

HEALTH AND ILLNESS 3

NRSG2230/NMNC2410

SPRING 2019

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Purpose

The purpose of this report is to assess student learning based on the established Course Learning Outcomes for NRS2230/NMNC2410 Health and Illness 3.

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, with the focus on acute conditions across the lifespan. Concepts covered are related to homeostasis/regulation, oxygenation/hemostasis, protection/movement and, emotional processes.

This is a Level 4 course.

Course Learning Outcomes

1. Anticipate healthcare participants risk for potentially harmful situations related to the concepts/exemplars of the course. [L4.2/P2]
2. Integrate evidence-based practices and healthcare standards of care related to the concepts/exemplars of the course. [L4.3/P3, L4.4/P4]
3. Differentiate the multiple roles of the health care team related to the concepts/exemplars of the course. [L4.5/P5]
4. Integrate use of appropriate technology related to the concepts/exemplars of the course. [L4.6/P6]
5. Interrelate risk factors, concepts, physiologic processes, patient attributes and clinical management of the exemplars covered in this course. [L4.1/P1]

NMNEC Level 4 SLOS

Upon successful completion of Level 4, the student will:

- 1). Integrate diverse patient values, beliefs, and attitudes into plan of care for patients with acute illness.
- 2). Interpret and analyze factors and system contributions that impact the quality and safety of nursing practice.
- 3). Integrate an evidence-based approach in the delivery and evaluation of nursing care to acutely ill patients across the lifespan.
- 4). Evaluate the use of policies and procedures within the acute care setting.
- 5). Effectively communicate with other healthcare providers to meet the needs of well patients.
- 6). Integrate use of appropriate technology for the delivery of nursing care to acutely ill patients.

Assessment Methods

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%	Of final exam score**
Total	100%	

Methods of Measuring Learning Outcomes and Grading Scale:

**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 will be added after obtaining 77% on exams above	
ATI	5%	Average (added after 77% obtained in class)
LAB Simulations/Skills/Clinicals	Satisfactory/Unsatisfactory (S/U)	Failure of lab (U) constitutes failure in the class; failure of the class constitutes failure of the lab.

Grade Distribution

What was the ultimate outcome?

Grade Distribution																		
Beginning Enrollment: 21																		
															*Percent Retention			
Course	A's	B's	C's	D's	F's	W		Total	%A's	%B's	%C's	%D's						
	7	14	0	0	0				34%	66%	0%	0. %			100%			

COURSE Competency Rubric

Student	1	2	3	4	5	6	Average
1.	4	4	4	4	4		20
2.	4	4	4	4	4		20
3.	4	3	4	4	4		20
4.	4	4	4	4	4		20
5.	4	4	4	4	4		20
6.	4	4	4	4	4		20
7.	4	4	4	4	4		20
8.	4	4	4	4	4		20
9.	4	4	4	4	4		20
10.	4	4	4	4	4		20
11.	4	4	4	4	4		20
12.	4	4	4	4	4		20
13.	4	4	4	4	4		20
14.	4	4	4	4	4		20
15.	4	4	4	4	4		20
16.	4	4	4	4	4		20
17.	4	4	4	4	4		20
18.	4	4	4	4	4		20
19.	4	4	4	4	4		20
20.	4	4	4	4	4		20
21.	4	4	4	4	4		20
22.							
23.							
24.							
Avg. Total	4.0	4.0	4.0	4.0	4.0		20.0

Conclusion

Increasing the rigor in courses increase the risk of student attrition. To combat this, we have instituted a student success plan (SSP). At midterm, if a student was at risk of failing, they were put on SSP.

This plan involves work outside of their regular classes. We teach them how to take notes, how to read critically, how to take nursing exams and how to develop their critically thinking and clinical reasoning.

This semester had 21 students. Of those 21, approx.30% were a part of SSP.

Final results: All 21 passed. For a total of 100% retention.

Our final analysis: SSP worked. With this group we had extra resources from ATI to help. But we should plan to intervene earlier in the future to identify those at risk. The new plan will identify those who scores less than 80% on their first exam they are put on the SSP.