



Nursing Program

ASSOCIATE OF APPLIED SCIENCE DEGREE IN: Nursing

2017/2018



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Nursing
ASSOCIATE OF APPLIED SCIENCE DEGREE IN:
Nursing
68 Credit Hours

Program Goals

1. Engage in professional nursing practice that is patient-centered and culturally appropriate for individuals, families, and communities.
2. Integrate principles of quality improvement and safety into nursing practice within healthcare organizations and systems.
3. Deliver nursing care that is evidence based across the lifespan
4. Demonstrate leadership behaviors through the application of policies that apply to healthcare delivery.
5. Engage in effective inter-professional collaboration in the delivery of healthcare for quality patient outcomes.
6. Utilize technologies for the management of information and in the delivery of patient care.

The program goals are interwoven with the institutional strategic goals. One of the institutions guiding principles is to enhance job effectiveness through promotion of critical thinking skills, continued training, advancement in technology, distance learning and maintaining relevant skills needed in the job market. This principle is met by meeting the program goals.

2015/18 Curriculum Profile

Associate of Applied Science degree

Institutional Proficiency Requirement: In addition to the courses listed below for this program of study, students must also complete institutional proficiency of [MATH095](#).

Pre-requisites for Nursing Program (25 hours)

AH244	Pathophysiology	4 credits
BIO217	Human Anatomy & Physiology I	4 credits
BIO218	Human Anatomy & Physiology II	4 credits
PSYC101	Introduction to Psychology	3 credits
PSYC242	Developmental Lifespan	3 credits
ENG111	Freshman Composition I	3 credits

(4 credits from one of the following: [BIO105](#), [BIO110](#), [BIO201](#), [BIO216](#), [CHEM105](#), or [CHEM111](#))



BIO105	Introduction to Biology	4 credits
BIO110	General Biology	4 credits
BIO201	Medical Microbiology	4 credits
BIO216	Microbiology	4 credits
CHEM105	Introduction to Chemistry	4 credits
CHEM111	General Chemistry	4 credits

General Education Core (3 hours)

Area I. Communications (3 hours)

ENG115	Freshman Composition II	3 credits
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Program Requirements - LEVEL I (7 hours)

NRSG1080	Introduction to Nursing Concepts	3 credits
NRSG1100	Principles of Nursing Practice	4 credits

Program Requirements - LEVEL II (13 hours)

NRSG1580	Nursing Pharmacology	3 credits
NRSG1530	Health & Illness Concepts I	3 credits
NRSG1570	Health Care Participant	3 credits
NRSG1640	Assessment and Health Promotion	4 credits

Program Requirements - LEVEL III (10 hours)

NRSG2030	Health & Illness Concepts II	3 credits
NRSG2060	Professional Nursing Concepts I	3 credits
NRSG2080	Care of Patients with Chronic Illness	4 credits

Program Requirements - LEVEL IV (10 hours)

NRSG2230	Health & Illness Concepts III	4 credits
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[NRS2640](#) Clinical Intensive I 4 credits

[NRS2960](#) Nursing Capstone 2 credits

Program Map

The program map marks courses that are scheduled by semester in order to complete this degree within two years (or one year if applicable). Refer to Appendix A for the program map.

Professional Development

Maxine Hughes	Nursing Educators Conference – Nursing Education and the Resurgence of Primary Care Nursing: Expanding the Role of the Registered Nurse	12.1 Contact Hours
	ACEN Self-Study Forum and Post Session Standards 4 and 6	11.5 Contact Hours
	Making the Transition from Staff to Supervisor	6 Contact Hours
	NMNEC November 2017 Statewide Meeting and Workshops	4.25 Contact Hours
	Directors and Chairs: Leadership Strategies for Survival	1 Contact Hour
Susan Grohman	Lesson Planning: Creating Classes That Foster Student Learning	1 Contact Hour
	Nursing Educators Conference – Nursing Education and the Resurgence of Primary Care Nursing: Expanding the Role of the Registered Nurse	12.1 Contact Hours
	Nursing Educators Conference – The Challenges of Building a Diverse Nursing Population from Students to Workplace	13.16 Contact Hours
	ACEN Self-Study Forum and Post Session Standards 4 and 6	11.5 Contact Hours
	NMNEC November 2017 Statewide Meeting and Workshops	4.25 Contact Hours
	Simulation Institute: Simulation Education, Advanced Debriefing Track	13 Contact Hours
Jackie Romero - Arguello	Capital Challenge 2018 Nurses Day at the Capitol	6.0 Contact Hours
	NMNEC November 2017 Statewide Meeting and Workshops	4.25 Contact Hours
Irma Joy Shrum	Continuing Master’s in Nursing	
Lucia Gomez-Vaughan	Test Item Writing: From Knowledge to Analysis	1.25 Contact Hours
	Item Analysis Made Easy	1.25 Contact Hours

	Alternate Format and Innovative Test Items – Critical Thinking Matters	1 Contact Hour
	Test Blueprints: A Formula for Success	1.25 Contact Hours
	Nursing Educators Conference – Nursing Education and the Resurgence of Primary Care Nursing: Expanding the Role of the Registered Nurse	12.1 Contact Hours
	Simulation Institute: Simulation Education Operators Track	13 Contact Hours
Sierra Fernandez	Fred Pryor EXCEL Basics and Advance	12 Contact hours
Elaine Montano	Fred Pryor EXCEL Basics and Advance	12 Contact Hours

Continuing education conferences and courses are directly related to improving student outcomes in the department. Increase the faculty and staff knowledge will help students be more successful as the faculty will be more education in their field and in the educational process and the staff will know better how to support the students and faculty during the educational process.

Courses Offered by Semester

Fall 2017

NRSG1080 Introduction to Nursing Concepts	NRSG1100 Principles of Nursing Practice	NRSG216H Mental Health Nursing (HY)
NRSG217 Mental Health Nursing Practicum	NRSG218H Family Nursing II (HY)	NRSG219 Family Nursing II Practicum
NRSG224H Adult Nursing I (HY)	NRSG225 Adult Nursing I Practicum	NRSG254H Pharmacotherapeutic Interventions III (HY)

Spring 2018

NRSG1530 Health and Illness Concepts 1	NRSG1570 Health Care Participant	NRSG1580 Nursing Pharmacology
NRSG1640 Assessment and Health Promotion	NRSG220 Management of Client Care within Community	NRSG222 Transitional Practicum
NRSG234 Adult Nursing II	NRSG235 Adult Nursing II Practicum	NRSG255 Pharmacotherapeutic Interventions IV

Summer 2018

N/A

Retention Rates Fall to Spring

Program	Total Fall Enrollment	Spring Enrollment*
Nursing Program Level 1	24	22

Nursing Program Teach-Out	19	17
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*Spring census date; if you don't have it, put end of Spring semester enrollment but caveat with
** asterisk and explain.

Student Enrollment (Three-Year Annual Trend)

2015/2016	2016/2017	2017/18
44	41	43

Enrollment remains consistent for the program. Admission criteria is strictly adhered to and a maximum of 24 students may be admitted per year.

Fall By Course

Course	Credit	# Students Enrolled	Student Credit Hours
NRSG1080 Introduction to Nursing Concepts	3	24	72
NRSG 1100 Principles of Nursing Practice	4	24	96
NRSG216H Mental Health Nursing	2	19	38
NRSG217 Mental Health Nursing Practicum	1	19	19
NRSG218H Family Nursing II	2	19	38
NRSG219 Family Nursing II Practicum	1	19	19
NRSG224H Adult Nursing I	2	19	38
NRSG225 Adult Nursing I Practicum	1	19	19
NRSG254H Pharmacotherapeutic Interventions III	1	19	19

Spring by course

Course	Credit	# Students Enrolled	Student Credit Hours
NRSG1530 Health and Illness Concepts 1	3	22	66
NRSG1570 Health Care Participant	3	22	66
NRSG1580 Nursing Pharmacology	3	22	66
NRSG1640 Assessment and Health Promotion	4	22	88
NRSG220 Management of Client Care within Community	2	17	34
NRSG222 Transitional Practicum	2	17	34
NRSG234 Adult Nursing II	2	17	34

NRSG235 Adult Nursing Practicum	2	17	34
NRSG255 Pharmacotherapeutic Interventions IV	1	17	17

Summer by Course

N/A

Student Graduation (Three-Year Annual Trend)

2015/2016	2016/2017	2017/18
16-55%	10-47%	17-67%

The graduation rate has increase in the last academic year. This is attributed to intrusive advisement and remediation policies within the program. See appendix B for the Nursing Student Success Model.

Synopsis of Significant Findings

December 15, 2017 Director Susan Olson retired

January 3, 2018 Maxine Hughes Assistant Director was appointed Director

Department is operating with all faculty and staff positions filled

February 16, 2018 1 Full time faculty, Jackie Romero- Arguello placed on Workers Comp leave. Out for the remainder of the semester. A new faculty Joy Shrum took over the course load under the director's supervision.

March 12, 2018 Student Services Staff transfers to Preschool, other staff fill until new person hired.

May 12, 2018 Carla Musser full time faculty resigns to leave the state

May 2018 70% of graduates pass the ATI predictor in comparison to 20% in 2017

July 1 new Student Service Staff hired as an administrative assistant 1.

Program Improvement Plans Implemented or In-Progress

Program assessment continues and WEAVE will be utilized to track the assessment and unify the assessment methods used at LCC.

Student support and intrusive advisement will continue to assure students are supported and ultimately successful.

BSN advisement will continue in order to obtain a cohort in fall 19.



Increase pre- nursing advisement and strengthen of pre-requisite courses to increase adequate preparation for successful entry into the Nursing Program.

Continue to support continuing education for faculty, and mentor newest faculty

Hire new faculty for open position

Increase NCLEX pass rates to 85% or above.

Increase completion rates to 65% or above.

Advisory Committee Work

The Nursing Advisory Committee meets biannually. NMHU hosts in the spring and LCC hosts in the fall. This collaboration was established due to the mutual community stakeholders for nursing programs in the Las Vegas area. The meeting consists of both schools sharing their program updates, and challenges. The only attendees in the fall of 17 were form LCC and NMHU. This was due to lack of planning and notification of the meeting.

The meeting in the spring of 18 was attending by both schools and 3 community stake holders. Each program presented updates and current challenges, the 3 stake holders presented their needs, and concerns and gave the schools encouragement for their endeavors.

Minutes are available in the Nursing Department

Student Advisement by Semester

Fall 17	Sierra Fernandez, Allied Health Faculty Advisor, provided the Pre- Nursing Advisement advised 84 students for pre-nursing.
Spring 18	Sierra Fernandez moved to the Nursing Dept. and continued to provide pre-nursing advisement in addition to Nursing program advisement for BSN completion She advised 64 students.

Sierra advised all TEAS admission exam takers after taking the TEAS admission exam in regards to their next steps. This helped students sign up for appropriate classed to improve their ability to pass the entrance exam as well as plan for future admission dates.

Nursing faculty advised nursing students currently in the program. All students met with their assigned advisor for mentoring on a weekly, or bi-weekly basis to check on their progress, provide support, and guidance through the nursing program. This intrusive advisement and mentoring contributed to less failures in the program as the students had early intervention and redirection to help them make the alterations necessary for their path to success.

Yearly Return on Investment

Costs for instruction are listed by course.

Fall 17

Type/students/ instructor				Total Students	Student Credit Hours	Tier	Tier Funding total (SCH X \$321)	Tuition (\$40 X # of Students)	Total Revenue	Instructor Cost	63/64 Cost	Profit (Revenue - Costs)	
Nursing Program							0	0				### \$0	
	credit hours	FALL 2017	Spring 2018	Summer 2018									
NRSG1080Intro duction to Nursing Concepts	3	Carla Musser		NA	24	72	3	23112	960	\$24,072	\$11,259	\$4,445	\$15,704
NRSG1100- 4 Principles of Nursing Practice	4	Maxine Hughes		NA	24	96	3	30816	960	\$31,776	\$26,000	\$4,445	\$30,445
NRSG216H-2 Mental Health Nursing	2	Jackie Romero-Arguello		NA	19	38	3	12198	760	\$12,958	\$8,840	\$4,445	\$13,285
NRSG217-1 Mental Health Nursing Practicum	1	Jackie Romero-Arguello		NA	19	19	3	6099	760	\$6,859	\$4,420	\$0	\$4,420
NRSG218H Family Nursing II	2	Susan Grohman		NA	19	38	3	12198	760	\$12,958	\$15,600	\$4,445	\$20,045
NRSG219 Family Nursing II Practicum	1	Susan Grohman		NA	19	19	3	6099	760	\$6,859	\$4,462	\$0	\$4,462
NRSG224H Adult Nursing I	2	Susan Grohman		NA	19	38	3	12198	760	\$12,958	\$8,925	\$4,445	\$13,370
NRSG225 Adult Nursing I Practicum	1	Anna Maria Young		NA	19	19	3	6099	760	\$6,859	\$2,340	\$0	\$2,340
NRSG254H Pharmacotherap eutic Interventions III	1	Maxine Hughes		NA	19	19	3	6099	760	\$6,859	\$6,500	\$4,445	\$10,945

Spring 18

NRS1530 Health and Illness Concepts 1	3	Susan Grohmar	NA	22	66	3	21186	880	\$22,066	\$13,388	\$4,445	\$17,833
NRS1570 Health Care Participant	3	Carla Musser	NA	22	66	3	21186	880	\$22,066	\$11,259	\$4,445	\$15,704
NRS1580 Nursing Pharmacology	3	Lucia Vaughan	NA	22	66	3	21186	880	\$22,066	\$8,962	\$4,445	\$13,407
NRS1640 Assessment and Health Promotion	4	Irma Joy Shrum	NA	22	88	3	28248	880	\$29,128	\$13,785	\$4,445	\$18,230
NRS220 Management of Client Care within Community	2	Jackie Romero	NA	17	34	3	10914	680	\$11,594	\$8,840	\$4,445	\$13,285
NRS222 Transitional Practicum	2	Carla Musser	NA	17	34	3	10914	680	\$11,594	\$7,506	\$0	\$7,506
NRS234 Adult Nursing II	2	Susan Grohmar	NA	17	34	3	10914	680	\$11,594	\$8,925	\$4,445	\$13,370
NRS235 Adult Nursing Practicum	2	Shawnte Lujan	NA	17	34	3	10914	680	\$11,594	\$9,360	\$0	\$9,360
NRS255 Pharmacotherap eutic Interventions IV	1	Maxine Hughes	NA	17	17	3	5457	680	\$6,137	\$6,500	\$4,445	\$10,945
Total									\$269,997			234,656

The above budget analysis demonstrated that the Nursing Program is operating within its budget.

Alumni Surveys

The Nursing Department in spring of 18 attempted to increase the number of responses from graduates by placing the survey on Google Survey. There was one response from an Alumnus giving us a 10% response. The one response received scored every item as a 1 or 2 on the 1-4 scale 1 being poor 4 being best. Given the poor response and the lack of response no action was taken in regards to a single individual giving poor responses.

Program Learning Assessment Plan (WEAVE)

Appendix B provides the program assessment of learning plan created by the faculty.

Student Alumni

There are difficulties keeping in contact with students after graduation. Fortunately, due to clinical site usage the Nursing Department may encounter a graduate while out in the clinical area. Students who leave the area may be more difficult to track as they change phone numbers, addresses, and do not respond when requesting information.

Other methods used to keep in touch are the use of social media, and word of mouth.

Student	Job	Location	College	Location	Degree seeking
1 KR	Christus	Santa Fe			
2 SR	Presbyterian	Albuquerque			
3 BJ	Alta Vista	Las Vegas			
4 DG	Vida Encantada	Las Vegas			
5 JC	Was at Alta Vista but left unsure of employment status				
6 CM	unemployed	Returned to Illinois to be with family			
7 DR	Colfax Regional	Santa Rosa			
8 JM	Started at Alta Vista went to Presbyterian	Albuquerque			
9 DR	El Centro	Las Vegas			
10 KL	Alta Vista	Las Vegas			

Curriculum Committee Work

The following courses were submitted to the curriculum committee to align them with NM articulation agreements.

Common course numbers for NMNEC schools are required to be listed with the current LCC course numbering. See the link below for the NMNEC common course numbering. In the future LCC will be required to convert fully to NMNEC course numbering. This will unify the courses for the common nursing curriculum across the state.

http://www.nmneec.org/uploads/files/NMNEC%20Crosswalk%20w%20Common%20Nmbrs%202_2_18.pdf

In addition, the math requirement for the nursing program increased from MATH 075 to MATH 095. The increase is due to data collected from admission exams, as well as in program data that showed students are not prepared with the lowest level math to enter the Nursing program, nor be competent on the Dosage Calculations Exam in the nursing program.

Final Program Approvals (Board of trustees) approvals to move program forward

The BOT approves the Nursing Handbook and Budget annually.



Accreditation

The Nursing Program hosted the Accreditation Commission for Education in Nursing (ACEN) October 17, 2017. As a result of this visit the Nursing Program has received full accreditation until sp 2024

Evaluation of the Program

The Nursing Program is solid and stable. Enrollment has remained steady with no more than a three student variation from year to year for the last 3 years. Completion rates increased last year, this may be attributed to higher admission standards, and the implementation of increased student support systems.

Faculty have fluctuated, and 2 faculty are new to the team. One, 3-year veteran faculty resigned to move out of state.

Pass rates for the NCLEX remains steady at 80%.

Faculty are provided ample opportunity for continued professional development. Three are working on advanced degrees, and all have attended national and state conferences on nursing education.

The graduate survey received was not a good sample of the true efforts the program has made for student success. Therefore, no changes will be made as a result of the survey received.

The evidence collected from the admission exam will be used to drive increased rigor and preparation of pre-nursing students for entrance into the Nursing Program.

The nursing department will continue to collect data in order to drive changes and make decisions for the department, the faculty will continue to develop the new curriculum and strive to improve the completion rate.

Budgetary goals evolve around retention of faculty, by providing for professional development and training to become better instructors and improve educational outcomes and increase completion rates for the students. The budget supports students by providing state of the art equipment and teaching tools as well as providing supplemental resources for the students.

Appendix A: Program Map for Nursing

	Semester 1	Total Credits	Semester 2	Total Credits
Year 1	<ul style="list-style-type: none"> Intro to Psych (3) A & P I/Lab (4) Basic Lab Science (Biology, Chemistry, or Microbiology) (4) Freshman Comp I (3) 	14	<ul style="list-style-type: none"> A&P II/Lab (4) Developmental Life Span(3) Pathophysiology (4) Freshman Comp II (3) 	14
	Semester Total	14	Semester Total	14

Apply to Program

	Level 1	Total Credits	Level 2	Total Credits
Year 2	<ul style="list-style-type: none"> Intro to Nursing Concepts (3) Principles of Nursing Practice (4: 1d/3c) 	7	<ul style="list-style-type: none"> Health & Illness Concepts I (3) Assessment & Health Promotion (4: 1d/3c) Health Care Participant (3) Nursing Pharmacology (3) 	13
	Semester Total	7	Semester Total	13

	Level 3	Total Credits	Level 4	Total Credits
Year 3	<ul style="list-style-type: none"> Health & Illness Concepts II (3) Care of Patients with Chronic Illness (4: 4c) Professional Nursing Concepts I (3) 	10	<ul style="list-style-type: none"> Health & Illness Concepts III (4) Clinical Intensive (4: 1d/3c) ADN Capstone (2c) 	10
	Semester Total	10	Semester Total	10

Key:

- d=didactic, c=clinical
- Non-Nursing Courses
- Nursing Courses

Total Credits for AAS/ADN: 68 Credit Hours, as listed

Freshman Composition II (ENG 115, 3 credits) and General Math (Math 095, 4 credits) required for LCC Associate Degree.



Appendix B: Program and Student Assessment of Learning

See attached documents from WEAVE

Not Started

LCC Academic Nursing AAS Assessment Plan 2017-2018

[Expand All](#) | [Collapse All](#)

Table of Contents

- Program Mission Statement
- ▼ Program Goal
 - ▼ 1 The goal of the Luna Community College Nursing department is to prepare students for eligibility to sit for the National Council Licensing Exam (NCLEX-RN) so they can being their practice as Registered Nurses. Our program participates in the New Mexico Nursing Education Consortium statewide curriculum which follows the NMNEC program learning outcomes.
 - ▼ 1.1 Engage in professional nursing practice that is patient-centered and culturally appropriate for individuals, families, and communities.
 - 1.1.1 Clinical Courses
 - ▼ 1.2 Integrate principles of quality improvement and safety into nursing practice within health care organizations and systems.
 - 1.2.1 Interpret and analyze factors and systems contributions that impact the quality and safety of nursing practice.
 - ▼ 1.3 Deliver nursing care that is evidence-based across the lifespan.
 - 1.3.1 Integrate an evidence-based approach in the delivery and evaluation of nursing care to acutely ill patients across the lifespan.
 - 1.3.2 Integrate an evidence-based approach in the delivery and evaluation of nursing care to acutely ill patients across the lifespan.
 - ▼ 1.4 Demonstrate leadership behaviors through the application of policies that apply to health care delivery.
 - 1.4.1 Evaluate the use of policies and procedures within the acute care setting.
 - 1.4.2 Evaluate the use of policies and procedures within the acute care setting.
 - ▼ 1.5 Engage in effective interprofessional collaboration in the delivery of health care for quality patient outcomes.
 - 1.5.1 Effectively collaborate with the healthcare team in the delivery of patient care.
 - 1.5.2 Effectively collaborate with the healthcare team in the delivery of patient care.
 - ▼ 1.6 Utilize technologies for the management of information and in the delivery of patient care.
 - 1.6.1 Integrate use of appropriate technology for delivery of nursing care to acutely ill patients.
 - 1.6.2 Integrate use of appropriate technology for delivery of nursing care to acutely ill patients.
 - 1.6.3 *Nothing Entered*
 - ▼ 1.7 Integrate diverse patient values, beliefs, and attitudes into plan of care for patients across the lifespan.
 - ▼ 2 *Nothing Entered*

Program Mission Statement

The mission of the nursing department is to prepare nurses to provide culturally competent, community-based entry level nursing care. Nursing is a rewarding career in high demand, which offers many challenges and opportunities within diverse health care settings. The nursing program is approved by the New Mexico Board of Nursing.

Program Goal

+Add Program Goal

The goal of the Luna Community College Nursing department is to prepare students for eligibility to sit for the National Council Licensing Exam (NCLEX-RN) so they can being their practice as Registered Nurses. Our program participates in the New Mexico Nursing Education Consortium statewide curriculum which follows the NMNEC program learning outcomes.

Year 1 (2017-2018)

This three-year plan (2017/18, 2018/19, 2019/20) will evaluate the following PLOs and four general education PLOs:

1. Engage in professional nursing practice that is patient centered and culturally appropriate for individuals, families, and communities.
2. Integrate principles of quality improvement and safety into nursing practice within healthcare organizations and systems.
3. Deliver nursing care that is evidence based across the lifespan.
4. Demonstrate leadership behaviors though the application of policies that apply to healthcare delivery.
5. Engage in effective interprofessional collaboration in the delivery of healthcare for quality patient outcomes.
6. Utilize technologies for the management of information and in the delivery of patient care.

General Education Core:

Communications
Critical Thinking
Digital Literary

This plan is part of the New Mexico Nursing Education Consortium (NMNEC). LCC Nursing program began this new curriculum Fall 2017. The old curriculum was taught out and discontinued May 2018 and will not be part of the 3 year evaluation plan going forward.

Program Learning Outcomes

+Add Program Learning Outcomes

1.1 Engage in professional nursing practice that is patient-centered and culturally appropriate for individuals, families, and communities.

Description

Integrate diverse patient values, beliefs, and attitudes into plan of care for patients across the lifespan.

Supported Initiatives (4)

+Add Supported Initiative

Standards

- 4 Curriculum

General Education

- Communication- i.e. Written documents, oral and/or electronic presentations, digital assignments, portfolio, etc.
- Critical Thinking- i.e. Problem solving, analyze, explanation, argument, experiment, research, etc.
- Personal & Social Responsibility- i.e. Ethical reasoning, collaboration, discussions, reflection, case studies, etc.

Action/Improvement Plan

+Add Action/Improvement Plan

PLO Assessment Method

+Add PLO Assessment Method

1.1.1 Clinical Courses

Evidence Type

Clinical Evaluations, Reviews - Academic Direct

Description

Students engage in clinical experiences at locations within the local community throughout the program. Students are evaluated using clinical rubric and must score 2 or above to pass courses and program. Students are evaluated using simulations evaluation tool and must score higher than level 2 to pass courses and program.

Team (7)

Edit Access (7)



Read Access (0)

No users with Read Access

[Add Individual User](#)

Describe the assessment method and Course used to assess this PLO.

- NRSRG 1100: Principles of Nursing Practice
- NRSRG 1640: Assessment and Health Promotion
- NRSRG 2080 Care of Patients with Chronic Conditions
- NRSRG 2640: Clinical Intensive I
- NRSRG 2960: Capstone

Benchmark/Target

+Add Benchmark/Target

1.1.1.1 **Add Benchmark/Target Description**
Met

Benchmark/Target

Students are evaluated by their clinical instructors and given S or U at end of each semester.

Finding

Students are appropriately prepared for clinicals and provide safe, culturally competent care.

Analysis of Finding

Nothing Entered

Improvement Type

Audit > Academic student learning acceptable, process is working well or exceeding expectations

Improvement(s) Achieved

Nothing Entered

1.2 Integrate principles of quality improvement and safety into nursing practice within health care organizations and systems.

Description

Recognize and identify patient safety issues and risks.

Supported Initiatives (1)

+Add Supported Initiative

General Education

- Critical Thinking- i.e. Problem solving, analyze, explanation, argument, experiment, research, etc.

Action/Improvement Plan

+Add Action/Improvement Plan

PLO Assessment Method

+Add PLO Assessment Method

1.2.1 Interpret and analyze factors and systems contributions that impact the quality and safety of nursing practice.

Evidence Type

Clinical Evaluations, Reviews - Academic Direct

Description

Students engage in clinical experiences at locations within the local community throughout the program.

Students are evaluated using clinical rubric and must score 2 or above to pass courses and program.

Students are evaluated using simulations evaluation tool and must score higher than level 2 to pass courses and program.

Describe the assessment method and Course used to assess this PLO.

- NRSRG 1100: Principles of Nursing Practice
- NRSRG 1640: Assessment and Health Promotion
- NRSRG 2080 Care of Patients with Chronic Conditions
- NRSRG 2640: Clinical intensive I
- NRSRG 2960: Capstone

Benchmark/Target

+Add Benchmark/Target

1.2.1.1 **Add Benchmark/Target Description**
Not Set

Benchmark/Target

Nothing Entered

Finding

Nothing Entered

Analysis of Finding

Nothing Entered

Improvement Type
None Set

Improvement(s) Achieved
Nothing Entered

1.3 Deliver nursing care that is evidence-based across the lifespan.

Description

Integrate an evidence-based approach in the delivery and evaluation of nursing care to acutely ill patients across the lifespan.

Supported Initiatives (0)

+Add Supported Initiative

Action/Improvement Plan

+Add Action/Improvement Plan

PLO Assessment Method

+Add PLO Assessment Method

1.3.1 Integrate an evidence-based approach in the delivery and evaluation of nursing care to acutely ill patients across the lifespan.

Evidence Type

Clinical Evaluations, Reviews - Academic Direct

Description

Students engage in clinical experiences at locations within the local community throughout the program.
Students are evaluated using clinical rubric and must score 2 or above to pass courses and program.
Students are evaluated using simulations evaluation tool and must score higher than level 2 to pass courses and program.

Describe the assessment method and Course used to assess this PLO.

NRSG 1100: Principles of Nursing Practice
NRSG 1640: Assessment and Health Promotion
NRSG 2080 Care of Patients with Chronic Conditions
NRSG 2640: Clinical Intensive I
NRSG 2960: Capstone

Benchmark/Target

+Add Benchmark/Target

1.3.2 Integrate an evidence-based approach in the delivery and evaluation of nursing care to acutely ill patients across the lifespan.

Evidence Type

Multiple Choice Exam - Academic Direct

Description

Unit exams 77% or better
ATI score above level 1

Describe the assessment method and Course used to assess this PLO.

NRSG 1080: Introduction to Nursing Concepts
NRSG 1100: Principles of Nursing Practice
NRSG 1530: Health and Illness Concepts I
NRSG 1570: Health Care Participant
NRSG 1580: Nursing Pharmacology
NRSG 1640: Assessment and Health Promotion
NRSG 2030: Health and Illness Concepts II
NRSG 2060: Professional Nursing Concepts I
NRSG 2230: Health and Illness Concepts III
NRSG 2640: Clinical Intensive I

Benchmark/Target

+Add Benchmark/Target

1.4 Demonstrate leadership behaviors through the application of policies that apply to health care delivery.

Description

Evaluate the use of policies and procedures within the acute care setting.

Supported Initiatives (1)

+Add Supported Initiative

Standards

- 4 Curriculum 🗑

Action/Improvement Plan

+Add Action/Improvement Plan

PLO Assessment Method

+Add PLO Assessment Method

1.4.1 Evaluate the use of policies and procedures within the acute care setting.

Evidence Type

Clinical Evaluations, Reviews - Academic Direct

Description

Students engage in clinical experiences at locations within the local community throughout the program.

Students are evaluated using clinical rubric and must score 2 or above to pass courses and program.

Students are evaluated using simulations evaluation tool and must score higher than level 2 to pass courses and program.

Describe the assessment method and Course used to assess this PLO.

NRSNG 1100: Principles of Nursing Practice

NRSNG 1640: Assessment and Health Promotion

NRSNG 2080: Care of Patients with Chronic Conditions

NRSNG 2640: Clinical Intensive I

NRSNG 2960: Capstone

Benchmark/Target

+Add Benchmark/Target

1.4.2 Evaluate the use of policies and procedures within the acute care setting.

Evidence Type

Multiple Choice Exam - Academic Direct

Description

Unit exams 77% or better

ATI score above level 1

Describe the assessment method and Course used to assess this PLO.

NRSNG 1080: Introduction to Nursing Concepts

NRSNG 1100: Principles of Nursing Practice

NRSNG 1530: Health and Illness Concepts I

NRSNG 1570: Health Care Participant

NRSNG 1580: Nursing Pharmacology

NRSNG 1640: Assessment and Health Promotion

NRSNG 2030: Health and Illness Concepts II

NRSNG 2060: Professional Nursing Concepts 1

NRSNG 2230: Health and Illness Concepts III

NRSNG 2640: Clinical Intensive I

Benchmark/Target

+Add Benchmark/Target

1.5 Engage in effective interprofessional collaboration in the delivery of health care for quality patient outcomes.

Description

Effectively collaborate with the healthcare team in the delivery of patient care.

Supported Initiatives (0)

+Add Supported Initiative

Action/Improvement Plan

+Add Action/Improvement Plan

PLO Assessment Method

+Add PLO Assessment Method

1.5.1 Effectively collaborate with the healthcare team in the delivery of patient care.

Evidence Type

Clinical Evaluations, Reviews - Academic Direct

Description

Community clinical experiences/ evaluation tool score higher than level 2.
Simulations evaluation tool higher than level 2
Skills lab exams and skills competency check off score higher than level 2

Describe the assessment method and Course used to assess this PLO.

NRSG 1100: Principles of Nursing Practice
NRSG 1640: Assessment and Health Promotion
NRSG 2080 Care of Patients with Chronic Conditions
NRSG 2640: Clinical Intensive I
NRSG 2960: Capstone

Benchmark/Target

+Add Benchmark/Target

1.5.2 Effectively collaborate with the healthcare team in the delivery of patient care.

Evidence Type

Multiple Choice Exam - Academic Direct

Description

Unit exams 77% or better
ATI score above level 1

Describe the assessment method and Course used to assess this PLO.

NRSG 1080: Introduction to Nursing Concepts
NRSG 1100: Principles of Nursing Practice
NRSG 1530: Health and Illness Concepts I
NRSG 1570: Health Care Participant
NRSG 1580: Nursing Pharmacology
NRSG 1640: Assessment and Health Promotion
NRSG 2030: Health and Illness Concepts II
NRSG 2060: Professional Nursing Concepts I
NRSG 2230: Health and Illness Concepts III
NRSG 2640: Clinical Intensive I

Benchmark/Target

+Add Benchmark/Target

1.6 Utilize technologies for the management of information and in the delivery of patient care.

Description

Access and utilize technology for the delivery of patient care across the lifespan

Supported Initiatives (1)

+Add Supported Initiative

General Education

- Information & Digital Literacy- i.e. Essay, speech, research, presentation, computer skills, blogs, websites, etc.

Action/Improvement Plan

+Add Action/Improvement Plan

PLO Assessment Method

+Add PLO Assessment Method

1.6.1 Integrate use of appropriate technology for delivery of nursing care to acutely ill patients.

Evidence Type

Performance - Academic Direct

Description

Community clinical experiences/ evaluation tool score higher than level 2.
Simulations evaluation tool higher than level 2
Skills lab exams and skills competency check off score higher than level 2

Describe the assessment method and Course used to assess this PLO.

NRSG 1100: Principles of Nursing Practice
NRSG 1640: Assessment and Health Promotion
NRSG 2080 Care of Patients with Chronic Conditions
NRSG 2640: Clinical Intensive I
NRSG 2960: Capstone

Benchmark/Target

+Add Benchmark/Target

1.6.2 Integrate use of appropriate technology for delivery of nursing care to acutely ill patients.

Evidence Type
Multiple Choice Exam - Academic Direct
Description
Unit exams 77% or better
ATI score above level 1

Describe the assessment method and Course used to assess this PLO.
NRSNG 1080: Introduction to Nursing Concepts
NRSNG 1100: Principles of Nursing Practice
NRSNG 1530: Health and Illness Concepts I
NRSNG 1570: Health Care Participant
NRSNG 1580: Nursing Pharmacology
NRSNG 1640: Assessment and Health Promotion
NRSNG 2030: Health and Illness Concepts II
NRSNG 2060: Professional Nursing Concepts 1
NRSNG 2230: Health and Illness Concepts III
NRSNG 2640: Clinical Intensive I

Benchmark/Target

+Add Benchmark/Target

1.6.3 Nothing Entered

Evidence Type
Set Evidence Type
Description
Nothing Entered

Describe the assessment method and Course used to assess this PLO.
Nothing Entered

Benchmark/Target

+Add Benchmark/Target

1.7 Integrate diverse patient values, beliefs, and attitudes into plan of care for patients across the lifespan.

Description
Nothing Entered

Supported Initiatives (0)

+Add Supported Initiative

Action/Improvement Plan

+Add Action/Improvement Plan

PLO Assessment Method

+Add PLO Assessment Method

2 Nothing Entered

Nothing Entered

Program Learning Outcomes

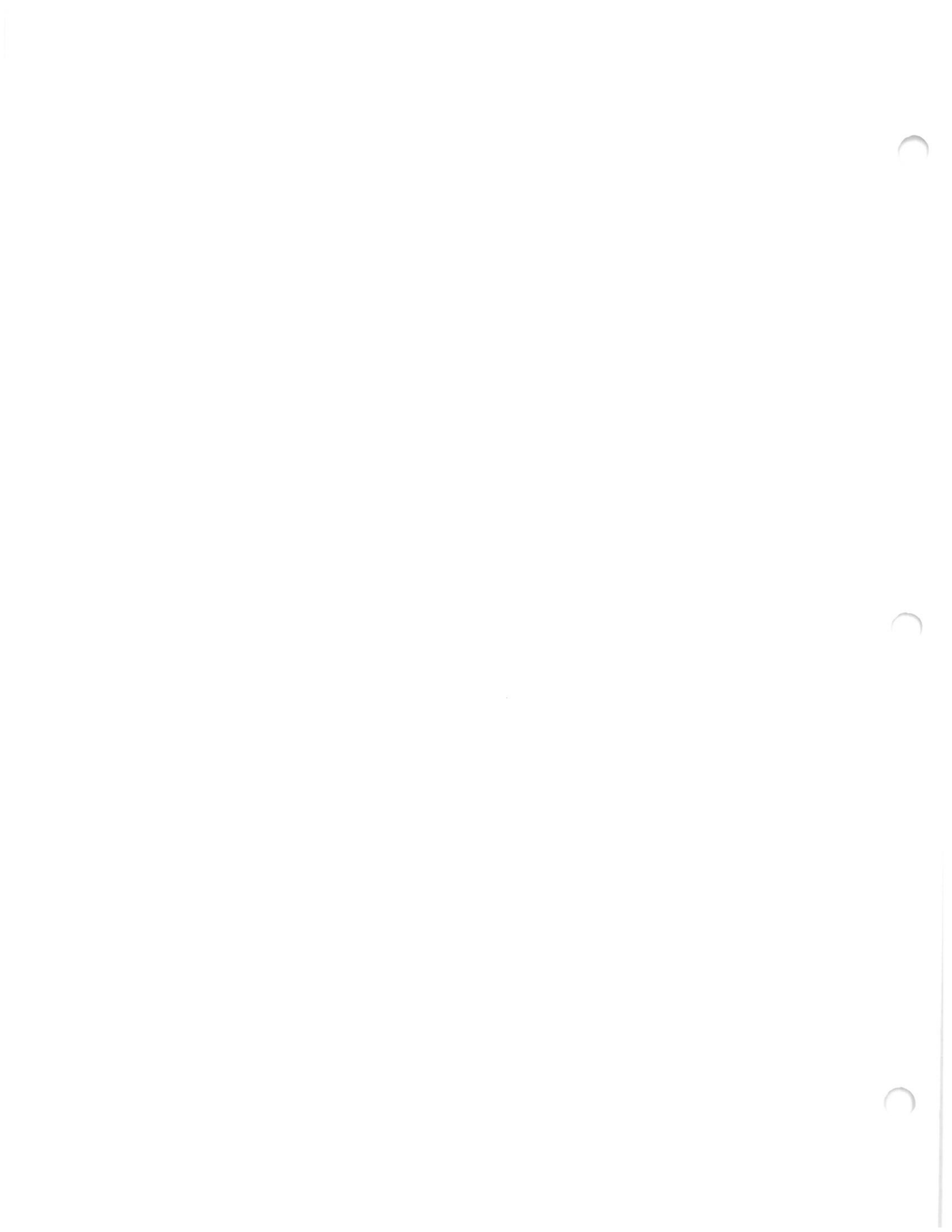
+Add Program Learning Outcomes

3 Nothing Entered

Nothing Entered

Program Learning Outcomes

+Add Program Learning Outcomes



Project Attachments

Drag and drop files or [browse for file](#)

Attachments (8)

	File Size	
NMNEC Competencies 04.02.18.pdf	133KB	⋮
NMNEC Grading Scale 10.28.14.pdf	233KB	⋮
2018 FALL - NMNEC Program Evaluation Student Survey Instructions 11.28.2018 (1).pdf	93KB	⋮
Clinical evaluation of students_long form.pdf	145KB	⋮
Clinical Paperwork assessment sp18_offsite.pdf	334KB	⋮
Nursing Dept GenED mapping.pdf	408KB	⋮
Nursing Dept Curriculum Map.pdf	415KB	⋮
Sim_check off lab student evaluation_short form.pdf	341KB	⋮

Not Started

LCC NRS1100 (NMNC1135) Principles of Nursing Practice 2017-2018

[Expand All](#) | [Collapse All](#)

Table of Contents

- Course Description/Purpose
- Course Learning Outcomes
 - 1 Describe the different types and characteristics of communication in professional nursing practice. [L1.5/P5]
 - 1.1 Unit Exams
 - Action Plan
 - 1.2 Final Exam
 - 1.3 ATI practice and proctored exams
 - 2 Utilize the concepts presented in Level One nursing courses in the application to the care of the patient. [L1.1; L1.6/P1; P6]
 - 2.1 Unit Exams
 - 2.2 Final Exam
 - 2.3 ATI practice and proctored exams
 - 3 Demonstrate the principles of safety during the implementation of nursing skills. [L1.2/P2]
 - 3.1 Unit Exams
 - 3.2 Final Exam
 - 3.3 ATI practice and proctored exams
 - 4 Demonstrate the learned skills in patient-based scenarios. [L1.6/P6]
 - 4.1 Unit Exams
 - 4.2 Final Exam
 - 4.3 ATI practice and proctored exams
 - 5 Utilize the nursing process to provide safe and effective care. [L1.2/P2]
 - 5.1 Unit Exams
 - 5.2 Final Exam
 - 5.3 ATI practice and proctored exams

Team (7)

Edit Access (7)



Read Access (0)

No users with Read Access

[Add Individual User](#)

Course Description/Purpose

This course introduces the nursing student to the application of concepts through clinical skills in seminar, laboratory, and/or clinical settings. Principles of communication, assessments, safety, and interventions including accurate calculation, measurement, and administration of medications will be included.

Course Learning Outcomes

- 1 Describe the different types and characteristics of communication in professional nursing practice. [L1.5/P5]

Student research assignment.
Identify resources related to health care.
Role play.

CLO Assessments

1.1 Unit Exams

Description

Unit exam covers specific concepts and content throughout the course. Student must score 77% or higher for passing grade. Scores less than 80% are put on a remediation plan to increase success for next course exam.

Supported Initiatives (1)

General Education

- Critical Thinking- i.e. Problem solving, analyze, explanation, argument, experiment, research, etc. 🗑️

Action Plan

Course Final Assessment

1.2 Final Exam

Description

30% out of final exam score is applied to final grade for course. Must pass course with a minimum of 77%. Majority of questions are application questions. Higher level of thinking.

Supported Initiatives (3)

Standards

- 4.7 🗑️
- 4.9 🗑️

General Education

- Critical Thinking- i.e. Problem solving, analyze, explanation, argument, experiment, research, etc. 🗑️

Action Plan

Course Final Assessment

1.3 ATI practice and proctored exams

Description

ATI proctored assessments – benchmark scores – level 2 to level 3

Supported Initiatives (1)

General Education

- Critical Thinking- i.e. Problem solving, analyze, explanation, argument, experiment, research, etc. 🗑️

Action Plan

+Add Action Plan

Course Final Assessment

+Add Course Final Assessment

2 Utilize the concepts presented in Level One nursing courses in the application to the care of the patient. [L1.1; L1.6/P1; P6]

- Communicated with other healthcare providers to meet the patient's needs.
- Adhered to policies in clinical settings.
- Identify resources related to healthcare policy.
- Identify ethical issues within the environment.
- Demonstrated professional communication in clinical.

CLO Assessments

+Add CLO Assessments

2.1 Unit Exams

Description

Unit exam covers specific concepts and content throughout the course. Student must score 77% or higher for passing grade. Scores less than 80% are put on a remediation plan to increase success for next course exam.

Supported Initiatives (3)

+Add Supported Initiative

Standards

- 4.9
- 4.4

General Education

- Critical Thinking- i.e. Problem solving, analyze, explanation, argument, experiment, research, etc.

Action Plan

+Add Action Plan

Course Final Assessment

+Add Course Final Assessment

2.2 Final Exam

Description

30% out of final exam score is applied to final grade for course. Must pass course with a minimum of 77%. Majority of questions are application questions. Higher level of thinking.

Supported Initiatives (1)

+Add Supported Initiative

General Education

- Critical Thinking- i.e. Problem solving, analyze, explanation, argument, experiment, research, etc.

Action Plan

+Add Action Plan

Course Final Assessment

+Add Course Final Assessment

2.3 ATI practice and proctored exams

Description

ATI proctored assessments – benchmark scores – level 2 to level 3

Supported Initiatives (1)

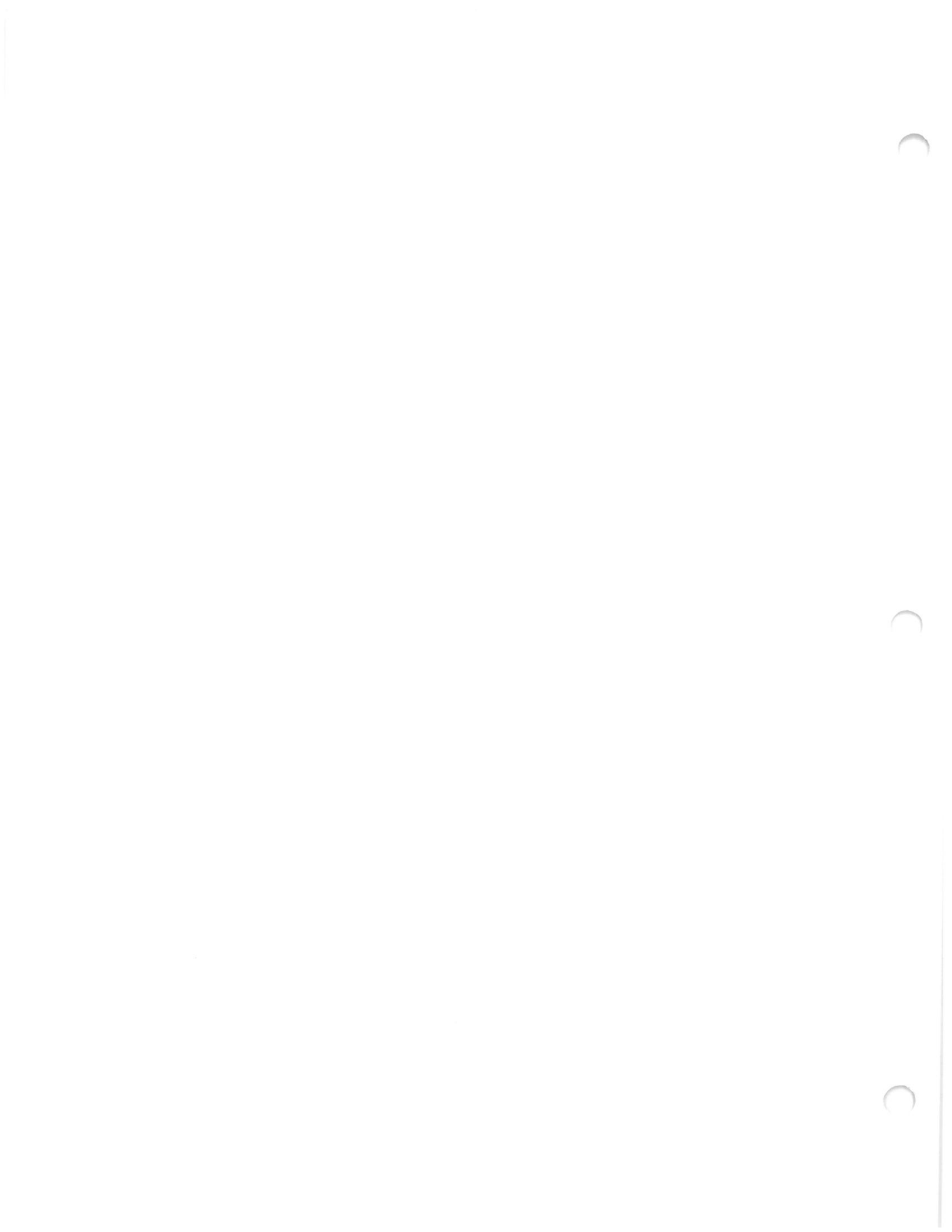
+Add Supported Initiative

General Education

- Critical Thinking- i.e. Problem solving, analyze, explanation, argument, experiment, research, etc.

Action Plan


+Add Action Plan



Principles of Nursing Practice


NRSG 1100 NMNC 1135
Fall 2018
CLOA Presentation

Irma Jay Skowen, BSN, RN
Nursing
Lana Community College
Principles of Nursing Practice




Purpose

The purpose of this report is to assess student learning based on the established Course Learning Outcomes for Principles of Nursing Practice NRSG 1100 / NMNC 1135 course. The focus of this report is to document the methods and results of the assessments that were used throughout the course. The results will then be used to make informed decisions on modifications to course content, emphasis teaching methodologies, and improvements in student learning.




Course Description

- This course introduces the nursing student to the application of concepts through clinical skills in seminar, laboratory, and/or clinical settings. Principles of communication, assessments, safety, and interventions including accurate calculation, measurement, and administration of medications will be included.




Course Learning Outcomes

- 1 Describe the different types and characteristics of communication in professional nursing practice. [L1.5/P5]
- 2 Utilize the concepts presented in Level One nursing courses in the application to the care of the patient. [L1.1, L1.6/P1, P6]
- 3 Demonstrate the principles of safety during the implementation of nursing skills. [L1.2/P2]
- 4 Demonstrate the learned skills in patient-based scenarios [L1.6/P6]
- 5 Utilize the nursing process to provide safe and effective care. [L1.2/P2]



Assessment Methods

- ▶ 20% Medical Terminology
- ▶ 40% Exams (Average of quizzes = 1 Exams)
- ▶ 30% Final Exam
- ▶ Teaching Learning Methodologies:
 - ▶ Lectures/Discussions
 - ▶ Case Studies
 - ▶ Simulations
 - ▶ Skills demonstration and practice
 - ▶ Class role




Grade Distribution

Dropout/Leave [C] Grade Distribution

Grade	A	B	C	D	F	W	Def	NS	NS	NS	NS	NS	NS	NS	Total
Count	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17
Percentage	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	100


*Based on 10 of 17 posts



COURSE Competency Rubric


Overview & analysis of the outcomes can be documented here.

Competency



Conclusion

Principles of Nursing Practice 2017 began with 17 students. All 17 students completed the class with an A or B. All objectives were met. A change being made to this class in 2019 is to increase clinical time within our community. Nursing consists of many scopes of practice. Broadening a student's focus will allow them to see other issues that are rarely seen within the community. They will be learning and teaching within our own community.



Average 3.18 3.18 3.18 3.18 3.18 ##### #DIV/0! #####

L1 Principles of Nursing Practice

Summative Clinical Evaluation Template

Student Name: _____ Clinical Site: _____

Scoring:

E = Exceeds expectation: Consistently appropriately independent, and shows initiative

S = Satisfactory: Meets expectations and competencies

U = Unsatisfactory: Unsafe, consistently needs guidance, unable to perform independently, unable to demonstrate appropriate clinical judgment

Scoring: E = Exceeds Expectations S = Satisfactory U = Unsatisfactory

Course Objective	Competency	Student			Instructor		
		E	S	U	E	S	U
Course Objective 1	Describe the different types and characteristics of communication in professional nursing practice						
11	Demonstrate effective collaboration with peers in the learning environment.						
<i>Exemplar of specific behavior that met competency</i>							
12	Demonstrate effective communication with peers and faculty.						
<i>Exemplar of specific behavior that met competency</i>							
13	Identify own areas for personal and professional growth.						
<i>Exemplar of specific behavior that met competency</i>							
14	Identify or discuss the differences in the roles of health care team members.						
<i>Exemplar of specific behavior that met competency</i>							
Course Objective 2	Utilize the concepts presented in Level One nursing courses in the application to the care of the patient.						
1	Express one's own values, beliefs and attitudes in a respectful manner.						
<i>Exemplar of specific behavior that met competency</i>							
Course Objective 3	Demonstrate the principles of safety during the implementation of nursing skills.						
2	Identify potentially harmful situations.						
<i>Exemplar of specific behavior that met competency</i>							
3	Identify near misses and clinical errors.						
<i>Exemplar of specific behavior that met competency</i>							
4	Perform identified skills to promote patient safety.						

<i>Exemplar of specific behavior that met competency</i>									
5	Perform medication administration safely and accurately								
<i>Exemplar of specific behavior that met competency</i>									
6	Perform medication calculations safely and accurately								
<i>Exemplar of specific behavior that met competency</i>									
Course Objective 4	Demonstrate the learned skills in patient based scenarios.								
15	Document interventions using available technology								
<i>Exemplar of specific behavior that met competency</i>									
16	Select appropriate equipment for use in patient care.								
<i>Exemplar of specific behavior that met competency</i>									
Course Objective 5	Utilize the nursing process to deliver nursing care.								
7	Verbalize awareness of patient/ family preferences and values.								
<i>Exemplar of specific behavior that met competency</i>									
8	Identify and compare various communication styles.								
<i>Exemplar of specific behavior that met competency</i>									
9	Identify interpersonal communication styles for the situation.								
<i>Exemplar of specific behavior that met competency</i>									
10	Identify appropriate advocacy role related to patient safety using nursing interventions.								
<i>Exemplar of specific behavior that met competency</i>									
Met Course Clinical Expectations									

Student Comments:

Faculty feedback:

Student signature _____ Date _____

Instructor/Preceptor signature _____ Date _____

Student Name _____

Level 1 Psychomotor skill checklist – Initial and sign each check off

Concept	Skill	Practice	Peer check-off	Proficiency check off
• Elimination	• Bed pans, urinals, assisting to bedside commode			
	• Enema			
	• Fecal ostomy pouch application			
	• Measuring intake and output			
• Functional ability	• Bathing, oral hygiene (including dentures), hair care, foot care, perineal and genital care, eye and ear care			
• Gas Exchange	• Oxygen adjuncts- nasal cannula, simple mask, non-rebreather mask,			
	• Respiratory care- turn/cough/deep breathe, incentive spirometer			
• Mobility	• Ambulation- assisting the client with 1 or 2 assistants, walker, cane, crutches			
	• Compression stockings/ SCDs			
	• Immobilization devices- sling, bandage, splint, c-collar			
	• Positioning, transferring, log rolling, moving in and out of wheelchairs			
• Range of motion exercises- passive and active				
• Nutrition	• Nasogastric/orogastric tube placement and maintenance, feedings			
• Perfusion	• Vital sign- temperature (oral, temporal, tympanic, rectal), pulse (peripheral and apex), respirations, blood pressure, pain, SpO ₂ monitoring			
• Safety	• Donning and doffing gloves and other protective gear/Isolation procedures			
	• Handwashing			
	• Medical asepsis			
	• Medication administration- all routes except IV			
	• Medication calculations			
• Fall and self-harm prevention: Alternatives to restraints first, then physical restraints- torso/belt/vest restraint, mittens, elbow restraints, wrist restraints				
• Skin Integrity	• Bed making (specialty beds, occupied bed)			

Student: I have satisfactorily completed each step in the skills check off:

Student _____ Date _____

Peer or proficiency evaluator: I have critiqued, given constructive feedback, and observed competency of the performance of the initialed psychomotor skill:

Observer: _____ Date: _____

Observer: _____ Date: _____

Observer: _____ Date: _____

Observer: _____ Date: _____

Observer: _____ Date: _____

Observer: _____ Date: _____

Observer: _____ Date: _____

Observer: _____ Date: _____

Observer: _____ Date: _____

Observer: _____ Date: _____

Observer: _____ Date: _____

Observer: _____ Date: _____

Observer: _____ Date: _____

Observer: _____ Date: _____

Observer: _____ Date: _____

Observer: _____ Date: _____

Observer: _____ Date: _____

Observer: _____ Date: _____

LCC NRS2080 (NMNC2335) Care of Patients with Chronic Illness 2018-2019

Not Started

[Expand All](#) | [Collapse All](#)

Table of Contents

- Course Description/Purpose
- ▼ Course Learning Outcomes
 - ▼ 1 Demonstrate ethical practice in the delivery of nursing care to patients with chronic conditions. [L3.1/P1]
 - ▼ 1.1 Exams
 - ▼ 1.2 Final Exam
 - ▼ 1.3 ATI
 - ▼ 2 Apply understanding of the principles of safe nursing care for patients with chronic conditions. [L3.2/P2]
 - ▼ 2.1 Exams
 - ▼ 2.2 Final Exam
 - ▼ 2.3 ATI
 - ▼ 3 Demonstrate knowledge of appropriate evidence-based protocols when providing nursing care to patients with chronic conditions. [L3.3/P3]
 - ▼ 3.1 Exams
 - ▼ 3.2 Final Exam
 - ▼ 3.3 ATI
 - ▼ 4 Apply understanding of appropriate health care policy, finance, and regulatory environments in the care of patients with chronic conditions. [L3.4/P4]
 - ▼ 4.1 Exams
 - ▼ 4.2 Final Exam
 - ▼ 4.3 ATI
 - ▼ 5 Communicate effectively with patients with chronic conditions and health care team members. [L3.5/P5]
 - ▼ 5.1 Exams
 - ▼ 5.2 Final Exam
 - ▼ 5.3 ATI
 - ▼ 6 Demonstrate an understanding of the technology used in the care of patients with chronic conditions. [L3.6/P6]
 - ▼ 6.1 Exams
 - ▼ 6.2 Final Exam
 - ▼ 6.3 ATI
 - ▼ 7 Utilize the nursing process to deliver nursing care to patients with chronic conditions. [L3.1/P1, L3.2/P2, L3.3/P3, L3.4/P4, L3.5/P5, L3.6/P6]
 - ▼ 7.1 Exams
 - ▼ 7.2 Final Exam
 - ▼ 7.3 ATI

Course Description/Purpose

The focus of this course is to provide safe, evidence-based nursing care for patients with chronic conditions, across the lifespan in a variety of settings. This course builds upon curricular concepts. This course is a combination of lab and clinical.

Course Learning Outcomes

[+Add Course Learning Outcomes](#)

- 1 Demonstrate ethical practice in the delivery of nursing care to patients with chronic conditions. [L3.1/P1] ▲

Nothing Entered

CLO Assessments

[+Add CLO Assessments](#)

1.1 Exams ▲

Description

Unit exam covers specific concepts and content throughout the course. Student must score 77% or higher for passing grade. Scores less than 80% are put on a remediation plan to increase success for next course exam.

Supported Initiatives (6)

[+Add Supported Initiative](#)

Standards

- 4.1
- 4.3
- 4.5
- 4.7
- 4.11

General Education

- Quantitative Reasoning- i.e. Laboratory reports, exam, project, critique, written assignment

Action Plan

[+Add Action Plan](#)

Course Final Assessment

[+Add Course Final Assessment](#)

1.2 Final Exam ▲

Description

Team (6)

Edit Access (5)



Read Access (1)



30% of final exam score is applied to final grade for course. Must pass course with minimum of 77%.

Majority of questions are application questions. Higher level of thinking.

Supported Initiatives (6)

+Add Supported Initiative

Standards

- 4.1
- 4.3
- 4.5
- 4.7
- 4.11

General Education

- Quantitative Reasoning- i.e. Laboratory reports, exam, project, critique, written assignment

Action Plan

+Add Action Plan

Course Final Assessment

+Add Course Final Assessment

1.3 ATI

Description

Nothing Entered

Supported Initiatives (6)

+Add Supported Initiative

Standards

- 4.1
- 4.3
- 4.5
- 4.7
- 4.11

General Education

- Quantitative Reasoning- i.e. Laboratory reports, exam, project, critique, written assignment

Action Plan

+Add Action Plan

Course Final Assessment

+Add Course Final Assessment

2 Apply understanding of the principles of safe nursing care for patients with chronic conditions. [L3.2/P2]

Nothing Entered

CLO Assessments

+Add CLO Assessments

2.1 Assessment workspace — weave Education

Description

Unit exam covers specific concepts and content throughout the course. Student must score 77% or higher for passing grade. Scores less than 80% are put on a remediation plan to increase success for next course exam.

Supported Initiatives (6)

+Add Supported Initiative

Standards

- 4.1
- 4.3
- 4.5
- 4.7
- 4.11

General Education

- Quantitative Reasoning- i.e. Laboratory reports, exam, project, critique, written assignment

Action Plan

+Add Action Plan

Course Final Assessment

+Add Course Final Assessment

2.2 Final Exam

Description

30% out of final exam score is applied to final grade for course. Must pass course with minimum of 77%.

Majority of questions are application questions. Higher level of thinking.

Supported Initiatives (6)

+Add Supported Initiative

Standards

- 4.1
- 4.3
- 4.5
- 4.7
- 4.11

General Education

- Quantitative Reasoning- i.e. Laboratory reports, exam, project, critique, written assignment

Action Plan

+Add Action Plan

Course Final Assessment

+Add Course Final Assessment

2.3 ATI

Assessment workspace — weave Education

Description
Nothing Entered

Supported Initiatives (6)

+Add Supported Initiative

Standards

- 4.1
- 4.3
- 4.5
- 4.7
- 4.11

General Education

- Quantitative Reasoning- i.e. Laboratory reports, exam, project, critique, written assignment

Action Plan

+Add Action Plan

Course Final Assessment

+Add Course Final Assessment

Demonstrate knowledge of appropriate evidence-based protocols
 3 when providing nursing care to patients with chronic conditions.
 [L3.3/P3]

Nothing Entered

CLO Assessments

+Add CLO Assessments

3.1 Exams

Description

Unit exam covers specific concepts and content throughout the course. Student must score 77% or higher for passing grade. Scores less than 80% are put on a remediation plan to increase success for next course exam.

Supported Initiatives (6)

+Add Supported Initiative

Standards

- 4.1
- 4.3
- 4.5
- 4.7
- 4.11

General Education

- Quantitative Reasoning- i.e. Laboratory reports, exam, project, critique, written assignment

Action Plan

+Add Action Plan

+Add Course Final Assessment

3.2 Final Exam ▲

Description

30% out of final exam score is applied to final grade for course. Must pass course with minimum of 77%.

Majority of questions are application questions. Higher level of thinking.

Supported Initiatives (6)

+Add Supported Initiative

Standards

- 4.1
- 4.3
- 4.5
- 4.7
- 4.11

General Education

- Quantitative Reasoning- i.e. Laboratory reports, exam, project, critique, written assignment

Action Plan

+Add Action Plan

Course Final Assessment

+Add Course Final Assessment

3.3 ATI ▲

Description

Nothing Entered

Supported Initiatives (6)

+Add Supported Initiative

Standards

- 4.1
- 4.3
- 4.5
- 4.7
- 4.11

General Education

- Quantitative Reasoning- i.e. Laboratory reports, exam, project, critique, written assignment

Action Plan

+Add Action Plan

Course Final Assessment

+Add Course Final Assessment

Nothing Entered

CLO Assessments

+Add CLO Assessments

4.1 Exams

Description

Unit exam covers specific concepts and content throughout the course. Student must score 77% or higher for passing grade. Scores less than 80% are put on a remediation plan to increase success for next course exam.

Supported Initiatives (6)

+Add Supported Initiative

Standards

- 4.1
- 4.3
- 4.5
- 4.7
- 4.11

General Education

- Quantitative Reasoning- i.e. Laboratory reports, exam, project, critique, written assignment

Action Plan

+Add Action Plan

Course Final Assessment

+Add Course Final Assessment

4.2 Final Exam

Description

30% out of final exam score is applied to final grade for course. Must pass course with minimum of 77%.

Majority of questions are application questions. Higher level of thinking

Supported Initiatives (6)

+Add Supported Initiative

Standards

- 4.1
- 4.3
- 4.5
- 4.7
- 4.11

General Education

- Quantitative Reasoning- i.e. Laboratory reports, exam, project, critique, written assignment

+Add Action Plan

Course Final Assessment

+Add Course Final Assessment

4.3 ATI ▲

Description

Nothing Entered

Supported Initiatives (6) +Add Supported Initiative

Standards

- 4.1
- 4.3
- 4.5
- 4.7
- 4.11

General Education

- Quantitative Reasoning- i.e. Laboratory reports, exam, project, critique, written assignment

Action Plan +Add Action Plan

Course Final Assessment +Add Course Final Assessment

5 Communicate effectively with patients with chronic conditions and health care team members. [L3.5/P5] ▲

Nothing Entered

CLO Assessments +Add CLO Assessments

5.1 Exams ▲

Description

Unit exam covers specific concepts and content throughout the course. Student must score 77% or

higher for passing grade. Scores less than 80% are put on a remediation plan to increase success for next course exam.

Supported Initiatives (6) +Add Supported Initiative

Standards

- 4.1
- 4.3
- 4.5
- 4.7
- 4.11

General Education

Action Plan

+Add Action Plan

Course Final Assessment

+Add Course Final Assessment

5.2 Final Exam

Description

30% out of final exam score is applied to final grade for course. Must pass course with minimum of 77%.

Majority of questions are application questions. Higher level of thinking.

Supported Initiatives (6)

+Add Supported Initiative

Standards

- 4.1
- 4.3
- 4.5
- 4.7
- 4.11

General Education

- Quantitative Reasoning- i.e. Laboratory reports, exam, project, critique, written assignment

Action Plan

+Add Action Plan

Course Final Assessment

+Add Course Final Assessment

5.3 ATI

Description

Nothing Entered

Supported Initiatives (6)

+Add Supported Initiative

Standards

- 4.1
- 4.3
- 4.5
- 4.7
- 4.11

General Education

- Quantitative Reasoning- i.e. Laboratory reports, exam, project, critique, written assignment

Action Plan

+Add Action Plan

[+Add Course Final Assessment](#)

6 Demonstrate an understanding of the technology used in the care of patients with chronic conditions. [L3.6/P6] ▲

Nothing Entered

CLO Assessments

[+Add CLO Assessments](#)

6.1 Exams ▲

Description

Unit exam covers specific concepts and content throughout the course. Student must score 77% or higher for passing grade. Scores less than 80% are put on a remediation plan to increase success for next course exam.

Supported Initiatives (6)

[+Add Supported Initiative](#)**Standards**

- 4.11
- 4.7
- 4.5
- 4.1
- 4.3

General Education

- Quantitative Reasoning- i.e. Laboratory reports, exam, project, critique, written assignment

Action Plan

[+Add Action Plan](#)

Course Final Assessment

[+Add Course Final Assessment](#)

6.2 Final Exam ▲

Description

30% out of final exam score is applied to final grade for course. Must pass course with minimum of 77%.

Majority of questions are application questions. Higher level of thinking.

Supported Initiatives (6)

[+Add Supported Initiative](#)**Standards**

- 4.1
- 4.3
- 4.5
- 4.7
- 4.11

General Education

Action Plan

+Add Action Plan

Course Final Assessment

+Add Course Final Assessment

6.3 ATI

Description

Nothing Entered

Supported Initiatives (6)

+Add Supported Initiative

Standards

- 4.1
- 4.3
- 4.5
- 4.7
- 4.11

General Education

- Quantitative Reasoning- i.e. Laboratory reports, exam, project, critique, written assignment

Action Plan

+Add Action Plan

Course Final Assessment

+Add Course Final Assessment

7 Utilize the nursing process to deliver nursing care to patients with chronic conditions. [L3.1/P1, L3.2/P2, L3.3/P3, L3.4/P4, L3.5/P5, L3.6/P6]

Nothing Entered

CLO Assessments

+Add CLO Assessments

7.1 Exams

Description

Unit exam covers specific concepts and content throughout the course. Student must score 77% or higher for passing grade. Scores less than 80% are put on a remediation plan to increase success for next course exam.

Supported Initiatives (6)

+Add Supported Initiative

Standards

- 4.1

- 4.3
- 4.5
- 4.7
- 4.11

General Education

- Quantitative Reasoning- i.e. Laboratory reports, exam, project, critique, written assignment

Action Plan

+Add Action Plan

Course Final Assessment

+Add Course Final Assessment

7.2 Final Exam ▲

Description

30% out of final exam score is applied to final grade for course. Must pass course with minimum of 77%.

Majority of questions are application questions. Higher level of thinking.

Supported Initiatives (6)

+Add Supported Initiative

Standards

- 4.1
- 4.3
- 4.5
- 4.7
- 4.11

General Education

- Quantitative Reasoning- i.e. Laboratory reports, exam, project, critique, written assignment

Action Plan

+Add Action Plan

Course Final Assessment

+Add Course Final Assessment

7.3 ATI ▲

Description

Nothing Entered

Supported Initiatives (6)

+Add Supported Initiative

Standards

- 4.1
- 4.3
- 4.5
- 4.7
- 4.11

General Education

- Quantitative Reasoning- i.e. Laboratory reports, exam, project, critique, written assignment

Action Plan

+Add Action Plan

Course Final Assessment


+Add Course Final Assessment

Project Attachments

Attachments (10)	File Size	
CLOA_PPT_Chronic 2018.pptx	89KB	⋮
End of Semester Course Data Form Chronic Conditions Fall 18.xlsx	41KB	⋮
Care of Patients with Chronic Condition Syllabus Fall 2018.pdf	526KB	⋮
Clinical Objectives Level 3 Fall 2018.pdf	365KB	⋮
L3 Psychomotor Skills checklist.pdf	15KB	⋮
L3 Care of Patients with Chronic Conditions_Summative Form.pdf	87KB	⋮
L3 Care of Patients with Chronic Conditions_Formative Form.pdf	113KB	⋮
QualityOutcomeMeasuresfortheProviderUnit ANCC.pdf	682KB	⋮
L3.Care of Patients with Chronic Conditions.NMNECSyllabusMstr.04.02.18.pdf	152KB	⋮
Course Objectives Evaluation Fall 18.pdf	269KB	⋮


**NRS2080
CARE OF PATIENTS WITH
CHRONIC CONDITIONS
FALL 2018
CLOA PRESENTATION**

Lucia Gomez-Vaughan, RN BA
Nursing
Luna Community College




PURPOSE

The purpose of this report is to assess student learning based on the established Course Learning Outcomes for NRS2080 Care of Patients with Chronic Conditions. The focus of this report is to document the methods and results of the assessments that were used throughout the course. The results will then be used to make informed decisions on modifications to course content, emphasis teaching methodologies, and improvements in student learning.




COURSE DESCRIPTION

The focus of this course is to provide safe, evidence-based nursing care for patients with chronic conditions, across the lifespan in a variety of settings. This course builds upon curricular concepts. This course is a combination of lab and clinical.



COURSE LEARNING OUTCOMES

1. Demonstrate ethical practice in the delivery of nursing care to patients with chronic conditions.
2. Apply understanding of the principles of safe nursing care for patients with chronic conditions.
3. Demonstrate knowledge of appropriate evidence-based protocols when providing nursing care to patients with chronic conditions.
4. Apply understanding of appropriate health care policy, finance, and regulatory environments in the care of patients with chronic conditions.
5. Communicate effectively with patients with chronic conditions and health care team members.
6. Demonstrate an understanding of the technology used in the care of patients with chronic conditions.
7. Utilize the nursing process to deliver nursing care to patients with chronic conditions.



HOW OBJECTIVES ARE MET

- Lecture
- Group discussion
- Case studies
- Group work
- Practice skills in sim lab
- Demonstration
- Return demonstration
- Practice questions in class
- Completion of ATI modules and end of module assessment

ASSESSMENT METHODS

- 30% Final
- 70% 4 Exam grades
- 5 % Each ATI module test will count as a grade and be averages for a total of 5 % of the course grade after a 77 is achieved in the course



GRADE DISTRIBUTION

Grade Distribution

Beginning Semester:

Course ID	Pr	Cy	Pr	Pr	I	IC	S	C	W	Total	%Pr	%Cy	%Pr	%Pr	%I	%IC	%S	%C	%W	%Total	
16	W									25	25%	0%	0%	0%	0%	0%	0%	0%	0%	0%	25%

**Students earning A, B or C, S grade*



COURSE COMPETENCY RUBRIC

1	4	4	4	4	4	4	4
2	5	5	5	5	5	5	5
3	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	5	5	5	5	5	5	5
7	5	5	5	5	5	5	5
8	5	5	5	5	5	5	5
9	5	5	5	5	5	5	5
10	5	5	5	5	5	5	5
11	5	5	5	5	5	5	5
12	4	4	4	4	4	4	4
13	4	4	4	4	4	4	4
14	4	4	4	4	4	4	4
15	4	4	4	4	4	4	4
16	5	5	5	5	5	5	5
17	4	4	4	4	4	4	4
18	5	5	5	5	5	5	5
19	5	5	5	5	5	5	5
20	4	4	4	4	4	4	4
21	5	5	5	5	5	5	5
22	4	4	4	4	4	4	4
23	5	5	5	5	5	5	5



CONCLUSION

Ideas for Fall 2019 to improve the course:

- Skills were covered in four weeks in the future skills should be spread out over six to eight weeks.
- Increased use of EHR tutor by including orders for the skills the students are learning and being checked of on.
- May reconsider the amount of points given for ATI.



Student Name _____

Level 3 Psychomotor skill checklist – Initial and sign each check off

Concept	Skill	Practice	Peer check-off	Proficiency check off
• Elimination	• Urinary catheter insertion and care, sterile specimen collection			
• Gas Exchange	• Airway adjuncts- oropharyngeal, nasopharyngeal, tracheostomy tube			
	• Chest physiotherapy			
	• Airway suctioning			
	• Chest tube drains			
• Perfusion	• ECG placement and monitoring (dysrhythmias)			
• Safety	• Blood administration			
	• Central vascular access devices- dressing change, blood draws, removal			
	• IV insertion and care			
	• IV medication administration- drip rate, piggy back			
	• IV meds			
	• Venipuncture, lab draws			
• Skin Integrity	• Surgical incision care			
	• Wound care and dressings			

Student: I have satisfactorily completed each step in the skills check off:

Student _____ Date _____

Peer or proficiency evaluator: I have critiqued, given constructive feedback, and observed competency of the performance of the initialed psychomotor skill:

Observer: _____ Date: _____

Observer: _____ Date: _____

Observer: _____ Date: _____

Observer: _____ Date: _____

Observer: _____ Date: _____

Observer: _____ Date: _____

Observer: _____ Date: _____

Care of Patients with Chronic Conditions

Summative Clinical Evaluation

Student Name: _____ Clinical Site: _____

Scoring:

E = Exceeds expectation: Consistently appropriately independent, and shows initiative

S = Satisfactory: Meets expectations and competencies

U = Unsatisfactory: Unsafe, consistently needs guidance, unable to perform independently, unable to demonstrate appropriate clinical judgment

Scoring: E = Exceeds Expectations S = Satisfactory U = Unsatisfactory

Course Objective	Competency	Student			Instructor		
		E	S	U	E	S	U
Course Objective 1.	Demonstrate ethical practice in the delivery of nursing care to patients with chronic conditions.						
1.1	Apply patient's values, beliefs and attitudes to the patient's plan of care.						
<i>Exemplar of specific behavior that met competency</i>							
1.2	Using effective communication, apply the patient's expressed values, beliefs, and attitudes to nursing care.						
<i>Exemplar of specific behavior that met competency</i>							
1.3	Identify health care resources for diverse patient populations at the local, regional, and national levels.						
<i>Exemplar of specific behavior that met competency</i>							
Course Objective 2.	Apply understanding of the principles of safe nursing care for patients with chronic conditions						
2.1	Identify factors present in clinical settings that promote or hinder a culture of safety and caring.						
<i>Exemplar of specific behavior that met competency</i>							
2.2	Anticipate, identify, and eliminate potentially harmful situations in nursing the patient with chronic illness.						
<i>Exemplar of specific behavior that met competency</i>							
2.3	Interpret and evaluate system contributions and staff response to clinical errors and near misses in nursing the patient with chronic illness, with guidance.						
<i>Exemplar of specific behavior that met competency</i>							
2.4	Implement evidence-based procedures to reduce harm,						

	promote safety, and improve care in nursing the patient with chronic illness, with guidance.								
<i>Exemplar of specific behavior that met competency</i>									
2.5	Analyze gaps between local/clinical site and best practice and system factors that support or hinder adoption of best practices.								
<i>Exemplar of specific behavior that met competency</i>									
Course Objective 3	3. Demonstrate knowledge of appropriate evidence-based protocols when providing nursing care to patients with chronic conditions.								
3.1	Apply evidence in providing care to patients with chronic health problems.								
<i>Exemplar of specific behavior that met competency</i>									
3.2	Identify patient/family preferences and values and their effect on the delivery of optimal care								
<i>Exemplar of specific behavior that met competency</i>									
3.3	Assess outcomes of care when using evidence-based approaches.								
<i>Exemplar of specific behavior that met competency</i>									
3.4	Implement evidence based protocols/pathways when providing nursing care.								
<i>Exemplar of specific behavior that met competency</i>									
Course Objective 4	4. Apply understanding of appropriate health care policy, finance, and regulatory environments in the care of patients with chronic conditions.								
4.1	Demonstrate clinical competency in care delivery to the chronic patient in lab and practice settings								
<i>Exemplar of specific behavior that met competency</i>									
4.2	Use effective communication style with team members in care of patients with chronic illness.								
<i>Exemplar of specific behavior that met competency</i>									
4.3	Identify how healthcare policy, finance, and regulatory environments relate to the care of patients with chronic illness.								
<i>Exemplar of specific behavior that met competency</i>									
4.4	Demonstrate ethical practice in the delivery of care to patients with chronic illness								
<i>Exemplar of specific behavior that met competency</i>									
4.5	Advocate for patients with chronic illness.								

<i>Exemplar of specific behavior that met competency</i>						
Course Objective 5	5. Communicate effectively with patients with chronic conditions and health care team members.					
5.1	Collaborate effectively within the inter-professional team, with guidance.					
<i>Exemplar of specific behavior that met competency</i>						
5.2	Build on own strengths and compensate for limitations as a team member.					
<i>Exemplar of specific behavior that met competency</i>						
5.3	Recognize leadership behaviors and begin to incorporate these behaviors into nursing practice.					
<i>Exemplar of specific behavior that met competency</i>						
Course Objective 6	6. Demonstrate an understanding of the technology used in the care of patients with chronic conditions.					
6.1	Document planning, implementation and evaluation of nursing care of patients with chronic illness using available technology					
<i>Exemplar of specific behavior that met competency</i>						
6.2	Incorporate health care resources in sharing health information with patients with chronic illness.					
<i>Exemplar of specific behavior that met competency</i>						
6.3	Safely operate appropriate technology in the delivery of care to chronically ill patients.					
<i>Exemplar of specific behavior that met competency</i>						
Course Objective 7	7. Utilize the nursing process to deliver nursing care to patients with chronic conditions.					
Met Course Clinical Expectations						
Demonstrated mastery of previous competencies						

Student Comments:

Faculty feedback:

Student signature _____ Date _____

Instructor/Preceptor signature _____ Date _____

LCC NRS2030 (NMNC2310) Health & Illness Concepts II 2018-2019

Not Started

[Expand All](#) | [Collapse All](#)

Table of Contents

- Course Description/Purpose
- ▼ Course Learning Outcomes
 - ▼ 1 Relate the scope, risk factors, physiologic processes, attributes, and clinical management of selected concepts and exemplars across the lifespan. [L3.2/P2]
 - ▼ 1.1 Assessments/Assignments Action Plan
 - ▼ 2 Investigate evidenced-based practice, standards of nursing care, and factors to improve safety related to selected concepts and exemplars. [L3.3/P3, L3.4/P4]
 - ▼ 2.1 Assessments/Assignments Action Plan
 - ▼ 3 Examine how members of the health care team collaborate in the delivery of care related to selected concepts and exemplars. [L3.5/P5]
 - ▼ 3.1 Assessments/Assignments Action Plan
 - ▼ 4 Discuss available technology for the delivery of nursing care. [L3.6/P6]
 - ▼ 4.1 Assessments/Assignments Action Plan
 - ▼ 5 Apply selected health and illness concepts to the nursing care of patients across the lifespan. [L3.3/P3]
 - ▼ 5.1 Assessments/Assignments Action Plan
 - 5.1.1 Final Assessment for course

Course Description/Purpose

This course will cover health and illness concepts across the lifespan with the focus on chronic conditions. Concepts covered are related to oxygenation and homeostasis, homeostasis and regulation, protection and movement, and cognitive and behavior processes.

This course will be begin Spring 2019 and continue every Spring thereafter.

Course Learning Outcomes

[+Add Course Learning Outcomes](#)

- Relate the scope, risk factors, physiologic processes, attributes, and
- 1 clinical management of selected concepts and exemplars across the lifespan. [L3.2/P2] ▲

- Unit Exams
- ATI Assignments
- Case Studies-Nursing Care Plans
- Journal Entries
- Written Assignments
- Quizzes
- Presentations

CLO Assessments

[+Add CLO Assessments](#)

1.1 Assessments/Assignments ▲

- Description
- Unit Exams
- ATI Assignments
- Case Studies-Nursing Care Plans
- Journal Entries
- Written Assignments
- Quizzes
- Presentations

Supported Initiatives (9)

[+Add Supported Initiative](#)

Standards

- 4.3
- 4.5
- 4.7
- 4.9

General Education

- Communication- i.e. Written documents, oral and/or electronic presentations, digital assignments, portfolio, etc.
- Critical Thinking- i.e. Problem solving, analyze, explanation, argument, experiment, research, etc.

Team (5)

Edit Access (4)



Read Access (1)



Assessment over a range of areas including speech, research, presentation, computer skills, blogs, websites, etc.

- Personal & Social Responsibility- i.e. Ethical reasoning, collaboration, discussions, reflection, case studies, etc.
- Quantitative Reasoning- i.e. Laboratory reports, exam, project, critique, written assignment

Action Plan

Planned

Student completion for course is 91.3% 21 of 23 students passed course. Rigor for course will be maintained however, early intervention with faculty mentoring and peer tutoring will be implemented once weaknesses are identified post exam 1.

Due Date
12/6/2019

Budget Source
Nothing Entered

Dollar Amount
\$0.00

#	Action Item	Date Created	Due Date	Status
1	Student completion for course is 91.3% 21 of 23 students passed course. Rigor for course will be maintained however, early intervention with faculty mentoring and peer tutoring will be implemented once weaknesses are identified post exam 1.	2/14/2019	8/12/2019	Planned

+Add Action Item

Course Final Assessment

+Add Course Final Assessment

2 Investigate evidenced-based practice, standards of nursing care, and factors to improve safety related to selected concepts and exemplars. [L3.3/P3, L3.4/P4]

- Unit Exams
- ATI Assignments
- Case Studies-Nursing Care Plans
- Journal Entries
- Written Assignments
- Quizzes
- Presentations

CLO Assessments

+Add CLO Assessments

2.1 Assessments/Assignments

- ATI Assignments
- Case Studies-Nursing Care Plans
- Journal Entries
- Written Assignments
- Quizzes
- Presentations

Supported Initiatives (9)

+Add Supported Initiative

Standards

- 4.3
- 4.5
- 4.7
- 4.9

General Education

- Communication- i.e. Written documents, oral and/or electronic presentations, digital assignments, portfolio, etc.
- Critical Thinking- i.e. Problem solving, analyze, explanation, argument, experiment, research, etc.
- Information & Digital Literacy- i.e. Essay, speech, research, presentation, computer skills, blogs, websites, etc.
- Personal & Social Responsibility- i.e. Ethical reasoning, collaboration, discussions, reflection, case studies, etc.
- Quantitative Reasoning- i.e. Laboratory reports, exam, project, critique, written assignment

Action Plan

Planned

Student completion for course is 913%. 21 of 23 students passed course. Rigor for course will be maintained however, early intervention with faculty mentoring and peer tutoring will be implemented once weaknesses are identified post exam 1.

Due Date

8/12/2019

Budget Source

Nothing Entered

Dollar Amount

\$0.00

#	Action Item	Date Created	Due Date	Status
1	Student completion for course is 913% 21 of 23 students passed course. Rigor for course will be maintained however, early intervention with faculty mentoring and peer tutoring will be implemented once weaknesses are identified post exam 1.	2/14/2019	8/12/2019	Planned

+Add Action Item

Course Final Assessment

+Add Course Final Assessment

3 Examine how members of the health care team collaborate in the delivery of care related to selected concepts and exemplars. [L3.5/P5]

- Unit Exams
- ATI Assignments
- Case Studies-Nursing Care Plans
- Journal Entries
- Written Assignments
- Quizzes
- Presentations

CLO Assessments

+Add CLO Assessments

3.1 Assessments/Assignments

Description

- Unit Exams
- ATI Assignments
- Case Studies-Nursing Care Plans
- Journal Entries
- Written Assignments
- Quizzes
- Presentations

Supported Initiatives (9)

+Add Supported Initiative

Standards

- 4.3
- 4.5
- 4.7
- 4.9

General Education

- Communication- i.e. Written documents, oral and/or electronic presentations, digital assignments, portfolio, etc.
- Critical Thinking- i.e. Problem solving, analyze, explanation, argument, experiment, research, etc.
- Information & Digital Literacy- i.e. Essay, speech, research, presentation, computer skills, blogs, websites, etc.
- Personal & Social Responsibility- i.e. Ethical reasoning, collaboration, discussions, reflection, case studies, etc.
- Quantitative Reasoning- i.e. Laboratory reports, exam, project, critique, written assignment

Action Plan

Planned

Student completion for course is 91.3%. 21 of 23 students passed course. Rigor for course will be maintained however, early intervention with faculty mentoring and peer tutoring will be implemented once weaknesses are identified post exam 1.

Due Date

8/12/2019

Budget Source

Dollar Amount

\$0.00

#	Action Item	Date Created	Due Date	Status
1	Student completion for course is 91.3% 21 of 23 students passed course. Rigor for course will be maintained however, early intervention with faculty mentoring and peer tutoring will be implemented once weaknesses are identified post exam 1.	2/14/2019	8/12/2019	Planned

+Add Action Item

Course Final Assessment

+Add Course Final Assessment

4 Discuss available technology for the delivery of nursing care. ▲
 [L3.6/P6]

- Unit Exams
- ATI Assignments
- Case Studies-Nursing Care Plans
- Journal Entries
- Written Assignments
- Quizzes
- Presentations

CLO Assessments

+Add CLO Assessments

4.1 Assessments/Assignments ▲

- Description
- Unit Exams
 - ATI Assignments
 - Case Studies-Nursing Care Plans
 - Journal Entries
 - Written Assignments
 - Quizzes
 - Presentations

Supported Initiatives (9)

+Add Supported Initiative

Standards

- 4.3
- 4.5
- 4.7
- 4.9

General Education

- Communication- i.e. Written documents, oral and/or electronic presentations, digital assignments, portfolio, etc.
- Critical Thinking- i.e. Problem solving, analyze, explanation, argument, experiment, research, etc.

- Personal & Social Responsibility- i.e. Ethical reasoning, collaboration, discussions, reflection, case studies, etc.
- Quantitative Reasoning- i.e. Laboratory reports, exam, project, critique, written assignment

Action Plan

Planned

Student completion for course is 91.3%. 21 of 23 students passed course. Rigor for course will be maintained however, early intervention with faculty mentoring and peer tutoring will be implemented once weaknesses are identified post exam 1.

Due Date
8/12/2019

Budget Source
Nothing Entered
Dollar Amount
\$0.00

#	Action Item	Date Created	Due Date	Status
1	Student completion for course is 91.3%. 21 of 23 students passed course. Rigor for course will be maintained however, early intervention with faculty mentoring and peer tutoring will be implemented once weaknesses are identified post exam 1	2/14/2019	8/12/2019	Planned

+Add Action Item

Course Final Assessment

+Add Course Final Assessment

5 Apply selected health and illness concepts to the nursing care of patients across the lifespan. [L3.3/P3]

- Unit Exams
- ATI Assignments
- Case Studies-Nursing Care Plans
- Journal Entries
- Written Assignments
- Quizzes
- Presentations

CLO Assessments

+Add CLO Assessments

5.1 Assessments/Assignments

Description

- ATI Assignments
- Case Studies-Nursing Care Plans
- Journal Entries
- Written Assignments
- Quizzes
- Presentations

Supported Initiatives (9)

+Add Supported Initiative

Standards

- 4.3
- 4.5
- 4.7
- 4.9

General Education

- Communication- i.e. Written documents, oral and/or electronic presentations, digital assignments, portfolio, etc.
- Critical Thinking- i.e. Problem solving, analyze, explanation, argument, experiment, research, etc.
- Information & Digital Literacy- i.e. Essay, speech, research, presentation, computer skills, blogs, websites, etc.
- Personal & Social Responsibility- i.e. Ethical reasoning, collaboration, discussions, reflection, case studies, etc.
- Quantitative Reasoning- i.e. Laboratory reports, exam, project, critique, written assignment

Action Plan

Planned

Student completion for course is 91.3%. 21 of 23 students passed course. Rigor for course will be maintained however, early intervention with faculty mentoring and peer tutoring will be implemented once weaknesses are identified post exam 1.

Due Date

8/12/2019

Budget Source

Nothing Entered

Dollar Amount

\$0.00

#	Action Item	Date Created	Due Date	Status
1	Student completion for course is 91.3%. 21 of 23 students passed course. Rigor for course will be maintained however, early intervention with faculty mentoring and peer tutoring will be implemented once weaknesses are identified post exam 1.	2/14/2019	8/12/2019	Planned

+Add Action Item

Course Final Assessment

+Add Course Final Assessment

5.1.1 Final Assessment for course

Source of Evidence

Multiple Choice Exam - Academic Direct

Description

Final exam is cumulative of all work/ content in this course. Final exam is aligned with course objectives to ensure competency is met. Exam rigor is determined using textbook test banks and following testing policy (attached)

What questions from the tool/instrument/indicator meet this individual outcome?

Final exam is cumulative and aligned with course objectives to ensure competency is met. Exam rigor is determined using textbook test banks and following testing policy (attached)

Benchmark/Target

+Add Benchmark/Target

5.1.1.1 *Add Benchmark/Target Description*
Met

Benchmark/Target

Benchmark was set at retention of 80% of students.

Finding

Nursing school retention is an average of 70-75%. This course demonstrated a 91.4% pass rate.

Analysis of Findings

This course demonstrated a 91.4% pass rate.

Improvement Type


Academic Process Modifications > Action Plan implemented; will assess next semester

Improvement(s) Achieved

Nothing Entered

Project Attachments

Attachments (5)	File Size
Care plan rubric_EHR.pdf	180KB
Journaling Rubric_2.pdf	93KB
CLOA_PPT_Template.pptx	79KB
Fall 2018_ Health and Illness II_ End of Semester Course Data.xlsx	44KB
Test Policy_updated Jan 2019.pdf	554KB




NRSG2030/NMNC2310
HEALTH & ILLNESS II
 FALL 2018
 PRESENTATION

Susan Grohman MSN, Ed, RN
 Nursing
 Luna Community College
 Full time faculty


Purpose

The purpose of this report is to assess student learning based on the established Course Learning Outcomes NRSG2030/NMNC2310- Health & Illness II. The focus of this report is to document the methods and results of the assessments that were used throughout the course. The results will then be used to make informed decisions on modifications to course content, emphasis teaching methodologies, and improvements in student learning.



Course Description


This course will cover health and illness concepts across the lifespan with the focus on chronic conditions. Concepts covered are related to oxygenation and homeostasis, homeostasis and regulation, protection and movement, and cognitive and behavior processes.



Course Learning Outcomes

Upon successful completion of this course, the student will:

1. Relate the scope, risk factors, physiologic processes, attributes, and clinical management of selected concepts and exemplars across the lifespan.
2. Investigate evidence-based practices standards of nursing care, and factors to improve safety related to selected concepts and exemplars.
3. Examine how members of the health care team collaborate in the delivery of care related to selected concepts and exemplars.
4. Discuss available technology for the delivery of nursing care.
5. Apply selected health and illness concepts to the nursing care of patients across the lifespan.



Assessment Methods


GRADING CRITERIA
Methods of Measuring Learning Outcomes and Grading Scale

Assignment/Activity	Percentage of total grade	Description of grade distribution
Unit Exams/Quizzes	70%	Average of the exams** (All quizzes will be averaged to equal 1 exam grade)
Final Exam	30%	Official exam score**
Total	100%	

*For each of your nursing courses, 100% of your grade includes exams, quizzes, and the final exam. A total score of 77% is required to pass any nursing course.

Other required Assignments	Percentage to all be added into calculation of total exam score
ATI/MNL	2%

**Average (added after 77% obtained in class)



Grade Distribution


Nursing Department Grading Scale
A = 100 - 90.0
B = 89.9 - 80.0
C = 79.9 - 77.0
D = 76.9* - 67.0
F = below 67

Grade Distribution

Beginning Enrollment:

Grade	A's	B's	C's	D's	F's	J	AT	S	E	W	Total	%A's	%B's	%C's	%D's	%F's	%J's	%AT's	%S's	%E's	%W's	%Retention
0	11	6	2	0	0	0	0	0	0	0	20	50%	25%	20%	0%	0%	0%	0%	0%	0%	0%	91%


*Students earning A,B or C, S grades



COURSE Competency Rubric

List CLOs/Competencies Ex: 1 Demonstrate

Competency	1	2	3	4	5
1. Demonstrate	1	1	1	1	1
2. Demonstrate	1	1	1	1	1
3. Demonstrate	1	1	1	1	1
4. Demonstrate	1	1	1	1	1
5. Demonstrate	1	1	1	1	1
6. Demonstrate	1	1	1	1	1
7. Demonstrate	1	1	1	1	1
8. Demonstrate	1	1	1	1	1
9. Demonstrate	1	1	1	1	1
10. Demonstrate	1	1	1	1	1
11. Demonstrate	1	1	1	1	1
12. Demonstrate	1	1	1	1	1
13. Demonstrate	1	1	1	1	1
14. Demonstrate	1	1	1	1	1
15. Demonstrate	1	1	1	1	1
16. Demonstrate	1	1	1	1	1
17. Demonstrate	1	1	1	1	1
18. Demonstrate	1	1	1	1	1
19. Demonstrate	1	1	1	1	1
20. Demonstrate	1	1	1	1	1
21. Demonstrate	1	1	1	1	1
22. Demonstrate	1	1	1	1	1
23. Demonstrate	1	1	1	1	1
24. Demonstrate	1	1	1	1	1
25. Demonstrate	1	1	1	1	1
26. Demonstrate	1	1	1	1	1
27. Demonstrate	1	1	1	1	1
28. Demonstrate	1	1	1	1	1
29. Demonstrate	1	1	1	1	1
30. Demonstrate	1	1	1	1	1
31. Demonstrate	1	1	1	1	1
32. Demonstrate	1	1	1	1	1
33. Demonstrate	1	1	1	1	1
34. Demonstrate	1	1	1	1	1
35. Demonstrate	1	1	1	1	1
36. Demonstrate	1	1	1	1	1
37. Demonstrate	1	1	1	1	1
38. Demonstrate	1	1	1	1	1
39. Demonstrate	1	1	1	1	1
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41. Demonstrate	1	1	1	1	1
42. Demonstrate	1	1	1	1	1
43. Demonstrate	1	1	1	1	1
44. Demonstrate	1	1	1	1	1
45. Demonstrate	1	1	1	1	1
46. Demonstrate	1	1	1	1	1
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53. Demonstrate	1	1	1	1	1
54. Demonstrate	1	1	1	1	1
55. Demonstrate	1	1	1	1	1
56. Demonstrate	1	1	1	1	1
57. Demonstrate	1	1	1	1	1
58. Demonstrate	1	1	1	1	1
59. Demonstrate	1	1	1	1	1
60. Demonstrate	1	1	1	1	1
61. Demonstrate	1	1	1	1	1
62. Demonstrate	1	1	1	1	1
63. Demonstrate	1	1	1	1	1
64. Demonstrate	1	1	1	1	1
65. Demonstrate	1	1	1	1	1
66. Demonstrate	1	1	1	1	1
67. Demonstrate	1	1	1	1	1
68. Demonstrate	1	1	1	1	1
69. Demonstrate	1	1	1	1	1
70. Demonstrate	1	1	1	1	1
71. Demonstrate	1	1	1	1	1
72. Demonstrate	1	1	1	1	1
73. Demonstrate	1	1	1	1	1
74. Demonstrate	1	1	1	1	1
75. Demonstrate	1	1	1	1	1
76. Demonstrate	1	1	1	1	1
77. Demonstrate	1	1	1	1	1
78. Demonstrate	1	1	1	1	1
79. Demonstrate	1	1	1	1	1
80. Demonstrate	1	1	1	1	1
81. Demonstrate	1	1	1	1	1
82. Demonstrate	1	1	1	1	1
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84. Demonstrate	1	1	1	1	1
85. Demonstrate	1	1	1	1	1
86. Demonstrate	1	1	1	1	1
87. Demonstrate	1	1	1	1	1
88. Demonstrate	1	1	1	1	1
89. Demonstrate	1	1	1	1	1
90. Demonstrate	1	1	1	1	1
91. Demonstrate	1	1	1	1	1
92. Demonstrate	1	1	1	1	1
93. Demonstrate	1	1	1	1	1
94. Demonstrate	1	1	1	1	1
95. Demonstrate	1	1	1	1	1
96. Demonstrate	1	1	1	1	1
97. Demonstrate	1	1	1	1	1
98. Demonstrate	1	1	1	1	1
99. Demonstrate	1	1	1	1	1
100. Demonstrate	1	1	1	1	1



Conclusion

- Nursing school must be rigorous and demanding in order to prepare students to be professional nurses and care for other human beings.
- Attrition rates for Nursing programs across the country is 30%. This cohort started with 24 in Fall 2017. One failed and three transferred to another school in Fall 2017, three joined this cohort in Spring 2018 from other NM schools, and after this semester we are at 21. Retention for this course is 91%.
- The nursing program has many plans in place to assist all nursing students. We have weekly mentoring meetings mandatory for all students. We began a student success plan for those at risk which includes weekly meetings with our tutor and teaching sessions with our student success coach. We also provide additional resources to enhance student success including test taking skills and practicing NCLEX style questions.