

3. Describe other professional development activities and institutional support and collaborations that would most effectively ensure that the program achieve its goals and plans.

Interdisciplinary activities: In a collaborative effort, Nursing and Library Science came together with a dual interest to improve the (GE SLO) **Effective Communication** – Specifically concerning the **ability of students to write**.

A significant number of nursing program graduates pursue the BSN degree soon after graduation (*cite these numbers?*) and are required to write in APA style, consistent with the professions expectation. Nursing students submit many written assignments over the course of the program. These enhance clinical and/or theoretical knowledge while preparing the students for their future role as communicators while in the pursuit of advanced degrees and/or professional service. Based on the nursing department teaching team findings, though assessing work completed over all the courses, a consensus was gained about students' written skills. They are deficient. Furthermore, nursing students have difficulty using the researched based evidence appropriately in an APA formatted paper. Graduates of the program have commented that effective communication and having a good foundation in knowledge about and the ability to use APA formatting is very important. This feedback was gained in graduate surveys and through direct communication (speaking to nursing students in class presentations).

It was agreed by the nursing program and library science representatives that more data should be collected to develop a plan for improving these skills. Beginning with the 2020 cohort of CSM student nurses, 40 (qualified) of the 50 students now have the ability to concurrently enroll in the San Francisco State University Nursing Program in an effort to make the transition to BSN attainment more efficiently and quickly. These students can greatly benefit in a class or workshop to build a more solid foundation in written skills. These students will have BSN level classes that require them to be competent in applying research finding in scholarly APA formatted papers.

Objective: To improve the nursing student's effective communication in writing ability through refined research skills and application of new knowledge that is represented by a well written and properly formatted APA style paper.

Student's progress through the nursing program time line:

****Summer prior to entering the program:**

- Prospective and/or admitted students have the opportunity to take elective nursing courses that are not required for admission, e.g., Medication Dosage Calculation, Pharmacology or Career Exploration in Nursing

Fall Semester of the first year:

- 50 qualified students enter the nursing program

- 40, if eligible, will be able to apply and gain entrance to the SF State RN to BSN nursing program
- Students complete N211, N212 and N816 courses for the CSM program

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Spring Semester of the first year:

- Students complete N221, N222, N225 and N817 courses for the CSM program
- Dually enrolled students also complete a nursing elective for the SF State program

Summer between first year and second:

- Students are enrolled in required SF State nursing courses, including Nursing Research

Fall of the second year:

- Students complete N231, N232, N235 and N818 courses for the CSM program
- Dually enrolled students also complete a nursing elective for the SF State program

Spring Semester of the second year:

- Students complete N231, N242, N245 and N819 courses for the CSM program
- Dually enrolled students also complete a nursing elective for the SF State program
- All students graduate from the CSM nursing program
 - If not dually enrolled in SF State, students may pursue an advanced degree from another institution, may choose to enter the work force or both

Summer after graduation from CSM:

- Graduates take the NCLEX-RN
- Dually enrolled students will focus on passing NCLEX-RN

Fall after graduation from CSM:

- Graduates who were dually enrolled and have their RN license, complete remaining course work for the SF State nursing program and *graduate with their BSN in December*

The meeting participants **discussed ideas and strategic times** to implement such a plan that will assist the nursing student in gaining improved written communication skills commensurate with the demands of advanced education and the profession itself. The time frames identified are represented by **. Prior to entering the program, prospective and/or admitted students could be given the opportunity to complete a class that addresses the need to improve scholarly writing skills. There may be some time in between the fall and spring semesters that could be offered as an experimental short course or possibly in the format of a “jam” like mathematics has presented.

Lastly, the participants agreed that the adjunct faculty could benefit from building their evaluation skills when providing students with feedback on their written work. Discussion

ensured regarding presenting a work shop as a Flex activity that includes free continuing education units (CEUs).

Possible future collaborations will likely involve strategies to improve writing ability with both the English and Science disciplines.