

MINUTES
EDUCATIONAL STRATEGIES WORK GROUP
September 21, 2006

Lakeland College TEC Building Classroom 110
12:30-4:30 pm

- D) Call to order/Approval of minutes from June 14, 2006
 - A) The meeting was called to order at 12:55pm by Sue Dean-Baar.
 - B) Review of the June 14th meeting.
 - 1) Letters of Agreement between institutions and SWIFT need to be shared with the schools that are in the area of the employers.
 - (1) There is great likelihood that the grant will be getting a no-cost extension for the 2007-2008 school year.
 - 2) Jess will update the minutes under section IV-A-4 to reflect clarification of the credits needed for NLN nurse educator certification

- II) Update on *SWIFT* Nurse Educator implementation
 - A) Report from Employer Strategies Work Group
 - 1) Last meeting was held on July 24, 2006.
 - 2) There was substantial discussion regarding the need for employers to establish good relationships with the partnering schools.
 - (1) Since employers have the first contact with potential candidates, they need to tell those candidates about the release form. It will be expected that the candidates will check all boxes so that employers can keep up-to-date with the progress of the students.
 - (2) Employers are asking schools to provide them with course plans for the *SWIFT* candidates who are enrolled
 - 3) There was discussion about how to recruit minority candidates.
 - 4) How will the tuition be paid by employers?
 - (1) We are asking employers to pay tuition up front instead of reimbursement form.
 - (a) Some have agreed, while some will continue to reimburse the tuition after the course(s) were successfully completed
 - (2) There could be difficulties with candidates being able to come up with the full tuition up front, and program advisors will need to know how the employers are managing the tuition support.
 - 5) We only have two signed agreements from employers. There are two employers in Madison plus one in Milwaukee and one in Racine who are working on returning the contract.
 - 6) We are in the second wave of recruitment for sponsoring employers. Jo Ann and Sally revised the work plan with the Department of Labor. There will be

a substantial effort to enroll more *SWIFT* candidates for the Fall 2007 semester.

- (1) We will be encouraging the rural hospitals to work together to support some candidates.
 - (2) Sharon Frazier has a number of contacts at Ministry. She will talk with Sally and Jo Ann about how to contact them.
 - 7) There will be a *SWIFT* exhibit at WNA in October. Tim Gengler from Aspirus Wausau Hospital will do a presentation to the WONE board on September 29.
 - 8) Not all employers will require students to work full time. There are some employers that are pushing for the employees to be part-time and going to school full-time.
 - (1) This will allow us to assess which plan works better.
- B) Report from Steering Committee
- 1) The first meeting for this group was held on July 10, 2006.
 - 2) The committee is made up of representatives from: Wisconsin Workforce Development Boards, Wisconsin Healthcare Association, Aurora Healthcare, University of Wisconsin Hospital and Clinics, Aspirus Hospital, National Black Nurses Association, Hispanic Nurses Association, Wisconsin Technical College System, and UW System.
 - 3) We realized that we need to figure out how to best work with the Workforce Development Boards.
 - (1) Their contribution to the *SWIFT* Project is to provide additional money to the students for them to go back to school.
 - (a) The money that they will be contributing for this will be matched by the *SWIFT* Grant, and this money-match will be tracked by UW-Milwaukee.
 - (2) A major issue with WDB support is that there is a regulatory ceiling on the salary levels of individuals to whom they provide financial assistance; RN salaries are all above that ceiling.
 - (a) Waivers can be obtained in certain instances, but we must develop a strategy with the WDBs to successfully employ these.
- C) HPEC update
- 1) There are currently 17 students in the program.
 - (1) There have been more than 20 enrolled; however, there has been an attrition rate of more to 25% due to various personal circumstances with the candidates.
 - 2) The students are currently in the third course. The fifth and final course will finish in May 2007. A few candidates began their coursework with the 2nd and 3rd courses, so they will have to go back and take the courses they missed. These students will likely be finished in July or September 2007.
 - 3) The HPEC students will be placed close to home for their teaching practicum, and we are currently assessing what the practicum should look like for those students that do already have some teaching experience.
- D) Report from second telephone meeting with UW Program Advisors
- 1) The last telephone call with this group was on August 9th 2006.

- 2) We discussed how UWM has decided to do a separate master's program orientation for interested SWIFT candidates.
 - (1) There was focus on what will be different being a SWIFT student.
 - (2) Jo Ann has offered to help out with the other UW schools if they are interested in doing an orientation like this.
- 3) We have uploaded the Graduate Program information tables onto the SWIFT website. These will be updated on a quarterly basis.
- 4) We discussed how employers have requested that they get specific course-plan information once they have agreed to support a candidate. This will allow them to be more lenient on time demands if they understand the course requirements.
 - (1) The *SWIFT* program also needs the course plans so we can track the progress of the candidates. We will work out a mechanism to get these with each school.
- 5) One of the future issues will be advising the students once they are in the program.
 - (1) Problems with juggling time demands are likely to be paramount with *SWIFT* candidates, since many of them will be working and going to school full-time (although every one of them will have a paid day off per week). Both faculty and student advisor staff will need to work with students to help them successfully manage these issues.
- 6) There is some concern on the feasibility of students being able to work full time and go to school full time (especially those that chose the NP Program.)
 - (1) It wasn't the intention of the grant that many will be in the NP program, although some sponsoring employers have medical groups and clinics in their networks, and educating more NPs may fit their business needs. It was anticipated that most candidates would be going into the CNS programs.
 - (2) We will monitor student progress and work with both schools and employers to determine the best ways to help students be successful.
- 7) The question was raised, is it possible to develop a profile of current students to give to the employers? This may help the employers understand the time commitments that are entailed in master's education.
 - (1) This varies greatly because of the different ages and situations of each graduate student.
 - (2) The candidates that are selected for *SWIFT* are being chosen by the employers because they feel that these individuals can succeed.
- 8) The advisor group will not meet by phone again until we are into the Spring 2007 semester. We will keep in touch via email to talk through any other issues that may/will come up.
- 9) It will be important for faculty advisors to receive the information regarding *SWIFT* strategies and issues because of their crucial role in graduate student advising.
- 10) Judeen mentioned the idea of using the Learning Style Inventory to determine the number of courses that students should take. Reflective learners may be better suited for part-time education because of how they process new information.

III) WTCS educator certification process

- A) Review format for submitting UW education courses for approval
 - 1) At the last meeting, we discussed submitting all of this for all the schools together, instead of each separately.
 - 2) The goal is to allow students to receive credit for some of the education courses that are required for those who get hired by WTCS.
 - 3) The WTCS certification committee met early in September to review outside courses and will be meeting again in December for this purpose, so we have a couple of months to work through this process.
 - 4) In the example examined by the group at today's meeting UWM took one of their courses and applied it to the WTCS core abilities.
 - (1) We suggest that we identify all of our courses and use this tool to map out how each meet these requirements.
 - (a) It is understood that some of our courses don't meet any of the WTCS defined requirements.
 - 5) UW-Madison submitted their courses for this in the past.
 - (1) Three courses were included in their submission, and they were not approved because "they were too theoretical".
 - 6) We need to submit as much detail as possible. It may be helpful to submit the course syllabi in addition with the tables.
 - 7) Our process will be:
 - (1) Each school will examine the WTCS education course core abilities to determine if they have any courses that match.
 - (a) Individual instructor may have to be involved with this process.
 - (2) We may have to create competencies to match those outlined by WTCS.
 - (3) We will submit this tables in a package.
 - 8) Jo Ann will schedule a phone conference with herself, Sue Dean-Baar and Sharon Spangberg at WTCS to determine the details of our process.
 - (1) Will WTCS accept a package of UW education courses?
 - (2) What is the best framework to employ to summarize our courses?
 - (a) What do they need as evidence?
 - (3) What level of freedom do we have for this?
 - (a) WTCS has to write course curriculum in WIDS (Worldwide Instructional Design System)
 - (4) What other courses have been approved and how were they submitted?
 - (5) Would there be any benefit to providing student work with the packet?
- B) Process and timeline for submitting courses
 - 1) The next certification meeting is December 5, 2006.
 - 2) We need to submit this to Sharon Spangberg by the week prior to the meeting.

IV) Education course requirements for *SWIFT* candidates and utilization of competency assessment in preparing nurse educators – Judeen Schulte

- A) At the last meeting, we discussed the variability in education course requirements among the UW System schools. We need to get these put together on a list.

- 1) We agree that the education course requirement for *SWIFT* candidates should be 9 credits.
 - B) Education courses are available at each UW school (data obtained earlier from each of the four graduate programs)
 - 1) UW-Milwaukee: 6 credits recommended. 5 courses available: Instructional Design and Teaching Strategies, Principles and Foundations of Adult Education, Curriculum Development in Nursing, Teaching in a Practice Discipline, Seminar and Practicum in Teaching.
 - 2) UW-Madison: 9 credits required from 3 online courses (Clinical Education in the Context of Nursing, Instructional Process in Nursing Education, and Curriculum Development in Nursing Education) and also a Practicum.
 - 3) UW-Oshkosh: The Education Process in Nursing, Foundations of Education Clinical Practicum I, and Advanced Educator Practicum
 - 4) UW-Eau Claire: Nursing Education I, Nursing Education II
 - C) What are the educational competencies that the *SWIFT* students need to obtain?
 - D) What are the core areas?
 - 1) Use appropriate theory and research to facilitate educational practice by:
 - (1) Planning and managing learning.
 - (2) Constructing curricular elements.
 - (3) Designing and implementing learning assessment strategies.
 - (4) Demonstrating effectiveness in educational performance for selected populations.
 - E) Could we accept transfer credits from a school which gave it “credit by assessment”?
 - 1) Yes, but there is an assessment process that occurs in these cases.
 - F) Current employers were asked to send us their criteria and requirements for their clinical advancement programs. We did receive several but have not analyzed these to determine how the employers assess competencies.
 - G) For the *SWIFT* Nurse Educator initiative, the outcomes that we are seeking are:
 - 1) More flexibility in what courses the candidates can take.
 - 2) Learning how to employ self-assessments for understanding which courses are needed by the student
 - 3) Preparing effective nurse educators who demonstrate the above core competencies.
 - H) Judeen will bring a student assignment used in competency assessment for the group to review..
- V) Next steps in program definition for *SWIFT* candidates
- A) Communicating with sponsoring employers
 - 1) The issue of working full-time while going to school full time
 - 2) Continue to ask them for their resources for showing their staff’s advanced knowledge.
 - B) Tracking candidate progress
 - C) Special considerations for advising *SWIFT* candidates

VI) Adjournment

A) The meeting was adjourned at 4:15pm by Sue Dean-Baar.