** AAS in Nursing Program**

**End of Semester Course Report**

1. Course Number and Name: NURS 273: Professional development and transition to practice
2. Year / Semester: 2021 Spring
3. Course Faculty (include any adjunct faculty utilized)

Stacy Crouch; Dorothy Callander

**COURSE STATISTICS**

1. Theory Ratio 38:2 Clinical Ratio N/A Simulation Ratio N/A

 (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: N/A
	2. Percent Unsatisfactory: N/A
3. Course Attrition:
	1. Beginning number of students: 38
	2. Withdrawals: 0
	3. Incompletes (with expected date of completion): 0
4. Dosage Calculation Test:
	1. First attempt pass N/A
	2. Second attempt pass N/A
	3. Third attempt pass N/A
	4. A & P committee recommendation: N/A
5. Course Overview
	1. ATI Tools/Materials:

|  |  |
| --- | --- |
| ATI Test Used | When test used during semester |
| ATI Leadership Proctored Assessment | Finals Week |
| ATI Comprehensive Predictor | Week 4 of 8 |

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

**ATI Capstone was required for students this semester to improve comprehension and application in all areas of curriculum. The Comprehensive Predictor was completed week 4 of 8. The ATI Leadership exam was completed during Finals week.

 verbal reports included the feedback was minimal and they did not feel like they received a benefit from the program.**

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| **ATI Final Proctored Exams:****ATI Comprehensive Predictor** |  | **Average Scores** |
|  | Current Semester | Previous Semester/2020 | Previous Semester /2019 | Previous Semester /2018 | Previous Semester /2017 |
| % & # of Group Below Proficiency Level 1 |  |  |  |  | % |
| % & # of Group at Proficiency Level 1 |  |  |  |  | % |
| % & # of Group at Proficiency Level 2 |  |  |  |  | % |
| % & # of Group at Proficiency Level 3 |  |  |  |  | % |
| Group Score: | 77.7 | 77.2 | 77.1 | 77.5 | 79.6 |
| Group Mean—National: | 71.8 | 71.2 | 71.6 | 68.3 | 68.3 |
| Group Mean –Program: | 72.1 | 71.6 | 71.9 | 68.6 | 68.6 |
| Institutional Benchmark: |  |  |  |  | % |
| % of Group Meeting InstitutionalBenchmark: |  |  |  | 92.3 | % |
| Group Percentile Rank - National | 79 | 85 | 84 | 97 | 99

|  |
| --- |
| 95 |
| 95 |

 |
| Group Percentile Rank - Program | 76 | 86 | 85 | 97 | 99 |
| **Thinking Skills Group Scores** |  |  |  |  |  |
| Foundational Thinking (18) | 79.5 | 73.5 | 74.5 | 79.2 | 79.6 |
| Clinical Judgment/Critical Thinking (132) | 77.4 | 77.7 | 77.5 | 77.3 | 75.9 |
| Priority Setting (13) | 83.1 | 84.6 | 79.2 | 77.6 | 79.6 |
| **Nursing Process Group Scores** |  |  |  |  |  |
| Assessment (17) | 73.2 | 71.0 | 74.4 | 79.8 | 74 |
| Analysis/Diagnosis (25) | 76.2 | 77.3 | 74.3 | 82.8 | 73.1 |
| Planning (24) | 78 | 79.6 | 81.0 | 79.1 | 75.3 |
| Implementation/Therapeutic Nursing (69) | 79.1 | 87.9 | 80.3 | 73.1 | 78.5 |
| Evaluation (15) | 73.7 | 77.0 | 69.5 | 78.6 | 79.6 |
| **Major NCLEX Content Areas** |  |  |  |  |  |
| Management of Care (30) | 83.2 | 79.6 | 81.9 | 81.8 | 81.9 |
| Safety and Infection Control (18) | 81 | 83.1 | 76.9 | 69.9 | 73.7 |
| Health Promotion and Maintenance (14) | 72.6 | 64.0 | 71.7 | 76.9 | 72 |
| Psychosocial Integrity (13) | 72.9 | 79.2 | 79.4 | 78.1 | 75.7 |
| Basic Care and Comfort (13) | 76.9 | 77.6 | 72 | 79.3 | 75.4 |
| Pharmacological and Parenteral Therapies (23) | 83 | 74.7 | 81.8 | 76.3 | 82.4 |
| Reduction of Risk Potential (18) | 76.9 | 78.0 | 75.6 | 80.8 | 67.3 |
| Physiological Adaptation (21) | 68.5 | 78.1 | 71.9 | 75.6 | 76.9 |
| **QSEN** |  |  |  |  |  |
| Safety | 84.1 | 82.7 | 77.6 | 79.6 | 80.6 |
| Patient-Centered Care (39) | 80.1 | 76.0 | 79.4 | 74.6 | 73.5 |
| Evidence Based Practice | 70.6 | 75.0 | 74.9 | 76.4 | 75.5 |
| Quality Improvement (3) | 72.8 | 81.5 | 67.7 | 69.2 | 98.8 |
| Teamwork and Collaboration (8) | 74.8 | 76.9 | 79.9 | 89.3 | 72.8 |
| **Clinical Areas** |  |  |  |  |  |
| Fundamentals (21) | 82.8 | 77.8 | 83.3 | 81.3 | 81.7 |
| Adult Med-Surg (40) | 75.5 | 77.4 | 71.2 | 77.1 | 72.7 |
| Maternal Newborn (15) | 74.1 | 79.5 | 71.3 | 74.9 | 84.9 |
| Mental Health (15) | 74.9 | 78.8 | 81.5 | 76.4 | 68.8 |
| Nursing Care of Children (15) | 74.7 | 73.1 | 79.1 | 66.4 | 69.2 |
| Leadership (17) | 79.3 | 77.6 | 85.3 | 81.5 | 82.1 |
| Community Health (6) | 81.1 | 67.9 | 71.6 | 75 | 65.9 |
| Pharmacology (16) | 82.2 | 78.0 | 85.7 | 83.1 | 81.6 |
| Nutrition (5) | 76.3 | 81.5 | 85.8 | 83.2 | 79.7 |
| The following values are for the final “end-of-program” ATI test only |  |  |  |  |  |
| **Comprehensive Predictor**  |  |  |  |  |  |
| % & # of students at 90-100% probability | 81.5/31 | 92.59/25 | 90.3/28 | 92.3/24 | 92.3/24 |
| % & # of students at 80-89% probability | 7.8/3 | 7.4/2 | 3.2/1 | 3.81/1 | 3.81/1 |
| % & # of students at 76- 79% probability | 2.6/1 | 0 | 0 | 0 | 3.81/ |
| % & # of students at 75% less probability | 7.8/3 | 0 | 6.4/2 | 3.81/1 | 0 |
| **Other Priority Setting** |  |  |  |  |  |
| Other % & # of students at proficiency level |  |  |  | % |  |

* 1. **Any issues identified**: For the Comprehensive Predictor, 7 students achieved less than a 90% and were required to retake exam. Following the retake 5 students met the 90% predictability pass rate. Scores dropped in all areas – the biggest drops were in Quality Improvement - 8.7 (QSEN), Nutrition – 5.2 (Clinical), Psychosocial Integrity – 6.3 (NCLEX), Physiological Adaptation – 9.6 NCLEX), Implementation – 8.8 (Therapeutic NSG). This is also reflected in the ATI Capstone courses for this 2021 Cohort. It would be good to address these items in lecture with a follow-up to help reinforce the ideas and material; thus improving comprehension and application. As a further follow-up, having the students take the ATI Capstone Comprehensive Predictor before and after the ATI Capstone Courses might be a further way to identify gaps – this would push the ATI Comprehensive Predictor to the last week of the semester, taking the ATI Capstone Comprehensive Predictor the week before with the leadership exam.

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| **ATI Final Proctored Exams:****ATI Leadership Proctored exam** |  | **Average Scores** |
|  | Current Semester | Previous Semester/2020 | Previous Semester /2019 | Previous Semester /2018 | Previous Semester /2017 |
| % & # of Group Below Proficiency Level 1 | 0 | 0 | 0 | 0 | 0 |
| % & # of Group at Proficiency Level 1 | 2.6/1 | 37.0/10 | 46.2/14 | 38.5/10 | 52.3/3 |
| % & # of Group at Proficiency Level 2 | 81.6/31 | 51.9/14 | 51.6/16 | 50/13 | 48/12 |
| % & # of Group at Proficiency Level 3 | 15.8/6 | 11.1/3 | 3.2/1 | 11.5/3 | 0/0 |
| Group Score: | 84.4 | 78.3 | 78.1 | 78.4 | 75.4 |
| Group Mean—National: | 73.3 | 72.8 | 72.5 | 71.9 | 71.9 |
| Group Mean –Program: | 73.4 | 72.8 | 72.5 | 71.4 | 71.4 |
| Institutional Benchmark: |  |  |  |  | % |
| % of Group Meeting InstitutionalBenchmark: |  |  | 76.7 | 61.5 | 48 |
| Group Percentile Rank - National | 99 | 88 | 87 | 82 | 77 |
| Group Percentile Rank - Program | 99 | 89 | 88 | 95 | 80 |
| **Thinking Skills Group Scores** |  |  |  |  |  |
| Foundational Thinking (11) | 87.1 | 88.2 | 82.4 | 82.5 | 75.6 |
| Clinical Judgment/Critical Thinking (49) | 83.8 | 76.1 | 79.1 | 77.5 | 75.3 |
| Priority Setting (12) | 80.9 | 79.8 | 81.3 | 82.8 | 77.3 |
| **Nursing Process Group Scores** |  |  |  |  |  |
| Assessment (5) | 84.7 | 78.5 | 89.8 | 87.2 | 78 |
| Analysis/Diagnosis (7) | 77.8 | 64.8 | 78.6 | 80.8 | 68.5 |
| Planning (11) | 83 | 74.1 | 73.1 | 75.3 | 76.3 |
| Implementation/Therapeutic Nursing (32) | 86.2 | 83.4 | 79.4 | 78.9 | 76.6 |
| Evaluation (5) | 84.7 | 74.1 | 72.8 | 73.1 | 75.1 |
| **Major NCLEX Content Areas** |  |  |  |  |  |
| Management of Care (50) | 85.1 | 79.3 | 79.1 | 78.6 | 75.5 |
| Safety and Infection Control (10) | 80.8 | 73.3 | 74.4 | 77.5 | 75.1 |
| Health Promotion and Maintenance |  | - | - | - | - |
| Psychosocial Integrity |  | - | - | - | - |
| Basic Care and Comfort |  | - | - | - | - |
| Pharmacological and Parenteral Therapies |  | - | - | - | - |
| Reduction of Risk Potential |  | - | - | - | - |
| Physiological Adaptation |  | - | - | - | - |
| **QSEN** |  |  |  |  |  |
| Safety (14) | 84.4 | 83.3 | 81.9 | 78.4 | 79.3 |
| Patient-Centered Care (18) | 87 | 78.2 | 89.4 | 87.8 | 85.8 |
| Evidence Based Practice (3) | 85.1 | 92.6 | 83.9 | 88.5 | 72 |
| Informatics (5) | 87.9 | 84.0 | 58.1 | 73.1 | 66 |
| Quality Improvement (4) | 68.4 | 61.5 | 58.1 | 60.3 | 54.7 |
| Teamwork and Collaboration (16) | 84.2 | 75.5 | 69.5 | 72.7 | 67.2 |
| The following values are for the final “end-of-program” ATI test only |  |  |  |  |  |
| **Leadership**  |  |  | - |  |  |
| % & # of students at 90-100% probability |  |  | - | % |  |
| % & # of students at 80-89% probability |  |  | - | % |  |
| % & # of students at 76- 79% probability |  |  | - | % |  |
| % & # of students at 75% less probability |  |  | - | % |  |
| **Other Priority Setting** |  |  | - |  |  |
| Other % & # of students at proficiency level |  |  | - | % |  |

* 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)

See letter C.

* 1. Address technology used in the classroom, including IAV, and brief summary of how it was used, what worked well, and any adjustments that need to be made.

The technology used in the classroom included the computer, personal laptops, and IAV. Students in the Elko campus were in one big room, due to social distancing and it was difficult to see all students; in Pahrump students were distanced also and it was difficult to see students due to layout of room; made it difficult for instructors at other sites to see students – difficult to determine if students were there or engaged.

**THEORY EVALUATION**

1. Textbooks used and evaluation of each:

 Zerwekh, J. & Garneau, A. (2018). Nursing today: Transition and trends (9th ed.). St Louis, MO: Saunders. The text covers various trends nursing is facing today including professional growth and transition, delegation and communication, the organizational environment, NCLEX preparation, lateral violence, life-long learning, and applicable information related to current practice. Has student and faculty web resources. Each chapter also provides practical applications of the concepts discussed. Will continue to use this text with inclusion of more EBP and case studies.

1. Weekly content:

See syllabus

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

 The mock court provided basis for legal repercussions regarding documentation and mistakes performed/not documented correctly on a personal level – students were the defendants of a court case and required to defend their documentation/actions (this needs to be refined for future use); Poster presentation added application of content regarding legal and professional information and application. New required ATI Capstone courses allowed students to further apply their education/leadership components to nursing application and knowledge. Unable to have NNA Violence in Workplace Prevention presentation due to prior commitments by trainer and Nurse Attorney attending/discussing legal aspects of nursing with students (no contact following email and phone calls) – will contact in Fall 2021 to determine if wishes to work with students – if not, begin contacting other nurse-attorneys for possible presentation in Spring 2022 NURS 273.

1. Teaching Methods:

 Discussion, lecture, demonstration, small group work, videos, assigned readings, and written assignments.

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**FULL COURSE OVERVIEW**

1. What worked well and reason(s):

 Students brought EBP articles to class focusing on specific topics. This helped to create deep and meaningful discussions, strengthened their foundation of EBP, and allowed students and faculty to hear current best practices. Having guests in the class also engaged students and allowed for a variety of perspectives and preparation for transition to practice. The SLOs survey results indicated that 4 out of 30 people did not agree that the course met the 2 SLOs for the course – 34/38 responded to the survey***.*** In the past, this course has been utilized as enjoyable, lower-stress course to aid the students into their professional transition to nurses. This semester a mock court was performed in class about documentation and legal aspects of nursing along with a poster presentation that dealt with evidence based improvement projects from the leadership aspect that included a verbal discussion with other students appraising each other’s projects and learning achieved – students did well and verbalized enjoyment in activities/assignments.

1. Anticipated Changes

Review leadership ATI manual and continue to integrate into different lecture days of class.. Add– ATI Capstone Comprehensive Predictor before and after ATI Capstone courses.

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

More lecture and interaction regarding different content areas of leadership. Possibly including some in-class quizzing to help the students get additional experience in answering leadership-type questions on the NCLEX.

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

At this time the points are appropriate to the assignments.

1. Other changes and reason(s):

None

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. [x]
	5. Student work samples have been filed in student file. [x]
	6. Student clinical care packets have been filed in student file. N/A [ ]
	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. N/A [ ]

**Faculty Signature(s):** Stacy Crouch and Dorothy Callander

**Date:** 5-19-21

**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.