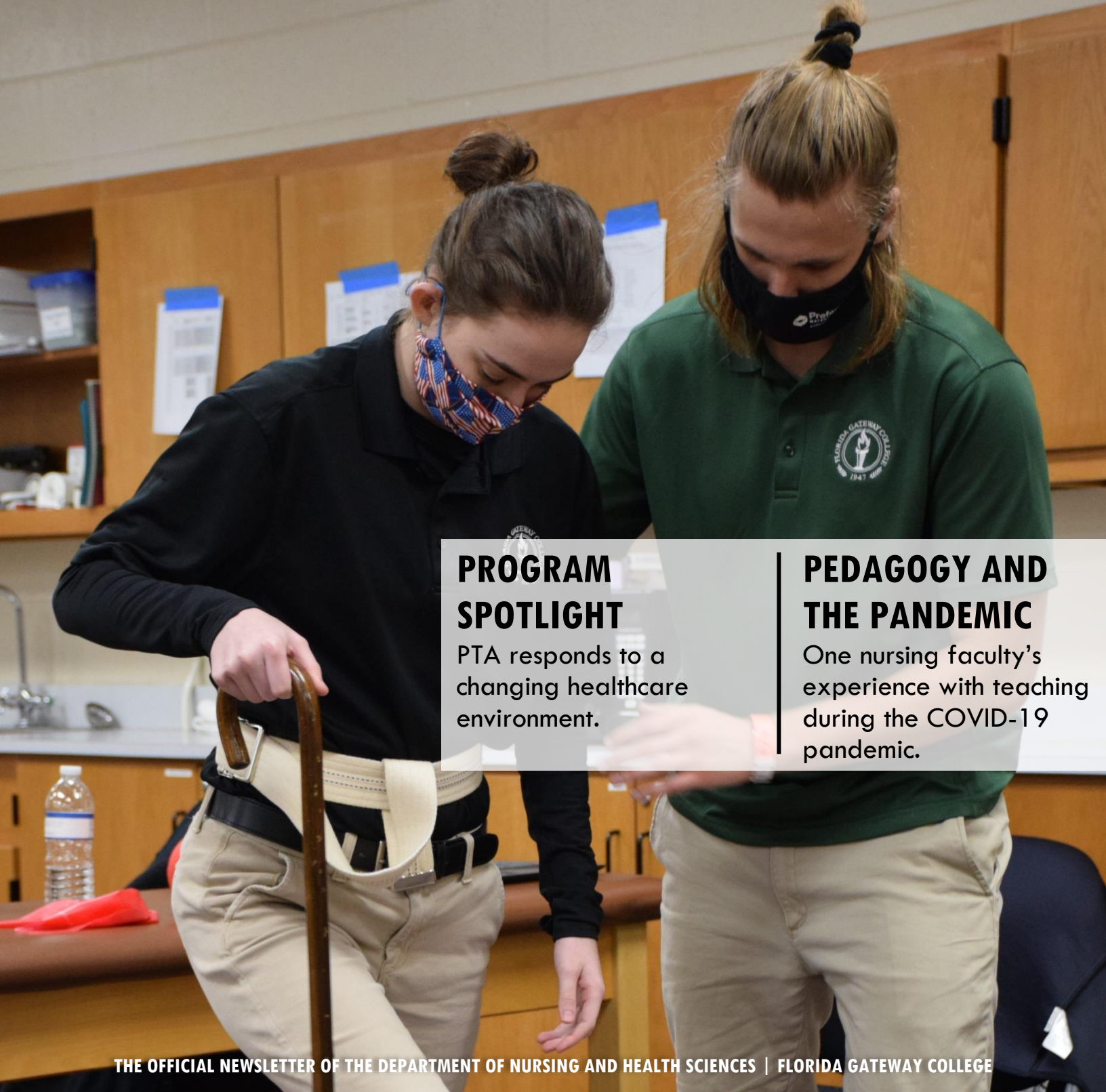


GATEWAY

ISSUE 2 | SPRING 2021

to Health



PROGRAM SPOTLIGHT

PTA responds to a changing healthcare environment.

PEDAGOGY AND THE PANDEMIC

One nursing faculty's experience with teaching during the COVID-19 pandemic.

ABOUT

the Department of Nursing and Health Sciences

The mission of the Department of Nursing and Health Sciences is to provide high quality and affordable nursing and healthcare programs that will produce highly educated, caring, and compassionate graduates, who will meet the workforce needs within our local and surrounding communities, while making a lifetime commitment to continuous education.

ACADEMIC PROGRAMS

- Nursing, B.S. (RN-BSN)
- Registered Nursing, A.S. (ASDN-RN)
- LPN-RN Bridge: Traditional Full-Time
- LPN-RN Bridge: Fast Track
- Practical Nursing, O.C. (PN)
- Physical Therapist Assistant, A.S.
- Health Information Technology, A.S.
- Medical Coder/Biller, A.T.D.
- Phlebotomy, O.C.

GATEWAY TO HEALTH

THE OFFICIAL NEWSLETTER OF THE DEPARTMENT OF NURSING AND HEALTH SCIENCES

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LETTER

from the Executive Director

Amid the COVID-19 crisis, we within the Department of Nursing & Health Sciences have made many strides, overcome many challenges, and enjoyed many victories. While many nursing and healthcare programs in the U.S. were unable to graduate their students on time in 2020, we not only graduated our students on time, but our Associate of Science Degree in Nursing (ASDN) program 2020 graduates achieved higher NCLEX-RN average scores than their counterparts from several years back. As a result, our ASDN program came off probation by the Florida Board of Nursing (FBON) after just 1-year.

Similarly, our RN-BSN program underwent its reaccreditation virtual site-visit, in fall 2021, by the Commission on Collegiate Nursing Education (CCNE). As the virtual site-visit was new for us and the CCNE site-visitors, faculty and staff worked diligently and creatively to ensure that every resource and supporting documents were easily available and accessible virtually to the site visitors. Additionally, all virtual college and external interviews were accessible to all involved with minimal glitches. During the exit interview, there were no compliance issues found in the RN-BSN program as noted by the CCNE site-visitors.

Given the progress that is being made in the U.S. with the COVID-19 vaccines, we expect to resume our on-ground classes by fall 2021. Moreover, we will continue to practice in an environment that embraces diversity, equity, caring, safety and inclusiveness among our students, faculty, staff, and administrators. We will continue to role-model professionalism and mutual respect for our students to emulate and demonstrate in the classroom, skills laboratory, and clinical/simulation areas.

Many strategies and tactics are responsible for our successes. One being the flipped classroom teaching model embraced by all of our associate degree and certificate programs. It is important that although we continue to receive some push back from students who expressed preference for the passive lecture over this type of active pedagogy, we are seeing better results in unit and standardized exam results among our students.

Faculty have increased the use of case-studies in classroom, skills labs and during clinicals to promote critical thinking and keep students engaged. We continue to increase simulation within our pre-licensure programs curricula based on best practices. Furthermore, with the Perkins grant, we purchased six (6) new simulators and had eight (8) faculty formally trained on how to utilize the simulators appropriately to maximize students' learning.

In every program within the Department, students are tested on

computers in preparation for licensing exams. Furthermore, programs use a blueprint testing plan to ensure students are being tested with the appropriate number of critical thinking, clinical reasoning, and judgement questions to assess their learning. We also have a robust testing and remediation program that students engage in when unsuccessful in exams. Currently, our pre-licensure nursing programs incentivize students to excel in their exams by awarding small gifts (i.e., \$5.00 gift cards) to students who score above the required benchmark in their standardized mastery exam.

Our faculty continue to engage in professional development activities to enhance their teaching-learning practices. Given that many of our classes are still being offered fully online or hybrid, we had eight (8) of our faculty complete micro credentials in online leaning in fall 2020. Additionally, our faculty engage in virtual and on-ground educational sessions offered by the College and Departmental personnel. Our faculty also participate in an annual faculty retreat, where we spend a day presenting topics that faculty developed with a peer faculty (mostly from another departmental program) related to teaching-learning practices and student advising.

While all Departmental programs are working to continually improve their course/program retention and graduation rates, noteworthy is the fact that in the history of the programs here at FGC, our HIT and MCB programs are

seeing their largest number of graduates (3 and 10 respectively) in May, 2021.

Also, new this spring 2021, a few credits are given to a full-time faculty to assume the position of Diversity, Equity, and Inclusion (DEI) advocate. We found that many students who are unsuccessful in a course or program stated work, home and financial issues as reasons for not studying enough to be successful. As a result, we have identified a faculty member to whom students could go to share their issues and receive the appropriate support and resources. While students are slowly accessing this available resource, we anticipate that their access will increase as they feel a sense of comfort with contacting the DEI Advocate. Information on how to contact the DEI Advocate is accessible to students in every Departmental program course syllabus.

It is important to note that while we had and continue to have many victories during this COVID-19 crisis, we have also encountered a few challenges. For instance, our PTA program board scores were lower than expected for 2019 and 2020. As a result, at the end of January 2021, we offered these past graduates a 2-day live licensure exam review on campus. We hope to see an improvement in the 2021 and 2020 scores once those graduates retake their licensure exam. The PTA program faculty are also working on a plan to ensure that future licensing exams scores will be at or above the benchmark.

Since fall 2020, we noticed that an increased number of RN-BSN students have moved from full-time to part-time enrollment status. Particularly this spring 2021, we noticed that more than the usual RN-BSN students withdrew from nursing courses, mainly

due to the impact of COVID-19 on this work and family matters. However, these concerns are not unique to our RN-BSN program as other RN-BSN programs have experienced these concerns. Many of our RN-BSN students are reporting the challenges they face at work with higher patient-to-nurse ratios, along with having to care for family members infected with COVID-19. However, many of these students stated that they will return in summer or fall, 2021 when the COVID-19 impact is expected to lessen.

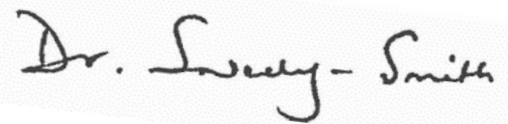
Given the national and local need for quality faculty, we continue to hire faculty with limited academic teaching experience, although, they are experts in their areas of clinical practice. However, all new faculty within the department immediately begin a formal one-on-one orientation and mentorship plan for at least one year with a peer mentor. New faculty also participate in a biweekly group mentorship meeting with me for a year to engage in reflective discourse related to teaching-learning practice; to provide a supportive, non-threatening environment with other new faculty; and, to help them understand their faculty roles and responsibilities, while assimilating into the Department and College.

As the COVID-19 vaccines roll-out, our nursing students and faculty have made great contributions to the administration of the vaccines for the Health Departments in Columbia and Hamilton counties and at North Florida Regional Medical Center (NFRMC). Our pre-licensure nursing program administered vaccines under the supervision of their clinical faculty, while our RN-BSN students administered the vaccines unsupervised. Moreover, some of our pre-licensure nursing students completed required service-learning activities at the Department of Health by assisting with logistics such as registration, providing explanation to

patients, setting up and breaking down the tables and tents, etc.

With the growing need to increase the nursing workforce, we continue to meet with various clinical partners to work out how best to meet their needs. We have held many recruitment events so far for this year, both virtually and on-ground for our nursing students, particularly our May 2021 graduating class. So far for this year, we have had recruitment events held by various healthcare facilities such as LCMC, NFRMC, UF Health, VA, Centurion, etc. and we hope to continue to provide a great number of nursing workforce for these institutions.

In conclusion, amid our victories and challenges, I am honored to lead a group of dedicated faculty and staff who work together with a spirit of continuous improvement to achieve excellence. As their leader, my goal is to empower our faculty and staff to reach their highest potential and continue to prepare graduates who are highly educated professionals ready to meet current and future workforce needs in ever-changing healthcare environments.



*Executive Director
Department of Nursing & Health Sciences*

WELCOME

New Faculty!



DR. STEPHEN AGYARE

*Assistant Professor, Health Information
Technology*

Doctor of Education – St. Thomas University
Favorite Quote: “Forward ever, backwards
never” – Kwame Nkrumah



MS. KAREN KOMER

Assistant Professor, Nursing

MSN, APRN – Medical College of Ohio
Favorite Quote: “Treat people with honey
rather than vinegar.” - Unknown



MS. CHRISTINE MCLAUGHLIN

Assistant Professor and Coordinator, Physical Therapy Assistant

MS, Health Education and Behavior – University of Florida
Favorite Quote: “The struggle you’re in today is developing
the strength you need for tomorrow.” - Unknown



MS. KATHY BASS

Assistant Professor, Nursing

Gerontology Acute Care Nurse Practitioner – Grand
Canyon University
Favorite Quote: “Don’t go for the bronze but go for the
gold.” - Unknown



DR. DEBORAH H. SMITH

Assistant Professor, Nursing

Doctor of Nursing Practice – Capella
University
Favorite Quote: “You learn more from failure
than from success.” - Unknown



iNNOVATION IN PTA EDUCATION

By DR. TANYA DOIDGE

This academic year has presented the Physical Therapist Assistant (PTA) program with opportunities for growth. Considering the switch to a hybrid model, we as a program have searched for meaningful and impactful ways to provide ‘real world’ learning experiences for the students to grow their critical thinking and clinical skills. We have implemented a few changes to the program to address these needed skills in light of changing classroom instruction.

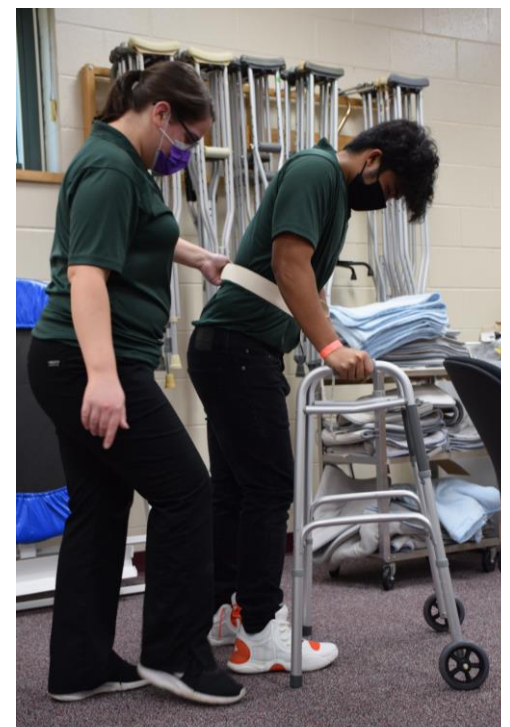
We have added a new rehabilitation website to the program called *PhysioU*. This program is unique because it allows students to watch videos on a multitude of topics from range of motion measurements to pediatric developmental milestones. This website allows students to review important concepts outside of the classroom setting. This repetition is

vital to learning essential skills and for better preparing for licensure exams and clinical experiences.

Another change to the program is the addition of a review/remediation tool called “Basecamp”. This tool allows students to constantly review essential information needed for their licensure exam and beyond. Basecamp also allows the faculty to assign specific sections of the tool for remediation purposes. The PTA faculty believe that greater exposure to PTA concepts and content using various formats will enhance learning and retention.

While students are already using respective sections of both tools, full implementation will begin in the fall 2021 semester. The PTA faculty believe that these tools will enhance students’ understanding of important concepts and content in the classroom and clinical environment to promote critical

thinking. The PTA faculty is committed to ensuring that graduates are prepared to excel on their national board exam and to become competent clinicians in healthcare.



PTA students simulate gait training.



SERVICE LEARNING

FGC brings Vaccines to Main Campus

By CHRISTA PRIBBLE

On Thursday, April 15th, the FGC main campus hosted a drive-in vaccination clinic (pictured above) for all faculty, staff, and students age 18 years and older. This event was hosted by FGC in collaboration with the Columbia County Department of Health.

FGC students from the Nursing, EMT, and Paramedics programs participated in the event. Students in the ASDN program administered vaccinations under the supervision of their faculty and Clinical Coordinator, Mrs. Kristeen Roberts, Dr. Patricia Love, and Dr. Melissa Davis. Along with supervising nursing students, these nursing faculty also administered vaccinations to FGC's students, faculty and staff. According to Mrs. Roberts, several dozen individuals received vaccinations on FGC's campus that day.



FGC ASDN and Paramedic students at Columbia County Vaccination Clinic

Nursing Students Assist with Vaccinations

By KRISTEEN ROBERTS

As the vaccinations for COVID-19 rolled out and were in high demand, pre-licensure nursing students in the Department of Nursing and Health Sciences assisted with vaccinations supervised by a clinical faculty, while other pre-licensure nursing students assisted with logistics as a part of their service learning projects. During the spring 2021 semester, some of these nursing students attended the Columbia County vaccination drive through clinics and assisted in administering both the Moderna and the Johnson and Johnson vaccines. Also, all pre-licensure nursing students volunteered at the Columbia County Department of Health drive through vaccination clinic as part of their Service Learning and assisted with registration, directing traffic, explaining next steps to those inoculated, etc. Some of our pre-licensure nursing students also assisted the Hamilton County Department of Health supervised by a clinical faculty, as part of their clinical experience.

Several students in the RN-BSN program also assisted in vaccination administration at the Columbia Department of Health as a part of their Community Health clinical. Although this Community Health course is not offered during the spring semester, these students were given the option of completing their assigned volunteer hours with the vaccination, which would be credited to their Community Health course offered in summer and fall semesters.

In addition, to the Department of Health clinics, under the supervision of their clinical faculty, pre-licensure students assisted other healthcare facilities with their vaccination programs. These facilities include the VA-Lake City drive through clinics for veterans as well as the employee and community vaccination clinics at North



Students Braxton Moore (freshman-Traditional ASDN) and Lydia Balance (RN-BSN program) at CCHD vaccination clinic.

Florida Regional Medical Center.

As pre-licensure students participated in vaccination programs at the various facilities, they received the opportunity to work on the attainment of their student learning outcomes which are based on the QSEN competencies. QSEN stands for 'Quality and Safety Education for Nurses'. The QSEN Institute defines its mission as: 'The QSEN Institute is a collaborative of healthcare professionals focused on education, practice, and scholarship to improve the quality and safety of healthcare systems.' The six QSEN competencies that are stressed in pre-licensure nursing programs at FGC are: Patient-Centered Care, Teamwork & Collaboration, Evidence-Based Practice, Quality Improvement, Safety, and Informatics. During the vaccination service-learning events, students worked on 'Patient-Centered Care' by recognizing that the patient is in control of their own healthcare decisions as patients exercised this control by choosing to be vaccinated.

Students engaged in 'Teamwork & Collaboration' as they worked as members of the community health care team by collaborating with their peers, nurses, and other members of the Department of Health. Additionally, these students ensured 'Safety' as they performed infection control measures

between patients, verified personal health information, administered vaccinations, and educated patients.

Students' participation in vaccination programs at various healthcare facilities allowed them to use their Personal Knowledge and technical skills attained in the classroom, skills laboratory, and clinical/simulation settings to safely administer the vaccinations and provide follow up education and care. Students engaged in 'Evidence-Based Practice' as they administered the vaccinations, which were developed and approved for emergency use based on evidence regarding efficacy, safety, and consistent manufacturing practices that produce quality medications.

Throughout their interactions with patients, faculty and other team members, students demonstrated professional behaviors expected for those entering the nursing profession. Nursing students develop the knowledge, skills, and attitudes in each competency that improve the quality and safety of healthcare. These competencies are integrated throughout the ASDN program and are measured throughout and at program completion to determine graduates' knowledge, skills, and attitudes to practice quality, safe professional nursing.



Griffin REGISTER

ALUMNI SPOTLIGHT

Physical Therapist Assistant Spring 2019 Graduate

What got you started on the PTA career path? “I left law enforcement after 7 years and was looking for another profession where I could help people. This led me to healthcare, and I found physical therapy to be the most interesting field.”

What are your goals as a PTA professional? “I have been working in the acute care setting for just over one year and I am learning new things daily. A major goal of mine is to learn as much as I can while also fulfilling requirements to eventually apply to a DPT program. As of this semester I am re-enrolled in FGC and taking pre-requisites to eventually obtain a doctorate in physical therapy.”

A fun fact about yourself: “During this last year in quarantine, I have picked up a new hobby: woodworking! I’ve enjoyed building things like indoor and outdoor home furniture, home gym/workout equipment, and game/toys for my nieces & nephews in my spare time.”

Teal FENNELL

ALUMNI SPOTLIGHT

PN, ASDN, and RN-BSN Graduate

I’ve been a student at FGC for over 10 years. Through this great college, I was able to complete my Practical Nursing certificate, as well as my ASDN and BSN degrees.

Higher education has always been a priority in my life. With the help of my strong support system (my husband, my parents and one special aunt & uncle), as well as the awesome instructors at FGC, I successfully completed this journey.

If I could leave any advice to you today it would be:

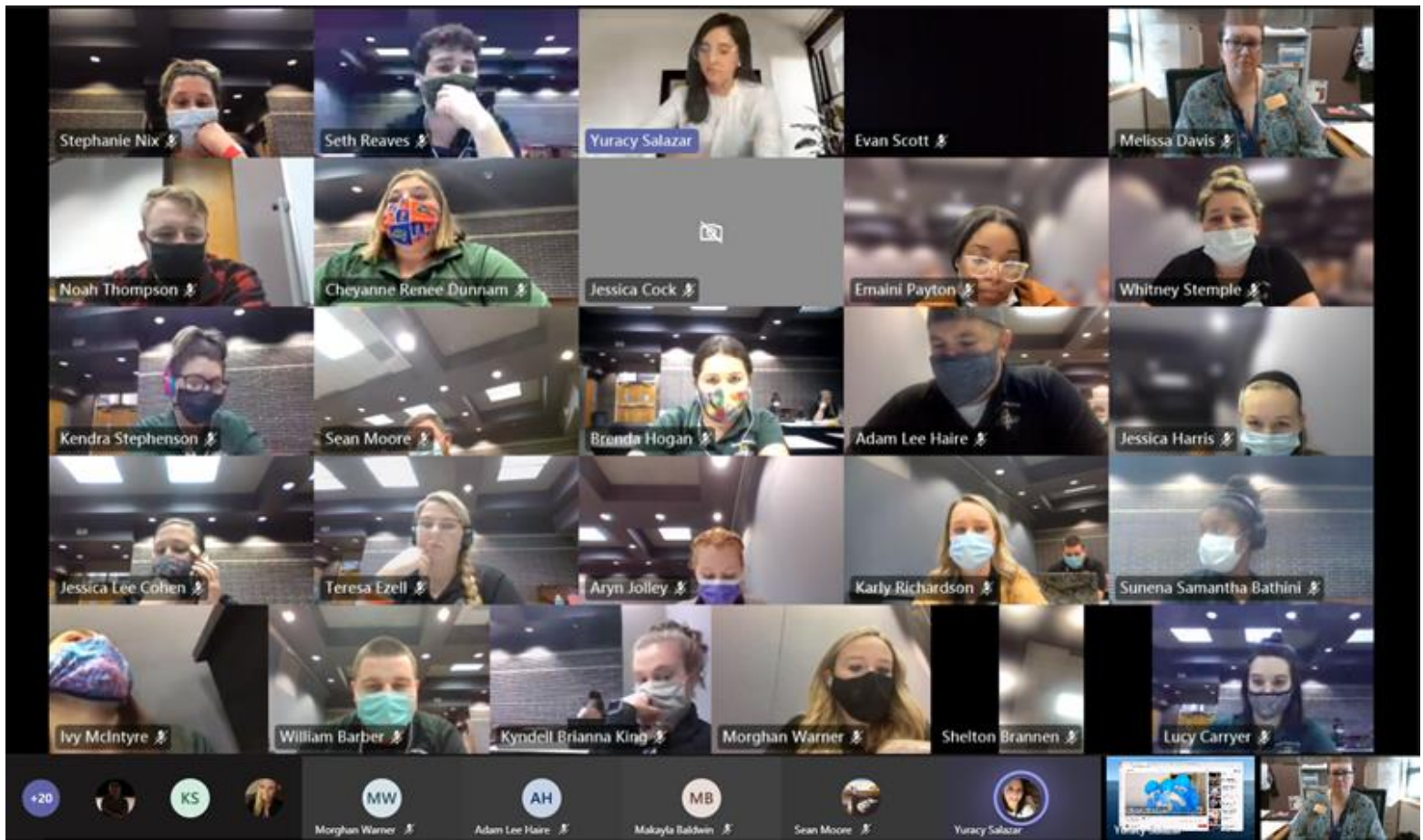
1. Stay focused.
2. Soak up as much knowledge you can in class.
3. Find your routine.
4. And memorize Philippians 4:13: *“I can do all this through Him who gives me strength.”*

FGC has some really genuine instructors as faculty. If you lack understanding in any area, never be ashamed to ask for help. I personally would like to thank God, FGC, and the instructors who believed in me and helped push me into my purpose.

“Nursing is not a career- It’s a calling.”

Best Wishes & God Bless!





Teaching Online **in a PANDEMIC**

By DR. MELISSA DAVIS

If you would have told me in December of 2019 that we would spend most of spring and summer teaching from home I would have said that was a ridiculous thought. How could we possibly teach from home? Once the pandemic hit and in-person classes moved to all online, we as faculty were concerned about the impact of changing to an online learning environment and how that may affect NCLEX scores. Now as the pandemic impact is lessening I can say that we did it. It was such a shift for faculty and students. Many times, prior to the pandemic, we would hear complaints from students about spending so much time at the college. Now we are hearing the students tell

us, “we want to be back in the classroom!” And the faculty agree!

In order to complete the daunting task of teaching online the faculty and students had to work together to achieve their goal. It was an endeavor of strength and perseverance. In an article written by Yancey she references a survey done by Inside Higher Ed & Hanover Research in 2020. College presidents were surveyed and noted that while they were concerned with students not having access to technology and faculty being trained rapidly to move to online learning, the biggest issue was maintaining student engagement (Yancey, 2020).

At Florida Gateway College (FGC) we worked diligently with administration,

Information Technology, and the Director of eLearning to provide the students with the best learning experience we could. We used Canvas, Big Blue Button, Zoom, and now Microsoft Teams. In retrospect, the easiest part of teaching online was learning about the online platforms we would use. The most challenging part was how do we engage students? These students were facing many changes and were dealing with teaching their own children at home, financial concerns due to loss of work, and the stress and anxiety of the pandemic. I can honestly say that as faculty, we struggled, too. We used break-out rooms to get the students together in small groups to work on quizzes. We took a break to allow the students to watch a video we

“**WE SUPPORTED EACH OTHER, THE FACULTY AND STUDENTS, AND MADE IT THROUGH A TIME WE HOPE TO NEVER SEE AGAIN.** – *Dr. Melissa Davis*

needed to reference for our discussion. We completed many, many, case studies. We called on students and asked questions. As faculty we learned to speak to a computer screen, ask questions and wait for students to answer in the chat. This became a

season of awkward pauses, and us talking over each other as students attempted to reply to questions.

While this pandemic season was an incredibly stressful, anxiety-driven, uncertain time, the faculty worked together to do what was best for students. Florida Gateway College has many students that live in rural areas that do not have good, consistent internet connectivity. To combat this, FGC designated a large parking area where students could come and access the internet while staying socially distanced in their vehicles. The faculty assisted those students that were

struggling with the online classroom environment by meeting with them in one-on-one Microsoft Teams sessions where we discussed study techniques and worked on test taking strategies. There were many days where having online class provided the stability that both the students and the faculty needed. We supported each other, the faculty and students, and made it through a time we hope to never see again.

Reference

Yancey, N. R. (2020). Disrupting Rhythms: Nurse Education and a Pandemic. *Nurse Science Quarterly*, 33(4), 299-302. doi:10.1177/0894318420946493

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Morghana Reean Warner
Johnnie Sue Williams
Taylor Leigh Williams
Timeisha Larie Williams
James Farron Wood, II

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Savannah Grace Brown
Christian Ciara Cass
Alison Cheshire
James William Croft, III
Amanda Katherine Dennison
Emily Fenneman
Tocarra Dorlette Gainer
Rontise Dupri Harten
Bryce Jolly
Taylor Killingsworth
Carley Paige Libby
Brandon Christopher Lloyd
Arvin Galla Jones Marcelino
Austin Robertson
Amanda Williams

CERTIFICATE

Phlebotomy

Ryan P. Bell
Sara Lynn Bennett
Andrey Javon Brinson
Tasia Valenza Brown
Candis Collins
Cheryl Combee
Destiny Marie Daniels
Jeslyn Estep
Shelbie Allison Feagle
Brittany Ford
Charnelle Avery Ford
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Princess Simmons
Desiree Nicole Smith
Marsha Diane Smith
DoNia Charmori LaChe Taylor

Brianna Lexus Thornton
Naterricka Shantez Valentine
Marcella Temple Warren
Ah'Silas La'Rosa Williams
Lashamira Williams
Morgan K. Wilson
Tiffany S. Wilson
Tonya Lynn Yates

APPLIED TECHNOLOGY DIPLOMA

Medical Coder Biller

Seirra Nichole Barnes
Tymaya Yael Brown
Anna Ruth Henderson-Wolf
Jennifer Lynn Kimbrell
Holley Aaron Loudon
Rebecca Marie McCaskill
Leah Moore
Heather Lee Rizer
Robyn Danielle Sims
Kimberly Alicia Sykes



CONGRATULATIONS SPRING 2021 GRADUATES!



Skills & SIMULATION

Skills Lab Integrates New Labor & Delivery Simulators

By JENNIFER BOWLES

Florida Gateway College's department of Nursing and Health Sciences (DN&HS) is excited to announce the arrival of our new state of the art simulators. SIM MOM (shown above) has the capability to simulate normal and abnormal deliveries. SIM MOM can convert into a non-pregnant patient for optimum use throughout the year. SIM MOM is an excellent addition to our simulation program where nursing students can safely practice what is learned in their Maternal Infant Child Adolescent (MICA) course.

In the FGC Simulation wing, there are five new Nursing Anne simulators, as well as the new technology to operate them to their greatest potential. Nursing Anne is a life-like, lightweight, silicone simulator which allows for easy positioning, as well as performing nursing skills and assessments. These new simulators were purchased with monies from a federal Perkins grant, awarded to FGC to enhance career and technical education.

The DN&HS simulation program is excited to integrate

these new simulators into our lessons to enhance students' critical thinking skills, all while supporting student learning outcomes in a safe environment.



Nursing Anne simulator located in the FGC Simulation wing,

FGC X LAKE CITY MEDICAL CENTER

2021 Nursing Recruitment Fair

By JAPER DENSON

On Wednesday, March 3rd, FGC welcomed the staff of Lake City Medical Center along with more than 50 nursing students and graduates for its 2021 Nursing Recruitment Fair. To kick off the recruitment fair, nursing students were greeted by Rick Nagler, CEO of Lake City Medical Center, Dr. Lawrence Barrett, President of Florida Gateway College, and Lee Pinchouck,

Executive Director of The Foundation for Florida Gateway College.

The event was made possible through the collaborative efforts of the Department of Nursing and Health Sciences' administrative team, Lake City Medical Center, and FGC's outstanding Student Affairs department.

Throughout the event, students were

interviewed by LCMC personnel and several students were extended job offers that very day! Mr. Tony Cardenas, VP of Enrollment Management and Student Affairs, reported the success of the event to the FGC Board of Directors and thanked his staff, the Department of Nursing and Health Sciences, and LCMC for making the event a reality for our students.





ADMINISTRATIVE PROFESSIONALS' DAY 2021

CHRISTA PRIBBLE

Senior Staff Assistant, Department of
Nursing & Health Sciences

PAULETTE ONTIVEROS

Office Assistant, Department of
Nursing & Health Sciences

JEANNETTE BLACKMON

Senior Staff Assistant, Department of
Nursing & Health Sciences

**Thank you to our administrative support team for all
the hard work you do!**

Patricia ORENDER

ADMINISTRATOR SPOTLIGHT

Patricia Orender, MSN, RN, is the Director of ASDN Certificate Programs at Florida Gateway College. She has been selected through a competitive application process, for the National League for Nursing's year-long LEAD program. LEAD is one of three tracks in the NLN Leadership Institute and is an initiative of the NLN Center for Transformational Leadership under the direction of Janice Brewington, PhD, RN, FAAN. Now in its 10th year, LEAD is designed for nurses in education and practice who have recently been challenged with rapid transition into leadership positions, those in leadership positions who desire a formal leadership program, and those emerging and aspiring to lead.



Stephen AGYARE

FACULTY SPOTLIGHT

Degree Earned: EdD

Concentration: Leadership and Innovation

Name of School: St. Thomas University; Miami Gardens, FL.

"Going through my Doctoral program and attaining my EdD has equipped me with the leadership and innovation skills and abilities that I think will be beneficial to myself, my institution, and the students I teach. This degree will help me identify and resolve problems others don't see and will help me build my team efforts that will help others develop their leadership abilities."

Dr. Stephen Agyare, EdD, RHIA, is an assistant professor in the Health Information Technology and Medical Coder/Biller programs.



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