

HCC Practical Nursing Program 2012-2013
NUR 114 Practical Nursing Through the Lifespan II
Spring 2014

Course/Program Title: NUR 114: Practical Nursing through the Lifespan II

Course/Program Team: Patricia Williams, MSN, RN and Susan Wells, MSN, RN

Expected Learning Outcomes:

- Incorporate the nursing process to provide care to individuals with complex healthcare needs
- Demonstrate safety measures when providing care to all individuals in various settings
- Integrate ethical and legal principles the care of individuals with complex healthcare needs
- Demonstrate sensitivity to the individual and family in a stressful situation
- Begin to interact with the individual, family, and the healthcare team therapeutically
- Work together with the healthcare team in providing care to the individual
- Adjust work plan to improve organizational skills and available resources
- Explore opportunities to promote personal and career growth
- Demonstrate continuity of care for multiple individuals

Assessment: Clinical evaluation, clinical laboratory/simulation observations, projects, written assignments, examinations, student evaluations

Validation: Observation and demonstrations in the clinical lab/simulation setting and in the clinical setting as well as theory examinations. The ATI Mental Health Content Mastery Exam is administered in the NUR 114 Semester at the conclusion of the specific course content with additional information and nursing skills that are taught in the clinical lab and classroom.

Results: 15 students started the NUR 114 course with one student unsuccessful in completing the course. This student did not complete the required assignments and had multiple absences which resulted in a final grade of 71 which resulted in a "D." All of the 15 students were successful in completing the required clinical and clinical lab/simulation requirements. (The student, who was unsuccessful in the NUR 114 course, had difficulty balancing work, family, and classwork assignments. This student is eligible to return to NUR 114 with the 2015-2016 class.) Also, note that this student was unsuccessful in the ADN program twice resulting in her inability to complete the ADN and therefore, offered to attempt to complete the LPN program.

Follow-up: Will review the student evaluations and the ATI Mental Health Content Mastery Examination to determine any changes in teachings and laboratory practices that need to be addressed.

Student evaluations will be reviewed as to their perspective on the clinical site and the use of simulation in the laboratory.

ATI Content Mastery Exam for Mental Health:

- Level 3: 2students
- Level 2: 13students
- Level 1 and Below Level 1: No students

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In reviewing the ATI results, faculty will discuss and review updated course content with the new change of the textbook as well as review the NCLEX-PN final report to determine changes in teaching content. The faculty were pleased with the ATI Mental Health Content Mastery Exam scores and with the changes in the course.

Budget Justification:

- Need additional assistance in the clinical laboratory to allow more face to face time to demonstrate nursing skills and monitor return demonstrations.
- Continue with the ATI Program and the Skills Module assignments as well as the practice modules available online to the students.
- Continue to pursue reputable clinical site/s for Mental Health and Adult acute care clinical experiences
- Possibly consider additional simulation laboratory experiences for individual/family/teamwork learning

Overall Conclusions to NUR 114

The faculty of the NUR 114 struggled with the clinical site as the students and the clinical instructor met with some issues that were concerning. This led to inconsistency in the post conference experiences for the students. The students did get the required hours for clinical and lab/simulation experiences, but faculty felt that the student/s should have received more consistency and learning from the clinical site. The PN Coordinator is the lead in the lab/Simulation area and with the installation of the SimMan the use of the simulator is well received by the students. The students are accepting the practice very well and are learning from their mistakes in the simulation lab.

The faculty request administration and Director of Nursing seek reliable and consistent clinical instructors to increase the learning and challenges of caring for the individual and working with healthcare teams. Additional laboratory/simulation support will need to be continued as the PN Program has obtained one of the SimMan Learning mannequins.

Please post with April Nursing Faculty minutes with the ATI Content Mastery Results for Mental Health

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Coordinator of the Practical Nursing Program

Hagerstown Community College

March 25, 2015

Group Performance Profile

PN Mental Health 2011



Assessment #:	6633897	Adjusted Group Score:	69.9%
Institution:	Hagerstown CC PN	% of Group Meeting	
Program Type:	PN	Institution Benchmark:	N/A
Group Size:	15		
Date Test:	2/5/2015		
# of Questions:	50		

Group Performance Summary Table

ATI Proficiency Level	Individual Score Required for Proficiency Level	% and # of Group at Proficiency Level
Level 3	78.0% - 100.0%	13.3% (2)
Level 2	58.0% - 76.0%	86.7% (13)
Level 1	42.0% - 56.0%	0.0% (0)
Below Level 1	< 42.0%	0.0% (0)

Note: ATI Proficiency Levels pertain to individual scores only. Group scores are not classified by proficiency level.

Individual Mean-National	61.1%
% of Group Above Individual Mean-National	80.0%

Group Performance in the Major Content Areas

Sub-Scale	# Items	Group Score
Coordinated Care	4	66.7%
Safety and Infection Control	4	83.3%
Health Promotion and Maintenance	2	66.7%
Psychosocial Integrity	30	73.8%
Pharmacological Therapies	5	48.0%
Reduction of Risk Potential	4	75.0%
Physiological Adaptations	1	100.0%

NOTE: Means and percentile ranks are not presented for sub-scales with fewer than five items.

Group Scores

Sub-Scale	# Items	Group Score	Group Score (% correct)													
			1	10	20	30	40	50	60	70	80	90	100			
Coordinated Care	4	66.7%								▲						
Client Rights	1	80.0%														▲
Confidentiality/Information Security	1	73.3%														▲
Ethical Practices	1	100.0%														▲
Legal Responsibilities	1	13.3%			▲											
Safety and Infection Control	4	83.3%														▲
Accident/Error/Injury Prevention	2	76.7%														▲
Restraints and Safety Devices	2	90.0%														▲
Health Promotion and Maintenance	2	66.7%														▲
Data Collection Techniques	2	66.7%														▲
Psychosocial Integrity	30	73.8%														▲
Behavioral Management	7	71.4%														▲
Chemical and Other Dependencies	5	73.3%														▲
Coping Mechanisms	4	75.0%														▲
Crisis Intervention	2	66.7%														▲
Grief and Loss	3	80.0%														▲
Mental Health Concepts	5	82.7%														▲
Sensory/Perceptual Alterations	2	70.0%														▲
Abuse/Neglect	1	20.0%														▲
Therapeutic Environment	1	100.0%														▲
Pharmacological Therapies	5	48.0%														▲
Adverse Effects/Contraindications/Side Effects/Interactions	3	42.2%														▲
Expected Actions/Outcomes	2	56.7%														▲
Reduction of Risk Potential	4	75.0%														▲
Laboratory Values	2	60.0%														▲
Potential for Complications of Diagnostic Tests/Treatments/Procedures	1	86.7%														▲
Potential for Alterations in Body Systems	1	93.3%														▲
Physiological Adaptations	1	100.0%														▲
Basic Pathophysiology	1	100.0%														▲

Topics To Review

% of students
answering the
Item Correctly

Coordinated Care (4 items)	
Client Rights (1 item)	
Legal and Ethical Issues: Client Rights to Refuse Treatment	80.0%
Confidentiality/Information Security (1 item)	
Basic Mental Health Nursing Concepts: Client Confidentiality	73.3%
Ethical Practices (1 item)	
Legal and Ethical Issues: Ethical Concepts	100.0%
Legal Responsibilities (1 item)	
Legal and Ethical Issues: Client Rights	13.3%
Safety and Infection Control (4 items)	
Accident/Error/Injury Prevention (2 items)	
Cognitive Disorders: Dementia	60.0%
Suicide: Client Safety Following Suicide Attempt	93.3%
Restraints and Safety Devices (2 items)	
Family and Community Violence: Prioritizing Interventions for Agitation	86.7%
Substance and Other Dependencies: Physical Effects of Substance Abuse	93.3%
Health Promotion and Maintenance (2 items)	
Data Collection Techniques (2 items)	
Substance and Other Dependencies: Withdrawal from Opiates	33.3%
Eating Disorders: Expected Findings with Anorexia Nervosa	100.0%
Psychosocial Integrity (30 items)	
Behavioral Management (7 items)	
Cognitive Disorders: Using Validation Therapy	20.0%
Psychoanalysis, Psychotherapy, and Behavioral Therapies: Treatment for Phobia	53.3%
Eating Disorders: Bulimia Nervosa	73.3%
Group and Family Therapy: Therapeutic Group for Antisocial Personality Disorder and Alcoholism	86.7%
Personality Disorders: Appropriate Interventions	86.7%
Psychosocial Issues of Infants, Children, and Adolescents: Managing ADHD	86.7%
Schizophrenia: Responding to Delusions	93.3%
Chemical and Other Dependencies (5 items)	
Substance and Other Dependencies: Evaluating Teaching About Codependence	53.3%
Substance and Other Dependencies: Planning Care for Alcohol Withdrawal	53.3%
Medications for Substance Abuse: Alcohol Withdrawal	80.0%
Substance and Other Dependencies: Recognizing Alcohol Withdrawal	86.7%
Substance and Other Dependencies: Effects of Heroin Use	93.3%
Coping Mechanisms (4 items)	
Anxiety and Defense Mechanisms: Nursing Evaluation	53.3%
Anxiety and Defense Mechanisms: Recognizing Client Use of Displacement	80.0%
Creating and Maintaining a Therapeutic and Safe Environment: Evaluating Client Response to Stress	80.0%
Defense Mechanisms: Intimate Partner Abuse	86.7%
Crisis Intervention (2 items)	
Suicide: Evaluating Client Risk for Violence Toward Self or Others	40.0%
Family and Community Violence: Reinforcement of Teaching	93.3%
Grief and Loss (3 items)	
Care of Those Who Are Dying and/or Grieving: Dysfunctional Grieving	73.3%

Topics To Review

	% of students answering the Item Correctly
Care of Those Who Are Dying and/or Grieving: Kubler-Ross's Stages of Grief	80.0%
Effective Communication: Grief	86.7%
Mental Health Concepts (5 items)	
Defense Mechanisms: Recognizing Client Use	66.7%
Bipolar Disorders: Relapse	73.3%
Cognitive Disorders: Caregiver Role Strain	80.0%
Personality Disorders: Expected Behaviors of Histrionic Personality Disorder	93.3%
Eating Disorders: Laboratory Values	100.0%
Sensory/Perceptual Alterations (2 items)	
Schizophrenia: Managing Hallucinations	66.7%
Schizophrenia: Priority Intervention	73.3%
Abuse/Neglect (1 item)	
Family and Community Violence: Determining Risk for Abuse	20.0%
Therapeutic Environment (1 item)	
Basic Mental Health Concepts: Confidentiality Regarding Client Communication	100.0%
Pharmacological Therapies (5 items)	
Adverse Effects/Contraindications/Side Effects/ Interactions (3 items)	
Medications for Bipolar Disorders: Adverse Effects of Lithium (Eskalith)	26.7%
Medications for Psychoses: Adverse Effects of Haloperidol (Haldol)	40.0%
Medications for Psychosis: Clinical Findings with Extrapramidal Side Effects	60.0%
Expected Actions/Outcomes (2 items)	
Medications for Substance Abuse: Nicotine Transdermal System (NicoDerm)	53.3%
Medications for Psychoses: Reinforcing Client Teaching about Clozapine (Clozaril)	60.0%
Reduction of Risk Potential (4 items)	
Laboratory Values (2 items)	
Medications for Psychoses: Teaching for Atypical Antipsychotic Medication	33.3%
Medications for Bipolar Disorder: Reporting Laboratory Results	86.7%
Potential for Complications of Diagnostic Tests/Treatments/Procedures (1 item)	
Cognitive Disorders: Identifying Changes in Neurological Status	86.7%
Potential for Alterations in Body Systems (1 item)	
Electroconvulsive Therapy: Reinforcing Side Effects	93.3%
Physiological Adaptations (1 item)	
Basic Pathophysiology (1 item)	
Substance and Other Dependencies: Cocaine Intoxication	100.0%

Outcomes

	No of Items	Group Score	Description
Thinking Skills			
Clinical Judgment/Critical Thinking PN 2011	38	72.1%	Ability to use critical thinking skills (interpretation, analysis, evaluation, inference, and explanation) to make a clinical judgment regarding a posed clinical problem. Includes cognitive abilities of application and analysis.
Foundational Thinking in Nursing PN 2011	12	70.6%	Ability to recall and comprehend information and concepts foundational to quality nursing practice.

	No of Items	Group Score	Description
Priority Setting			
	10	80.0%	Ability to demonstrate nursing judgment in making decisions about priority responses to a client problem. Also includes establishing priorities regarding the sequence of care to be provided to multiple clients.

	No of Items	Group Score	Description
Nursing Process			
Data Collection (PN 2011)	18	70.0%	Ability to apply nursing knowledge to the systematic collection of data about the client's present health status in order to identify the client's needs and to identify appropriate assessments to be performed based on client findings. Also includes ability to ask the client appropriate questions, listen carefully to the client's responses, and respond appropriately. Nurses must continuously use appropriate methods to safely collect comprehensive client data.
Planning (PN 2011)	7	74.3%	Ability to participate in the development of an appropriate plan of care for clients with specific health alterations or needs for health promotion/maintenance. Includes the ability to contribute to the establishment of priorities and desired outcomes of care that can be readily measured and evaluated.
Implementation/Therapeutic Nursing Intervention (PN 2011)	17	70.6%	Ability to use clinical judgment and critical thinking to select and implement appropriate therapeutic interventions based on nursing knowledge, priorities of care, and planned goals or outcomes in order to promote, maintain, or restore a client's health. Also Includes the ability to appropriately respond to an unplanned event (e.g., observation of unsafe practice, change in client status) and to routinely take measures to minimize a client's risk.
Evaluation (PN 2011)	8	75.8%	Ability to evaluate a client's response to nursing interventions and to reach a nursing judgment regarding the extent to which goals and outcomes have been met. Also includes the ability to assess client/staff understanding of instruction, the effectiveness of intervention, and the recognition of a need for further intervention.



Score Explanation and Interpretation

Group Performance Profile

Group Score: This score is determined by adding all of the individual scores from the group and dividing the sum by the number of individuals in the group. This group score describes how, on average, the students within the group performed on the assessment (or within a designated sub scale).

$$\frac{\text{Sum of Individual Scores Within the Group}}{\text{Number of Individuals in the Group}} = \text{Group Score}$$

For example:

$$\frac{40.7\% + 53.2\% + 69.4\% + 70.8\% + 82.1\%}{5 \text{ Individuals in the Group}} = 63.2\%$$

Group scores can be interpreted through “criterion-referenced” or “norm-referenced” measures. Criterion-referenced measures are best used to determine if an established standard has been met (e.g., % of students achieving a particular score or probability of passing). Norm-referenced measures can be useful for comparing performance to other students or groups.

Pretest Items: There are 5 unscored pretest questions throughout the assessment, and 50 scored questions. The pretest questions are used for research purposes.

Criterion-Referenced ATI Proficiency Levels:

These classifications were developed as the result of a national standard setting study conducted by ATI, involving nurse educator content experts from across the U.S. The classifications apply only to individual scores, and not to groups. The level 1, 2, and 3 standards do not pertain to group scores.

Level 3 - Scores meeting the Proficiency Level 3 standard may be considered to exceed most expectations for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student as likely to exceed NCLEX-PN® standards in this content area. ATI advises these students to engage in continuous focused review to maintain and improve their knowledge of this content.

Level 2 - Scores meeting the Proficiency Level 2 standard may be considered to exceed minimum expectations for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student as fairly certain to meet NCLEX-PN® standards in this content area. ATI advises these students to engage in continuous focused review in order to improve their knowledge of this content.

Level 1 - Scores meeting the Proficiency Level 1 standard may be considered to meet the absolute minimum expectations for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student as likely to just meet NCLEX-PN® standards in this content area. ATI advises these students to develop and complete a rigorous plan of focused review in order to achieve a firmer grasp of this content.

Below Level 1 - Scores below the Proficiency Level 1 standard can be considered below minimum expectations and may be indicative of significant risk in this content area. ATI strongly advises these students to develop and complete an intensive plan for focused review and remediation, including the use of ATI materials, textbooks, class notes, reference materials, and assistance from nurse educators.

Topics to Review: Based on the questions missed on this assessment, a listing of content areas and topics to review is provided. A variety of learning resources may be used in the review process, including content, images, animations and videos in select components of ATI’s Content Mastery Series® Review Modules, and online practice assessments. Tutorials such as NurseLogic, Pharmacology Made Easy and Dosage and Calculations are additional resources available through ATI.

Institution Benchmark: Institutions have the option to set their own benchmarks. If your institution has not set a benchmark for the assessment this score report field will be “NA.”

Norm-Referenced Measures: Means and percentile ranks can be useful for comparing performance to other nursing students, both nationally and within the same PN program type. They are reviewed annually, and may be periodically reset as more students take the assessments.

Group Mean - National: The group mean - national is the average of all group scores (within a specified sample from the ATI data pool) for this assessment. The group mean - national includes all PN program types. The individual mean - national is based on PN student scores from all PN program types.

Group Percentile Rank - National: The national percentile rank refers to the proportion of groups from all types of PN nursing programs (within a specified sample from the ATI data pool) whose scores are the same as or lower than your group score.

NA: Data not available