

# **Webster University**

## **Department of Nursing**

### **Self-Study**

#### **BSN & MSN Programs Reaccreditation Visit**

**2007**

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Webster University Nursing Department  
**Executive Summary**  
prepared for the  
National League for Nursing Accrediting Commission

**General Information**

***University Name and Address:***

- Webster University  
470 E. Lockwood  
St. Louis, MO 63119

***Executive Officers:***

- Richard Meyers, PhD, President of Webster University and
- Neil George, PhD, Executive Vice President and Vice President for Academic Affairs

***Regional/Institutional Accreditor and Status:***

- Institutions of Higher Learning Commission, North Central Association of Colleges and Schools
- Accredited 1998, Reaccreditation Visit 2008

***Nursing Administrator and Nursing Unit:***

- Susan Heady, PhD, Chair, Nursing Department  
470 East Lockwood  
St. Louis, MO 63119  
Phone: 314-968-7483  
Fax: 314-963-6101  
e-mail address: headysa@webster.edu

***Nursing Programs and NLNAC Accreditation Status:***

- RN to BSN program NLNAC accredited through 2010
- MSN program NLNAC accredited through 2008
- Both programs are currently seeking reaccreditation

***State Board of Nursing Approval Status:***

- Approval status is not required by Missouri State Board of Nursing for post licensure programs

***NLNAC Site Visit Dates:***

- October 30, 31, and November 1, 2007

***NLNAC Accreditation Standards and Criteria Used:***

- *Accreditation Manual with Interpretative Guidelines by Program Type for Postsecondary and Higher Degree Programs in Nursing, Baccalaureate Degree Programs and Master's Degree Programs*

**Introduction**

Webster University is a private, non-profit, multicampus, and international institution offering a wide variety of undergraduate and graduate programs. The university's home campus is located in Webster Groves, Missouri, a major suburban center of the St. Louis metropolitan area. Webster University endeavors to provide students with the advantages traditionally associated with a small college, as well as offering opportunities normally provided only by larger institutions. The university has extended campuses at many locations throughout the United States, including Kansas City, Missouri. The university also has international campuses in Europe and Asia. In 2006, the University enrolled 4,936 undergraduate students at all locations. The University's worldwide enrollment was 20,550 students.

The nursing programs are designed for registered nurses who wish to advance their knowledge. Webster University offers RN to BSN and MSN programs in two locations: St. Louis, Missouri and Kansas City, Missouri. The department employs 7 full time faculty (including the chair). One of the 7 faculty members is employed full time at the Kansas City campus. One full time faculty member from the St. Louis campus travels weekly to Kansas City for one 8-week term per year. Adjunct faculty are employed at the St. Louis and Kansas City locations, teaching one or two classes per semester each. Most adjunct faculty teach courses on a regular basis, are committed to the programs, and many bring the perspective of working professionals to the classroom. Classes are held in eight week blocks, with two 8-week sessions each semester and one 8 week summer session. Most nursing classes are held during the evening and most students are part time.

In Fall I 2007 (one 8-week block) in St. Louis, 85 BSN students enrolled in a total of 232 credit hours, and 55 MSN students are enrolled in 156 credit hours. In Kansas City in Fall I 2007, 73 BSN students are enrolled in a total of 194 credit hours and 16 MSN students enrolled in a total of 78 credit hours. There are a total of 158 BSN and 71 MSN students currently enrolled, resulting in a combined total of 229 students in the nursing programs in Fall I 2007.

## **History**

The Webster University nursing program started as a BSN completion program in Kansas City, Missouri in 1980. This was a direct result of an articulation agreement between St. Luke's Hospital School of Nursing in that city and Webster University. In 1982, a similar program was initiated in St. Louis, Missouri as a result of a similar articulation program with St. Luke's Hospital in St. Louis. In 1984, the program was offered to graduates of all diploma programs and in 1986 was offered to graduates of all community college programs. Most students enroll part time in the program. If a student takes one class each eight weeks, he/she can finish in two and one half years. The average student completes the program in four years. The BSN program was first accredited by the NLN in 1989 and was reaccredited in 1995 for seven years. The MSN program was initially offered in 1993 at the St. Louis campus only, accredited by NLNAC in 2004, and then added to the Kansas City site the same year. The MSN program prepares graduates for roles as either nurse educator or leader within a family-centered framework.

## **Summary of Standards and Criteria**

### ***Standard I. Mission and Governance***

#### **Criterion 1**

The mission of Webster University is congruent with the philosophy and organizing framework of the Nursing Department.

#### **Criterion 2**

Nursing Department administrators and faculty are significantly involved in the governance of the university and the Nursing Department. Student participation in Nursing Department committees is limited due to their work schedules and other responsibilities.

**Criterion 3**

The chair of the Nursing Department has responsibility and authority for the development and implementation of the nursing program at both the St. Louis and Kansas City campuses. She has a PhD and many years of experience.

**Criterion 4**

The policies of the university are the same for the Nursing Department as for other departments in the university.

***Standard II. Faculty*****Criterion 5**

Faculty members have the credentials and experience appropriate to their teaching assignments. All full time faculty have earned doctorates and all adjuncts are master's prepared. Faculty maintain expertise in their areas of responsibility.

**Criterion 6**

The number of faculty and their teaching assignments meet the needs of the Nursing Department programs. There is limited ethnic or gender diversity in the nursing faculty.

**Criterion 7**

Faculty performance is evaluated annually in accordance with the Nursing Department guidelines.

**Criterion 8**

Faculty participate in scholarship through teaching, clinical practice, research, publication, and presentation.

***Standard III. Students*****Criterion 9**

Webster University student policies are the same for students in the Nursing Department as for all other departments. The Nursing Department has a few additional policies that were developed to address nursing responsibilities, concerns of practice learning environments, and student safety.

**Criterion 10**

Students on both campuses have access to support services administered by qualified personnel.

**Criterion 11**

Webster University follows the FERPA guidelines regarding maintenance of educational and financial records.

***Standard IV. Curriculum and Instruction*****Criterion 12**

The organizing framework of the curriculum was developed by Nursing Department faculty. Course objectives and learning activities flow from the philosophy and organizing framework into a logical progression to meet the program outcomes.

**Criterion 13**

BSN students typically complete the program in an average of 4 to 5 years. MSN students complete the program in an average of 2 1/2 to 3 years. Students are able to achieve program outcomes in these time periods. When students' time in a program exceeds the advertised length, this occurs as a result of students with periods of non enrollment due to personal situations rather than because of course scheduling.

**Criterion 14**

Faculty select and monitor all practice learning environments. The selected practice learning environments provide a variety of learning options for the students.

***Standard V. Resources*****Criterion 15**

Fiscal support for the Nursing Department is sufficient for the Nursing Department to achieve its purposes and is commensurate with the fiscal support provided to other departments in the university.

**Criterion 16**

Program support services are sufficient. Administrative and clerical services are available as needed.

**Criterion 17**

Learning resources are comprehensive and current. The Emerson Library opened in a new building on the main campus in 2003. Virtual resources are excellent, accessible from both campuses and continually growing. Books and other resources not available in the library can be obtained through interlibrary loan or through a cooperative agreement

with other state libraries. Nursing faculty have input into the development of new collections in the library. Technology resources and technical support are adequate.

**Criterion 18**

The physical facilities are appropriate to support the purposes of the Nursing Department. The nursing offices and family interview skills labs are adequate at both the St. Louis and Kansas City sites. The classroom and nursing skills lab space in St. Louis need improvement. All other physical facilities are adequate. A capital campaign for a new Health Sciences building is currently underway.

***Standard VI. Integrity***

**Criterion 19**

Information about the nursing programs is current, accurate, clear, and consistent. Occasionally there is a slight delay in new versions of documents being available in print and online concurrently. The definitions of clock and credit hours for the BSN and MSN programs are clearly stated in the Nursing Department Handbook.

**Criterion 20**

Complaints about the nursing programs are addressed and recorded. Only one formal student complaint has been received during the last 3 years. The Grievance Policy is available for review.

**Criterion 21**

The university is in compliance with Higher Education Reauthorization Act Title IV eligibility and certification requirements.

***Standard VII. Educational Effectiveness***

**Criterion 22**

The Nursing Department has a written plan for systematic evaluation of both the BSN and MSN programs. The plan contains all of the required components and is used for program improvement.

**Criterion 23**

Student achievement in the BSN and MSN programs is evaluated by graduation rates, job placement rates, and program satisfaction. Since both programs are post licensure, proof of licensure is required of all students upon admission to each program. The MSN program prepares students academically for certification eligibility related to

the educator and leader roles. The alumni survey will be used to monitor certification rates beginning with the 2006-2007 graduates.

### **Strengths**

- There is consistent support for the Nursing Department from Webster University administration.
- The full and part time faculty are well qualified. All full time faculty are doctorally prepared and experienced. All of the adjunct faculty have a minimum of a master's degree. Most of the adjunct faculty teach courses on a regular basis, are committed to the programs, and many bring the perspective of working professionals to the classroom.
- Faculty maintain expertise and the university generously supports the maintenance of expertise of full time faculty through faculty development funds.
- There is significant participation of the Nursing Faculty in the governance of the university. The Nursing Department faculty is well respected by colleagues in the university.
- The curriculum is organized, congruent, and assists students to meet program outcomes.
- Class size and student to faculty ratios, as well as individualized advisement by faculty members, support the student-centered approach that contributes to program satisfaction.
- There is ongoing communication among the faculty at the St. Louis and Kansas City sites, and consistency in implementation of the nursing programs.
- Graduates of both the BSN and MSN programs are motivated and satisfied with the programs.

### **Areas Needing Improvement**

- The diversity of the faculty and the number of minority faculty needs to be increased.
- The position of the full time faculty member in Kansas City who serves as the faculty coordinator should be commensurate with the responsibilities of the position.

- The workloads of the Nursing Department chair and the MSN coordinator need to be examined in relation to ongoing and potential increase in administrative responsibilities.
- There are space limitations in some of the St. Louis classrooms, including the nursing skills lab.

### **Future Plans**

The Nursing department will participate in an NLNAC visit in fall 2007.

The Nursing Department faculty and the university administration will examine the feasibility of offering the programs at additional extended campus sites following successful accreditation of the program.

The Nursing Department faculty will review and revise the curricula in response to national trends (e.g., by increasing the content on gerontology).

The Nursing Department chair will continue to give special attention to recruitment of minority candidates for any full time or adjunct faculty position.

Discussion has been initiated and will be continued with Webster University administration regarding:

- upgrading nursing salaries relative to market value in order to attract and retain qualified faculty in view of the nursing faculty shortage,
- adjusting the position and salary of the Kansas City nursing faculty coordinator to be commensurate with the responsibilities of the position,
- providing release time for the department chair and MSN coordinator to address the ongoing administrative responsibilities of program development and maintenance and in planning for possible expansion to additional extended sites.

### **Standard I: Mission and Governance**

**There are clear and publicly stated mission and/or philosophy and purposes appropriate to postsecondary or higher education in nursing.**

#### **Criterion 1:**

**Mission and/or philosophy of the nursing education unit is congruent with that of the governing organization, or differences are justified by the nursing education and purposes.**

The purpose of the Nursing Department of Webster University is to provide opportunities for baccalaureate degree completion and graduate study for registered nurses in a liberal arts setting. The Philosophy and Organizing Framework of the Nursing Department guide the programs.

The mission of the nursing unit is contained in the Nursing Department Philosophy and Organizing Framework statements. The Nursing Department Philosophy and Organizing Framework are consistent with the Mission of the University and the Mission of the College of Arts and Sciences.

The mission of Webster University is available in the university undergraduate and graduate catalogs, both on line and in print. The mission of the College of Arts and Sciences is available on the College of Arts and Sciences website as well as in the printed and online university undergraduate and graduate catalog. The philosophy and organizing framework of the Nursing Department are in the Nursing Department Handbook, which is distributed to students and available on the nursing website.

The congruence among the Webster University Mission, the Mission of the College of Arts and Sciences, and the Nursing Department Philosophy and Organizing Framework is documented in Table 1.1.

#### **Program Outcomes**

The program outcomes of both the BSN and MSN programs are listed in the Nursing Department Handbook, a copy of which each student receives. The program outcomes flow from the Nursing Department philosophy and organizing

**Table 1.1 Congruence of the University Mission Statement, the Mission of the College of Arts and Sciences and the Philosophy (P) and Organizing Framework (OF) of the Nursing Department**

<b>Webster University Mission Statement</b>	<b>College of Arts and Sciences Mission Statement</b>	<b>Nursing Department Philosophy (P) and Organizing Framework (OF)</b>
Creates a student centered environment accessible to individuals of diverse ages, cultures, and socioeconomic backgrounds	Promotes values that ground an open, culturally diverse, and democratic society ...	(P) Faculty creates a student centered environment encouraging self directed learning and mutual respect (P) They [individuals] have the freedom and responsibility to make choices, adapt behavior, modify the environment, and realize their potential (OF) Diversity
Sustains a personalized approach to education through small classes and close relationships among faculty and students		(P) Faculty creates a student centered environment encouraging self directed learning and mutual respect
Develops educational programs that join theory and practice and instill in students the spirit of systematic inquiry	Webster University's College of Arts and Sciences- the intellectual foundation of the University- fosters free and rigorous intellectual inquiry among students and faculty. The College also includes several professional programs, which are guided by contemporary practices, appropriate accreditation standards, and the best recent scholarly activity	(P) The profession of nursing utilizes theory and research in planning, implementing, managing, and coordinating care (OF) Theory (OF) Nursing process (OF) Nursing research
Encourages creativity, scholarship, and individual enterprise in its students and faculty	It inspires students to seek the common ground upon which humans create sustainable relationships with each other and with their wider environment	(P) Faculty creates a student centered environment encouraging self directed learning and mutual respect (P) They [individuals] have the freedom and responsibility to make choices, adapt behavior, modify the environment, and realize their potential

<b>Webster University Mission Statement</b>	<b>College of Arts and Sciences Mission Statement</b>	<b>Nursing Department Philosophy (P) and Organizing Framework (OF)</b>
Promotes international perspectives in the curriculum and among students and faculty	As part of an international university, the College encourages students to expand their horizons by learning the languages and worldviews of other cultures	(OF) Diversity
Encourages in its students a critical cast of mind, a respect for diversity, and an understanding of their own and others values	...in an atmosphere that respects differences in background, belief, and aspiration	(OF) Diversity (OF) Ethics
Fosters in its students a lifelong desire to learn and a commitment to contribute actively to their communities and the world	...and prepares students to be active contributors to such a society	(P) The nursing faculty of Webster University believes that education is a life long process (P) Healthy individuals strive toward their maximum potential by ... seeking opportunities for growth
Educates diverse populations locally, regionally, nationally, and internationally	Inspires students to seek the common ground upon which humans create sustainable relationships with each other and with their wider environment	(OF) Theory- Systems theory is a holistic paradigm that looks at whole systems in regard to their interconnectedness
Strengthens the communities it serves through support of civic, corporate, and educational organizations	...and prepares students to be active contributors to such a society	(P) Nursing is a process directed towards facilitating the health of individuals, families, groups, and communities through health education and health promotion

framework. The program outcomes of the BSN program are listed below.

Upon completion of the program, the graduate will be able to:

1. Demonstrate critical thinking skills by integrating knowledge from a broad base of disciplines.
2. Apply theory and research based knowledge in the roles of provider and coordinator of care.
3. Utilize assessment frameworks and the nursing process in planning health promotion and health education for individuals, families, groups, and communities.
4. Apply ethical principles that reflect professional nursing values in the provision of holistic care.
5. Apply knowledge of the effects of cultural, societal, and environmental factors on health.
6. Demonstrate effective communication skills in professional interactions.
7. Evaluate research findings for professional practice.
8. Acknowledge responsibility for lifelong learning and service to the nursing profession.

The MSN program outcomes are listed below.

Upon completion of the program, the graduate will be able to:

1. Analyze theories for application to research and practice.
2. Analyze the impact of policy, organization, and financing of health care on systems.
3. Apply family systems nursing with clients across the health illness continuum.
4. Demonstrate cultural competence in professional practice.
5. Analyze ethical issues relevant to practice.
6. Analyze research for application to practice.
7. Integrate principles of effective communication in professional settings.

8. Implement the role of nurse educator or nurse leader in professional practice.
9. Synthesize concepts from theory, research, and practice into a final project.
10. Contribute to the nursing profession through service and life long learning.

The program outcomes are consistent with contemporary beliefs of the profession, including graduate nursing.

### **Commitment to Cultural, Racial, and Ethnic Diversity**

The main campus of Webster University is located in Webster Groves, in St. Louis County, Missouri. The Nursing Department, along with the university, is committed to diversity of its students and faculty. In St. Louis County, Missouri, there are people of diverse ethnicity. Table 1.4 contains 2005 census data from St. Louis County, Missouri reflecting racial and ethnic diversity of the community.

**Table 1.2 2005 Census Data for St. Louis County, Missouri**

Total Population	White	Black	American Indian/ Alaska Native	Asian	Native Hawaiian/ Pacific Islander	Two or more Races	Hispanic/ Latino	White/ not Hispanic
1,004,666	74.3%	21.3%	0.2%	2.9%	0.0%	1.2%	1.7%	72.8%

The Kansas City Metropolitan Campus of Webster University is located in the southern part of Kansas City, Missouri, in Jackson County, Missouri. Students at the Kansas City campus come from urban, suburban, and rural areas of both Missouri and Kansas. Table 1.5 contains 2005 census data regarding racial and ethnic diversity in Jackson County, Missouri.

**Table 1.3 2005 Census Data for Jackson County, Missouri**

Total Population	White	Black	American Indian/ Alaska Native	Asian	Native Hawaiian/ Pacific Islander	Two or more Races	Hispanic/ Latino	White/ not Hispanic
662,959	72.6%	23.4%	0.5%	1.3%	0.2%	1.9%	6.8%	66.5%

Table 1.4 shows the ethnicities of the graduates of the BSN and MSN programs at the St. Louis campus.

**Table 1.4 Ethnicity of St. Louis Graduates**

<b>St. Louis</b>	<b>White</b>	<b>Black</b>	<b>Asian</b>	<b>Unknown</b>	<b>Total</b>
<b>BSN Graduates</b>	<b>No.</b>	<b>No.</b>	<b>No.</b>	<b>No.</b>	<b>No.</b>
8/2002-5/2003	30	2	1	6	39
8/2003-5/2004	22	3			25
8/2004-5/2005	17	6	1	2	26
8/2005-5/2006	26	7		2	35
8/2006-12/2006	15	7		1	23
<b>MSN Graduates</b>					
8/2002-5/2003	4	1			5
8/2003-5/2004	7	1		1	9
8/2004-5/2005	1	1	1		3
8/2005-5/2006	7	2			9
8/2006-12/2006	4	1			5

Data regarding the ethnicities of the Kansas City BSN and MSN graduates are in Table 1.5.

**Table 1.5 Ethnicity of Kansas City Graduates**

<b>Kansas City</b>	<b>White</b>	<b>Black</b>	<b>Asian</b>	<b>Unknown</b>	<b>Total</b>
<b>BSN Graduates</b>	<b>No.</b>	<b>No.</b>	<b>No.</b>	<b>No.</b>	<b>No.</b>
8/2002-5/2003	23	6			29
8/2003-5/2004	15	6	1	3	25
8/2004-5/2005	21	9		3	33
8/2005-5/2006	8	5		1	14
8/2006-12/2006	14	1		1	16
<b>MSN Graduates</b>					
8/2005-5/2006*	9	2			11
8/2006-3/2007	8	1			9

\*Please note that this was the first year of MSN graduates in Kansas City.

The university, as well as the Nursing Department, continually strives to recruit a more diverse student population and a more diverse faculty. The Nursing Department faculty attempts to hire diverse faculty; however, only one full time faculty member has been hired during the past five years. To our knowledge, no qualified minority or male candidates applied for the position. Male and minority candidates have been recruited for adjunct faculty positions whenever possible.

**Distance Education**

Webster University offers the BSN and MSN programs at two campuses, one in St. Louis, Missouri, and one in Kansas City, Missouri. Both campuses function with full time and adjunct instructors and neither employ distance education.

**Criterion 2:**

**Faculty, administrators, and students participate in governance as defined by the governing organization and nursing education unit.**

**Structure and Governance of the University**

The President of Webster University, Dr. Richard Meyers, reports to the Board of Trustees which is composed of business and civic leaders from the community. Six vice presidents, reporting to the president, have responsibility for the areas of Students and Enrollment Management, Finance and Administration, Information Technology, Academic Affairs, Development, and there is also a vice president who serves as the executive assistant to the president. The relationships are illustrated in the University Administration Organizational Chart, Appendix A.

**Structure and Governance of the Academic Units**

Dr. Neil J. George, Executive Vice President and Vice President for Academic Affairs, is responsible for the academic units and is assisted by the Associate Vice President for Academic Affairs, Dr. James Staley. The academic units are divided into five schools and colleges, each with its own dean. The deans report to Dr. Staley and Dr. George. The deans meet weekly with Dr. George and Dr. Staley. The Nursing Department is housed within the College of Arts and Sciences. The dean of the College of Arts and Sciences is Dr. David C. Wilson. The relationships are illustrated in the Academic Affairs Administration Organizational Chart, Appendix B.

**Structure of the College of Arts and Sciences**

Dr. David C. Wilson, is assisted in the administration of the College of Arts and Sciences (CAS) by Special Assistant to the Dean, Dr. Edward Rutland, and Associate Dean, Dr. Sarita Cargas. The Nursing Department is one of eight academic departments, each with its own chair. The chair of the Nursing Department is Dr. Susan Heady. The chairs meet as a group with the dean and associate dean twice a month. The relationships are illustrated in the College of Arts and Sciences Organizational Chart, Appendix C.

### **Academic Affairs Extended Campus Regional Organizational Structure**

Since Webster University has many campuses, there is also an organizational structure for the metropolitan and military campuses. The Nursing Department offers the BSN and MSN programs at one extended site, the metropolitan campus in Kansas City, Missouri. Although the chair of the Nursing Department is in charge of the curriculum, assessment, and evaluation of the nursing programs, the Kansas City site director, Dr. Carolyn Cottrell, oversees the administration of the campus. The relationships with the extended campuses are illustrated in the Academic Affairs Extended Campus Regional Organizational Structure, Appendix D.

### **Structure of the Nursing Department**

The Chair of the Nursing Department, Dr. Susan Heady has oversight for planning, implementing, and evaluating the nursing programs at two campuses, St. Louis, Missouri and Kansas City, Missouri. The Nursing Department is comprised of five full time faculty and a department representative at the St. Louis campus, and one full time faculty coordinator and a full time BSN coordinator at the Kansas City campus. Each campus also employs adjunct faculty to teach nursing and non nursing courses required in the programs. The faculty and staff are supervised by Dr. Heady. The department employs work study students at the St. Louis campus on an “as needed” basis. Work study students are supervised by the department representative.

Grant writing assistance is available from the Development Office. Personnel from Information Technology assist the department with technology support. Enrollment Management, through Evening Student Admissions, processes student applications. Marketing support for the nursing programs is provided by the Marketing Department.

### **Faculty Participation in University Governance**

Faculty are organized through the Faculty Assembly, which consists of all full time status track faculty, part time faculty with contracts that are half time or more, and a selected number of adjunct faculty. The president of the university and the vice president for academic affairs hold ex-officio, non voting membership in the Faculty Assembly. The Faculty Assembly meets at least twice a semester. The Faculty Assembly has the authority to approve the report of the Salary and Fringe Benefit Committee, approve the creation or elimination of an academic department or school, approve major changes in

the undergraduate university wide degree requirements, approve major changes in the faculty governance structure, and vote on issues brought to the group by the Faculty Senate. The Faculty Assembly members vote to select the members and the president of the Faculty Senate, members of standing committees, and vote in referendums conducted by the Faculty Senate.

The Faculty Senate consists of 16 elected representatives, six at large representatives, and two representatives from each college or school. Each senator serves a two year term. The senate has decision making power and holds open meetings twice a month during the academic year and once a month during the summer. The Faculty Senate has an elected president and selects a vice president from among its members. The president of the Faculty Senate serves as a member of the Administrative Council, which consists of vice presidents, and the president of the university.

Faculty Assembly committees are both elected and appointed, with faculty being given the opportunity to self nominate for committee membership each spring. Appointments are made to committees by the Faculty Senate. Appointments to committees are made by the Faculty Senate either as regular appointed positions or as needed to fill vacancies. Elected committees consist of the following: Honors Board, Women's Studies, Civil Rights Compliance Committee, Committee to Review Faculty, Graduate Council, Human Subjects Review Committee, International Studies Committee, Multicultural Studies Committee, Publication Board, Salary and Fringe Benefits Committee, and Undergraduate Curriculum Committee.

Appointed committees consist of the following: Accessibility Committee, General Studies, Grants Advisory Committee, Microcomputer Committee, and Speakers Committee.

The nursing faculty participate in governance of the university through committee work. Nursing faculty hold the same rights and privileges as all other faculty members at Webster University. The nursing faculty have been and continue to be involved in university governance. Nursing faculty are known to be conscientious and committed to their committee assignments. Involvement by nursing faculty in university governance is presented in Table 2.5.

**Table 2.5 Nursing Faculty Participation in University and Departmental Governance 2002-2007**

<b>Faculty Member</b>	<b>Committees</b>	<b>Year(s)</b>
Jennifer Broeder	Faculty Assembly Faculty Senate University Curriculum Women's Studies Institutional Review Board Nursing Evaluation Chair Nursing Curriculum Nursing Recruitment	2002-07 2007-09 2005-07 2003-07 2003-05 2003-07 2005-07 2004-06 2005-06
Dian Davitt	Faculty Assembly Committee to Review Faculty Chair Honors Committee Chair Accessibility Committee Freshman Writing Awards Committee Nursing Evaluation Nursing Recruitment Chair Safe Zone Nursing Curriculum	2002-07 2002-05 2004-05 2005-09 2002-06 2004-07 2005-06 2003-07 2006-07 2005-06 2005-06
Mary Ann Drake	Faculty Assembly HLC Self Study Committee University Grievance Committee Alumni Assn Leadership Awards Selection Committee Safe Zone Steering Committee Freshman Writing Awards Committee Faculty Senate Webster Works Worldwide Planning Committee Honors Board Nursing Evaluation Nursing Curriculum  Nursing Recruitment Chair	2002-07 2006-07 2006-07 2002-07  2004-07 2004-07 2002-2006 2002-2006 2002-2004 2006-07 2002-03 2005-06 2003-06 2003-06
Susan Heady	Faculty Assembly HLC Institutional Assessment Committee Salary and Fringe Benefits Committee Faculty Senate Graduate Council Sexual Offense Hearing Board Nursing Evaluation Nursing Curriculum Nursing Recruitment	2002-07 2006-2007 2005-09 2004-06 2002-03 2002-07 2002-07 2002-07 2007

<b>Faculty Member</b>	<b>Committees</b>	<b>Year(s)</b>
Anne Schappe	Faculty Assembly Graduate Council Civil Rights Compliance Committee Ad Hoc Adjunct Faculty Task Force Pandemic Flu Planning Committee Religious Studies Search Committee Nursing Evaluation Committee Nursing Curriculum Committee Nursing Recruitment Committee	2002-07 2004-08 2007-2009 2006-07 2006-07 2004-05 2002-07 2002-06 2003-07
Margo Thompson	Faculty Assembly Faculty Coordinators Committee ~ KC Campus Academic Advising Committee ~ KC Campus Nursing Curriculum Committee Nursing Evaluation Committee Chair	2003-07 2002-07 2002-07 2002-07  2002-06 2002-2004
Barbara Wehling	Faculty Assembly General Studies Committee Chair Writing Board Health Services Self Study Committee Judicial Board Nursing Curriculum Committee Chair Nursing Evaluation Committee Nursing Recruitment Committee	2002-07 2004-07 2006-07 2002-07 2006 2002-07 2002-07 2003-07 2004-06 2003-06

Nursing students are invited to participate in student government and to serve on the nursing department curriculum, evaluation, and recruitment committees. Because of their work schedules and other responsibilities, students find it difficult to participate in committees. Student representatives have served on the Nursing Department curriculum and evaluation committees inconsistently during the last five years. No student representative has been on the recruitment committee since its inception in 2003-2004.

**Criterion 3:**

**Nursing education unit is administered by a nurse who is academically and experientially qualified, and who has authority and responsibility for development and administration of the program.**

**Credentials**

The chair of the Nursing Department at Webster University is Dr. Susan Heady. She was appointed as chair in June of 2006. She had served as interim chair and co-chair during the 2004-05 academic year. Dr. Heady received a diploma from St. Luke's School of Nursing, a BSN from Maryville University, an MSN from St. Louis University, and a PhD from St. Louis University.

Prior to being appointed an assistant professor at Webster University, Dr. Heady served as the program coordinator for the Master of Health Science in Health Care Services Program at Washington University. She also worked as a research coordinator at Washington University for a drug study and a smoking cessation study. Dr. Heady held a position at the Visiting Nurses Association as a clinical nurse specialist. She has held teaching positions at two previous institutions. At Webster University, Dr. Heady was the program coordinator of the MSN program for ten years.

Dr. Heady has written several book chapters during the last few years. She is a member of Sigma Theta Tau International, where she has held the position of counselor for the last two years. She is a reviewer for the *Journal of Family Nursing*.

In her role as department chair, Dr. Heady chairs the Nursing Faculty Organization and is an ex-officio member of all standing committees. Dr. Heady has served on the university's Institutional Assessment Committee, the Faculty Senate, the Salary and Fringe Benefits Committee, and the Graduate Council.

Dr. Heady's previous and current experience provides her a broad knowledge regarding the types of programs that are offered by Webster University's Nursing Department.

**Authority and Responsibility of the Nursing Administrator**

The nurse administrator is appointed on a 12 month basis. She has a nine month academic contract with a stipend for the summer chair responsibilities. Approximately

one third of her time is assigned to administrative duties. The chair teaches two courses per semester. It is challenging to balance the responsibilities of chair with teaching responsibilities. Dr. Heady's authority and responsibilities include oversight of the curriculum and evaluation of student outcomes, faculty hiring and evaluation, record keeping for students and faculty, representing the Nursing Department to internal and external groups, involvement in recruiting new students, preparing reports, preparing a departmental budget, and problem solving with students and faculty. The duties and stipend of the chair of the Nursing Department are similar to the duties and stipend of other chairs in the College of Arts and Sciences. Dr. Heady's curriculum vitae, transcripts, and license will be available for review on site. The position description for the department chair's may be found on the Intranet at:

[http://home.webster.edu/fac\\_handbook/departments.html](http://home.webster.edu/fac_handbook/departments.html)

**Criterion 4:**

**Policies of the nursing education unit are consistent with those of the governing organization, or differences are justified by the nursing education unit purposes.**

Faculty policies for Webster University faculty are published on line and can be accessed from computers on campus at the Intranet address:

[https://home.webster.edu/fac\\_handbook](https://home.webster.edu/fac_handbook). These policies have been developed by the faculty and any revisions are subject to Faculty Senate or Faculty Assembly approval. The policies are the same for nursing faculty as for all other university faculty. Revisions to the policies are updated on line. The handbook is currently undergoing extensive revision by the Faculty Senate with representation from the Academic Administration. The same policies of the university regarding faculty apply to all faculty regardless of department.

Faculty policies on the Webster University intranet site include academic freedom, academic rank, annual faculty evaluation (including student evaluation of faculty), commitment to diversity, faculty salary and benefits, faculty search, faculty workload, grievance procedure, nondiscrimination, promotion and tenure, sexual offenses, and termination. In addition, the president's introduction to the faculty manual on the intranet also contains a statement of nondiscrimination. Table 4.1 provides the locations of these university policies.

**Table 4.1 Location of University Policies** [https://home.webster.edu/fac\\_handbook](https://home.webster.edu/fac_handbook)

<b>University Policy</b>	<b>Location</b>
Academic Freedom	<a href="http://home.webster.edu/fac_handbook/acadfreedom.html">http://home.webster.edu/fac_handbook/acadfreedom.html</a>
Academic Rank	<a href="http://home.webster.edu/fac_handbook/acadrank.html">http://home.webster.edu/fac_handbook/acadrank.html</a>
Annual Faculty Evaluation	<a href="http://home.webster.edu/fac_handbook/facreview.html">http://home.webster.edu/fac_handbook/facreview.html</a>
Commitment to Diversity	Undergraduate Catalog, p.7, 14 Graduate Catalog, p. 6, 9
Faculty Salary and Benefits	<a href="http://home.webster.edu/fac_handbook/salary.html">http://home.webster.edu/fac_handbook/salary.html</a>
Faculty Appointment	<a href="http://home.webster.edu/fac_handbook/departments.html">http://home.webster.edu/fac_handbook/departments.html</a>
Faculty Workload	<a href="http://home.webster.edu/fac_handbook/workload.html">http://home.webster.edu/fac_handbook/workload.html</a>
Grievance Procedure	<a href="http://www.webster.edu/about/policy/grievance.shtml">http://www.webster.edu/about/policy/grievance.shtml</a>
Nondiscrimination	Undergraduate Catalog, p. 2 Graduate Catalog, p.2
Promotion and Tenure	<a href="http://home.webster.edu/fac_handbook/acadrank.html">http://home.webster.edu/fac_handbook/acadrank.html</a>
Sexual Offense	<a href="http://home.webster.edu/fac_handbook/sexualoff.html">http://home.webster.edu/fac_handbook/sexualoff.html</a>
Student Evaluation of Faculty	<a href="http://home.webster.edu/fac_handbook/facreview.html">http://home.webster.edu/fac_handbook/facreview.html</a> Department faculty evaluation process-Nursing Department Governance Guidelines
Termination	<a href="http://home.webster.edu/fac_handbook/facreview.html">http://home.webster.edu/fac_handbook/facreview.html</a>

## **Standard II: Faculty**

**There are qualified and credentialed faculty, appropriate to accomplish the nursing education unit purposes and strengthen its educational effectiveness.**

### **Criterion 5:**

**Faculty members (full-time and part-time) are academically and experientially qualified, and maintain expertise in their areas of responsibility.**

The Nursing Department at Webster University has six full time faculty members in St. Louis and one full time faculty coordinator in Kansas City. All full time faculty are registered nurses who hold master's degrees in nursing and earned doctorate degrees. Each full time faculty member teaches in both the BSN and the MSN programs.

There are seven adjunct faculty members who currently teach one or more courses per year at the St. Louis campus. Six of the adjunct faculty hold master's in nursing degrees and the other, who teaches a leadership (finance) course, holds a BSN and an MBA. Additional adjunct faculty members are hired on an as needed basis.

In addition to the full time faculty coordinator in Kansas City, there are 15 adjunct faculty members who teach regularly. All but one of the adjunct faculty members hold a minimum of a master's or doctorate in nursing and seven are prepared at the doctoral level. Two others are in doctoral programs. The other faculty member, who holds a BSN and a Master of Management Information Systems (MMIS), teaches the computer applications course.

Descriptions of faculty rank in the Webster University Faculty Handbook provide the formal written policy concerning the educational requirements for the hiring of faculty. Each department defines the specific educational and experiential requirements for their faculty. New full time faculty members are expected to have a doctoral degree or the terminal degree in the area in which the person is teaching. In the Nursing Department, the faculty agrees that all new full time faculty should have a doctoral degree in nursing or a related field, as all full time faculty have teaching responsibilities in the MSN program. Adjuncts who are assigned to teach graduate level courses either

have doctoral degrees or master's degrees with experience and education appropriate to the courses being taught.

In the state of Missouri, only prelicensure programs are under the auspices of the Missouri State Board of Nursing. Since the nursing programs at Webster University are an RN to BSN and an MSN program, they are not governed by State Board regulations.

Full time and adjunct faculty have a variety of backgrounds with academic and experiential preparation pertinent to their teaching responsibilities. This variety enriches the educational experiences of students in both the undergraduate and graduate nursing programs. The master's preparation of three full time faculty members is in medical-surgical nursing. Two full time faculty members are prepared with a master's degree in nursing of children. Two full time faculty members have psych-mental health as their master's or post-master's specialty area. At the doctoral level, three full time faculty have specialization in curriculum and instruction, two in public policy, one in nursing of children, and one in counseling and family therapy. One faculty member holds certification from the NLN as a Certified Nurse Educator (CNE).

All full time faculty are involved in teaching at the baccalaureate level since all areas of specialization are appropriate to health promotion and health education, which is the focus of the baccalaureate curriculum. Faculty who teach Community Health Nursing have many years of nursing practice in the community. Faculty teaching at the master's level have doctoral preparation in public policy, curriculum and instruction, or counseling and family therapy. In addition several have expertise in working with families through both their educational preparation and their experience. Five of the seven full time faculty have completed the Family Nursing Unit: Externship-Level I at the University of Calgary, on which the master's program content in family nursing is based. One faculty has completed the Level II-Advanced Externship. Table 5.1, the Faculty Profile form, describes the qualifications of full time and adjunct faculty members.

Full time nursing faculty maintain expertise in their areas of teaching through a variety of activities. Faculty read journals and books; attend local, national and international conferences; interact with colleagues, travel, participate in professional organizations, engage in faculty practice, or serve as volunteers.

**Table 5.1 Faculty Profile Form: Governing Institution: Webster University: Nursing Programs: BSN, MSN**

Faculty Name	FT/PT	Date of Initial Appt.	Rank	Bachelor Degree (credential)	Institution Granting Degree	Graduate Degree (credential)	Institution Granting Degree	Areas of Clinical Expertise	Certification	Academic Teaching (T) and Other (O) Areas of Responsibility
<b>Full Time</b>										
Broeder, Jennifer	FT	2002	Assoc Professor	BSN	Southern Illinois U-E	MSN, PhD	SLU, SLU	Pediatrics, Leadership, Research		T O
Davitt, Dian	FT	1986	Assoc Professor	BS in Nursing	Col of St Catherine	MSN, PhD	BU, SLU	Adult Health/ Public Policy		T
Drake, Mary Ann	FT	1998	Assoc Professor	BSN	Corpus Christi State.	MSN, PhD	SLU, SLU	Community/ Education Policy		T
Heady, Susan	FT	1991	Professor	BSN	Maryville University	MSN, PhD	SLU, SLU	Community/ Education/Policy		T O
Schappe, Anne	FT	1995	Assoc Professor	BSN	Saint Louis University	MSN, MA, PhD	SLU, SLU	Pediatrics/ Family		T
Thompson, Margo	FT	1993	Not Ranked	BSN	University of Kansas	MA, MSN, EdD	KU, WSU, KU	Mental Health/ Education	CNE	T O
Wehling, Barbara	FT	1990	Professor	BSN	Saint Louis University	MSN, PhD	SLU, SLU	Med-Surg/Mental Health/ Education		T O

Table 5.1 Faculty Profile Form (cont)

Faculty Name	FT/PT	Date of Initial Appt.	Rank	Bachelor Degree (credential)	Institution Granting Degree	Graduate Degree (credential)	Institution Granting Degree	Areas of Clinical Expertise	Certification	Academic Teaching (T) and Other (O) Areas of Responsibility
<b>St Louis Adjuncts</b>										
Aubuchon, Mary	PT	1998	Adjunct	BSN	Webster University	MSN	WU	Occupational Health/Management	ANP-C, COHN-S	T
Bettale, Jon	PT	2006	Adjunct	BSN	Saint Louis University	MBA	LU	Management		T
Cannon, Joan	PT	2003	Adjunct	BSN	Webster University	MSN	SLU	Informatics	CCRC	T
Johnson, Monica	PT	2003	Adjunct	BSN	Webster University	MSN	WU	WHNP	RNC	T
Rethemeyer, Alvyne	PT	2001	Adjunct	BSN	Webster University	MSN	UMSL	Parish Nursing		T
Seggerman, Kathleen	PT	2005	Adjunct	BSN	Webster University	MSN	WU	Risk Management		T
Strassner, Joetta	PT	2007	Adjunct	BSN	Webster University	MSN	WU	Emergency Room/Staff Education		T
<b>KC Adjuncts</b>										
Ballou, Kathleen	PT	2006	Adjunct	BSN	University of MO-KC	MSN, PhD	UMKC, KU	Leadership, Research		T
Chrisman, Susan	PT	1994	Adjunct	BSN	Saint Louis University	MSN, PhD	SLU, KU	Adult-Geriatric NP		T
Crigger, Nancy	PT	2005	Adjunct	BSN	University of Kansas	MS, PhD, MA	TWU, UF, UCF	Family NP/Research	FNP-BC	T

Table 5.1 Faculty Profile Form (cont)

Faculty Name	FT/PT	Date of Initial Appt.	Rank	Bachelor Degree (credential)	Institution Granting Degree	Graduate Degree (credential)	Institution Granting Degree	Areas of Clinical Expertise	Certification	Academic Teaching (T) and Other (O) Areas of Responsibility
Gabbert, Tandy	PT	2006	Adjunct	BSN	Webster University	MSN	WU	Orthopedics/Management	ONC	T
Hedrick, Jane	PT	2004	Adjunct	BSN	University of Iowa	MSN, PhD	UMKC	Pediatrics/Family Health		T
Kampmann, Jackie	PT	1998	Adjunct	BSN	University of Kansas	MN	KU	Mental-Health/Holistic Nsg		T
Lea, Karen	PT	1988	Adjunct	BSN	University of Texas	MN	KU	Pediatrics/Family Health		T
Luft, Kay	PT	2003	Adjunct	BSN	Avila College	MN, PhDc	KU, UMKC	CC/Pathophysiology	CCN	T
McDermott, Joanne	PT	2004	Adjunct	BSN	State Univ. New York	MA-NEd	NYU	Maternal/Child/Family Health		T
Pesto, Marilyn	PT	2007	Adjunct	BSN	Univ. Alabama Birmingham	MSN, JD	UMC, UMC	Legal Issues/Mental Health		T
Prouty, Diana	PT	2006	Adjunct	BSN	Avila College	MSN, PhD	KU, UMKC	Adult/Chronic Illness		T
Ruff, Mitchell	PT	2007	Adjunct	BSN	Webster University	MS(N)	KU	Pediatrics		T
Sorbo, Troy	PT	2007	Adjunct	BSN	Webster University	MMIS	FU	Informatics		T
Spaniol, Robert	PT	2003	Adjunct	BSN	University of Kansas	MBA, PhD	UST, KU	Management, HIPPA	HealthCare Outcomes Mgmt & Research	T
Whitaker, Sally	PT	2003	Adjunct	BSN	Webster University	MSN	KU	Adult Health Care		T

For example, all full time faculty teaching the MSN family nursing courses have attended the Family Nursing Externships. Drs. Drake and Schappe attended the 8th International Family Nursing Conference held in Bangkok, Thailand. In conjunction with this trip, Dr. Drake taught a nursing elective: Health in the International Community: Thailand. Drs. Davitt and Thompson traveled to Dublin with undergraduate and graduate students in 2005 for a similar elective: Health in the International Community: Ireland. Drs. Schappe and Thompson have attended AACN Baccalaureate Education Conferences and Dr. Broeder has attended the corresponding Master's Education Conference. Drs. Davitt and Thompson attended the Geriatric Nursing Education Consortium (GNEC) Faculty Development Institute for enhancing gerontology content in senior level baccalaureate courses.

Dr. Wehling serves as a volunteer parish nurse. Drs. Drake and Schappe participate in the immunization program with the Ritenour School District. Dr. Thompson volunteers for Operation Uplift, an organization that feeds the homeless in Kansas City. Drs. Davitt, Drake and Schappe volunteer regularly through a Webster sponsored monthly dinner for the poor at St. Peter and Paul Community Center in the St. Louis area. The curriculum vitae of all full time faculty contain details of how faculty maintain expertise and will be available for review on site.

Students in the RN to BSN program are required to take Advanced Physiology, offered by the Biological Sciences Department; statistics, which is taught by faculty in the Department of Behavioral and Social Sciences; and Computer Applications in Nursing, which is taught by faculty from the Math and Computer Science Department. Professors in the biology and behavioral and social sciences areas who teach nursing students hold at least master's or doctoral degrees in nursing or their areas of expertise. The professors who teach Computer Applications hold at least a master's degree in either nursing or computer science and have extensive experience in the technology area. The curriculum vitae of all non nursing faculty teaching required courses will be available for review on site. Masters students in the educator focus take one elective course and faculty who teach these electives meet the qualification requirements of the department or school offering the course.

**Criterion 6:****Number and utilization of full-time and part-time faculty meet the needs of the nursing education unit to fulfill its purposes.**

The faculty of the Nursing Department at Webster University believe in the Philosophy and Organizing Framework of the Department. The philosophy is based on adult learning theories and encourages self-directed learning and active learning on the part of the student and mutual respect between learner and teacher. Small class size used at Webster University encourages such interaction among students as well as between faculty and students and allow faculty to promote critical thinking. This is consistent with a statement from the mission and values of Webster University which commits to sustain “a personalized approach to education through small classes and close relationships among faculty and students” (<http://www.webster.edu/about/mission.shtml>).

Full time faculty have responsibility for teaching, scholarly activities, and community service to the university and the broader community. At the St. Louis campus, full time faculty also advise current and prospective students. In Kansas City advisement is done primarily by the BSN coordinator and the MSN advisor. Meeting with prospective students is unique at Webster University to the Nursing Department; students in other majors meet initially with members of the Admissions Department. The Nursing Department faculty believe this personalized approach, beginning with a prospect’s initial contact, sets the tone for the faculty’s positive relationship with students that continues into the classroom after admission.

The teaching contracts of all full time nursing faculty are 9 month academic year contracts. The teaching work load for a 9 month contract is 9 to 12 credit hours or 3 courses per semester. The teaching load of the chair is 6 credit hours per semester. Any additional courses taught by full time faculty during the academic year or in the summer are taught for overload pay according to the adjunct pay scale. Adjunct faculty generally teach one or two courses per semester and are also paid according to the adjunct pay scale.

All faculty in the Nursing Department teach in both the BSN and MSN programs. Clinical/practicum classes in both programs have a limit of 16 students. Other classes are

limited to 25 or fewer students. If there is convincing rationale, occasionally a limit may be exceeded by one or two students. During the spring 2007 semester, classroom faculty-student ratios ranged from 1:12 to 1:15. The ratio for clinical practice courses ranged from 1:6 to 1:17. In the MSN program, the classroom faculty-student ratio ranged from 1:7 to 1:12. The ratio for practicum courses was 1:6 to 1:12. Table 6.1 details the faculty-student ratio in clinical/practicum and other classes for of spring 2007 classes.

**Table 6.1 Faculty-Student Ratio in Nursing Courses-Spring 2007**

<b>BSN Courses</b>	<b>Clinical Courses</b>	<b>Section</b>	<b>Faculty</b>	<b>Faculty Status</b>	<b>No. of Students</b>
NURS 3010		01	Drake	FT	15
		30	Kampmann	PT	12
NURS 3020		01	Johnson	PT	13
		30	Davitt	FT	13
NURS 3400	X	01	Wehling	FT	10
NURS 3410	X	30	Chrisman	PT	11
		01	Schappe	FT	6
		02	Schappe	FT	13
NURS 3420	X	30	Lea	PT	6
		01	Davitt	FT	14
NURS 4230		30	Davitt	FT	15
		01	Broeder	FT	12
NURS 4240	X	01	Drake	FT	17
		30	Gabbert	PT	14
		31	Spaniol	PT	9
NURS 4250	X	01	Drake	FT	16
		30	Thompson	FT	9
		31	Lea	PT	9
<b>MSN Courses</b>	<b>Practicum Courses</b>	<b>Section</b>	<b>Faculty</b>	<b>Faculty Status</b>	<b>No. of Students</b>
NURN 5000		30	Ballou	PT	12
NURN 5550		02	Broeder	FT	11
		30	Ballou	PT	10
NURN 5800	X	01	Drake	FT	6
		02	Schappe	FT	7
		30	McDermott	PT	6
NURN 5810	X	01	Heady	FT	7
		30	Thompson	FT	6
NURN 5820	X	30	Prouty	PT	8
NURN 5210	X	01	Wehling	FT	8
NURN 5410		01	Broeder	FT	7
		30	Spaniol	PT	11
NURN 5450	X	01	Broeder	FT	12

Faculty supervise clinical or practicum experience in a variety of ways. On site supervision, supervision via video or audiotapes, or consultation with mentors in the supervision of students. Assignments completed during clinical or practicum provide faculty with another means of supervising and evaluating student clinical practice. Discussions related to practice often occur in the classroom setting and permit students to learn from the experiences of others.

According to the policy of the university, all faculty at extended campuses are adjuncts. The Kansas City site has a large number of well educated, well qualified adjuncts who teach for the Nursing Department. These individuals teach or work in other schools of nursing or in practice settings for their primary jobs. The full time faculty actively engage adjuncts in decision-making in the curriculum so they have a personal and professional involvement in the program and to utilize their areas of experience and expertise. Adjuncts are encouraged to provide suggestions and feedback for decision-making in course meetings. Each year the St. Louis faculty travel to Kansas City for a joint meeting with adjunct faculty there. The faculty coordinator in Kansas City conveys important department decisions and policies to the Kansas City faculty and facilitates communication on a regular basis.

Faculty agree that the number and use of full time faculty allows them time for teaching, advising, scholarly activities and service. The number and utilization of full time faculty and adjunct faculty makes it possible for the department to fulfill its mission. However, due to the limited number of full time faculty, balancing departmental responsibilities such as recruitment, advisement, curriculum development, program evaluation, and exploration of possible opportunities for new program formats or sites is sometimes challenging.

**Criterion 7:**

**Faculty performance is periodically evaluated to assure ongoing development and competence.**

Full time faculty performance is evaluated annually. Each year individual faculty submit a current curriculum vitae and self-evaluation to the department chair. This self-evaluation includes progress on goals from the previous year, goals for the upcoming year, and comments from the chair. Concurrently full time department colleagues are asked to complete peer evaluations to include the areas of: teaching and advising; professional development; and service to the university, academic, and professional communities. The chair completes a written evaluation of the faculty that includes a summary of the peer evaluations and additional comments reflecting the chair's perspective. The chair meets individually with the faculty member to discuss the evaluation. Faculty have the opportunity to add written comments to their evaluation summary. The written evaluation becomes a part of the faculty member's file.

The Nursing Department is asked to submit a letter of support for any faculty member undergoing review for initial or continuing status, tenure, or promotion in rank. Individual faculty members may write additional letters of testimony. These documents are sent to the Committee to Review Faculty and a copy of the department letter is placed in the faculty member's file.

Another component of the faculty evaluation process is the evaluation by students of a faculty member's teaching effectiveness in the areas of organization, preparation, knowledge, teaching ability, responsiveness to students, and atmosphere created in the classroom. These evaluations are part of a "Course Evaluation" form that asks students about the course, the instructor, and if applicable, the clinical or practicum learning experiences (see Appendix E). This evaluation of all faculty, full time and adjuncts, occurs at the end of each eight week term. If the performance of an adjunct faculty does not meet the expected level of achievement, they are counseled by the department chair in St. Louis or the faculty coordinator in Kansas City.

The components of faculty performance evaluation, as identified in department documents, consist of: evaluation by students, peer evaluation by department faculty,

faculty self-evaluation and updated curriculum vitae, review by the chairperson of the department, and review by the university Committee to Review Faculty (CRF) according to the University Faculty Handbook and the CRF guidelines.

**Criterion 8:**

**The collective talents of the faculty reflects scholarship through teaching, application, and the integration and discovery of knowledge as defined by the governing organization and within the nursing education unit.**

Scholarship at Webster University is broadly defined and includes teaching, development of course materials, publications and presentations, research, attendance at conferences, and faculty practice. Scholarship is widely demonstrated by the faculty of the Nursing Department.

Excellence in teaching is a primary expectation at Webster University. Faculty in the Nursing Department have been recognized for their teaching within the University community. Dr. Schappe received the 2007 Messing Award to learn about family practices and health care in Asia.. Drs. Broeder, Davitt, Drake, Schappe, and Thompson received Title III Teaching Transformation Fellowships. Nursing department faculty attend meetings and conferences related to teaching as well as the content of the courses they teach. All faculty participate in the development and revision of course materials.

Dr. Broeder assisted with development of a HRSA Nurse Educator Grant for the MSN students. Drs. Schappe and Wehling each received a Webster University Faculty Research Grant.

The faculty of the Nursing Department are heavily engaged in service to the university community. The faculty serve on numerous university committees as illustrated in the following examples: Committee to Review Faculty, Faculty Senate, Graduate Council, Salary and Fringe Benefits Committee, Grievance Committee, Multicultural Affairs Committee, Accessibility Committee, Curriculum Committee, General Studies Committee, Writing Board, Honors Committee, and the Pandemic Flu Planning Committee.

The faculty of the Nursing Department are active in the professional community through membership in a variety of organizations that include: American Public Health Association, Association of Community Health Nurse Educators, American Nurses Association and Missouri Nurses' Association, National League for Nursing, Association for Research in Mothering, Midwest Nursing Research Society, National Council on

Family Relations, Case Management Society of America, National Nursing Staff Development Organization, The Greater St. Louis Parish Nurse Network, Health Ministries Association, Gerontologic Nurses Association, Academy of Medical Surgical Nursing, and Sigma Theta Tau International. A faculty member serves as Vice President/Treasurer of the Collegiate Nurse Educators of Greater Kansas City. Faculty hold offices and serve on committees of Delta Lambda Chapter of Sigma Theta Tau International and include Nominating Committee, Bylaws Committee, Eligibility Committee, Counselor, Recording Secretary. Another faculty has served in the past as archivist, vice president and president of Delta Chapter.

Faculty of the department present at local, national, and international conferences. Locally: for example Dr. Schappe presented “Nursing in Africa” at Sigma Theta Tau International, Delta Lambda Chapter meeting. Dr. Broeder presented “Grant Writing Hints for Doctoral Students” at Saint Louis University School of Nursing, Dr. Thompson presented “The Mix of Generations in the Classroom” at the Central Region Faculty Conference for Webster University. Dr. Wehling presented “Fostering Health and Wholeness Through Community Collaboration” at the Health Ministries Association 17<sup>th</sup> Annual National Conference. Dr. Drake presented a poster with BSN Students at the American Public Health Association in Washington, DC. Dr. Thompson presented at the National League for Nursing Education Summit and the American Association for Colleges of Nursing Baccalaureate Education Conference. Internationally, Dr. Davitt presented “Agenda Setting: The National Center for Nursing Research” at the International Research Congress of Sigma Theta Tau International in 2004 in Dublin, Ireland. Dr. Broeder presented the paper: “Motherhood Too Soon: The Practice of Mothering Premature Infants” at the Australian International Conference on Mothering Practices, University of Queensland, Australia, summer 2007.

Departmental faculty are engaged in scholarship by publishing book chapters and articles and serving as reviewers for journals and books. Drs. Heady and Schappe each contributed chapters to *Home Health Nursing Practice* and Dr. Heady also authored a chapter in *Health Promotion Throughout the Lifespan*. Dr. Broeder, with others, contributed an article to *Journal of Family Nursing*. Drs. Davitt and Wehling each wrote a book review for *Nursing Research: Reading, Using, and Creating Evidence*. Dr.

Wehling was facilitator and editor for the development of *Supplemental Modules and Basic Parish Nurse Curriculum*, for the International Parish Nurse Resource Center, Dr. Thompson served as content expert, instructional designer and editor of *Clinical Faculty Academy* materials for The Health Alliance of MidAmerica. Drs. Drake and Heady are reviewers for the *Journal of Family Nursing*. Dr. Heady served as a chapter reviewer for a Delmar Publishing Company text on health education. Dr. Thompson has reviewed chapters for a proposed community and public health nursing text for *Content Connections*. Dr. Schappe served as reviewer and chair for the External Review Committee of the Basic Parish Nurse Curriculum Supplemental Modules.

These activities represent only a sampling of the scholarly activities of the nursing faculty. Curriculum vitae which contain a more complete listing will be available to the visitors at the time of the site visit.

Financial support for faculty continuing education and scholarly activities is available through professional development funds. Small research grants are also available from the university.

### **Standard III: Students**

**The teaching and learning environment is conducive to student academic achievement.**

#### **Criterion 9:**

**Student policies of the nursing education unit are congruent with those of the governing organization, publicly accessible, non-discriminatory, and consistently applied; differences are justified by the nursing education unit purposes.**

Policies for nursing students are congruent with Webster University's student policies. Webster University's academic policies can be found in the undergraduate and graduate catalogs. Other student policies are published in the Student Handbook. The policies are also available on line. Table 9.1 lists the University policies and their locations.

#### **Differences in Policies of the Nursing Programs**

General policies that differ for the nursing programs are those related to admission, progression, and academic advising. Admissions requirements for the BSN program are listed in the undergraduate catalog and those for the MSN program are in the graduate catalog. Advising for nursing students is conducted by the Nursing Department rather than by the Academic Advising Center.

Policies that differ from the University policies are congruent with the requirements of the practice learning environments used by the students, or nursing ethics and safety. These requirements are the same for students in all of the nursing programs.

Policies specific to nursing students are located in the Nursing Department Handbook in print and on the nursing website. The policies in the Nursing Department Handbook are reviewed annually and students are given a new copy of the handbook each academic year. Policies that are specific to nursing students include "Special Requirements for Clinical/Practicum Experiences" (proof of current Missouri RN licensure, annual tuberculosis screening, completed immunization records, drug testing, a criminal background check, and other documents required by practice learning affiliates). These documents are kept on file in the Nursing Office. Other policies that are

**Table 9.1 Location of Student Policies**

<b>Student Policy</b>	<b>Location</b>
<b>Non-discrimination</b>	<a href="http://www.webster.edu/about/policy/affirmative_action.shtml">http://www.webster.edu/about/policy/affirmative_action.shtml</a>
<b>Selection and Admission</b>	<a href="http://www.webster.edu/ugcatalog/admit.html">http://www.webster.edu/ugcatalog/admit.html</a> <a href="http://www.webster.edu/gradcatalog/acad_policies.html">http://www.webster.edu/gradcatalog/acad_policies.html</a> - <a href="#">AdmissionRequirement</a>
<b>Academic Progression</b>	<a href="http://www.webster.edu/ugcatalog/acad_policies.html">http://www.webster.edu/ugcatalog/acad_policies.html</a> <a href="http://www.webster.edu/gradcatalog/acad_policies.html">http://www.webster.edu/gradcatalog/acad_policies.html</a>
<b>Student evaluation/ Grading</b>	<a href="http://www.webster.edu/ugcatalog/acad_policies.html">http://www.webster.edu/ugcatalog/acad_policies.html</a> <a href="http://www.webster.edu/gradcatalog/acad_policies.html">http://www.webster.edu/gradcatalog/acad_policies.html</a> - <a href="#">Grades</a>
<b>Withdrawal/Dismissal</b>	<a href="http://www.webster.edu/ugcatalog/acad_policies.html">http://www.webster.edu/ugcatalog/acad_policies.html</a> <a href="http://www.webster.edu/gradcatalog/acad_policies.html">http://www.webster.edu/gradcatalog/acad_policies.html</a> - <a href="#">Warning</a>
<b>Graduation Requirements</b>	<a href="http://www.webster.edu/ugcatalog/acad_policies.html">http://www.webster.edu/ugcatalog/acad_policies.html</a> <a href="http://www.webster.edu/gradcatalog/acad_policies.html">http://www.webster.edu/gradcatalog/acad_policies.html</a> - <a href="#">DegreeCompletion</a>
<b>Grievances/Complaints and Appeal Procedures</b>	<a href="http://www.webster.edu/about/policy/grievance.shtml">http://www.webster.edu/about/policy/grievance.shtml</a>
<b>Financial Aid</b>	<a href="http://admissions.webster.edu/admissions/finaid">http://admissions.webster.edu/admissions/finaid</a>
<b>Transfer of Credit</b>	<a href="http://www.webster.edu/ugcatalog/acad_policies.html">http://www.webster.edu/ugcatalog/acad_policies.html</a>  <a href="http://www.webster.edu/gradcatalog/acad_policies.html">http://www.webster.edu/gradcatalog/acad_policies.html</a> - <a href="#">Transfer of credit</a>
<b>Health Requirements</b>	<a href="http://www.webster.edu/studlife/health/req.html">http://www.webster.edu/studlife/health/req.html</a>
<b>Validation of Prior Learning/Articulation</b>	<a href="http://www.webster.edu/ugcatalog/acad_policies.html">http://www.webster.edu/ugcatalog/acad_policies.html</a> <a href="http://www.webster.edu/gradcatalog/acad_policies.html">http://www.webster.edu/gradcatalog/acad_policies.html</a> - <a href="#">Transfer of credit</a>

different for nursing students include a statement regarding confidentiality, dress code for practice learning experiences, student representation on departmental committees, and transportation of clients. The Nursing Department Handbook is available on line at:

[www.webster.edu/depts/artsci/nursing/handbook.htm](http://www.webster.edu/depts/artsci/nursing/handbook.htm)

## Policy Changes

Whenever a policy change occurs, students are informed in a variety of ways. Changes in policy are posted on bulletin boards, mailed to students, and/or announced in classes. Undergraduate and Graduate catalogs are updated yearly and any new policy is included in the catalog. New policies may also be published in *The Journal*, the news source for Webster University.

## Admission and Academic Progression

Requirements for admission to the BSN and MSN programs and progression in the programs differ from those of other undergraduate and graduate programs. The admission requirements and progression policies are listed in the undergraduate and graduate catalogs with the respective program information.

## Demographic Profile of Students

The race and gender of students admitted to the BSN and MSN programs is displayed in Table 9.2. This table reflects the diversity of the student population.

**Table 9.2 Students Admitted to BSN and MSN Programs by Race and Gender**

Year Site/ Program	Total No. Admit	White No. (%)	Black No. (%)	Hispanic No. (%)	Other/ Unknown No. (%)	Male No. (%)
<b>2004-05</b>						
KC BSN	33	20 (61%)	10 (30%)		3 (9%)	1 (3%)
MSN	9	8 (89%)		1 (11%)		1 (11%)
STL BSN	40	22 (55%)	11 (28%)		4 (10%)	1 (3%)
MSN	19	11 (58%)	5 (26%)		3 (16%)	3 (16%)
<b>2005-06</b>						
KC BSN	44	32 (78%)	8 (18%)		4 (9%)	2 (5%)
MSN	9	6 (67%)	2 (22%)		1 (11%)	
STL BSN	44	31 (70%)	7 (16%)		6 (14%)	5 (11%)
MSN	30	23 (77%)	3 (10%)	2 (7%)	2 (7%)	1 (3%)
<b>2006-07</b>						
KC BSN	35	17 (49%)	12 (34%)	1 (29%)	5 (14%)	6 (17%)
MSN	9	5 (56%)	2 (22%)		2 (22%)	
STL BSN	34	15 (44%)	16 (47%)		2 (6%)	3 (9%)
MSN	24	19 (79%)	2 (8%)		3 (13%)	1 (4%)

### Attrition and Retention of Nursing Students

The Nursing Department faculty is committed to successful matriculation of the BSN and MSN students. Students are encouraged to seek assistance from faculty and from the Academic Resource Center upon admission and throughout their enrollment in the programs.

BSN students who are inactive are periodically sent a letter from the chair encouraging them to contact the Nursing Department regarding registration. The most common reasons given for attrition are changes in personal, family, employment, and financial situations. Students who are inactive and in good standing who decide to return to classes can complete a readmission form at any time with agreement to return under the current program requirements.

Review of students admitted to the BSN program in St. Louis and Kansas City during the 2004-2005, 2005-2006, and 2006-2007 academic years reveals retention rates ranging from 75% to 92% for those admitted. The BSN student retention rates are summarized in Table 9.3.

**Table 9.3 BSN Retention Rates**

Admission Year/ Site	BSN Student Admissions No.	BSN Students Actively Enrolled/ Graduated No.	BSN Retention Rate (%)
2004-05			
StL	25	23	92%
KC	28	3	89%
2005-06			
StL	36	31	86%
KC	40	30	75%
2006-07			
StL	31	27	87%
KC	27	24	89%

The retention rate for MSN students admitted during the 2004-2005, 2005-2006, and 2006-2007 academic years in St. Louis and Kansas City ranges from 71 % to 100%. In addition to the reasons for attrition previously stated, two students from the 05-06 St. Louis cohort were dismissed based on academic performance. The MSN program retention rates are summarized in Table 9.4.

**Table 9.4 MSN Retention Rates**

<b>Admission Year/ Site</b>	<b>MSN Student Admissions No.</b>	<b>MSN Students Actively Enrolled/ Graduated No.</b>	<b>MSN Retention Rates (%)</b>
2004-05			
StL	20	19	95%
KC	9	7	78%
2005-06			
StL	17	12	71%
KC	18	17	94%
2006-07			
StL	16	15	94%
KC	11	11	100%

**Criterion 10:**

**Students have access to support services administered by qualified individuals that include, but are not limited to: health, counseling, academic advisement, career placement, and financial aid.**

**Availability of Student Support Services**

Students in the nursing program at Webster University have the full range of student services available to them that are typical of a comprehensive university program.

Information related to academic resources, counseling, evening student admissions, financial assistance, registrar, university admissions and university health services is discussed below. Additional information can be found in the Student Handbook, the Undergraduate and Graduate catalogs, and on the university website ([www.webster.edu](http://www.webster.edu)). All support services are administered by individuals who have appropriate academic and experiential backgrounds. The vitae of the directors of the various support services will be available on site. Table 10.1 lists the student support services, locations, directors, and their qualifications.

**Health Services**

Health Services personnel assist students in maintaining total body wellness with a focus on health prevention. Health services is directed and staffed by registered nurses. Students may receive treatment for minor injuries and illnesses. Information regarding physician referrals, as well as educational materials on all aspects of health and wellness, can be obtained through this office.

**Counseling**

The Counseling and Life Development Office offers services that offer students the opportunity to learn how to cope with or resolve interpersonal, emotional, and social problems. The staff includes full time Licensed Professional Counselors, Licensed Marriage and Family Therapists (curriculum vitae available on site for full time staff), and counseling interns (post-graduate master's and doctoral students under the supervision of the director). Individual sessions, marriage and family therapy, and group therapy are offered as needed. Wellness programs are offered on topics such as

**Table 10. 1 Student Support Services: Locations, Directors, and Their Qualifications**

<b>Service</b>	<b>Location</b>	<b>Director(s)</b>	<b>Qualifications</b>
<b>University Health Services</b>	Loretto Hall 112	Susan M. Daily	Director of University Health Services since 1988 BS, Nursing Management, 1983
<b>Counseling/Life Development</b>	Loretto Hall 101	Patrick Stack  Gladys A. Smith	Director of Counseling/Life Development since 1988 Licensed Marriage and Family Therapist, Licensed Professional Counselor D.Min., Pastoral Counseling, 1992 Assistant Director of Counseling/Life Development Two Masters: Education Counseling, 2000, and Health Sciences, 1997
<b>Academic Advising</b>	Garden Park Plaza	Tom Nickolai	Director PhD, 1986
<b>Career Services</b>	Garden Park Plaza	Tamara G. Gegg-LaPlume	Interim Director, 2007 Assistant Director of Career Development since 2003 M.A. in Counseling, 1995
<b>Financial Aid</b>	Webster Hall 101	Jonathan Gruett	Director of financial Aid Current position since 1996 MBA, 1993
<b>Academic Resource Center</b>	Loretto Hall 6	Barbara Stewart	Director, 2007 Assistant Director, 2001-2006 BS Elementary Education/ Special Education MA Business MSW Candidate, 2008
<b>Undergraduate Admissions</b>	Undergraduate Admissions	Neil DeVasto	Director of Admissions, 1996 BA Public Service, 1979
<b>Graduate and Evening Student Admissions</b>	Garden Park Plaza	Matt Nolan	Director of Graduate & Evening Student Admissions Current position since 2002 MBA, 2000 Anticipates completion of PhD, 2008

relationships, substance abuse, stress management, physical care, spirituality, life direction, eating disorders, depression, and developmental issues. The staff also serves as the campus advocate for the survivors of sexual offenses.

**Academic Advisement**

The Academic Advising Center coordinates the undergraduate and graduate advising systems. The office provides students with information about academic programs as well as special study opportunities; it also facilitates admission to graduate degree programs. All students may visit this office for academic advising assistance and registration or to pick up catalogs, course schedules, add/drop slips, withdrawal forms, and change of advisor forms. The staff assists graduate students with transfer of credit hours, course waiver requests, and petitions to graduate.

Many of the traditional services provided by the center are offered directly through the Nursing Department faculty. Advising, recruitment, and interviews of prospective and current nursing students are conducted by the Nursing Department. The Graduate and Evening Student Admissions office assists in the application process for BSN and MSN program applicants.

**Career Placement**

The Career Services office staff assists students and alumni to develop skills in navigating the dynamic career development process, and supports them as they clarify and attain their goals. The most frequently used services are individual career counseling, job search advising, resume and cover letter writing assistance, mock interviewing, internship development, on campus recruiting, job postings, resume referrals, website and online resources, and job fairs. The staff also plan and offer a variety of career education seminars and workshops. The services can be requested in person, by telephone, or through the website.

## **Financial Aid**

The Financial Aid Office provides information about all federal and state aid programs, as well as Webster Grant and Scholarship programs, to all interested students. The office administers the Webster University Scholarship and Grants, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Work-Study, Federal Perkins Loan, Missouri Student Grant, and the Student Employment program. The Financial Aid Office also processes applications for the Federal Subsidized and Unsubsidized Stafford Loan programs, as well as the PLUS program. (Descriptions of student services in this section are taken directly from the *Webster University Student Handbook and Calendar, 2007-2008* with minor wording changes).

## **Qualifications of Student Services Personnel**

Student services personnel are well qualified for their positions. Table 10.1 summarizes the academic and experiential qualifications of those responsible for student services.

## **Access to Student Services at the Kansas City Campus**

The various services that support Webster University students at Kansas City and all extended sites are:

Academic Advising Center

[http://www.webster.edu/acadaffairs/asp/acad\\_advising.html](http://www.webster.edu/acadaffairs/asp/acad_advising.html)

Emerson Library

<http://library.webster.edu/index.html>

Online Writing Center

<http://www.webster.edu/acadaffairs/asp/wc/index.html>

Technology support

[http://www.webster.edu/helpdesk/new/faculty/online/hd\\_contact.html](http://www.webster.edu/helpdesk/new/faculty/online/hd_contact.html)

Resources available at the Kansas City site are also described on the campus website at:

<http://www.webster.edu/kc/resources.htm> and

<http://www.webster.edu/kc/handbook.htm>

**Criterion 11:****Policies concerned with educational and financial records are established and followed.**

Webster University has policies regarding the maintenance of educational and financial records. The Registrar keeps the official educational records. The Business Office keeps the official financial records. Both departments follow the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended. The primary rights afforded by the act are "the right to inspect and review education records, the right to seek to have the records amended, and the right to have some control over the disclosure of information from the records. Webster University accords all the rights under the law to students" (Student Handbook, 2007-08, p. 45).

Students are notified annually of their rights as stipulated by FERPA by publication on the World Wide Web, in the student newspaper, *The Journal*, and by any other means designated by the Registrar. Students have the right "to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panels to be unacceptable" (Student Handbook, 2007-08, p. 45). Student education records include admissions, personnel, academic, financial files, and placement records. At Webster University, the Vice President of Students and Enrollment Management has been designated to coordinate and review procedures for student education records" (Student Handbook, 2007-08, p. 45). The entire FERPA policy, including exceptions to the policy, is published at:

<http://www.webster.edu/about/policy/ferpa.shtml>

Disclosure of information from a student's education record occurs only with the written consent of the student. Exceptions to this policy are listed in the FERPA policy in the Student Handbook, page 60. Students or graduates may obtain transcripts from Webster University upon written request free of charge. Educational records are kept in a database, which is accessible only on a need to know basis to those with a password. Students may view their own educational records on line using their own password.

Monthly financial statements are sent to the permanent address of the student or to a billing address requested by the student.

Applications, transcripts, acceptance letters, and transfer credit transcripts for registered students are kept forever. Records are scanned into the computer database through a program called IMS (imaging made simple). Webster University stores the applications and transcripts of students who graduated prior to the use of IMS via microfilm. The Nursing Department keeps an unofficial file on all students in locked file cabinets in the Nursing Department Office. These files are used when advising students. FERPA guidelines apply to the educational records in the Nursing Office.

### **Standard IV: Curriculum and Instruction**

**The curriculum is designed to accomplish its educational and related purposes.**

#### **Criterion 12:**

**Curriculum developed by nursing faculty flows from the nursing education unit philosophy/mission through an organizing framework into a logical progression of course outcomes and learning activities to achieve desired program objectives/outcomes.**

#### **Philosophy and Organizing Framework**

The BSN and MSN curricula, developed by the Nursing Department faculty, flow from the departmental philosophy through the concepts identified in the organizing framework. The philosophy and organizing framework are displayed in the Nursing Department Handbook, pages 3 to 6, and on the website at:

<http://www.webster.edu/depts/artsci/nursing/handbook.htm>

The concepts in the organizing framework are theory, holism, health promotion and health education, nursing process, diversity, ethics, and nursing research. These concepts are evident throughout the curriculum of each program and are congruent with the curriculum design course objectives, course progression, and program outcomes.

#### ***BSN Curriculum***

The BSN program is an RN to BSN degree completion program for registered nurses who have completed either an associate degree or a diploma program. Webster University requires 128 credit hours for a baccalaureate degree. The required prerequisite courses are: Anatomy & Physiology, Microbiology, General Psychology, General Sociology, and English. The BSN Curriculum Plan is outlined in Table 12.1.

The number of nursing credits transferred from community colleges varies depending upon the number of hours required by the college for an associate degree. Upper division college credits from accredited institutions of higher education may

**Table 12.1 BSN Curriculum**

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>	<b>Prerequisites</b>
NURS 3010	Concepts of Professional Nursing	3	None
NURS 3020	Holistic Health Assessment	4	NURS 3010 or permission of Chair
NURS 3400	Health Education in Nursing Practice	4	NURS 3010 and NURS 3020
NURS 3410	Family Health Promotion	4	NURS 3010 and NURS 3020
NURS 3420	Group Process in Nursing Practice	4	NURS 3010 and NURS 3020
PSYC 2750	Introduction to Measurement and Statistics	3	PSYC 1030 (Introduction to Psychology) or permission of instructor
NURS 4230	Introduction to Nursing Research	3	NURS 3400, 3410 and 3420 and PSYC 2750 or permission of Chair
NURS 4240	Nursing Leadership and Management	4	NURS 3400, 3410, and 3420 or permission of Chair
NURS 4250	Community Health Nursing	5	NURS 3400, 3410, and 3420 or permission of Chair
NURS	Nursing Elective	2 or 3	None
BIOL 4210 or 4220	Advanced Physiology	3	BIOL 1610 or 1620 (Anatomy and Physiology) or permission of instructor
COAP 3030	Computer Applications in Nursing	3	None

be considered for transfer toward the BSN. For the diploma graduate, 32 college credits for prior nursing course work may be established by successful completion of the first two courses (NURS 3010 Concepts of Professional Nursing and NURS 3020 Holistic Health Assessment). Other college credits may be granted as transfer credits from accredited institutions of higher education.

The RN to BSN curriculum is designed for the adult learner and builds on the students' prior education and knowledge in nursing. The faculty strives to create a learning environment that fosters mutual respect and individual creativity and where students and teachers share knowledge and experiences. In order to provide a curriculum consistent with the philosophy and organizing framework, classroom learning experiences include presentations, discussion, role play, and small group work. Course syllabi describe all assignments which are usually designed to enhance skills in oral and written communication and therapeutic intervention. The format for the program and the

curriculum plan provide a flexible environment for RNs to achieve their BSN. Clinical learning activities provide opportunities for students to intervene with individuals, families, groups, and communities in a variety of settings.

### **Sequencing of Courses**

Program requirements are sequenced so that content increases in difficulty and complexity as the student progresses through the curriculum. Flexibility in course scheduling is allowed to assist students to meet the program requirements. NURS 3010 Concepts of Professional Nursing, the requisite course, introduces the student to the BSN program, to Webster University, and to baccalaureate education. NURS 3020 Holistic Health Assessment is the second course and is a prerequisite for further nursing coursework. Exceptions to this sequencing may be made with approval of the Chair of the Department. Students may take the next series of courses, NURS 3400 Health Education in Nursing Practice, NURS 3410 Family Health Promotion, and NURS 3420 Group Process in Nursing Practice, in any order because content in any one of these is independent of the content in the other two. Students ordinarily complete the 3000 level courses prior to taking 4000 level courses, but exceptions may be made with approval of the Chair of the Department. PSYC 2750 Introduction to Measurement and Statistics is a prerequisite for NURS 4230 Introduction to Nursing Research. NURS 4230 Introduction to Nursing Research, NURS 4240 Nursing Leadership and Management, and NURS 4250 Community Health Nursing are the final required nursing courses and may be taken in any order. Courses at the 4000 level build on the previous coursework. The capstone courses (NURS 4230 Introduction to Nursing Research, NURS 4240 Nursing Leadership and Management, and NURS 4250 Community Health Nursing) are designed to demonstrate synthesis and to show mastery of the concepts in the organizing framework. The nursing elective, BIOL 4210 or 4220, COAP 3030, and PSYC 2750 may be taken at any point in the program.

The BSN program requires 33-34 credits in advanced nursing courses. This includes a nursing elective course of at least two credits. Some of the nursing elective courses have a two credit option; others must be taken for three credits. Additional credits in advanced physiology, statistics, and the use of computers in nursing are required. The students must earn 128 credits to receive the BSN degree. These degree requirements

consist of 91 required credit hours, 12 general education credit hours, and 25 elective credit hours. The 91 required credit hours consist of 33-34 credit hours in upper division nursing coursework, 9 credit hours in required support courses, 17 credit hours in designated prerequisite courses, and 32 credit hours of lower division nursing coursework. The nursing elective may be selected from a variety of elective courses that are offered each year to allow students to choose from several areas of interest. These courses include topics such as applied ethics, cultural care, grief and loss, violence, global health, women's health, and the practice of mothering. In addition, students may design an independent study course based on personal learning objectives to fulfill the nursing elective requirement. Students meet with a faculty advisor to approve the content, learning activities, and methods for evaluation. The Nursing Department Chair, or the Nursing Faculty Coordinator in Kansas City, reviews the outlines for consistency in the number of credit hours and approves independent study courses. The BSN student works closely with an advisor in selecting elective courses that will support the program and the student's future plans. All students are required to take at least 30 credit hours at Webster University.

### **Didactic Instruction and Supervised Clinical Practice**

Course syllabi document course description, course objectives, textbook, essential course content, learning experiences, and evaluation criteria. Syllabi for clinical courses include a statement addressing requirements for clinical and the specific clinical assignments.

BSN program outcomes address critical thinking skills; theory; the nursing process; ethical principles; cultural, societal, and environmental factors; effective communication skills; research findings; and responsibility for life long learning. The relationship of BSN program outcomes to course objectives is noted in Table 12.2.

**Table 12.2 BSN Program Outcomes and Course Objectives**

<b>BSN Program Outcomes</b>	<b>Course Objectives</b>
1. Demonstrate critical thinking skills by integrating knowledge from a broad base of disciplines.	NURS 3020, # 3 NURS 3400, # 3 NURS 3410, # 4, 5 NURS 3420, # 5 NURS 4240, # 4
2. Apply theory and research based knowledge in the roles of provider and coordinator of care.	NURS 3010, # 1, 2, 3, 6 NURS 3020, # 3, 4

<p>2. (cont.) Apply theory and research based knowledge in the roles of provider and coordinator of care.</p>	<p>NURS 3400, # 1 NURS 3410, # 2, 3, 7 NURS 3420, # 2 NURS 4230, # 1, 2, 4 NURS 4240, # 1, 2, 3, 5 NURS 4250, # 3, 7</p>
<p>3. Utilize assessment frameworks and the nursing process in planning health promotion and health education for individuals, groups, and communities.</p>	<p>NURS 3010, # 3, 5 NURS 3020, # 1, 5, 6 NURS 3400, # 2, 3, 4, 5, 6 NURS 3410, # 1, 3, 6, 7 NURS 4250, # 2, 5, 6</p>
<p>4. Apply ethical principles that reflect professional nursing values in the provision of holistic care.</p>	<p>NURS 3010, # 7 NURS 3410, # 5 NURS 3420, # 7 NURS 4230, # 3 NURS 4240, # 7 NURS 4250, # 9</p>
<p>5. Apply knowledge of the effects of cultural, societal, and environmental factors on health.</p>	<p>NURS 3010, # 4, 8 NURS 3020, # 2 NURS 3400, # 3 NURS 3410, # 3, 4 NURS 3420, # 6 NURS 4240, # 8 NURS 4250, # 4, 8</p>
<p>6. Demonstrate effective communication skills in professional interactions.</p>	<p>NURS 3020, # 4 NURS 3400, # 5 NURS 3420, # 1, 7, 8, 9</p>
<p>7. Evaluate research findings for professional practice.</p>	<p>NURS 4230, # 4, 5, 6 NURS 4240, # 2 NURS 4250, # 10</p>
<p>8. Acknowledge responsibility for lifelong learning and service to the community.</p>	<p>NURS 3010, # 6 NURS 4240, # 6</p>

The following section indicates how course objectives relate to the BSN program outcomes. Program outcomes/course objectives are achieved through class discussion, role playing, presentations, papers, and in the development of plans of care and health promotion for individuals, families, groups, and communities. The concepts of the organizing framework (theory, holism, health promotion and health education, nursing process, diversity, ethics, and nursing research) overlap with the program outcomes and are addressed throughout the curriculum.

Students continue to develop their critical thinking skills as they progress through the program and apply new ways of thinking and making decisions. In NURS 3020 (Holistic Health Assessment), students gain a refined ability to use critical thinking in

relating their knowledge of anatomy and physical to physical assessment findings. In NURS 3400 (Health Education in Nursing Practice), NURS 3410 (Family Health Promotion), and NURS 3420 (Group Process in Nursing Practice), students use critical thinking skills to examine knowledge from other disciplines in assessing, planning, and implementing a health education and/or health promotion project with an individual, family or group. In NURS 4240 (Nursing Leadership and Management), students use critical thinking skills to analyze situations and problems in the daily practice of a nurse leader. NURS 4250 (Community Health Nursing), expands critical thinking to consideration of the community as client through completion of a community assessment and analysis of the data. Critical thinking is an attribute of the nursing process as defined in the department's organizing framework.

Theories from various disciplines are integrated throughout the entire nursing curriculum. NURS 3010 (Concepts of Professional Nursing) introduces selected nursing theories and explores various nursing trends. Holism is a philosophical approach that is introduced in Concepts and integrated throughout the curriculum. In NURS 3020 (Holistic Health Assessment), students apply knowledge from the biological and behavioral sciences and nursing in assessing clients. In NURS 3400 (Health Education in Nursing Practice), NURS 3410 (Family Health Promotion), and NURS 3420 (Group Process in Nursing Practice), students apply theory in the planning and implementation of health education and/or health promotion projects with individuals, families, and groups. In NURS 4230 (Nursing Research), students explore the relationship of theory to research. In NURS 4240 (Nursing Leadership and Management), students analyze the application of theory to the development of leadership skills in clinical practice. NURS 4250 (Community Health Nursing) provides the opportunity to expand the application of theory to the community as client. The concepts of the organizing framework, "theory" and "holism," are reflected in these courses.

Within the BSN curriculum, the student utilizes various assessment frameworks and the nursing process in health promotion and health education with individuals, families, groups, and communities. In NURS 3010 (Concepts of Professional Nursing), students are introduced to a holistic framework for assessment and to the concepts of health promotion and health education. The nursing process is used to develop

therapeutic nursing interventions for self as client. In NURS 3020 (Holistic Health Assessment), students conduct a comprehensive, holistic assessment of the individual. In NURS 3400 (Health Education in Nursing Practice) and NURS 3410 (Family Health Promotion), students use the nursing process to develop, implement, and evaluate health promotion and health education plans with individuals and families. In NURS 4250 (Community Health Nursing), students assess and design a plan of care for the community. These courses reflect the concepts of the organizing framework: "holism," "health education and health promotion," and "nursing process."

Ethical principles that reflect professional values in the provision of holistic care are integrated throughout the curriculum. In NURS 3010 (Concepts of Professional Nursing), students identify ethical principles as a basis for decision making. In NURS 3420 (Group Process in Nursing Practice), students discuss ethical issues applicable to groups. Ethical considerations in research are discussed in NURS 4230 (Introduction to Nursing Research) and in NURS 4240 (Nursing Leadership and Management) students analyze ethical issues in leadership and management practice. Ethical issues affecting community health are analyzed in NURS 4250 (Community Health Nursing). These courses address the concept of the organizing framework, "ethics."

Students apply knowledge of the effects of cultural, societal, and environmental factors on health. In NURS 3010 (Concepts of Professional Nursing), students examine the effect of these factors on their own values and beliefs and in nursing practice. NURS 3020 (Holistic Health Assessment) provides students with the opportunity to assess the effects of culture, society, and the environment on the health status of the client. In NURS 3400 (Health Education in Nursing Practice), NURS 3410 (Family Health Promotion), and NURS 3420 (Group Process in Nursing Practice), students explore the influence of culture, society and the environment on individuals, families and groups. In NURS 4250 (Community Health Nursing), students analyze the impact of culture, society, and the environment on the health of the community as a whole and the health of its members. These courses address the concept of the organizing framework, "diversity."

Effective communication skills are a vital component of professional interactions. In NURS 3020 (Holistic Health Assessment), students demonstrate interviewing skills through obtaining a health history with an individual. In NURS 3400 (Health Education

in Nursing Practice), 3410 (Family Health Promotion), and 3420 (Group Process in Nursing Practice), students demonstrate effective therapeutic communication skills in the design and implementation of a health education and/or health promotion plan with individuals, families, and groups. In NURS 4240 (Nursing Leadership and Management), students evaluate the effectiveness of the leader's communication in the clinical practice setting.

The BSN curriculum provides opportunities for the student's to evaluate research findings for application to professional practice. In NURS 4230 (Nursing Research), students evaluate the quality and applicability of nursing research to the practice setting. Students utilize research findings in the discussion of nursing leadership/management in NURS 4240 (Nursing Leadership and Management, and in the discussion of community health nursing in NURS 4250 (Community Health Nursing). The concept of the organizing framework, "research," is addressed in these courses.

In NURS 3010 (Concepts of Professional Nursing), students explore the responsibility for lifelong learning and service to the profession of nursing. In NURS 4240 (Nursing Leadership and Management), students recognize the importance of current knowledge through exploring the effects of recent issues and trends on leadership practice.

In addition to addressing the program outcomes and course objectives, the BSN curriculum aims to develop skills related to oral communication, written communication, and therapeutic nursing intervention. Oral communication focuses on developing skill in formal presentation, written communication on writing formal papers, and therapeutic intervention with individuals, families, groups, and communities. Specific courses which are designated to focus on developing skills in oral and written communication and therapeutic nursing intervention are indicated in Table 12.3.

### 12.3 BSN Courses and Skill Development

Course	Skills		
	Oral Communication	Written Communication	Therapeutic Nursing Intervention
3010 Concepts	X	X	
3020 Health Assessment			X
3400 Health Education		X	X
3410 Family	X		X

Course	Oral	Written	Therapeutic
3420 Group		X	X
4230 Research		X	
4240 Leadership	X	X	
4250 Community		X	X

“X” indicates courses in which skills are addressed.

The outcomes assessment tools listing the criteria for student performance of these skills are in Appendix F. Feedback based on these criteria is provided to students at the end of the course regarding any improvement needed.

### Use of Professional Nursing Guidelines

The BSN program utilizes the American Association of Colleges of Nursing (AACN) *Essentials of Baccalaureate Education for Professional Nursing Practice* (1998) as guidelines for the program. Table 12.4 depicts the BSN courses and the content reflecting these guidelines.

**Table 12.4 BSN Courses and Professional Nursing Guidelines**

Course No.	Course Title	Guidelines*		
		Core Competencies	Core Knowledge	Role Development
NURS 3010	Concepts of Professional Nursing	Critical thinking Communication Assessment	Health promotion Ethics	Member of a profession
NURS 3020	Holistic Health Assessment	Assessment		Provider of care
NURS 3400	Health Education in Nursing Practice	Critical thinking Communication Assessment	Health promotion Risk reduction and disease prevention Information and health care technologies Ethics Human diversity	Member of a profession Provider of care
NURS 3410	Family Health Promotion	Critical thinking Communication Assessment	Health promotion Risk reduction and disease prevention Illness and disease management Ethics Human diversity Global health care	Member of a profession

NURS 3420	Group Process in Nursing Practice	Critical thinking Communication Assessment	Health promotion Risk reduction and disease prevention Ethics Human diversity	Member of a profession
NURS 4230	Introduction to Nursing Research	Critical thinking	Ethics	Provider of care
NURS 4240	Nursing Leadership and Management		Health care systems and policy	Provider of care Coordinator of care
NURS 4250	Community Health Nursing	Critical thinking Communication Assessment	Health promotion and risk reduction Global health care	

\*AACN (1998). *Essentials of baccalaureate education for professional nursing practice*.

### **Science and Humanities Foundation**

The nursing curriculum is enhanced through a growing understanding and appreciation of the liberal arts and sciences. Since 1994, Webster University has required all entering students seeking bachelor's degrees to be exposed to academic work related to general education goals. Students in programs leading to professional degrees such as the BSN must address at least four of the university's nine general education goals. This is seen as a way to ensure that graduates receive a broad-based education at Webster University. The nine educational goals are critical thinking, communications, historical consciousness, humanities, values, cultural understanding, arts appreciation, scientific understanding, and mathematics. Students in the RN to BSN program meet the general education goals of communications, cultural understanding, scientific understanding, and mathematics through the program requirements.

### **Interdisciplinary Collaboration**

The Nursing Department collaborates with the science, behavioral and social science, and the math and computer science departments in providing courses for the BSN degree. Three of the nursing elective courses, Issues in Women's Health, Issues in Global Health, and The Practice of Mothering are cross listed.

### ***MSN Curriculum***

The MSN program is for registered nurses who have a BSN and are interested in pursuing advanced nursing knowledge. The 36 hour program is designed for adult

learners and builds on students' knowledge from both baccalaureate education and nursing practice. The MSN curriculum plan is displayed in Table 12.5.

The faculty fosters a learning environment that parallels the BSN program in supporting mutual respect and individual creativity, and valuing nursing knowledge and experience. Students are encouraged to be self directed learners seeking new, innovative learning experiences. In order to provide a curriculum consistent with the philosophy and organizing framework, classroom learning experiences include presentations, seminars, case studies, small group work, guest speakers, interviews, and simulations. Practicum learning experiences provide opportunities for students to intervene with families and to practice the nurse educator or leadership role in various settings.

**Table 12.5 MSN Curriculum**

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>	<b>Prerequisites</b>
NURN 5000	Theoretical Foundations of Advanced Nursing	3	None
NURN 5050	Policy and Politics in Nursing	3	None
NURN 5550	Advanced Nursing Research	3	NURN 5000
NURN 6000	Integrated Studies in Nursing	3	30 credit hours
NURN 5800	Family Systems Nursing	3	NURN 5000 NURS 5550
NURN 5810	Families in Transition	3	NURN 5550 NURN 5800
NURN 5820	Families Experiencing Illness	3	NURN 5550 NURN 5800
<b>EDUCATOR FOCUS</b>			
NURN 5210	Instructional Methods in Nursing	3	NURN 5000 NURN 5550 or permission
NURN 5220	Curriculum Development and Evaluation	3	NURN 5000 NURN 5550 or permission
NURN 5230	Teaching Practicum in Nursing I	3	NURN 5210 NURN 5220
NURN 5240	Teaching Practicum in Nursing II	3	NURN 5220 NURN 5230
Elective		3	
<b>LEADER FOCUS</b>			
NURN 5410	Leadership in Nursing	3	NURN 5000 NURN 5550 or permission

NURN 5420	Financial Issues for Nurse Leaders	3	NURN 5000 NURN 5550 or permission
NURN 5430	Legal Issues for Nurse Leaders	3	NURN 5000 NURN 5550 or permission
NURN 5440	Leadership in Nursing Practicum I	3	NURN 5410 NURN 5420 NURN 5430 or permission
NURN 5450	Leadership in Nursing Practicum II	3	NURN 5440

### Sequencing of Courses

Each MSN student is required to take core graduate courses that provide advanced knowledge for health care delivery. Core courses include NURN 5000 Theoretical Foundations of Advanced Nursing, NURN 5050 Policy and Politics in Nursing, NURN 5550 Advanced Nursing Research, and NURN 6000 Integrated Studies in Nursing. NURN 5000 (Theoretical Foundations of Advanced Nursing) and NURN 5550 (Advanced Nursing Research) are designated as requisite courses for the family systems courses and educator and leader focus courses. Students apply knowledge of theory and research from the core courses throughout the remainder of the MSN program. Students apply knowledge in theory and research when selecting appropriate interventions for families in the family systems nursing courses. In educator or leader focus courses, the development of teaching plans or leadership projects is based on theory and research. NURN 5050 (Policy and Politics in Nursing) serves as a foundation for understanding nursing's role in policy development. The relevance of health care policy to graduate level nursing roles is emphasized. Students complete NURN 6000 Integrated Studies in Nursing (the MSN synthesis course) after completing 30 credit hours. In NURN 6000 students synthesize knowledge and integrate learning experiences from previous coursework through an in-depth, scholarly paper.

All students in the MSN program also complete the family systems nursing specialty courses: NURN 5800 Family Systems Nursing, NURN 5810 Families in Transition, and NURN 5820 Families Experiencing Illness. The family nursing courses provide opportunities for students to learn and apply the Calgary Model to assessment and intervention with families experiencing transitions and health and illness situations.

These courses are sequenced so that the content and competencies build from each course to the next, while increasing in complexity.

Students select either the educator or leader focus courses to complete the 36 required credits. In the educator focus, students must complete NURN 5210 Instructional Methods in Nursing, NURN 5220 Curriculum and Evaluation, NURN 5230 Teaching Practicum in Nursing I, NURN 5240 Teaching Practicum in Nursing II, and 3 credit hours of additional electives. These courses prepare students for beginning roles in teaching in schools of nursing, staff development, and patient education. In the leader focus, students are required to take NURN 5410 Leadership in Nursing, NURN 5420 Financial Issues for Nurse Leaders, NURN 5430 Legal Issues of Nurse Leaders, NURN 5440 Leadership in Nursing Practicum I, and NURN 5450 Leadership in Nursing Practicum II. These courses prepare students for beginning roles in leadership in a variety of settings.

### **Didactic Instruction and Supervised Practice**

Course syllabi document course description, course objectives, textbooks, essential course content, learning experiences, and evaluation methods. Practicum course syllabi include practicum assignments and requirements. Students receive syllabi prior to the first class or at the first class meeting.

MSN program outcomes address theory; policy, organization, and financing of health care; family systems nursing; cultural understanding; ethical issues; research application; effective communication; the role of nurse educator or nurse leader; integration of theory, research, and practice; and responsibility for lifelong learning. The relationship of MSN program outcomes and course objectives is depicted in Table 12.6.

**Table 12.6 MSN Program Outcomes and Course Objectives**

<b>MSN Program Outcomes</b>	<b>Course Objectives</b>
1. Analyze theories for application to research and practice.	NURN 5000, # 1, 2, 3, 4, 5, 6 NURN 5550, # 3 NURN 5800 # 1, 2 NURN 5810, # 1 NURN 5820, # 1
2. Analyze the impact of policy, organization, and financing of health care on systems.	NURN 5050, # 1, 2, 3, 5, 6, 7, 8 NURN 5810, # 4 NURN 5820, # 4
3. Apply family systems nursing with clients across the health illness continuum.	NURN 5800, # 3, 4, 5, 6, 7, 8, 9, 10, 11

3. (cont.) Apply family systems nursing with clients across the health illness continuum.	NURN 5810 # 1, 2, 3, 5, 6, 7 NURN 5820 # 1, 2, 3, 5, 6, 7
4. Integrate cultural understanding in professional practice.	NURN 5210, # 8 NURN 5410, # 6 NURN 5450, # 10 NURN 5800, # 6
5. Analyze ethical issues relevant to practice.	NURN 5050, # 4 NURN 5220, # 3 NURN 5230, # 8 NURN 5410, # 10 NURN 5450, # 9 NURN 5800, # 5 NURN 5810, # 5 NURN 5820, # 5
6. Analyze research for application to practice.	NURN 5050, # 9 NURN 5550, # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 NURN 5210, # 9 NURN 5230, # 9 NURN 5410, # 11 NURN 5440, # 10 NURN 5450, # 12 NURN 5810, # 1 NURN 5820, # 1 NURN 6000, # 2
7. Integrate principles of effective communication in professional settings.	NURN 5800, # 4, 8, 9 NURN 5810, # 2, 3 NURN 5820, # 2, 3
8. Implement the role of nurse educator or nurse leader in professional settings.	NURN 5210, # 1-9 NURN 5220, # 1-5 NURN 5230, # 1-9 NURN 5240, # 1-4 NURN 5410, # 1-11 NURN 5420, # 1-8 NURN 5430, # 1-4 NURN 5440, # 1-10 NURN 5450, # 1-14
9. Synthesize concepts from theory, research, and practice into a final project.	NURN 6000, # 1, 2, 3, 4
10. Contribute to the nursing profession through service and lifelong learning.	NURN 5050, # 7 NURN 5210, #7 NURN 5410, #8

This section describes how course objectives help students achieve program outcomes. Program outcomes are achieved through class discussion, role playing, presentations, papers, seminars, teaching plans, practicum assignments and projects, and

family interviews. The concepts of the organizing framework (theory, holism, health promotion and health education, nursing process, diversity, ethics, and nursing research) overlap with the program outcomes and are addressed throughout the curriculum.

Theory is integrated throughout the MSN curriculum. In NURN 5000 (Theoretical Foundations of Advanced Nursing) students are introduced to the philosophical and theoretical foundations of advanced nursing. Systems theory is presented in NURN 5000 and is a major concentration of the family systems courses (NURN 5800 Family Systems Nursing, NURN 5810 Families in Transition, and NURN 5820 Families Experiencing Illness). Holism is studied in NURN 5000 (Theoretical Foundations of Advanced Nursing) as a philosophical concept that supports systems theory. In NURN 5550 (Advanced Nursing Research), students apply theory to research topics, and use theory as a guide for integrating research literature. In the MSN synthesis course NURN 6000 (Integrated Studies in Nursing), students integrate relevant theory and research from a review of literature. These courses reflect the concepts “theory,” “holism,” and “nursing research” from the organizing framework.

The impact of policy, organization, and financing on health care systems is explored in NURN 5050 (Policy and Politics in Nursing). In this course students examine social, economic, ethical, and legislative issues influencing health care policy and nursing practice. In the family systems courses NURN 5810 (Families in Transition) and NURN 5820 (Families Experiencing Illness), students consider the influence of policy on interventions for diverse families.

Students apply family systems nursing with clients across the health illness continuum in the family systems courses: NURN 5800 (Family Systems Nursing), NURN 5810 (Families in Transition), and NURN 5820 (Families Experiencing Illness). In these courses the focus is using the nursing process: family assessment, planning, intervention, and evaluation. Students use advanced interviewing skills designing family systems nursing interventions. The concepts of health promotion and health education guide students’ development of therapeutic nursing interventions that promote health in diverse families experiencing illness and transition. These courses reflect the concepts “health promotion and health education,” “nursing process,” and “diversity” from the organizing framework.

The MSN program encourages students to integrate cultural understanding throughout the curriculum. In the family systems courses NURN 5800 (Family Systems Nursing), NURN 5810 (Families in Transition), and NURN 5820 (Families Experiencing Illness), students study families with various structures and cultural backgrounds. Students assess family beliefs and practices related to health, illness, and transitions, and provide culturally sensitive care. In the educator focus course NURN 5210 (Instructional Methods in Nursing), students study the influences of cultural diversity on teaching and learning. Students in the leader focus courses NURN 5410 (Leadership in Nursing) and NURN 5450 (Leadership in Nursing Practicum II), identify ways to integrate cultural understanding into the organizational practice setting. These courses address the concept, “diversity,” from the organizing framework.

Exploring and analyzing ethical issues is considered an integral component of the MSN program. Ethics is included in NURN 5050 (Policy and Politics in Nursing), NURN 5550 (Advanced Nursing Research), in the family systems courses (NURN 5800 Family Systems Nursing, NURN 5810 Families in Transition, and NURN 5820 Families Experiencing Illness), the educator focus courses NURN 5220 (Curriculum Development and Evaluation) and NURN 5230 (Teaching Practicum in Nursing I), and the leader focus courses NURN 5410 (Leadership in Nursing), and NURN 5450 (Leadership in Nursing Practicum II). Students use ethical principles and approaches to examine health care issues and policies, research practices, family situations, and education or organizational issues. The concept of the organizing framework, “ethics,” is addressed in these courses.

Utilization and application of nursing research is emphasized in the MSN program as essential for supporting, changing, and improving nursing practice. In NURN 5550 (Advanced Nursing Research), students study the research process and critically evaluate and integrate research literature for possible application to practice. In NURN 5050 (Policy and Politics in Nursing), students explore the role of research in the development of health policy. Students use their knowledge of research in family systems courses NURN 5800 (Family Systems Nursing), NURN 5810 (Families in Transition), and NURN 5820 (Families Experiencing Illness) by selecting interventions supported by research. In the educator focus courses NURN 5210 (Instructional Methods in Nursing) and NURN 5230 (Teaching Practicum in Nursing I), students examine and discuss

current research about adult learning and nursing education. In NURN 5440 (Leadership in Nursing Practicum I) and NURN 5450 (Leadership in Practicum II), students critically evaluate current nursing leadership research literature. These courses address the organizing framework concept, “research.”

The MSN program provides students with opportunities to attain effective communication skills. In the family systems courses NURN 5800 (Family Systems Nursing), NURN 5810 (Families in Transition), and NURN 5820 (Families Experiencing Illness), students use advanced interviewing skills to implement therapeutic interventions that promote the health of families. Students develop and practice professional communication skills in the educator or leadership role courses. The development of oral and written communication skills is emphasized throughout the program as described later in this section.

Students implement either the role of nurse educator in NURN 5230 and NURN 5240 (Teaching Practicum in Nursing I and II) or the role of nurse leader in NURN 5440 and NURN 5450 (Leadership in Practicum I and II). Nurse educator students design, implement, and evaluate educational plans with selected student, staff, or client groups. Nurse leader students develop, implement, and evaluate a project, policy, or program at a healthcare organization or community setting.

Students synthesize concepts from theory, research, and practice into a final project in NURN 6000 (Integrated Studies in Nursing). Students conduct an integrated literature review for a specific topic in one of the following areas: family health, nursing practice, care delivery, education, or health policy. Theoretical and conceptual frameworks guide the integration of literature. Students formulate a plan for application to practice based on the literature review. The organizing framework concepts “theory” and “nursing research” are addressed in this course.

The MSN program emphasizes the importance of individual commitment to the nursing profession through service and lifelong learning. Essential content in NURN 5000 (Theoretical Foundations of Advanced Nursing) and NURN 5550 (Advanced Nursing Research) includes the exploration of continued knowledge development in nursing through graduate education, research, and application of research to practice. Students analyze current and future issues and trends in nursing in NURN 5050 (Policy

and Politics in Nursing). In the educator focus course NURN 5210 (Instructional Methods in Nursing), the role of the nurse educator in academia, staff development, and community education is explored. In the nurse leader focus course NURN 5410 (Leadership in Nursing), the role of nurse leader in health care organizations and the community is analyzed while also exploring current issues facing nurse leaders.

In addition to the program outcomes and course objectives, the MSN curriculum addresses skills related to oral communication, written communication, and therapeutic nursing intervention. Assignments are explained on each course syllabus and are designed to enhance skills in oral and written communication and therapeutic interventions. The courses which focus on development and assessment of oral and written communication and therapeutic intervention skills are listed in Table 12.7.

**Table 12.7 MSN Courses and Skill Development**

Course	Skills		
	Oral Communication	Written Communication	Therapeutic Nursing Intervention
NURN 5000	X	X	
NURN 5050	X	X	
NURN 5550	X	X	
NURN 5800			X
NURN 5810			X
NURN 5820			X
NURN 6000	X	X	

“X” indicates courses in which skills are addressed

### **Use of Professional Nursing Guidelines**

The MSN program addresses portions of the American Association of Colleges of Nursing (AACN) *Essentials of Masters Education for Professional Nursing* (1996). Since the program does not prepare nurses for advanced practice roles, the content and skills related to advanced practice nursing are not addressed. The relationship of the MSN course content and professional guidelines is noted in Table 12.8a.

The National League for Nursing *The Scope of Practice for Academic Nurse Educators* (2005) is used to provide guidelines for the educator focus courses. Table 12.8b displays the relationship between the educator courses and these guidelines.

**Table 12.8a MSN Core Courses and Professional Nursing Guidelines**

<b>Course No.</b>	<b>Course Title</b>	<b>Guidelines*</b>
NURN 5000	Theoretical Foundations of Advanced Practice	Theoretical foundations of nursing practice
NURN 5050	Policy and Politics in Nursing	Research Policy, organization, and financing of health care Ethics
NURN 5550	Advanced Nursing Research	Research Ethics Theoretical foundations of nursing practice
NURN 5800	Family Systems Nursing	Research Ethics Theory Diversity Health promotion and disease prevention
NURN 5810	Families in Transition	Research Ethics Professional role Theory Diversity Health promotion and disease prevention
NURN 5820	Families Experiencing Illness	Research Ethics Professional role Theory Diversity Health promotion and disease prevention
NURN 6000	Integrated Studies in Nursing	

AACN (1996). *Essentials of master's education for advanced practice nursing*.

**Table 12.8b MSN Educator Focus Courses and Professional Nursing Guidelines**

<b>Course No.</b>	<b>Course Title</b>	<b>Guidelines*</b>
NURN 5210	Instructional Methods in Nursing	Competencies I. Facilitate learning II. Facilitate learner development and socialization III. Use assessment and evaluation strategies
NURN 5220	Curriculum Development and Evaluation	Competency IV. Participate in curriculum design and evaluation or program outcomes
NURN 5230	Teaching Practicum in Nursing I	Competencies I. Facilitate learning

		II. Facilitate learner development and socialization
NURN 5240	Teaching Practicum in Nursing II	Competencies I. Facilitate learning II. Facilitate learner development and socialization

\*NLN (2005). *The scope of practice for academic nurse educators*.

The American Nurses Association *Scope and Standards for Nurse Administrators* (2004) and American Organization of Nurse Executives *Nurse Executive Competencies* (2005) are used as guidelines for the leadership focus courses. The relationship between MSN course content and these guidelines is noted in Table 12.8c.

### **Preparation of MSN Graduates for Certification Eligibility**

Students who complete the educator focus coursework are prepared to meet the academic criteria for eligibility for National League for Nursing certification as nurse educators (CNE). Those who complete the leader focus coursework meet the accepted academic criteria for certification eligibility for Nurse Administration and Nurse Administration-Advanced certification through the American Nurses Credentialing Center. Practicum courses are designed to address the guidelines and competencies previously outlined and to provide adequate, relevant experience for beginning practice as either a nurse educator or nurse leader. Students must then seek or continue employment to meet the practice requirements. Table 12.9 summarizes the MSN practicum courses and respective credit and clock hours. The syllabus for each course also lists the number of practicum credits and the requirements.

**Table 12.8c MSN Leader Focus Courses and Professional Nursing Guidelines**

<b>Course No.</b>	<b>Course Title</b>	<b>Guidelines* (ANA, 2004)</b>	<b>Guidelines** (AONE, 2005)</b>
NURN 5410	Leadership in Nursing	VII. Quality of care and administrative practice IX. Professional knowledge X. Professional environment XI. Ethics XII. Collaboration XIII. Research	I. Communication and relationship building II. Knowledge of healthcare environment III. Leadership IV. Professionalism
NURN 5420	Financial Issues for Nurse Leaders	VII. Quality of care and administrative practice IX. Professional knowledge X. Professional environment	I. Communication and relationship building II. Knowledge of healthcare environment

		XI. Ethics XII. Collaboration XIV. Resource utilization	III. Leadership IV. Professionalism V. Business skills
NURN 5430	Legal Issues for Nurse Leaders	VII. Quality of care and administrative practice IX. Professional knowledge XI. Ethics XII. Collaboration	I. Communication and relationship building II. Knowledge of healthcare environment III. Leadership IV. Professionalism
NURN 5440	Leadership in Nursing Practicum I	II. Problem/diagnosis III. Identification of outcomes IV. Planning VII. Quality of care and administrative practice VIII. Performance appraisal IX. Professional knowledge X. Professional environment XI. Ethics XII. Collaboration XIII. Research	I. Communication and relationship building II. Knowledge of healthcare environment III. Leadership IV. Professionalism V. Business skills
NURN 5450	Leadership in Nursing Practicum II	III. Identification of outcomes IV. Planning V. Implementation VI. Evaluation VII. Quality of care and administrative practice VIII. Performance appraisal IX. Professional knowledge X. Professional environment XI. Ethics XII. Collaboration XIII. Research	I. Communication and relationship building II. Knowledge of healthcare environment III. Leadership IV. Professionalism V. Business skills

\*ANA (2004). *Scope and standards for nurse administrators*.

\*\*AONE (2005). *AONE Nurse executive competencies*.

**Table 12.9 MSN Practicum Courses-Credit and Clock Hours**

<b>MSN Practicum Courses (Total Credits)</b>	<b>Number of Classroom Credit Hours</b>	<b>Number of Practicum Credit Hours*</b>	<b>No. of Practicum Clock Hours</b>
NURN 5800 Family Systems Nursing (3 credits)	2 credits	1 credit	24 hours
NURN 5810 Families in Transition (3 credits)	2 credits	1 credit	24 hours
NURN 5820 Families Experiencing Illness (3 credits)	2 credits	1 credit	24 hours
NURN 5210 Instructional Methods (3 credits)	2 credits	1 credit	24 hours

NURN 5220 Curriculum Development (3 credits)	2 credits	1 credit	24 hours
NURN 5230 Teaching Practicum in Nursing I (3 credits)	1.5 credits	1.5 credits	36 hours
NURN 5240 Teaching Practicum in Nursing II (3 credits)	1 credit	2 credits	48 hours
NURN 5410 Leadership in Nursing (3 credits)	2 credits	1 credit	24 hours
NURN 5420 Financial Issues for Nurse Leaders (3 credits)	2.5 credits	0.5 credits	12 hours
NURN 5430 Legal Issues for Nurse Leaders (3 credits)	2.5 credits	0.5 credits	12 hours
NURN 5440 Leadership in Nursing Practicum I (3 credits)	1.5 credits	1.5 credits	36 hours
NURN 5450 Leadership in Nursing Practicum II (3 credits)	1 credit	2 credits	48 hours

\*The credit hour ratio for practicum in the MSN program is 3 clock hours of practicum per week for each hour of practicum credit. Some of the practicum for the MSN courses, such as conferences regarding family visits, teaching situations, or leadership experiences takes place in the same room and on the same evening as class.

### **Interdisciplinary Collaboration**

MSN students in the educator focus may take electives from the departments of education or department of behavioral and social sciences. In the nurse leader courses, NURN 5420 Financial Issues for Nurse Leaders and NURN Legal Issues for Nurse Leaders, students meet with healthcare personnel to investigate finance and risk management issues. In NURN 5440 and 5450 Leadership in Nursing Practicum I and II, students collaborate with appropriate healthcare disciplines to develop, plan, implement, and evaluate a nursing leadership project.

### ***BSN/MSN Combined Degree Program***

The BSN/MSN, or Combined Degree Program, is available to those RNs in the BSN program who complete 20 credits of the BSN program requirements and who meet the additional admission criteria. This program allows to earn both degrees by completing 152 credits, reducing the total number of credits required for both degrees by 12.

The BSN/MSN curriculum appears in Table 12.10. Like other combined degree programs at Webster University, six credits of the undergraduate and six credits of the graduate level core courses are applied to both programs. Differences in the BSN portion of this curriculum are that the nursing elective is not required. In the MSN portion of the

program, the number of elective credits is reduced. Students receive the BSN degree upon completion of 128 credits. These credits must include six or more graduate level nursing credits.

### **Evaluation Tools and Methods: BSN and MSN Programs**

Evaluations tools and methods are consistent with course objectives and clinical/practicum experiences. Students receive written feedback on all assignments or projects required for each course. Assignments with comments and grades are either returned in class or placed on shelves in the Nursing Department for students to pick up after the course is completed. If improvement is needed in oral or written communication, or therapeutic nursing intervention, students also receive specific recommendations regarding improvement in the courses where those skills are emphasized and outcomes are measured. Faculty complete an alert form indicating the improvement needed and providing suggestions to the student.

Policies for evaluation and grading are included in the Nursing Department Handbook and in the syllabi for each course. The "Evaluation" section of each course syllabus indicates the assignments and the weight of the assignments in determining the course grade. The nursing programs follow the university's grading policies.

**Table 12.10 BSN/MSN Combined Degree Curriculum**

<b>Undergraduate Requisite Courses</b>	<b>Course Title</b>	<b>Credits</b>
NURS 3010	Concepts of Professional Nursing	3
NURS 3020	Holistic Health Assessment	4
NURS 3400	Health Education in Nursing Practice	4
NURS 3410	Family Health Promotion	4
NURS 3420	Group Process in Nursing Practice	4
PSYC 2750	Introduction to Measurement and Statistics	3
NURS 4230	Introduction to Nursing Research	3
COAP 3030	Computer Applications in Nursing	3
BIOL 4210 or BIOL 4220	Advanced Physiology I or II	3
<b>Core Courses</b>		
NURS 4240	Nursing Leadership and Management	4
NURS 4250	Community Health Nursing	5
NURN 5000	Theoretical Foundations of Advanced Nursing	3
NURN 5050	Policy and Politics in Nursing	3
<b>Graduate Courses</b>		
NURN 5550	Advanced Nursing Research	3
NURN 5800	Family Systems Nursing	3

NURN 5810	Families in Transition	3
NURN 5820	Families Experiencing Illness	3
NURN 6000	Integrated Studies in Nursing	3
<b>Educator Focus</b>		
NURN 5210	Instructional Methods in Nursing	3
NURN 5220	Curriculum Development and Evaluation	3
NURN 5230	Teaching Practicum in Nursing I	3
NURN 5240	Teaching Practicum in Nursing II	3
Elective		3
<b>Leader Focus</b>		
NURN 5410	Leadership in Nursing	3
NURN 5420	Financial Issues for Nurse Leaders	3
NURN 5430	Legal Issues for Nurse Leaders	3
NURN 5440	Leadership in Nursing Practicum I	3
NURS 5450	Leadership in Nursing Practicum II	3

The university grading scales for undergraduate and graduate courses are listed in Appendix G. There is no University policy concerning number grades that equate to letter grades.

Students complete a written instructor/course evaluation form at the end of each course. The “Course Evaluation” form is in Appendix E. The Nursing Department staff summarizes students' ratings and comments in a timely manner and gives a copy of the summary to the faculty member teaching the course and to the department chair for review. In addition, the Kansas City faculty coordinator also reviews course evaluations for all courses taught at that site and the MSN program coordinator reviews evaluations for all MSN courses at both sites. The chair, Kansas City faculty coordinator, and MSN program coordinator provide feedback to adjunct faculty from course evaluations. Faculty groups also review the course evaluations for each section taught the previous year during annual course meetings. These processes provide information for program improvement.

### **Use of Technology in the BSN and MSN Curricula**

Technology is used in the nursing curricula of the BSN and MSN programs at Webster University. All BSN students are required to take COAP 3030 Computers in Nursing. The course is held in a computer classroom. The instructors are well versed in computer technology. Computer lab assistants are available to faculty to trouble shoot any difficulties experienced while in class. Technology is utilized in nursing classes by instructors, depending on the content and the instructor’s comfort with the technology. A

technical support representative is assigned to the College of Arts and Sciences to provide assistance to any St. Louis faculty with technology challenges. The Kansas City campus has a full time information technology coordinator and technical support is available during evening classes to assist with technology needs.

### **Rigor, Currency, and Cohesiveness of Nursing Courses**

BSN courses are reviewed in course group meetings which occur at least once each academic year. At these meetings, faculty review each component of the syllabus, course evaluation summaries for each course taught at both the St. Louis and Kansas City sites during the past year, and discuss faculty suggestions for course improvement.

In the MSN program, the MSN coordinator and the faculty teaching the courses review course syllabi and evaluation summaries. The review occurs following completion of the series of the courses (core, family, educator, leader) at both St. Louis and Kansas City sites. Faculty who teach at the St. Louis and Kansas City sites also participate in an annual joint meeting. Curriculum changes, questions, and/or concerns about the BSN and MSN programs are discussed.

**Criterion 13:**

**Program design provides opportunity for students to achieve program objectives and acquire knowledge, skills, value, and competencies necessary for nursing practice.**

The BSN and MSN curricula provide for the attainment of knowledge and skill sets in the current practice of nursing, nursing theory, research, community concepts, health care policy, finance, health care delivery, critical thinking, communications, therapeutic interventions, current trends in health care, professional ethics, values, and accountability. The MSN curriculum also addresses professional role development. The relationship of many of these content areas to the program outcomes, specific course objectives, and the organizing framework has been discussed earlier in Criterion 12. The courses in each program that address the knowledge and skills sets are noted in Table 13.1.

**Table 13.1 Knowledge and Skill Sets in the BSN and MSN Curricula**

<b>Knowledge and Skill Set</b>	<b>BSN Courses NURS</b>	<b>MSN Courses NURN</b>
Current practice of nursing	3010, 3400, 3410, 3420, 4230, 4240, 4250	5210, 5220, 5230, 5240, 5410, 5420, 5430, 5440, 5450, 5800, 5810, 5820
Nursing theory	3010	5000, 5550
Research	4230	5050, 5550, 5800, 5810, 5820, 6000 5220, 5230 5410, 5440, 5450
Community concepts	4250	5050, 5210, 5410
Health care policy	4250	5050, 5810, 5820 5430, 5440,
Finance	4250	5050 5420, 5440, 5450
Health care delivery	4250	5050 5410, 5430, 5450
Critical thinking	3010, 3020, 3400, 3410, 3420, 4230, 4240, 4250	5000, 5050, 5550, 5800, 5810, 5820, 6000 5210, 5220, 5230, 5240 5410, 5420, 5430, 5440, 5450
Communications	Oral: 3010, 3410, 4240 Written: 3010, 3400, 3420, 4230, 4240, 4250 Computer: COAP 3030	Oral: 5000, 5050, 5230, 5240, 5420, 5440, 5450, 5550, 5800, 5810, 5820 6000 Written: 5000, 5050, 5550, 6000

Therapeutic interventions	3010, 3400, 3410, 3420, 4240, 4250	5800, 5810, 5820
Current trends in health care	3010	5050 5410
Professional ethics, values, and accountability	3010, 3410, 3420, 4230, 4240, 4250	5050 5220, 5230 5410, 5450 5800, 5810, 5820
Professional role development	N/A	5210, 5220, 5230, 5240 5410, 5420, 5430, 5440, 5450

### **Opportunities to Complete the Programs within the Established and Published Time**

The BSN curriculum provides students with the opportunity to achieve program outcomes through didactic and clinical experiences. The length of the nursing programs at Webster University is designed so that students can achieve program outcomes in a reasonable time.

The RN to BSN program is designed for Registered Nurses from both diploma and associate degree programs. The BSN curriculum requires transfer students to complete 42 credit hours of designated courses. Students may need additional credit hours to fulfill the Webster University requirement of 128 credit hours for a bachelor's degree. The amount of coursework for degree completion needed by each student depends on their transfer credits. The Webster University program is designed to be part time with classes held in an eight week format. There are a number of potential entry points for students. Students may begin the program in NURS 3010 Concepts of Professional Nursing, by taking a Nursing Elective, by taking BIOL 4210 or BIOL 4220 Advanced Physiology, by taking COAP 3030 Computers in Nursing, or by taking PSYC 2750 Introduction to Measurement and Statistics. With the permission of the chair of the Nursing Department, students may also start course work by taking NURS 3020 Holistic Health Assessment. All courses required for the BSN nursing major, with the exception of statistics are upper division.

Most nursing students take one course every eight weeks or one course every 16 weeks. If BSN students consecutively take one course every eight weeks, they finish the required nursing curriculum in two and one half years (see Table 13.2).

**Table 13.2 Sample BSN Curriculum Plan for Part Time Students**

<b>Year 1</b>	<b>Courses</b>	<b>Credits</b>
Term 1	NURS 3010 Concepts of Professional Nursing	3
Term 2	COAP 3030 Computer Applications in Nursing	3
Term 3	NURS 3020 Holistic Health Assessment	4
Term 4	BIOL 4210 or 4220 Advanced Physiology I or II	3
Term 5	NURS 3400 Health Education in Nursing Practice	4
<b>Year 2</b>		
Term 1	NURS 3410 Family Health Promotion	4
Term 2	Nursing Elective	2 or 3
Term 3	NURS 3420 Group Process in Nursing Practice Prom	4
Term 4	PSYC 2750 Intro to Measurement and Statistics	3
Term 5	NURS 4230 Introduction to Nursing Research	3
<b>Year 3</b>		
Term 1	NURS 4240 Nursing Leadership and Management	4
Term 2	NURS 4250 Community Health Nursing	5

The few students who elect to go to school full time can complete the required nursing curriculum in one and one half years (see Table 13.3).

**Table 13.3 Sample BSN Curriculum Plan for Full Time Students**

<b>Year 1</b>	<b>Courses</b>	<b>Credits</b>
Term 1	NURS 3010 Concepts of Professional Nursing	3
	COAP 3030 Computer Applications in Nursing	3
Term 2	NURS 3020 Holistic Health Assessment	4
	BIOL 4210 or 4220 Advanced Physiology I or II	3
Term 3	NURS 3400 Health Education in Nursing Practice	4
	NURS 3410 Family Health Promotion	4
Term 4	NURS 3420 Group Process in Nursing Practice	4
	PSYC 2750 Intro to Measurement and Statistics	3
Term 5	Nursing Elective	2 or 3
	NURS 4240 Nursing Leadership and Management	4
Term 6	NURS 4230 Nursing Research	3
	NURS 4250 Community Health Nursing	5

In keeping with Webster University general policy, there is no time limit regarding completion of degree requirements; however, students who are not enrolled for a period of one year must apply for readmission.

The MSN program is comprised of students with BSN degrees from a variety of undergraduate nursing programs. The master's program is designed to be a part time program and requires completion of 36 credit hours for graduation. Classes are held in an eight-week format with five eight-week terms a year. MSN students typically enter the program in the requisite course NURN 5000 Theoretical Foundations of Advanced

Nursing. Webster University designates the initial course for each graduate program as the requisite course. Other possible entry points include NURN 5050 Policy and Politics in Nursing, NURN 5210 Instructional Methods in Nursing, or NURN 5410 Leadership in Nursing. The majority of students in the master's program take one course each eight weeks. If MSN students consecutively take one course every eight weeks, they complete the required curriculum in two and one half to three years (see Table 13.4).

**Table 13.4 MSN Curriculum**

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>	<b>Prerequisites</b>
NURN 5000	Theoretical Foundations of Advanced Nursing	3	None
NURN 5050	Policy and Politics in Nursing	3	None
NURN 5550	Advanced Nursing Research	3	NURN 5000
NURN 6000	Integrated Studies in Nursing	3	30 credit hours
NURN 5800	Family Systems Nursing	3	NURN 5000 NURS 5550
NURN 5810	Families in Transition	3	NURN 5550 NURN 5800
NURN 5820	Families Experiencing Illness	3	NURN 5550 NURN 5800
<b>EDUCATOR FOCUS</b>			
NURN 5210	Instructional Methods in Nursing	3	NURN 5000 NURN 5550 or permission
NURN 5220	Curriculum Development and Evaluation	3	NURN 5000 NURN 5550 or permission
NURN 5230	Teaching Practicum in Nursing I	3	NURN 5210 NURN 5220
NURN 5240	Teaching Practicum in Nursing II	3	NURN 5220 NURN 5230.
Elective		3	
<b>LEADER FOCUS</b>			
NURN 5410	Leadership in Nursing	3	NURN 5000 NURN 5550 or permission
NURN 5420	Financial Issues for Nurse Leaders	3	NURN 5000 NURN 5550 or permission
NURN 5430	Legal Issues for Nurse Leaders	3	NURN 5000

			NURN 5550 or permission
NURN 5440	Leadership in Nursing Practicum I	3	NURN 5410 NURN 5420 NURN 5430 or permission
NURN 5450	Leadership in Nursing Practicum II	3	NURN 5440

Students typically enroll in and complete the master's synthesis course, NURN 6000 Integrated Studies in Nursing, in a 16 week semester. In keeping with Webster University's general policy, there is no time limit regarding completion of degree requirements. However, there is a policy of continuous enrollment for the MSN program stating that students who do not enroll for three or more consecutive eight or nine week terms will be withdrawn from the program. Students may request a waiver of this requirement.

In the BSN/MSN combined degree program, the total requirements for both degrees may be reduced by a maximum of 12 credits. This allows part time students taking one course at a time to complete both degrees in 5 years. See Table 13.5 for a sample plan for completion of the BSN to MSN program.

**Table 13.5 Sample BSN/MSN Curriculum Plan for Part Time Students**

<b>YEAR 1</b>	<b>Courses</b>	<b>Credits</b>
Term 1	NURS 3010 Concepts of Professional Nursing	3
Term 2	COAP 3030 Computer Applications in Nursing	3
Term 3	NURS 3020 Holistic Health Assessment	4
Term 4	BIOL 4210 or 4220 Advanced Physiology I or II	3
Term 5	NURN 3400 Health Education in Nursing Practice	4
<b>YEAR 2</b>		
Term 1	NURS 3410 Family Health Promotion	4
Term 2	PSYC 2750 Introduction to Measurement and Statistics	3
Term 3	NURS 3420 Group Process in Nursing Practice	4
Term 4	NURS 4230 Introduction to Nursing Research	3
Term 5	NURS 4240 Nursing Leadership and Management	3
<b>YEAR 3</b>		
Term 1	NURS 4250 Community Health Nursing	5
Term 2	NURN 5000 Theoretical Foundations of Advanced Nursing	3
Term 3	NURN 5050 Policy and Politics in Nursing	3
Term 4	NURN 5800 Family Systems Nursing	3
Term 5	NURN 5550 Advanced Nursing Research	3
<b>YEAR 4</b>		
Term 1	NURN 5810 Families in Transition	3
Term 2	NURN 5820 Families Experiencing Illness	3

Term 3	NURN 5210 Instructional Methods in Nursing (educator focus) or NURN 5410 Leadership in Nursing (leader focus)	3 3
Term 4	NURN 5220 Curriculum Development and Evaluation (educator focus) or NURS 5420 Financial Issues for Nurse Leaders (leader focus)	3 3
Term 5	NURN 5230 Teaching Practicum in Nursing I (educator focus) or NURN 5430 Legal Issues for Nurse Leaders (leader focus)	3 3

### Outcomes Assessment

Assessment of outcomes for written communication, oral communication, and/or therapeutic interventions are designated for particular courses in the BSN and MSN programs. In addition to providing information regarding individual student performance in these areas, aggregate data is summarized and used to assess the effectiveness of the program in developing and/or improving these skills. In the BSN program, baseline measurement of skills in oral and written communication occurs in NURS 3010 Concepts of Professional Nursing, the initial nursing course. NURN 4240 Nursing Leadership and Management is identified as the point for end-of-program data collection. The benchmarks established for achievement in both oral and written communication are: At least 90 % of students will have satisfactory scores (scores of "2" or "3") for each item in oral communication and written communication in NURN 4240, and The aggregate scores in NURN 4240 will be higher than those in NURN 3010. These data will be reviewed annually to determine any action needed in addressing skill development. Assessment tools and data management processes were revised and implemented during the 2006-2007 academic year to resolve problems with incomplete data sets; therefore, data collection is in the beginning phase for this process. In St. Louis and Kansas City 77 to 81 % of the students in NURS 3010 received satisfactory scores, while 97 to 98 % of those in NURS 4240 at both sites had satisfactory scores for all items.

See Table 13.6 for BSN outcomes assessment by course.

#### 13.6 BSN Courses and Outcomes Assessment

Course	Outcomes		
	Oral Communication	Written Communication	Therapeutic Nursing Intervention
3010 Concepts	X	X	
3020 Health Assessment			X
3400 Health Education		X	X

3410 Family	X		X
3420 Group		X	X
4230 Research		X	
4240 Leadership	X	X	
4250 Community		X	X

Outcomes for written communication, oral communication, and therapeutic nursing intervention are assessed in the MSN program using a competency-based approach. MSN student achievement is also assessed in either educator or leader role competencies. All MSN students must demonstrate competency by satisfactorily completing course assignments. Skill achievement in the outcome assessment measures oral and written communications is expected by satisfactorily completing assignments in NURN 5000, 5050, 5550, and 6000. The outcome assessment measure of therapeutic communications is met by satisfactorily completing assignments in NURN 5800, 5810, and 5820. The educator role courses NURN 5210, 5220, 5230, and 5240 and the leader courses NURN 5410, 5420, 5430, 5440, and 5450 delineate role competencies that students must satisfactorily complete. If an assignment is unsatisfactory, the student receives feedback and may revise assignment for resubmission. (See appendix for sample MSN outcome assessment forms.) The data for these forms is manually tabulated and summarized for each graduating class. Since a competency based approach is used, all students who successfully complete the MSN program achieve 100 % in each of these areas. Outcomes are assessed in the MSN courses listed in Table 13. 7.

**Table 13.7 MSN Courses and Outcomes Assessment**

Course	Outcomes		
	Oral Communication	Written Communication	Therapeutic Nursing Intervention
NURN 5000	X	X	
NURN 5050	X	X	
NURN 5550	X	X	
NURN 5800			X
NURN 5810			X
NURN 5820			X
NURN 6000	X	X	

Achievement of program outcomes is evaluated in the capstone courses of both the BSN and MSN program. In the BSN program, the senior level nursing courses,

NURS 4230 Introduction to Nursing Research, NURS 4240 Nursing Leadership and Management, and NURS 4250 Community Health Nursing are considered the capstone courses. In the MSN program the capstone experience is NURN 6000 Integrated Studies in Nursing.

Outcomes assessment tools listing competencies for MSN students in the educator role are in Appendix H. Assessment tools for competencies for MSN students in the leadership focus are outlined in Appendix I.

**Criterion 14:**

**Practice learning environments are selected and monitored by faculty and provide opportunities for a variety of learning options appropriate for contemporary nursing.**

Current contracts or affiliation agreements specifying the responsibilities of both parties are maintained for both the St. Louis and Kansas City sites. A wide variety of settings are used for clinical in the BSN program and practicum in the MSN program. These include community and acute care settings for BSN students, and academic institutions as well as health care agencies for MSN students.

The term “clinical” is used in the BSN program to describe practice learning experiences. The credit hour ratio for clinical in the BSN program is two hours of clinical per week for each hour of clinical credit. In the MSN program the term “practicum” is used to describe practice learning experiences. The credit hour ratio for practicum in the MSN program is three hours of practicum per week for each hour of practicum credit.

Faculty teaching each course and their students conduct ongoing evaluation of the practice learning environments each term through observation and course evaluation forms. In addition adequacy of practice learning environments is evaluated by faculty course groups annually. The clinical evaluation items for BSN courses appear in Appendix J.

A list of the BSN courses with a clinical component, a description of the practice learning, and examples of the settings used in St. Louis and Kansas City sites is found in Table 14.1.

**Table 14.1 Examples of BSN Clinical Learning Experiences and Sites**

<b>Course</b>	<b>Practice Learning Experience</b>	<b>Site</b>	<b>Settings</b>
NURS 3400 Health Education	Learner assessment, teaching plan, implementation, and evaluation with individual client	St. Louis, Kansas City	Home, office, classroom
NURS 3410 Family Health Promotion	Family assessment and health promotion project	St. Louis, Kansas City	Home, classroom

NURS 3420 Group Health Promotion	Group health promotion project	St. Louis	Soup kitchen Girl Scout troop
		Kansas City	YMCA Retirement Center
NURS 4240 Leadership	Mentoring by a nurse manager/leader in a health care organization	St. Louis	VA Medical Center MO Baptist Hospital Jefferson Memorial Hospital People's Health Center
		Kansas City	Shawnee Mission Medical Center Research Medical Center Baptist Lutheran Medical Center Southtown Women's Health
NURS 4250 Community Health	Completion of a community assessment  Participation in a variety of learning activities at community sites	St. Louis, Kansas City	Various communities
		St. Louis	Ritenour School Immunization Clinic St. Louis County Health Dept. Fathers Support Network Parish Nursing
		Kansas City	Uplift Johnson County Health Dept. Kansas City Rescue Mission

MSN courses with a practicum component include three courses in family systems nursing (NURN 5800 Family Systems Nursing, NURN 5810 Families in Transition, and NURN 5820 Families Experiencing Illness). In these courses students learn and develop skill in using a family systems nursing approach to interview and intervening with families experiencing a transition, and/or an acute, chronic, or terminal illness. The families' homes typically provide the setting for the practicum in these courses. In addition, family interviews are conducted for group teaching purposes in a specially designed classroom with a family interview room and one-way mirror. Students review audio- or video-tapes of the family meetings to evaluate their own use of family systems nursing interview and intervention skills using the "Evaluation of Therapeutic Nursing Interventions" assessment tool. (See Appendix K.) They submit their written self assessment and tape to the instructor after each family visit. Instructors provide detailed feedback to the students based on review of the assigned paperwork, tape, and students' assessment of their meetings with families.

MSN Educator focus courses (NURN 5210 Instructional Methods, NURN 5220 Curriculum and Evaluation, NURN 5230 Teaching Practicum I and NURN 5240 Teaching Practicum II) also contain practicum components. In these courses students gain experience in using a variety of instructional methods, participating in curriculum development and evaluation, and working with a mentor to teach didactic and clinical components of courses to students in their assigned setting. Table 14.2 provides examples of educator role practicum sites. The examples of the tools used to evaluate the Educator Practica appear in Appendix L. These include student self evaluation, mentor evaluation of student's performance, and evaluation of practicum by students.

**Table 14.2 Examples of MSN Practicum Sites Educator Focus Students**

<b>Courses</b>	<b>Site</b>	<b>Settings</b>
NURN 5230 Teaching Practicum I and NURN 5240 Teaching Practicum II	St. Louis	Chamberlain College Jefferson County Community College Maryville University St. Joseph Health Center St. Louis Community College-Meramec St. Mary's Health Center Southwestern Illinois College
	Kansas City	Children's Mercy Hospital Graceland University Johnson County Community College Menorah Medical Center Park University Penn Valley Community College St. Luke's College of Nursing

In the leader focus, students are required to take NURN 5410 Leadership in Nursing, NURN 5420 Financial Issues for Nurse Leaders, NURN 5430 Legal Issues of Nurse Leaders, NURN 5440 Leadership in Nursing Practicum I, and NURN 5450 Leadership in Nursing Practicum II. These courses prepare students for beginning roles in leadership in a variety of settings. All MSN Leader focus courses (NURN 5410, NURN 5420, NURN 5430, NURN 5440, and NURN 5450) contain practicum/ practice learning experiences. In these courses students gain experience by interacting with nurse leaders discerning the role of nurse leader, interpreting and applying financial information, examining and critically analyzing legal issues facing nurse leaders, and working with a

nurse leader to develop, implement, and evaluate a project in a health care institution.

Table 14.3. provides examples of leader role practicum sites.

**Table 14. 3 Examples of MSN Practicum Sites for Leadership Focus Students**

<b>Courses</b>	<b>Site</b>	<b>Settings</b>
NURN 5440 Leadership in Nursing Practicum I and NURN 5450 Leadership in Nursing Practicum II	St. Louis	Barnes-Jewish Hospital Cardinal Glennon Children's Hospital People's Health Center St. John's Mercy Medical Center Southeast MO Hospital Unity Hospital
	Kansas City	(first practicum class scheduled for Fall 2, 2007)

The examples of the tools used to evaluate the Leader Practica appear in Appendix M. These include student self evaluation, mentor evaluation of students' performance and project, and evaluation of practicum by students.

Multiple practice learning environments provide a variety of appropriate learning opportunities for students in the BSN and MSN programs. These settings and facilities are adequate to provide sufficient practice experience for undergraduate and graduate students to accomplish the educational goals of their respective programs. In addition, sites for the teaching and leadership practica provide sufficient opportunity for development of beginning graduate level competence in those areas.

### **Standard V: Resources**

**Resources are sufficient to accomplish the nursing education unit purposes.**

#### **Criterion 15:**

**Fiscal resources are sufficient to support the nursing education unit purposes and commensurate with the resources of the governing organization.**

The fiscal resources are adequate to support the Nursing Programs, faculty development, research, instruction, practice activities, and community and public services. Allocations from institutional funds from non-restricted sources are comparable with other units in the university.

#### **Budgets: University, College of Arts and Sciences, Kansas City Site, and Nursing Department**

Webster University uses a collaborative budgeting approach. At the main campus in St. Louis, each department submits budget requests to the appropriate dean. The Nursing Department chair solicits requests from faculty and includes those requests in the budget submitted to the dean of the College of Arts and Sciences. The dean's office reviews and approves budget requests for the departments and units in the College of Arts and Sciences. The dean then forwards the budget to the office of the vice president for academic affairs for further review and approval. Each vice president's office forwards a proposed budget to the university budget office for compilation. The university's Administrative Council reviews the compiled budget in relation to university priorities and determines which ongoing and new budget requests will be funded. After approval of the Administrative Council, the budget is submitted to the Board of Trustees for final approval.

Table 15.1 shows the Nursing Department income and direct expenses compared to the College of Arts and Sciences and the budgeted amount for the 2007-2008 academic year.

**Table 15.1 Nursing Department: Income and Direct Expenses (Actual and Budget)  
Compared to Total College of Arts & Sciences (St. Louis only)**

2003-2004 fiscal year						
	Nursing		total Arts & Sci		Nursing as % of A&S	
	actual	budget	actual	budget	actual	budget
Tuition Income	535,068	577,920	17,452,826	16,734,770	3.1%	3.5%
Other Revenue	3,505	2,100	95,067	128,400	3.7%	1.6%
Instructional Wages	330,576	473,499	5,541,686	5,355,760	6.0%	8.8%
Staff Wages	36,659	39,015	501,765	430,533	7.3%	9.1%
Benefits	111,424	117,550	1,181,700	1,191,750	9.4%	9.9%
Other direct expenses	36,521	33,852	746,372	621,490	4.9%	5.4%
Tuition income after direct expenses	23,393	(83,896)	9,576,370	9,263,637	0.2%	-0.9%

2004-2005 fiscal year						
	Nursing		total Arts & Sci		Nursing as % of A&S	
	actual	budget	actual	budget	actual	budget
Tuition Income	656,691	647,045	18,619,057	18,530,589	3.5%	3.5%
Other Revenue	1,815	2,100	94,318	50,100	1.9%	4.2%
Instructional Wages	337,448	502,402	5,783,730	5,508,447	5.8%	9.1%
Staff Wages	32,566	31,785	512,199	546,065	6.4%	5.8%
Benefits	95,384	124,426	1,236,010	1,234,183	7.7%	10.1%
Other direct expenses	28,428	34,441	742,111	608,241	3.8%	5.7%
Tuition income after direct expenses	164,680	(43,909)	10,439,325	10,683,753	1.6%	-0.4%

2005-2006 fiscal year						
	Nursing		total Arts & Sci		Nursing as % of A&S	
	actual	budget	actual	budget	actual	budget
Tuition Income	824,766	649,155	18,988,687	19,528,210	4.3%	3.3%
Other Revenue	10,690	9,000	251,510	53,000	4.3%	17.0%
Instructional Wages	427,223	526,573	5,890,435	6,188,552	7.3%	8.5%
Staff Wages	32,741	32,741	548,253	534,701	6.0%	6.1%
Benefits	118,993	121,512	1,270,321	1,280,637	9.4%	9.5%
Other direct expenses	42,510	39,911	739,609	581,476	5.7%	6.9%
Tuition income after direct expenses	213,989	(62,582)	10,791,579	10,995,844	2.0%	-0.6%

2006-2007 fiscal year						
	Nursing		total Arts & Sci		Nursing as % of A&S	
	actual	budget	actual	budget	actual	budget
Tuition Income	800,616	848,224	20,816,554	20,715,298	3.8%	4.1%
Other Revenue	1,845	10,000	306,181	217,505	0.6%	4.6%
Instructional Wages	418,821	453,649	6,009,920	6,478,830	7.0%	7.0%
Staff Wages	33,720	33,540	559,279	544,854	6.0%	6.2%
Benefits	124,697	118,574	1,325,714	1,326,678	9.4%	8.9%
Other direct expenses	28,428	30,911	655,849	626,744	4.3%	4.9%
Tuition income after direct expenses	196,795	221,550	12,571,973	11,955,697	1.6%	1.9%

Note: Indirect expenses are budgeted at the University level rather than the college/school or department level. Surpluses from all departments are consolidated and applied to total University indirect costs.

In Kansas City the site director is responsible for the overall budget. The Nursing Department Chair is responsible for certain budget items in the Kansas City budget. These items include membership fees, subscriptions, travel, and entertainment. Table 15.2 shows the budget of the nursing programs in Kansas City as compared with the Kansas City site budget.

**Table 15.2 Nursing Department: Income and Direct Expenses  
(Actual and Budget) - Kansas City Metropolitan Campus\***

2003-2004 fiscal year						
	Nursing		total Kansas City		Nursing as % of KC	
	actual	budget	actual	budget	actual	budget
Undergraduate Credit Hours	1,078		1,789		60.3%	
Graduate Credit Hours	57		9,855		0.6%	
Total Credit Hours	1,135		11,644		9.7%	
Tuition Income	333,425		3,759,834	4,126,730	8.9%	
Other Revenue	0		19,420	3,600	0.0%	
Instructional Wages	166,713		954,713	869,705	17.5%	
Staff Wages	43,576		447,043	452,282	9.7%	
Benefits	20,846		213,860	261,657	9.7%	
Other direct expenses	2,500		955,201	1,131,352	0.3%	
Tuition income after direct expenses	99,791		1,208,437	1,415,334	8.3%	

2004-2005 fiscal year						
	Nursing		total Kansas City		Nursing as % of KC	
	actual	budget	actual	budget	actual	budget
Undergraduate Credit Hours	855		1,670		51.2%	
Graduate Credit Hours	288		9,726		3.0%	
Total Credit Hours	1,143		11,396		10.0%	
Tuition Income	364,500		3,859,735	3,715,151	9.4%	
Other Revenue	0		5,295	3,600	0.0%	
Instructional Wages	182,250		956,868	826,497	19.0%	
Staff Wages	48,199		480,560	490,136	10.0%	
Benefits	24,380		243,079	281,464	10.0%	
Other direct expenses	3,000		787,442	799,288	0.4%	
Tuition income after direct expenses	106,671		1,397,081	1,321,366	7.6%	

2005-2006 fiscal year						
	Nursing		total Kansas City		Nursing as % of KC	
	actual	budget	actual	budget	actual	budget
Undergraduate Credit Hours	947		1,799		52.6%	
Graduate Credit Hours	382		9,785		3.9%	
Total Credit Hours	1,329		11,584		11.5%	
Tuition Income	442,550		4,045,822	4,031,480	10.9%	
Other Revenue	0		4,330	3,600	0.0%	
Instructional Wages	221,275		948,707	900,537	23.3%	
Staff Wages	55,800		486,373	503,310	11.5%	
Benefits	26,374		229,882	210,121	11.5%	
Other direct expenses	3,500		795,116	836,422	0.4%	
Tuition income after direct expenses	135,601		1,590,074	1,584,690	8.5%	

2006-2007 fiscal year						
	Nursing		total Kansas City		Nursing as % of KC	
	actual	budget	actual	budget	actual	budget
Undergraduate Credit Hours	1,006		1,807		55.7%	
Graduate Credit Hours	360		9,463		3.8%	
Total Credit Hours	1,366		11,270		12.1%	
Tuition Income	474,550		4,011,711	4,133,400	11.8%	
Other Revenue	0		5,210	4,900	0.0%	
Instructional Wages	237,275		912,721	922,010	26.0%	
Staff Wages	58,634		483,755	511,604	12.1%	
Benefits	26,991		222,688	207,892	12.1%	
Other direct expenses	3,500		831,355	813,874	0.4%	
Tuition income after direct expenses	148,150		1,566,402	1,682,920	9.5%	

Note: Indirect expenses are budgeted at the University level rather than the college/school or department level. Surpluses from all departments are consolidated and applied to total University indirect costs.

\*Webster University extended campuses have a consolidated budget for all programs. Kansas City information is actual budgetary information. Nursing department information is extrapolated.

The Nursing Department chair is responsible for a budget each year. Table 15.3 shows the items and amounts included in the Nursing Department Budget for the 2007-2008 academic year. The budget items and amounts are the same as for 2006-2007.

**Table 15.3 Nursing Department Budget 2007-2008**

Item	2007-2008
Membership Fees	\$3,391
Subscriptions	\$1,224
Travel and Conventions	\$4,791
Freight and Postage	\$1,158
Telephone and Fax	\$416
Repairs and Maintenance	\$515
Printing	\$1,843
Supplies	\$4,488
Lab Fee Supplies	\$1,000
Rentals	\$2,452
Entertainment and Social	\$714
Honoraria and Speakers	\$1,000
Total	\$22,992

## Faculty Salaries

Faculty salaries fall into a range for each rank. The Salary and Fringe Benefits Committee, an elected committee of the Faculty Assembly, negotiates salary increases each year.

The administration and faculty agreed that faculty salaries should be tied to national norms as reported in *Academe* (March/April 2006) (Table 9A for category IIA Schools and Colleges). These benchmarks are:

- Full Professor: 60th percentile
- Associate Professor: 50th percentile
- Assistant: 45th percentile

After the raises effective on the 2007-2008 contracts, the Salary and Fringe Benefits Committee projects (assuming the National average salary increase stays the same) that the salaries for full time ranked faculty will be as follows:

- Full: 94.8% of the target goal (e.g., just short of the 60th percentile goal)
- Associate: 100% of the target goal (e.g., met the 50th percentile goal)
- Assistant: 93.9% of the target goal (e.g., short of the 45th percentile goal).

Nursing Department faculty salaries are listed in Table 15.4.

**Table 15.4 2007-2008 Salaries of Nurse Administrator and Faculty**

Faculty Rank	Salary
Professor*	\$74,282
Professor	\$70,639
Associate Professor	\$77,629
Associate Professor	\$68,150
Associate Professor	\$61,046
Associate Professor	\$50,522
Non Status**	\$54,025

\* Nursing Department Chair

\*\* Faculty Coordinator, Department of Nursing, Kansas City Administration (full time teaching load)

The Nursing Department chair is paid according to rank with an additional \$6000 and two course releases per year. The MSN program coordinator receives an additional \$5,550 per year for advisement of students and program oversight. The nursing faculty

coordinator at the Kansas City site receives a non status track contract as staff in the Department of Nursing, Kansas City Administration, for full time teaching and coordination of faculty.

### **Other Fiscal Resources**

The dean's budget for the 2007-2008 academic year allocates an average of \$2,550 per faculty member for professional development and travel. Requests for approval are submitted to use these funds. The Nursing Department used \$12,679 in 05-06 and \$11,418 in 06-07. The budgeted amount for professional development and travel increased \$100 per faculty member this year. Similar amounts have been available for the past several years.

Several competitive faculty research grants, from \$2,500 to \$7,500, are awarded each year to those with the strongest proposal, dependent on annual funding. Dr. Wehling received a faculty grant in 2004; Dr. Schappe received a grant in 2005.

Teaching Transformation Fellowships through Title III funding were offered in 2004 to 2006 to promote faculty use of technology in teaching. These fellowships provided a personal laptop computer, a \$2000 stipend, and individual assistance with incorporating technology into courses. Each of the five Nursing Department faculty members who applied received a fellowship.

The William T. Kemper Award for excellence in teaching is awarded yearly to two full time and two adjunct faculty. Nursing faculty have been nominated for this award in the past few years.

The Messing Award is presented annually to a full time faculty member who presents the most promising proposal for summer activity which will strengthen the curriculum of the respective department or which will improve the teaching/learning relationship. Dr. Schappe, received the 2007 Messing Award of \$4,500.

The Center for International Education offers grants to promote the internationalization of existing academic programs, and the development of new programs. Awards of up to \$500 are available each semester.

**Criterion 16:**

**Program support services are sufficient for the operations of the nursing education unit.**

Administrative and clerical services are available as needed. In St. Louis, the Nursing Department has a full time department representative. The department representative is responsible for all office duties. During the fall and spring terms, a work study student assists with clerical work under the direction of the department representative for a limited number of hours each term.

At the Kansas City campus, the BSN Coordinator supervises all functions of the program. Kansas City office staff occasionally assists with clerical duties that do not require specific knowledge of the programs. The Kansas City MSN program advisor interviews prospective students, advises and registers current students, and responds to inquiries. The Faculty Coordinator's duties include: supervision of faculty; scheduling of classes; and assignment, orientation, and mentoring of faculty. In addition, she serves as the liaison between the faculty in St. Louis and Kansas City and participates regularly in Nursing Faculty and Curriculum meetings.

**Criterion 17:**

**Learning resources are comprehensive, current, developed with nursing faculty input, and accessible to faculty and students.**

**Library*****History and Mission***

Eden-Webster Library System serves both Webster University and Eden Theological Seminary. In 1969 the two institutions merged their libraries into a single library with a shared staff and collection which serves both schools. In 2003, Webster University opened Emerson Library in the heart of the Webster Groves campus. With five floors and a total of 71,000 square feet, Emerson houses all of the non-religious materials including collections supporting Nursing. Luhr Library houses the religion and theology collection and is located on the Eden campus across the street from the main buildings of Webster University. The joint library system continues with two buildings.

The mission of the Eden-Webster Library System is to support the teaching, research and intellectual pursuits of Eden Theological Seminary and Webster University communities worldwide. Toward this end, the library provides quality collections, services, and facilities and serves as a repository/gateway for information resources. This includes: working as partners in the educational process by teaching patrons to become self-sufficient users and evaluators of information resources; acquiring, organizing, and preserving information within the library; and monitoring and incorporating new information technologies and forming cooperative partnerships to provide access to information for students, faculty and staff worldwide.

***Library Instruction***

The library staff works closely with the faculty of the Nursing Department teaching the use of the various resources available both in the library and on line. The library offers a wide range of instructional programs ranging from detailed library orientation sessions to course and assignment-specific sessions and workshops as the students progress through the Nursing Program. Emerson Library's electronic classroom provides 24 student computers for hands-on instruction which is integrated into the classes offered by the librarians. In our continuing efforts to maintain the same high level

of service to our students attending the Kansas City campus, we have increased our use of technology. Teaching materials are available on Passports to students anywhere with Internet access. These materials may be used by Kansas City faculty for teaching or by students as self paced tutorials. Basic subjects covered include topic analysis, creating search strategies, using databases, and evaluating sources of information for quality, authority, and currency. “Doing Research in Nursing” is available both as a self-paced tutorial (<http://library.webster.edu/online/nurshome.html>) and as a 16-minute video tutorial (<http://library.webster.edu/vidseries/nursingst56k.html>). These specialized guides focus on conducting nursing research using databases such as CINAHL and finding evidence-based materials in Cochrane. Eleven other video tutorials cover information such as using electronic books, obtaining library materials through document delivery, and using electronic reserves.

One-on-one library instruction is available via both phone with our toll free number and email from our Ask-A-Librarian link on Passports. This instruction can be as basic as helping a student find a useful subject heading on the fly or as in depth as an hour long session on getting started with a specific research project by appointment with our Book-A-Librarian service.

### ***Liaison Program***

The library liaison to the Nursing Department acts as a spokesperson for the department, coordinating orders and identifying resources to meet faculty and student research needs. The liaison for the Nursing Department also communicates library news and opportunities to the faculty as well as relaying departmental concerns and ideas to the library. Whenever needed, meetings are scheduled for the faculty to meet with the liaison to plan for the needs of the program. The current library liaison to the Nursing Department, Holly Hubenschmidt, has been in this position for four years. She holds a masters degree in library science and is an active member of the Medical Library Association, the Nursing and Allied Health Section of MLA, and the St. Louis Medical Librarians.

### ***Collection Development***

The Nursing collection is developed through book and video orders placed by the faculty and recommendations from the library liaison proposed to the faculty. A

collection development plan is in place to ensure that areas of particular importance to this program are selected at the appropriate level, areas such as Family Nursing and Trans-Cultural Nursing. The plan also recognizes the particular importance of the emphases in the graduate program—Nursing Leadership and Nursing Education—noting that these materials are to be collected at a more comprehensive level to support advanced student research.

An ongoing part of collection development is weeding. The collection is regularly reviewed and materials are withdrawn from the collection if they are found to be old editions, clinical materials more than five years old, or damaged. Replacement decisions are made by the liaison.

Careful attention has been paid in developing the collection in all areas related to nursing including books, periodicals, videos, reference materials, and online resources. Each department is allocated a portion of the library's annual materials budget to select books and videos for the collection. These funds are based on a formula which includes factors such as number of students, number of undergraduate and graduate degrees, number of faculty, and average cost of a book in each subject area. The budget for books and videos requested by nursing for the past several years has been:

2004-2005	\$2,915
2005-2006	\$3,085
2006-2007	\$3,364
2007-2008	\$3,593

Additional budgets are available for items such as reference collection materials. Funds may be shared between departments for pricier books and videos that are cross-disciplinary in nature. In Nursing this sharing most often occurs with Behavioral and Social Sciences, Health Systems Management, and Biological Sciences.

New journal subscriptions are considered each fall and new databases are considered each spring as budget allows. This is a competitive process involving all of the liaisons in a comprehensive review of each proposed journal or database. The funding for subscriptions and databases comes from line items in the library budget separate from the funds allocated for departmental purchases.

### *Services*

Emerson Library participates in a statewide program, *MOBIUS*, which allows Missouri resident students to borrow from 62 other member libraries in the state through a shared catalog of over 14 million items. The delivery system provides a fast efficient delivery system within the state of Missouri with materials often arriving in 3 business days. In addition to these resources, many library services are available through Passports.

- Reference assistance – The Reference Desk is staffed 78.5 hours each week, including evenings until 11pm CST Sunday through Thursday. Reference staff includes 6 full time and 2 part time librarians with MLS degrees. Reference help is available in person, via phone with our local or toll free number, and via email. Students and faculty requiring in depth assistance may arrange for an in person or telephone appointment with a reference librarian.
- Document delivery – Books and articles in the library are sent to students and faculty outside of the St. Louis area at no charge. Materials are requested electronically. Articles in the library’s collection are posted to a secure website and made available to the student in less than 48 hours. Books are sent to the student’s home with a return mailer. Books and articles not owned by the library are requested from other libraries and forwarded on the student or faculty member at no charge.
- Interlibrary loan – Students and faculty in the St. Louis area may request books and articles not held by Emerson Library. Articles are supplied electronically in less than 5 business days. Books are received and the student is notified in 7-10 business days.
- Electronic reserves – Many faculty members place important class readings, syllabi, assignments, and even the first chapter or two of a text book on eReserves through the library’s website. Each class site is password protected and available to students electronically, 24 hours a day 7 days a week.

- Video reservations – Faculty may reserve library videos to show in class on a specified date. For faculty at extended campuses, videos will be sent with a return mailer a few days prior to the date needed.

### *Passports*

Emerson Library's extensive online resources including article databases, electronic books, and electronic journals are accessible via the library's website, Passports (<http://library.webster.edu>.) Passports consists of library services and resources including the online library catalog, online/full-text databases, and additional Internet resources (web pages, electronic journals, etc.). Some of the online databases available to nursing students are:

- CINAHL (Cumulative Index to Nursing & Allied Health) (Ebscohost) provides indexing to nearly 900 nursing, allied health, biomedical, consumer health journals, and other nursing publications.
- Clinical Pharmacology (Ebscohost) covers generic and brand name U.S. prescription drugs, proper use, precautions, side effects, and related topics. Also includes herbal and nutritional supplements, over-the-counter products, and drugs that are new or under development.
- Cochrane Controlled Trials Register (Ebscohost) is a bibliography of controlled trials compiled as part of an international effort to provide systematic reviews. Information is culled from MEDLINE, conference proceedings, and other sources.
- Cochrane Database of Systematic Reviews (CDSR) (Ebscohost) is a full text database of healthcare articles and protocols analyzed from an evidence-based medicine perspective to provide data with minimal bias. Reviews must meet the Cochrane Group's quality standards.
- Database of Abstracts of Reviews of Effectiveness (Ebscohost) is an international database of abstracts of published systematic reviews on the effects of health care. These reviews have been critically analyzed by the NHS Centre for Reviews and Dissemination at the University of York, England. DARE's abstracts include a description of the systematic reviews methodology, results and conclusions.

- Family & Society Studies Worldwide (NISC) is a comprehensive index to the literature on marriage and the family, parenting, gender issues, sexuality and reproduction, etc. It includes records from the Inventory of Marriage and Family Literature and the Australian Family and Society Abstracts. Coverage from 1970-present.
- Health Source Plus: Nursing/Academic Edition (Ebscohost) has the full text of almost 500 journals representing various medical disciplines. Includes definitions from Stedman's Medical Dictionary. Emphasis on nursing and allied health topics.
- MEDLINE (Ebscohost) covers all areas of medicine, including clinical medicine, experimental medicine, dentistry, nursing, health services administration, nutrition, and many other topics.
- MICROMEDEX Healthcare Series is a cluster of clinical databases, including unbiased, referenced information about drugs, toxicology, diseases, acute care, and alternative medicine.
- PsycInfo 1887-Current (Ebscohost) lists materials on all areas of psychology and related fields. It is produced by the American Psychological Association and covers from 1887 to the present. Indexes over 2100 journals, as well as selected dissertations and books.
- Alt\_HealthWatch (Ebscohost) covers the field of alternative approaches to health, medical treatment, and wellness. It includes full-text articles from more than 170 journals, as well as various reports, conference proceedings, newsletters, pamphlets, etc.

A complete list of nursing and healthcare databases is available at <http://library.webster.edu/datnursmed.html>. Access to all of the online/full-text databases is available to Webster University and Eden Theological Seminary faculty, students and staff, on campus or off, anywhere Internet access is available.

Passports also includes a comprehensive journal, magazine, and newspaper list which includes periodicals available in print at Emerson Library, through online databases, and electronically through the catalog at <http://library.webster.edu/journals/jnlsIndex.html>.

Another valuable area of information on Passports is the Web Sites and Search Engines page (<http://library.webster.edu/netresearch/subjects.html>) which provides a compilation of web-based resources on topics of concern to nursing students including not only nursing related websites, but sites devoted to writing, presentation skills, and citing sources as well. All web sites listed are evaluated by the reference librarians for quality, reliability, authority, and currency.

Recent additions to Passports include ArticleLinker, a program to facilitate student access to the full text of articles, and RefWorks, a bibliographic citation manager.

### *Statistics*

Number of Volumes:	294,600+
Journal Subscriptions:	1,235
Electronic Databases:	120+
Online Full-Text Journals/Sources	26,280+
Interlibrary Loan/Document delivery (2006/07):	12,617
MOBIUS Requests:	5,130
Videos:	6,300+
Public Computers (Internet):	59
Electronic Books:	15,000+
Operating Hours of Library (weekly)	94

Emerson Library maintains a dynamic relationship with the Nursing Department, constantly seeking to improve library collections and electronic resources to serve our students worldwide.

### **Other Learning Resources**

The Webster Faculty Development Center is located in the Emerson Library on the Webster University St. Louis Campus. The Center houses the following resources for faculty to use for the purpose of enhancing professional development and teaching and learning: video editing systems, PC and Macintosh computers, scanners, color printers, and network connections for personal laptop access to the campus network. The computers are equipped with a variety of advanced software applications as well as CD burners for transporting files.

Many services offered by the Faculty Development Center are available only through the Connection web portal at the FDC Online. The FDC Online is a collection of online services for faculty that teach at Webster throughout the world, including the Faculty Forum, where faculty and staff can meet virtually to share and discuss teaching experiences, ideas, concerns, and more.

Additional learning resources are discussed in the next section, “Physical Facilities.” These resources include computer and nursing skills laboratories.

**Criterion 18:**

**Physical facilities are appropriate to support the purposes of the nursing education unit.**

The nursing programs are offered in two locations, St. Louis, Missouri, and Kansas City, Missouri. Physical facilities at each location are described below.

**St. Louis Campus Facilities*****Office Space***

At the St. Louis (Webster Groves) campus, the Nursing Department offices are located on the second floor (Suite 200) of Webster Hall (the main administration building). This area contains seven private offices used by the nursing department and a common work area. Three additional offices in this suite are occupied by Biological Sciences Department faculty and the Center for Interdisciplinary Studies staff. Each full time nursing faculty member has a separate, private office with a desk, phone, computer, and other office furniture (file cabinets, bookcases, chairs). The department representative has a separate office. Furnishings are the same as the faculty offices plus locked file cabinets containing student files and a typewriter. The common work space in the hallway contains guest chairs, two printers (one black and one color laser printer), a fax machine, copy machine, paper shredder, display cabinet, faculty mailboxes, and a desk, computer, and phone for a work study student.

***Classrooms***

A classroom (Webster Hall, room 201), adjacent to the Nursing Department offices, is prioritized for use by the Nursing Department. The room is a "smart" classroom equipped with a computer, overhead projector, Elmo, and DVD/VCR player, as well as tables, chairs, a podium, dry eraser board, and screen. This classroom is also designated as the clinical skills lab and contains exam tables, privacy curtains, physical assessment equipment, a sink, and locked storage areas. The Nurse Anesthesia program (in the Biological Sciences Department) also schedules use of this room for lab instruction through the Nursing Department representative and shares the storage space. The classroom is adequate for didactic classes, but the space is inadequate for the physical assessment laboratory experience. The size of the room does not allow space for

the exam tables to be pulled out and utilized for practice because of the number of chairs and tables needed to accommodate a multiuse classroom.

Nursing classes are also held throughout the building and in other university buildings. Most classrooms are now "smart" classrooms. Classrooms specially equipped for teaching interview skills to MSN students in the Family Nursing courses are located in Webster Hall rooms 404 and 406. The two rooms are connected by a two way mirror for observation and a direct phone line for direct supervision and consultation. Room 404, designed as the family interview room, contains tables, chairs, and, microphones. Room 406 functions as the observation room and is equipped with speakers, amplifier, sound mixer, and audio-recorder. A portable camcorder and tripod are available for video-recording. Room 406 also contains several desks, serves as a "smart" classroom usable for numerous classes, with a sliding whiteboard covering the two way mirror. The undergraduate computer course is taught in an instructional computer lab in the Sverdrup Building.

### ***Other Facilities***

Computer labs are available for student use. These labs contain multiple computers with a variety of updated software and are located in the Sverdrup Building, Webster Hall, the library, and the University Center.

Food service is available for purchase in the cafeteria in Loretto Hall, the University Center, a café in the Library, and a food cart in Sverdrup during the fall and spring terms. Food is available year round in the Sverdrup Building and from vending machines in each building.

Student lounges are located on the third floor of Webster Hall and the first floor of the Sverdrup building, as well as in the University Center and the library. The University Center also houses a fitness center, swimming pool and gymnasium.

### **Kansas City Campus Facilities**

The Kansas City campus occupies two floors of separate classroom and office space in a large office building. A common workroom and kitchen contains copy and fax machines, faculty mailboxes, microwave, refrigerator, and supplies. A large lounge area on the second floor contains tables and chairs, vending machines, a sink, and a microwave oven for use by faculty, staff, and students. The Titans Learning Resource

Center and a computer lounge on the main floor provide computers and printers for student use. A variety of printed materials (i.e., newspapers, journals and some older texts from all disciplines) are also available.

### ***Office Space***

The nursing department space includes one large office used by the full time Nursing Faculty coordinator, adjunct faculty, and visiting professor from St. Louis. This office is equipped with four desks (each with a computer and phone), a conference table, chairs, bookcases, file cabinets, and a printer. The BSN coordinator has a separate private office with a desk, chairs, small table, phone, computer, printer, and locked file cabinets.

### ***Classrooms***

Nursing classes are held throughout the building. Each room contains an overhead projector and a TV/VCR. Additional audiovisual/computer equipment is set up prior to classes upon request. The undergraduate computer course is taught in an instructional computer lab.

The nursing lab, room 203, is used for teaching the undergraduate assessment course. The room is equipped with four examination tables, privacy curtains, locked cabinets containing physical assessment equipment, and a sink. This room is also used as a classroom for a variety of nursing classes and contains tables, chairs, an overhead projector, and TV/VCR equipment. Additional audiovisual/computer equipment is available upon request.

In addition, two adjoining rooms, connected by a one-way mirror and a direct phone line, are equipped for teaching interviewing skills to MSN students in the family nursing courses. Room 202, the family interview room, contains video cameras, microphones, a table, and chairs. Room 204, the observation room, contains desks, chairs, and monitoring equipment.

### **Standard VI: Integrity**

**Integrity is evident in the practices and relationships of the nursing education unit.**

#### **Criterion 19:**

**Information about the program intended to inform the general public, prospective students, current students, employers and other interested parties, is current, accurate, clear and consistent.**

Policies and procedures are published to protect the health and safety of clients, students, and faculty. Information about the BSN, MSN, and BSN/MSN programs is located in the program brochures, the undergraduate and graduate catalogs and schedules, the University Student Handbook, the Nursing Department Handbook, the Kansas City Campus Handbook, and the academic calendar. Most of these documents are available both in print and on line. Published documents are available to current and prospective students and anyone requesting information. The documents are reviewed and revised regularly to insure that they are current, clear, accurate, and consistent. The undergraduate and graduate catalogs are revised every one to two years. The Nursing Department Handbook is revised yearly with a new publication printed each fall. Program brochures are revised whenever changes are needed. Table 19.1 summarizes the locations of information about the BSN and MSN programs.

Policies that protect the health and safety of clients, students, and faculty include the risk management policy and the special requirements policy. These policies can be found in Nursing Department Handbook, pages 16 and 17, and on line. The risk management policy outlines needle stick procedures. The special requirements policy requires students to present copies of: current Missouri RN license, current PPD and immunization records, criminal background check, drug screen, and other documents as required. Special requirements are also noted on nursing course syllabi for BSN clinical courses (NURS 3400, 3410, 3420, 4240, 4250) and MSN practicum courses (NURN 5800, 5810, 5820, 5230, 5240, 5440, and 5450).

**Table 19.1 Location of Information About the Nursing Programs**

<b>Information</b>	<b>Location</b>
Mission and Philosophy	University mission statement- Undergraduate catalog, p. 7 On line: <a href="http://www.webster.edu/ugcatalog/overview.html">http://www.webster.edu/ugcatalog/overview.html</a> Graduate catalog, p.6 On line: <a href="http://www.webster.edu/about/mission.shtml">http://www.webster.edu/about/mission.shtml</a> Nursing department philosophy and organizing framework- Nursing Department Handbook, pp. 3-5 On line: Nursing Department Handbook- <a href="http://www.webster.edu/depts/artsci/nursing/handbook.htm">http://www.webster.edu/depts/artsci/nursing/handbook.htm</a>
Program Outcomes	Nursing Department Handbook BSN program outcomes, p.7 MSN program outcomes, p. 9 On line: <a href="http://www.webster.edu/depts/artsci/nursing/handbook.htm">http://www.webster.edu/depts/artsci/nursing/handbook.htm</a>
Admission Policies	BSN, MSN Program Brochures Undergraduate Catalog, p. 78 Graduate Catalog, p.52 On line Admission websites: BSN- <a href="http://explore.webster.edu/admissions/undergraduate/academicPrograms/nurs.asp">http://explore.webster.edu/admissions/undergraduate/academicPrograms/nurs.asp</a> MSN- <a href="http://admissions.webster.edu/admissions/graduate/masters/nurn.asp">http://admissions.webster.edu/admissions/graduate/masters/nurn.asp</a> Nursing department website BSN- <a href="http://www.webster.edu/depts/artsci/nursing/undergraduate.htm">http://www.webster.edu/depts/artsci/nursing/undergraduate.htm</a> MSN- <a href="http://www.webster.edu/depts/artsci/nursing/graduate.htm">http://www.webster.edu/depts/artsci/nursing/graduate.htm</a> RN to MSN Combined Degree- <a href="http://www.webster.edu/depts/artsci/nursing/combined.htm">http://www.webster.edu/depts/artsci/nursing/combined.htm</a>
Tuition and Fees	Undergraduate Catalog, pp. 26-28 On line: <a href="http://www.webster.edu/ugcatalog/costs_0708.html">http://www.webster.edu/ugcatalog/costs_0708.html</a> Graduate Catalog, pp. 170-171 On-line: <a href="http://www.webster.edu/gradcatalog/tuition_fees.html">http://www.webster.edu/gradcatalog/tuition_fees.html</a> St. Louis-Fall 2007 Course Schedule, tuition p. 16; fees p. 62 and 105 About Webster on-line: <a href="http://www.webster.edu/about/facts/tuition.shtml">http://www.webster.edu/about/facts/tuition.shtml</a> Kansas City-on line at <a href="http://www.webster.edu/kc/financial.htm">http://www.webster.edu/kc/financial.htm</a> Nursing department course information sheets
Financial Aid	On line: <a href="http://admissions.webster.edu/admissions/finaid/">http://admissions.webster.edu/admissions/finaid/</a> Undergraduate Catalog, p. 24 On line: <a href="http://www.webster.edu/ugcatalog/financial_info.html">http://www.webster.edu/ugcatalog/financial_info.html</a> Graduate Catalog, p. 170 On line: <a href="http://www.webster.edu/gradcatalog/tuition_fees.html">http://www.webster.edu/gradcatalog/tuition_fees.html</a>
Graduation	Nursing Department Handbook, p. 14 On line: <a href="http://www.webster.edu/depts/artsci/nursing/handbook.htm">http://www.webster.edu/depts/artsci/nursing/handbook.htm</a> Graduate Catalog, p. 31 On line: <a href="http://www.webster.edu/gradcatalog/acad_policies.html">http://www.webster.edu/gradcatalog/acad_policies.html</a>

<b>Information</b>	<b>Location</b>
	scroll to: petition/graduation requirements
Licensing Requirements	Undergraduate Catalog, p. 78 On line: <a href="http://www.webster.edu/ugcatalog/nurs.html">http://www.webster.edu/ugcatalog/nurs.html</a> Graduate Catalog, p. 52 On line: <a href="http://www.webster.edu/gradcatalog/nursing.html">http://www.webster.edu/gradcatalog/nursing.html</a> Nursing Department Handbook, pp 17 On line: <a href="http://www.webster.edu/depts/artsci/nursing/handbook.htm">http://www.webster.edu/depts/artsci/nursing/handbook.htm</a>
Academic Policies	Undergraduate Catalog, pp. 11-18 On line: <a href="http://www.webster.edu/ugcatalog/acad_policies.html">http://www.webster.edu/ugcatalog/acad_policies.html</a> Graduate Catalog, pp. 23-31 On line: <a href="http://www.webster.edu/gradcatalog/acad_policies.html">http://www.webster.edu/gradcatalog/acad_policies.html</a> Nursing Department Handbook On line: <a href="http://www.webster.edu/depts/artsci/nursing/handbook.htm">http://www.webster.edu/depts/artsci/nursing/handbook.htm</a>
Academic Calendar	Undergraduate Catalog, p. 4 On line- <a href="http://www.webster.edu/academics/calendar0708.shtml">http://www.webster.edu/academics/calendar0708.shtml</a> Graduate Catalog, p. 4 Online: <a href="http://www.webster.edu/academics/calendar0708.shtml">http://www.webster.edu/academics/calendar0708.shtml</a>
Student Services	Webster University Student Handbook On line: <a href="http://www.webster.edu/current/">http://www.webster.edu/current/</a> Kansas City campus handbook- <a href="http://www.webster.edu/kc/handbook.htm">http://www.webster.edu/kc/handbook.htm</a>
Program Length	Undergraduate Catalog, p. 78 On line: <a href="http://www.webster.edu/ugcatalog/nurs.html">http://www.webster.edu/ugcatalog/nurs.html</a> Graduate Catalog, p. 52 On line: <a href="http://www.webster.edu/gradcatalog/nursing.html">http://www.webster.edu/gradcatalog/nursing.html</a> MSN Program Brochure p. 3
Program and Career Opportunities	BSN, MSN Program Brochures Undergraduate Catalog, p. 78 On line: <a href="http://www.webster.edu/ugcatalog/nurs.html">http://www.webster.edu/ugcatalog/nurs.html</a> Graduate Catalog, p. 52 On line: <a href="http://www.webster.edu/gradcatalog/nursing.html">http://www.webster.edu/gradcatalog/nursing.html</a>
Accreditation Status	Undergraduate Catalog, p. 78 Online: <a href="http://www.webster.edu/ugcatalog/nurs.html">http://www.webster.edu/ugcatalog/nurs.html</a> Graduate Catalog, p. 52 <a href="http://www.webster.edu/gradcatalog/nursing.html">http://www.webster.edu/gradcatalog/nursing.html</a> BSN, MSN Program Brochures On line: College of Arts and Sciences Website <a href="http://www.webster.edu/depts/artsci/gp_nursing.htm">http://www.webster.edu/depts/artsci/gp_nursing.htm</a>
Other Student Policies	Undergraduate Catalog On line: <a href="http://www.webster.edu/ugcatalog/index.html">http://www.webster.edu/ugcatalog/index.html</a> Graduate Catalog On line: <a href="http://www.webster.edu/gradcatalog/index.html">http://www.webster.edu/gradcatalog/index.html</a> Nursing Department Handbook On line: <a href="http://www.webster.edu/depts/artsci/nursing/handbook.htm">http://www.webster.edu/depts/artsci/nursing/handbook.htm</a> Kansas City campus Student Handbook <a href="http://www.webster.edu/kc/handbook.htm">http://www.webster.edu/kc/handbook.htm</a>

The Webster University Mission Statement may be found in the undergraduate and graduate catalogs, and on line. The nursing department philosophy and organizing framework are found in the Nursing Department Handbook in print and on line.

Information about Webster University's nursing programs is found in the university graduate and undergraduate catalogs; brochures describing the Bachelor of Science in Nursing, Master of Science in Nursing, and RN to MSN Combined Degree Programs; and the Nursing Department Handbook. These documents are available in hard copy and on line. Information about the nursing programs may also be found on the nursing department website:

<http://www.webster.edu/depts/artsci/nursing/index.htm>

Admission policies can be found in the BSN, MSN, and RN to MSN Program Brochures, the Undergraduate Catalog, and the Graduate Catalog. Information about tuition and fees is published in the undergraduate and graduate catalogs and course schedules. Table 19.2 lists the tuition for the 2007-2008 academic year. Fees of \$20.00 are assessed for the following courses in the BSN program: NURS 3010, 3020, and in the MSN program: NURN 5000, 5210, 5410.

**Table 19.2 Webster University Tuition, 2007-08 Academic Year\***

<b>Site/Program</b>	<b>Tuition</b>
St. Louis BSN	\$495 per credit hr.
MSN	\$520 per credit hr.
Kansas City BSN	\$345 per credit hr.
MSN	\$435 per credit hr.

\*Tuition varies according to site.

Financial aid information is available in the undergraduate and graduate catalogs, and on line. Graduation policies are described in the undergraduate and graduate catalogs, Nursing Department Handbook, and on line. All students entering the nursing programs must have current State of Missouri RN licensure (or eligibility for licensure). This information is provided in the BSN and MSN program brochures, undergraduate and graduate catalogs, and the Nursing Department Handbook (special requirements). Information discussing academic policies is found in the undergraduate and graduate catalogs, and the Nursing Department Handbook. The academic calendar is published

yearly in the university student handbook and is available on line. The university student handbook also provides information about student services. Program length is discussed in the undergraduate and graduate catalogs and on line.

The BSN and MSN programs are accredited by the National League for Nursing Accrediting Commission (NLNAC). This is clearly stated, including the NLNAC address and phone number, in the undergraduate and graduate catalogs; BSN, MSN, and RN to MSN Combined Degree brochures; and on the Nursing Department website.

During the past few years, the NLNAC has been notified of the following substantive changes to our programs:

2004 Addition of the MSN program at the Kansas City campus

2005 Changes to the MSN program curriculum

2006 New Chair of the Nursing Department; Nurse Educator and Nurse Leader certificate programs added.

Records of these notifications are on file in the Nursing Department chair's office.

The ratio of clock hours to credit hours is stated in the Nursing Department Handbook, page 13, and on line in the student handbook. Credit hours required for each course are also found in the Nursing Department Handbook (BSN, p. 8, MSN p. 10) and on line.

Independent study courses in the BSN program are listed as NURS 4610 (1-3 credits). MSN students may enroll in NURN 5590 Advanced Studies in Nursing (1-3 credits) for independent study. Outlines for these courses are approved by a faculty member and either the department chair, Kansas City, faculty coordinator, or the MSN program coordinator to insure consistency in the requirements.

**Criterion 20:**

**Complaints about the program are addressed and records are maintained and available for review.**

The Nursing Department seriously considers any complaint about its programs. Complaint is defined as “an expression of dissatisfaction about something or someone that is the cause or subject of protest. A formal allegation against a party or institution usually expressed in a written, signed statement” (NLNAC 2006 Accreditation Manual, p.76). To resolve complaints the Nursing Department follows the university’s grievance policy found in the university student handbook in the section titled “Grievance Policy and Procedures” (p. 48) and on the university website:

[www.webster.edu/about/policy/grievance.shtml](http://www.webster.edu/about/policy/grievance.shtml).

The Nursing Handbook also has a section on grading policies ( p. 14). This section refers the student to the University Student Handbook for policies on grades. Any individual student concerns about grades are directed to the instructor. Grade concerns that cannot be resolved with the instructor are directed to the chair of the Nursing Department.

If a student contacts the chair of the Nursing Department or MSN coordinator with a complaint, the student is encouraged to resolve the issue with the person with whom it originated. The student is encouraged to submit the complaint in writing to the chair. Written complaints are kept in a locked file in the chair’s office. Most complaints are addressed at the departmental level. Students can take unresolved complaints to the dean of the College of Arts and Sciences or the associate vice president for Academic Affairs. Students may also report complaints to the Missouri State Board of Nursing or the National League for Nursing Accrediting Commission. The Nursing Department has not been informed of any complaints forwarded to either the Missouri State Board or the National League for Nursing Accrediting Commission.

Since 2003 the Nursing Department has received one formal complaint that was submitted in writing. In 2005 a BSN student sent a complaint to the president of the university about a statistics course taught by a full time faculty member in the Behavioral

and Social Sciences Department. The complaint was addressed by the faculty member involved.

**Criterion 21:****Compliance with Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained.**

Webster University is in compliance with Higher Education Reauthorization Act for Title IV requirements. Students may obtain information about financial aid by visiting the Financial Aid office or on line at: <http://admissions.webster.edu/admissions/finaid/>

Per federal regulations surrounding the Title IV programs all student borrowers receive both entrance and exit counseling. The counseling sessions, conducted on line or in person, outline the student's rights and ethical responsibilities. The Financial Office certifies federal student loans after the student completes an entrance counseling session. The Webster University institutional default rate averaged from 1.2% from fiscal year 2002 to 2004. Table 21.1 shows the total aid processed for undergraduate and graduate nursing students from 2003 to 2007.

**Table 21.1 Total Aid Processed for Undergraduate and Graduate Nursing Students**

<b>Year</b>	<b>Total Aid- Undergraduate Students</b>	<b>Total Aid- Graduate Students</b>	<b>Total Aid-Undergraduate &amp; Graduate Combined</b>
2003-04	\$733,543 (80 students)	\$140,188 (12 students)	\$873,731 (92 students)
2004-05	\$643,140 (73 students)	\$169,203 (16 students)	\$812, 343 (89 students)
2005-06	\$789,065 (85 students)	\$248,955 (27 students)	\$1,038,020 (112 students)
2006-07 (as of 7/29/07)	\$782, 636 (86 students)	\$177,153 (22 students)	\$959,789 (108 students)

The average award for a nursing student in 2006-2007 was \$8943. Yearly independent audits, titled A-133 audits, are conducted of the University, including financial aid. Ernst & Young completed audits for 2002-2003 and BKD, Certified Public Accountants, completed audits from 2003 to the present. Copies of the audits are available on site. Audits have supported the university's continued participation in the Title IV aid programs.

**Standard VII: Educational Effectiveness**

**There is an identified plan for systematic evaluation including assessment of student academic achievement.**

**Criterion 22:**

**There is a written plan for systematic program evaluation that is used for continuous program improvement.**

The Nursing Department's plan for systematic evaluation and documentation of use for in continuous program improvement appear in Appendix N. The plan contains expected levels of achievement, time frames, and methods for assessment. Data are collected, analyzed, aggregated, and trended. The evaluation findings are used in decision making for program improvement. Strategies used or planned to address the areas needing improvement are included.

**Criterion 23:**

**Student academic achievement by program type is evaluated by: graduation rates, licensure/certification pass rates, job placement rates, and program satisfaction.**

**Graduation Rates**

BSN graduates complete the program in an average of 4.3 years which is congruent with the advertised completion time. MSN graduates complete the program in an average of 2.7 years which is congruent with the advertised completion time.

**Licensure/Certification Pass Rates and Job Placement Rates**

All students entering the BSN and MSN programs are already licensed as registered nurses, and most of them are employed full time in nursing. Both the educator and leadership foci for the MSN programs are designed to prepare graduates for certification eligibility and entry level positions in nursing education and leadership.

Certification and job placement information about graduates is obtained from students through a graduate survey (see Appendix O). This survey is mailed once a year in July to graduates from both the BSN and MSN programs from the previous year for both St. Louis and Kansas City graduates. Students are given approximately 3 weeks to respond, then all returned surveys are tallied and results typed on a summary report. These are forwarded to faculty for review and reporting of results.

The MSN educator focus was revised and expanded in 2005. The first group of St. Louis MSN students in the new nurse educator track graduated in May 2006. Of the 9 graduates to date, at least 6 are employed in nurse educator positions. In Kansas City, the first group of educator focus students graduated in May 2006. Of the 18 graduates to date, at least 12 are employed in nurse educator positions.

In St. Louis the MSN program began offering the courses for the leader focus in 2005. This first group of leader focus students graduated in May 2006. To date, there are 11 leader graduates and at least 10 are employed in nursing leadership positions. In Kansas City, the first leader focus students are expected to graduate in Fall 2008.

Students in both the educator and leader role foci are encouraged to pursue certification when they complete the practice requirement. They are requested to inform the Nursing Department of their success. To date, we have not been informed of any

students completing certification. Items regarding certification status were added to the graduate survey in 2007. In 2007-08 the faculty plans to track numbers of graduates obtaining either nurse educator or leader certification.

### **Program Satisfaction**

Graduates of the BSN and MSN programs are surveyed regarding their satisfaction with the program. The BSN and MSN Program Satisfaction questionnaires are in Appendix P. Program satisfaction surveys are mailed to graduates after the final graduation lists are obtained from the registrar's office for each graduation period for both St. Louis and Kansas City graduates. Students are given approximately 3 weeks to respond, then all returned surveys are tallied and results typed on a summary report. These are forwarded to faculty for review and reporting of results.

Program satisfaction survey data is analyzed by item and aggregate, and is trended. For each year from 2004 to 2006 by BSN and MSN alumni for each item and overall was  $\leq 2.1$  for both programs at both sites, which meets the identified benchmark. See Table 23.1 for program satisfaction mean ranges for survey items by year, program, and site.

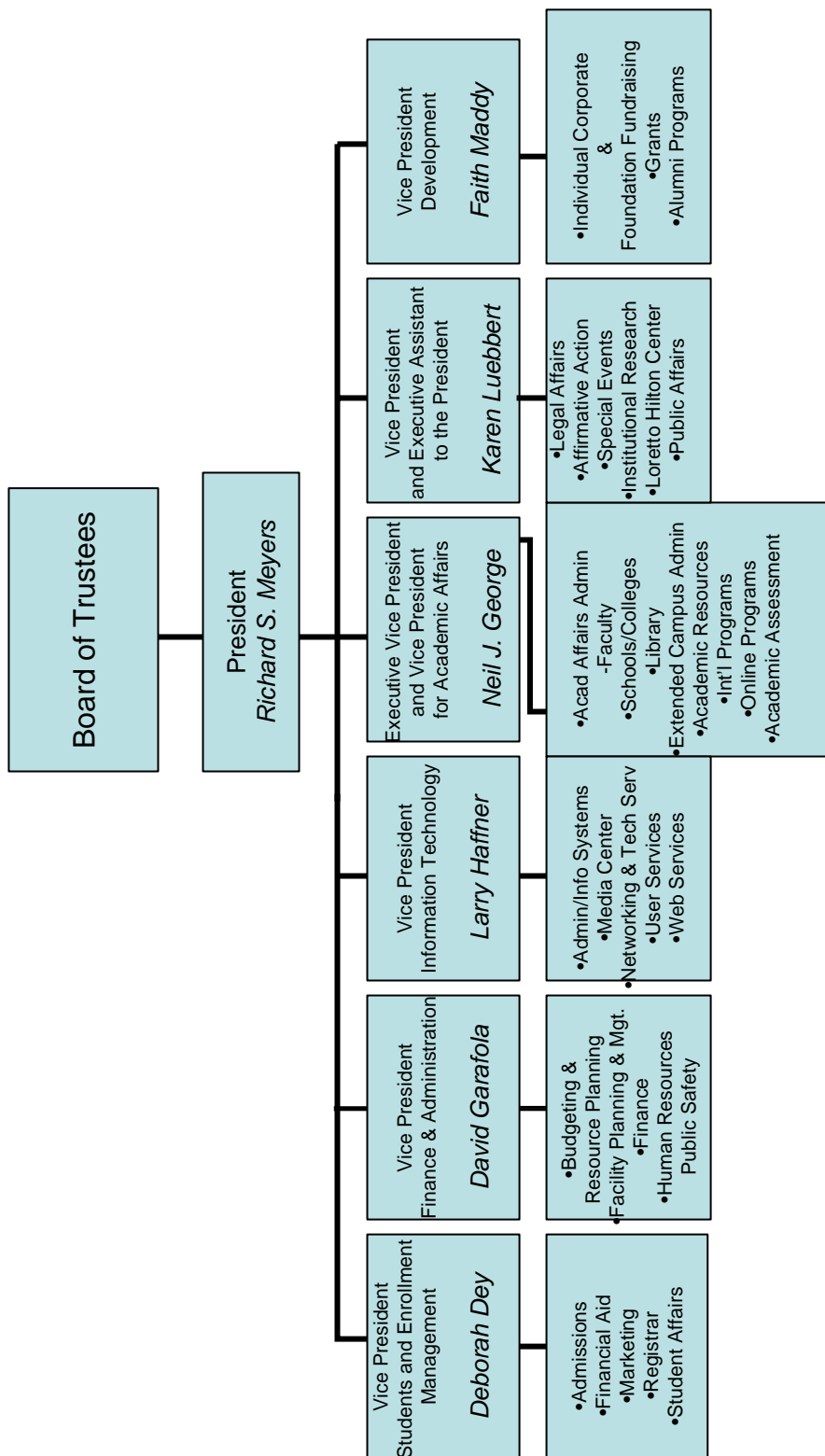
**Table 23.1 Program Satisfaction Results**

<b>Year</b>	<b>Program</b>	<b>Site</b>	<b>Mean Ranges for Items</b>
2004	BSN	St. Louis	1.13-1.8
		Kansas City	1.3-1.79
	MSN*	St. Louis	1.0-1.9
2005	BSN	St. Louis	1.0-1.59
		Kansas City	1.0-1.6
	MSN*	St. Louis	1.0-1.0
2006	BSN	St. Louis	1.06-1.9
		Kansas City	1.0-1.57
	MSN	St. Louis	1.0-2.1
		Kansas City	1.0-1.9

\* No MSN Graduates in Kansas City

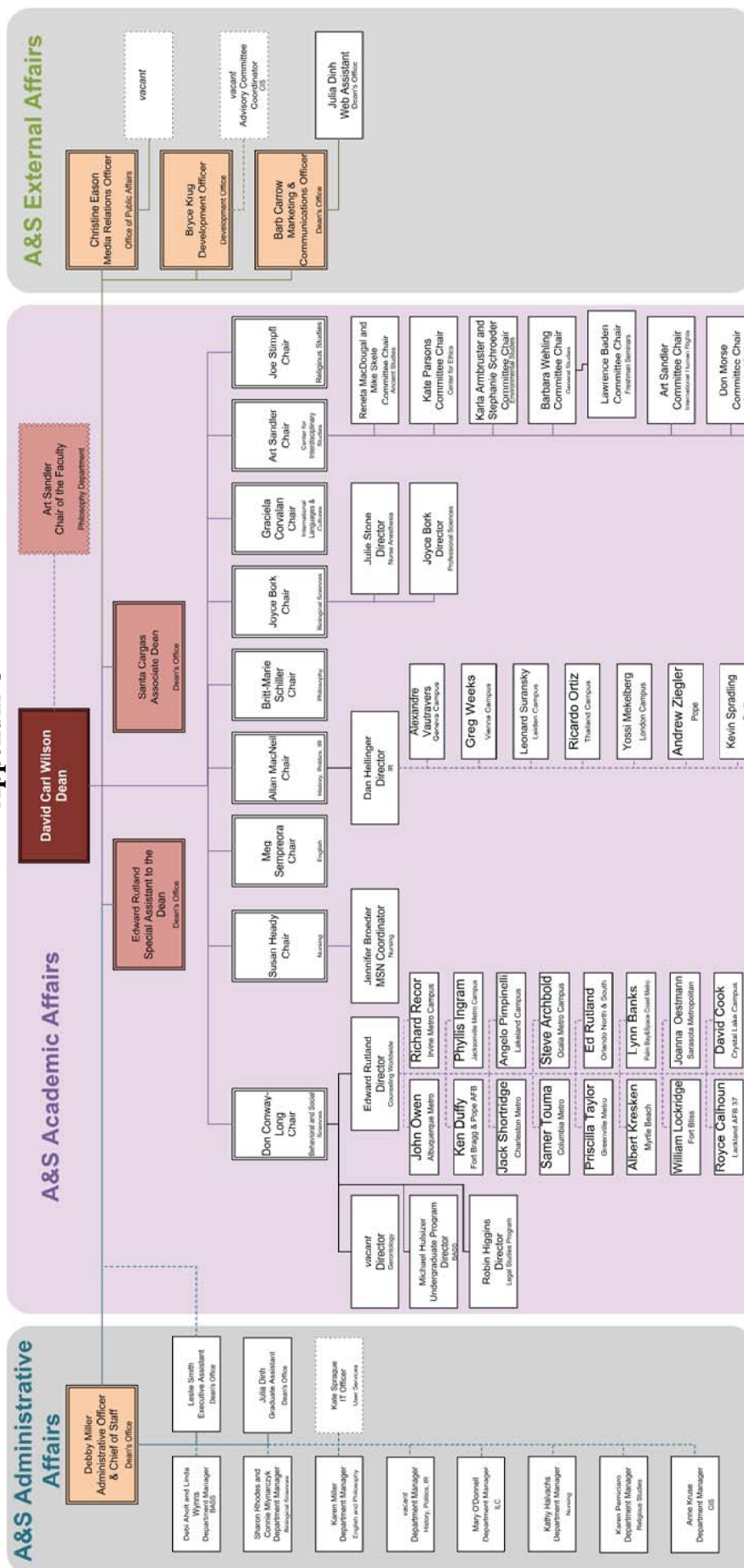
From 2004-07 the survey return rate has been less than 50% for both BSN and MSN programs at both St. Louis and Kansas City sites. In 2008 faculty will be reviewing low return rate and suggesting solutions. Students rarely provide written feedback. On occasion students have commented on parking issues.

**Appendix A**

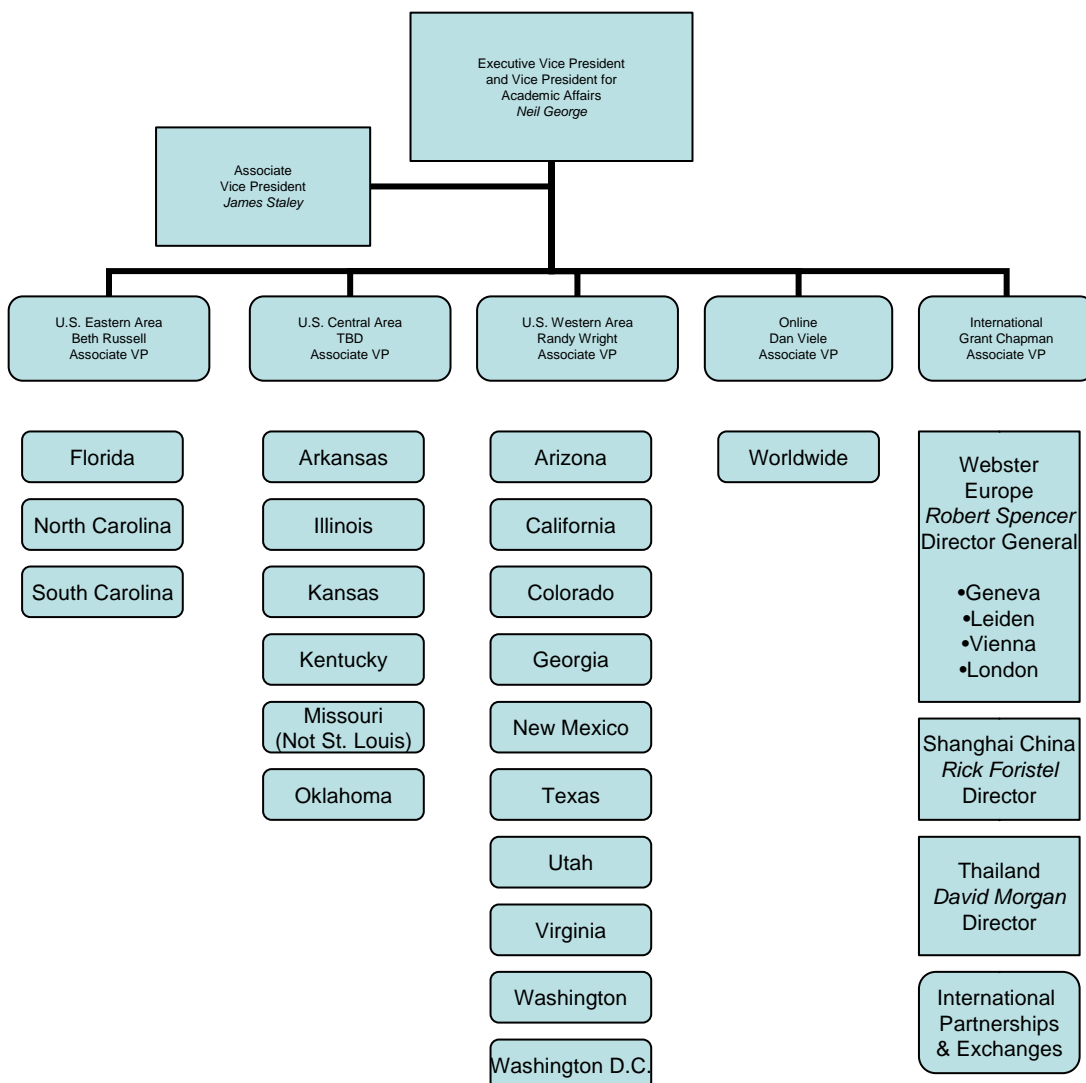




# Appendix C



## Appendix D



## Appendix E

### WEBSTER UNIVERSITY DEPARTMENT OF NURSING Course Evaluation

Course Section Number \_\_\_\_\_  
 Faculty Member \_\_\_\_\_  
 Term \_\_\_\_\_ Site \_\_\_\_\_ Year \_\_\_\_\_

As part of our ongoing evaluation program we ask that you assist us with your evaluation of the course and of the instructor. All evaluations are considered confidential and you may feel free to comment as you choose. Numerical summaries and typed copies of the student comments are shared with the instructor, but no instructor sees the original evaluation forms. No summaries are given to the instructor before grading for the course has been completed.

Please utilize the following numerical scale in completing the evaluation:

- 1= Highest rating, superior
- 2= Above average; good
- 3= Average; adequate
- 4= Below average; poor
- 5= Unsatisfactory; unacceptable
- N.A. = Not Applicable

#### **THE COURSE**

- \_\_\_\_\_ 1. Course content was consistent with the syllabus
- \_\_\_\_\_ 2. Course objectives were clearly defined
- \_\_\_\_\_ 3. Course requirements were clearly defined
- \_\_\_\_\_ 4. Criteria for evaluation of student work was clearly defined
- \_\_\_\_\_ 5. Written and reading assignments were pertinent to course content
- \_\_\_\_\_ 6. If applicable, tests and examinations reflected the course content
- \_\_\_\_\_ 7. Course increased the depth of my understanding of the subject matter

#### **COMMENTS:**

- a. What did you like best about the course?

**Appendix E (Cont.)**

b. What suggestions do you have for improving the course?

Please utilize the following numerical scale in completing the evaluation:

- 1= Highest rating, superior
- 2= Above average; good
- 3= Average; adequate
- 4= Below average; poor
- 5= Unsatisfactory; unacceptable
- N.A. = Not Applicable

**THE INSTRUCTOR:**

- \_\_\_\_ 8. The instructor was organized and prepared for class
- \_\_\_\_ 9. The instructor displayed enthusiasm for the subject
- \_\_\_\_ 10. The instructor has a broad knowledge of the subject
- \_\_\_\_ 11. The instructor was receptive to student ideas and suggestions
- \_\_\_\_ 12. The instructor encouraged student discussion and interchange
- \_\_\_\_ 13. The instructor utilized a variety of teaching methods
- \_\_\_\_ 14. The instructor was accessible for extra help and/or discussions
- \_\_\_\_ 15. The instructor communicated clearly
- \_\_\_\_ 16. The instructor treated the students as adult learners and respected the level of knowledge students brought to the class
- \_\_\_\_ 17. How would you rate the overall effectiveness of the instructor in this course on a scale of one (1) to five (5)?

**COMMENTS:**

a. What is this instructor's primary strength?

b. In what ways could the instructor improve the teaching of this course?

## Appendix F

### Outcome Assessment Oral Communication

STUDENT \_\_\_\_\_ Course \_\_\_\_\_ Term/Year \_\_\_\_\_

Student # \_\_\_\_\_

Faculty Name \_\_\_\_\_

**3 – Above Average**

**2 - Average**

**1 – Below average**

Below Average

Average    Above Average

	1	2	3
<b>1. Organization</b>  Introduction Main Points Conclusions Transitions/Connections between Ideas	1	2	3
<b>2. Content</b>  Articulates Ideas Accurately:Major Points Made Integrates Knowledge from Nursing/Other Disciplines Content Appropriate for Audience Selects Appropriate Sources for References	1	2	3
<b>3. Expressing Ideas</b>  Usage of Words/Grammar/Use of Technology	1	2	3
<b>4. Presentation Skills</b>  Eye Contact/Engagement of Audience/Use of Time Professional Appearance/Voice Projection Use of Notes/Non-verbal Language (facial expressions, gestures)	1	2	3

**COMMENTS:** For each rating of “1”, please indicate specific improvement(s) needed.

**Appendix F (Cont.)**

**Outcome Assessment Written Communication**

**STUDENT** \_\_\_\_\_ **Course** \_\_\_\_\_ **Term/Year** \_\_\_\_\_

Student # \_\_\_\_\_

Faculty Name \_\_\_\_\_

**3 – Above Average**

**2 - Average**

**1 – Below average**

**Below Average**

**Average**

**Above Average**

<b>1. Organization</b>	<b>1</b>	<b>2</b>	<b>3</b>
Introduction Main Point Conclusion Transitions/Connections between Ideas			

<b>2. Content</b>	<b>1</b>	<b>2</b>	<b>3</b>
Articulates Ideas Accurately: Major Points Made Integrates Knowledge from Nursing/Other Disciplines Content Appropriate for Audience Selects Appropriate Sources for References			

<b>3. Expressing Ideas</b>	<b>1</b>	<b>2</b>	<b>3</b>
Usage of Words/Grammar Sentence structure/capitalization APA Format Correct citations/gives appropriate credit to sources			

**COMMENTS:** For each rating of “1”, please indicate specific improvement(s) needed.

## Appendix G

### Academic Policies for Grades

#### Undergraduate Grading Scale

A, A-	Superior work in the opinion of the instructor
B+, B, B-	Good work in the opinion of the instructor
C+, C, C-	Satisfactory work in the opinion of the instructor
D+, D	Passing, but less than satisfactory work in the opinion of the instructor
I	incomplete work in the opinion of the instructor
ZF	An incomplete which was not completed within one year of the end of the course
F	Unsatisfactory work in the opinion of the instructor; no credit is granted
W	Withdrawn from the course
IP	Course in progress
NR	Not reported for the course
Z	A temporary designation given by the registrar indicating that the final grade has not been submitted by the instructor. When the final grade is filed in the Office of the Registrar, that grade will replace the Z.

(Webster University Undergraduate Studies Catalog, 2005-2007, p. 16).

#### Graduate Grading Scale

A/A-	Superior graduate work
B+/B/B-	Satisfactory graduate work
C	Work that is barely adequate as graduate-level performance
CR	Work that is performed as satisfactory graduate work (B– or better). A grade of "CR" is reserved for courses designated by a department, involving internships, a thesis, practicums, or specified courses.
F	Work that is unsatisfactory
I	Incomplete work
ZF	An incomplete which was not completed within one year of the end of the course. ZF is treated the same as an F or NC for all cases involving G.P.A., academic warning, probation, and dismissal.
IP	In progress
NR	Not reported
W	Withdrawn from the course

(Webster University Graduate Studies Catalog 2007-2009, p. 27).



**Appendix I**  
**Webster University**  
**MSN Outcome Assessment**  
**Leader Focus**

Student \_\_\_\_\_  
 Student ID # \_\_\_\_\_

	Term: Faculty:							
	NURN 5410	NURN 5420	NURN 5430	NURN 5440	NURN 5450			
1. Explore model(s) of nursing practice within an institution.		X	X					
2. Examine laws and regulations impacting the role of nurse leader.	X	X		X				
3. Examine ethical issues confronting nurse leaders.		X	X					
4. Apply theory and research to nurse leader practice.		X	X					
5. Utilize financial management frameworks to develop a departmental budget.	X		X	X				
6. Demonstrate knowledge of current nurse leader issues and practices.								
7. Communicate effectively with peers, instructor, mentor, and others in practicum setting.								
8. Evaluate personal performance in nursing practicum.	X	X	X					

**S = Satisfactory U = Unsatisfactory X = Not evaluated in course**

## Appendix J

**WEBSTER UNIVERSITY  
DEPARTMENT OF NURSING  
Course Evaluation**

**Course Section Number:** \_\_\_\_\_

**Faculty Member:** \_\_\_\_\_

**Term:** \_\_\_\_\_ **Site:** \_\_\_\_\_ **Year:** \_\_\_\_\_

**CLINICAL SITE:** \_\_\_\_\_

**CLINICAL EXPERIENCES**

This nursing course has a clinical component. Please evaluate that component using the rating scale below:

- 1= Highest rating, superior**  
**2= Above average; good**  
**3= Average; adequate**  
**4= Below average; poor**  
**5= Unsatisfactory unacceptable**  
**N.A. = Not Applicable**

- \_\_\_\_\_ **18. Clinical experience correlated with course content**
- \_\_\_\_\_ **19. Interactions with clients or mentor supported concepts, theories, and principles of the course**
- \_\_\_\_\_ **20. Instructor was helpful and clear in the clinical assignment**
- \_\_\_\_\_ **21. The assigned clinical site facilitated meeting the learning objectives**
- \_\_\_\_\_ **22. The clinical activities enhanced my nursing, health promotion or nursing management skills**
- \_\_\_\_\_ **23. Assessment/evaluation of community resources expanded my knowledge base**
- \_\_\_\_\_ **24. Assessment of individual, family, community or special group enhanced my assessment skills**

**COMMENTS:**

- a. What comments do you have regarding the clinical component of the course?

**Appendix K**

Name \_\_\_\_\_  
 Interview # \_\_\_\_\_  
 Date \_\_\_\_\_

**EVALUATION OF THERAPEUTIC NURSING INTERVENTIONS**  
 MSN Program

S = Satisfactory U = Unsatisfactory N= Not observed

<b>INTERVIEW PROCESS SKILLS</b>	<b>S</b>	<b>U</b>	<b>N</b>	<b>COMMENTS/EXAMPLES</b>
Engages family				
Provides structure/focus (describes suggested focus, summarizes visit)				
Is empathetic				
Includes all family members				
Is aware of own and others' nonverbals and paraverbals				
<b>Encourages open communication through</b>				
Open-ended questioning				
Active listening				
Clarification				
Validation				



**Appendix K (Cont)**

Hypothetical/future-oriented questions					
Triadic questions					
S = Satisfactory U = Unsatisfactory N= Not observed					
<b>OFFERS INTERVENTIONS TO THE FAMILY</b>	<b>S</b>	<b>U</b>	<b>N</b>	<b>COMMENTS/EXAMPLES</b>	
Commends family/individual strengths**					
Offers opinions					
Reframes**					
Offers education**					
Externalizes the problem					
Validates/normalizes the family's experience/reactions**					
Encourages the family to story the problem/illness**					
Draws forth family support					
Encourages family members as caregivers					
Encourages respite					
Devises rituals					
Challenges problematic beliefs**					
Encourages facilitative beliefs**					

## Appendix K (Cont)

<b>EVALUATION</b>	<b>S</b>	<b>U</b>	<b>N</b>	<b>COMMENTS/EXAMPLES</b>
Evaluates own interview skills & use of family systems interventions				
Evaluates influence of self on nurse/family relationship				
Evaluates family's response to intervention				
<b>DOCUMENTATION</b>	<b>S</b>	<b>U</b>	<b>N</b>	<b>COMMENTS/EXAMPLES</b>
Develops hypotheses based on review of literature				
Generates questions to explore hypotheses				
Assesses family using CFAM model				
States assessment data objectively				
Indicates source of data				
Records interventions offered				
Evaluates family's response to intervention				

**SUMMARY:**

## Appendix L

**Webster University**  
**MSN Program**  
**NURN 5230 Teaching Practicum in Nursing I**  
**Mentor Evaluation**  
**Fall I and II, 2007**

Student \_\_\_\_\_

**Please rate classroom teaching.**

	Superior	Above average	Average	Below average	Unsatisfactory
1. The lesson plan was well designed with clear, measurable objectives and content that flowed from the objectives.	5	4	3	2	1
2. Presenter demonstrated knowledge of the content.	5	4	3	2	1
3. Key ideas were clearly stated, developed, and organized.	5	4	3	2	1
4. Key ideas were supported with references from current, relevant literature.	5	4	3	2	1
5. Presenter differentiated their own ideas from those in the literature.	5	4	3	2	1
6. Presentation was appropriate for adult learners.	5	4	3	2	1
7. A variety of teaching strategies were utilized.	5	4	3	2	1
8. Power point was used appropriately.	5	4	3	2	1
9. Delivery techniques were effective (eye contact, vocal quality, grammar, pronunciation, gestures).	5	4	3	2	1

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 10. Teaching methods engaged the audience.                                  | 5 | 4 | 3 | 2 | 1 |
| 11. Presenter displayed appropriate interactions and rapport with students. | 5 | 4 | 3 | 2 | 1 |
| 12. The evaluation reflected the lesson objectives. (if applicable)         | 5 | 4 | 3 | 2 | 1 |

Additional comments regarding classroom teaching:

Comments regarding clinical supervision. Please include if the student was prepared for clinical; monitored students as directed; consulted with the mentor appropriately.

Comments regarding involvement in other faculty activities: meetings, work groups, test preparation etc.

\_\_\_\_\_  
Mentor

\_\_\_\_\_  
Agency

\_\_\_\_\_  
Date

**Appendix L (Cont.)**

**Webster University  
MSN Program  
NURN 5230 Teaching Practicum in Nursing I  
Student Evaluation  
Fall I 2007**

Student \_\_\_\_\_

Mentor/Agency \_\_\_\_\_

As you reflect on the teaching session and the clinical supervision time, what do you identify as:

Strengths:

Areas needing improvement:

If you repeated the experience, what would you do the same?

What would you do differently?

Additional comments:

\_\_\_\_\_  
Student

\_\_\_\_\_  
Faculty

\_\_\_\_\_  
Date

**Appendix L (Cont.)**

**Webster University  
MSN Program  
NURN 5230 Teaching Practicum in Nursing I  
Student Evaluation  
Fall I 2007**

Student \_\_\_\_\_

Mentor/Agency \_\_\_\_\_

As you reflect on the teaching session and the clinical supervision time, what do you identify as:

Strengths:

Areas needing improvement:

If you repeated the experience, what would you do the same?

What would you do differently?

Additional comments:

---

Student

---

Faculty

---

Date

**Appendix L (Cont.)**

**Webster University  
MSN Program  
NURN 5230 Teaching Practicum in Nursing I  
Student Evaluation  
Fall I 2007**

Student \_\_\_\_\_

Mentor/Agency \_\_\_\_\_

As you reflect on the teaching session and the clinical supervision time, what do you identify as:

Strengths:

Areas needing improvement:

If you repeated the experience, what would you do the same?

What would you do differently?

Additional comments:

\_\_\_\_\_  
Student

\_\_\_\_\_  
Faculty

\_\_\_\_\_  
Date

**Appendix M**

**Webster University  
MSN Program  
NURN 5440 and 5450  
Leadership in Nursing Practicum I and II  
Self-Evaluation**

Student \_\_\_\_\_

Mentor/Agency \_\_\_\_\_

Learner Goals and Expected Outcomes:

Self-evaluation of Learner Goals and Expected Outcomes:

As you reflect on your practicum experience, what do you identify as your:

Strengths:

Areas needing improvement:

If you repeated the experience, what would you do the same?  
What would you do differently?

Additional comments:

\_\_\_\_\_  
Student

\_\_\_\_\_  
Faculty

\_\_\_\_\_  
Date

**Appendix M (Cont.)**

**Webster University**

**MSN Program**

**NURN 5440 and 5450 Leadership Practicum in Nursing I and II  
Mentor Evaluation of Student Project**

Student \_\_\_\_\_

**Please rate project on a scale of 1-5.**

	Superior	Above average	Average	Below average	Unsatisfactory
1. The project plan was well designed with clear goals/objectives and content flowed from the objectives.	5	4	3	2	1
2. Student demonstrated knowledge of the project content.	5	4	3	2	1
3. Key project ideas were clearly stated, developed, and organized.	5	4	3	2	1
4. Key project ideas were supported with references from current, relevant literature.					
5. Student communicated effectively with key individuals at the institution regarding project.	5	4	3	2	1
6. Student communicated effectively with mentor regarding project.	5	4	3	2	1
7. Student attended and participated in key meetings at the institution regarding project.	5	4	3	2	1

8. Methods of project evaluation were appropriate.

5 4 3 2 1

Additional comments regarding project:

Mentor signature and date \_\_\_\_\_

Student signature and date \_\_\_\_\_

Revised 11/06; 8/07

**Appendix M (Cont.)**

**Webster University  
MSN Program  
NURN 5440 and 5450  
Leadership in Nursing Practicum I and II  
Mentor Evaluation of Student and Practicum Experience**

Student \_\_\_\_\_

Mentor/Agency \_\_\_\_\_

Evaluation of Learner Goals and Expected Outcomes:

As you reflect on the practicum experience, what do you identify as the student's:

Strengths:

Areas needing improvement:



## Appendix N

<b>PROGRAM EVALUATION</b>			
<b>I. MISSION AND GOVERNANCE</b>			
<p>Expected Level of Achievement (Actual Level of Achievement):            100% congruence between philosophy of Nursing Department and university mission (100 %)            Diversity of faculty reflects that of the community and the nursing profession (Diversity of faculty is inadequate)            Chairperson is qualified (met)            100% of FT nursing faculty participate in departmental committees (100 %)            70% of FT nursing faculty serve on University committees each year (100 %)            100% of nursing department policies are consistent with university or differences are justified (met)</p>			
<b>PLAN</b>		<b>IMPLEMENTATION</b>	
Component	Frequency of Assessment	Assessment Method	Report of the Data Including Actual Level of Achievement
1. Congruence between university mission and nursing department philosophy	Every 3 years or with changes	Comparison of philosophy of nursing programs with mission of the university	1/24/02 Curriculum minutes 3/31/05 Curriculum minutes
		Review of program purposes, objectives, and competencies for congruence with mission, clarity of statement, public accessibility, appropriate to legal requirements/ scope of practice, consistent with contemporary beliefs of profession	MSN program outcomes 8/28/03; 10/3/03 Curriculum minutes BSN program outcomes 11/19/04; 3/25/05 Curriculum minutes
		Comparison of cultural, racial, and ethnic diversity (demographics) of the community and the nursing department faculty and students	Information in yearly Webster University Sum and Substance books
			Actions for Program Development, Maintenance, or Revision No changes needed 10/6/06 Nursing philosophy revised (Faculty minutes) FA 04 MSN Program outcomes revised (Evaluation minutes) SP 05 BSN Program outcomes revised (Evaluation minutes) Continue effort to recruit more diverse students and faculty

**Appendix N (Cont)**

<b>PROGRAM EVALUATION</b>			
<b>I. MISSION AND GOVERNANCE</b>		<b>PLAN</b>	
Component	Frequency of Assessment	Assessment Method	IMPLEMENTATION
Component	Report of the Data Including Actual Level of Achievement	Actions for Program Development, Maintenance, or Revision	Not applicable
1. Congruence between university mission and nursing department philosophy (cont.)	Every 3 years or with changes	Review of distance learning programming for congruence with university mission and department philosophy	Not applicable Department has no distance learning programs
2. Participation in governance by faculty, administrators, and students	Annually	Review of department and university committee lists, nursing faculty CVs, committee minutes, department governance guidelines	Updated yearly with annual faculty evaluation Faculty participation listed on departmental and university minutes. List of committee members maintained by the Faculty Senate secretary
3. Qualification, authority, and responsibility of nursing department chair	Time of Appointment Annually	Review of credentials, knowledge of program type  Review of chair position description for authority and responsibility  Review of adequacy of time to fulfill role responsibilities	None  Changes included in new online faculty handbook which is currently being finalized  FA 06, 07 Requested release time for self-study preparation-request approved

**Appendix N (Cont)**

<b>PROGRAM EVALUATION</b>			
<b>I. MISSION AND GOVERNANCE</b>		<b>PLAN</b>	
Component	Frequency of Assessment	Assessment Method	<b>IMPLEMENTATION</b>
4. Consistency of nursing department policies with university policies	Every 3 years	Review of Nursing Governance Guidelines and	Report of the Data Including Actual Level of Achievement 10/2/03 Governance guidelines reviewed (Faculty minutes)
		Faculty Handbook for policies on: non-discrimination, faculty appointment/hiring, academic rank, grievance procedures, promotion, salary and benefits, tenure, rights & responsibilities, termination, & workload Accessibility of policies	07 Faculty handbook accessible online Some changes awaiting administrative approval
	Every summer	Review of rationale for differences	Actions for Program Development, Maintenance, or Revision Governance guidelines revised. Final draft. Faculty minutes 10-2-03.  Ongoing  New copies printed and distributed every year if changes in policies

## Appendix N (Cont)

<b>PROGRAM EVALUATION</b>			
<b>II. FACULTY</b>			
<p>Expected Level of Achievement (Actual Level of Achievement):            100% of the faculty will possess the defined qualifications for the position (100 %)            Number and type of faculty are appropriate for enrollment and course offerings (met)            100 % of faculty are rated &lt;2.5 (mean scores) on course instructor evaluations (100%)</p>			
<b>PLAN</b>		<b>IMPLEMENTATION</b>	
Component	Frequency of Assessment	Assessment Method	Report of the Data Including Actual Level of Achievement
5. Faculty qualifications	Time of appointment	Review of faculty files including official transcripts, copies of licenses, certification, and CV's	All faculty provided documentation required at time hired
6. Number and utilization of faculty	Every semester	Review of teaching assignments and course schedules	<p>No. of FT faculty is adequate for teaching loads, but FT faculty are at times challenged in balancing other dept. requirements. Also, KC faculty coordinator position requires full time teaching load and multiple other responsibilities</p> <p>Ongoing review            Release time requests approved for chair (FA06-two courses, FA07-one course) and MSN coordinator (FA06-one course) for administrative responsibilities            Chair will review needs and discuss with A &amp; S Dean March 08</p>

**Appendix N (Cont)**

<b>PROGRAM EVALUATION</b>				
<b>II. FACULTY</b>				
<b>Component</b>	<b>Frequency of Assessment</b>	<b>Assessment Method</b>	<b>Report of the Data Including Actual Level of Achievement</b>	<b>Actions for Program Development, Maintenance, or Revision</b>
7. Faculty performance evaluation	Every 3 years  Annually  Every term	Review of faculty peer review process  Peer review and chairperson summary  Course/instructor evaluations reviewed by instructor, chair, KC faculty coordinator, and MSN coordinator	9/16/05 Process & peer eval form reviewed (Evaluation minutes) SP07 5 FT reviewed FA07 2 FT will be reviewed Reviews completed each term Concerns discussed with faculty member as needed 12/06 Contract for KC MSN advisor/adjunct faculty not renewed	9/23/05 Process & peer eval form revised (Evaluation minutes) Ongoing  Ongoing  SU 07 New MSN advisor/adjunct faculty hired
8. Faculty scholarship	Annually	Review of faculty CVs for teaching, clinical practice, research, presentations, publications, professional development, and community service	Completed with reviews as above	None



<p>9. Student policies for nursing are congruent with university policies, publicly accessible, nondiscriminatory, and consistently applied; differences are justified by nursing department purposes, cont.</p>	<p>Nursing policies Annually-Summer</p>	<p>b. rationale for policies that differ for nursing</p>	<p>Policies that differ for nursing include: admission requirements, clinical requirements, statements regarding confidentiality, dress code for practice learning activities, student representation on departmental committees and transportation of clients  Rationale: Differences justified-protect health &amp; safety</p>	<p>Ongoing</p>
		<p>c. process by which policies are changed and communicated to students</p>	<p>7/07 Reviewed  2/19/04 Reviewed  academic honesty policy  Need for Nursing Dept policy noted (Curriculum minutes)</p>	<p>3/26/04 Policy approved  4/16/04 distributed to Kansas City faculty  Students informed by class announcements, statement on syllabi, &amp; added to handbook    FA 04-Special requirements policy developed to address clinical agreements  10/22/04 Letter sent to students to inform students</p>

			students	of policy 1/05 Policy implemented Requirements added to Nursing handbook
<p>9. Student policies for nursing are congruent with university policies, publicly accessible, nondiscriminatory, and consistently applied; differences are justified by nursing department purposes, cont.</p>		<p>d. that admissions and academic policies: -are established by faculty who teach in the programs; -are congruent with nursing department and university purposes; and -for MSN, are congruent with national standards</p>	<p>Concern expressed by lack of needle stick policy when giving immunizations at schools or other non health care facilities lacking such policy</p> <p>4/07 On-line registration available to nursing students</p> <p>SP 07 Reviewed with catalog changes</p>	<p>11/05 Needle stick procedure developed university wide. FA06 policy added to Nursing Handbook.</p> <p>07/08 Communicate process to students Monitor process to see if working</p> <p>Ongoing</p>

**Appendix N (Cont)**

<b>PROGRAM EVALUATION</b>			
<b>PLAN</b>		<b>IMPLEMENTATION</b>	
<b>Component</b>	<b>Frequency of Assessment</b>	<b>Assessment Method</b>	<b>Report of the Data Including Actual Level of Achievement</b>
10. Access to support services	Every 3 years	<p>Review student support services including health, counseling, academic advisement, career placement, and financial aid for:</p> <ul style="list-style-type: none"> <li>a. availability</li> <li>b. academic/experiential qualifications of individuals responsible</li> <li>c. access to appropriate range of services for distance education students</li> </ul>	<p>7/07 services reviewed All services available to BSN and MSN students Kansas City students have access to services via internet</p> <p>Vitae of dept. directors reviewed- academic/experiential qualifications appropriate.</p> <p>Not applicable- no distance education students at this time</p>
11. Policies for educational and financial records	Every 3 years	<p>Review of procedures for maintenance of:</p> <ul style="list-style-type: none"> <li>a. educational records</li> <li>b. financial records</li> </ul>	<p>2008 Nursing faculty will be exploring adding hybrid &amp;/or online courses</p> <p>No changes</p>

**Appendix N (Cont)**

<b>PROGRAM EVALUATION</b>			
<b>IV. CURRICULUM AND INSTRUCTION</b>			
<p>Expected Level of Achievement (Actual Level Of Achievement):                      100 % of the components (philosophy, organizing framework, program outcomes, course objectives) of the BSN and MSN curriculum plans are congruent (100%)                      The curriculum plan for the BSN and MSN programs reflects 100 % of relevant professional guidelines (those specific to APN role not applicable) (100%)                      100 % of practice learning environments for the BSN and MSN programs provide adequate opportunities for meeting course objectives (100%)</p>			
<b>PLAN</b>		<b>IMPLEMENTATION</b>	
Component	Frequency of Assessment	Assessment Method	Report of the Data Including actual level of achievement
12a. <b>BSN</b> Program curriculum flows from philosophy through organizing framework with logical progression of course outcomes to achieve program outcomes	Every 3 years and with substantive changes	Review of <b>BSN</b> curriculum plans for: a. Congruency among philosophy, organizing framework, program outcomes, and course objectives	<p style="text-align: center;">Actions for Program Development, Maintenance, or Revision</p> <p><b>BSN Program:</b>                      SP 04: NURS 3400, 3410, &amp; 3420 revised. Course titles and content changed.                      SP05 Above courses were implemented as revised</p> <p>FA04-COAP 3030 title &amp; content revised- F 05 changes implemented</p> <p>None</p> <p>9/05 Program outcomes revised                      10/06 Philosophy revised</p>

		<p>b. logical sequencing</p> <p>c. use of professional standards</p> <p>d. science &amp; humanities foundation</p> <p>e. interdisciplinary collaboration</p> <p>Review syllabi for:</p> <p>f. appropriate content &amp; learning experience</p> <p>g. evaluation tools &amp; methods</p> <p>h. use of technology</p> <p>i. rigor, currency, &amp; cohesiveness</p>	<p>Nursing Dept. philosophy &amp; organizing framework reviewed</p> <p>Minor revisions needed</p> <p>Sequencing reviewed</p> <p>No changes needed</p> <p>Revised courses compared with standards</p> <p>No changes needed</p> <p>SP 04 reviewed in relation to rest of curriculum</p> <p>No changes needed</p> <p>Reviewed annually in course group meetings</p>	<p>11/06 Organizing framework revised</p> <p>None</p> <p>None</p> <p>None</p> <p>Syllabi revised annually based on course meeting decisions</p>
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<b>PROGRAM EVALUATION</b>			
<b>IV. CURRICULUM AND INSTRUCTION</b>			
<b>PLAN</b>		<b>IMPLEMENTATION</b>	
Component	Frequency of Assessment	Assessment Method	Report of the Data Including actual level of achievement
<b>12b. MSN program</b>		Review of <b>MSN</b> curriculum plans for: a. Congruency among philosophy, organizing framework, program outcomes, and course objectives b. logical sequencing c. use of professional standards d. interdisciplinary collaboration  Review syllabi for: e. appropriate content & learning experience, including preparation for certification for educator and leader roles	Actions for Program Development, Maintenance, or Revision  <b>MSN Program:</b> FA 03-05 MSN program revisions Educator focus revised  FA 03-SP 04 Leadership focus developed SP 05 implemented  SP 04 Course revised- title changed to Integrated Studies Content & project options broadened to reflect revisions in focus areas. FA 05 implemented  9/05 Program outcomes revised  Minor revisions made Ongoing process

**Appendix N (Cont)**

<b>PROGRAM EVALUATION</b>				
<b>IV. CURRICULUM AND INSTRUCTION</b>		<b>IMPLEMENTATION</b>		
<b>PLAN</b>				
Component	Frequency of Assessment	Assessment Method	Report of the Data Including actual level of achievement	
13a. <b>BSN</b> Program design reflects program outcomes and competencies for nursing practice	Every 3 years and with substantive changes	Review of BSN program design for: a. attainment of knowledge and skill sets b. development of professional ethics, values, & accountability c. achievement of program objectives in published program length	SP07 curriculum reviewed and includes a & b.  Plan provided for course offerings is sufficient for student's to complete BSN major in 2 1/2 yrs. part time	No changes needed Ongoing  No changes needed Ongoing
		d. majority of coursework at upper division	BSN requirements are all upper level courses except statistics	No changes needed Ongoing
13b. <b>MSN</b> Program design reflects program outcomes and competencies for nursing practice		Review of MSN program design for: a. attainment of knowledge and skill sets b. development of professional ethics, values, & accountability c. achievement of program objectives in published program length d. Eligibility for advanced practice certification/licensure e. Clock and credit hours consistent with	SP 07 curriculum reviewed and includes a & b.  MSN-3 yrs. part time as advertised MSN program not an APN program No established clock/credit hours for educator or	No changes needed Ongoing  No changes needed Ongoing  Competencies addressed

	published guidelines	leader roles	
	<b>PLAN</b>		<b>IMPLEMENTATION</b>
Component	Frequency of Assessment	Report of the Data Including actual level of achievement	Actions for Program Development, Maintenance, or Revision
14. Selection and review of appropriateness of practice learning environments	Ongoing	Contracts, agreements updated as needed Practice learning environments reviewed annually (BSN course meetings) or upon completion of series of courses (MSN)	Ongoing  Ongoing Concerns addressed, if any, at that time
	Assessment Method		
	Review practice learning environments for: current contracts, agreements; adequacy of facilities; sufficiency of clinical resources		

**Appendix N (Cont)**

<b>PROGRAM EVALUATION</b>			
<b>V. RESOURCES</b>			
<p>Expected Level of Achievement (Actual Level Of Achievement):                      Fiscal resources are adequate for nursing department's purposes and comparable with other units of the university (met)                      Support services (administrative and clerical) are available as needed (met)                      Instructional aids and technical assistance are available as needed (met)                      Learning resources are current, comprehensive, and accessible at main and extended campus (KC) (met)                      Physical facilities are adequate for instructional and non-instructional purposes at the main and extended campus (met)</p>			
<b>PLAN</b>		<b>IMPLEMENTATION</b>	
<b>Component</b>	<b>Frequency of Assessment</b>	<b>Assessment Method</b>	<b>Report of the Data Including Actual Level of Achievement</b>
<p>15. Fiscal resources are commensurate with the resources of the governing organization.</p>	<p>Annually</p>	<p>a. Review of fiscal allocations to the department from institutional funds (not including grants, gifts, and other restricted sources) for whether or not they are:                      -comparable to other units in the institution                      -sufficient for program to achieve its goals and objectives</p> <p>b. Review evidence of responsibility and authority of nurse administrator and nursing faculty in budget preparations.</p> <p>c. Review adequacy of resources to support faculty development, research, instruction, practice activities, and community and public service.</p>	<p>Comparison of Nursing dept. budget to A &amp; S budget, and to Kansas City site budget</p> <p>Nursing dept. budget request submitted annually to A &amp; S Dean</p> <p>Faculty Development Funds used by Nursing Dept:                      05-06 \$12,679                      06-07 \$ 11, 418</p>
			<p>Actions for Program Development, Maintenance, or Revision</p> <p>Ongoing</p> <p>Continue appropriate use of available funds</p>

**Appendix N (Cont)**

<b>PROGRAM EVALUATION</b>			
<b>V. RESOURCES</b>		<b>PLAN</b>	
<b>Component</b>	<b>Frequency of Assessment</b>	<b>Assessment Method</b>	<b>IMPLEMENTATION</b>
		<b>Report of the Data Including Actual Level of Achievement</b>	<b>Actions for Program Development, Maintenance, or Revision</b>
16. Program support services (administrative and clerical) are sufficient for the operations of the nursing education unit.	Ongoing	<p>a. Compare availability of administrative services with the need for services.</p> <p>b. Compare availability of clerical services with the need for services.</p>	<p>8/07</p> <p>Administrative and clerical services adequate</p> <p>Ongoing</p>
17. Learning resources are current, comprehensive, developed with nursing faculty input, and accessible to faculty and students.	Every 3 years	<p>a. Review instructional aids, technology, software &amp; hardware, and technical support for:</p> <ul style="list-style-type: none"> <li>-availability in sufficient quantity and quality to be consistent with program objectives and teaching methods;</li> <li>-availability of assistance for students/faculty experiencing difficulty using technology</li> </ul> <p>b. Review learning resources library, skills, laboratory, etc. for whether or not they are current and comprehensive to meet nursing education unit purposes</p> <p>c. Review learning resources for adequacy and accessibility</p> <p>d. Review mechanism by which nursing faculty have input into the development</p>	<p>2003 New library with faculty development center</p> <p>Instructional technology assistance</p> <p>Library administration assigns reference librarian directly to nursing for library liaison</p> <p>Library requests</p> <p>Ongoing</p>

	and maintenance of learning resources.	
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PROGRAM EVALUATION		
V. RESOURCES		
PLAN		
Component	Frequency of Assessment	Assessment Method
18. Physical facilities are appropriate to support the purposes of the nursing education unit.	Annually and ongoing	Review physical facilities for: a. availability of classrooms, laboratories, multimedia facilities, conference rooms, and office space b. adequacy of instructional and non-instructional spaces for adequacy for nursing department at all sites
IMPLEMENTATION		
	Report of the Data Including Actual Level of Achievement	Actions for Program Development, Maintenance, or Revision
	STL-Classroom space is limited but adequate, nursing skills lab is crowded.  KC-Classroom/lab space is adequate	07Capital campaign in progress for new Health Sciences building  None

PROGRAM EVALUATION		
VI. INTEGRITY		
Expected Level of Achievement(Actual Level of Achievement): 100% of information about the nursing programs is current, clear, consistent, and sufficient (~98 %) 100% of complaints are addressed (100 %) A written student loan repayment program, including documentation that students are informed of their responsibilities is available (A available)		
PLAN		
Component	Frequency of Assessment	Assessment Method
19.Information about the program	Annually	Review published documents (brochures, catalogs, websites, student handbook,
IMPLEMENTATION		
	Report of the Data Including Actual Level of Achievement	Actions for Program Development, Maintenance, or Revision
	7/07All published documents reviewed	Ongoing

<p>intended to inform the general public, prospective students, current students, employers and other interested parties, is current, accurate, clear, and consistent</p>		<p>syllabi) for:</p> <ul style="list-style-type: none"> <li>a. policies and procedures for all educational activities that have implications for the health and safety of clients, students, and faculty</li> <li>b. currency, accuracy, clarity, and consistency</li> <li>c. accurate representation/sufficient information about BSN and MSN programs with regard to: mission/philosophy, program outcomes; admission policies, tuition/fees, financial aid, graduation, licensing requirements, academic policies &amp; calendar, student services, program length; program and career opportunities, accreditation status</li> </ul>	<p>Minor edits of website and student handbook for currency needed</p> <p>Health/safety policy and procedures-policy for submission of documentation of clinical requirements needs revised</p> <p>Noted undergraduate catalog-does not have graduation information</p>	<p>Minor edits of website and nursing handbook made FA 07 revised student handbook: clarified clock/credit hours; educational outcome assessments</p> <p>8/07 policy revised to clarify submission of documents upon enrollment Added statement to nursing handbook</p> <p>Refer students to student handbook for graduation requirements.</p>
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**Appendix N (Cont)**

<b>PROGRAM EVALUATION</b>				
<b>VI. INTEGRITY</b>			<b>PLAN</b>	
<b>Component</b>	<b>Frequency of Assessment</b>	<b>Assessment Method</b>	<b>IMPLEMENTATION</b>	
			<b>Report of the Data Including Actual Level of Achievement</b>	<b>Actions for Program Development, Maintenance, or Revision</b>
19. (cont.) Information about the program intended to inform the general public, prospective students, current students, employers and other interested parties, is current, accurate, clear, and consistent	Annually	d. consistent info. about: -definition of clock/credit hours for lecture, clinical, independent study, and other activities -ratio of clock hours to credit hours, -credit hours required for each course	Syllabi reviewed annually in course group meetings  7/07 Student handbook reviewed Clock/credit hour statements need clarification	None  8/07 Revised in student handbook
20. Complaints about the program are addressed and records are maintained and available	Every 5 years	a. Review of complaints file for documentation of #, type, and resolution  b. Review of complaint resolution process	2004-One student complaint re: statistics course instructor 2005-'06 No complaints 2007 No complaints to date University grievance policy is adequate if complaint is not resolved informally	2004-Issue resolved between student and instructor involved  None

**Appendix N (Cont)**

<b>PROGRAM EVALUATION</b>			
<b>VI. INTEGRITY</b>		<b>PLAN</b>	
<b>Component</b>	<b>Frequency of Assessment</b>	<b>Assessment Method</b>	<b>IMPLEMENTATION</b>
21. Compliance with Title IV (student loan) eligibility and Certifications requirements is maintained	Every 5 years	<p>Assessment Method</p> <p>a. Review written plan for loan repayment for inclusion of:                      student loan information, counseling, monitoring, cooperation with lenders                      b. Students are informed of ethical responsibility regarding financial assistance</p>	<p>Report of the Data Including Actual Level of Achievement</p> <p>7/07 reviewed-plan adequate                      In compliance per Financial Aid Office</p> <p>Actions for Program Development, Maintenance, or Revision</p> <p>None</p>

## Appendix N (Cont)

<b>PROGRAM EVALUATION</b>			
<b>VII. EDUCATIONAL EFFECTIVENESS</b>			
<p>Expected Level of Achievement (Actual Level of Achievement):            A written plan for systematic program evaluation is used for program improvement (See Appendix )            80 % of graduates complete the program within 1.5 times the expected time (met)            50 % of students completing the educator or leader foci will achieve certification (Data not yet available)            100 % of BSN and MSN students are employed (100%)            The mean rating of program satisfaction by the alumni for each item and overall will be <math>\leq</math> 2.0 (BSN-100%; MSN 100% STL and KC)</p>			
PLAN		IMPLEMENTATION	
Component	Frequency of Assessment	Assessment Method	Actions for Program Development, Maintenance, or Revision
22. Written plan for systematic program evaluation (SPE)	Every 3 years  Ongoing	Review of plan for: extent of attainment of all NLNAC standards and criteria inclusion of expected levels of achievement, time frames, and methods for assessment collection analysis, aggregation, and trending of data use of data for program improvement	SP07 SPE revised to be more clear and user-friendly FA 07 contains all components.
23. Student academic achievement a. Graduation rates	Annually	Comparison of average program completion time for BSN and MSN graduates	None  BSN 04-07 Avg. 4.3 yrs. MSN 04-07 Avg. 2.7 yrs. BSN & MSN rates acceptable 04-07

## Appendix N (Cont)

PROGRAM EVALUATION			
VII. EDUCATIONAL EFFECTIVENESS		PLAN	
Component	Frequency of Assessment	Assessment Method	IMPLEMENTATION
			Report of the Data Including Actual Level of Achievement
			Actions for Program Development, Maintenance, or Revision
b. Licensure/certification pass rates	Annually beginning in 2007	(All students are already licensed as RNs) Review no. of '06-'07 MSN graduates eligible for educator certification; no. of '06-'07 grads eligible for leadership certification Compare with no. of '08 MSN graduates who report certification results (MSN graduate survey, communication with faculty)	07 MSN graduate survey revised to include certification item Data not yet available
c. Job placement	Annually	BSN graduate survey MSN graduate survey	100 % of students employed None
d. Program satisfaction	Annually	Analysis of BSN and MSN alumni program satisfaction survey data by item and aggregate Comparison with previous survey results Review of Career Services survey data	Mean ranges for items: BSN 2004 STL 1.125-1.8 KC 1.3-1.79 2005 STL 1.0-1.59 KC 1.0-1.6 2006 STL 1.06-1.9 KC 1.0-1.57
			Jan 08 Faculty will explore ways to improve survey return rates and implement methods later in 08

**Appendix N (Cont)**

<b>PROGRAM EVALUATION</b>			
<b>VII. EDUCATIONAL EFFECTIVENESS</b>		<b>PLAN</b>	
<b>Component</b>	<b>Frequency of Assessment</b>	<b>Assessment Method</b>	<b>IMPLEMENTATION</b>
d. Program satisfaction	Annually	Analysis of BSN and MSN alumni program satisfaction survey data by item and aggregate Comparison with previous survey results Review of Career Services survey data	<p><b>Report of the Data Including Actual Level of Achievement</b></p> <p>Mean ranges for items:            MSN            2004            STL 1.0-1.9            2005            STL 1.0-1.0            2006            KC 1.0-1.9            STL 1.0-2.1            No significant differences noted 04 to 07 for either program            Survey return rate &lt; 50 % for both programs and sites</p> <p><b>Actions for Program Development, Maintenance, or Revision</b></p> <p>Jan 08 Faculty will explore ways to improve survey return rates and implement methods later in 08</p>

## Appendix O

### Webster University – St. Louis BSN Graduate Questionnaire Year of Graduation 2006-2007

#### General Information

Gender: Male \_\_\_\_\_ Female \_\_\_\_\_ Age: \_\_\_\_\_

Ethnicity: Black non Hispanic \_\_\_\_\_ Hispanic \_\_\_\_\_ White non Hispanic  
Origin \_\_\_\_\_  
American Indian/Native Alaskan \_\_\_\_\_ Asian/Pacific Islander  
\_\_\_\_\_

#### Employment:

Employment Status:

Full-time \_\_\_\_\_ Part-time \_\_\_\_\_ Years in current employment \_\_\_\_\_  
Not employed in nursing \_\_\_\_\_

Employment Setting:

Hospital \_\_\_\_\_ Community Health \_\_\_\_\_ Nursing Home \_\_\_\_\_  
Nursing Education \_\_\_\_\_ Physician's Office \_\_\_\_\_  
Other \_\_\_\_\_ If other, please indicate setting \_\_\_\_\_

Type of Position: (check)

Administrator \_\_\_\_\_ Staff Nurse \_\_\_\_\_  
Nurse Manager \_\_\_\_\_ Nurse Educator \_\_\_\_\_  
Other \_\_\_\_\_ If other, please specify \_\_\_\_\_

Is the BSN a requirement for this position? Yes \_\_\_\_\_ No \_\_\_\_\_

Have you advanced or changed positions since receiving your BSN? Yes \_\_\_\_\_  
No \_\_\_\_\_

#### Further Education:

What are your plans for graduate education?

Currently Enrolled \_\_\_\_\_ Degree Program/Major \_\_\_\_\_

Plan to Enroll \_\_\_\_\_ Year \_\_\_\_\_ Degree Program/Major \_\_\_\_\_

No plans for enrollment \_\_\_\_\_

Please list Certifications obtained since graduation:

Credential	Granted by	Date
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**Program Outcomes:**

Please use the following scale and circle the response that best describes your ability in the following areas, **since graduation from the Webster BSN Program:**

	1 = Excellent	2 = Good	3 = Fair	4 = Poor
1. Use critical thinking skills	1	2	3	4
2. Apply theory (such as holism or systems theory)	1	2	3	4
3. Provide health education and/or health promotion activities	1	2	3	4
4. Apply ethical principles	1	2	3	4
5. Consider the influence of culture, society, and environment on health	1	2	3	4
6. Demonstrate effective communication skills in professional interactions	1	2	3	4
7. Evaluate and apply research findings	1	2	3	4
8. Contribute to the nursing profession	1	2	3	4

**Webster Program:**

What did you find most helpful about Webster's program?

What did you find least helpful about Webster's program?

What changes would you suggest in Webster's program?

Thank you for your assistance.

*The Webster faculty*

Revised 7-07

**Appendix O (Cont)**  
**Webster University – St. Louis**  
**MSN Graduate Questionnaire**  
**Year of Graduation 2006-2007**

**General Information**

Gender: Male \_\_\_\_ Female \_\_\_\_ Age: \_\_\_\_

Ethnicity: Black non Hispanic \_\_\_\_ Hispanic \_\_\_\_ White non Hispanic  
 Origin \_\_\_\_  
 American Indian/Native Alaskan \_\_\_\_ Asian/Pacific Islander  
 \_\_\_\_

**Employment:**

Employment Status:

Full-time \_\_\_\_ Part-time \_\_\_\_ Years in current employment \_\_\_\_  
 Not employed in nursing \_\_\_\_

Employment Setting:

Hospital \_\_\_\_ Community Health \_\_\_\_ Nursing Home \_\_\_\_  
 Nursing Education \_\_\_\_ Physician's Office \_\_\_\_  
 Other \_\_\_\_ If other, please indicate setting \_\_\_\_\_

Type of Position: (check)

Administrator \_\_\_\_ Staff Nurse \_\_\_\_  
 Nurse Manager \_\_\_\_ Nurse Educator \_\_\_\_  
 Other \_\_\_\_ If other, please specify \_\_\_\_\_

Is the MSN a requirement for this position? Yes \_\_\_\_ No \_\_\_\_

Have you advanced or changed positions since receiving your MSN? Yes  
 \_\_\_\_ No \_\_\_\_

**Further Education:**

What are your plans for graduate education?

Currently Enrolled \_\_\_\_ Degree Program/Major \_\_\_\_\_  
 \_\_\_\_\_

Plan to Enroll \_\_\_\_ Year \_\_\_\_ Degree Program/Major \_\_\_\_\_  
 \_\_\_\_\_

No plans for enrollment \_\_\_\_\_

Please list Certifications obtained since graduation:

Credential                      Granted by                      Date

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**Program Outcomes:**

Please use the following scale and circle the response that best describes your ability in the following areas, **since graduation from the Webster MSN Program:**

	1 = Excellent	2 = Good	3 = Fair	4 = Poor
1. Analyze theories for application to research and practice.	1	2	3	4
2. Analyze the impact of policy, organization and financing of health care on systems.	1	2	3	4
3. Develop intervention strategies with families to promote health.	1	2	3	4
4. Integrate cultural understanding into nursing care.	1	2	3	4
5. Analyze the impact of ethical issues on health care.	1	2	3	4
6. Apply research findings to practice.	1	2	3	4
7. Use effective communication skills.	1	2	3	4
8. Implement role of nurse educator or nurse leader.	1	2	3	4
9. Integrate concepts from theory, research, and practice into my professional role.	1	2	3	4

10. Contribute to the nursing profession.            1       2       3       4

**Webster Program:**

What did you find most helpful about Webster's program?

What did you find least helpful about Webster's program?

What changes would you suggest in Webster's program?

Thank you for your assistance.

*The Webster Faculty*

Revised 7-07

## Appendix P

### Webster University BSN GRADUATE ST. LOUIS PROGRAM SATISFACTION SURVEY May 2007

As part of our ongoing evaluation process, we ask that you assist us by indicating your level of satisfaction with the program and your experiences at Webster.

**Please utilize the following numerical scale in completing the evaluation:**

- |                           |                       |
|---------------------------|-----------------------|
| 1 = very satisfied        | 2 = mostly satisfied  |
| 3 = somewhat dissatisfied | 4 = very dissatisfied |
| N.A. = not applicable     |                       |

- |       |    |   |
|-------|----|---|
| _____ | 1) | Program requirements                      |
| _____ | 2) | Content of courses in the program         |
| _____ | 3) | Classroom learning activities/assignments |
| _____ | 4) | Clinical experiences                      |
| _____ | 5) | Clinical settings                         |

**Comments:**

- |       |    |   |
|-------|----|---|
| _____ | 6) | Adult learning approach   |
| _____ | 7) | Teaching methods  |
| _____ | 8) | Quality of instruction  |
| _____ | 9) | Format in which courses were offered (days/times of courses, frequency of course offerings, 8-week terms) |

**Comments:**

- |       |     |   |
|-------|-----|---|
| _____ | 10) | Advisement information provided by faculty/staff  |
| _____ | 11) | Availability of faculty/staff to answer questions |
| _____ | 12) | Registration process                              |

**Comments:**

- \_\_\_\_\_ 13) Program policies as listed in the Nursing Department Handbook
- \_\_\_\_\_ 14) University facilities (classrooms, library, equipment, etc.)
- \_\_\_\_\_ 15) Student support services (financial aid, health services, etc.)

**Comments:**

**What did you like most about the B.S.N. program at Webster University?**

**What suggestions do you have for improvement of Webster's B.S.N. program?**

**Appendix P**  
**Webster University**  
**MSN GRADUATE ST. LOUIS**  
**PROGRAM SATISFACTION SURVEY**  
**May 2007**

As part of our ongoing evaluation process, we ask that you assist us by indicating your level of satisfaction with the program and your experiences at Webster.

**Please utilize the following numerical scale in completing the evaluation:**

- 1 = very satisfied                      2 = mostly satisfied  
 3 = somewhat dissatisfied          4 = very dissatisfied  
 N.A. = not applicable

- \_\_\_\_\_ 1) Program requirements  
 \_\_\_\_\_ 2) Content of courses in the program  
 \_\_\_\_\_ 3) Classroom learning activities/assignments  
 \_\_\_\_\_ 4) Clinical experiences  
 \_\_\_\_\_ 5) Clinical settings

**Comments:**

- \_\_\_\_\_ 6) Adult learning approach  
 \_\_\_\_\_ 7) Teaching methods  
 \_\_\_\_\_ 8) Quality of instruction  
 \_\_\_\_\_ 9) Format in which courses were offered (days/times of courses, frequency of course offerings, 8-week terms)

**Comments:**

- \_\_\_\_\_ 10) Advisement information provided by faculty/staff  
 \_\_\_\_\_ 11) Availability of faculty/staff to answer questions  
 \_\_\_\_\_ 12) Registration process

**Comments:**

- \_\_\_\_\_ 13) Program policies as listed in the Nursing Department Handbook
- \_\_\_\_\_ 14) University facilities (classrooms, library, equipment, etc.)
- \_\_\_\_\_ 15) Student support services (financial aid, health services, etc.)

**Comments:**

**What did you like most about the M.S.N. program at Webster University?**

**What suggestions do you have for improvement of Webster's M.S.N. program?**