



AAS in Nursing Program
End of Semester Course Report

1. Course Number and Name:
2. Year / Semester: 2018 Spring
3. Course Faculty (include any adjunct faculty utilized
 Heidi Johnston, Sharon Sutherland, Stacy Rust, Glenn Taylor, Tami Allred

COURSE STATISTICS

4. Theory Ratio 26:2 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.)
5. Final Theory Outcomes:
 - a. Percent Passed: 100
 - b. Percent Failed: 0
 - c. Range of Scores: A and B
6. Final Clinical Outcomes:
 - a. Percent Satisfactory: 100
 - b. Percent Unsatisfactory: 0
7. Course Attrition:

a. Beginning number of students:	26
b. Withdrawals:	0
c. Incompletes (with expected date of completion):	0
8. Dosage Calculation Test:

a. First attempt pass	18
b. Second attempt pass	8
c. Third attempt pass	0
d. A & P committee recommendation:	0
9. Course Overview
 - a. ATI Tools/Materials:

ATI Test Used	When test used during semester
RN Adult Medical Surgical 2016	May 15th- Finals week final exam for course

RN Adult Medical Surgical Online Practice	Student use this to journal questions throughout the semester
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- b. Brief synopsis of how ATI tools and/or materials were used in the course:
 Medical Surgical Proctored Exam were given at the end of the course. In addition, students completed journaling questions out of ATI medical surgical practice exam A throughout the semester. ATI dosage calculation modules were used at the beginning of the semester as were assigned skills. TMS were open during semester to review on an as needed basis.

ATI Final Proctored Exams-Medical Surgical	Average Scores			
	Current Semester 2018	Current Semester 2017	Previous Semester /2016	Previous Semester /2015
% & # of Group Below Proficiency Level 1	0	0	0	0
% & # of Group at Proficiency Level 1	0	0	0	5.3
% & # of Group at Proficiency Level 2	61.5 (16)	48.0	31.3	31.6
% & # of Group at Proficiency Level 3	38.5 (10)	52.0	68.8	63.2
Group Score:			83.6	81.3
Group Mean—National:	68.5	68.5	68.5	68.5
Group Mean –Program:	68.9	68.9	68.9	68.9
Institutional Benchmark:			NA	NA
% of Group Meeting Institutional Benchmark:	100	100	%	NA
Group Percentile Rank - National	98	99	100	99
Group Percentile Rank - Program	98	99	100	99
Thinking Skills Group Scores				
Foundational Thinking	87.2	83.4	75.7	84.2
Clinical Judgment/Critical Thinking	79.9	80.5	81.9	78.4
Priority Setting	80.2	77.0	81.3	82.3
Nursing Process Group Scores				
Assessment	83.2	82.5	77.9	82.2
Analysis/Diagnosis	77.7	88.4	87.5	79.7
Planning	74.4	85.5	84.1	75.1
Implementation/Therapeutic Nursing	82.6	75.5	78.5	78.6
Evaluation	80.8	76.4	84.4	79.5
Major NCLEX Content Areas				
Management of Care	NA	NA	NA	NA
Safety and Infection Control	77.9	81.0	92.2	78.9
Health Promotion and Maintenance	69.2	70.0	65.6	92.1
Psychosocial Integrity	NA	NA	NA	NA
Basic Care and Comfort	76.3	68.0	81.3	65.8
Pharmacological and Parenteral Therapies	79.9	81.7	87.2	83.5

Reduction of Risk Potential	85.7	85.7	85.1	79.4
Physiological Adaptation	79.1	79.8	74.6	77.4
QSEN				
Safety	82.3	82.1	86.8	80.1
Patient-Centered Care	77.7	83.3	84.8	81.3
Evidence Based Practice	79.6	79.6	77.0	75.6
Teamwork and Collaboration	NA	NA	NA	81.6
The following values are for the final "end-of-program" ATI test only				
Comprehensive Predictor				
% & # 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			%	

c. Any issues identified (i.e. are group scores higher or lower than previous semesters). All students passed with a level two or three. Overall scores averaged out the same compared to last year. Various topics to review based on ATI breakdown that were low were identified to better address in the classroom next year for both Nursing 257 and 258..

d. Course Exams:

Course Exam	Average Percentage
Exam 1	92
Exam 2	90
Midterm Exam	90

e. 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)

Each exam given underwent an item analysis. Based on this analysis some questions will be removed or retained with the material better covered in the course. We had two exams, a midterm, and an ATI medical-surgical final exam. In addition, each module covered throughout the semester had a quiz at the end of the module. We will continue to give the quizzes, midterm and two exams, and the ATI medical surgical proctored exam.

f. 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, IAV, and personal laptops using Wi-Fi for in class quizzes and exams. Student used various sites for online

resources as part of their inquiry based learning. IAV and Wi-Fi was used in all classrooms at all sites. There were no issues with IAV or Wifi this semester. The measures taken to help minimize background noises in the traditional classroom and include not shuffling papers on their desks, strict enforcement of no whispered side conversations, and raising of hands so communication is clear, preventing the confusion of multiple students talking at once. Students are also asked to leave their microphones open as this seems to encourage more participation from Pahrump and Winnemucca students.

THEORY EVALUATION

10. Textbooks used and evaluation of each:

- Lewis, S.L., Dirksen, S.R., Heitkemper, M.M, & Bucher, L. (2014). Medical Surgical Nursing: Assessment and management of clinical problems (9th ed.). St. Louis, MO. Elsevier.: The faculty have adopted a new Davis Medical-surgical text that will be used this fall. ATI Nursing Education. RN Adult Medical Surgical Nursing- Student are encouraged to use this also as a resources to the material. .

11. Weekly content:

See attached syllabus for theory schedule. Based on student survey of SLOs, 100% of student at all sites (Elko, Pahrump, Winnemucca) agree or strongly agree they met the SLOs.

12. Special Experiences related to student learning outcomes and competencies: Had EMS Coordinator and Paramedic students come to class. The EMS coordinator lectured about disaster emergency management and had activities that encourage the participation and collaboration for both student groups prior to the disaster simulation. Also had another special topic session with both students groups led by the EMS coordinator on airway management.

13. Teaching Methods:

Lecture, discussion, demonstration, small group work, videos, assigned readings, written assignments, computer assisted learning programs, nursing lab activities and clinical instruction.

CLINICAL EVALUATION

14. Clinical Site Evaluation - Include EBP, Patient Health & Safety and ANA Standards (Please list strengths and/or limitations specific to each site)

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

Pahrump: Students had clinicals at Desert View Hospital, all students agreed or strongly agreed this was supportive learning environment that adheres to established health and safety goals and agreed that continuing clinicals here would be beneficial.

Winnemucca: No concerns were noted this semester in any clinical areas used. Students had clinicals at HGH, all students agreed or strongly agreed this was supportive learning environment that adheres to established health and safety goals and agreed that

continuing clinicals here would be beneficial.

Elko: Students had clinicals at NNRH, a majority students agreed or strongly agreed this was supportive learning environment that adheres to established health and safety goals and agreed that continuing clinicals here would be beneficial. The cardiac cath lab was a new rotation this year. Unfortunately, many students did not get to see procedures done and spent their time reviewing manuals and procedures and education from the cath lab nurse. There were some issues with nurses in all units that students felt were barriers to their learning and who did not seem to want to partner with the students.

16. Clinical changes and reason(s):

Need to increase hours for the disaster simulation. Will consider cutting the cardiac cath lab as a rotation as many of the students did not even see patients. Student will still have the opportunity to go to cath lab in other med/surg courses should their patient need to go to cath lab and during their ER or ICU rotation is a patient is going to the cath lab.

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

Students all successfully completed ACLS and will receive their certification. Students also participated in a disaster simulation as either nurses or victims. This was a collaboration between Great Basin College Nursing Professors and students, Great Basin College Safety & Security department, Great Basin College EMS faculty and students, Barrick, Newmont and Kinross mine rescue teams, Elko Fire Department, Elko County ambulance, Elko Sheriff's department, Elko City Police, Elko Central Dispatch, NV Highway patrol, NV DOT. Students completed a survey for both ACLS and Disaster simulation with all students agreeing or strongly agreeing this helped prepare them in the role of a nurse and they were able to meet objectives of teamwork and collaboration with other members of the healthcare team.

18. Teaching Methods

Assignments with rubric, discussion, Socratic questioning, post clinical discussions

FULL COURSE OVERVIEW

19. What worked well and reason(s):

Overall 100% of the class agree or strongly agree that course SLOs were met. Active learning is an important component of this course and will continue to have student centered learning in the classroom, although different from this semester (see below).

20. Anticipated Changes

- Add practice dose calc exam for students
- On the IBL on what to submit add presenting groups submit this and no presenting groups submit pt consideration and post initial impressions in discussion area
- On cardiac assignment take off the question about STEMI vs NSTEMI
- Add diagnostic tests to CCP under lab
- What should we replace adult rhythm on AHA site- I can teach the rhythm class at the end of Nurs 257 or the beginning of Nurs 258
- ICU make sure they do not choose inf control for their National Patient Safety goal
- Module 2 quiz 5,6,8
- Module 2 Have one grp do acute care of CVA and another grp do home care

- Change # 48 Exam 1
- Change # 13 Module 3 quiz
- For PL have a station for hanging a bottle and change pump settings
- Exam 2 delete 24 and change answer c on question 43.. Look at all of the questions on mechanical ventilation.

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

None anticipated at this time.

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

None at this time, points appropriate for assignments

23. Other changes and reason(s):

[Click here to enter text.](#)

24. Administrative:

- | | |
|---|-------------------------------------|
| a. Syllabus has been saved to file. | <input checked="" type="checkbox"/> |
| b. The course was backed up on WebCampus. | <input checked="" type="checkbox"/> |
| c. Grades have been entered. | <input checked="" type="checkbox"/> |
| d. Grade book has been saved to file. | <input checked="" type="checkbox"/> |
| e. Student work samples have been filed in student file. | <input checked="" type="checkbox"/> |
| f. Student clinical care packets have been filed in student file. | <input checked="" type="checkbox"/> |
| g. Curriculum map has been updated with all changes made and filed. | <input checked="" type="checkbox"/> |
| h. Integrated Concepts Illustration has been updated with all changes made and filed. | <input checked="" type="checkbox"/> |
| i. Test blueprint has been filed with course report. | <input type="checkbox"/> |

Faculty Signature(s): Heidi Johnston, Sharon Sutherland

Date: 5-7-18

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.