



Indiana State Board of Nursing  
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Governor Mitchell E. Daniels, Jr.

### ANNUAL REPORT FOR PROGRAMS IN NURSING

**Guidelines:** An Annual Report, prepared and submitted by the faculty of the school of nursing, will provide the Indiana State Board of Nursing with a clear picture of how the nursing program is currently operating and its compliance with the regulations governing the professional and/or practical nurse education program(s) in the State of Indiana. The Annual Report is intended to inform the Education Subcommittee and the Indiana State Board of Nursing of program operations during the academic reporting year. This information will be posted on the Board's website and will be available for public viewing.

**Purpose:** To provide a mechanism to provide consumers with information regarding nursing programs in Indiana and monitor complaints essential to the maintenance of a quality nursing education program.

**Directions:** To complete the Annual Report form attached, use data from your academic reporting year unless otherwise indicated. An example of an academic reporting year may be: August 1, 2011 through July 31, 2012. Academic reporting years may vary among institutions based on a number of factors including budget year, type of program delivery system, etc. Once your program specifies its academic reporting year, the program must utilize this same date range for each consecutive academic reporting year to insure no gaps in reporting. You must complete a SEPARATE report for each PN, ASN and BSN program.

This form is due to the Indiana Professional Licensing Agency by the close of business on October 1st each year. The form must be electronically submitted with the original signature of the Dean or Director to: [PLA2@PLA.IN.GOV](mailto:PLA2@PLA.IN.GOV). Please place in the subject line "Annual Report (Insert School Name) (Insert Type of Program) (Insert Academic Reporting Year)". For example, "Annual Report ABC School of Nursing ASN Program 2011." The Board may also request your most recent school catalog, student handbook, nursing school brochures or other documentation as it sees fit. It is the program's responsibility to keep these documents on file and to provide them to the Board in a timely manner if requested.

Indicate Type of Nursing Program for this Report: PN \_\_\_\_\_ ASN \_\_\_\_\_ BSN x

Dates of Academic Reporting Year: 01/08/2011 – 31/07/2012 \_\_\_\_\_

(Date/Month/Year) to (Date/Month/Year)

Name of School of Nursing: University of Southern Indiana \_\_\_\_\_

Address: 8600 University Blvd, Evansville, IN 47712 \_\_\_\_\_

Dean/Director of Nursing Program

Name and Credentials: Ann White, RN, Ph.D., MBA, NE-BC

Title: Dean of the College of Nursing and Health Professions Email: awhite@usi.edu

Nursing Program Phone #: 812-465-1151 Fax: 812-465-7092

Website Address: http://health.usi.edu

Social Media Information Specific to the SON Program (Twitter, Facebook, etc.): None specific to nursing

Please indicate last date of NLNAC or CCNE accreditation visit, if applicable, and attach the outcome and findings of the visit: CCNE accreditation visit February 2004. Accredited for 10 years effective October 1, 2004.

If you are not accredited by NLNAC or CCNE where are you at in the process? \_\_\_\_\_

SECTION 1: ADMINISTRATION

Using an "X" indicate whether you have made any of the following changes during the preceding academic year. For all "yes" responses you must attach an explanation or description.

- 1) Change in ownership, legal status or form of control Yes\_\_\_ No\_x\_\_
- 2) Change in mission or program objectives Yes\_x\_\_ No\_\_\_
- 3) Change in credentials of Dean or Director Yes\_\_\_ No\_x\_\_
- 4) Change in Dean or Director Yes\_x\_\_ No\_\_\_
- 5) Change in the responsibilities of Dean or Director Yes\_\_\_ No\_x\_\_
- 6) Change in program resources/facilities Yes\_\_\_ No\_x\_\_
- 7) Does the program have adequate library resources? Yes\_x\_\_ No\_\_\_
- 8) Change in clinical facilities or agencies used (list both additions and deletions on attachment) Yes\_\_\_ No\_x\_\_
- 9) Major changes in curriculum (list if positive response) \_\_\_\_\_

Description of revisions found at the end of the document.

SECTION 2: PROGRAM

1A.) How would you characterize your program's performance on the NCLEX for the most recent academic year as compared to previous years? Increasing\_x\_\_ Stable \_\_\_\_\_ Declining\_\_\_\_\_

IB.) If you identified your performance as declining, what steps is the program taking to address this issue?

2A.) Do you require students to pass a standardized comprehensive exam before taking the NCLEX?

Yes \_\_\_\_\_ No  \_\_\_\_\_

2B.) If **not**, explain how you assess student readiness for the NCLEX. Students take the ATI RN-Predictor during their last semester. If they do not meet a required score, they do structured review during that semester. We do not have a requirement that the students must pass the exam.

2C.) If **so**, which exam(s) do you require?

2D.) When in the program are comprehensive exams taken: Upon Completion \_\_\_\_\_

As part of a course \_\_\_\_\_ Ties to progression or thru curriculum ATI subject tests throughout the curriculum with required review if not meeting the specified benchmark. \_\_\_\_\_

2E.) If taken as part of a course, please identify course(s): \_\_\_\_\_

3.) Describe any challenges/parameters on the capacity of your program below:

A. Faculty recruitment/retention: Recruitment of full time faculty and adjunct clinical faculty continues to be difficult. Faculty needs have been met. \_\_\_\_\_

B. Availability of clinical placements: Placements for specialty areas at times difficult. \_\_\_\_\_

C. Other programmatic concerns (library resources, skills lab, sim lab, etc.): \_\_\_\_\_

4.) At what point does your program conduct a criminal background check on students? At entry into the program

5.) At what point and in what manner are students apprised of the criminal background check for your program? Students are informed in the letter indicating they have been accepted into the nursing program.

### SECTION 3: STUDENT INFORMATION

1.) Total number of students admitted in academic reporting year:

Summer \_\_\_\_\_ Fall \_\_\_\_\_ Spring 112 \_\_\_\_\_

2.) Total number of graduates in academic reporting year:

Summer \_\_\_\_\_ Fall \_\_\_\_\_ Spring 77 \_\_\_\_\_

3.) Please attach a brief description of all complaints about the program, and include how they were addressed or resolved. For the purposes of illustration only, the CCNE definition of complaint is included at the end of the report.

No complaints based upon CCNE definition.

4.) Indicate the type of program delivery system:

Semesters   x   Quarters \_\_\_\_\_ Other (specify): \_\_\_\_\_

**SECTION 4: FACULTY INFORMATION**

A. Provide the following information for **all faculty new** to your program in the academic reporting year (attach additional pages if necessary):

<b>Faculty Name:</b>	Mikel Hand
<b>Indiana License Number:</b>	28106538A
<b>Full or Part Time:</b>	Full time
<b>Date of Appointment:</b>	August 1, 2011
<b>Highest Degree:</b>	EdD
<b>Responsibilities:</b>	Undergraduate nursing management courses and graduate courses

<b>Faculty Name:</b>	Roxanne Beckham
<b>Indiana License Number:</b>	28065998A
<b>Full or Part Time:</b>	Full time
<b>Date of Appointment:</b>	01/05/2012
<b>Highest Degree:</b>	MSN
<b>Responsibilities:</b>	Undergraduate and graduate classes, informatics specialty

<b>Faculty Name:</b>	Robin Smith
<b>Indiana License Number:</b>	28091361A
<b>Full or Part Time:</b>	Full time
<b>Date of Appointment:</b>	01/05/2012
<b>Highest Degree:</b>	MSN
<b>Responsibilities:</b>	Psychiatric mental/health class and clinical

Additional new faculty listed on separate page at the end of the document.

B. Total faculty teaching in your program in the academic reporting year:

1. Number of full time faculty: 22 \_\_\_\_\_
2. Number of part time faculty: \_\_\_\_\_
3. Number of full time clinical faculty: 16 \_\_\_\_\_
4. Number of part time clinical faculty: \_\_\_\_\_
5. Number of adjunct faculty: 16 \_\_\_\_\_

C. Faculty education, by highest degree only:

1. Number with an earned doctoral degree: 13 \_\_\_\_\_
2. Number with master's degree in nursing: 9 \_\_\_\_\_
3. Number with baccalaureate degree in nursing: 0 \_\_\_\_\_
4. Other credential(s). Please specify type and number: 0 \_\_\_\_\_

D. Given this information, does your program meet the criteria outlined in **848 IAC 1-2-13**?

Yes  No \_\_\_\_\_

E. Please attach the following documents to the Annual Report in compliance with **848 IAC 1-2-23**:

1. A list of faculty no longer employed by the institution since the last Annual Report;
2. An organizational chart for the nursing program and the parent institution.

Documents attached at the end of the annual report.

I hereby attest that the information given in this Annual Report is true and complete to the best of my knowledge. This form **must** be signed by the Dean or Director. No stamps or delegation of signature will be accepted.

Ann White  
Signature of Dean/Director of Nursing Program

10/1/2012  
Date

Ann White  
Printed Name of Dean/Director of Nursing Program

Please note: Your comments and suggestions are welcomed by the Board. Please feel free to attach these to your report.

Definitions from CCNE:

**Potential Complainants**

A complaint regarding an accredited program may be submitted by any individual who is directly affected by the actions or policies of the program. This may include students, faculty, staff, administrators, nurses, patients, employees, or the public. **Guidelines for the**

**Complainant**

The CCNE Board considers formal requests for implementation of the complaint process provided that the complainant: a) illustrates the full nature of the complaint in writing, describing how CCNE standards or procedures have been violated, and b) indicates his/her willingness to allow CCNE to notify the program and the parent institution of the exact nature of the complaint, including the identity of the originator of the complaint. The Board may take whatever action it deems appropriate regarding verbal complaints, complaints that are submitted anonymously, or complaints in which the complainant has not given consent to being identified.

## **Change in mission and program objectives**

The Mission Statement, conceptual framework, philosophy and BSN outcomes were revised to incorporate QSEN concepts. See attached statements.

### **Mission Statement,**

#### **MISSION**

The University of Southern Indiana Nursing Programs are committed to educating nurses to meet state, regional, national, and international health care needs. Faculty prepare entry and advanced level nurses to engage in evidence-based practice, research, education, service and the use of innovative information technology. The faculty create learning environments that facilitate holistic care with cultural sensitivity and awareness of global health care influences. Faculty and graduates serve as leaders in shaping the health care environment. The Nursing Programs promote the professional development of students, graduates, and faculty through a demonstrated commitment to life-long learning.

### **Department of Nursing Goal Statements**

1. Provide creative and innovative Bachelor of Science in Nursing (BSN), Master of Science in Nursing (MSN), and Doctor of Nursing Practice (DNP) programs that meet professional standards of excellence.
2. Educate nurses with diverse backgrounds to meet health care needs within the context of global health care influences.
3. Support excellence in nursing research and evidence-based practice through collaboration, consultation, and partnerships with faculty, students, and other health care professionals.
4. Enhance the image of nursing through leadership in university, community, and professional activities.
5. Maintain a caring environment in which nursing students, alumni, faculty, staff, and health care professionals collaborate to optimize their personal and professional development.

#### **PHILOSOPHY**

**We believe that professional caring is a function of the whole person in which concern for the growth and well-being of another is expressed through application of nursing knowledge, skills, and attitudes.** Integrating the art, science, theory, and practice of nursing requires a synthesis of the nurse's professional knowledge and humanity.

**We believe that caring involves learning about and understanding human needs and human responses in varying states of health.** It involves understanding universal human patterns in health and illness and social determinants of health. It involves understanding and valuing human individuality and diversity. By extending a human presence, nurses promote positive self-esteem, enhance spirituality, nurture strengths, and facilitate healing.

**We believe that cultural competence and sensitivity are essential in providing professional nursing care.** Increased cultural awareness and sensitivity leads to improved services and patient outcomes.

**We believe nurses should actively engage in self-care to maintain personal wellness and balance responsibilities to themselves, others, and their profession.** This requires personal attributes of stamina, responsibility, flexibility, adaptability, creativity, curiosity, compassion, constructive skepticism, assertiveness, courage, and humor. Nurses should examine personal experiences, attributes, values, and behaviors for their impact upon the professional role.

**We believe it is important for nurses to engage in critical thinking and decision-making, to enhance both interpersonal and cognitive functioning.** Nurses who can analyze, synthesize, examine, compare and contrast, question, anticipate, investigate, inquire, reflect, recognize insights, intuit, and find patterns and meanings in situations will be safe, effective nurses. Nurses who value these intellectual modes will use higher-level thinking in making judgments and decisions, and will be better able to set goals, engage in dialogue, and engage in self-evaluation.

**We believe it is important for nurses to know how to seek, find, and use health information and resources.** There are many complex, multifaceted sources of information, help, and support available within the health care environment. Utilizing written, technologic, and human sources is necessary since nursing's knowledge base is rapidly changing, ever-expanding, and increasingly specialized.

**We believe it is important for nurses to acquire clinical competency to achieve professional standards of care.** Each clinical milieu is unique, requiring the integration of role, technical, and interpersonal skills. While it is not possible to experience the entire breadth and depth of nursing, nurses can utilize principles and concepts of evidence-based practice to deliver care in a safe, skilled, quality-focused manner.

**We believe it is important for nurses to communicate effectively with patients, health care professionals and other members of the community concerning health related issues.** Nurses continuously use nonverbal, verbal, and technological communication skills as an integral part of positive and effective interpersonal relationships.

**We believe nurses cultivate a spirit of community, teamwork, and partnership by collaborating with and empowering others.** Nurses are part of a larger health care community which includes both professional and non-professional care givers. Nurses provide the leadership, management, delegation, supervision and interprofessional communication required in today's health care milieu.

**We believe it is important for nurses to commit to professional values, professional development, and lifelong learning.** Such values are incorporated into a legal and ethical framework which includes respect for diversity, individual worth and dignity, autonomy, truth, and social justice. Professional development includes engaging in activities to evaluate the quality and effectiveness of nursing practice; keeping current in skills and knowledge; contributing to the professional development of peers, colleagues, and others; and becoming a consumer of, and contributor to, nursing research.

## CONCEPTUAL FRAMEWORK

The curriculum is unified and made internally congruent by the integration of major curricular concepts into individual nursing courses. These concepts are essential to the art and science of nursing.

The first of these is **caring**. *Care for self* is emphasized so the nurse's personal health and well being are valued and maintained. *Professional caring for the patient* is emphasized so the interpersonal helping relationship is established, understood, and valued. *Caring for the profession* is emphasized so the nurse feels a sense of personal investment and commitment to the advancement of the nursing profession.

The second of these is **critical thinking**. *Critical thinking for self* is emphasized so the nurse learns to utilize logical, analytical, intuitive, and creative thinking. *Critical thinking for the patient* is emphasized so the nurse can incorporate nursing and decision-making processes to make sound clinical judgments when caring for patients. *Critical thinking for profession* is emphasized so the nurse can advocate for, and influence, positive change for the profession.

The third of these is **knowledge**. *Knowledge of self* is emphasized so the impact of the nurse's personal attributes, values and beliefs is known and understood. *Knowledge of persons* is emphasized so the nurse knows and understands human patterns of experience, including human needs and human responses in varying states of health. *Knowledge of the profession* is emphasized so the nurse understands the theories, research, issues, trends, and forces that shape the practice of nursing.

The fourth of these is **competence**. *Personal competence* is emphasized so the nurse develops the cognitive, interpersonal, and psychomotor skills necessary to perform nursing interventions and engage in nursing care. *Competence in patient care* is emphasized so the nurse meets professional standards of practice, uses evidence-based practice, and delivers safe, effective, skilled care. *Competence in the profession* is emphasized so the nurse understands and abides by the legal and ethical aspects of practice set forth by professional organizations and in legislation affecting practice.

The fifth of these is **communication**. *Personal communication skills* are emphasized so the nurse has self-awareness ensuring all interaction is clear, appropriate, and professional. *Interpersonal communication skills* are emphasized so the nurse exchanges correct information, and accurately perceives, and understands the messages sent by patients, health care providers, and others. *Professional communication skills* are emphasized so the nurse can communicate appropriately with colleagues and in public forums.

The sixth of these is **community**. *Individual health care community membership* is emphasized so the nurse functions effectively in relationships with health care providers and health care teams. Understanding of *patient community* is emphasized so that sociological and cultural aspects of health and health resources can be understood and utilized. Membership in the *professional community* is emphasized so nurses utilize available professional resources to collaborate with peers and colleagues.

The seventh of these is **cultural awareness and sensitivity**. *Cultural awareness and sensitivity* is emphasized so the nurse is aware of the complexity of cultural diversity. *Cultural awareness and sensitivity* involve the integration of attitudes, knowledge and skills to facilitate communication and appropriate interactions between persons of diverse cultures. *Cultural awareness and sensitivity* is emphasized within the profession to ensure that nurses are cognizant of the health issues of various cultural groups within the community.

The eighth of these is **professionalism**. *Individual professionalism* is emphasized so the nurse develops the attributes and values necessary for the role of a professional. *Professionalism with the patient* is emphasized so the nurse serves as a patient advocate and develops behaviors that serve to represent the nursing profession in a positive, proactive manner. *Professional development* is emphasized so the nurse engages in ongoing self-assessment, self-determination, life-long learning, and life-long growth and change.

The ninth of these is **quality improvement**. *Personal quality improvement* is emphasized so the nurse strives to maintain competence and to constantly evaluate personal performance and patient outcomes. *Quality improvement with the patient* is emphasized so the nurse serves as an advocate to identify safety issues and ensure that the most favorable patient outcomes are accomplished. *Quality improvement within the profession* is emphasized so the nurse acts as a change agent within health care and community systems. The nurse will appreciate that continuous quality improvement is an essential part of the daily work of all health professionals.

## BSN Outcome Statements

The USI baccalaureate graduate is

1. A critical thinker who integrates best current evidence, clinical expertise, patient/family preferences and values, to problem solve issues related to the patient, self, healthcare environment, and community at large.
2. A safe, competent, skillful practitioner who minimizes the risk of harm to patients and providers in diverse environments through system effectiveness and individual performance.
3. A health care community member who functions effectively and demonstrates leadership within inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality care.
4. A caring practitioner who recognizes the patient as the source of control and a partner in providing compassionate care based on respect for the patient's preferences, values, culture, and needs.
5. A practitioner who values continuous improvement and demonstrates leadership in quality health care delivery and care outcomes.
6. A knowledgeable practitioner who uses information and technology to communicate, manage knowledge, mitigate error, and support decision-making for optimal outcomes.
7. A practitioner who demonstrates professional values and adheres to professional practice standards and ethical codes.

## **Change in Dean**

Dr. Ann White, RN, Ph.D, MBA, NE-BC was named Dean of the College of Nursing and Health Professions effective July 1, 2012.

## **Library Resources**

The David L. Rice Library provides faculty and students with resources for teaching, learning and research. The library has extensive online journal databases with full text capabilities. The CNHP also has a library liaison to assist faculty on acquisition of books, journals and other learning resources specifically for the CNHP. Librarians offer orientation and classroom instruction for undergraduate students. Reference librarians are available for consultation,

In addition to the regular hours of operation, the library is also open during the evenings and on weekends. The library is accessible online and the help desk is available during operating hours to provide reference support and assistance for local and distant students. The library also facilitates the use of interlibrary loans as requested by students and faculty. The David L. Rice Library holds subscriptions to 56 electronic online databases with access to more than 14,000 full-text online journals. There are more than 2,000 online nursing and health-care journals available for enrolled students with 219 online and/or hardcopy journals dedicated to nursing. Available databases include Academic Premier, ProQuest Health and Medical Complete, First Search, Dialog, CINAHL, Eric, Books in Print, MLA International Bibliography, MEDLINE, Social Work Abstracts, ProQuest Research Library, General Science Abstracts, Health Source: Nursing/Academic Division and PsychoInfo databases (Exhibit II-4). All courses contain a web link to the library to provide easier access to library services for the students.

**Additional New Faculty**

<b>Faculty Name:</b>	Susan Maier Hammock
<b>Indiana License Number:</b>	28063075A
<b>Full or Part Time:</b>	Full time
<b>Date of Appointment:</b>	02/20/2012
<b>Highest Degree:</b>	MSN
<b>Responsibilities:</b>	Undergraduate Psychiatric/mental health class and clinical

<b>Faculty Name:</b>	Pamela Herman
<b>Indiana License Number:</b>	28084728A
<b>Full or Part Time:</b>	Full time
<b>Date of Appointment:</b>	02/20/2012
<b>Highest Degree:</b>	MSN
<b>Responsibilities:</b>	Undergraduate gerontology class and clinical

**Faculty no longer employed by the institution**

Barbara Renee Dugger

Janet Oakley

University of Southern Indiana  
College of Nursing and Health Professions  
2011–2012 Organizational Chart



