

An Academic-Practice Partnership to Support Baccalaureate Nursing Education in Central Wisconsin



University of Wisconsin
Eau Claire



Marshfield Clinic
Health System

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INTRODUCTION/BACKGROUND

- Since July 2017, the University of Wisconsin (UW)-Eau Claire College of Nursing and Health Sciences and Marshfield Clinic Health System (MCHS) in Marshfield have partnered to support nursing education at a distance education (DE) site in Marshfield.
- This academic-practice partnership is intended to address the critical shortage of baccalaureate-prepared nurses in rural regions of Wisconsin.



NATURE OF THE PARTNERSHIP

- UW-Eau Claire nursing courses required for the Bachelor of Science in Nursing (BSN) degree are offered at a DE site within Marshfield Medical Center in Marshfield. Courses are taught via interactive DE technologies by UW-Eau Claire faculty located in Marshfield and in Eau Claire.
- MCHS provides building space within the hospital (classrooms, simulation rooms, skills lab areas), funding for FTE, access to a topnotch medical library and clinical experiences, as well as other resources.



PARTNERSHIP BENEFITS AND OPPORTUNITIES

- UW-Eau Claire is able to hire additional faculty and admit 17 students each semester at the Marshfield Site (34 students a year), thereby increasing university enrollments.
- MCHS is able to practice its longstanding commitment to education, as it provides clinical training sites for over a thousand students each year, including nursing, medicine, pharmacy, respiratory therapy, laboratory, etc.
- Place-bound students unable to relocate because of family and work responsibilities or financial issues can earn a quality BSN degree in central Wisconsin.
- Students are afforded numerous rich interprofessional education (IPE) learning experiences that benefit multiple disciplines (e.g., medical and pharmacy residents, respiratory therapy students) and ultimately the community.
- MCHS is able to recruit and hire more highly skilled BSN-prepared nurses as most of the graduates tend to remain in the area.
- MCHS and nearby nursing home and long term care facilities are able to hire many of the students as certified nursing assistants (CNAs) while they are engaged in their studies, thereby helping meet a critical need.

CHALLENGES

- Academic and practice settings often operate under differing administrative, budgetary, timeline (e.g., academic versus fiscal calendars), and accrediting body constraints.
- Difficulties exist in recruiting qualified nursing faculty in a rural area.

RECOMMENDATIONS FOR EFFECTIVE MEANS OF WORKING TOGETHER

- Agree on shared goals.
- Schedule frequent (monthly) meetings to maintain open and transparent communication.



APPLICABILITY OF THE ACADEMIC-PRACTICE PARTNERSHIP MODEL

- This model can be applied to the education of nursing and other disciplines in different regions of the state and nation.
- Working together and pooling resources are crucial during times of health care professional shortages and when either partner alone has insufficient funding or resources.

THE FUTURE

- UW-Eau Claire and MCHS look forward to many more years of assisting students with degree attainment and of meeting the demand for BSN-prepared nurses in rural central Wisconsin. The various health professionals educated with the assistance of MCHS help ensure the health of our communities, particularly in more rural areas.
- Further means of partnering continue to be explored.



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Enhance Faculty Training and Promote Confidence Using Gardner's Multiple Intelligences (MI) Theory

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What issues does the innovation seek to address?

There is the assumption that because many educational sessions are heavy in lecture, all employees learn through verbal/linguistic and logical/ mathematical methods (Barrington, 2004).

This is not the case. Gardner's Theory of Multiple Intelligences (MI), widely accepted by teachers, educators, and policymakers, explains that there are seven different perspectives from which we learn, known as "intelligences" (Barrington, 2004).

Presenting data to employees, based on their learning style will increase active listening, critical thinking skills and increase employee self-esteem and confidence (Hopper & Hurry, 2000).

Determining how each employee learns is essential in training (Ngatia, 2013).

Types of Learners

Logical-Mathematical: good with abstract patterns and relationships; problem solving

Intrapersonal: self-motivated, conscious of own motives and feelings

Interpersonal: understands and relates well to other people

Linguistic: sensitive to the order and meaning of words

Bodily-Kinesthetic: good hand-eye coordination; good with tools

Visual/Spatial: strong sense of visual world

Musical: sensitive to pitch, melody, rhythm and tone

Hopper, B., & Hurry, P. (2000). Learning the MI Way: The Effects on Students' Learning of Using the Theory of Multiple Intelligences. *Pastoral Care in Education*, 18(4), 26-32.

MI Survey

MI theory includes a survey which determines what intelligence each employee prefers as a learning style.

Directions: Answer the questions below and then place the points next to the number in the boxes. Tally up the points in each column. The column(s) with the highest points is (are) your learning style.

Questions	Describes You 2 points	Slightly Describes You 1 point	Does Not Describe You 0 points
1. I enjoy reading books			
2. I enjoy and am good at doing math			
3. I play a musical instrument or sing well			
4. I enjoy drawing			
5. I have very good coordination			
6. I can read other people's feelings easily			
7. I like to be alone			
8. I enjoy telling stories			
9. I work through problems in my head			
10. I like to hum or whistle			
11. I read maps easily			
12. I often talk with my hands			
13. I think of myself as a leader because other people follow me			
14. I self reflect about my actions			
15. I have a large vocabulary			
16. I am an organized person			
17. I usually have tunes in my head			
18. I like to do jigsaw puzzles			
19. I am athletic			
20. I enjoy working with other people			
21. I like to keep a journal or timeline of my life			
22. I enjoy public speaking			
23. I like to analyze statistics			
24. I change words to songs to resemble what's going on in my life			
25. I can visualize garden plans or furniture location in a new room			
26. I like to work with my hands			
27. I like helping people with their problems			
28. I know my strengths and weaknesses			
29. I correct other peoples grammar			
30. I solve problems in a step by step manner			
31. I can pick out rhythm in different musical formats			
32. I can visualize shapes with my eyes closed just by touching them			
33. I have a lot of physical energy			
34. I have a lot of friends			
35. I tend to day dream			

Total	Linguistic	Logical	Musical	Spatial	Kinesthetic	Interpersonal	Intrapersonal
1.	2.	3.	4.	5.	6.	7.	
8.	9.	10.	11.	12.	13.	14.	
15.	16.	17.	18.	19.	20.	21.	
22.	23.	24.	25.	26.	27.	28.	
29.	30.	31.	32.	33.	34.	35.	

<https://www.teacherspayteachers.com/Browse/Price-Range/Free/Search:multiple+intelligences>

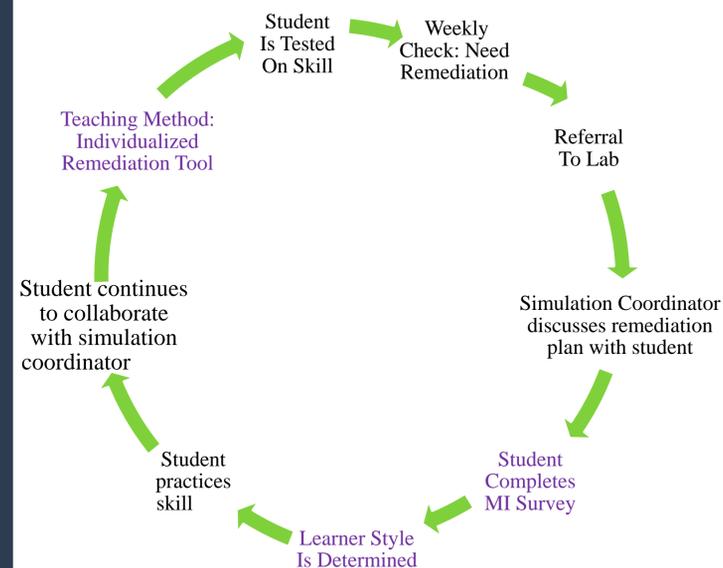
How do you measure success?

A presentation was provided to faculty explaining MI theory. Faculty took a thirty-five-question Likert scale survey to determine their own preferred MI intelligence. They were also queried to indicate their likelihood to utilize MI to identify how their students best learn. Nine of twelve faculty expressed a desire to integrate MI into their teaching plan.

What are the policy recommendations?

Faculty expressed an interest in developing an MI reference for future use. Plans are in place to incorporate MI into the clinical remediation policy and procedure.

Change to Clinical Remediation Process



What are the lessons learned?

Faculty gained an understanding that identifying the type of learners their students are is beneficial and enhances student learning.

How could the innovation be applied in other contexts?

Gardner's MI theory would be useful in a variety of healthcare settings. The theory would be particularly beneficial in employee orientation and new procedure training.

References

Barrington, E. (2004). Teaching to student diversity in higher education: how Multiple Intelligence Theory can help. *Teaching in Higher Education*, 9(4), 421-434. doi:10.1080/1356251042000252363

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COLLABORATIVE EDUCATIONAL & INTERDISCIPLINARY PARTNERSHIP ADDRESSES PATIENTS' SPIRITUAL/EMOTIONAL NEEDS



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ISSUE:

Lack of Compassionate Care Costs Healthcare Systems:

Research shows improved patient outcomes and satisfaction when spiritual needs are addressed

Recent national news stories demonstrate that lack of compassionate care damages relationship between health care system and patients/families

Patient satisfaction directly impacts financial reimbursement for health care systems

CREATIVE SOLUTION:

Collaborative partnership between nursing students, theatre students and **Advocate Aurora Health Care** professionals specializing in spiritual/compassionate care

Development of an innovative nursing course consists of the following active learning strategies: Shadowing palliative care, hospice care, spiritual care professionals Simulations using theatre students as standardized patients experiencing spiritual distress Collaborative classroom exercises with chaplain students



MEASURING SUCCESS:

Students complete a Spiritual Care Competency Scale at the beginning and end of the course. Statistically significant improvement has been seen in all categories related to spiritual care competency.

Student simulations are recorded throughout the course (4 simulations) and evaluated using the MACY Communication Scale. Statistically significant improvement noted in overall communication.

Anecdotal evidence from former students/current RNs report compassionate communication skills learned in course have led to job offers, nurse excellence award, patient satisfaction recognition

APPLICATIONS & RECOMMENDATIONS:

Partner chaplains with new RNs, MDs, PT/OT/RT/STs to engage in role playing exercises around compassionate communication

Incorporate shadowing palliative care, hospice care, spiritual care professionals into orientation process for all new employees in health care system

