

# CLINICAL INTENSIVE 1

## NRSG2640/NMNC2435

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# Purpose

The purpose of this report is to assess student learning based on the established Course Learning Outcomes for NRSG2640/NMNC2435 Clinical Intensive 1.

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 is the first of two Level Four clinical courses in which the student will apply the curricular concepts in the management of care participants with acute conditions across the lifespan. This course is a combination of seminar, lab, and clinical.

This is a Level 4 course.

# Course Learning Outcomes

1. Integrate nursing practice concepts into their professional nursing practice. [L4.1/P1]
2. Integrate diverse patient values into plan of care for patients with acute illness. [L4.1/P1]
3. Interpret and analyze factors and system contributions that impact the quality and safety of nursing practice. [L4.2/P2]
4. Integrate an evidence-based approach in the delivery and evaluation of nursing care to acutely ill patients across the lifespan. [L4.3/P3]
5. Evaluate the use of policies and procedures within the acute care setting. [L4.4/P4]
6. Effectively collaborate with the healthcare team in the delivery of patient care. [L4.5/P5]
7. Integrate use of appropriate technology for the delivery of nursing care to acutely ill patients. [L4.6/P6]

# 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
Case Studies including EHR documentation and Care Plan	40%	Average of all assigned
ATI Real RN Scenarios	20%	Average of all assigned
Other ATI assignments	40%	Average of all assigned
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.**

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.
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# Grade Distribution

What was the ultimate outcome?

<u>Grade Distribution</u>																
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				
	21	0	0	0	0				100%	0%	0%	0%			100%	

# COURSE Competency Rubric

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



# Conclusion

This course is a synthesis of all courses and experiences throughout the program.

ATI is a learning and testing program to help our students increase knowledge and develop critical thinking through various digital scenarios.

As we begin this course (first time it has been taught), we learned many things. One being, the students had to work on ATI Capstone and this involved more time than expected. The students were not completing some ATI assignments. So mid semester, the grading scale was adjusted to include two Collaborative exams. Research shows collaborative testing promotes active learning while improves retention, enjoying class time, and actively discussing rationales for right and wrong answers selected (Stearns, 1996).

Susan A. Stearns. (1996). Collaborative Exams as Learning Tools. *College Teaching*, 44(3), 111. Retrieved from <https://search-ebscohost-com.lopes.idm.oclc.org/login.aspx?direct=true&db=edsjsr&AN=edsjsr.27558783&site=eds-live&scope=site>