

**Addressing the Goals  
4b Project grant Year 2 and  
2a Project grant Year 3**

**Faculty Development Grant Outcomes for  
The Nursing Department at Augustana College**

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This narrative addresses the relationship of two opportunities funded by the Bush Faculty Development grant, one in Year 2 and one in Year 3.

- Year 2: Exploration and Development of Opportunities for Faculty and Student Experiences in Nursing and Health Care in Norway—proposal submitted by Margot Nelson, Professor and Chair of Nursing and Mary Brendtro, Professor, Nursing

The intent of this project was to cultivate relationships and explore opportunities for collaboration with the regional university colleges in Norway.

Drs. Margot Nelson and Mary Brendtro traveled to Norway for meetings with members of the faculty and administration at Høgskolen Stord/Haugesund, University College of Oslo, Bodø Regional University, and University College of Tromsø during June of 2004. In each institution, possibilities were explored regarding courses currently offered at the Norwegian institutions that would be available to Augustana students and transferable to the college; Augustana College courses that could be taken by Norwegian students and transferred into their programs of study in nursing; courses and internships that might be created for Augustana (and other US) students in Norway; and courses or internships that could be created for Norwegian students at Augustana under the umbrella of an International Nursing Institute.

*Evaluation of the Expected Outcomes of the Project:*

- 1) Beginning relationships were established, probably the strongest of those with Bodø Regional University and University College of Tromsø. Enthusiasm and interest in continuing the dialogue is very high.
- 2) Identification of existing course and internship opportunities for Augustana students in the Norwegian University Colleges. The primary barrier is that didactic courses are just beginning to be taught in English, and very few Augustana students are fluent in Norwegian. Nevertheless, realistic possibilities have been developed for implementation during the 2006-2007 academic year.
- 3) Identification of existing course and internship possibilities for Norwegian students at Augustana. Subsequent to a follow-up visit to Augustana by Wenche Sørfonden, faculty member from Bodø Regional University, in November 2004, a concrete proposal was created for students at that institution. Three students from Bodø Regional University attended Augustana full-time, taking courses in the nursing major during the fall semester of 2005. A two-week orientation was created and implemented prior to the beginning of the fall term. This pilot

exchange was highly successful, and plans are underway to continue the integration of additional Norwegian students into the nursing program at Augustana in the fall of 2006.

- 4) Potential courses for international students are being considered, including an introduction to nursing and health care in the United States and a survey of health issues and systems of care for Native American populations in the Midwestern United States.

*Relationship to Faculty Development Grant Goals:*

This project relates both to overall goal #2 and #4, as below:

2. In what ways have we further explored our identity as a college? In what ways have we enriched the dialogue on vocation and the implications for learning?

International experiences as well as interactions with international students facilitate expansion of Augustana's role from that of a private, regional institution to that of membership in the broader global society. This kind of experiential teaching-learning is intended to enrich students' perspectives about nursing and health care, in particular, and add reflection and diversity of experience to the learning opportunities students currently have.

4. In what ways have we enhanced assessment of student learning? How can we apply that to the curriculum?

Presentations, journals, and papers are being used to assess the depth of students' learning in the areas of globalism and diversity

- Year 3: The Nursing Department was selected as the Year 3 recipient of project grant monies under area 2a. Specifically this portion of the grant is dedicated to "projects exploring nontraditional learning experiences, upward mobility programs in specific professions...or exploring the learning implications of expanding the college's work with nontraditional and older-than-average students". In its interpretation of "nontraditional" students, the Nursing Department chose to focus on 1) learning experiences for international students, 2) clinical skills development through simulation, 3) cultural competency of faculty, and 4) application of technology-based learning.
1. The largest portion of the grant was expended to develop and implement a two-week curriculum for international students coming to Augustana as fulltime nursing students. The development and implementation of the preparation program for international students in nursing contributed immensely to future matriculation of nursing students from Norway (and other countries). The students' orientation to the college, to the US health care system, to clinical practice sites and standards of practice for nurses and nursing students in the US, and to specific expectations of nursing students at Augustana was essential to the success of their educational experience. Without this kind of a bridge, the students would not have been able to participate fully in the nursing major courses in which they were enrolled.
  2. Nursing faculty Pamela Schroeder and Margot Nelson attended the International Clinical Skills Lab Conference in San Antonio in June of 2005 to learn about and

engage in dialogue regarding current state-of-the-art clinical simulations and specific innovations being utilized across the nation. Simulated learning will augment the preparation of both traditional and nontraditional students for professional nursing practice by presenting them with predictable scenarios to augment their real world experiences. The intended outcomes are greater confidence and improved clinical judgment and decision making for students. Attendance at this conference and the opportunities for networking with faculty who are pioneering the use of simulation technologies provided background and motivation for developing these strategies at Augustana.

3. Registration was paid for department faculty to attend a webcast focused on Cultural Competency. This opportunity also related directly to improving the quality of educational experiences for students of diverse backgrounds, including those we often refer to as nontraditional students.
4. A departmental workshop was led by Augustana's Educational Technologist, Sharon Gray in May of 2005. The workshop assisted faculty in developing WebCT curricular applications, another teaching tool for an increasingly diverse student pool.