



2016-17 Academic Department Annual Report

Academic Department:
Document Prepared By:

Nursing
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Annual Report Submission Instructions:

This Annual Report of your Academic Department is intended to serve as a summary of departmental activities over the past year and as an outline of plans for the upcoming year.

Please note that responses are limited to the space provided below for each prompt and do not need to be written in narrative form (you are welcome to use bullet points/lists, as appropriate).

Please submit your Academic Department 2016-17 Annual Report to your Dean via email by May 31st.

For your reference, prior year reports (2011-2015) can be found on the Instructional Support website, <http://www.grcc.edu/instructionalsupport/departmentyearendreports>. If you have any questions about the 2015-16 reports entered into WEAVEonline, please contact Sheila Jones, Dean of Instructional Support, sheilajones@grcc.edu or x4289.

Part I: Report on 2016-17 Progress

Part I is intended to provide a “big picture” overview of your department’s activities during this past academic year. When completing the sections below, please consider the main points/highlights of each category.

Current Year Goals & Outcomes

This section asks you to provide details about the status of your department’s goals and outcomes for this past year. Please limit your response to the space provided in the text boxes below.

Goal: Implementation of new curriculum, which includes different courses, program structure and layout, new teaching assignments and ongoing preparation.

Outcome: Goal Met; Concept Based Curriculum implemented in Fall 2016 as scheduled. For most courses, faculty were assigned in groups of 2-3 and worked together to develop assignments, course schedule, didactic and clinical format, and appropriate simulation. Faculty also worked with colleagues teaching courses scheduled before and after to support overall consistency and ensure that courses built upon each other. A process for proposing curricular changes was also developed and implemented.

Goal: Faculty will learn and implement the resources for new curriculum (Elsevier Evolve)

Outcome: Goal Met; Elsevier Evolve resources were implemented throughout the new curriculum, and efforts were made to prevent duplication of resources between courses and instead it remains the intention that courses build upon previous resources being used, as appropriate, such as case studies. A significant amount of time has been spent by faculty in an effort to learn these new resources and to understand most effective way to utilize them in each course. Ongoing work is being done to improve the availability of support to faculty and students through Elsevier.

Goal: Implement measures to improve NCLEX pass rates (namely for NCLEX-RN)

Outcome: Goal Met; As part of an ongoing Assessment Project, several measures were implemented and NCLEX-RN pass rates reached 91% for the year 2016 (No results are available yet for 2017, though our own data suggests a similar pass rate for the first quarter)

Goal: Create simulation exercises for each course as designated for new curriculum. Faculty will identify an overall percentage range for simulation in all courses.

Outcome: Each course, new and old, had the opportunity this year to incorporate simulation and nearly all implemented some degree of simulation in clinical and/or lecture. Faculty determined that each course will aim for a goal of 10-25% of scheduled hours to include interactive simulation.

Goal: Orient current and new faculty to (new) courses and improve orientation (onboarding) for adjunct faculty

Outcome: Goal Met (though will continue to evaluate for necessary changes to better support faculty); Ongoing orientation to new courses as each course is implemented with cohort progression. Faculty developing course orient other faculty (full-time and adjunct) who are new to these courses. Program Director has worked with support staff to improve process for getting new/current adjunct proper orientation and other course/department resources. This has included a welcome letter, link to faculty handbook, course guidelines/check list, electronic access to textbooks (hard copy also available), and access to online training resources.

Goal: Set up a department-faculty meeting schedule that supports full faculty meetings, as well as departmental workgroup meetings, and program level meetings.

Outcome: Goal Met; Following faculty discussion, faculty meetings were scheduled more frequently, but with somewhat of a different format. Only some of the meeting time was devoted to full faculty discussion/presentation, with the remaining scheduled time being used for departmental workgroup meetings and/or level meetings. In addition, an improved agenda template was implemented that provided additional information, time frames, and included resources (attached to agenda) to aid in meeting efficiency.

Goal: Prepare for ACEN visit (divide workload and complete application for reaccreditation in Winter 2018).

Outcome: Ongoing; Goal met in that much of our work focused on preparing for upcoming re-accreditation visit. Faculty workgroups were assigned corresponding section of ACEN Self-study report, but this work will be ongoing in anticipation of Winter 2018 site visit.

Goal: Hire and orient new full-time faculty member (med-surg/LTC focus).

Outcome: New full time faculty member was hired in Summer 2016 and began full-time in Fall 2016. Renae has become familiar with GRCC, the Nursing department and has taken an active role in the implementation of our new curriculum, course development and teaching.

Goal: Evaluate the effectiveness of New Nursing Student Orientation using feedback from Students, Support staff (who field many student questions), and faculty.

Outcome: Survey Monkey was utilized to obtain student feedback after the first semester of nursing school was completed for each cohort. In addition, support staff offered much input as to areas for improvement and things to include. Changes were made in Fall 2016 with additional adjustments in Winter that are continuing to be evaluated. Changes included removing the library piece (moved to in class assignment) which allowed additional time, presentation by Elsevier rep, additional written resources regarding uniforms, books, equipment/supplies, and what to anticipate in future courses; including a program/semester lay out.

Departmental Professional Development

In this section, please provide details about your department's emphasis for professional development during this year. Please limit your response to the space provided in the text box below.

Professional Development for the department focused on:

1. Learning new resources for Concept Based Curriculum

Nursing Department Faculty spent time working with Elsevier Rep (and support from our IT department for some aspects) and utilized online training modules to learn how to utilize/implement the various new resources for students (Case Studies, Sim Chart, Adaptive Testing, Skills Videos, Customized Level Exams, and online student textbooks & corresponding resources.

2. Understanding ACEN accreditation

Opportunities were made available to faculty for attending ACEN Self-Study Forums in anticipating of 2018 site visit. 3 faculty registered to attend (but issues with air travel resulted in 2 faculty being unable to attend). Presentations at faculty meetings provided additional details about ACEN and the re-accreditation process, including Deb Veltkamp who shared very helpful guidelines from the perspective of a site visitor, as well as suggestions/information from Renae, Jenn, Sara, and Michelle, who have all recently attended an ACEN Self-study forum (in 2016 or 2017).

3. Implementing computerized testing in more classes

Computerized testing was trialed in nearly all new courses (and some in current curriculum as well). Faculty worked with colleagues and DLIT to become familiar with computerized testing and better understand the process for uploading and delivering tests/quizzes in this format, including preparing computers with proper software.

Departmental Advising Plan & Outcomes

In this section, please describe your department's advising plan and outcomes for this year. Please limit your response to the space provided in the text boxes below.

Advising Plans:

All faculty will sign up and participate in a scheduled Advising Day. Advising days are held bi-monthly throughout the year, are posted on the Nursing Website, and are distributed to the counseling department as well. (Printed resources will be reviewed in Fall 2017 by PD and support staff, and updated as appropriate. These resources will be available for faculty and students during all advising sessions).

Program Accreditation Updates

In this section, please provide details regarding any program accreditation or re-accreditation that occurred this past year, if applicable. Please limit your response to the space provided in the text boxes below.

Work is being done and the application has been submitted (May 2017) for re-accreditation by ACEN. (Anticipated site visit is Winter 2018).

Michigan Board of Nursing Approval was just recently (this past year) changed to being required every 4 years instead of every year for those programs who have achieved national accreditation (which is the case for GRCC's Nursing programs). MIBON re-accreditation will occur in 2018 as well.

Perkins & Key Performance Indicators

In this section, please discuss Perkins and Key Performance Indicators for programs (total student enrollment, demographic profile, new students, student progress rate (transferred, graduated, enrolled), number of graduates, graduate employment rate, time to completion), if applicable. Please limit your response to the space provided in the text boxes below.

Nursing Student Enrollment & Demographic Profile (Fall semester, 2016) and Perkins Key Performance Indicators for 2016-2017. (Actual GRCC Perkins Core Indicator Status Update – 2016 is available through IRP, the Dean’s office or by request. With that said, while the numbers below may differ somewhat, to my knowledge and recorded data, the following information is accurate).

Associate Degree Nursing

Ethnic Group	Count
Hispanic	5
Am.Indian	1
Asian	3
African-American	10
Multiple Races	1
White	142
Unknown	2
Total ADN Students	164

Gender	Count
Female	147
Male	17
Total ADN Students	164

Practical Nursing

Ethnic Group	Count
Hispanic	7
Am.Indian	2
Asian	
African-American	5
Multiple Races	
White	36
Unknown	4
Total ADN Students	54

Gender	Count
Female	47
Male	7
Total ADN Students	54

Total # of graduates from ADN program 2016-2017 – 98

Summer 2016 – 32

Fall 2016 – 40

Winter 2017 – 26

ADN Program Completion (Attrition) Rates

Cohort	150% (completed w/in)	Total Graduates
Summer 2014	74%	76%
Fall 2014	76%	79%
Winter 2015	100%	100%
Summer 2015	(TBD -date not reached yet)	77% (anticipate increase)

NCLEX-RN pass rate of first time test takers (all initial unsuccessful test takers have passed in follow up attempts)

2014 – 84%

2015 – 82%

2016 – 91%

Employment data of ADN grads 6-12months post graduation

2014 Graduates – 100% employed in Nursing (70% response rate)

2015 Graduates – 100% employed in Nursing (73% response rate)

Total # of graduates from PN program in 2016-2017 – 30

Summer 2016 – 12

Fall 2016 – 18

PN Program Completion (Attrition) Rates

Cohort	150% (completed w/in)	Total Graduates
Winter 2014	73%	73%
Fall 2014	68%	68%
Winter 2015	63%	68%
Fall 2015	42%	42% (<i>anticipate increase</i>)

NCLEX-PN pass rate of first time test takers

2014 – 98%

2015 – 96%

2016 – 97%

Employment data of PN grads 6-12months post program completion

2014 Graduates – 97% employed in Nursing (67% response rate)

2015 Graduates – 93% employed in Nursing (70% response rate)

Learning Outcomes Assessment Data & Findings on Past Year's Projects

In this section, please summarize your department's assessment work for this year, outlining the Program Learning Outcomes (PLOs) or Institutional Learning Outcomes (ILOs) assessed, the assessment measure, the findings, and the improvements planned based on the findings. Please limit your response to the space provided in the text boxes below.

Title: Assessment of graduate performance on NCLEX Licensure Exams and HESI Exit Exams.

Purpose: The goal of this project is to analyze data related to student performance on the NCLEX Licensure exam, as well as on the NCLEX Practice Exam (HESI Exit Exam) for both the Associate Degree and Practical Nursing programs.

Description: Analysis of student performance on NCLEX exams will be documented and used to inform program decision making for the maintenance and improvement of student performance on NCLEX (Nursing Department program outcome and as required for accreditation; ACEN Standard 6.2)

Timeline: Assessment of student/graduate performance on NCLEX and NCLEX Practice Tests is ongoing. Data will be analyzed throughout the year with findings summarized in April of each year x 3 years.

Scope: This is a department wide project

Findings: Not unlike other nursing programs across the state and nation, Grand Rapids Community College Associate Degree Nursing Program has been met with a disconcerting failure rate on the NCLEX-RN exam over the last two years. While some of this may be attributed to the changes in the NCLEX test plan (April 2013), we are disheartened that the pass rates for our students have not returned to at or above 90%. GRCC's NCLEX-RN pass-rates over the past three years included: 2013 at 92%, 2014 at 84%, and 2015 at 82%. While these pass rates have remained at or above national levels, it was our desire to see these improve for first time NCLEX test takers. With that said, the department is pleased to report that we are seeing improved pass rates: 92% for the most recent reporting period of July 1-December 31, 2016, and as such we intend to continue our efforts (as listed below) to foster student success.

Our original intentions were to do an analysis of student performance on the NCLEX and HESI Exit Exam, assuming it would provide us with some timely answers in terms of students learning needs. Unfortunately, a quick analysis of this data demonstrated that there was not necessarily one particular content area in significant need of improvement. Data from our student's performance on NCLEX and on the HESI Exit exam did not reveal any clear, consistent patterns, or identify that knowledge in a particular content area, or lack thereof, was leading to student failure on the NCLEX. As such, we realized the need to look at NCLEX improvement and overall student success from a larger perspective.

In addition to looking at performance on the NCLEX, program evaluation included an in depth look at both internal and external factors that specifically influence GRCC's nursing curriculum, as well as current best practices in nursing education. Recognizing areas for improvement and considering current trends in healthcare and within our community, the faculty devoted much time and effort into fully restructuring and developing a new nursing curriculum. This analysis aided in the development of appropriate SLO's and guided much of our work. The new curriculum was approved by the Board of Nursing in May 2016 and implemented this fall semester, August 2016.

While program evaluation for both the old, and new curriculum, remain continuous a more deliberate review of student performance and content mastery is now in place for the end of each course and semester/level. While students in this new curriculum participate in level exams to evaluate knowledge of key concepts and exemplars, all courses will evaluate class performance and look for trends or areas in need of reinforcement. This information, as well as strategies for improvement, will be shared at appropriate meetings and with the department curriculum committee for further evaluation.

In addition to a full curriculum revision, several actions and policies have been implemented in an effort to improve consistency in evaluation, to ensure students entering the program have the necessary foundation to succeed, and to offer additional support and resources to students and faculty. These actions/policies have been divided into 4 categories: Students, Faculty, Curriculum, and Institutional Support.

Given the limit space for provided for documenting findings, the following are brief examples of actions taken/implemented and are not inclusive of the work done:

Students; Improved course resources, 3 day live NCLEX-RN review, strengthened admission/program requirements, limited biology attempts, increased testing/quizzing, class time dedicated to teaching strategies for success, math policy.

Faculty; Increased frequency of student assessment, department wide testing policy, computerized testing, professional development opportunities related to CBC, testing, etc, NCLEX Exit Exam follow-up.

Curriculum; Implemented new Concept based curriculum, purposeful class sizing & sequencing, meaningful simulation in each course, level exams to assess student/cohort progress

Institutional Support; Revised/improved orientation, Nursing Jumpstart in collaboration with Jodie Boelens, tutorial support & additional resources, use of Early Alert.

Part II: Plan for Upcoming Year

Part II is intended to provide a guide for your department's plans for the upcoming year with regards to the following: **Operational Goals and/or Plans, Curriculum Goals and/or Plans, Learning Outcomes Assessment Plans, and Advising Plans.** When answering the questions or completing the sections below, please consider the main points/highlights of each category.

A. Operational Goals and/or Plans

What are your departmental goals and plans for 2017-18?

Operational Goals:

1. Maintain purchases/planning within approved budget – Evaluate budget monthly (Shelly, Dawn M.)
2. Ensure student fees are adequate and justifiable in terms of resources being utilized/charged for – Meeting with Dawn M. prior to each semester (Shelly, Dawn M., other faculty as appropriate)
3. Hire & Orient 2 new faculty (including one with a focus on Simulation and/or other with expertise in Obstetrics) to fill open positions from Spring 2017 retirements (S.Zollman & K.Ramer) – Fall 2017 (Interview Committee –TBD and assuming retirements occur)

Curriculum Goals:

1. Implement remaining courses (ADN 230, 235, 240) of new curriculum – Fall 2017 (Vicki, Laurie, Shelly, Sherry, others as appropriate)
2. Graduate all students from current curriculum – Fall 2017 (Namely those teaching in final course; AD 250, Support Staff and Shelly)
3. Test Blueprints will be utilized in all courses – Ongoing (All faculty)

Departmental Goals:

1. Achieve NCLEX pass rates above 90% for entire year (noting new this will include first grads of new curriculum) – Ongoing (Shelly tracking data, all faculty involved)
2. Submit self study document for re-accreditation – December 1, 2017 (Fall 2017) (Shelly, with each workgroup submitting their portion of the Self Study)
3. Prepare and complete reaccreditation process, including site visit – February; Winter 2018 (All faculty involved)
4. Increase the number of Faculty who have achieved Certification as a Nurse Educator (CNE) over the next year by 2-3 additional faculty (All)
5. Identify 2-3 new strategies aimed at increasing PN completion rates (lower attrition rates) with a goal of maintaining a minimum average of 60% (150% completion time) – 2017-2018 (Shelly, All faculty and support staff involved as appropriate).

6. Improve Recruiting efforts; Work with Eric Mullen and Lori Cook and seek to meet with counselors from area high schools to ensure they understand what the Nursing Department offer and the process for applying. Also, work with KCTC to identify an improved understanding and clarity for their students to apply to GRCC nursing programs – Seek to have specific strategies identified by end of 2017-2018 (Shelly, Support Staff, others TBD).

7. Identify 1-2 additional strategies aimed to improve the percentage of under-represented populations according to Perkins: increase males in nursing and graduates; (some strategies to consider; place males together in courses, include males on panel to speak to incoming students, consider a message via social media that includes males in nursing – 1-2 additional strategies identified by end of 2017-2018 (Shelly, Support Staff, Student Workgroup).

Advising Goals:

1. Create/Share a list of scheduled Advising Dates – Schedule distributed in September 2017 (Carolyn Morrison, Shelly, All faculty)
2. Create improved/clearly documented transfer pathways for GRCC students to enter Ferris, GVSU, Davenport, and possibly Ohio University (many Spectrum Health employees attend Ohio University) – Ongoing work throughout year with goal of improved, clearly documented RN to BSN pathways with 3 local schools (Shelly)

Assessment Goals:

1. The Nursing Department will continue implementation and analysis of the 2016-2017 Assessment project which includes continued efforts (clearly documented actions) to improve performance on NCLEX- RN (and maintain current performance for PN students) – Ongoing with formal evaluation at the end of each semester and with bi-annual NCLEX reports from the NCSBN in January and July (All faculty)

What new information from external sources has influenced your planning for next year?

1. Changes in MI Board of Nursing Rules:

a. Limited to a max of 8 students in any clinicals that provide direct patient care (we have been working to implement this in anticipation of this change and thus anticipate less of an impact that originally expected, noting that we will keep any on campus lab courses as 10:1 which is agreeable to the BON).

b. Requirement to include Human Trafficking in Nursing Education – anticipation of this requirement for 2018 led to us to be proactive in including this topic in our new curriculum, as well as discussion of this issue in our current curriculum.

2. ACEN (National Accreditation) Visit:

a. Re-accreditation is of utmost importance and will be the focus of much of our efforts this upcoming year. While we are confident in our curriculum and the work we have done to evaluate student outcomes, our efforts will focus on ensuring proper documentation and evidence is organized and easily accessible (both electronically and with printed copies) by our site visitors. (In addition, the ACEN Standards for Accreditation were revised for 2017 and beyond and we are working to make any necessary adjustments to meet the new standards).

Are your goals targeting any Perkins or Key Performance indicators? If yes, please explain.

1. Improve percentage of Under-represented populations in Nursing: Males

This is an ongoing challenge in nursing which has historically been a predominately female career path. Public perception and social media continue to portray nursing as a female driven field and in some instances have even portrayed males in nursing in a negative way.

2. Maintain NCLEX first time pass rate above 90% and/or above national and state averages
Perkin's Core Indicators includes maintaining pass rates on licensure exams that lead to employment. Given the dip in pass rates that our grads experienced in recent years, we intend to continue our efforts to maintain our high expectations and pass rates.

What resources do you need to accomplish your departmental goals for the upcoming year?

For ACEN visit:

Improvement to Nursing Department Conference room furniture which will be heavily utilized by site visitors. Chairs are not in working condition (no longer able to adjust level of chair and instead many remain too low for working at table comfortably). In addition, the arms of all chairs have rough, sharp edges that snag clothing and scrape skin.

Additional financial support (budgeted for this) for ACEN visit including travel expenses of site visitors

Administrative support (scheduled meetings with site visitors)

Targeting Males in Nursing and Marketing to all potential students:

Financial/marketing support to reach the targeted populations.

New Hires:

Administrative support as well as support staff, interview committee and HR to getting new hires in place and oriented to GRCC in a timely manner.

Test Blueprints:

Support to fund professional development related to test item writing, analysis, and creating test blueprints.

Do you need support from other departments to accomplish these goals? If yes, please explain.

Curriculum Specialist/Department and Biology department to ensure continued efforts to recognize and address the needs of nursing students in their efforts to transfer to 4 year institutions for their BSN. This will support the work of improved pathways and maintaining total program credit hours consistent with ACEN and HLC, which suggests that Associate Degree total credits are around 60.

To meet goals related to Accreditation, the Nursing Department will need the support of Advisory Board for meeting with site visitors (Winter 2018) (Advisory Board is aware of upcoming accreditation visit)

President, Provost, Deans and potentially other administrators during Winter 2018 site visit Facilitating travel arrangements/overnight accommodations, and travel to varies clinical sites for visitors during Winter 2018 site visit.

No specific efforts other than continued ongoing open communication from other departments that our students take courses in, including Biology, English, and Psychology.

Health Education and Tutorial Lab Support; tutoring, resources, Jumpstart

Do you need professional development in order to accomplish these goals? If yes, please explain.

Continued professional development to familiarize faculty with all aspects of ACEN and accreditation process/requirements – possibly 1-2 faculty attending self-study forum in Fall 2017

Financial support for professional development related to Test-item writing, test analysis, and the development of test blueprints.

Simulation professional development/training for new hire (who has release time for Simulation)



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For each of your departmental goals/plans/projects, please list the name of the lead faculty member(s) involved.

See names in parenthesis following each goal.

For each of your departmental goals/plans/projects, please provide a brief timeline for completion.

This information (proposed time-frame) is included with each goal listed.

B. Curriculum Goals and/or Plans

What are your departmental curriculum development goals and plans for 2017-18?

See previous answers (All Nursing Departmental goals listed together – separated into sections by topics as listed)

Review of Department's Curriculum Transferability

Please note: this section should be completed by all SAS Departments, Business, and CIS.

Using transferability data provided by Instructional Support, please summarize your perceptions of how courses in your department transfer to our four-year university partners and how this understanding will impact your curriculum goals for the upcoming year.

GRCC Associate Degree Nursing graduates are eligible to transfer into numerous different RN to BSN programs. To note, each of these programs are unique and thus the requirements for each differ somewhat.



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What new information from external sources has influenced your curriculum development planning for next year?

See previous answer to similar question.

Are your curriculum development goals targeting any Perkins or Key Performance Indicators? If yes, please explain.

See previous answer to similar question.

What resources do you need to accomplish these curriculum development goals?

See previous answer to similar question.

Do you need support from other departments to accomplish these curriculum development goals? If yes, please explain.

See previous answer to similar question.

For each of your departmental curriculum development goals/plans/projects, please list the name of the lead faculty member(s) involved.

See previous answer to similar question.

For each of your departmental curriculum development goals/plans/projects, please provide a brief timeline for completion.

See previous answer to similar question.

C. Learning Outcomes Assessment Plan for 2017-18

In this section, please outline your department's plan for learning outcomes assessment work for the upcoming academic year, outlining the Program Learning Outcomes (PLOs) or Institutional Learning Outcomes (ILOs) that will be assessed as well as the assessment instruments/measure that will be used. Please limit your response to the space provided in the text boxes below.

See previous answer to similar question.

D. Departmental Advising Plan for 2017-18

In this section, please outline your department's advising plan for the upcoming academic year. Please limit your response to the space provided in the text box below.

See previous answer to similar question.

Part III: 2016-17 Faculty & Staff Accomplishments/Awards

Part III is intended to provide a space to share the accomplishments, awards, and/or accolades achieved by faculty and staff in your department during the course of this past year.

In addition to the following, all nursing faculty (including Adjunct) participated in additional Continuing Education which is required for maintaining licensure as a Registered Nurse and met the requirements for maintaining a minimum Certification in Basic Life Support for Health Care Providers.

The following faculty attended the **Concept Based Curriculum Workshop** in May, 2016: Shelly Richter, Deb Veltkamp, Marie Burns, Glenie Hamersma, Kay Ramer, Cora Beute, Laurie Arnsward, Sherry Knoppers, Laura Moody, Sammye Zollman, Sue Koons, and Sara Workman

Deb Veltkamp acted as an **ACEN SiteVisitor** in October 2016

The following faculty attended the **TRENDS in Occupational Studies Conference** in October 2016: Marie Burns, Shelly Richter, Deb Veltkamp, and Chris Woods

Sherry Knoppers led a **Study Abroad** with 12 students to **Costa Rica** in August 2016

Lani Cantu attended the **Primary Care Pharmacology Update Conference** in June 2016

Dawn Zuidgeest-Craft participated in the **Skills Recertification Workshop for NICU Providers** in February 2017

The following faculty attended the annual **MCNEA Conference which focused on Human Trafficking** which is now a required to be included in Nursing Curriculum; Lani Cantu, Shelly Richter, Sue Koons, Jenn Gable, and Deb Veltkamp

Sammye Zollman, Kay Ramer, and Laura Moody attended the **Elsevier Nurse Educators Conference** in March 2017

Rena Boss Potts attended the **ACEN Self-Study Workshop** in March 2017

Jenn Gable attended the annual **INACSL Conference for Nursing Simulation** in June 2016

Glenie Hamersma participated in the **Ultra Hands-On Wound Care Conference** in April 2017

Thank you for completing this report. Please submit to your Dean via email.