

Course Outcomes Guide

Program Title: NUR 116/117

Date: 12/15/2017

Program Team: Nursing

Expected Learning Outcomes:

STUDENT LEARNING OUTCOMES:

- Utilize critical thinking in application of the nursing process to provide care for individuals in a variety of settings that promotes health throughout the lifespan.
- Adhere to quality of care and safety standards in all client care setting.
- Facilitate the continuity of care for individuals in various acute and community settings.
- Practice within the ethical and legal framework of the nursing profession and maintain professional standards of conduct.
- Provide compassionate care and serve as advocates for individuals and families, respecting their diverse cultures, values, and belief systems.
- Employ written and therapeutic communication skills.
- Collaborate with the individual, family, and interdisciplinary health professionals to promote, maintain, or restore health, and comfort the dying.
- Manage human, physical, and technological resources in a safe and cost-effective manner without sacrificing quality nursing care.
- Participate in lifelong learning activities that promote professional growth and personal development.
- Exercise leadership skills in the management of care.

COURSE OUTCOMES:

Upon completion of this course, the student will be able to:

- use Maslow's Hierarchy in conjunction with the nursing process when providing care for adult clients and their families in acute and long-term care settings.
- demonstrate safe practice and correct application of acquired skills in the laboratory and clinical settings.
- recognize the importance of maintaining continuity of patient care.
- identify ethical, legal, and professional standards basic to the care of adult clients and their families.
- recognize the impact of various cultures, spirituality, values, and belief systems on the delivery of health care to clients.
- implement fundamental concepts of verbal, nonverbal, and written communication.
- begin to identify self as a member of the health care team.
- describe the need for effective integration of resources in the delivery of health care.
- seek opportunities for professional growth that promote lifelong learning.
- demonstrate accountability and responsibility for own actions.

Assessment:

Theory Grade

- 4 Unit Exams 65%
- Final Exam 15%
- Skills Laboratory 10%
- Health History 5%
- Community Poster Presentation 1.75%
- Culture Presentation 1.75%
- Study Guides/Homework/Quizzes 1.50%

Clinical Performance

Clinical performance is graded as pass/fail. Students who have a passing theory grade but fail clinical will not pass the course

To obtain a passing grade in the clinical component, the student must:

- meet all clinical objectives.
- complete weekly Prep Card, Care Plan, Data Base, and Weekly Self-reflective exercise.
- complete an end of semester clinical self-evaluation.

Skills Laboratory

The laboratory skill component is 10% of the final course grade. Students who have a passing theory grade but failed clinical or the skills laboratory will not pass the course.

To successfully complete this unit, the student must meet the performance criteria for each skill. Successful completion of the skill on the first attempt earns 100%. A successful completion of the skill on the second attempt earns a 75%. Any skill necessitating more than two attempts to master, receives a zero. Regardless of the grade received, the skill must be successfully completed to pass the laboratory component.

Validation:

Validation is assessed by the following methods: unit exams, final exam, weekly skills testing as well as skills competency testing, weekly clinical evaluations, ATI assignments, homework assignments, lab quizzes, health history project, culture project, community project, and weekly clinical data bases and care plans.

Results:

Fifty six students began the course. Thirty seven students successfully completed the course.

Ten students withdrew from the course, two of which changed their status to “audit”, three realizing this was not for them, and the others withdrawing early-mid-semester for academic reasons. These students did not take the ATI Fundamentals competency.

Seven failed to achieve a 75% on the exam average, therefore failing the course. Of these students, one student received a Level 2, four received a Level 1, and one student received Below Level 1 on the ATI Competency exam. Of the remaining students who passed the course, one received a Level 3, 23 received a Level 2, 10 received a Level 1, and 5 received Below Level 1. This represents a significant improvement on the ATI competency exam over last year’s performance.

There were five students in the skills competency, and two were unsuccessful, thus failing the course.

There were no students unsuccessful in the course due to attendance issues.

Thirty seven (66.07% of those starting NUR 116/117) successfully completed the Foundations of Nursing course. This is a decrease of 5% from Spring 2017.

53.3 % percent achieved at Level 2 or above on the ATI Fundamentals Comprehensive Exam. This is an increase of 36% from Spring 2017. 31.1% scored a Level 1 and 13.3% scored below a Level 1. These demonstrate improvements of 22% and 14% respectively.

73.9% of the students who took the Dosage and Calculation Math Competency test passed on the first attempt. This was a 10.4% decrease from those who passed on the first attempt in Spring 2017. All students (100%) passed on the second attempt after advisement and remediation.

Follow-up:

Faculty, and Student Support Specialist (if vacancies are filled) will continue to attend the advisement and orientation days to introduce resources available to students for success. The vacancies in the department represent a

BSN cohort students (and others) will continue to use resources in the satellite labs as the support staff vacancies are filled.

Faculty will continue to invite and encourage students who do not meet the 75% exam benchmark for counsel, advisement, and development of remediation plan for success.

Faculty and student advisors will continue to meet and guide students throughout the semester.

ATI resources will continue to be a required component of the course.

ATI resources will continue to be incorporated in remediation plans for at-risk students.

Students who achieved a Level 1 or below, on the ATI Fundamental Competency Exam, met with Michele Blash for directions regarding remediation.

Faculty will continue review course content and make adjustments as needed.