

Course Report for Courses with Clinical/Practicum Components

End-of-semester course reports for each NRSNG course should contain each of the following completed tables/information. Faculty may add any additional information.

A. Course information

Course title	NURS 3240 Fundamentals – Fall 2016 and Spring 2017 Report
Course coordinator	Sarah Handwerker
Course faculty	Sarah Handwerker and JoAnne Raatz
Clinical faculty	Fall 2016: Sarah Handwerker, JoAnne Raatz, Victoria Spinks-Bohan, Teen Clemons, Catherine Fowler, Crystal Gay, Jennifer Goldsberry Spring 2017: Sarah Handwerker, JoAnne Raatz, Jessica Bache, Catherine Fowler, Crystal Gay, Jennifer Goldsberry, Latonya Lowe, Heather Melvin
Evaluations <u>YES</u> - Evaluations reviewed by course team	<p>__All preceptors qualified or n/a</p> <p><u>YES</u> - Students evaluated clinical sites</p> <p>__Students evaluated preceptors or n/a</p> <p><u>YES</u> - Students evaluated part time faculty or __n/a</p> <p><u>Comments:</u> Students complete a survey on their clinical instructor and site at the end of each semester. Results were reviewed with the team on 1-9-17 and on 5-10-17. Each clinical faculty is sent a copy of the individual compiled results as well.</p>

B. Course demographics table

Item	Data	Comments
Initial enrollment	Fall 2016: 54 Spg 2017: 58	
Withdrawals prior to midterm	Fall 2016: 0 Spg 2017: 1	
Course failures	Fall 2016: 0 Spg 2017: 3	
Successful Completion	Fall 2016: 54 Spg 2017: 54	
Grade Distribution	Fall 2016/ Spring 2017: A – 13/10 B – 32/31 C – 9/13 D – 0/3 F – 0/0	Please include a brief narrative explanation of withdrawals and failures (exclude student names). Spring 2017: All three students receiving a D did meet with faculty several times throughout semester including midterm and learned options. One student failed two nursing courses. Another student played softball during semester and the third one had a change in medication for health reasons. The last two eligible for return. The student that withdrew prior to mid-term did so for health reasons and was passing. Will return in fall 2017.

C. Achievement of course outcomes (In this section scores are average for both semesters.)

Course Outcome	Means of Assessing the Outcome	Desired Standard of Achievement (include direct & indirect measures)	Achieved/Not achieved Discussion/Plan for Changes based on Assessment Results
1) Use appropriate medical terminology, English language, and technology to communicate in the health care environment.	Fundamentals HESI items on the QSEN concept of communication Student end-of-course survey – self assessment of learning outcomes	Students will average a score of 850 or higher on Fundamentals HESI items on the QSEN concept of communication. 80% of students will indicate achievement of this outcome at the “agree” level or higher.	The average score on Fundamentals HESI items on the QSEN concept of communication was 826. Not Achieved – Will continue to monitor score in this area in subsequent semesters since this is close to 850. 98% of students indicated achievement of this outcome at the “agree” or higher level. Achieved
2) Construct an individualized, evidence-based nursing plan of care to support physiologic and psychosocial integrity.	Clinical Case Study Paper graded by rubric Student end-of-course survey—self assessment of learning outcomes	Students will average a score of 85% or higher on a Clinical Case Study Paper that includes the nursing care plan and finding sources to support interventions provided for one patient cared for in the clinical setting. 80% of students will indicate achievement of this outcome at the “agree” level or higher.	The average score on the Clinical Case Study Paper was 95.66%. Achieved 100% of students indicated achievement of this outcome at the “agree” or higher level. Achieved
3) Modify the immediate client care environment to promote safety and infection control.	Fundamentals HESI items on the QSEN concept of safety Student end-of-course survey – self assessment of learning outcomes	Students will average a score of 850 or higher on Fundamentals HESI items on the QSEN concept of safety. 80% of students will indicate achievement of this outcome at the “agree” level or higher.	The average score on Fundamentals HESI items on the QSEN concept of safety was 928. Achieved 100% of students indicated achievement of this outcome at the “agree” or higher level. Achieved

Course Outcome	Means of Assessing the Outcome	Desired Standard of Achievement (include direct & indirect measures)	Achieved/Not achieved Discussion/Plan for Changes based on Assessment Results
4) Demonstrate conduct compatible with the ANA's Code of Ethics for Nurses.	<p>Fundamentals HESI items on the nursing concept of advocacy/ethical/legal issues - ethics</p> <p>Student end-of-course survey – self assessment of learning outcomes</p>	<p>Students will average a score of 850 or higher on Fundamentals HESI items on the nursing concept of advocacy/ethical/legal issues - ethics.</p> <p>80% of students will indicate achievement of this outcome at the “agree” level or higher.</p>	<p>The average score on Fundamentals HESI items on the nursing concept of advocacy/ethical/legal issues – ethics was 856. Achieved</p> <p>99% of students indicated achievement of this outcome at the “agree” or higher level. Achieved</p>
5) Perform basic nursing interventions according to professional nursing standards.	<p>Fundamentals HESI items on the AACN concept of BSN Generalist Nursing Practice</p> <p>Student end-of-course survey – self assessment of learning outcomes</p>	<p>Students will average a score of 850 or higher on Fundamentals HESI items on the AACN concept of BSN Generalist Nursing Practice.</p> <p>80% of students will indicate achievement of this outcome at the “agree” level or higher.</p>	<p>The average score on Fundamentals HESI items on the AACN concept BSN Generalist Nursing Practice was 919. Achieved</p> <p>99% of students indicated achievement of this outcome at the “agree” or higher level. Achieved</p>
6) Adhere to regulations and accreditation standards.	<p>Fundamentals HESI items on the nursing concept of quality improvement – health care quality</p> <p>Student end-of-course survey—self assessment of learning outcomes</p>	<p>Students will average a score of 850 or higher on Fundamentals HESI items on the nursing concept of quality improvement – health care quality.</p> <p>80% of students will indicate achievement of this outcome at the “agree” level or higher.</p>	<p>The average score on Fundamentals HESI items on the nursing concept of quality improvement – health care quality was 896. Achieved</p> <p>100% of students indicated achievement of this outcome at the “agree” or higher level. Achieved</p>

Course Outcome	Means of Assessing the Outcome	Desired Standard of Achievement (include direct & indirect measures)	Achieved/Not achieved Discussion/Plan for Changes based on Assessment Results
7) Differentiate roles of other health care disciplines in the provision of care	Fundamentals HESI items on the QSEN concept of teamwork and collaboration Student end-of-course survey – self assessment of learning outcomes	Students will average a score of 850 or higher on Fundamentals HESI items on the QSEN concept of teamwork and collaboration. 80% of students will indicate achievement of this outcome at the “agree” level or higher.	The average score on Fundamentals HESI items on the QSEN concept of teamwork and collaboration was 926. Achieved 100% of students indicated achievement of this outcome at the “agree” or higher level. Achieved

- D. Course summary: discuss issues impacting the course, results of changes made the previous semester (did they work?), and plans for the next offering of the course that are not mentioned in the table above.

Notes: Team meetings were held after each semester on 1-9-17 and 5-10-17. During each meeting faculty were briefed on expectations for class, clinical and lab. Ideas for changes were discussed. IDEAS course evaluations, clinical faculty/facility evaluations and 3240 D2L course evaluations were all reviewed and discussed during these meetings. With review of all evaluations the following recurring themes are noted: 1) clinical during morning shift is a better experience 2) students wish that SIM day was earlier in semester. Both of these themes are not entirely fixable, however ideas to work on were discussed. Both themes are related to faculty and facility availability. Other feedback from all evaluations was mostly positive.

3240 Average HESI Score for Fall 2016 = 960

3240 Average HESI Score for Spring 2017 = 878

Changes Implemented	Evaluation of Changes
Provide more instruction for documentation and discuss abbreviations.	Not much negative feedback about use of SIM Chart noted on the evaluations. Did provide more practice with SIM Chart in class.
Work to streamline lab days more.	No negative feedback about lab days on the evaluations. Lab did run smoothly with students rotating every hour to different stations.
Separate first semester tests so that students have one test per week on most weeks. Place all tests on calendar so that students are aware of dates.	This change was done based on evaluating that students did almost the same when taking Assessment and Fundamentals tests on the same day, versus a week apart (Not much difference in averages over the past two years). Many students

	request throughout the semester to have exams spaced out, so in trying to honor students requests this was done. All four first semester courses worked together on this.
Have students alternate both morning and afternoon clinical so that all get the experience of morning shift. (Swap each week.)	Students noted on their evaluations that they liked being able to have equal amounts of time on both shifts. Also students were able to both give and receive report.
Place 3240 Clinical Evaluation Online to make easier for clinical faculty to grade. Have students do a brief self-evaluation prior to the clinical instructor completing.	No complaints from students or faculty about the Clinical Evaluations process. All clinical faculty actually liked having this online in D2L.
Place all unit exams in Exam Soft due to less availability of computer lab and new software.	This took some adjusting to accomplish, but by Spring 2017 all unit exams were done in Exam Soft and went relatively smoothly.

Planned Changes and Goals	Rationale
Have the majority of clinical groups during the morning shift if possible. If not, then continue to alternate morning and afternoon so that all students get experience on the busier shift.	There are more opportunities for patient care/skill practice on the AM shift. Student feedback over the last year reflects this also.
Try to work in doing the "Skills Drill" portion of SIM Day into the schedule before the students go to hospital clinical.	Based on student evaluations, they would like to have SIM Day before going to the hospital. Although the entire SIM Day would not be possible prior to going to the hospital, the skills drill portion of the day might be.