Course Outcome Guides

Course/Program Title: Nursing Care of the Acute and Chronically Ill Adult III
Course/Program Team: Nur 231   Spring 2017   Session B
Expected Learning Outcomes: Refer to Course Syllabus

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; 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 make any improvements that need to be made.

Validation

ATI testing, exam average of 75 % or greater, pass lab, capstone and simulation.

Results
Total of 36 students successfully completed the course: A's, B's, C's, 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 and Comprehensive Predictor which tests the students on all areas of courses taken in the nursing ADN program.

Med-Surg ATI Exam Level 3 = 7 (19.4%), **Level 2** = 24 (66.7%), **Level 1**= 4 (11.1%),

Below level 1 = 1 (2.8%) Scores below the Proficiency Level 1 standard can be considered below minimum expectations and can be indicative of significant risk in this content area.

Remediation through practice exams with ATI is pending for students who scored below Level 1 and Level 1 for a total of 5 students. The students will take ATI Live Review in May to review in depth for NCLEX exam.

Level 1= 4 (11.1%) - 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.

Level 2 = 24 (66.7%)- 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 = 7 (19.4%)- 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: 68.9%
Percentage of Group above the Individual Program Mean: 80.6%

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

Individual National Mean: 68.3%
Percentage of Group Above the Individual National Mean: 86.1%

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: Angina and Myocardial Infarction: Client teaching about medications. There are more areas that I note of that and will revise my teaching accordingly.

I feel that the new textbook is providing the students with the knowledge that is needed as a nurse caring for a critically ill patient. Some students have complained that they do not like the textbook because they feel it is difficult to read. I would like to take a look at this as a team (faculty) and see if their complaints have any basis. There is always room for improvement and I plan to look at my powerpoints and change them where it is needed. 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. My plan is to do some revision to this module and go in-depth with assessment of and medications for Atrial fibrillation because it is the most common arrhythmia in the adult population. 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 them. They had marked success on the first exam on Critical Care Respiratory and their ATI scores in this area were 91.7%. This semester I plan to write a module on endocrine and neurology 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. I have a few lectures on Moodle eventually I would like to have all of my lectures online so they can go back and listen to them if they are unsure of a concept and to have them all closed captioned.

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. My plan is to eventually merge the modules I have written with the Case Study Booklet that I wrote a last year.

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. I have decided to have them work on a project throughout the course, Mega Code. Each lab group will

have to write a different scenario for the patient they are given. They will then run the Sim scenario as a group with assigned roles. I think they will learn the code protocol a lot better and will not come into the simulation scared of what they are supposed to do.

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 69.3% correct would be expected to have a 90% chance of passing the NCLEX-RN on the first attempt.

The test has questions from Fundamentals, Medical-Surgical, Maternal/ Newborn, Mental Health, Nursing Care of Children, Leadership, Community Health, Nutrition and Pharmacology. The medical-surgical part of this test tests three courses Med/Surg I, Med/Surg II and my course Med/Surg III/ Critical Care which had a cumulative score of 73.0%. The test measures the following:

Ability 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 – 80.0 – 100.00%
Level 2 – 68.3- 79.9%
Level1 – 66.6- 68.2%
Below Level 1 < 66.5%

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