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Nursing Education Research Conference 2020

Innovative Collaborative Nurse Educator Team: Scaffolding for Successful Student Outcomes

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Purpose: The purpose is to promote optimal student learning outcomes and success through a positive teaching and learning environment grounded in a values-based culture. The Texas Tech Health Sciences Center School of Nursing (TTUHSC SON) Traditional Undergraduate Program faculty promote a spirit of teamwork and compassion: a team that works together in tandem to achieve goals (TTUHSC SON, 2019).

Methods: A carefully scaffolded, multi-campus curriculum was created and implemented for pre-licensure nursing students. When faculty employ scaffolding, they support the student towards their potential understanding, and when teachers begin to decrease their support, the responsibility for learning transfers to the learners (Pol, Volman, Oort, & Beishuizen, 2015). The curriculum tightly incorporates a seamless, cross-semester transition of student skills, knowledge, and understanding which fosters the development of critical thinking and clinical judgment needed for safe transition to practice. Nurse faculty think beyond the confines of the classroom to develop innovative and creative learning opportunities for students (Yancey, 2018). Cross-campus faculty collaboration and communication focus on creating interactive and engaging student experiences that include carefully formulated skills labs, high fidelity simulations, and multi-course formative and summative evaluations. These simulation-based experiences are designed to prepare students with the knowledge and skills necessary to adequately transition into practice (Peres, Marin, Tonhom, & Marques, 2018).
Additionally, a key component for success is building a supportive and caring relationship with students. This program utilizes faculty in a retention role to foster both student success and healthy learning experiences.

**Results:** Using a scaffolding approach led to a 100% Fall 2018 first-time NCLEX pass rate for a cohort consisting of 126 students. Monthly level meetings resulted in 95% inter-rater reliability in formative and summative evaluations. Frequent, synchronized, technology-enhanced formal and informal faculty team meetings have also improved collaboration and faculty satisfaction. Meetings include end-of-semester faculty hand-offs to provide a transition in student learning. This collaboration aligns with our program values to “seek transparency through open communication, respect, and clarity” (TTUHSC SON, 2019). A faculty attrition rate of less than 2% can be attributed to a positive, satisfying work environment that encompasses teamwork, trust, and compassion which aligns with Domain 5: Communication, Collaboration, and Partnership from the World Health Organization (WHO) (WHO, 2016). Additionally, dynamic interactions between retention faculty, course facilitators, and students create individualized student learning plans, resulting in low attrition rates and increased on-time graduation rates.

**Conclusion:** A faculty cornerstone for effective professional development and learning environments include engagement, connectedness, and climate (Barton, 2018). Nurse educators are called to implement transformative and ground-breaking teaching and learning strategies grounded in evidence-based practice (Kalb, 2015). General Education Competencies, on-time graduation rates, low student and faculty attrition rates, and first-time NCLEX pass rates further validate the quality of the program.

**Title:**
Innovative Collaborative Nurse Educator Team: Scaffolding for Successful Student Outcomes

**Keywords:**
Faculty Communication, Innovative Collaboration and Student Success

**Abstract Summary:**
Nursing faculty from a multi-site health sciences center describe their innovative, collaborative approaches to foster a positive work environment that cultivates and scaffolds student success, critical thinking skills, and clinical judgment.

**References:**

**Topic Selection:**

**First Primary Presenting Author**  
**Primary Presenting Author**  
Belinda Gallegos, MSN, RN, CNE, RN, CNE  
Texas Tech University HSC  
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Transcultural Coordinator  
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**Author Summary:** Belinda has extensive expertise in neonatal intensive care nursing, pediatric nursing, mental health nursing and healthcare leadership. In addition, she has incorporated the AHRQ / Department of Defense acclaimed TeamSTEPPS patient safety framework into both junior and senior level nursing courses, including an interprofessional component in the high fidelity simulation laboratory.

**Second Secondary Presenting Author**  
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**Author Summary:** Lea Keesee, DNP, RN, CHSE serves as Assistant Professor at Texas Tech University Health Sciences Center SON and teaches in the undergraduate Bachelor of Science in Nursing (BSN) program. Her nursing practice includes over 28 years of nursing experience in patient care and nursing education.

**Third Secondary Presenting Author**  
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**Author Summary:** Rebecca Clark, MSN, RN-BC is an Instructor in the Texas Tech University Health Sciences Center School of Nursing; faculty since 2017. Rebecca currently works in the Traditional Undergraduate Program. Rebecca has expertise in Hospice, Long-Term Care, Med-Surg, School Health, Community Health, and Geriatrics.

**Fourth Secondary Presenting Author**  
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**Author Summary:** Venisa Morgan has been a nurse since 2009, with experience in cardiac-medical surgical care. In 2015, Venisa became an instructor in a pre-licensure BSN program teaching primarily in students’ first semester courses. Venisa Morgan is a co-educator for courses including Core Concepts, Health Promotion, and Integrated Learning, and is co-facilitator for Applied Concepts of Pharmacology.

**Fifth Secondary Presenting Author**  
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**Author Summary:** Erin Gibson has been a nurse since 2006, with experience in critical care, leadership and management, and academia. In 2014 Erin became an instructor in a BSN program teaching students primarily at the entry level. Erin facilitates and leads Core Concepts with coordination among three different campus sites with a synchronized classroom. She recently completed her PhD in nursing at the University of Texas at Tyler with research in nursing ethics.

**Sixth Secondary Presenting Author**  
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**Author Summary:** Priscilla Stansell has been a nurse since 2003, with experience in neuro-surgery trauma, cardiac/medical-surgical, and academia. In 2013, Priscilla became an instructor in a pre-licensure BSN program teaching students primarily at the entry level. Priscilla facilitates Health Promotion and Integrated Learning with coordination among three different campus sites utilizing a synchronized classroom approach. Priscilla is also currently mentoring a new faculty member and is chair of her school’s Traditional Undergraduate Council.

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**Author Summary:** Christy Howard has been a nurse since 2005, with experience in cardiovascular critical care, cardiac telemetry, and medical-surgical telemetry. In 2009, Christy became instructor in a pre-licensure BSN program and has since taught courses across the curriculum, in each level, often facilitating both clinical and didactic courses. Christy currently acts as the retention faculty for Level 1 students.
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Author Summary: Marnette Winner, MSN, RN-BC is an Assistant Professor in the Texas Tech University Health Sciences Center School of Nursing. Marnette Winner currently works in the Traditional Undergraduate Program. Marnette Winner has expertise in oncology and nursing education. Marnette Winner currently serves as a retention faculty for Level 2 students.

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Author Summary: Donna Paris, DNP, RN, CNE serves as Assistant Professor at Texas Tech University Health Sciences Center SON and teaches in the undergraduate Bachelor of Science in Nursing (BSN) program. Her nursing practice includes over 35 years of nursing experience in cardiovascular medicine spanning from intensive care to outpatient cardiac rehabilitation.

Eleventh Author  
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Author Summary: Deborah Casaus serves as an Instructor at Texas Tech University Health Sciences Center SON and teaches in the undergraduate Bachelor of Science in Nursing (BSN) program. Her nursing practice includes over 30 years of nursing experience in cardiovascular medicine, labor and delivery, and nursing education.

Twelfth Author  
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Author Summary: Nancy Ochs is a proud faculty member of TTUHSC’s Traditional Undergraduate Nursing Program. She has practiced nursing in pediatrics, critical care, wound/ostomy care, and clinical education. Ms. Ochs has presented previously in the fields of pressure ulcer prevention and in the field of telehealth as it relates to the community.

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Author Summary: Heather Guest, MSN, RN serves as Assistant Professor at Texas Tech University Health Science Center SON and teaches in the undergraduate Bachelor of Science in Nursing (BSN) program. Her nursing experience includes medical-surgical nursing and nursing education.

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Author Summary: Stacie Alvarez, MSN, RN, is an instructor at Texas Tech University Health Science Center School of Nursing. She has been a faculty since 2018. She currently functions as clinical faculty and as a retention specialist in the Traditional
Undergraduate Program. Stacie’s expertise is retention and remediation of students and pediatric nursing.

Sixteenth Author
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Author Summary: Amy Boothe DNP, RN is working as an assistant professor within the school of nursing at TTUHSC. Ms. Boothe has been in the nursing profession since 2003 and has worked many places including a migrant clinic, a critical access hospital in Colorado where she wore many hats, and a step-down ICU as a staff nurse and staff educator. Her education has progressed from LPN to ADN, to BSN, MSN, and now DNP.