

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Nursing	224	NUR 224 03/12/2013-Medical-Surgical Nursing II - Clinical Practice
Division	Department	Faculty Preparer
Math, Science and Health	Nursing & Health Science	Mary Burns-Coral
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Perform advanced nursing skills using evidence-based principles and concepts in the lab setting.

- Assessment Plan
 - Assessment Tool: Laboratory skills check list.
 - Assessment Date: Spring/Summer 2012
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Checklist of activities (complete or not complete)
 - Standard of success to be used for this assessment: 75 % of all students will receive a "pass" on their first attempt.
 - Who will score and analyze the data: NUR 223/224 Course coordinator.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2012, 2011	2012, 2011	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
163	163

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All 163 students were assessed from Winter of 2011 through Fall of 2012.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All 163 students were assessed from Winter of 2011 through Fall of 2012.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it

was scored.

Rubrics/Objectives were developed for all the NUR 224 skills. Rubrics have a pass/remediate with 2nd attempt for all skills which include NG Insertion, lavage, and removal, program an Alaris IV pump with a primary/secondary line using math calculations given to the student, IV insertion, and complex wound care including ostomy care. Students must perform all of the key steps of the rubric in order to pass on the first attempt. (Rubrics for each of the skills will be included at the end of the course assessment along with an Excel spreadsheet showing those students who passed skills on their first attempt and those who failed their first attempt and required remediation and retesting.)

If students fail to pass on the first attempt, they must remediate in the Skills lab and then be retested within a week.

Clinical faculty view each student performing the skills in the Skills lab on campus and score the rubric and decide if the key steps on the rubric have been attained and then decide whether they pass or require remediation and then retest them.

Course Coordinator keeps all the Skills Checkoff sheets for all students who have passed on their first attempt. All students who failed their first attempt and then request each student remediate in the Skills lab outside of scheduled lab time and then either the Course Coordinator or the Simulation Lab coordinator retests the student and the student gives a copy of their passed skill checkoff sheet to Course Coordinator.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Winter of 2011 results indicate 38 students out of 39 students successfully completed all of the laboratory skills on their first attempt. This is a 97% pass rate which meets the benchmark of 75%.

Fall of 2011 results indicate 32 students out of 37 students successfully completed all of the laboratory skills on their first attempt. This is a 86% pass rate which meets the benchmark of 75%.

Winter of 2012 results indicate 43 students out of 43 students successfully completed all of the laboratory skills on their first attempt. This is a 100% pass rate which meets the benchmark of 75%.

Fall of 2012 results indicate 41 out of 44 students successfully completed all of the laboratory skills on their first attempt. This is a 93% pass rate.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The 163 students assessed from Winter of 2011 through Fall of 2012 were able to meet the benchmark of 75 % one hundred percent of the time for each cohort. This success rate is attributed to a lab requirement of twelve hours of lab practice with clinical faculty present along with required videos in which they watch the skills, detailed textbook instructions, and

worksheets to complete along with very specific rubrics.

Early evaluation in the Skills lab right after practicing promotes increased success since students do not forget the skills when they are tested immediately. Only having three to five clinical faculty for evaluation and detailed rubrics for the immediate evaluation period provides continuity and increased chance for success.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

All 163 students met the standard of success of 75%. Early evaluation in the first week of the Skills lab improves their chances for success.

Plans for continuous improvement is a recognition of increased need for students to improve their critical thinking/clinical judgement in the clinical arena. This requires a yearly evaluation of the format/skills for the lab to ensure that students are continually encouraged to critically think and improve their clinical judgment.

The complex wound care and ostomy skills requirement is being re-evaluated in Winter of 2013 since the students have many opportunities in Fundamentals, Med/Surg I, and OB to perform procedures requiring sterile gloving and sterile procedures.

Facilitating this course for the last three years has given recognition to the fact that students in Med/Surg II lack physical assessment skills. Trialing will begin in Fall of 2013 to teach in Skills lab, physical assessment skills and require students to test out on each other performing a modified head to toe physical assessment.

Videotaping of skills is considered the norm in many Bachelors of Science in Nursing programs so a trial of videotaping the IV insertion of all NUR 224 students started in Winter of 2013. This trialing of videotaping will be assessed by the Course Coordinator in Spring/Summer of 2013 to see if the practice will continue.

Outcome 2: Provide safe nursing care of two (2) moderately complex patients in the acute care setting, focusing on time management and prioritization of patient care, using the nursing process in each of the core competencies.

- Assessment Plan
 - Assessment Tool: Final clinical evaluations.
 - Assessment Date: Spring/Summer 2012
 - Course section(s)/other population: All Sections
 - Number students to be assessed: All students
 - How the assessment will be scored: Review of final clinical evaluations for number of students passing (P) and number of students not passing (NP).
 - Standard of success to be used for this assessment: 90% of students will achieve a "Pass" (P)

in clinical based on final clinical evaluations.

- Who will score and analyze the data: NUR 223/224 Course Coordinator

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2012, 2011	2012, 2011	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
163	163

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All 163 Students were assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All 163 Students were assessed using their Final Clinical Evaluations.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Final Clinical Evaluations are performed at the end of each 7 1/2 week session by the clinical faculty members. This means the clinical faculty must assess the student weekly using clinical anecdotal notes where the students must have a passing score of a two on every objective 60% of the time for the 7 1/2 weeks in order to give a passing score for each of the clinical objectives. (See copy of anecdotal note, Final Clinical Evaluation, and Excel sheet tracking pass/fail of each student attached to this course assessment.)

The student who did not score a two on 60% of their anecdotal notes on each of the eight clinical objectives would be considered a no pass or failure for the course.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Final Clinical Evaluations were assessed for all the following cohorts.

Winter 2011: 39 out of 39 students received a Pass on their Final Clinical Evaluations. This is a 100% pass rate and meets the benchmark of 90%

Fall of 2011: 37 out of 37 students received a Pass on their Final Clinical Evaluations. This is a 100% pass rate and meets the benchmark of 90%.

Winter of 2012: 43 out of 43 students received a Pass on their Final Clinical Evaluations. This is

a 100% pass rate and meets the benchmark of 90%.

Fall of 2012: 43 out of 44 students received a Pass on their Final Clinical Evaluations. This is a 97% pass rate and meets the benchmark of 90%.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

All 163 students were assessed between Winter of 2011 and Fall of 2012. Final Clinical evaluations (see copy of Final Clinical evaluations) and clinical anecdotes (see copy of clinical anecdotal record) were examined to see if students met the benchmark of receiving a 2 for each of the 8 NLN core competencies 60% of the time demonstrating improvement in clinical throughout. Only Fall Semester of 2012 was the benchmark of one hundred percent not met for achievement of the core competencies. Fall of 2012 had a success rate of 98%.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Even though the benchmarks were met for clinical performance of safely caring for two moderately complex patients, there was not an effective remediation system in place for students who struggle in clinical. As of January 2013, the Simulation/lab coordinator has developed a remediation process in the Simulation lab for any students mid-term who are identified as being "weak" clinically or not receiving a 2 on all of the eight NLN core competencies midterm. The clinical anecdotal note is used as the means to assess student improvement in Simulation lab along with an electronic medical record and standardized patients. Students who are failing midterm are required to spend anywhere three to four hours per week caring for these standardized patients in Simulation lab, administering medications, performing skills, documenting, contacting the healthcare practitioner via the phone. One student who failed the course in Fall of 2012 was required in order to be able to repeat the course to practice for six weeks in Simulation lab working on improving their self-confidence and skills. So far two students have successfully completed this remediation process and it has been successful allowing both to continue on in the nursing program. Clinical faculty have been encouraged to use the laboratory referral form for any student they feel are not able to obtain a 2 on the eight NLN core competencies midterm. Continued assessment of this remediation process will take place over the next several semesters to evaluate effectiveness for student success.

Outcome 1: Perform advanced nursing skills using evidence-based principles and concepts in the lab setting.

- Assessment Plan
 - Assessment Tool: Simulation lab activities check list
 - Assessment Date: Spring/Summer 2012
 - Course section(s)/other population: All
 - Number students to be assessed: All

- How the assessment will be scored: Departmentally-developed rubric
- Standard of success to be used for this assessment: 75% of all students will receive a "pass" each skill on their first attempt.
- Who will score and analyze the data: NUR 223/224 Course Coordinator

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
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2. Provide assessment sample size data in the table below.

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All 163 students were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

All 163 students were required to attend a Simulation lab where they were oriented to the Simulation lab as a part of their on campus Skills lab activity. (See Simulation Lab Orientation checklist attached to this course assessment.)

All incoming Fall NUR 224/256 students are required to complete a Skills Validation prior to entering in the Fall semester and part of this Skills Validation involves a Respiratory Assessment in the Simulation lab. (see Skills Validation forms including Sims Laboratory assessments and Excel spreadsheet of students who completed the Orientation and those who also completed the Fall Skills Validations).

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

All 163 Students attended and completed the Simulation lab activity as evidenced by their completed checklists.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The 163 students assessed from Winter of 2011 through Fall of 2012 were able to meet the benchmark of 75 % one hundred percent of the time for each cohort. This success rate is

attributed to a lab requirement of twelve hours of lab practice with clinical faculty present along with required videos in which they watch the skills, detailed textbook instructions, and worksheets to complete along with very specific rubrics.

Early evaluation in the Skills lab right after practicing promotes increased success since students do not forget the skills when they are tested immediately. Only having three to five clinical faculty for evaluation and detailed rubrics for the immediate evaluation period provides continuity and increased chance for success.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

All 163 students met the standard of success of 75%. Early evaluation in the first week of the Skills lab improves their chances for success.

Plans for continuous improvement is a recognition of increased need for students to improve their critical thinking/clinical judgement in the clinical arena. This requires a yearly evaluation of the format/skills for the lab to ensure that students are continually encouraged to critically think and improve their clinical judgment.

The complex wound care and ostomy skills requirement is being re-evaluated in Winter of 2013 since the students have many opportunities in Fundamentals, Med/Surg I, and OB to perform procedures requiring sterile gloving and sterile procedures.

Facilitating this course for the last three years has given recognition to the fact that students in Med/Surg II lack physical assessment skills. Trialing will begin in Fall of 2013 to teach in Skills lab, physical assessment skills and require students to test out on each other performing a modified head to toe physical assessment.

Videotaping of skills is considered the norm in many Bachelors of Science in Nursing programs so a trial of videotaping the IV insertion of all NUR 224 students started in Winter of 2013. This trialing of videotaping will be assessed by the Course Coordinator in Spring/Summer of 2013 to see if the practice will continue.

II. Course Summary and Action Plans Based on Assessment Results

1. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

This second medical/surgical nursing course is meeting the needs of the students by providing them with the opportunity to learn more about the role of the RN in caring for more than one patient, to work with an interdisciplinary team, and to learn the critical thinking/clinical judgment skills required in the role of the RN.

Many students struggle in the first two weeks of clinical since they have not been previously exposed to the role of managing two patient assessments, documentation, medication

administration (all routes) that includes a deep understanding of classification/actions/adverse effects/monitoring of labs, IV management, implementation of new orders, and nursing skills (including complex wound care, NG tube management, trach care, etc...) for two patients.

In the last several years, there has been an acknowledgment that the new RN graduate nurse must possess increased critical thinking/clinical judgment skills. Our clinical sites are also requesting increased knowledge/skills. Recognizing this increased degree of clinical knowledge required by the clinical facilities, keys or clinical prompts were added to the clinical anecdotal record under each of the 8 NLN core competencies in the Fall of 2012 to assist the students to more clearly identify what clinical faculty are expecting of each student in the clinical facilities. Clinical faculty have been educated by the Course Coordinator of the need to develop the NUR 224 student's critical thinking/clinical judgment at each of the clinical sites.

Another way to encourage students to increase their critical thinking/clinical judgment skills is by Reflective Journaling (see guidelines in attached files). In Fall of 2012 students began Reflective Journaling weekly on Blackboard based on their clinical experiences. Since one of the objectives is including evidence-based information, students are encouraged to use evidence-based information to validate sections of their reflective journal.

Students were also assigned to Skills triads (see roles attached in files) in Fall of 2012 so in lab practice they take turns observing, practicing, and being the patient. Another change in Fall of 2012 is a recognition that some students coming into NUR 224 might have some specific weak areas related to skills. Each student is required to take a Nursing Skill Self-Confidence survey at the beginning of the course to help the Course Coordinator and clinical faculty to recognize areas where the students might be weak clinically and need more guidance. This survey is focused on skills the student will need in NUR 224 and should have been exposed to earlier in the program. (see attachment in files).

Another recognition of the increased need for safe communication was to start requiring students use the SBAR format in Simulation and in clinical as a safe/effective way to communicate with the interdisciplinary team. (see attached form in Files).

Concept Mapping was added in Winter of 2012 to encourage linking of nursing problems and identification of pertinent subjective/objective data and individualized evidence-based nursing interventions. (see concept mapping form in files.)

Students are also encouraged to be able to become knowledgeable and discuss with their Clinical Faculty starting in Winter of 2012 the National Patient Safety Goals for 2012. This practice continues in Winter of 2013 with the 2013 National Patient Safety Goals (see attached files).

2. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

The NUR 224 course assessment and action plan will be shared either in the April faculty meeting in 2013 or during the Spring/Summer retreat days.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
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No changes intended.

4. Is there anything that you would like to mention that was not already captured?

No other information is necessary at this time.

III. Attached Files

[Nursing Self-Confidence Survey](#)
[NUR 224 Clinical Anecdotal](#)
[Final Clinical Evaluation](#)
[Reflective Journaling Guideline](#)
[Skills Lab Objectives/Worksheets](#)
[2012 National Patient Safety Goals](#)
[Concept Map Guidelines](#)
[Concept Map Template](#)
[Excel NUR 224 Lab/Clinical Outcomes](#)
[Simulation Orientation Checklist](#)
[SBAR Student Worksheet](#)
[SBAR Guidelines](#)

Faculty/Preparer: Mary Burns-Coral

Date: 4/7/13

Department Chair: Vickie Salter

Date: 4/8/13

Dean: Martha Showalter

Date: 4/15/13

Assessment Committee Chair: Rosemary Rader

Date: 5/8/13

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: **NUR 224**
 Course Title: **Acute Care Nursing II – Clinical Practice**
 Division/Department Codes: **HAT / NHSD**

2. Semester assessment was conducted (check one):
 Fall 20__
 Winter 2010
 Spring/Summer 20__

3. Assessment tool(s) used: check all that apply.
 Portfolio
 Standardized test
 Other external certification/licensure exam (specify):
 Survey
 Prompt
 Departmental exam
 Capstone experience (specify):
 Other (specify): **NUR224 quizzes, skill checkout sheets, anecdotal records**

4. Have these tools been used before?
 Yes
 No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.

NA

5. Indicate the number of students assessed/total number of students enrolled in the course.

100% of students enrolled in course = 256

6. Describe how students were selected for the assessment.

All nursing students enrolled in all sections for six (6) semesters: F07, W08, F08, W09, F09, W10

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.

NA

2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus.

a. Identify principles and concepts underlying advanced nursing procedures and skills, incorporating knowledge from previous nursing courses.

b. Perform advanced nursing skills in the lab setting.

c. Provide safe nursing care of two (2) moderately complex patients in the acute care setting, focusing on time management and prioritization of patient care, using the nursing process and the core competencies.

2. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. *Please attach a summary of the data collected.*

a. 75% of all students achieved a score at or above 78 percent for the NUR 224 test on their first attempt.

b. 86% of all students passed each skill check-out on the first attempt.

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- c. 95% of students achieve a grade of 'Pass' in clinical based on final clinical evaluations.
- 3. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. *Please attach the rubric/scoring guide used for the assessment.*

Below are the benchmarks set for each outcome:

- a. 75% of all students should achieve a score at or above 78 percent for the NUR 224 test on their first attempt.
- b. 75% of all students pass each skill check-out on the first attempt.
- c. 90% of students achieve a grade of 'Pass' in clinical based on final clinical evaluations.

**** All benchmarks were achieved for all three outcomes.**

- 4. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Strengths: Lab checkouts on first attempt and grade of 'Pass' in clinical exceeds the standard of success.

Weaknesses: First time pass rates for lab skills check outs were only available for W10. Therefore this outcome was based on only one semester's data.

III. Changes influenced by assessment results

- 1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.
- 2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

- a. Outcomes/Assessments on the Master Syllabus
Change/rationale:

- b. Objectives/Evaluation on the Master Syllabus
Change/rationale:

- c. Course pre-requisites on the Master Syllabus
Change/rationale:

- d. 1st Day Handouts
Change/rationale:

- e. Course assignments
Change/rationale:

- f. Course materials (check all that apply)
 - Textbook
 - Handouts
 - Other:

- g. Instructional methods
Change/rationale: **Improve tracking sheet for first-time attempts.**

- h. Individual lessons & activities
Change/rationale:

- 3. What is the timeline for implementing these actions? **Fall 2010**

COURSE ASSESSMENT REPORT

IV. Future plans

- 1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course. **Tools were effective but need more lab check out data next time.**
- 2. If the assessment tools were not effective, describe the changes that will be made for future assessments. **Will have more coordination with lab to keep better records of lab checkout number of attempts.**

3. Which outcomes from the master syllabus have been addressed in this report?

All X Selected _____

If "All", provide the report date for the next full review: 2013 _____

If "Selected", provide the report date for remaining outcomes: _____

Submitted by:

Print: A. Elaine McKeown Signature (submitted electronically) Date: _____
Faculty/Preparer

Print: Gloria Velarde Signature Gloria Velarde Date: 8/5/2010
Department Chair

Print: Granville Lee Signature G. Lee Date: 8/24/2010
Dean/Administrator