

Course Outcome Guides

Course /Program Title: Medical Surgical Nursing 1

Course Program /Team: Nursing 229 Spring 2019 Sessions A & B

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Submitted by:

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

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.
11. Demonstrates the accountability and responsibility for own actions.

Assessment: (How do or will students demonstrate achievement outcome?)

Knowledge / Learning Acquisition:

1. **Class:** 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:** 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.
3. **Class:** Complete case studies that align with course curriculum 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 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. **Class:** Professional Standards 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:** Knowledge and Care for Diverse Cultures Include learning objectives specifically for diversity in genders, culture and ethnicity. This includes case studies, quizzes and exams.
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:** Practice at interpreting lab reports, needs assessment and cultural awareness.
Lab: Verbally give accurate information during post – conference debrief for lab simulation
Clinical: Employ therapeutic verbal and nonverbal communication techniques and modify as needed. Document in the Electronic Medical Record EPIC with accuracy.
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. Respond to immediate situations appropriately and professionally.
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. Encouraged to become a member of the Student Nurses Association ((SNA)

10. **Class:** Participate in case studies that include leadership and delegation roles of the nurse in patient care.

Lab: Participate as the primary, secondary and medication nurse in the simulation scenarios.

Clinical: Enhance leadership skills while caring for two adult patients.

Safe Practice and Standards

- QSEN (Quality and Safety Education for Nurses) Concepts incorporating themes of Patient-Centered Care ,Teamwork & Collaboration , Evidence Based Practice, Quality Improvement, Safety , and Informatics have imbedded in class , clinical and simulation activities. These are concepts that will continue to be used in their clinical practice as a nurse.
- Beginning in Fall 2018 the QSEN standards were incorporated into the nursing program student learning outcomes (PSLO) and will provide consistency across the program and a more formal way to measure /track results

Validation:

1. **Class:** NUR 229 has three unit exams, one final exam, four quizzes, physical assessment project, geriatric safety project, continuing education assignment on HIV and AIDS, heart failure, HIV, and central line case study assignment and 8 modules in ATI to complete. An overall exam 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 physical assessment, tracheal suctioning, IV push and blood glucose. Simulation scenarios are experienced for Asthma, CVA, Seizures, and a hypoglycemic event. This semester a head to toe assessment check off was added.
Clinical: By the end of their clinical rotation, NURS 229 students must be able to care for a minimum of two patients. They will 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 will receive a score of 138 points or higher on their final clinical evaluation, which is completed by the clinical instructor.
2. **Class:** 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 Geriatric mini mental examination; oxygen therapy, administer

a nebulizer treatment, suctioning a trachea, changing a tracheostomy dressing, and measuring blood glucose. Each simulation scenario has a medication component that may include administering oral, intramuscular, subcutaneous or parenteral medication.

3. **Class:** Case studies are used as a learning tool in lecture as well as lab
Lab: Various simulation scenarios such as Acute Asthma, Cardiac and stroke with seizure 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 NURS 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:** Critical Thinking and Use of Technology
Lab: Learn new technology by practicing on the monitors, etc.
Understand and connect the cost of supplies and the importance of budgetary costs.
Clinical: Use the agencies system to track supplies used in the clinical setting. Incorporate use of new technologies learned in the care of patients.
7. **Class:** Completion of a written APA Paper on HIV /AIDS which correlates to the Immunity section of NUR 229.
Lab – A case study on HIV/AIDS is completed and reviewed in the lab.
Clinical: Seek out as many learning opportunities as possible during the clinical rotation. Assigned to specialty areas such as Wound Clinic, ICU, ED, Dialysis, Cath Lab and Interventional Radiology. Students will write a (1) page journal on this experience
8. **Class:** Students have numerous case studies that enhance their knowledge of being a patient advocate.
Lab: Each student serves as the primary, secondary and medication nurse in a simulation lab.
Clinical: Students increase their knowledge and critical thinking by caring for two adult patients. They are required to complete a data base, physical assessment, care plan and clinical reasoning template. They are given a question after report to identify 3 main diagnosis to focus on throughout the shift.

Results:

1. **Class:** Students in **NUR 229 A-01** 12/21 were successful in meeting/maintaining a 75% or above on exams and will progress, Nine (**9**) students did not meet the 75% mandatory minimum to pass, **1/9** chose to withdraw completely due to personal issues, **7/8** of those students will have the ability to re-enroll in NUR 229 in Fall 2019. **1/8** this was the second failure and is interested in the LPN program.
2. **Students in NUR 229 B-01 (17/20)** were successful in maintaining the 75 % exam average and will progress. **Three (3)** students did not meet the 75% exam average. **One (1)** student out of **three (3)** will have the opportunity to re-enroll in NUR 229 Fall 2019. The other 2 students ; this was their second failure
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 eight students were successful in clinical with a "pass".

All students **except (3)** were able to attain 90% on math exam. The aforementioned students were able to remediate with a math tutor and attain the 90% on the second attempt.

3. **Class:** All students received a 75% or greater on the gerontology safety assessment.
Lab: All students received a "pass" on the safety competency testing.
Clinical: All students met the care and safety standards on the various units at Meritus Medical Center as evidenced by the clinical evaluation.
4. **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 with the focus on medication safety
Clinical: Students were able to incorporate teaching in their patient care as per assessment revealing the need for teaching of Diabetes Mellitus.
5. **Class:** Forty two (42/42)students achieved an average of 75% or greater on quizzes & assignments
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, faculty and staff 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. Clinical Reasoning Templates reflected identification of client values and beliefs and cultural issues (i.e. diet, religious beliefs).
6. **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.

7. Lab: Students developed case studies from scenarios. In addition case studies were used for simulations. Students were involved in admission and discharge teaching involving medications and follow-up care. 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, EPIC and the vital sign Capsule at Meritus. 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.

8. Class: All students completed the APA paper and maintained a 75% or greater on the assignment

Clinical: Students were able to engage in nursing rounds. They were given as many learning opportunities as possible, including assisting with trauma, dialysis patients, chest tubes, tracheostomy suctioning medication administration, observation of blood administration, admission and discharges and transfers within the hospital setting.

9. 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: (How have you used or how will you use the data to improve student learning?)

- 1. Math /Drug Competency:** A calculation policy is used consistently in all nursing courses. The students are provided a written copy of the policy in their Nursing Student Handbook. The policy is printed on the math competency quiz and on the first unit exam.
Online tutorials, imbedded simulation and worksheets have been incorporated for practice. Remediation with the professor is strongly encouraged and referral to the LRC tutors has been provided for students who have had difficulty with drug calculations. Additionally, a math tutor has been incorporated for a one hour review during the first week of class.
- 2. Student Preparedness / Initiative/Imbalance:** Students with lower course work and exam scores have acknowledged work hours, life balance have significantly impacted their ability to prepare adequately for class, lab and clinical. Many have expressed they are working multiple shifts, juggling personal challenges, child care and disturbed sleep cycles. The students who did not maintain the 75 % pass rate acknowledged not taking advantage of peer study groups, tutoring, nor participate in post review exam sessions. Most did not take advantage of the instructors' offer of one on one remediation until the end of the semester.

Plans to address these issues will be to continue to advise and encourage students throughout the semester and take advantage of all resources available. Additionally, it will be verbalized to students to re-evaluate balancing course work, work life and personal challenges along the way.

3. **Incorporation of Imbedded Case Studies for Lab and Flipped Classroom Activities:**

Using the resource material from Ignatavicus / Lewis textbook and learning management system; imbedded case study scenarios were utilized via computer. Social Media sites such as YouTube were used to enhance the generation of visual learners. These case studies correlated with the body systems /disease/disorders in lecture. This enabled students to make the connection when analyzing patient data and obtaining an accurate history and physical assessment. This semester **concept mapping** was introduced and used **to flip the classroom. This exercise empowered the student to teach peer -peer** Additionally, students were given and disease disorder to present as a peer teaching project. This will enhance strategies to encourage reading, comprehension and study techniques. ATI practice questions have been incorporated into the classes' homework assignments.

4. **Remediation after Exams** Students who fail to meet the mandatory minimum of 75% on exams are to meet with the instructor to review testing strategies and remediation tips. They are also to complete a "Learning Tool Inventory Checklist" to visualize what they can do to be successful in the program.

Budget Justifications: (What resources are necessary to improve student learning?)

With the start of fall semester 2018 lab times began (1) hour earlier for the first 5 weeks of the semester. This earlier start time has clearly allowed the instructors to apply more individualized instruction and more one on one time with specific skill sets.

1.. Enrollment of the spring semester of 24/20 students (respectfully) enhanced the learning for students in the lab and simulation skills session. As the lab capacity is only 24 seats the enrollment numbers for **SPRING 2019** were extremely manageable. Instructors could see a clear difference in the student's engagement, attention and learning experiences. The lab capacity for seating and simulation has been challenging. Many times throughout the semester/s there were not enough seats available in the lab setting creating a learning challenge for those students that required additional time.

2. **Designated Storage Area / Lockers for Students.** There is not a **designated area** for students to place lab packs, textbooks and equipment needed to use in lab and simulation. A **storage area/s with lockers** (see dental lab) is needed for students to store items during lab time. With the increase in enrollment size and nurse –student ratio in the lab there are times where the lab skill and simulation exercises are compromised due to time constraints vs. number of students. If increase class size will continue to be a reality lab times, space and skills will need to be further divided to offer additional lab sessions

3. **Electronic Health Record / Scanning devices and Pyxis** need to be incorporated into the simulation lab. This resource should parallel what is occurring in the community facilities where clinical is completed. Medication Administration is not performed in the clinical setting as it is simulated in the lab setting. (Using a paper medication record and no barcode scanner)

4. Full Time Nursing / Remediation tutor- Due to the large enrollment numbers, AND added programs (Paramedic –RN, Military – RN) it should be noted that the student of today is requiring more time for tutoring and advising due to the imbalance of their life. **(See Student Balance and Preparedness)**. I will also refer to the number of failures in the **NUR 229 A01 SECTION 9/24 and NURS 229 B01 Section 3/20**.

My questions are:

- Is this going to be a trend?
- Should we be tracking and trending this?
- Is taking general education courses with nursing courses affecting the pass/fail rates?
- Should students that fail one course be made to wait/ stop and take that course before progressing on to another? (i.e. Failing MS1 and proceeding to Pharmacology)
- Is this a good plan for success?

With the expanded roles of the full time faculty (additional student advising) continuing education, and professional development requirements, tutoring / remediation /counseling students can be very challenging to fit into a day's schedule.