A Wellness Neuman Model: Team Building Between Upper & Underclassmen

Quality Improvement: Little/Big Initiative

Creating An Environment Of Civility That Promotes Teamwork & Collegial Relations

Background

Stress is commonly experienced by college students; the pressure to maintain good grades while balancing family, work, and social responsibilities can either hinder or aid in a student's academic success. The challenge students often face is in obtaining adequate balance between the beneficial and the excessive and often debilitating amount of stress.

Nursing students have reported that stress is associated with a fear of making mistakes in clinical experiences that may result in patient harm, committing medication errors, feeling embarrassed to ask instructors, struggling to meet high testing standards, the loss of leisure time, and the pressures of paying for school (Alzayyat & Al-Gamal, 2014).

Purpose(s):

- Apply the Neuman Systems Model to guide a quality improvement project within the Indiana University-Purdue University nursing department in building collegial relations between upper- and underclassmen.

- Provide learning opportunities for pre-licensure nursing students to improve their soft skills and abilities that contribute to real-world quality and performance improvement.

Objective Phase One:

- Apply the nursing process and interventions to prioritize stressors experienced by nursing students identified in this literature, and validated annually by 400 level students with clinical faculty preceptors.

Objective Phase Two:

- Create an environment of civility that promotes teamwork and collegial relations within the IPFW nursing department.

Objective Phase Three:

- Implement strategies to promote sustainability of the Little/Big initiative within the IPFW nursing department.

- Present the project and outcomes to professional audiences beyond the nursing department.

Phase One

Preventions as Intervention

Relationship building between upper- and underclassmen

- During a 400 level Bachelor of Science Program leadership course, six pre-licensure nursing students were assigned with clinical faculty preceptors for a 30 week clinical.
- The clinical faculty were in charge of 100, 200, and 300 level students in clinical settings.
- The Neuman Systems Model provided the framework and guided the nursing process.
- Stressors identified by student surveys were similar to those reported in the literature. Therefore stressors were prioritized with student input leading to its prioritized themes.
- In addition to a 4 faculty/4 facet resource board, located in the student nurses lounge, a resource book was developed as a portable method of delivery.
- Targeting multiple students, information skills were applied creatively to construct a Facebook page, Blackboard discussion groups, and websites which offer resources, templates, and additional resources.

Resource Board containing Resource cards

Resource Book

- A portable resource containing additional resources

Phase Two

Little/Big Initiative

- Intentionally allied the six leadership students into a group to develop the Little/Big Initiative.
- Advanced the project beyond the teaching/learning resources to include opportunities to build collegial relationships between upper- and underclassmen.
- Litter weight assistance from Big regarding topics such as class assignments, class schedule, specific study tips, relaxation support, etc.

Phase Three

Sustainability

- Secure faculty buy-in
- Blackboard course invited for faculty access

- Secured funding via student organization sponsorship
- Student government support (lunch and pay for student leaders)

- 34(2), 76-81.
- ABNF Journal, 22(4), 89-95.