Course Outcome Guides

Course/Program Title: Contemporary Issues in Nursing  
Course/Program Team: NUR 228 Fall 2019 Section A01 & A02  
Expected Learning Outcomes: Student Learning Outcomes in conjunction with the QSEN Competencies

Student Learning Outcomes

1. Utilize critical thinking in implementation of nursing process to plan care for individuals and families that promotes health throughout the lifespan in a variety of settings. (QSEN 3)

2. Adhere to quality of care and safety standards in both acute and community based environments. (QSEN 5,6)

3. Facilitate the continuity of care for individuals in various acute and community based environments. (QSEN 1)

4. Practice within the ethical and legal framework of the nursing profession. (QSEN 1)

5. Provide compassionate care and serve as advocates for individuals and families, respecting their diverse cultures, spirituality, values, and belief systems. (QSEN 1)

6. Employ therapeutic verbal, nonverbal, and written communication skills. (QSEN 2)

7. Collaborate with the individual, family, and interdisciplinary health professionals to promote, maintain, or restore health, and comfort the dying. (QSEN 1,2)

8. Exercise leadership skills in the management of care. (QSEN 3, 4, 5)

QSEN applied to Student Learning Outcomes Legend

1. Patient Centered Care  
2. Teamwork & Collaboration  
3. Evidence Based Practice  
4. Quality Improvement  
5. Safety  
6. Informatics

QSEN Competencies

Patient Centered Care - Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs.

Teamwork and Collaboration - Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.
Evidence-Based Practice - Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

Quality Improvement - Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.

Safety - Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.

Informatics - Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.

Institutional Student Learning Objectives

Demonstrate personal and social responsibility by practicing responsible citizenship, being open to new ideas, and understanding the value of moral sensitivity and cultural diversity.

Practice intellectual skills such as critical and independent thinking, effective communication, and knowledge acquisition and application.

Demonstrate self-direction, persistence and lifelong learning.

Assessment: Projects, written assignments, 4 examinations, homework and 1 graduate nurse module, case studies, weekly discussion questions, resume and cover letter.

Below you will find the topics that are taught in the Leadership course.

UNIT I: Professional Growth and Transition

1. Role Transitions
2. Personal Management: Time and Self-Care Strategies
3. Mentorship, Preceptorship, and Nurse Residency Programs

UNIT II: Career Development

4. Employment Considerations: Opportunities, Resumes, and Interviewing
5. NCLEX-RN® Examination and the New Graduate

UNIT III: Nursing: A Developing Profession

6. Historical Perspectives: Influences on the Present
7. Nursing Education
8. Nursing Theory
9. Image of Nursing: Influences of the Present

UNIT IV: Nursing Management

10. Challenges of Nursing Management and Leadership
11. Building Nursing Management Skills
UNIT V: Current Issues in Health Care

15. The Health Care Organization and Patterns of Nursing Care Delivery
16. Economics of the Health Care Delivery System
17. Political Action in Nursing
18. Ethical Issues
19. Legal Issues

UNIT VI: Contemporary Nursing Practice

21. Cultural and Spiritual Awareness
22. Quality Patient Care
23. Nursing Informatics
24. Using Nursing Research in Practice
25. Workplace Issues
26. Emergency Preparedness

Assessment: Projects, written assignments, 3 examinations, homework.

Validation: This is a non-clinical course in which the majority of the grade is determined by theory examinations. The course is divided into two sections; A01 and A02. Section A01 is a hybrid class with lecture every other week over a 7.5-week time period. Section A02 is being offered as an online course over a 7.5-week time period. The ATI Leadership Content Mastery Exam is administered at the end of the course prior to the final exam.

Results: There were 36 students enrolled in NUR 228 with 35 students successfully completing the course.

Follow-up: Grade Distribution: A- 1, B- 31, C- 1, D- 0, F- 1.

I will review the student evaluations and the ATI Leadership Content Mastery Examination to determine any changes in teachings that need to be addressed.

ATI Content Mastery Exam for Leadership:

- Level 3: 0 students
- Level 2: 11 students
- Level 1: 21 students
- Below Level 1: 3 students

One student did not take the ATI Leadership Exam.

Explanation of the above levels for ATI:

Below Level 1

Scores below the Proficiency Level 1 standard can be considered between 0.0% to 60.0%
minimum expectations and can 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.

Level 1

Scores meeting the Proficiency Level 1 standard can 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-RN 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.

Level 2

Scores meeting the Proficiency Level 2 standard can 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-RN 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 3

Scores meeting the Proficiency Level 3 standard can 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-RN standards in this content area. ATI advises these students to engage in continuous focused review to maintain and improve their knowledge of this content.

Individual National Mean 72.2%
% of Group Above Individual National Mean 42.9%

Individual Program Mean 72.2%
% of Group Above Individual Program Mean 42.9%

ADJUSTED GROUP SCORE
The adjusted group score is the average of the adjusted individual total scores for this group of students. It is on a scale of 0% to 100%.

ADJUSTED INDIVIDUAL TOTAL SCORE
To adjust for possible differences in difficulty among the forms of this assessment, the raw score (the total number of items correct) is converted to the adjusted individual total score through a process known as equating. The adjusted individual total score is on a scale of 0% to 100%.

NATIONAL GROUP PERCENTILE RANK
This is the percentage of groups who scored at or below
your group score.

**PROGRAM GROUP PERCENTILE RANK**
This is the percentage of groups within your program type who scored at or below your group score.

**Conclusion:**

I have noticed a perplexing development regarding the students taking the ATI Leadership exam at the end of Leadership where there are a large number of students in Level 1 then later in the semester after Medical-Surgical III they have one of the highest scores overall for Leadership on the Comprehensive Predictor. After looking at the results of the Leadership Exam, Med-Surg and the Comprehensive Exam, I noticed that a lot of the content that I teach in Med-Surg III is part of the questions that are used for the ATI Leadership exam. This results in lower scores for the Leadership ATI exam, however I am not concerned because their scores do come up significantly on the Comprehensive Predictor and they are prepared to take the NCLEX-RN.

**Budget Justification:**
- It is a required course by the State Board of Nursing. Continue with the ATI Program