

## Course Outcome Guides

**Course/Program Title: Nursing Care of the Acute and Chronically Ill Adult III**

**Course/Program Team: Nur 231 Spring 2019 Session B**

**Expected Learning Outcomes: Refer to Course Syllabus**

### **Student Learning Outcomes for the Course**

1. Utilize critical thinking in implementation of the nursing process to plan care for individuals and families that promotes health through the lifespan in a variety of settings.
2. Adhere to quality of care and safety standards in both acute and community based environments.
3. Facilitate the continuity of care for individuals in various acute and community based environments.
4. Practice within the ethical and legal framework of the nursing profession.
5. Provide compassionate care and serve as advocates for individuals and families, respecting their diverse cultures, values, and belief systems.
6. Employ therapeutic verbal, nonverbal, and written communication skills.
7. Collaborate with the individual, family, and interdisciplinary health professionals to promote, maintain, or restore health, and comfort the dying.
8. Manage human, physical, and technological resources in a safe and cost-effective manner without sacrificing quality nursing care.
9. Participate in lifelong learning activities that promote professional growth and personal development.
10. Exercise leadership skills in the management of care.

### **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**

Assessment of the student is provided through three-unit exams and a comprehensive final; case studies in critical care nursing to enhance application skills; five critical care simulations in lab; ATI Medical-Surgical and Comprehensive Predictor Assessment Exams and a Capstone clinical in various practice areas with a mentor from local hospitals and outpatient facilities. In addition, mentors provide feedback on the student's clinical performance through a comprehensive evaluation tool. Furthermore, students provide feedback on the mentors they have in Capstone that helps with future placements and to make any improvements that need to be made.

### **Validation**

ATI testing at a Level 2 or above for Med-Surg and the Comprehensive Predictor, exam average of 75 % or greater, passing 50% of exams, pass lab, capstone and simulation.

### **Results**

Total of 36 students successfully completed the course: 1 A's, 31 B's, 1 C, 0 D's, 0 F's,

*ATI proficiency*; Adult Medical/Surgical 2016 encompasses all three Medical/Surgical courses; Med/Surg 1, Med/Surg 2 and Med/Surg 3.

**Med-Surg ATI Exam Level 3 = 5 (15.2%), Level 2 = 23 (69.7%), Level 1= 5 (15.2%), Below Level 1= 0**

Remediation through practice exams with ATI is pending for students who scored at Level 1 for a total of 5 students. If they do not pass the ATI Comprehensive Predictor with a Level II, which is required, by the nursing program. In addition, the students will take ATI Live Review in May to review in depth for NCLEX exam.

**Level 1= 5 (15.2%)** - 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.

**Level 2 = 23 (69.7%)**- 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.

**Level 3 = 5 (15.2%)**- 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.

### **Comparison of student performance involving Hagerstown Community College Nursing Program to national nursing programs:**

Individual Program (HCC) Mean: 69.1%

Percentage of Group above the Individual Program Mean: 78.8%

### **Comparison of individual student performance on the ATI Medical/Surgical Exam to the national average of students taking the test:**

Individual National Mean: 68.7%

Percentage of Group Above the Individual National Mean: 84.8%

### **Follow-up**

ATI Medical-Surgical Test is a designated test taken in the Testing Center after all of the Med-Surg courses had been taken. The ATI group performance profile has shown that students need work in areas such as: *Electrocardiography and Dysrhythmia Monitoring: Assessing a Client who has Atrial Fibrillation*. There are more areas that I note of that and will revise my teaching accordingly.

The decision has made to change the medical-surgical textbook to the Medical-Surgical text by Ignatavicus in Fall 2019. The current text that is being used is the Medical-Surgical text by Lewis. The students have complained that they do not like the textbook because they feel it is difficult to read. The medical surgical team discussed this problem at length and decided we would like to make this change. This book allows the nursing students to gain the knowledge that is needed to pass our Med-Surg courses in an easier to read format. Our director agreed with our conclusion.

The critical care course is comprised of units which have 3-4 topics that are covered over 2-3 classes then a class is devoted to case studies incorporating all materials. I decided to teach the course in this way because the students needed to be able to apply what they have learned. They use a Case Study booklet that I have written and it is helping them with application.

There is always room for improvement and I plan to look at my powerpoints and change them where it is needed. In addition, I have recorded lectures on Moodle, so the students can listen to the lectures as much as they need too.

I continue to use the cardiology packet I have written for the students to work on and it seems to have helped them with the cardiology aspect of the course. I have identified some of the areas that students are having problems with in this area and I will address this in my course this coming year. The students struggle with cardiology because it is one of the most difficult aspects

of this course. They have to learn 10 dysthymias in a week and half, plus the treatments and drugs used for treatment, in order, to prepare them for NCLEX.

Also, I have continued to use the module on blood gases because this is a concept that the students have problems with. At first the students have problems with blood gases because it is a difficult concept; however, the module seems to help a great deal. The module gave them three different ways to figure out blood gasses and they were able to choose the one that works best for the student. This summer I plan to write a module on critical burn care which will reinforce lecture and give them some feedback on what they need to study.

Disaster nursing seems to be an area that they have some difficulty in because it is an area that they don't normally deal with, however, it is very important that nurses have exposure to training in this area. This Spring we did our own Disaster Drill which was a success. The objectives of this mini-course are to provide a host of disaster planning and preparedness, response, recovery and mitigation services to local, regional, state and national agencies and departments as well as community and faith-based organizations and nursing students. Their philosophy is to use innovative technology that engages people, organizations and agencies to work together to prepare the whole community for the next emergency or disaster. This exercise had great results which was shown in higher test scores for students in this area.

Another method for students to apply knowledge learned is through simulations which are a mixture of testing students on what they have learned and using the principle of teachable moments and the debriefing session after the simulation to reinforce difficult concepts. The last simulation that they do is Mega-Code which really can cause a lot of anxiety for the students. I do not give them the scenario but I give them their roles ahead of time, in order, to alleviate some stress.

### **Comprehensive Predictor**

The Comprehensive Predictor is a national test that predicts the probability of nursing students passing NCLEX-RN on the first attempt.

The purpose of the "Predicted Probability of Passing NCLEX-RN on the First Attempt" is to provide a numeric indication of the likelihood of passing the NCLEX-RN at the student's current level of readiness. For example, a student with a score of 71.3% would be expected to have a 93% chance of passing the NCLEX-RN on the first attempt.

The Comprehensive Predictor has questions from Fundamentals, Medical-Surgical, Maternal/Newborn, Mental Health, Nursing Care of Children, Leadership, Community Health, Nutrition and Pharmacology. The Comprehensive Predictor tests the ability of students to apply medical-surgical nursing knowledge to clinical problems experienced by adults. Topics include care of clients with cardiovascular, hematologic, gastrointestinal, neurosensory, endocrine, fluid and electrolyte, integumentary, lymph/immune/infectious, renal and urinary, musculoskeletal, reproductive, and respiratory disorders as well as topics relevant to perioperative nursing care and emergency care/triage. The levels were determined as follows:

Level 3 – 85.0 – 100.00%; 5 students

Level 2 – 70.7- 84.9%; 29 students

Level 1 – 60.0%- 70.6%; 0 students

Below Level 1 < 59.9%; 0 students

Predicted Probability of Passing NCLEX-RN Number of students at Probability of Passing RN Comprehensive Predictor 2019 Individual Score	99% 11 students > = 80 %
Predicted Probability of Passing NCLEX-RN Number of students at Probability of Passing RN Comprehensive Predictor 2019 Individual Score	98% 14 students 77.2% - 79.4%
Predicted Probability of Passing NCLEX-RN Number of students at Probability of Passing RN Comprehensive Predictor 2019 Individual Score	96%-97% 8 students 74.0% - 76.8%
Predicted Probability of Passing NCLEX-RN Number of students at Probability of Passing RN Comprehensive Predictor 2019 Individual Score	94%-95% 3 students 72.0% - 73.4%
Predicted Probability of Passing NCLEX-RN Number of students at Probability of Passing RN Comprehensive Predictor 2019 Individual Score	91%-93% 1 student 70.0% - 71.4%

**Budget Justification:** Continue to use ATI and Simulation Lab in order to reinforce lecture and application of concepts of critical care.