

Program Title: NUR 229

Program Team: Judy D. McDaniel, MSN, RN, Karen Hammond, MSN, RN

Date: Fall 2013

Expected Learning Outcomes:

1. Analyze the application of the nursing process throughout all care modalities.
2. Demonstrate safe practice and correct application of acquired skills in lab and clinical settings.
3. Plan care for clients from admission to discharge in acute and community settings across the healthcare continuum.
4. Integrate ethical, legal and professional standards when providing care to adult clients and their families.
5. Implement nursing care which demonstrates knowledge and sensitivity of diverse cultures, values and beliefs.
6. Analyze effectiveness of both written and verbal communication skills.
7. Formulate a plan with the healthcare team that assists individuals with families to positively adapt to changes in health or achieve a peaceful death.
8. Integrates concepts of resource management to provide comprehensive and cost effective care.
9. Seek opportunities that promote professional and personal development and life-long learning.
10. Identify personal leadership skills in the management of care.

Assessment:

1. Class: achieve average of 75% or greater on exams/assignments. Complete assigned projects with grade of 75% or greater. Achieve national norm on standardized subject testing. Lab: Perform identified skills and simulations safely and competently as validated by competency testing. Clinical: Provide complete care for a minimum of two adult patients each week. Successfully complete the following for every patient each week; comprehensive physical assessment, data base, drug card, plan of care incorporating theoretical concepts, weekly performance evaluation, and achieving at least 138 points on final evaluation by clinical instructor.
2. Class: Achieve an average of 75% on exams/assignments. Complete gerontology safety assessment project/medication profile and teaching plan by a grade of 75% or greater. Achieve 90% on a drug calculation exam. Lab: Perform identified skills and simulations safely as validated by competency testing. Clinical: Apply principles of safety to patient care. Identify patients with safety risks. Safely administer Flu vaccines at annual community flu clinic.

3. Class: Achieve an average of 75% on exams/assignments. Complete case studies that incorporate continuity of care. Complete geriatric medication profile and teaching plan. Lab: apply skills learned in lab to clients and individuals in various acute care settings. Clinical: Participate in Flu clinic when available. Participate in shift reports. Keep instructor and staff informed of changes in patient status. Identify learning needs and implement appropriate patient and family teaching. Assist families in planning care delivery in the home.
4. Achieve an average of 75% on exam/assignments. Comply with HCC nursing standards of conduct. Comply with HCC Honor Code. Lab: Comply with HCC nursing standards of conduct. Clinical: Identify ethical, and legal accountability for own nursing practice. Identify ethical, legal, and professional issues in practice during the clinical experience. Adhere to HIPAA regulations.
5. Class: Achieve 75% or greater on exams/assignments. Lab: Treat other students/instructors during lab activities with respect, being cognizant of their diverse cultures, values, and beliefs. Clinical: Support clinical choices related to care. Care plans reflect integration of assessed cultural values and beliefs. Treat patients and their families with dignity and respect.
6. Class: Achieve an average of 75% on exams/assignments. Lab: Document care given during lab simulations accurately in nurses' notes. Clinical: Employ therapeutic verbal and nonverbal communication techniques and modify as needed. Document patient care accurately in the medical record.
7. Class: Achieve an average of 75% or greater on exams/assignments. Lab: develop care plans from case studies/lab simulations that include ways to assist clients to adapt to changes in their health status. Clinical: Participate in patient care conferences when possible. Collaborate actively with staff nurse in planning care for assigned patients. Identify the need for ancillary support services. Participate in patient care rounds. Participate in management of care for dying patients and their families.
8. Class: Achieve an average of 75% on exams/assignments. Lab: Plan for efficient use of supplies in lab. Perform identified skills using advanced technology available in the lab. Clinical: Use the agency system to track the use of patient supplies. Complete care by the end of scheduled shift. Incorporate advanced technology in the management of patient care. Apply concepts of sound resource management to own nursing practice.
9. Class: Achieve an average of 75% on exams/assignments. Lab: Participate in lab activities that promote professional development. Clinical: Participate in health related seminars when available. Seek out learning opportunities during clinical experiences.

10. Class: Participate in case studies that include leadership role of the nurse in patient care. Lab: participate as the primary or secondary nurse in the simulation scenarios. Clinical: Enhance leadership skills while caring for two adult patients.

Validation:

1. Class: NUR 229 has three unit exams, one final exam, four quizzes, a physical assessment project, a geriatric safety project, and a continuing education assignment. An average of 75% or greater must be maintained for progression in the nursing program. Lab: NUR 229 has competency testing for the skill set of blood glucose. Simulation scenarios are experienced for asthma, CVA, cranial nerves, and a hypoglycemic event. Clinical: By the end of their clinical rotation, NUR 229 students must be able to care for a minimum of two patients. They must also provide appropriate clinical assignments on a weekly basis that includes: comprehensive physical assessment, clinical prep cards, data base, drug cards, plan of care, and a weekly self-evaluation. They must receive a score of 138 points or higher on their final clinical evaluation, which is completed by the clinical instructor.
2. Class: The students perform a gerontology safety assessment project/medication profile and teaching plan with a grade of 75% or better. In addition a drug calculation exam is given with a score of 90% or better required for passing. Lab: Skills are practiced on various simulation scenarios. Skills practiced are physical assessment, including how to do a Mini-Mental State Examination; oxygen therapy, how to provide tracheostomy care, cranial nerve assessment, and measuring blood glucose. The students attended a flu clinical in connection with the school and administer flu shots under the supervision of nursing faculty.
3. Class: An average of 75% or greater must be achieved in NUR 229. Case studies are used as a learning tool in lecture as well as lab. A completion of a geriatric medication profile and teaching plan is required as part of the coursework. Lab: Various simulation scenarios are used to simulate acute and community health issues. Clinical: As per assignments, students are required to provide teaching to clients as needs are identified.
4. Class: Students have a copy of the Student Handbook which allows them to review the HCC standards of conduct, and the HCC code of honor. Lab: Nursing students must comply with the HCC standards of conduct in the lab setting. Clinical: Students are expected to be professional in the clinical setting and to identify legal, ethical and professional issues while in that setting.
5. Class: An average of 75% of exams/assignments must be achieved in NUR 229 to progress in the nursing program. Lab: Students are to be respectful of one another in the lab setting. Clinical: Students are to treat patient and their

families with respect and dignity, and identify any cultural issues that may impact their hospitalization.

6. Class: Achievement of 75% or greater on exams/assignments is required. Lab: Practice documentation of simulation patient. Clinical: Use the clinical institution's method of documentation to accurately document patient care.
7. Class: Achievement of 75% or greater on exams/assignments is required. Lab: Develop care plans from case studies provided in simulations. Clinical: Participate in any professional activities that allow student participation.
8. Class: Again, the 75% average is expected. Lab: Learn new technology by practicing on the monitors, etc. Also begin to understand the cost of supplies and the importance of charging for them. Clinical: Use the agencies system to track supplies used in the clinical setting. Incorporate use of new technologies learned in the care of patients.
9. Class: Completion of one CE article is required with a pass of 75% or greater. Lab: Grow professionally from lab learning. Clinical: Seek out as many learning opportunities as possible during the clinical rotation.
10. Class: Students have numerous case studies that enhance their knowledge of being a patient advocate. Lab: Each student serves as the primary or secondary nurse in a simulation lab. Clinical: Students increase their knowledge and critical thinking by caring for two adult patients.

#### Results:

1. Class: Students in NUR 229 (23 of 24 students the first 7 ½ weeks; 18 of 19 students the second 7 ½ weeks) were successful in maintaining the 75 % average on assignments/exams and will progress, Five students out of the 43 scored lower than 90% on the medication calculation exam. These students were given a second try and only one did not achieve a score of 90% or greater on the second attempt. Lab: All students participated as part of a simulation team. Clinical: Student's final clinical evaluation reflected professional and leadership development throughout their clinical rotation. Forty-two students were successful in clinical with a "pass".
2. Class: All students received a 75% or greater on the gerontology safety assessment. Lab: All students received a "pass" on their competency testing. Clinical: This group of students met the care and safety standards on the various units at Meritus Medical Center.
3. Class: The class achieved a grade of 75% or greater on their geriatric medication profile and teaching plan. Lab: Students were able to use skills learned in lab in the various simulations. Clinical: Students were able to incorporate teaching in their patient care as per assessment revealing the need for teaching (i.e. return demo of lovenox).

4. Class: With two exceptions, students achieved an average of 75% or greater on exams/assignments and will progress. The one student, who scored below the 75% on exams, will repeat NUR 229 in the Fall 2014. It is unclear what the second student's plans are at this point.
5. The students complied with the standards of conduct and complied with the HCC honor code (they must sign an honor code pledge prior to taking each exam).  
Lab: Students treated each other with respect in the lab, as per the code of conduct. Clinical: Students were able to discuss ethical, legal, and professional issues as part of their post conference experiences and via Nursing Grand rounds. Students were made aware of HIPAA regulations, and were able to adhere to them during their clinical rotations.
6. Class: With two exceptions, 75% or better was maintained. Lab: Students interacted appropriately in lab. Clinical: Care plans reflected identification of client values and beliefs and cultural issues (i.e. diet).
7. Class: With two exceptions, 75% or greater was maintained. Lab: Students engaged in simulation scenarios developed by the NLN. Each scenario includes an orientation to gather necessary supplies, etc. Clinical: students implemented their orientation knowledge and did computer documentation on their patients.
8. Class: With two exceptions, 75% or greater was maintained. Lab: Students developed case studies from scenarios. In addition case studies were used for simulations. Clinical: Students were involved in admission and discharge teaching involving medications and follow-up care. Students worked with the various health care team members (i.e. techs, nurses, doctors, housekeeping, dietary).
9. Class: With two exceptions, 75% or greater was maintained. Lab: Use of new technology (for the student) was used during simulations. This included using the monitors and the IV pump. Clinical: Students incorporated the use of technology, such as a bedside monitor and pulse ox. They were able to make use of the supply tracking system in the clinical agency, and were able to complete care on a minimum of two patients by the end of clinical rotation.
10. Class: Students completed one CEU article and maintained a 75% or greater on the assignment. Lab: Working with community volunteers in the lab, the students were able to promote themselves as professional nurses. Clinical: Students were able to engage in nursing rounds. They were given as many learning opportunities as possible, including assisting with joint patients, and observing echocardiograms performed, hyperbaric chamber use for wounds and providing tracheostomy care and complex dressing changes.
11. Class: Students completed case studies that included the leadership role of the nurse. Lab: Each student gained leadership experience by being in the role of the

primary and secondary nurse during simulation teaching. Clinical: Students were successful in incorporating patient advocacy in their plan of care.

Follow-up: Students who are not successful at 75% on any exam must meet with the remediation specialist and go over their exam. They are given testing strategies to try, and also study tips. Clinical instructors meet with the instructor on a bi-weekly basis to discuss any clinical issues. The course coordinator also made bi-weekly visits to the clinical setting. Also, ATI practice questions have been incorporated into lab time.

Budget Justifications: NUR 229 has an updated textbook for next semester. Lab simulations are appropriate for current level of teaching. Whatever costs there is in lab will not be changing as the simulations will remain the same. There should be no budget issues for the new course other than the usual lab expenses for supplies.

Submitted: December 18, 2013

Judy D. McDaniel, MSN, BS, RN (Course coordinator)