** AAS in Nursing Program**

**End of Semester Course Report**

1. Course Number and Name:

NURS 253: NURSING CARE OF CHILDREN AND ADOLESCENTS

1. Year / Semester: 2020 Fall
2. Course Faculty (include any adjunct faculty utilized

Heidi Johnston, Stacy Crouch

**COURSE STATISTICS**

1. Theory Ratio 38:2 Clinical Ratio 8:1 Simulation Ratio 6:2

 (Student to faculty ratios: Please use the number of students at the beginning of the semester for these.)

1. Final Theory Outcomes:
	1. Percent Passed: 100%
	2. Percent Failed: NA
	3. Range of Scores: A
2. Final Clinical Outcomes:
	1. Percent Satisfactory: 100%
	2. Percent Unsatisfactory: NA
3. Course Attrition:
	1. Beginning number of students: 38
	2. Withdrawals: 0 Enter Withdrawal number
	3. Incompletes (with expected date of completion): 0
4. Dosage Calculation Test:
	1. First attempt pass NA
	2. Second attempt pass NA
	3. Third attempt pass NA
	4. A & P committee recommendation: NA
5. Course Overview
	1. ATI Tools/Materials: ATI proctored exam Nursing Care of Children, Real Life Nursing Care of Children, ATI journaling practice exams

|  |  |
| --- | --- |
| ATI Test Used | When test used during semester |
| Nursing Care of Children | Final Exam  |
|  |  |

* 1. Brief synopsis of how ATI tools and/or materials were used in the course:

The proctored final exam is an ATI proctored exam Nursing Care of Children. This 70-item exam offers an assessment of the student’s basic comprehension and mastery of nursing care of children nursing principles.

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| --- | --- | --- |
| **ATI Final Proctored Exams** |  |  |
|  | Current Semester2020 | PreviousSemester2019 | PreviousSemester2018 | PreviousSemester2017 |
| % & # of Group Below Proficiency Level 1 | 0 | 0 | 0 | 0 |
| % & # of Group at Proficiency Level 1 | 3(7.9) | 2 (7.4) | 1 (.03) | 3 (11.5) |
| % & # of Group at Proficiency Level 2 | 22(60.5) | 12 (44.4) | 14 (42.4) | 16 (61.5) |
| % & # of Group at Proficiency Level 3 | 12(31.6) | 13 (48.1)  | 18 (54.5) | 7 (26.9) |
| Group Score: | 75.0 | 75.1 | 77.0 | 72.5 |
| Group Mean—National: | 64.0 | 63.1 | 63.1 | 62.4 |
| Group Mean –Program: | 63.4 | 62.4 | 62.4 | 61.9 |
| Institutional Benchmark: |  |  |  |  |
| % of Group Meeting InstitutionalBenchmark: | N/A | 92.6 | 97.0 |  |
| Group Percentile Rank - National | 94 | 97 | 98 | 95 |
| Group Percentile Rank - Program | 95 | 97 | 98 | 97 |
| **Thinking Skills Group Scores** |  |  |  |  |
| Foundational Thinking | 84.2 | 74.7 | 78.3 | 53.8 |
| Clinical Judgment/Critical Thinking  | 73.8 | 74.1 | 75.6 | 73.5 |
| Priority Setting | 86.8 | 71 | 77.3 | 73.8 |
| **Nursing Process Group Scores** |  |  |  |  |
| Assessment | 73.7 | 76.9 | 76.9 | 66.2 |
| Analysis/Diagnosis | 80.6 | 76.3 | 77.6 | 75.4 |
| Planning | 77.9 | 76.3 | 80.3 | 60.8 |
| Implementation/Therapeutic Nursing | 67.4 | 69.7 | 72.5 | 78.0 |
| Evaluation | 92.5 | 78.2 | 77.1 | 76.4 |
| **Major NCLEX Content Areas** |  |  |  |  |
| Management of Care | 77.6 | 100.0 | 100.0 | 84.6 |
| Safety and Infection Control | 75.9 | 71.9 | 78.8 | 63.1 |
| Health Promotion and Maintenance | 74.7 | 71.1 | 60.6 | 78.5 |
| Psychosocial Integrity | 59.6 | 77.8 | 81.8 | 75.8 |
| Basic Care and Comfort | 77.6 | 78.3 | 78.8 | 74.2 |
| Pharmacological and Parenteral Therapies | 81.1 | 79.4 | 73.2 | 80.2 |
| Reduction of Risk Potential | 73.2 | 70.4 | 77.0 | 74.4 |
| Physiological Adaptation | 74.9 | 73.6 | 76.2 | 67.9 |
| **QSEN** |  |  |  |  |
| Safety | 81.2 | 75.5 | 80.9 | 81.8 |
| Patient-Centered Care | 71.1 | 76.5 | 71.1 | 77.4 |
| Evidence Based Practice | 74.1 | 70.2 | 74.1 | 66.4 |
| Teamwork and Collaboration | 84.2 | NA | NA | NA |

* 1. Any issues identified (i.e. are group scores higher or lower than previous semesters).

Overall scores similar based on previous years. Increases in Foundational Thinking, Priority Setting, Analysis/Diagnosis, Planning, Evaluation, Safety and Infection Control, Health Promotion and Maintenance, Pharmacological and Parental Therapies, Reduction of Risk Potential, Physiological Adaptation, Safety, and Evidence-based practice. Decreases in Clinical Judgement/Critical Thinking, Assessment, Implementation/Therapeutic Nursing, Management of Care, Psychosocial Integrity, Basic care and Comfort, and Patient-centered Care. The biggest decreases were in management of care (77.6 – ranging from 77.6-100) and psychosocial integrity (59.6 – ranging from 59.6 -81.8).

Based on NCLEX program report the recent graduates scored low in growth and development. That section falls under Health Promotion and Maintenance and this year’s group continued to score higher than last year, ranging from 60.6 to 74.7. Addressing Physiological Adaptation, as discussed in the previous year’s course report led to a slight increase from previous year, 73.6-74.9.

**ATI Scores by Location:**

**ATI RN Nursing Care of Children 2019**

|  |  |  |  |
| --- | --- | --- | --- |
| **Location** | **Level 1** | **Level 2** | **Level 3** |
| Elko | 3(13%)  | 12(55%) | 7(33%) |
| Pahrump | 0 | 7 (70%) | 3 (30%)  |
| Winnemucca | 0 | 5(83%) | 1(17%) |

* 1. Course Exams:

|  |  |
| --- | --- |
| Exam One Average  | 92 |
| Exam Two Average  | 96 |

* 1. Any adjustments that may need to be done in course exams related to percentage distribution of NCLEX categories, cognitive level, and nursing process. (Please see test blueprints and allotted percentages of item categories)

This semester had exams after each class. There was no collaborative testing, but students did well testing independently on average for both quizzes and exams and was comparable to last year cohort. .There is no final course exam as students take the ATI proctored exam.

**THEORY EVALUATION**

1. Textbooks used and evaluation of each:

**Perry, S., Hockenberry, M., Lowdermilk, D., & Wilson, D. (2018). *Maternal child nursing care* (6th ed.). St. Louis, MO: Elsevier**- This was the second year using this text, however, the text was updated. Content was integrated (such as integumentary and immunizations) into other chapters which did not flow well and was a lot of reading for students.

**ATI RN Nursing Care of Children Edition Content Mastery Series-** Comes as part of ATI package, outlines and highlights certain areas to help prepare student for ATI final. The content does not go into depth but does provide an overall general overview via outline of the topic. A good secondary resource for students.

 **Pediatric Emergency Assessment, Recognition and Stabilization (PEARS) provider manual-** Required for students to get PEARS certified. Prepares students to recognize and respond to pediatric emergencies that involves respiratory and circulatory issues. Excellent text and appropriate level for students.

1. Weekly content:

Will continue to teach same content integrating lecture with individual and group class activities to promote critical thinking and clinical reasoning. Will keep theory outline the same as the content progressed well and seemed to build upon the previous content. However, need to pull our certain sections such as mental health as these are blended into various chapters and can get lost when reviewing growth and development. Would like to move GI/GU forward and not on last day of course. Need to also have a time dedicated to mental health in children as various mental health disorders are integrated throughout the book itself and not contained on one chapter.

1. Special Experiences related to student learning outcomes and competencies:

 PEARS course addressing respiratory and circulatory emergencies and 100% of students successfully completed course and obtained certification in PEARS.

1. Teaching Methods:

 Lecture, discussion, demonstration, small group work, assigned readings, and written assignment. 100% of students agreed or strongly agreed that they met the course SLOs.

**CLINICAL EVALUATION**

1. Clinical Site Evaluation - Include EBP, Patient Health & Safety and ANA Standards

(Please list strengths and/or limitations specific to each site)

 All 100% of students agreed or strongly agreed that clinical sites were a good experience and that nurses provided best practice, safe practice, and adhered to ANA standards at all locations (Elko, Pahrump, and Winnemucca). Students continued to be affected by Covid and a change in clinical placements and assignments were necessary to ensure met SLOs and competencies at all sites – went well for all sites .

**Briefly describe any concern(s) regarding clinical site(s) used.**

Elko - Northeastern NV pediatrics will not be used. While conversations were helpful and taught students well, they were at times inappropriate with students.

Winnemucca – no concerns at this time.

Pahrump – no concerns at this time

1. Clinical changes and reason(s):

Elko - Boys and Girls Club will be used for group presentations, great interactions with children.

1. Special Experiences related to student learning outcomes and competencies:

 As previously mentioned the PEARS allows for patient centered care and engages student in critical thinking and clinical reasoning.

1. Teaching Methods

Clinical assignments associated with each community clinical rotation and graded via rubric. Simulations and PEARS course incorporated into class with successful student participation and passing on a pass/fail basis with positive feedback from students. Unfolding case studies and in-class simulations to bring real life to theory content..

**FULL COURSE OVERVIEW**

1. What worked well and reason(s):

 Student survey on course outcomes showed all students agreed or strongly agreed they met the course SLOs. PEARS covered respiratory and circulatory in depth. Course content flowed well to build on student learning outcomes. Using lecture and activity allowed students to apply clinical reasoning skills and helped the instructor identify any gaps and enhance student leaning.

1. Anticipated Changes

Integrating more information related to Management of Care (part of Safe and Effective Care in the NCLEX-RN Test Plan) and Psychosocial Integrity into class time during unfolding case studies and in-class simulations.

1. Changes to weekly content and reason(s):

none

1. Changes to point allocation and reason(s):

None at this time.

1. Other changes and reason(s):

NA

1. Administrative:
	1. Syllabus has been saved to file. [x]
	2. The course was backed up on WebCampus. [x]
	3. Grades have been entered. [x]
	4. Grade book has been saved to file. NA [ ]
	5. Student work samples have been filed in student file. [x]
	6. Student clinical care packets have been filed in student file. NA [x]
	7. Curriculum map has been updated with all changes made

and filed. [x]

* 1. Integrated Concepts Illustration has been updated with

all changes made and filed. [x]

* 1. Test blueprint has been filed with course report. [x]

**Faculty Signature(s):** Heidi Johnston and Stacy Crouch

**Date:** 12-21-20

**Directions:** Complete and save in Dropbox/Nursing Shared Files/SPE/Course Reports along with syllabus, clinical schedule, grade book, curriculum map, integrated concepts illustration, and test blueprint.