

## MEETING MINUTES

<b>Meeting/Project Name:</b>	ASN Faculty Curriculum Development Meeting		
<b>Date of Meeting:</b>	Friday, April 23, 2021	<b>Time:</b>	9:00 am – 3:00 pm
<b>Minutes Prepared By:</b>	June Davis	<b>Location:</b>	Lee campus, room AA177
<b>1. Meeting Objective</b>			
Review new courses with the purpose of clarifying content and avoiding content overlap between courses			
<b>2. Attendees</b>			
<b>3. Agenda and Notes, Decisions, Issues</b>			
<b>Topic</b>	<b>Discussion</b>		
Welcome	<ul style="list-style-type: none"> <li>Welcome by Dr. Voelpel, meeting objective explained</li> </ul>		
Survey Results	<ul style="list-style-type: none"> <li>Reviewed results of med-surg survey that faculty previously responded to</li> <li>Results of survey: content in the two med-surg courses will be taught in full rather than leveling them. So, if cardiac system is taught in Adult Med-Surg I, then all of cardiac will be covered at that time.</li> </ul>		
Textbooks for new curriculum courses	<ul style="list-style-type: none"> <li>Textbooks for the new curriculum were determined by the course development committees</li> <li><b>Textbooks for new curriculum:</b>  Fundamentals I and II – Taylor, Henke’s Med Math  Health Assessment – Weber  Adult Med-Surg I and II – Honan, Henke’s Med Math  Mental Health – Videbeck  Obstetrics and Pediatrics – Ricci, Henke’s Med Math  Pharmacology I and II - Karch</li> </ul>		
Program Assessments	<ul style="list-style-type: none"> <li>Discussion held regarding the use of ATI or HESI as program assessment beginning in the Fall 2021 semester with the new curriculum</li> <li>Vote held: 12 faculty votes for HESI, 1 faculty vote for ATI</li> <li>HESI assessments will be incorporated into our new curriculum beginning Fall 2021 incoming students</li> <li>Dr. Voelpel will bring HESI educators back as the Fall semester begins to educate faculty on the use of the products as well as a meeting with students to teach them how to use the product</li> <li><b>The incoming Fall 2021 class will be the first to take the new NCLEX exams</b></li> </ul>		
Fundamentals topic breakdown	<ul style="list-style-type: none"> <li>Prof. Cousino shared a chart with the breakdown and leveling of content between the Fundamentals I and II courses. This was the result of the Fundamentals course development committee</li> </ul>		

Health Assessment content	<ul style="list-style-type: none"> <li>• Prof. Stadelmann and Prof. Sweeney reviewed the content breakdown for the health assessment course that was determined by the course development committee. Content between Fundamentals and Health Assessment were discussed to avoid overlap and to align.</li> </ul>
Lippincott Platform	<ul style="list-style-type: none"> <li>• Prof. Sweeney demonstrated the Lippincott platform</li> </ul>
Henke Med Math textbook	<ul style="list-style-type: none"> <li>• Prof. Sweeney shared a chart showing the breakdown of the use of Henke’s med math text between Fundamentals I and II courses. All were in agreement with this chart.</li> <li>• It was discussed and determined that the med math content for complex drips will be repeated in the Adult Med-Surg I and II courses and that the infant and children med math content will be repeated in the Pediatric course</li> <li>• <b>No drug calculations will be taught in the pharmacology courses</b></li> </ul>
Adult Med-Surg courses	<ul style="list-style-type: none"> <li>• During a working lunch, large sticky notes were placed around the room for each body system that will be covered between the two Adult Med-Surg courses. Faculty were asked to write 3 diseases/disorders on each sticky note that they would like covered under each system.</li> <li>• Dr. Rednak shared a chart showing the breakdown of systems between Adult Med-Surg I and II courses. This was the result of the Adult Med-Surg I and II course committee</li> <li>• Active discussion held regarding the order of systems and which course they would be taught in as well as which diseases/disorders would be taught for each system. Care was taken not to overlap content with other courses.</li> <li>• Vote taken for approval – all present faculty were in favor</li> <li>• Prof. Rednak will update the chart with this new information and share via email.</li> </ul>
Docucare	<ul style="list-style-type: none"> <li>• Dr. Johnson-Byrd opened the discussion regarding our use of Docucare.</li> <li>• Discussion points: <ul style="list-style-type: none"> <li>*Cumbersome amount of grading</li> <li>*Clinical Associates (CAs) are not able to see the critical thinking aspect from students</li> <li>*Consider that CAs review the Docucare documentation first, then faculty</li> <li>*Consider Docucare starting with the second semester and use concept mapping in the first semester</li> </ul> </li> <li>• Vote taken to allow the first semester Fundamental course to incorporate a concept map and the 2, 3, 4 semesters to work within their levels to determine the use of concept maps. Vote approved</li> </ul>
<b>Meeting Adjourned</b>	3:20 pm