** AAS in Nursing Program**

**End of Semester Course Report**

1. Course Number and Name:

Nursing 257: Nursing Care of Adults with Acute and Chronic Illnesses

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

Heidi Johnston, Stacy Crouch, Dorothy Callander

**COURSE STATISTICS**

1. Theory Ratio 38:3 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: 0
   3. Range of Scores: Enter Percent Range of Scores
2. Final Clinical Outcomes:
   1. Percent Satisfactory: 100%
   2. Percent Unsatisfactory: 0%
3. Course Attrition:
   1. Beginning number of students: 38
   2. Withdrawals: 0 1-19-2021
   3. Incompletes (with expected date of completion): 1
4. Dosage Calculation Test:
   1. First attempt pass 36
   2. Second attempt pass 2
   3. Third attempt pass 0
   4. A & P committee recommendation: 0
5. Course Overview
   1. ATI Tools/Materials: Medical-Surgical TMS questions, Real Life, Skills review, NurseLogic, Dosage Calculation, ATI Pharmacology Proctored exam. ATI medical-surgical nurse book as a supplement to assigned course textbook.
   2. Brief synopsis of how ATI tools and/or materials were used in the course:

Students were required to complete TMS questions associated with assigned modules. Students journaled 10 TMS questions for a total of 50 questions over the semester. Students completed blood administration, and surgical asepsis and turned in transcripts for practice lab. Completed dosage calculation modules including safe dosage, critical care medications, dosage by weight, and pediatric medications. Students are also required to submit a transcript of completing NurseLogic for advanced students by specific date set by instructor. ATI Pharmacology is given during finals week.

|  |  |
| --- | --- |
| **ATI Pharmacology Proctored Exams** |  |
|  | Current Semester  2020 | Previous Semester  2019 | Previous  Semester  2018 | Previous Semester /2017 |
| % & # of Group Below Proficiency Level 1 | 0 | 0 | 0 | 0 |
| % & # of Group at Proficiency Level 1 | 3 (7.9%) | 2 (7.7%) | 2 | 2 |
| % & # of Group at Proficiency Level 2 | 26 (68.4% ((((6826.4%) | 11(42.3%) | 54.5/18 | 69.2/18 |
| % & # of Group at Proficiency Level 3 | 9 (23.7%) | 13 (50%) | 39.4/13 | 23.1/6 |
| Group Score: | 80.3 | 82.0 | 81.5 | 80.6 |
| Group Mean—National: | 66.1 | 65.3 | 65.3 | 63.4 |
| Group Mean –Program: | 66.5 | 65.8 | 65.8 | 64.1 |
| Institutional Benchmark: |  |  |  |  |
| % of Group Meeting Institutional  Benchmark: |  | 92.3 | 93.9 | 92.3 |
| Group Percentile Rank - National | 97 | 99 | 99 | 99 |
| Group Percentile Rank - Program | 98 | 99 | 99 | 99 |
| **Thinking Skills Group Scores** |  |  |  |  |
| Foundational Thinking | 79.8 | 82.1 | 79.8 | 83.5 |
| Clinical Judgment/Critical Thinking | 80.3 | 82.0 | 81.6 | 80.3 |
| Priority Setting | 67.9 | 85.3 |  | 91.5 |
| **Nursing Process Group Scores** |  |  |  |  |
| Assessment | 91.5 | 93.8 | 93.9 | 93.1 |
| Analysis/Diagnosis | 81.6 | 89.9 | 87.1 | 80.3 |
| Planning | 64.7 | 67.9 | 70.0 | 77.4 |
| Implementation/Therapeutic Nursing | 79.5 | 77.3 | 77.3 | 79.4 |
| Evaluation | 81.6 | 86.9 | 85.9 | 80.8 |
| **Major NCLEX Content Areas** |  |  |  |  |
| Management of Care | 86.8 | N8 | NA | NA |
| Safety and Infection Control | 80.7 | 80.1 | 87.4 | 89.1 |
| Health Promotion and Maintenance | NA | NA | NA | NA |
| Psychosocial Integrity- only one question | 92.1 | 38.5 | 51.5 | 84.6 |
| Basic Care and Comfort | NA | NA | NA | NA |
| Pharmacological and Parenteral Therapies | 77.8 | 82.9 | 81.4 | 79.6 |
| Reduction of Risk Potential | 98.2 | NA |  | NA |
| Physiological Adaptation | 88.8 | NA |  | NA |
| **QSEN** |  |  |  |  |
| Safety | 79 | 80.1 | 79.5 | 81.6 |
| Patient-Centered Care | 81.6 | 86.9 | 82.1 | 78.0 |
| Evidence Based Practice | 81.1 | 81.2 | 83.1 | 80.2 |
| Teamwork and Collaboration | 92.1 | 88.5 | 78.8 | NA |

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

Overall scores lower than last year. Increased in implementation, psychosocial, and teamwork and collaboration. Drops in all other areas with a larger drop in priority setting (5 questions), planning (7 questions), evaluation (5 questions) and pharm questions (47 questions).

**Scores at Location:**

**ATI Pharmacology**

|  |  |  |  |
| --- | --- | --- | --- |
| **Location** | **Level 1** | **Level 2** | **Level 3** |
| Elko | 1 (4%) | 16 (69%) | 6 (26%) |
| Pahrump | 2 (20%) | 7 (70%) | 1 (10%) |
| Winnemucca | 0 | 4 (80%) | 1 (20%) |

**Course Final Exam**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Location** | Less than 76% | 76-80% | 80-90% | 90-100% |
| Elko | 0 | 1 (4%) | 10 (43%) | 12 (52%) |
| Pahrump | 0 | 1 (10%) | 6 (60%) | 3 (30%) |
| Winnemucca | 0 | 0 | 3 (60%) | 2 (40%) |

* 1. Course Exams:

|  |  |
| --- | --- |
| Course Exam | Average Percentage/(Last year average) |
| Exam 1 | 84 (87) |
| Exam 2 | 90 (88) |
| Exam 3 | 89 (90) |
| Midterm | 85 (87) |
| Final | 88 (89) |

* 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)

Overall this group scored average of B on course exams, similar to testing scores from last year. Each test had identified mastery items that students got correct, typically greater than 10%. Will continue to review these questions prior to administering test next year. Questions were changed based on last year analysis and new questions incorporate into exams to replace those not used again. End of module quizzes are also incorporated into course modules. There is no collaborative testing and students test independently. Exams will be reviewed prior to administering next year and questions changed or deleted based on test item analysis.

**THEORY EVALUATION**

1. Textbooks used and evaluation of each:

* Lewis, S. L., Bucher, L., Heitkemper, M. M., Harding, M. M., Kwong, J., & Roberts, D. (2017). Medical-surgical nursing: Assessment and management of clinical problems (10th ed.). St. Louis, MO: Elsevier.

Evolve online resources

* ATI RN Adult Medical Surgical Nursing Content Mastery Series
* American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

The ATI manual continues to be a good resource for additional medical-surgical information and students are encouraged to use their ATI manual to study also. The APA assists students in writing.

1. Weekly content:

Some lecture always incorporated in class with activities incorporated to promote critical thinking/ clinical reasoning and assist with applying information (nursing is not solely memorizing information but being able to apply the information), instructor created PPTs only guideline of most important factors. Unable to do some in class activities like last year due to social distancing. This included group activities, mini simulations in the classroom, and tabletop exercise. Additionally, the course started online and ended online. The challenge was students who were not engaged. Many had to have cameras off due to unstable internet at the homes.

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

NA

1. Teaching Methods:

Lecture, discussion, demonstration, case studies, small group work, assigned readings, written assignments, computer assisted learning programs, nursing lab activities, simulation in practice lab, simulation in class, and clinical instruction are utilized. A majority of the students at all locations agreed or strongly agreed 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)

**Overall:** Majority of students agreed or strongly agreed that clinical sites used addressed EBP, Patient Health & Safety and ANA Standards in all site locations.

**Elko:** 18% percent of students (2 total) disagreed that morning star was a supportive environment, but there were not student comments as to why this was the case. One student disagreed that surgery and Home Health was a supportive environment, again, no comments from students as to why.

**Winnemucca:** All student agreed that all clinical sites addressed EBP, Patient Health & Safety and ANA Standards in all site locations.

**Pahrump:** The students were unable to go to the OR due to Covid, the substitute assignment worked well but the students felt like they would have benefited more from an actual clinical experience. The nurse practitioner gave the students a very nice experience. She was informative and answered all their questions. They shadowed her for an entire day of patient care. She was present for every student except one, and the second nurse practitioner at the site had the student shadow her. She offered to let students shadow her next year as well. I recommend we continue to use this site. Dodi recommends we continue to try to get an affiliation agreement with Silver State Health. They have the agreement but have not yet returned it. They have offered to let the students follow NP’s for pediatrics, family practice NP’s and behavioral health NP’s. As our class sizes increase, we may find it beneficial to have more than one site for the nurse practitioner.

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

A majority of students agreed or strongly agreed that the clinical sites were supportive and all students agreed or strongly agreed that SLOs for the course were met.

Clinical changes and reason(s): None will plan OR as scheduled normally in non-Covid years. The cirrhosis and pancreatitis sims could be combined into one. We could choose either the cirrhosis or pancreatitis and implement the CIWA and alcoholism into that one sim. Addisons is such a rare condition. Thinking about a simulation like bacterial meningitis. They would need to consider the appropriate PPE, antibiotics, fever and pain control, neuro checks. Also, GI bleed could have students transfuse blood (which is a skill they learned in the beginning of 257). We could have them insert an NG. This sim could have moulage like blood in the brief, blood in the collection chamber. We could make this a scenario where they need to monitor VS to determine if NS and PRBC is effective, etc.

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

NA

1. Teaching Methods

Clinical written assignments for community clinical, clinical care packet centered on patient-care given in acute care, Socrates questioning in clinical, post-clinical discussions.

**FULL COURSE OVERVIEW**

1. What worked well and reason(s):

Active learning strategies helps to keep the students at all locations engaged and participating. However, with online zoom class, students were disengaged. Students agreed or strongly agreed that student learning course outcomes were met.

1. Anticipated Changes

Based on NCLEX program report and identified low areas change/add: Analysis, Implementation, Physiological Integrity (GI, fluids and gas, CV), Psychosocial. Review details in 2 dimensional analysis.

Review all ATI material for updates and new resources that may apply to class.

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

None anticipated.

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

None anticipated

1. Other changes and reason(s):

NA

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

and filed.

* 1. Integrated Concepts Illustration has been updated with

all changes made and filed.

* 1. Test blueprint has been filed with course report.

**Faculty Signature(s):** Stacy Crouch, Heidi Johnston, Dorothy Callendar

**Date:** 12-20-20

**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.