Sabbatical Objectives

1. To upgrade my professional knowledge and practice as a nurse practitioner.

2. To explore other college’s curriculum and innovations used in the last semester specifically geared towards preparing the students for the NCLEX-RN exam. Examining how other universities prepare their students for the NCLEX just prior to graduation may help UHH SON improve their pass rates. There has been inconsistency in the pass rates at the UHH SON.

3. To continue my research in the area of Adolescent Contraceptive Behavior. I would like to do further research on the area of Partner Influences on Female Adolescent Contraceptive Behavior. To date I have published 2 research projects in the area, one on Self Esteem and Female Adolescent Contraceptive Behavior and the other on Maternal Influences on Female Adolescent Contraceptive Behavior.

Planned activities could include:

1) To expand my practice as a Women’s Health Nurse Practitioner by doing direct patient clinical practice to improve my skills. This would have direct bearing on supporting the new DNP program for the UH Hilo SON. I plan to do this at the Waimea Women’s Center.

   Also would like to attend a conference in the area of Maternal Child Nursing/Women’s health to learn the most recent evidenced based practice.

2) To visit 1-3 universities of comparable size and in comparable rural-like settings within the continental U.S. with Nursing programs that have high NCLEX-RN pass rates and look at their curriculum and rigor in the last semester used to prepare the students to pass the NCLEX. The preparation that other universities have implemented may be things that can be integrated into the UHH SON.

3) To begin proposal development towards new research project The Correlation Between Partner Influences and Female Adolescent Contraceptive Behavior.
Meeting Sabbatical Objectives

Objective #1

As part of my certification as a Women’s Health Nurse Practitioner I am required to complete 45 continuing education credits. Also, as part of my prescriptive authority certification as a nurse practitioner I am required to complete 10 pharmacology continuing education credits. During my sabbatical, I completed 46 continuing education credits and was able to recertify as a Women’s Health Nurse Practitioner. The continuing education topics are the following:

Drugs in Pregnancy (10 pharmacology contact hours)
Physiology Basis for Reproduction (10 contact hours)
Late Pregnancy Complications (10 contact hours)
Gynecologic Problems in the Reproductive Years (10 contact hours)
Overview of Clinical Research and Clinical Trial Design (5 contact hours)
CDC Data Reveal Increased Maternal Mortality Rates (.25 contact hours)
Affordable Care Act’s Pediatric Coverage Not Consistent (.25 contact hours)
Prescriptions for High Risk Meds Linked With Misuse in Teens (.25 contact hours)
New Evidence-Based Guidelines for Eating Disorders Issued (.25 contact hours)
Can Extended Breastfeeding Turn Kids Into Smarter Adults? (.25 contact hours)
Hospitalization Not Always Needed for Pediatric Skull Fracture (.25 contact hours)

I also researched and learned about “Centering Pregnancy” which is a new way to deliver prenatal care. I was able to perform some direct practice hands on care with several Centering Pregnancy clinics at the Waimea Women’s Center. In teaching nursing courses related to obstetrics and newborn care I am able to bring actual experience in this to the students during lectures.

Objective #2

The bulk of my sabbatical went to this objective. My goal was to visit 1-3 universities with schools of nursing with high NCLEX pass rates. I wanted to explore aspects of their programs to see what made them so successful. I visited 5 universities in 3 different states and was able to consult with numerous nurse educators. (See Table 1 for a summary of criteria I looked at). I met with Deans as well as Program Coordinators. Based on these visitations the following recommendations are made to address the rigor and success of the program and the NCLEX pass rates.

1. Change the admission cumulative GPA to 3.0 for the school of nursing
2. Change the passing grade for theory courses to 73-75% (faculty need to decide this)
3. Revamp the review class N459 to include test taking skills and strategies. Students should complete at least 50 NCLEX type questions every week. One suggestion is that students be required to purchase a program that has NCLEX prep questions. PastPoint by
Lippincott is one such package. It is $140 for 6 months and 160 for 12 months. Caplan also has a program designed for NCLEX review. The colleges visited felt that the students have already been taught the information and they need to be drilled with questions to prepare for the NCLEX exam.

4. Have the different NCLEX review companies present their products to the UHH School of Nursing so faculty can decide if they want to continue with ATI or change. At present, ATI does not seem to enhance UHH SON’s outcomes.

5. Develop a plan for remediation for “at risk” students that is consistent in all the courses. Suggestions for remediation could be course release for a faculty to do remediation for “at risk” students, or develop a program where select seniors could be tutors and receive compensation via the student work/study program.

6. Any student that receives below a “C” on an exam should receive a notice from the Director or Coordinator of the BSN program that they are not meeting the expected requirements. Students should be informed that it is mandatory for them to meet with the faculty teaching the course to develop a plan for success. This should be consistent with all the classes.

7. Change the admission criteria for the GPA calculation for the Natural Sciences. The students should only be allowed to repeat a natural science course twice and the GPA points for the class taken more than once will be averaged instead of receiving the highest GPA points.

8. If UHH SON continues with ATI then a different review company should be retained to do the final NCLEX review course to give more variety.

9. The ATI final grade should be given more weight towards the final grade of the course.

The recommendations were discussed at the UHH SON faculty retreat on 8/17 and it is planned to implement some of the recommendations.

Objective #3
I have begun a literature review for a research proposal relating to “The Correlation Between Partner Influences and Female Adolescent Contraceptive Behavior”. Although this was one of the objectives I diversified and completed a research project with a colleague relating to the evaluation of the integration of culture in the nursing curriculum. The results were entitled, Undergraduate Nursing Students’ Perspectives of their Acquired cultural competence was presented at the 4th Annual Transcultural Health Care Conference, January 2015. The results of this research were also submitted and under review for publication as follows:

I also co-wrote and two articles relating to using Avatars in nursing education with a colleague that were published as follows:


Lastly, I co-wrote another article that has been submitted and is currently under review:


**Summary of Contributions in Professional Development**

This sabbatical allowed me to complete the continuing education required to maintain by credentials as a nurse practitioner. It allowed me to gain some hands on experience in a different type of health care delivery for pregnant women, the Centering Pregnancy Health Care Model.

I was able to visit college campuses and meet with key nurse educators. In doing this I was able to develop a list of recommendations for the UHH SON to help increase our NCLEX pass rate. These recommendations have been presented to the faculty and is currently under consideration. It is felt they will increase the rigor of the UHH SON.

The UHH SON prides itself on the transcultural nursing thread throughout the curriculum. The effectiveness of this has never been evaluated. I was able to complete a research project evaluating the integration so culture in the nursing curriculum. I was also able to co-author three manuscripts that were submitted for publication of which one has already been accepted.
## Table of Summary of Five Schools of Nursing

<table>
<thead>
<tr>
<th></th>
<th>University 1</th>
<th>University 2</th>
<th>University 3</th>
<th>University 4</th>
<th>University 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State</strong></td>
<td>Utah</td>
<td>Utah</td>
<td>Utah</td>
<td>Idaho</td>
<td>Oregon</td>
</tr>
<tr>
<td><strong>NCLEX Pass Rate</strong></td>
<td>98.44%</td>
<td>100%</td>
<td>97.8-100%</td>
<td>93-97%</td>
<td>95%</td>
</tr>
<tr>
<td><strong>Admission Criteria Cum GPA</strong></td>
<td>3.0</td>
<td>2.75</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td><strong># of students accepted per year</strong></td>
<td>64 twice a year</td>
<td>30 twice a year</td>
<td>30 twice a year</td>
<td>60 twice a year</td>
<td>26 once a year</td>
</tr>
<tr>
<td><strong>Course Grade Cut off for passing</strong></td>
<td>73</td>
<td>90</td>
<td>73</td>
<td>75</td>
<td>73</td>
</tr>
<tr>
<td><strong>Competency Program</strong></td>
<td>ATI</td>
<td>ATI</td>
<td>ATI &amp; Hurst</td>
<td>HESI (changing to Caplan)</td>
<td>Caplan</td>
</tr>
<tr>
<td><strong>Assigned Faculty for remediation</strong></td>
<td>yes</td>
<td>yes</td>
<td>no</td>
<td>Yes, for skills</td>
<td>no</td>
</tr>
<tr>
<td><strong>Admission Entrance Exam</strong></td>
<td>ACT</td>
<td>TEAS</td>
<td>TEAS</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td><strong>NCLEX Prep Course or Review Course within curriculum</strong></td>
<td>Yes, 1-1 ½ credits, 1000 questions for 1 credit and 1500 for 1 1/2 credits, does not cover content except labs, pharmacist and infection control, covers test taking strategies</td>
<td>Review NCLEX categories, do difficult areas, 3 credits, also retake 2nd ATI exams, identify questions and what NCLEX category they fit in</td>
<td>Review course part of capstone so hours dedicated to it. Covers test taking strategies, have to do 200 questions a week</td>
<td>Was 1 credit but changing to 2 credits in the fall. Students do 50 questions a week and need to benchmark to 75% passing, if they don’t achieve this then they do 75-100 questions a week, students need to choose topics they are weak in, covers test taking strategies, in class NCLEX questions</td>
<td>NCLEX review is folded into the Leadership class. Uses 37 focused exams, 25-50 questions each from the Caplan program. Students are given due date for completion</td>
</tr>
<tr>
<td><strong>Use of Comprehensive Predictors</strong></td>
<td>yes</td>
<td>Yes, requires 90%, can take it twice 4 wks apart, if they don’t achieve 90% they don’t graduate</td>
<td>Yes, require 90-95% passing, if they receive less than 90% they don’t get their diploma and have to find a remediation course and show proof they attended then they get their diploma</td>
<td>yes</td>
<td>Yes, if less than 90% they meet with faculty and develop a calendar which includes assignments to remediate the predictor</td>
</tr>
</tbody>
</table>

Commendador, Kathleen (8/19/2015) Sabbatical