathered feedback from students about syllabi and began drafting proposed revised "standard statements" for all UP syllabi.
- Provided BSN clinical adjunct/professional practice education in Fall 2022.
- Facilitated a Social Justice Study Group for SONHI faculty and staff.
- Helped coordinate an "Inclusive Classroom and Curriculum Training for LGBTQIA+ Populations" professional development session for faculty and staff in Fall 2022.

- Helped coordinate a "Decolonizing Nursing" professional development session for faculty and staff in Spring 2023.
- Reviewed and updated job posting for tenure-track faculty searches.
- NNLM grant secured for supplemental collection at Clark Library for reproductive health equity resources.

BSN Curriculum Committee

Committee Purpose: Responsible for leading the monitoring, structuring, evaluation, and continuous quality improvement of the BSN program of study. The committee monitors content and structure of curriculum, the sequence of the program of study, and the courses taught. The committee oversees curricular fidelity and integrity, and ensures professional standards are integrated in the curriculum.

2022-23 Chair: Dr. Nicole Auxier

2022-23 Committee Goals & Action Steps:

Goal #1: Support the implementation of the **SONHI DEI Action Plan for Change** (DEIAPC).
   Action Step:
   A. Ensure all BSN curricular decisions are made through the lens of diversity, equity, and inclusion.

Goal #2: Lead the monitoring and continuous quality improvement of the BSN program of study.
   Action Steps:
   A. Monitor the content, structure, and sequence of the BSN program of study and propose improvements:
      o Conduct course summary assessments for Spring 2022-Fall 2022
      o Conduct annual curriculum content audit/tracking (e.g. HIV/AIDS, Pain, Communication)
      o Conduct syllabi reviews
      o Audit BSN concept packages using the Concept Package Template
      o Process BSN program CQI proposals
   B. Ensure the BSN program of study reflects current, relevant professional nursing standards and guidelines:
      o Crosswalk the new AACN Essentials
      o Update the OSBN Standards Crosswalk
      o Update the NCLEX Test Plan Crosswalk
      o Update the QSEN Crosswalk
      o Update the CARES Crosswalk
      o NextGen NCLEX preparation

C. Evaluate BSN program assessment practices and policies:
   o Create a Trauma Informed Care Crosswalk

Assessment and Evaluation Task Force: Ensure that BSN assessment and evaluation practices align with and reflect best education and meet our diverse needs. Assess BSN student readiness for RN licensure and practice, as well as performance on the NCLEX-RN licensure exam. Provide accreditors with evidence of a rigorous, effective BSN program.

Action Steps: Monitor the achievement of the following BSN program effectiveness outcomes/ benchmarks:

A. 70% program completion rate
B. 100% of students passing their final practicum course
C. 100% of graduating students meeting all degree requirements
D. 4.30 teaching effectiveness average
E. 80% first-time NCLEX pass rate for CCNE
F. 75% first-time -or- 90% total NCLEX pass rate for OSBN
G. 70% employment rate within 1 year of graduation
H. 90% of graduating students satisfied with preparation
I. 90% of graduating students would recommend the BSN program to others
J. 5% of graduating students gave a presented/published during their program
K. Create a BSN alumni survey

Academic Progression and Success Task Force: Review and propose BSN program policies, procedures, and student support services to allow for maximum retention and/or student transition success.

Action Steps:

A. Examine BSN exam practices.
B. Re-examine and improve BSN exams and courses. *(DEIAPC Goal 6)*
C. Review the BSN grading scale since final grades are made up of the students' exams. *(DEIAPC Goal 6)*
D. Offer classes each semester to support students' progression through the program. For example, offer 1 Section of NRS 325 in the Spring Semester. *(DEIAPC Goal 6)*
E. Develop ongoing seminar/course/modules for students that are out of progression. For example, develop modules for NRS 325 and NRS 325 if a student's progression within the program is interrupted. *(DEIAPC Goal 6)*
F. Conduct BSN student focus groups regarding program experience.
G. Examine other BSN policies, procedures, and student support needs as identified by the Committee. *(DEIAPC Goal 6)*

Summary of 2022-23 Activities:
- Approved the following revisions to the BSN program curriculum:
   o Update NRS 440 concepts, course description, and course outcomes
   o Move Sleep from NRS 316 to NRS 216
   o Combine Stress and Coping concepts
   o Moved Anxiety from NRS 317 to NRS 316
   o Update Diversity concept
   o Move Communication from NRS 204 to NRS 216

- o Revise NRS 204 description and outcomes
- o Move Reproduction from NRS 216 to NRS 3167
- o Revise NRS 216 course description and outcomes
- o Affirm that Contraceptives are taught in NRS 216 with the concept of Sexuality
- o Revise the NRS 306, 308, 406, and 408 course descriptions
- o Revise NRS 208 and NRS 408 course description and outcomes
- o Revise prerequisite list for NRS 204, 206, and 207
- o Revise Culture attributes and NRS 216 textbook
- o Remove TeamSTEPPS and Mind the Gap as required readings from NRS 206 and 207
- o Revise Nutrition attributes
- o Revise Health Promotion attributes
- o Add new NRS 460 textbook
- o Remove Alpha Blocker pharmacology content
- o Move Sleep from NRS 216 to NRS 116
- Completed annual BSN program content tracking/audit for Oregon, Washington, and California State Boards of Nursing
- Completed BSN course summary assessments for Spring 2022 and Fall 2022
- Completed syllabi compliance reviews for Fall 2022 and Spring 2023
- Audited BSN concept packages
- Continued to monitor, prepare for, and share resources about the roll-out of the Next Generation NCLEX
- Updated the AACN CARES (palliative care) Crosswalk
- Updated the OSBN Standards Crosswalk
- Completed an initial gap analysis of the new AACN Essentials
- Monitored the achievement of the BSN program effectiveness outcome/benchmarks
- Discussed and presented 2022 NCLEX-RN performance data and recommendations for curricular improvement
- Created and distributed a BSN alumni survey to graduates one-year out
- Formed a Pearson Pharmacology textbook review group
- Formed a BSN concept definition citations work group
- Helped coordinate and lead BSN Course Writing Workshops throughout the academic year

IHW Curriculum Committee

Committee Purpose: Responsible for leading the monitoring, structuring, evaluation, and continuous quality improvement of the IHW program of study. The committee monitors content and structure of curriculum, the sequence of the program of study, and the courses taught. The committee oversees curricular fidelity and integrity, and ensures professional standards are integrated in the curriculum.

2022-23 Chair: Tanya Bachman

2022-23 Committee Goals & Action Steps:

Goal #1: Support the implementation of the **SONHI DEI Action Plan for Change** (DEIAPC).
Action Step:
A. Ensure that all IHW curricular decisions are made through the lens of diversity, equity, and inclusion.

Goal #2: Lead the monitoring and continuous quality improvement of the BSN program of study.
Action Steps:
A. Monitor the content, structure, and sequence of the BSN program of study and propose improvements:
  o Conduct course summary assessments for Spring 2022-Fall 2022
  o Conduct syllabi reviews
  o Conduct a review of the IHW Minor
  o Monitor the launch of the Integrative Health Coaching program for post-baccalaureate students (continuing education)
  o Process IHW program CQI proposals
B. Ensure the BSN program of study reflects current, relevant professional nursing standards and guidelines.
  o Propose curricular changes to qualify BS-IHW students for the Certified Health Educator Specialist (CHES) exam
C. Evaluate BSN program assessment practices and policies.

Goal #3: Lead the monitoring and continuous quality improvement of the IHW program of study.
Action Step:
A. Evaluate the grade of "D" as the standard for passing IHW courses

Assessment and Evaluation Task Force: Ensure that BS-IHW assessment and evaluation practices align with and reflect best education and meet our diverse needs. Assess Health Coaching student readiness for national Health Coaching certification and practice, as well as performance on the NBHWC certifying exam. Provide accreditors with evidence of a rigorous, effective BS-IHW program.
Action Steps: Monitor the achievement of the following IHW program effectiveness outcomes/ benchmarks:
A. 70% program completion rate
B. 100% of students passing their final practicum course
C. 100% of graduating students meeting all degree requirements
D. 4.30 teaching effectiveness average
E. 70% employed in the field of health and wellness or accepted to/enrolled in further education (ay level) within 1 year of graduation
F. 90% of graduating students satisfied with preparation
G. 90% of graduating students would recommend the IHW program to others
H. Create an IHW alumni survey

Academic Progression and Success Task Force: Review and propose IHW program policies, procedures, and student support services to allow for maximum retention and/or student transition success.

Action Steps:
1. Examine IHW exam practices.
2. Review the IHW grading scale.
3. Conduct IHW student focus groups regarding program experience.
4. Examine other IHW program policies, procedures, and student support needs as identified by the Committee.

Summary of 2022-23 Activities:
- Approved the following revisions to the IHW program curriculum:
  - Revise IHW 216 course description and outcomes
  - Revise IHW 312 course title and description
  - Revise IHW 325 course title, description, and outcomes
  - Revise IHW 325 course title, description, and outcomes
  - Revise IHW 407 course description
  - Create a permanent course number for the IHW Intensive Health Coaching Practicum course (IHW 437)
  - Dissolve concentration options. Move IHW 316 and IHW 317 to the "IWH core" curriculum. Describe Health Coaching as an optional program that students may choose to complete as part of the required IHW electives block.
- Completed IHW course summary assessments for Spring, Summer, and Fall 2022
- Completed syllabi compliance reviews for Fall 2022 and Spring 2023
- Conducted a review of the IHW Minor (no changes proposed)
- Monitored the launch of the Integrative Health Coaching program for post-baccalaureate students
- Proposed curricular changes to qualify BS-IHW students for the Certified Health Educator Specialist (CHES) exam
- Evaluated the grade of "D" as the standard for passing IHW courses (no changes proposed)
- Examined IHW exam practice (no changes proposed)
- Conducted a review of the IHW grading scale (no changes proposed)
- Involved IHW students in committee meetings and discussions
- Monitored the achievement of the IHW program effectiveness outcome/benchmarks
- Created and distributed a IHW alumni survey to graduates one-year out

Graduate Curriculum Committee

Committee Purpose: Responsible for leading the monitoring, structuring, evaluation, and continuous quality improvement of the graduate-level programs of study. The Committee monitors content and structure of curriculum, the sequence of the program of study, and the

courses taught. The Committee oversees curricular fidelity and integrity, and ensures professional standards are integrated in the curriculum.

2022-23 Chair: Dr. Kristine Dukart-Harrington

2022-23 Committee Goals & Action Steps:

Goal #1: Support the implementation of the **SONHI DEI Action Plan for Change** (DEIAPC).
    <u>Action Step:</u>
    A. Ensure that all graduate curricular decisions are made through the lens of diversity, equity, and inclusion.

Goal #2: Lead the monitoring and continuous quality improvement of the DNP program of study.
    <u>Action Steps:</u>
    A. Monitor the content, structure, and sequence of the DNP program of study and propose improvements:
- Conduct Year 1 course reviews
- Conduct cultural competency content audit/tracking
- Conduct syllabi reviews
- Revise the FNP and AGPCNP programs of study
- Write NRS 683
- Write NRS 654
- Review and propose a revised Post Master's program of study
- Review and update crosswalk of curricular threads
- Process DNP program CQI proposals

    B. Ensure the DNP program of study reflects current, relevant professional nursing standards and guidelines:
- Crosswalk the new AACN Essentials
- Ensure compliance with the revised NTF Criteria
- Crosswalk the revised NONPF NP Core Competencies
- Update the Graduate CARES Crosswalk

    C. Evaluate DNP program assessment practices and policies:
- Finalize and implement NP procedure map
- Convert topical outlines to clinical exemplars
- Map simulations, OSCEs, and "progress indicator checks"

Assessment and Evaluation Task Force: Ensure that DNP program assessment and evaluation practices align with and reflect best education and meet our diverse needs. Assess student readiness for NP certification and practice, as well as performance on the national NP certifying exams. Provide accreditors with evidence of a rigorous, effective DNP program.
    <u>Action Steps:</u> Monitor the achievement of the following DNP program effectiveness outcomes/ benchmarks:
    A. 70% program completion rate
    B. 100% of students passing their final practicum course
    C. 100% of graduating students meeting all degree requirements

D. 4.30 teaching effectiveness average
E. 80% first-time national NP certification exam pass
F. 70% employed within 1 year of graduation
G. 90% of graduating students satisfied with preparation
H. 90% of graduating students would recommend the DNP program to others
I. 5% of graduating students gave a presented/published during their program
J. Revise the graduate program alumni survey

Academic Progression and Success Task Force: Review and propose graduate program policies, procedures, and student support services to allow for maximum retention and/or student transition success.

Action Steps:
A. Examine DNP exam practices.
B. Review/revise graduate writing and other student evaluation rubrics.
C. Monitor the implementation of Amplify.
D. Conduct DNP student focus groups regarding program experience.
E. Examine other DNP program policies, procedures, and student support needs as identified by the Committee.

Summary of 2022-23 Activities:
- Approved the following revisions to the DNP program curriculum:
  - Revised the FNP & AGPCNP program of study (several changes to existing courses and several new courses created)
  - Revised NRS 665 course description
  - Revised NRS 670 course description
  - NRS 654 course outcomes
  - Allow a grade of "IP" in NRS 675
  - Part-Time program of study option
  - Revisions to the "3 Ps" courses
- Incorporated discussion about assignments and activities that support the DEIAPC in the post-immersion faculty meetings
- Completed a review of all Year 1 DNP courses for curricular alignment, teaching-learning and assessment practices, and recommended changes/improvement
- Conducted cultural competency content audit/tracking
- Completed syllabi compliance reviews for Fall 2022 and Spring 2023
- Revised the FNP and AGPCNP programs of study, effective Summer 2024
- Created a part-time program of study option, effective Summer 2023
- Prepared NRS 654 (new palliative care course) for its first offering in Fall 2023
- Prepared NRS 683 (new gerontology management course) for its first offering in Summer 2023
- Paused admission of new students to the NP to DNP track while post-master's options are explored
- Completed an initial gap analysis of the new AACN Essentials
- Updated the CARES (palliative care) Crosswalk
- Continued mapping NP procedures, simulations, and OSCEs
- Monitored the achievement of the DNP program effectiveness outcome/benchmarks

- Revised the graduate alumni survey and distributed it to graduates 1-year and 4-years out
- Discussed DNP exam practices
- Completed a literature review of possible alternative or new graduate writing rubrics
- Ensured Amplify will be fully implemented for students in the revised program of study
- Clarified the timeline for students to switch between FNP and AGPCNP tracks

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Community Professional Development Committee

Committee Purpose: Support the professional development of SONHI Community members through education and training for: Teaching and Learning, Vital Practice, and Leadership.

2022-23 Co-Chairs: Dr. Kala Mayer & Dr. Janet Banks

2022-23 Committee Goals & Action Steps:

Goal #1: Support the implementation of the **SONHI DEI Action Plan for Change** (DEIAPC).
   Action Steps:
   A. Collaborate with the DEI Committee to determine continuing education needs of faculty and staff.
   B. Provide mandatory foundational learning opportunities for faculty and staff of the School of Nursing & Health Innovations grounded in racial and social justice to contribute to an anti-racist culture of equity and *(DEIAPC Goal 3)*

Goal #2: Support teaching and learning needs of the faculty.
   Action Steps:
   A. Survey faculty regarding development needs
   B. Oversee the Faculty Forums for professional teaching development
   Note: Goal #2 and its action steps are assigned to the Teaching & Learning Task Force (see below).

Goal #3: Support Vital Practice needs of the faculty, staff and students
   Action Steps:
   A. Survey faculty, staff and students regarding vital practice needs
   B. Collaborate with Community Chair for offering vital practice development
   Note: Goal #3 and its action steps are assigned to the Initiative for Vital Practice Task Force (see below).

Goal #4: Support leadership development needs of the faculty and staff
   Action Steps:
   A. Survey faculty and staff regarding leadership development needs
   B. Oversee the faculty and staff forums for leadership development
   C. Collaborate with Community Chair for offering leadership development

Note: Goal #4 and its action steps are assigned to the Leadership Task Force (see below).

Teaching & Learning Task Force: Responsible for leadership in the discussion, development, and implementation of tools, projects, programs, and protocols that enhance faculty's ability to teach in ways that foster optimal student learning. This committee is also responsible for issues of faculty welfare.

Initiative for Vital Practice Task Force: Aims to reduce the incidence and effects of perceived stress, compassion fatigue, and burnout among the SONHI Community, thereby improving professional quality of life and workplace motivation. Research and propagate evidence-based best practices for both individuals and organizations.

Leadership Task Force: Identify leadership development opportunities for faculty and staff and cultivate leadership growth for individuals and the Community.

Summary of 2022-23 Activities:
- Distributed a faculty survey on workload
- Administered a survey to determine faculty and staff learning/development needs for 2022-23
- Planned several forums for SONHI faculty and staff: faculty. Topics included:
  o Vitality, Health, & Wellness: Pranayama & Purpose-based Boundaries
  o Leading Teams
  o Creating an LGBTQIA+ Inclusive Learning Environment
  o Thoughts on Teaching Mental Health in a Concept-based Curriculum
  o Turning Conflict into Conversation
  o Development of the Curriculum Evaluation Tool for Diversity, Equity, and Inclusion (CET-DEI)
  o Best Practices in Palliative Care/Palliative Care Teaching Resources
- Offered the following asynchronous professional development opportunities:
  o Working with Difficult People
  o Approaches to Decolonizing Nursing
  o Ergonomics in the Workplace