

Assurance of Student Learning Report 2023-2024

College of Health and Human Services	School of Nursing and Allied Health
LPN to ASN Program (273)	
Lora Moore DNP, RN, CNE, LPN to ASN Program Coordinator	
<i>Is this an online program?</i> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here <input checked="" type="checkbox"/> Yes, they match! (If they don't match, explain on this page under Assessment Cycle)

<i>Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.</i>			
Program Student Learning Outcome 1: Integrate the nursing process and current standards of nursing practice to provide safe, competent nursing care with respect for patient preferences, values, and needs.			
Instrument 1	Indirect: NUR 257 Preceptor Input into Evaluation of Student NUR 257 Preceptor Input into Evaluation of Student		
Instrument 2	Direct: HESI Exit scores, Standardized exam		
Instrument 3	Direct: HESI Exit scores, Standardized exam		
Based on your results, check whether the program met the goal Student Learning Outcome 1.			<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Program Student Learning Outcome 2: Incorporate clinical nursing judgement when prioritizing patient care.			
Instrument 1	Direct: HESI Exit scores, Standardized exam		
Instrument 2	Direct: HESI Exit scores, Standardized exam		
Based on your results, check whether the program met the goal Student Learning Outcome 2.			<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Program Student Learning Outcome 3: Effectively communicate with patient and when collaborating with members of the inter-professional team.			
Instrument 1	Indirect: NUR 257 Preceptor Input into Evaluation of Student NUR 257 Preceptor Input into Evaluation of Student		
Instrument 2	Direct: HESI Exit scores, Standardized exam		
Instrument 3	Direct: HESI Exit scores, Standardized exam		

Based on your results, check whether the program met the goal Student Learning Outcome 3.		<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
Program Student Learning Outcome 4: Model accountability for nursing care given by self and/or delegated to others while seeking appropriate resources.			
Instrument 1	Indirect: NUR 257 Preceptor Input into Evaluation of Student NUR 257 Preceptor Input into Evaluation of Student		
Instrument 2	Direct: Review NUR 209 Clinical Evaluation Tool NUR 209 Clinical Evaluation tool		
Based on your results, check whether the program met the goal Student Learning Outcome 4.		<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
Program Student Learning Outcome 5: Incorporate the role of teacher when providing patient care.			
Instrument 1	Direct: HESI Exit scores, Standardized exam		
Instrument 2	Direct: Review NUR 209 Clinical Evaluation Tool NUR 209 Clinical Evaluation tool		
Based on your results, check whether the program met the goal Student Learning Outcome 5.		<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
Program Student Learning Outcome 6: Demonstrate a spirit of inquiry and examine the evidence that underlies clinical nursing practice to enhance quality and safety in health care.			
Instrument 1	Direct: NUR 255 Spirit of Inquiry Scores NUR 255 Spirit of Inquiry Rubric		
Instrument 2	Direct: HESI Exit scores, Standardized exam		
Based on your results, check whether the program met the goal Student Learning Outcome 6.		<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
Program Student Learning Outcome 7: Use information and communication technologies to coordinate patient care and support clinical decision making.			
Instrument 1	Indirect: NUR 257 Preceptor Input into Evaluation of Student NUR 257 Preceptor Input into Evaluation of Student		
Instrument 2	Direct: HESI Exit scores, Standardized exam		
Based on your results, check whether the program met the goal Student Learning Outcome 7.		<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment Cycle Plan:			
<p>The LPN to ASN program had their ACEN accreditation visit in Spring 2023 with full accreditation approval for 8 years. Following that visit, new ACEN Standards and Criteria were published and the LPN to ASN program adopted the new standards and criteria. At the time of adoption, the Expected Levels of Achievement (ELA) were reviewed to ensure proper alignment with the EOPSLOs and new standards. The data in this report reflects AY 22-23 data.</p> <p>All criteria are currently meeting our accrediting body guidelines.</p>			

--

Program Student Learning Outcome 1				
Program Student Learning Outcome	Integrate the nursing process and current standards of nursing practice to provide safe, competent nursing care with respect for patient preferences, values, and needs.			
Measurement Instrument 1	<p>NUR 257 Preceptor Input into Evaluation of Student</p> <p>NUR 257 Preceptor Input into Evaluation of Student</p> <p>All students participate in the practicum experience as required by the Kentucky Board of Nursing. The evaluation includes 30 core competencies that reflect the numerous knowledge, skills and attitudes required for completing the course/program. The Criteria for Student Success is in direct correlation with the student functioning in the professional role and using current standards of nursing practice.</p>			
Criteria for Student Success	80% of NUR 257 students will achieve a rating of 4.0 (Consistently Exhibits) for the competency, “Comply with the Code of Ethics, Standards of Practice, and policies and procedures of Western Kentucky University School of Nursing, and clinical agencies.”			
Program Success Target for this Measurement		80% of NUR 257 students will achieve a rating of 4.0 (Consistently Exhibits) for the competency	Percent of Program Achieving Target	98%
Methods	<p>Review NUR 257 Preceptor Input into Evaluation of Student</p> <p>NUR 257 Preceptor Input into Evaluation of Student forms reviewed for Fall 2022, Spring 2023 and Summer 2023 with a total of 103 students. 98% of students achieved a rating of 4.0 (Consistently Exhibits) for the competency, “Comply with the Code of Ethics, Standards of Practice, and policies and procedures of Western Kentucky University School of Nursing, and clinical agencies.” The NUR 257 Preceptor Input into Evaluation of Student uses a 1-4 scale in addition to descriptors to gather meaningful data.</p>			
Measurement Instrument 2	<p>HESI Exit scores, Standardized exam</p> <p>All students take the HESI Exit Exam in the last semester course. The HESI Exit Scope of Practice sub score delineates the questions on the exam that are specific to the content that tests the student knowledge of the scope of nursing practice. The scope of nursing practice section of the HESI directly correlates to the student being able to utilize current standards of practice.</p>			
Criteria for Student Success	HESI Exit 2 nd Attempt Scope of Practice (QSEN section) sub score to or greater than 850.			
Program Success Target for this Measurement		Average equal to or greater than 850	Percent of Program Achieving Target	815
Methods	Review HESI Exit scores, Standardized exam			

	The data for this report reflects 103 students from Fall 2022 through Summer 2023. HESI Exit 2nd Attempt Scope of Practice (QSEN section) sub score for this report year average was 815. The HESI Exit exam is given each semester (Fall, Spring and Summer) in the capstone course. Data previously was analyzed every two years and reported as a two-year average. The 2-year average sub score was 836. With the new ACEN standards, the program decided to review the end of program student learning outcomes annually and also continue to report the two-year average. This AY 22-23 average sub score was 815 and the two-year average was 836 falling short of the program ELA.		
Measurement Instrument 3	<p>HESI Exit scores, Standardized exam</p> <p>All students take the HESI Exit Exam in the last semester course. The HESI Exit Dimensions of Patient Care (QSEN section) sub score delineates the questions on the exam that are specific to the content that tests the student knowledge of the various patient care dimensions of nursing practice. The Dimensions of Patient Care section of the HESI directly correlates to the student being able to function in a variety of dimensions of patient care including such things as respect for the patient's values, preferences, and expressed needs; information and education; and access to care.</p>		
Criteria for Student Success	HESI Exit 2 nd Attempt Dimensions of Patient Care (QSEN section) sub score average equal to or greater than 850.		
Program Success Target for this Measurement	Average equal to or greater than 850	Percent of Program Achieving Target	862
Methods	<p>Review HESI Exit scores, Standardized exam</p> <p>HESI Exit 2nd Attempt Dimensions of Patient Care (QSEN section) sub score average 862. The HESI Exit exam is given each semester (Fall, Spring and Summer) in the capstone course. Data previously was analyzed every two years and reported as a two-year average. With the new ACEN standards, the program decided to review the end of program student learning outcomes annually and also continue to report the two-year average. The data for this report reflects 103 students from Fall 2022 through Summer 2023 with an average sub score of 862.</p>		
Measurement Instrument 4	<p>HESI Exit scores, Standardized exam</p> <p>All students take the HESI Exit Exam in the last semester course. The HESI Exit Safety and Quality (QSEN section) sub score delineates the questions on the exam that are specific to the content that tests the student knowledge of the safety and quality of nursing care in practice. The scope of safety and quality section of the HESI directly correlates to the student knowledge of safe patient care.</p>		
Criteria for Student Success	HESI Exit 2 nd Attempt Safety and Quality (QSEN section) sub score average equal to or greater than 850.		
Program Success Target for this Measurement	Average equal to or greater than 850	Percent of Program Achieving Target	845

Methods	Review HESI Exit scores, Standardized exam The data for this report reflects 103 students from Fall 2022 through Summer 2023. HESI Exit 2nd Attempt Safety and Quality (QSEN section) sub score for this report year average was 845. The HESI Exit exam is given each semester (Fall, Spring and Summer) in the capstone course Data previously was analyzed every two years and reported as a two-year average. With the new ACEN standards, the program decided to review the end of program student learning outcomes annually and also continue to report the two-year average. This AY 22-23 average sub score was 845 whereas the two-year average was 858 still meeting the program ELA.		
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.		<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
<p>At the time of the last full review, the NUR 257 Evaluation form was reviewed, and the faculty continues to use the 1-4 scale in addition to descriptors to gather meaningful data. The 80% expected level of achievement was met. The program faculty agreed no changes at that time and will continue to monitor.</p> <p>HESI Exam Scope of Practice (QSEN) scores continue to trend below 850 with Fall 2022 (830), Spring 2023 (801), and Summer 2023 (814). The 2-year average of greater than 850 was again not met with a two-year average of 836. The faculty agreed to continue to track and trend data for this ELA and to seek other methods to evaluate the ELA. As the HESI Scope of Practice scores trended lower this past year, the faculty additionally reviewed the HESI Exit Safety and Quality (QSEN section) sub scores as well as Dimensions of Patient Care (QSEN section) sub score two-year average. The HESI Exit Safety and Quality (QSEN section) sub scores meet the benchmark two-year average of 850. The Dimensions of Patient Care (QSEN section) sub score was also met for all semesters being reviewed.</p> <p>In effort to improve NCLEX pass rates, the program implemented the following:</p> <ol style="list-style-type: none"> 1. HESI Compass Live NCLEX Review course 2. Revised HESI Compass Program requiring student completion of all identified case studies/quizzes for all client need categories implemented Spring 2023. Previously only lowest few client need categories were required. 3. Shadow Health virtual simulation/ Nurse Think's CJSim virtual simulation assignments. 4. New medical-surgical nursing textbook and full use of its quizzing and lesson resources program wide. <p>The faculty anticipate that along with impacts on NCLEX pass rates, the changes will also have a positive impact on the ELAs and EOPSLOs. The faculty will continue to monitor ELA outcomes with anticipation of the first students to experience all the above changes graduating in Spring 2024.</p> <p>The program reviews end-of-program Student Learning Outcome 1 annually in the fall. Next full program review will be in Fall 2024. The NUR 257 Preceptor Input Into Evaluation of the Student competencies, and the HESI Exit 2nd Attempt Scope of Practice scores will continue to be gathered along with HESI Exit 2nd attempt Dimensions of Patient Care and Safety and Quality sub scores. The Program Evaluation committee is responsible for collecting the data and sharing with the program faculty. The program will continue reviewing Criteria for Student Success for EOPSLO 1. Overall, criteria are currently meeting our accrediting body guidelines. For the next ASL cycle, the faculty will consider removing the HESI Exam Scope of Practice sub score as a measurement for EOPSLO 1.</p>			

Program Student Learning Outcome 2	
Program Student Learning	Incorporate clinical nursing judgement when prioritizing patient care.

Outcome			
Measurement Instrument 1	<p>HESI Exit scores, Standardized exam</p> <p>All students take the HESI Exit Exam in the last semester course. The HESI Exit Clinical Judgment-Clinical Decision-Critical Thinking sub score delineates the questions on the exam that are specific to the content that tests the student knowledge of clinical judgment, clinical decision making, and critical thinking in nursing care. The clinical judgment, clinical decision making, and critical thinking section of the HESI directly correlates to the student being able to demonstrate the use of clinical decision-making skills.</p>		
Criteria for Student Success	HESI Exit 2 nd Attempt Clinical Judgment-Clinical Decision-Critical Thinking (Nursing Concepts section) sub score average equal to or greater than 850.		
Program Success Target for this Measurement	Average equal to or greater than 850	Percent of Program Achieving Target	863
Methods	<p>Review HESI Exit scores, Standardized exam</p> <p>HESI Exit Clinical Judgment-Clinical Decision-Critical Thinking sub score average 863. The HESI Exit exam is given each semester (Fall, Spring and Summer) in the capstone course.</p> <p>Data previously was analyzed every two years and reported as a two-year average. With the new ACEN standards, the program decided to review the end of program student learning outcomes annually and also continue to report the two-year average. The data for this report reflects 103 students from Fall 2022 through Summer 2023. This AY 22-23 average sub score was 863 with the two-year average of 872 continuing to meet the program ELA.</p>		
Measurement Instrument 2	<p>HESI Exit scores, Standardized exam</p> <p>All students take the HESI Exit Exam in the last semester course. The HESI Exit Nursing Judgement (NLN Education Competencies section) sub score delineates the questions on the exam that are specific to the content that tests the student knowledge of nursing judgment. The nursing judgement section of the HESI directly correlates to the student being able to demonstrate the use of nursing judgement skills.</p>		
Criteria for Student Success	HESI Exit 2 nd Attempt Nursing Judgement (NLN Education Competencies section) sub score average equal to or greater than 850.		
Program Success Target for this Measurement	Average equal to or greater than 850	Percent of Program Achieving Target	863
Methods	<p>Review HESI Exit scores, Standardized exam</p> <p>HESI Exit Nursing Judgement (NLN Education Competencies section) sub score average 863. The HESI Exit exam is given each semester (Fall, Spring and Summer) in the capstone course.</p> <p>Data previously was analyzed every two years and reported as a two-year average. With the new ACEN standards, the program decided to review the end of program student learning outcomes annually and also continue to report the two-year average. The data for this report reflects 103 students from Fall 2022 through Summer 2023. This AY 22-23 average sub score was 863 with the two-year average was 873 continuing to meet the program ELA.</p>		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			<input checked="checked" type="checkbox"/> Met <input type="checkbox"/> Not Met

Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)		
<p>HESI Exam Clinical Judgment-Clinical Decision-Critical Thinking (Nursing Concepts section) scores were above 850 for Fall 2022-Summer 2023. Will continue to monitor the HESI 2nd attempt results to track and trend the data.</p> <p>With the realignment of the ELAs for the new ACEN Standards and Criteria, HESI Exit 2nd attempt Nursing Judgement (NLN Education Competencies section) sub score two year average equal to or greater than 850 was added as a measurement for EOPSLO 2. This AY 22-23 data as well as the two-year average meets the program ELA.</p> <p>The program reviews end-of-program Student Learning Outcome 2 annually in the fall. Next full program review will be in Fall 2024. The HESI Exit 2nd Attempt Clinical Judgment-Clinical Decision-Critical Thinking scores will continue to be gathered along with HESI Exit 2nd attempt Nursing Judgement sub score. The Program Evaluation committee is responsible for collecting the data and sharing with the program faculty. The program will continue reviewing Criteria for Student Success for EOPSLO 2. All criteria is currently meeting our accrediting body guidelines.</p>		

Program Student Learning Outcome 3			
Program Student Learning Outcome	Effectively communicate with patient and when collaborating with members of the inter-professional team.		
Measurement Instrument 1	<p>NUR 257 Preceptor Input into Evaluation of Student</p> <p>NUR 257 Preceptor Input into Evaluation of Student</p> <p>All students participate in the practicum experience as required by the Kentucky Board of Nursing. The evaluation includes 30 core competencies that reflect the numerous knowledge, skills and attitudes required for completing the course/program. The Criteria for Student Success is in direct correlation with collaboration with the interprofessional team.</p>		
Criteria for Student Success	80% of NUR 257 students will achieve a rating of 4.0 (Consistently Exhibits) for the competency, "Communicate changes in patient status to the inter-professional team."		
Program Success Target for this Measurement	80% of NUR 257 students will achieve a rating of 4.0 (Consistently Exhibits) for the competency	Percent of Program Achieving Target	85%
Methods	<p>Review NUR 257 Preceptor Input into Evaluation of Student data</p> <p>NUR 257 Preceptor Input into Evaluation of Student forms reviewed for Fall 2022, Spring 2023 and Summer 2023 with a total of 103 students. 85% of students achieved a rating of 4.0 (Consistently Exhibits) for the competency, "Communicate changes in patient status to the inter-professional team." The NUR 257 Preceptor Input into Evaluation of Student uses a 1-4 scale in addition to descriptors in an attempt to gather meaningful data.</p>		
Measurement Instrument 2	HESI Exit scores, Standardized exam		

	All students take the HESI Exit Exam in the last semester course. The HESI Exit Communication sub score delineates the questions on the exam that are specific to the content that tests the student communication skills. The Communication section of the HESI directly correlates to the student's use of communication skills.		
Criteria for Student Success	HESI Exit 2 nd Attempt Communication (QSEN section) sub score average equal to or greater than 850.		
Program Success Target for this Measurement	Average equal to or greater than 850	Percent of Program Achieving Target	822
Methods	<p>Review HESI Exit scores, Standardized exam</p> <p>HESI Exit 2nd Attempt Communication average sub score average 822. The HESI Exit exam is given each semester (Fall, Spring and Summer) in the capstone course.</p> <p>Data previously was analyzed every two years and reported as a two-year average. With the new ACEN standards, the program decided to review the end of program student learning outcomes annually and also continue to report the two-year average. The data for this report reflects 103 students from Fall 2022 through Summer 2023.</p>		
Measurement Instrument 3	<p>HESI Exit scores, Standardized exam</p> <p>All students take the HESI Exit Exam in the last semester course. The HESI Exit 2nd attempt Member of Team (QSEN section) sub score delineates the questions on the exam that are specific to the content that tests the student knowledge of working as a member of a team with other healthcare professionals.</p>		
Criteria for Student Success	HESI Exit 2 nd Attempt Member of Team (QSEN section) sub score sub score average equal to or greater than 850.		
Program Success Target for this Measurement	Average equal to or greater than 850	Percent of Program Achieving Target	863
Methods	<p>Review HESI Exit scores, Standardized exam</p> <p>HESI Exit 2nd Attempt Member of Team (QSEN section) sub score average sub score average 863. The HESI Exit exam is given each semester (Fall, Spring and Summer) in the capstone course.</p> <p>Data previously was analyzed every two years and reported as a two-year average. With the new ACEN standards, the program decided to review the end of program student learning outcomes annually and also continue to report the two-year average. The data for this report reflects 103 students from Fall 2022 through Summer 2023.</p>		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			<input checked="checked" type="checkbox"/> Met <input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
<p>At the time of the last full review, the NUR 257 Evaluation form was reviewed, and the faculty continues to use the 1-4 scale in addition to descriptors to gather meaningful data. The 80% expected level of achievement was met for the competency, "Communicate changes in patient status to the inter-professional team."</p> <p>The program faculty agreed no changes at that time and will continue to monitor.</p> <p>HESI Exam Communication scores trended below 850 with Fall 2022 (826), Spring 2023 (837), and Summer 2023 (804). The 2-year average of greater than 850 was not met with a two-year average of 822. The faculty agreed to continue to track and trend data for this ELA as the previous year had all scores above 850. In support of EOPSLO 3, the</p>			

faculty also looked at HESI Exit 2nd attempt Member of Team (QSEN section) sub score. The HESI Exit 2nd attempt Member of Team (QSEN section) sub score was above 850 for the last 6 semesters thus supporting EOPSLO 3.

In effort to improve NCLEX pass rates, the program implemented the following:

1. HESI Compass Live NCLEX Review course
2. Revised HESI Compass Program requiring student completion of all identified case studies/quizzes for all client need categories implemented Spring 2023. Previously only lowest few client need categories were required.
3. Shadow Health virtual simulation/ Nurse Think's CJSim virtual simulation assignments.
4. New medical-surgical nursing textbook and full use of its quizzing and lesson resources program wide.

The faculty anticipate that along with impacts on NCLEX pass rates, the changes will also have a positive impact on the ELAs and EOPSLOs. The faculty will continue to monitor ELA outcomes with anticipation of the first students to experience all the above changes graduating in Spring 2024.

The program reviews end-of-program Student Learning Outcome 3 annually in the fall. Next full program review will be in Fall 2024. The NUR 257 Preceptor Input Into Evaluation of the Student competencies, and the HESI Exit 2nd Attempt Communication scores will continue to be gathered along with HESI Exit 2nd attempt Member of Team (QSEN section) sub score. The Program Evaluation committee is responsible for collecting the data and sharing with the program faculty. The program will continue reviewing Criteria for Student Success for EOPSLO 3.

Program Student Learning Outcome 4

Program Student Learning Outcome	Model accountability for nursing care given by self and/or delegated to others while seeking appropriate resources.			
Measurement Instrument 1	<p>NUR 257 Preceptor Input into Evaluation of Student</p> <p>NUR 257 Preceptor Input into Evaluation of Student</p> <p>All students participate in the practicum experience as required by the Kentucky Board of Nursing. The evaluation includes 30 core competencies that reflect the numerous knowledge, skills and abilities required for completing the course/program. The Criteria for Student Success is in direct correlation with student accountability.</p>			
Criteria for Student Success	80% of NUR 257 students will achieve a rating of 4.0 (Consistently Exhibits) for the competency, “Initiate requests for help when appropriate to situation.”			
Program Success Target for this Measurement	80% of NUR 257 students will achieve a rating of 4.0 (Consistently Exhibits) for the competency	Percent of Program Achieving Target	94%	
Methods	<p>Review preceptor completed NUR 257 Preceptor Input into Evaluation of Student forms.</p> <p>NUR 257 Preceptor Input into Evaluation of Student forms reviewed for Fall 2022, Spring 2023 and Summer 2023 with a total of 103 students. 94% of students achieved a rating of 4.0 (Consistently Exhibits) for the competency, “Initiate requests for help when appropriate to situation.”</p> <p>The NUR 257 Preceptor Input into Evaluation of Student uses a 1-4 scale in addition to descriptors in an attempt to gather meaningful data.</p>			
Measurement Instrument 2	Review NUR 209 Clinical Evaluation Tool			

	NUR 209 Clinical Evaluation tool All students participate in the NUR 209 clinical course. The course evaluation includes 31 core competencies that includes a professional role development item regarding individual responsibility and accountability. The Criteria for Student Success is in direct correlation with student accountability and responsibility.		
Criteria for Student Success	90% of NUR 209 students will achieve a rating of 3.0 (Often Exhibits) for the competency, “Demonstrate use of the five rights of delegation: right task, right circumstances, right person, right communication, and right supervision when applicable.”		
Program Success Target for this Measurement	90% of NUR 209 students will achieve a rating of 3.0 (Often Exhibits) for the competency	Percent of Program Achieving Target	100%
Methods	Review NUR 209 Clinical Evaluation Tool All students attend NUR 209, Medical Surgical Nursing II Clinical. All students are evaluated using the NUR 209 Clinical Evaluation Tool by the clinical instructor. Data collected reflects Fall 2022, Spring 2023, and Summer 2023 for 114 students. 100% of students achieved Met for the competency, “Demonstrate use of the five rights of delegation: right task, right circumstances, right person, right communication, and right supervision when applicable.”		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4.			<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)			
<p>At the time of the last full review, the NUR 257 Evaluation form was reviewed, and the faculty continues to use the 1-4 scale in addition to descriptors to gather meaningful data. The 80% expected level of achievement was met. The program faculty agreed no changes at that time and will continue to monitor.</p> <p>All 114 students enrolled in NUR 209 completed clinical hours and were evaluated. AY 22-23 expected level of achievement met at 100%.</p> <p>All criteria are currently meeting our accrediting body guidelines.</p> <p>The program reviews end-of-program Student Learning Outcome 4 annually in the fall. Next full program review will be in Fall 2024. The NUR 257 Preceptor Input Into Evaluation of the Student competencies and the NUR 209 Clinical Evaluation will continue to be gathered. The Program Evaluation committee is responsible for collecting the data and sharing with the program faculty. The program will continue reviewing Criteria for Student Success for EOPSLO 4.</p>			
Program Student Learning Outcome 5			
Program Student Learning Outcome	Incorporate the role of teacher when providing patient care.		
Measurement Instrument 1	HESI Exit scores, Standardized exam All students take the HESI Exit in the last semester course. The HESI Exit Teaching and Learning-Patient Education sub score delineates the questions on the exam that are specific to the content that tests the student knowledge regarding educating patients and informed decision making. The Teaching and Learning-Patient Education section of the HESI directly correlates to the student having the knowledge to educate patients regarding informed decision making.		

Criteria for Student Success	HESI Exit 2 nd Attempt Teaching and Learning-Patient Education (Nursing Concepts section) sub score average equal to or greater than 850		
Program Success Target for this Measurement	Average equal to or greater than 850	Percent of Program Achieving Target	876
Methods	<p>Review HESI Exit scores, Standardized exam</p> <p>HESI Exit 2nd Attempt Teaching and Learning-Patient Education (Nursing Concepts section) sub score average for HESI Exit 2nd attempt is 876. The HESI Exit exam is given each semester (Fall, Spring and Summer) in the capstone course. Data previously was analyzed every two years and reported as a two-year average. With the new ACEN standards, the program decided to review the end of program student learning outcomes annually and also continue to report the two-year average. The data for this report reflects 103 students from Fall 2022 through Summer 2023. HESI Exam Teaching and Learning-Patient Education (Nursing Concepts section) scores were greater than 850 for Fall 2021 through Summer 2023.</p>		
Measurement Instrument 2	<p>Review NUR 209 Clinical Evaluation Tool</p> <p>NUR 209 Clinical Evaluation tool</p> <p>All students participate in the NUR 209 clinical course. The course evaluation includes 31 core competencies that includes a professional role development item regarding individual responsibility and accountability. The Criteria for Student Success is in direct correlation with student ability to identify teaching needs of patients.</p>		
Criteria for Student Success	90% of NUR 209 students will achieve a rating of 3.0 (Often Exhibits) for the competency, "Incorporate information from assessment, diagnosis, planned interventions to identify the individual teaching needs of each patient."		
Program Success Target for this Measurement	90% of NUR 209 students will achieve a rating of 3.0 (Often Exhibits) for the competency	Percent of Program Achieving Target	99%
Methods	<p>Review NUR 209 Clinical Evaluation Tool</p> <p>All students attend NUR 209, Medical Surgical Nursing II Clinical. All students are evaluated using the NUR 209 Clinical Evaluation Tool by the clinical instructor. Data collected reflects Fall 2022, Spring 2023, and Summer 2023 for 114 students. 99% of students achieved Met for the competency, "Incorporate information from assessment, diagnosis, planned interventions to identify the individual teaching needs of each patient."</p>		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 5.			<input checked="checked" type="checkbox"/> Met <input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
<p>HESI Exam Teaching and Learning-Patient Education (Nursing Concepts section) scores were greater than 850 for Fall 2022 through Summer 2023.</p> <p>All 114 students enrolled in NUR 209 completed clinical hours and were evaluated. AY 22-23 expected level of achievement met at 99%.</p> <p>All criteria are currently meeting our accrediting body guidelines.</p>			

The program reviews end-of-program Student Learning Outcome 5 annually in the fall. Next full program review will be in Fall 2024. The HESI Exit 2nd Attempt scores and the NUR 209 Clinical Evaluation will continue to be gathered. The Program Evaluation committee is responsible for collecting the data and sharing with the program faculty. The program will continue reviewing Criteria for Student Success for EOPSLO 5.

Program Student Learning Outcome 6

Program Student Learning Outcome	Demonstrate a spirit of inquiry and examines the evidence that underlies clinical nursing practice to enhance quality and safety in health care.			
Measurement Instrument 1	<p>NUR 255 Spirit of Inquiry Scores</p> <p>NUR 255 Spirit of Inquiry Rubric</p> <p>The assignment of Spirit of Inquiry & Evidence-Based Nursing Practice is a learning activity grounded in evidence-based practice. The students are introduced to the concepts of evidence-based practice and work through the steps of identifying a clinical topic of interest, formatting a PICOT question, performing a literature search, summarizing, and disseminating findings to classmates. The assignment directly ties evidence-based research to clinical nursing.</p>			
Criteria for Student Success	80% of NUR 255 students completing the Spirit of Inquiry/EBP assignment will score at least 80%.			
Program Success Target for this Measurement	80% of NUR 255 students completing the Spirit of Inquiry/EBP assignment will score at least 80%.	Percent of Program Achieving Target	81%	
Methods	<p>Review NUR 255 Spirit of Inquiry Scores</p> <p>81% of 103 NUR 255 students completing the Spirit of Inquiry/EBP assignment scored at least 80%. The Spirit of Inquiry assignment has been a consistent tool in the capstone course. Data for EOPSLO 6 reflects Fall 2022, Spring 2023 and Summer 2023 for 103 students.</p>			
Measurement Instrument 2	<p>HESI Exit scores, Standardized exam</p> <p>All students take the HESI Exit in the last semester course. The Research and EBP section of the HESI directly correlates to the student knowledge of evidence-based practice and their own spirit of inquiry.</p>			
Criteria for Student Success	HESI Exit 2nd Attempt Research and EBP (QSEN section) sub score average equal to or greater than 850.			
Program Success Target for this Measurement	Average equal to or greater than 850	Percent of Program Achieving Target	853	
Methods	<p>Review HESI Exit scores, Standardized exam</p> <p>HESI Exit 2nd Attempt Research and EBP (QSEN section) sub score average 853. The HESI Exit exam is given each semester (Fall, Spring and Summer) in the capstone course.</p> <p>Data previously was analyzed every two years and reported as a two-year average. With the new ACEN standards, the program decided to review the end of program student learning outcomes annually and also continue to report the two-year average. The data for this report reflects 103 students from Fall 2022 through Summer 2023.</p>			

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 6.			<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
<p>At the time of the last full review, students for Fall 2022 through Summer 2023 scored at least 80% on the Spirit of Inquiry/EBP assignment, however, the score dropped from previous analysis of 94%-100%. In Spring 2023 78.9% of NUR 255 students completed the Spirit of Inquiry/EBP assignment with a score of 80% or above and 71.1% in Summer 2023. Students do a similar assignment in the semester prior to NUR 255 and typically do well on the assignment. The faculty discussed possible impacts regarding the Spirit of Inquiry/EBP assignment. Spring 2023 was the first semester students were required to complete an expanded HESI Compass program in the NUR 255 course which required an extensive amount of student time to complete. Faculty believe this to be a possible reason why the score decreased while it had not been an issue previously. Faculty discussed placement of the assignment in the course, assignment instructions, and how better to present the differences between the NUR 255 Spirit of Inquiry assignment and the similar Spirit of Inquiry assignment students complete the semester prior in NUR 209. Faculty actions include NUR 255 faculty to send an announcement to students to highlight the differences in the NUR 255 Spirit of Inquiry assignment from the similar assignment students completed in NUR 209. NUR 255 faculty plan to move the Spirit of Inquiry assignment to earlier in the semester before HESI Compass assignments become so heavy. Will continue to monitor scores.</p> <p>The Research and EBP sub score 2-year average was 853. The program faculty agreed no changes at that time and will continue to monitor.</p> <p>All criteria are currently meeting our accrediting body guidelines.</p> <p>The program reviews end-of-program Student Learning Outcome 6 every two years in the fall. Next full program review will be in Fall 2024. The HESI Exit 2nd Attempt scores and the NUR 255 Spirit of Inquiry Scores will continue to be gathered. The Program Evaluation committee is responsible for collecting the data and sharing with the program faculty. The program will continue reviewing Criteria for Student Success for EOPSLO 6.</p>			
Program Student Learning Outcome 7			
Program Student Learning Outcome	Use information and communication technologies to coordinate patient care and support clinical decision making.		
Measurement Instrument 1	NUR 257 Preceptor Input into Evaluation of Student NUR 257 Preceptor Input into Evaluation of Student All students participate in the practicum experience as required by the Kentucky Board of Nursing. The evaluation includes 30 core competencies that reflect the numerous knowledge, skills and abilities required for completing the course/program. The Criteria for Student Success is in direct correlation with student use of information and communication technologies.		
Criteria for Student Success	80% of NUR 257 students will achieve a rating of 4.0 (Consistently Exhibits) for the competency, "Utilize the electronic health record appropriately to obtain information and document responses to care where appropriate and available in the clinical setting."		
Program Success Target for this Measurement	80% of NUR 257 students will achieve a rating of 4.0 (Consistently Exhibits) for the competency	Percent of Program Achieving Target	83%

Methods	Review NUR 257 Preceptor Input into Evaluation of Student NUR 257 Preceptor Input into Evaluation of Student forms reviewed for Fall 2022, Spring 2023 and Summer 2023 with a total of 103 students. 83% of students achieved a rating of 4.0 (Consistently Exhibits) for the competency, "Utilize the electronic health record appropriately to obtain information and document responses to care where appropriate and available in the clinical setting." The NUR 257 Preceptor Input into Evaluation of Student uses a 1-4 scale in addition to descriptors to gather meaningful data.			
Measurement Instrument 2	HESI Exit scores, Standardized exam All students take the HESI Exit in the last semester course. The Informatics section of the HESI directly correlates to the student knowledge of the use of information and communication technologies.			
Criteria for Student Success	HESI Exit 2 nd attempt Informatics (QSEN) sub score two year average equal to or greater than 850.			
Program Success Target for this Measurement	Average equal to or greater than 850	Percent of Program Achieving Target	804	
Methods	HESI Exit scores The data for this report reflects 103 students from Fall 2022 through Summer 2023. HESI Exit 2nd Attempt Informatics (QSEN) sub score for this report year average was 804. The HESI Exit exam is given each semester (Fall, Spring and Summer) in the capstone course Data previously was analyzed every two years and reported as a two-year average. With the new ACEN standards, the program decided to review the end of program student learning outcomes annually and also continue to report the two-year average. This AY 22-23 average sub score was 804 whereas the two-year average was 850 still meeting the program ELA.			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 7.			<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)				
<p>At the time of the last full review, the NUR 257 Evaluation form was reviewed and the faculty continues to use the 1-4 scale in addition to descriptors to gather meaningful data. The 80% expected level of achievement was met. The program faculty agreed no changes at that time and will continue to monitor.</p> <p>HESI Exam Informatics (QSEN) scores trended below 850 with Fall 2022 (862), Spring 2023 (742), and Summer 2023 (808). The 2-year average of equal to or greater than 850 is met with a two-year average for HESI Exit 2nd attempt Informatics (QSEN) scores equal to 850. The faculty will continue to track and trend data for this ELA as the previous year had all scores above 850.</p> <p>In effort to improve NCLEX pass rates, the program implemented the following:</p> <ol style="list-style-type: none"> 1. HESI Compass Live NCLEX Review course 2. Revised HESI Compass Program requiring student completion of all identified case studies/quizzes for all client need categories implemented Spring 2023. Previously only lowest few client need categories were required. 3. Shadow Health virtual simulation/ Nurse Think's CJSim virtual simulation assignments. 4. New medical-surgical nursing textbook and full use of its quizzing and lesson resources program wide. <p>The faculty anticipate that along with impacts on NCLEX pass rates, the changes will also have a positive impact on the ELAs and EOPSLOs. The faculty will continue to monitor ELA outcomes with anticipation of the first students to experience all the above changes graduating in Spring 2024.</p>				

All criteria are currently meeting our accrediting body guidelines.

The program reviews end-of-program Student Learning Outcome 7 annually in the fall. Next full program review will be in Fall 2024. The NUR 257 Preceptor Evaluation of the Student competencies and the HESI Exit V2 scores will continue to be gathered. The Program Evaluation committee is responsible for collecting the data and sharing with the program faculty. The program will continue reviewing Criteria for Student Success for EOPSLO 7.

***** Please include Curriculum Map (below/next page) as part of this document**

Curriculum Map: EOPSLO/Course Objective/Instructional Method/Learning Activity/Evaluation Method

EOPSLO 1: Integrate the nursing process and current standards of nursing practice to provide safe, competent nursing care with respect for patient preferences, values, and needs.		Instructional Method	Learning Activity	Evaluation Method
NUR 150	Course Obj 1: Recognize patient-centered care based on respect for patient preferences, values, and needs.	Cultural/Ethnic Discussion Board	Cultural/ethnic research & discussion with classmates	Graded discussion board with rubric
NUR 150	Course Obj 2: Define current standards of nursing practice.	Assigned reading in textbook, case study with questions	LPN to RN role transition-discussion board and interaction with group members on the discussion board	Graded discussion board with rubric
NUR 150	Course Obj 2: Define current standards of nursing practice.	Online video course	IHI Assignment: PS 101: Introduction to Patient Safety	Quiz/completion
NUR 150	Course Obj 2: Define current standards of nursing practice.	Assigned reading and video regarding Kentucky nursing laws and scope of practice.	Watch YouTube video from KNA and read assigned website pages	Quiz completion
NUR 150	Course Obj 2: Define current standards of nursing practice.	Assigned reading in textbook, define the 7 universal biomedical principles of ethics, Discuss the 8-step ethical decision-making process, explain the role of culture in biomedical ethics.	Completion of ethical decision-making discussion board and interaction with group members on the discussion board	Graded discussion board with rubric
NUR 155	Course Obj 1: Use nursing process to provide safe, competent nursing care.	Power points and recorded lecture: all content areas	Listening to recorded lectures. Independent work on case studies and links to websites for additional resources as provided in lecture.	Unit exams, customized HESI exam, EAQ Quizzing
NUR 155	Course Obj 1: Use nursing process to provide safe, competent nursing care.	Online video course	IHI PFC 101: Introduction to Person- and Family-Centered Care	Quiz/completion

EOPSLO 1: Integrate the nursing process and current standards of nursing practice to provide safe, competent nursing care with respect for patient preferences, values, and needs.		Instructional Method	Learning Activity	Evaluation Method
NUR 155	Course Obj 1: Use nursing process to provide safe, competent nursing care.	Live Sessions including case studies, group work, and mini lectures	Group work discussion and brainstorming in live sessions	Unit exams, customized HESI exam
NUR 155	Course Obj 1: Use nursing process to provide safe, competent nursing care.	CJSim patients	CJSim patients correlated to content using Next Gen style questions and Consider Questions	CJSim quizzes and Consider Question submission
NUR 155	Course Obj 1: Use nursing process to provide safe, competent nursing care.	Sherpath EAQ quizzes	Sherpath EAQ quizzes directed to course content	EAQ mastery level
NUR 155	Course Obj 1: Use nursing process to provide safe, competent nursing care.	Sherpath EAQ case studies	Sherpath EAQ case studies directed to course content	EAQ Case study completion
NUR 155	Course Obj 2: Discuss patient preferences, values, and needs when providing care.	Discussion Board: TED talk video, What Americans Agree on When it Comes to Health	Discussion board responses and interactions with peers	Graded discussion board with rubric
NUR 155	Course Obj 2: Discuss patient preferences, values, and needs when providing care.	Online video course	IHI PFC 101: Introduction to Patient-Centered Care	Quiz/completion
NUR 155	Course Obj 2: Discuss patient preferences, values, and needs when providing care.	CJSim patients	CJSim patients correlated to content using Next Gen style questions and Consider Questions	CJSim quizzes and Consider Question submission
NUR 155	Course Obj 3: Discuss current standards of nursing practice to provide safe, competent nursing care.	Power points and recorded lecture: all content areas	Listening to recorded lectures. Independent work on case studies and links to websites for additional resources as provided in lecture. (Joint Commission, NPSGs, QSEN, Current care practice, periop, pain, HIV, diabetes,)	Unit exams, Final exam, customized HESI exam, EAQ quizzing
NUR 155	Course Obj 3: Discuss current standards of nursing practice to provide safe, competent nursing care.	CJSim patients	CJSim patients correlated to content using Next Gen style questions and Consider Questions	CJSim quizzes and Consider Question submission

EOPSLO 1: Integrate the nursing process and current standards of nursing practice to provide safe, competent nursing care with respect for patient preferences, values, and needs.		Instructional Method	Learning Activity	Evaluation Method
NUR 155	Course Obj 3: Discuss current standards of nursing practice to provide safe, competent nursing care.	Sherpath EAQ quizzes	Sherpath EAQ quizzes directed to course content	EAQ mastery level
NUR 155	Course Obj 3: Discuss current standards of nursing practice to provide safe, competent nursing care.	Sherpath EAQ case studies	Sherpath EAQ case studies directed to course content	EAQ Case study completion
NUR 155	Course Obj 3: Discuss current standards of nursing practice to provide safe, competent nursing care.	Sherpath lessons	Sherpath lessons correlated to chapters and content	End of lesson assessment
NUR 157	Course Obj 1: Demonstrate use of nursing process and current standards of nursing practice to provide safe, competent, nursing care in a simulated setting.	Instructor guided practice	Independent practice with practice supplies of skills using safe standards of practice (patient identifiers, med checks, med rights, sterile technique, facility protocols)	Return demonstration of skills using safe standards of practice (patient identifiers, med checks, med rights, sterile technique, facility protocols)
NUR 157	Course Obj 1: Demonstrate use of nursing process and current standards of nursing practice to provide safe, competent, nursing care in a simulated setting.	Skills videos	Skills quizzes	Skills quiz score/completion
NUR 165	Course Obj 1: Use nursing process to provide safe, competent, nursing care as it relates to the mental health patient population.	Lecture/PowerPoint	Mediasite Recording	Unit exams, nationally standardized HESI exam

EOPSLO 1: Integrate the nursing process and current standards of nursing practice to provide safe, competent nursing care with respect for patient preferences, values, and needs.		Instructional Method	Learning Activity	Evaluation Method
NUR 165	Course Obj 2: Discuss patient preferences, values, and needs when providing care.	Lecture/PowerPoint	Mediasite Recording	Unit exams, nationally standardized HESI exam
NUR 165	Course Obj 3: Discuss current standards of nursing practice to provide safe, competent nursing care as it relates to the mental health population.	Lecture/PowerPoint/Mediasite Recording	Listening to recorded lectures	Unit exams, nationally standardized HESI exam
NUR 208	Course Obj 1: Apply nursing process to provide safe, competent, nursing care.	Lecture/PowerPoint	Mediasite Recordings	Unit exams, customized HESI exam
NUR 208	Course Obj 1: Apply nursing process to provide safe, competent, nursing care.	Online video course	IHI PS 102: From Error to Harm quizzing and certificate	Quiz/completion
NUR 208	Course Obj 1: Apply nursing process to provide safe, competent, nursing care.	CJSim patients	CJSim patients correlated to content using Next Gen style questions and Consider Questions	CJSim quizzes and Consider Question submission
NUR 208	Course Obj 1: Apply nursing process to provide safe, competent, nursing care.	Sherpath Lessons	Sherpath Lessons directed to specific course content	Graded Sherpath Lessons
NUR 208	Course Obj 1: Apply nursing process to provide safe, competent, nursing care.	Sherpath EAQ quizzes	Sherpath EAQ quizzes directed to course content	EAQ mastery level
NUR 208	Course Obj 2: Modify patient care based on patient preferences, values, and needs.	Sherpath EAQ quizzes	Sherpath EAQ quizzes directed to course content	EAQ mastery level

EOPSLO 1: Integrate the nursing process and current standards of nursing practice to provide safe, competent nursing care with respect for patient preferences, values, and needs.		Instructional Method	Learning Activity	Evaluation Method
NUR 208	Course Obj 2: Modify patient care based on patient preferences, values, and needs.	Sherpath Lessons	Sherpath Lessons directed to specific course content	Graded Sherpath Lessons
NUR 208	Course Obj 2: Modify patient care based on patient preferences, values, and needs.	Lecture/PowerPoint	Mediasite Recording	Unit exams, customized HESI exam
NUR 208	Course Obj 3: Apply current standards of nursing practice to provide safe, competent nursing.	Lecture/PowerPoint/Mediasite Recording	Acute MI Core Measure Set, Healthy People 2030 data mining	Unit exams, Final exam, customized HESI exam
NUR 208	Course Obj 3: Apply current standards of nursing practice to provide safe, competent nursing.	online video course	IHI PS 103: Human Factors and Safety quizzing and certificate	Quiz/completion
NUR 208	Course Obj 3: Apply current standards of nursing practice to provide safe, competent nursing.	online video course	IHI PS 105: Responding to Adverse Events quizzing and certificate	Quiz/completion
NUR 208	Course Obj 3: Apply current standards of nursing practice to provide safe, competent nursing.	Sherpath Lessons	Sherpath Lessons directed to specific course content	Graded Sherpath Lessons
NUR 208	Course Obj 3: Apply current standards of nursing practice to provide safe, competent nursing.	Sherpath EAQ quizzes	Sherpath EAQ quizzes directed to course content	EAQ mastery level

EOPSLO 1: Integrate the nursing process and current standards of nursing practice to provide safe, competent nursing care with respect for patient preferences, values, and needs.		Instructional Method	Learning Activity	Evaluation Method
NUR 209	Course Obj 1: Provide safe, competent nursing care utilizing the nursing process and current standards of nursing practice.	Articles posted on Blackboard	CMS Quiz	CMS Quiz score/completion
NUR 209	Course Obj 1: Provide safe, competent nursing care utilizing the nursing process and current standards of nursing practice.	Case Study	Coronary Artery Disease Case Study: Question 3: What are the evidenced-based guidelines on getting patients to the cardiac catheterization lab after a MI? Why are these evidenced-based guidelines important?	Graded Case study; Discussion in post-conference
NUR 209	Course Obj 1: Provide safe, competent nursing care utilizing the nursing process and current standards of nursing practice.	Virtual Simulation	Medical Scenario 1: Kenneth Bronson (pneumonia/ anaphylaxis to antibiotic): Administer medication using current standards and rights to medication administration	Electronically graded virtual simulation
NUR 209	Course Obj 1: Provide safe, competent nursing care utilizing the nursing process and current standards of nursing practice.	Virtual Simulation	Medical Scenario 3: Vincent Brody (COPD/spontaneous pneumothorax with chest tube placement): Utilizes the current standard for practice to care for patient with COPD exacerbation/ pneumothorax.	Electronically graded virtual simulation
NUR 209	Course Obj 1: Provide safe, competent nursing care utilizing the nursing process and current standards of nursing practice.	Virtual Simulation	Medical Scenario 4: Carl Shapiro (acute MI/Vfib): CPR used/code blue called- latest research finding implemented during resuscitation efforts.	Electronically graded virtual simulation
NUR 209	Course Obj 1: Provide safe, competent nursing care utilizing the nursing process and current standards of nursing practice.	Virtual Simulation	Surgical Scenario 4: Vernon Watkins (s/p partial colectomy/PE with heparin drip): Utilizes current protocols for heparin drips.	Electronically graded virtual simulation

EOPSLO 1: Integrate the nursing process and current standards of nursing practice to provide safe, competent nursing care with respect for patient preferences, values, and needs.		Instructional Method	Learning Activity	Evaluation Method
NUR 209	Course Obj 1: Provide safe, competent nursing care utilizing the nursing process and current standards of nursing practice.	Virtual Simulation	Surgical Scenario 5: Lloyd Bennett (ORIF/low H/H/blood transfusion reaction): Utilizes the current standard for blood transfusion and blood transfusion reactions utilizing blood administration policy.	Electronically graded virtual simulation
NUR 209	Course Obj 1: Provide safe, competent nursing care utilizing the nursing process and current standards of nursing practice.	Journaling	Journal Entries 1 & 4: Question 9: What QSEN competencies did you meet?	Graded journal entry with rubric
NUR 209	Course Obj 1: Provide safe, competent nursing care utilizing the nursing process and current standards of nursing practice.	Journaling	Journal Entry 2: Question 9: Identify what CAUTI and CLABSI are and what type of protocols are used to address these. (Be prepared next week to explain how you have seen these used in practice.)	Graded journal entry with rubric
NUR 209	Course Obj 1: Provide safe, competent nursing care utilizing the nursing process and current standards of nursing practice.	Journaling	Journal Entry 3: Question 9: Explain how you have seen protocols utilized for CAUTIs & CLABSIs in practice during your clinical experience this semester.	Graded journal entry with rubric
NUR 209	Course Obj 1: Provide safe, competent nursing care utilizing the nursing process and current standards of nursing practice.	Journaling	Journal Entry 5: Question 9: Identify what VAE prevention, DVT prevention, and pressure ulcer prevention are and what type of protocols/bundles are used to address these.	Graded journal entry with rubric
NUR 209	Course Obj 1: Provide safe, competent nursing care utilizing the nursing process and current standards of nursing practice.	Journaling	Journal Entry 6: Question 9: Explain how you have seen VAE prevention, DVT prevention, and pressure ulcer prevention protocols/bundles used in practice during your clinical experience this semester.	Graded journal entry with rubric
EOPSLO 1: Integrate the nursing process and current standards of nursing practice to provide safe, competent nursing care with respect for patient preferences, values, and needs.		Instructional Method	Learning Activity	Evaluation Method

NUR 209	Course Obj 1: Provide safe, competent nursing care utilizing the nursing process and current standards of nursing practice.	Journaling	Journal Entry 5: Question 9: Identify what VAE prevention, DVT prevention, and pressure ulcer prevention are and what type of protocols/bundles are used to address these. (Be prepared next week to explain how you have seen these used in practice.)	Graded journal entry with rubric
NUR 209	Course Obj 1: Provide safe, competent nursing care utilizing the nursing process and current standards of nursing practice.	Journaling	Journal Entry 6: Question 9: Explain how you have seen VAE prevention, DVT prevention, and pressure ulcer prevention protocols/bundles used in practice during your clinical experience this semester.	Graded journal entry with rubric
NUR 209	Course Obj 1: Provide safe, competent nursing care utilizing the nursing process and current standards of nursing practice.	Direct patient care	Direct patient care with RN supervision	NUR 209 Clinical Eval Tool
NUR 209	Course Obj 1: Provide safe, competent nursing care utilizing the nursing process and current standards of nursing practice.	Online video course	PFC 103: Incorporating Mindfulness into Clinical Practice: This course discusses mindfulness and how it can improve patient safety and quality of care.	Quiz/completion
NUR 209	Course Obj 1: Provide safe, competent nursing care utilizing the nursing process and current standards of nursing practice.	Discussion during post-conference	Clinical Card: Safety at Home: When your client goes home, what are the 3 priority safety concerns?	Instructor feedback
NUR 209	Course Obj 1: Provide safe, competent nursing care utilizing the nursing process and current standards of nursing practice.	Discussion during post-conference	Clinical Card: Elimination Options: Pick a medication that may be eliminated from the client's regimen. What would be 3 possible benefits of this medication being eliminated?	Instructor feedback

EOPSLO 1: Integrate the nursing process and current standards of nursing practice to provide safe, competent nursing care with respect for patient preferences, values, and needs.		Instructional Method	Learning Activity	Evaluation Method
NUR 209	Course Obj 1: Provide safe, competent nursing care utilizing the nursing process and current standards of nursing practice.	Discussion during post-conference	Clinical Card: Create is Crucial: You are evaluating your client's labs. Create 3 lab values that would indicate your client's condition is worsening. List priority nursing actions to address the changes you created. Be prepared to give rationales for each change you created as well as subsequent nursing action.	Instructor feedback
NUR 209	Course Obj 1: Provide safe, competent nursing care utilizing the nursing process and current standards of nursing practice.	Case Study	HTN Case Study: Students must separate relevant and irrelevant data to safety care for their patient and explain the clinical significance of all relevant data.	Graded Case study; Discussion in post-conference
NUR 209	Course Obj 1: Provide safe, competent nursing care utilizing the nursing process and current standards of nursing practice.	Case Study	CAD Case Study: Students must know assessment data of patient and know how to properly and safely implement care to an acute MI/ post cath patient with a stent placement.	Graded Case study; Discussion in post-conference
NUR 209	Course Obj 1: Provide safe, competent nursing care utilizing the nursing process and current standards of nursing practice.	Case Study	Heart Failure Case Study: Question 1: Based on Mr. Jingle's admission note from Dr. Smith, what supporting cues are present to indicate Mr. Jingle is presenting with a new problem? **Students must look at labs trends/vital sign trends to safely administer medications.	Graded Case study; Discussion in post-conference

EOPSLO 1: Integrate the nursing process and current standards of nursing practice to provide safe, competent nursing care with respect for patient preferences, values, and needs.		Instructional Method	Learning Activity	Evaluation Method
NUR 209	Course Obj 1: Provide safe, competent nursing care utilizing the nursing process and current standards of nursing practice.	Case Study	Dysrhythmias Case Study: Question 1: 2. Based on Ms. Brown EHR, what supporting cues are present to indicate Ms. Brown is presenting with this problem? Question 2: What are 4 findings from Ms. Brown's EHR that require immediate follow-up? Why? Question 5: When looking at Ms. Brown's labs, are there any labs you are concerned about? If so, what are they and why?	Graded Case study; Discussion in post-conference
NUR 209	Course Obj 1: Provide safe, competent nursing care utilizing the nursing process and current standards of nursing practice.	Case Study	Vascular Case Study: Students must separate relevant and irrelevant data to safety care for their patient and explain the clinical significance of all relevant data.	Graded Case study; Discussion in post-conference
NUR 209	Course Obj 1: Provide safe, competent nursing care utilizing the nursing process and current standards of nursing practice.	Virtual Simulation	On each scenario assigned the student must ID patient before care, do thorough assessment of patient, must recognize changes in the patient to appropriately carry out care.	Electronically graded virtual simulation
NUR 209	Course Obj 1: Provide safe, competent nursing care utilizing the nursing process and current standards of nursing practice.	Journaling (6 entries)	Question 1: List your head-to-toe assessment findings for your patient. What information is most important for this patient? Are there any cues that are of immediate concern? Why or why not? (Recognize and analyze cues)	Graded journal entry with rubric
NUR 209	Course Obj 1: Provide safe, competent nursing care utilizing the nursing process and current standards of nursing practice.	Journaling (6 entries)	Question 2: Based on the assessment findings and cues for your patient, what could be happening with your patient? What is most the likely and why? Which is the most serious and why? (Prioritize hypothesis)	Graded journal entry with rubric

EOPSLO 1: Integrate the nursing process and current standards of nursing practice to provide safe, competent nursing care with respect for patient preferences, values, and needs.		Instructional Method	Learning Activity	Evaluation Method
NUR 209	Course Obj 1: Provide safe, competent nursing care utilizing the nursing process and current standards of nursing practice.	Journaling (6 entries)	Question 3: What is the desired outcome for this patient and what interventions can achieve these outcomes? What should be avoided for this patient? (Generate solutions)	Graded journal entry with rubric
NUR 209	Course Obj 1: Provide safe, competent nursing care utilizing the nursing process and current standards of nursing practice.	Journaling (6 entries)	Question 4: Of the interventions listed above, which is the most appropriate? What signs would your patient show to prove these interventions are effective? (Take action and evaluate outcomes)	Graded journal entry with rubric
NUR 209	Course Obj 2: Provide nursing care based on respect for patient preferences, values, and needs.	Discussion during post-conference	Clinical Card: Psychosocial Integrity: Create a test item that includes... •Your client (don't violate HIPAA) •A significant psychosocial need A need to address psychosocial BEFORE physiological •Make all options REALISTIC •Present in post-conference	Instructor feedback
NUR 209	Course Obj 2: Provide nursing care based on respect for patient preferences, values, and needs.	Discussion during post-conference	Clinical Card: Culture Creation: Identify 3 connections between your client's cultural background and some of their desires related to basic care and comfort. Only discuss this with a fellow student and your instructor. Because this may be a sensitive discussion/topic, ask your instructor before approaching your client.	Instructor feedback
NUR 209	Course Obj 2: Provide nursing care based on respect for patient preferences, values, and needs.	Case study	Hypertension Case Study: Patient in the case study "works a part-time job and does not have insurance so he cannot afford his medication."	Graded Case study; Discussion in post-conference

EOPSLO 1: Integrate the nursing process and current standards of nursing practice to provide safe, competent nursing care with respect for patient preferences, values, and needs.		Instructional Method	Learning Activity	Evaluation Method
NUR 209	Course Obj 2: Provide nursing care based on respect for patient preferences, values, and needs.	Direct patient care	Direct patient care with RN supervision	NUR 209 Clinical Eval Tool
NUR 215	Course Obj 1: Apply nursing process to provide safe, competent, nursing care as it relates to the maternal-newborn patient population.	Lecture/PowerPoint	Mediasite Recording	Unit exams, nationally standardized HESI exam, Adaptive quizzing
NUR 215	Course Obj 1: Apply nursing process to provide safe, competent, nursing care as it relates to the maternal-newborn patient population.	Clinical Judgement case studies/virtual simulation	Students work through assigned clinical judgement exercises with patient scenarios in each content area	Electronically graded virtual simulation/clinical judgment exercise
NUR 215	Course Obj 2: Modify patient care based on patient preferences, values, and needs when providing care.	Lecture/PowerPoint/Mediasite Recording	Listening to recorded lectures	Unit exams, nationally standardized HESI exam
NUR 215	Course Obj 2: Modify patient care based on patient preferences, values, and needs when providing care.	Clinical Judgement case studies/virtual simulation	Students work through assigned clinical judgement exercises with patient scenarios in each content area	Electronically graded virtual simulation/clinical judgment exercise
NUR 215	Course Obj 3: Apply current standards of nursing practice to provide safe, competent nursing care as it relates to the maternal-newborn population.	Assigned textbook reading with quizzes and clinical judgment case studies for all content areas	Students must review lecture content in the textbook and utilize the quizzes and clinical judgment activities to apply learned content into virtual clinical setting	Electronically graded quizzes and virtual clinical case studies

EOPSLO 1: Integrate the nursing process and current standards of nursing practice to provide safe, competent nursing care with respect for patient preferences, values, and needs.		Instructional Method	Learning Activity	Evaluation Method
NUR 215	Course Obj 3: Apply current standards of nursing practice to provide safe, competent nursing care as it relates to the maternal-newborn population.	Practice case studies and worksheets for all content areas	Recorded videos working through case study answers	Unit exams, nationally standardized HESI exam
NUR 254	Course Obj 1: Incorporate nursing process to provide safe, competent, nursing care as it relates to the pediatric patient population.	Lecture/PowerPoint/Mediasite Recording	Listening to recorded lectures	Unit exams, Final exam, standardized HESI exam
NUR 254	Course Obj 2: Incorporate patient preferences, values, and needs to provide patient care.	Lecture/PowerPoint/Mediasite Recording	Listening to recorded lectures	Unit exams, Final exam, standardized HESI exam
NUR 254	Course Obj 3: Integrate current standards of nursing practice to provide safe, competent nursing care as it relates to the pediatric population.	Lecture/PowerPoint/Mediasite Recording	Listening to recorded lectures	Unit exams, Final exam, standardized HESI exam
NUR 255	Course Obj 1: Incorporate nursing process to provide safe, competent, nursing care.	Lecture/PowerPoint	Mediasite Recording	Unit exams, customized HESI exams
NUR 255	Course Obj 1: Incorporate nursing process to provide safe, competent, nursing care.	Content lessons and conversations with Slack coach	Case studies, adaptive quizzes	HESI exams

EOPSLO 1: Integrate the nursing process and current standards of nursing practice to provide safe, competent nursing care with respect for patient preferences, values, and needs.		Instructional Method	Learning Activity	Evaluation Method
NUR 255	Course Obj 3: Integrate current standards of nursing practice to provide safe, competent nursing care.	Lecture/PowerPoint/Mediasite Recording	Listening to recorded lectures	Unit exams, Final exam, customized HESI exam
NUR 257	Course Obj 1: Integrate the nursing process and current standards of nursing practice to provide safe, competent nursing care with respect for patient preferences, values, and needs.	Preceptor guided patient care	120-hour direct patient care with RN supervision	Observation; Preceptor Input to Evaluation and Professional Standards Tool
HESI Exit B		National Standardized Exam	NCLEX Prep Testing	<ul style="list-style-type: none"> •Dimensions of Patient Care (QSEN section) •Safety and Quality (QSEN section)
NCSBN NCLEX-RN Report				<ul style="list-style-type: none"> • Nursing Process sub score • Dimensions of Patient care (QSEN) sub score • Culture of Safety & Safety Monitoring (QSEN) sub score • Safety & Quality (QSEN) sub score • Scope of Practice (QSEN) sub score • Legal/Ethical (Sub-specialty) sub score

EOPSLO 2: Incorporate clinical nursing judgement when prioritizing patient care.		Instructional Method	Learning Activity	Evaluation Method
NUR 155	Course Obj 4: Discuss clinical nursing judgement when prioritizing patient care.	Power points and recorded lecture: specific content areas include perioperative care, diabetes, delegation, respiratory, musculoskeletal, cancer, immunity	Listening to recorded lectures. Independent work on case studies and links to websites for additional resources as provided in lecture.	Unit exams, customized HESI exam, EAQ Quizzing
NUR 155	Course Obj 4: Discuss clinical nursing judgement when prioritizing patient care.	Live sessions including case studies, group work, and mini lectures	Group work discussion and brainstorming in live sessions	Group discussion participation
NUR 155	Course Obj 4: Discuss clinical nursing judgement when prioritizing patient care.	CJSim patients	CJSim patients correlated to content using Next Gen style questions and Consider Questions	CJSim quizzes and Consider Question submission
NUR 155	Course Obj 4: Discuss clinical nursing judgement when prioritizing patient care.	Sherpath EAQ quizzes	Sherpath EAQ quizzes directed to course content	EAQ mastery level
NUR 155	Course Obj 4: Discuss clinical nursing judgement when prioritizing patient care.	Sherpath EAQ case studies	Sherpath EAQ case studies directed to course content	EAQ Case study completion
NUR 157	Course Obj 2: Articulate opportunities for clinical nursing judgement.	Instructor guided practice	Independent practice using clinical decision making (answers questions regarding clinical situations such as what you would do if sterile technique is compromised or O2 saturation drops during treatment)	Instructor feedback
NUR 157	Course Obj 2: Articulate opportunities for clinical nursing judgement.	Skills videos	Skills quizzes	Quiz completion with required score
NUR 165	Course Obj 4: Discuss clinical nursing judgement when prioritizing patient care as it relates to the mental health patient population.	Lecture/PowerPoint	Mediasite Recording	Unit exams, nationally standardized HESI exam
NUR 208	Course Obj 4: Use clinical nursing judgement when prioritizing patient care.	Lecture/PowerPoint	Mediasite Recording	Unit exams, customized HESI exam

EOPSLO 2: Incorporate clinical nursing judgement when prioritizing patient care.		Instructional Method	Learning Activity	Evaluation Method
NUR 208	Course Obj 4: Use clinical nursing judgement when prioritizing patient care.	CJSim patients	CJSim patients correlated to content using Next Gen style questions and Consider Questions	CJSim quizzes and Consider Question submission
NUR 208	Course Obj 4: Use clinical nursing judgement when prioritizing patient care.	Sherpath Lessons	Sherpath Lessons directed to specific course content	Graded Sherpath Lessons
NUR 208	Course Obj 4: Use clinical nursing judgement when prioritizing patient care.	Sherpath EAQ quizzes	Sherpath EAQ quizzes directed to course content	EAQ mastery level
NUR 209	Course Obj 3: Prioritize patient care utilizing clinical nursing judgment.	Case Study	Hypertension Case Study: Students must prioritize patient orders and explain why with the rationale of each.	Graded Case study; Discussion in post-conference
NUR 209	Course Obj 3: Prioritize patient care utilizing clinical nursing judgment.	Case Study	CAD Case Study: Question 1: As the RN, what are the first actions will you take and why?	Graded Case study; Discussion in post-conference
NUR 209	Course Obj 3: Prioritize patient care utilizing clinical nursing judgment.	Case Study	Vascular Case Study: Students must prioritize patient orders and explain why with the rationale of each.	Graded Case study; Discussion in post-conference
NUR 209	Course Obj 3: Prioritize patient care utilizing clinical nursing judgment.	Virtual Simulation	All vSims: Student must decide step by step what to implement next. If the steps are completed in correct order the student is not given credit and will have to repeat scenario.	Electronically graded virtual simulation

EOPSLO 2: Incorporate clinical nursing judgement when prioritizing patient care.		Instructional Method	Learning Activity	Evaluation Method
NUR 215	Course Obj 4: Use clinical nursing judgement when prioritizing patient care as it relates to the maternal-newborn population.	Lecture/PowerPoint	Mediasite Recording	Unit exams, nationally standardized HESI exam
NUR 215	Course Obj 4: Use clinical nursing judgement when prioritizing patient care as it relates to the maternal-newborn population.	Practice Case Studies	Recorded videos explaining working through practice case studies	Unit exams, nationally standardized HESI exam
NUR 215	Course Obj 4: Use clinical nursing judgement when prioritizing patient care as it relates to the maternal-newborn population.	Clinical Judgement case studies/virtual simulation	Students work through assigned clinical judgement exercises with patient scenarios in each content area	Electronically graded virtual simulation/clinical judgment exercise

NUR 254	Course Obj 4: Incorporate clinical nursing judgement when prioritizing patient care as it relates to the pediatric population.	Lecture/PowerPoint/Mediasite Recording	Listening to recorded lectures	Unit exams, Final exam, standardized HESI exam
NUR 255	Course Obj 4: Incorporate clinical nursing judgement when prioritizing patient care.	Content lessons and conversations with Slack coach	Case studies, adaptive quizzes	HESI exams
NUR 255	Course Obj 4: Incorporate clinical nursing judgement when prioritizing patient care.	Lecture/PowerPoint	Mediasite Recording	Unit exams, customized HESI exam
NUR 257	Course Obj 2: Incorporate clinical nursing judgement when prioritizing patient care.	Preceptor guided patient care	120-hour direct patient care with RN supervision	Preceptor Input into Evaluation of Student
HESI Exit B		National Standardized Exam	NCLEX Prep Testing	<ul style="list-style-type: none"> • Clinical Judgment- Clinical Decision- Critical Thinking (Nursing Concepts section) • Nursing Judgment (NLN Education Competencies) sub score
EOPSLO 3: Effectively communicate with patient and when collaborating with members of the inter-professional team.		Instructional Method	Learning Activity	Evaluation Method
NUR 150	Course Obj 3: Describe collaboration with members of the interprofessional team.	Assigned reading in textbook	Written interprofessional collaboration assignment	Graded assignment with rubric
NUR 150	Course Obj 4: Describe the process of professional socialization from that of practical nurse to that of registered nurse.	Assigned reading in textbook, case study with questions	LPN to RN role transition-discussion board and interaction with group members on the discussion board	Graded discussion board with rubric
NUR 155	Course Obj 5: Identify effective communication with patient.	Lecture/PowerPoint	Mediasite Recording, Discussion board responses and interactions with peers	Unit exams, customized HESI exam, EAQ Quizzing, Graded discussion board with rubric
NUR 155	Course Obj 5: Identify effective communication with patient.	CJSim patients	CJSim patients correlated to content using Next Gen style questions and Consider Questions	CJSim quizzes and Consider Question submission

NUR 155	Course Obj 6: Explain the function of collaboration with members of the inter-professional team.	Power points and recorded lecture: all content areas, specifically delegation and prioritization content	Listening to recorded lectures. Independent work on case studies as provided in lecture and use of delegation handouts.	Unit exams, customized HESI exam
NUR 155	Course Obj 6: Explain the function of collaboration with members of the inter-professional team.	CJSim patients	CJSim patients correlated to content using Next Gen style questions and Consider Questions	CJSim quizzes and Consider Question submission
NUR 155	Course Obj 6: Explain the function of collaboration with members of the inter-professional team.	Sherpath lessons	Sherpath lessons correlated to chapters and content	End of lesson assessment
NUR 157	Course Obj 3: Identify effective communication with patient in simulated setting.	Instructor guided practice	Independent practice using safe standards of practice (Patient introductions, patient identifiers, teaching, med rights, asking for help when necessary)	Instructor feedback
EOPSLO 3: Effectively communicate with patient and when collaborating with members of the inter-professional team.		Instructional Method	Learning Activity	Evaluation Method
NUR 157	Course Obj 3: Identify effective communication with patient in simulated setting.	Skills videos	Skills quizzes	Quiz completion with required score
NUR 157	Course Obj 4: Describe collaboration with members of the inter-professional team.	Instructor guided practice	Independent practice using safe standards of practice (discussion of respiratory therapy during the tracheostomy skills, when to ask for and use help from other nurses)	Instructor feedback
NUR 157	Course Obj 4: Describe collaboration with members of the inter-professional team.	Skills videos	Skills quizzes	Quiz completion with required score
NUR 165	Course Obj 5: Describe therapeutic communication techniques.	Lecture/PowerPoint	Mediasite Recording	Unit exams, nationally standardized HESI exam
NUR 208	Course Obj 5: Use therapeutic communication techniques.	Lecture/PowerPoint	Mediasite Recording	Unit exams, customized HESI exam
NUR 208	Course Obj 5: Use therapeutic communication techniques.	CJSim patients	CJSim patients correlated to content using Next Gen style questions and Consider Questions	CJSim quizzes and Consider Question submission
NUR 208	Course Obj 5: Use therapeutic communication techniques.	Sherpath Lessons	Sherpath Lessons directed to specific course content	Graded Sherpath Lessons

NUR 208	Course Obj 5: Use therapeutic communication techniques.	Sherpath EAQ quizzes	Sherpath EAQ quizzes directed to course content	EAQ mastery level
NUR 208	Course Obj 6: Discuss healthcare inter-professional collaboration.	Lecture/PowerPoint	Mediasite Recording	Unit exams, customized HESI exam
NUR 208	Course Obj 6: Discuss healthcare inter-professional collaboration.	Lecture	Video – Code Blue: Roles of the Interdisciplinary Team	Unit Exams
NUR 208	Course Obj 6: Discuss healthcare inter-professional collaboration.	CJSim patients	CJSim patients correlated to content using Next Gen style questions and Consider Questions	CJSim quizzes and Consider Question submission
NUR 208	Course Obj 6: Discuss healthcare inter-professional collaboration.	Sherpath Lessons	Sherpath Lessons directed to specific course content	Graded Sherpath Lessons
NUR 208	Course Obj 6: Discuss healthcare inter-professional collaboration.	Sherpath EAQ quizzes	Sherpath EAQ quizzes directed to course content	EAQ mastery level

EOPSLO 3: Effectively communicate with patient and when collaborating with members of the inter-professional team.		Instructional Method	Learning Activity	Evaluation Method
NUR 209	Course Obj 4: Demonstrate effective communication with patients and members of the inter-professional team.	Virtual Simulation	Medical Scenario 1: Kenneth Bronson (pneumonia/ anaphylaxis to antibiotic): Contacts physician to report allergic reaction to antibiotic and obtain new orders for treatment.	Electronically graded virtual simulation
NUR 209	Course Obj 4: Demonstrate effective communication with patients and members of the inter-professional team.	Virtual Simulation	Medical Scenario 3: Vincent Brody (COPD/spontaneous pneumothorax with chest tube placement): Collaborates with physician on patient condition and receive new orders from physician for treatment of spontaneous pneumothorax.	Electronically graded virtual simulation
NUR 209	Course Obj 4: Demonstrate effective communication with patients and members of the inter-professional team.	Virtual Simulation	Medical Scenario 4: Carl Shapiro (acute MI/vfib): Student must call the doctor and call the code team at the appropriate times.	Electronically graded virtual simulation
NUR 209	Course Obj 4: Demonstrate effective communication with patients and members of the inter-professional team.	Virtual Simulation	Medical Scenario 5: Skyler Hansen (Diabetes Type I/ER with hypoglycemia): Collaborates with physician on patient condition and receive new orders from physician.	Electronically graded virtual simulation
NUR 209	Course Obj 4: Demonstrate effective communication with patients and members of the inter-professional team.	Post Conference Discussion	Students give report a total of 3 times during the semester to practice report giving skills prior to practicum and practice.	Instructor feedback

NUR 209	Course Obj 4: Demonstrate effective communication with patients and members of the inter-professional team.	Post Conference Discussion	The SBAR form is used as a form of documentation and a way to give report to each other. Students give report to the class during post-conference.	Instructor feedback
NUR 209	Course Obj 4: Demonstrate effective communication with patients and members of the inter-professional team.	Post Conference Discussion	The PAMPER form is used as a form of documentation and a way to give report to each other. Students give report to the class during post-conference.	Instructor feedback

EOPSLO 3: Effectively communicate with patient and when collaborating with members of the inter-professional team.		Instructional Method	Learning Activity	Evaluation Method
NUR 209	Course Obj 4: Demonstrate effective communication with patients and members of the inter-professional team.	Direct patient care	Direct patient care with RN supervision	NUR 209 Clinical Eval Tool
NUR 209	Course Obj 5: Interact with members of the inter-professional team with instructor guidance.	Virtual Simulation	Medical Scenario 4: Carl Shapiro (acute MI/vfib): Collaboration with code team on arrival.	Electronically graded virtual simulation
NUR 209	Course Obj 5: Interact with members of the inter-professional team with instructor guidance.	Virtual Simulation	Surgical Scenario 4: Vernon Watkins (s/p partial colectomy/PE with heparin drip): Must collaborate with radiology for CT.	Electronically graded virtual simulation
NUR 209	Course Obj 5: Interact with members of the inter-professional team with instructor guidance.	Virtual Simulation	Surgical Scenario 5: Lloyd Bennett (ORIF/low H/H/blood transfusion reaction): Collaborate with lab during post transfusion reaction time.	Electronically graded virtual simulation
NUR 209	Course Obj 5: Interact with members of the inter-professional team with instructor guidance.	Journaling	Journals 3 & 6: Question 8: Explain how you or your nurse mentor collaborated with different health care providers while caring for your patient(s).	Graded journal entry with rubric
NUR 209	Course Obj 5: Interact with members of the inter-professional team with instructor guidance.	Journaling	Special Observation Rotation Journal Question: Question 3: How did the healthcare members interact, respond?	Graded journal entry with rubric
NUR 209	Course Obj 5: Interact with members of the inter-professional team with instructor guidance.	Direct patient care	Direct patient care with RN supervision	NUR 209 Clinical Eval Tool

NUR 215	Course Obj 5: Use therapeutic communication techniques as it relates to the maternal-newborn population.	Lecture/PowerPoint/Mediasite Recording	Listening to recorded lectures	Unit exams, Final exam, standardized HESI exam
---------	--	--	--------------------------------	--

EOPSLO 3: Effectively communicate with patient and when collaborating with members of the inter-professional team.		Instructional Method	Learning Activity	Evaluation Method
NUR 254	Course Obj 5: Incorporate therapeutic communication techniques as it relates to the pediatric population.	Lecture/PowerPoint/Mediasite Recording	Listening to recorded lectures	Unit exams, Final exam, standardized HESI exam
NUR 255	Course Obj 5: Incorporate therapeutic communication techniques.	Lecture/PowerPoint	Mediasite Recording	Unit exams, customized HESI exam
NUR 257	Course Obj 3: Integrate effective communication with patients and members of the inter-professional team.	Journaling	Journals 1 and 6: Describe a situation where you saw lack of or poor communication affect patient safety.	Graded journal entry with rubric
NUR 257	Course Obj 4: Collaborate with members of the interprofessional team.	Online video course	IHI QI 105: Leading Quality Improvement	Quiz/completion
NUR 257	Course Obj 4: Collaborate with members of the interprofessional team.	Online video course	IHI L 101: Introduction to Health Care Leadership	Quiz/completion
NUR 257	Course Obj 4: Collaborate with members of the interprofessional team.	Journaling	Journals 1 through 6: Describe any newly encountered patient situations you faced this week and state: a. what you learned from the situations. b. what resources you used to help with these new situations. c. with whom you collaborated in the process.	Graded journal entry with rubric
HESI Exit B		National Standardized Exam	NCLEX Prep Testing	<ul style="list-style-type: none"> •Communication (QSEN section) sub score •Member of Team (QSEN section) sub score • Collaboration and Managing Care (Nursing Concepts) sub score

EOPSLO 4: Model accountability for nursing care given by self and/or delegated to others while seeking appropriate resources.		Instructional Method	Learning Activity	Evaluation Method
NUR 155	Course Obj 7: Discuss the principles of delegation when providing nursing care.	Power points and recorded lecture: all content areas, specifically delegation and prioritization content	Listening to recorded lectures. Independent work on case studies as provided in lecture and use of delegation handouts.	Unit exams, customized HESI exam
NUR 155	Course Obj 7: Discuss the principles of delegation when providing nursing care.	Live sessions including case studies, group work, and mini lectures	Group work discussion and brainstorming in live sessions	Group discussion participation
NUR 155	Course Obj 7: Discuss the principles of delegation when providing nursing care.	CJSim patients	CJSim patients correlated to content using Next Gen style questions and Consider Questions	CJSim quizzes and Consider Question submission
NUR 157	Course Obj 5: Recognize accountability for nursing care provided in a simulated setting.	Instructor guided practice	Independent practice using safe standards of practice (acknowledge when an error has been made and/or a break in sterile field, wrong medication dose)	Instructor feedback
NUR 157	Course Obj 5: Recognize accountability for nursing care provided in a simulated setting.	Skills videos	Skills quizzes	Quiz completion with required score
NUR 157	Course Obj 6: Identify appropriate resources when providing nursing care.	Instructor guided practice	Independent practice with practice supplies using safe standards of practice (asking for help, gathering and using correct supplies)	Instructor feedback
NUR 157	Course Obj 6: Identify appropriate resources when providing nursing care.	Skills videos	Skills quizzes	Quiz completion with required score
NUR 208	Course Obj 7: Utilize principles of delegation when providing nursing care.	(Prior Learning NUR 155)		Unit exams, customized HESI exam
NUR 208	Course Obj 7: Utilize principles of delegation when providing nursing care.	CJSim patients	CJSim patients correlated to content using Next Gen style questions and Consider Questions	CJSim quizzes and Consider Question submission
NUR 208	Course Obj 7: Utilize principles of delegation when providing nursing care.	Sherpath Lessons	Sherpath Lessons directed to specific course content	Graded Sherpath Lessons

EOPSLO 4: Model accountability for nursing care given by self and/or delegated to others while seeking appropriate resources.		Instructional Method	Learning Activity	Evaluation Method
NUR 208	Course Obj 7: Utilize principles of delegation when providing nursing care.	Sherpath EAQ quizzes	Sherpath EAQ quizzes directed to course content	EAQ mastery level
NUR 209	Course Obj 6: Demonstrate accountability for nursing care given by self and/or delegated to others while seeking appropriate resources.	Post-Conference Discussion	Clinical Card: Delegation: For your client today, what are 3 things you could delegate and why? What are 3 things you cannot delegate and why?	Instructor feedback
NUR 209	Course Obj 6: Demonstrate accountability for nursing care given by self and/or delegated to others while seeking appropriate resources.	Journaling	Journals 2 & 5: Question 8: Describe the activities that you delegated or saw others delegate and to whom they were delegated. Did they follow the appropriate delegation rights? (task, circumstance, person, communication, supervision)	Graded journal entry with rubric
NUR 255	Course Obj 6: Incorporate principles of delegation when providing nursing care.	(Prior Learning NUR 155)		Unit exams, customized HESI exam
NUR 255	Course Obj 6: Incorporate principles of delegation when providing nursing care.	Content lessons and conversations with Slack coach	Case studies, adaptive quizzes	HESI exams
NUR 257	Course Obj 5: Model accountability for nursing care given by self and/or delegated to others while seeking appropriate resources.	Preceptor guided patient care	120-hour direct patient care with RN supervision	Observation; Preceptor Input to Evaluation and Professional Standards Tool
NUR 257	Course Obj 5: Model accountability for nursing care given by self and/or delegated to others while seeking appropriate resources.	Journaling	Journal 1: Describe the activities that you delegated or saw others delegate and to whom they were delegated? Did they follow the appropriate delegation rights? (task, circumstance, person, communication, supervision)	Observation; Preceptor Input to Evaluation and Professional Standards Tool

EOPSLO 4: Model accountability for nursing care given by self and/or delegated to others while seeking appropriate resources.	Instructional Method	Learning Activity	Evaluation Method
NUR 257	Course Obj 5: Model accountability for nursing care given by self and/or delegated to others while seeking appropriate resources.	Journaling	Journal 4: Choose one of your patients and name 3 things you could delegate, to whom and why. What are 3 things you cannot delegate and why?

EOPSLO 5: Incorporate the role of teacher when providing patient care.		Instructional Method	Learning Activity	Evaluation Method
NUR 150	Course Obj 5: Identify components required for patient education.	Assigned reading in the textbook	Individual teaching plan written based on case study provided.	Graded assignment with rubric
NUR 155	Course Obj 8: Describe teaching needs of select populations.	Power points and recorded lecture: all content areas	Listening to recorded lectures. Independent work on case studies and links to websites for additional resources as provided in lecture.	Unit exams, customized HESI exam, EAQ Quizzing
NUR 155	Course Obj 8: Describe teaching needs of select populations.	Live sessions including case studies, group work, and mini lectures	Group work discussion and brainstorming in live sessions	Group discussion participation
NUR 155	Course Obj 8: Describe teaching needs of select populations.	CJSim patients	CJSim patients correlated to content using Next Gen style questions and Consider Questions	CJSim quizzes and Consider Question submission
NUR 155	Course Obj 8: Describe teaching needs of select populations.	Sherpath EAQ quizzes	Sherpath EAQ quizzes directed to course content	EAQ mastery level
NUR 155	Course Obj 8: Describe teaching needs of select populations.	Sherpath EAQ case studies	Sherpath EAQ case studies directed to course content	EAQ Case study completion
NUR 155	Course Obj 8: Describe teaching needs of select populations.	Sherpath lessons	Sherpath lessons correlated to chapters and content	End of lesson assessment
NUR 165	Course Obj 6: Describe teaching needs of select populations.	Lecture/PowerPoint	Mediasite Recording	Unit exams, nationally standardized HESI exam
NUR 208	Course Obj 8: Determine teaching to meet the needs of select population.	Lecture/PowerPoint	Mediasite Recording	Unit exams, customized HESI exam
NUR 208	Course Obj 8: Determine teaching to meet the needs of select population.	CJSim patients	CJSim patients correlated to content using Next Gen style questions and Consider Questions	CJSim quizzes and Consider Question submission
NUR 208	Course Obj 8: Determine teaching to meet the needs of select population.	Sherpath Lessons	Sherpath Lessons directed to specific course content	Graded Sherpath Lessons

EOPSLO 5: Incorporate the role of teacher when providing patient care.		Instructional Method	Learning Activity	Evaluation Method
NUR 208	Course Obj 8: Determine teaching to meet the needs of select population.	Sherpath EAQ quizzes	Sherpath EAQ quizzes directed to course content	EAQ mastery level
NUR 209	Course Obj 7: Customize teaching to meet the needs of the patient.	Post-Conference Discussion	Clinical Card: Health Promotion: What are 3 priority health promotion and maintenance recommendations you should make for your client today? Discuss how you can make this education happen and the results of the education when complete. What are tools/strategies you can use (ex. an app on the client's phone)?	Instructor feedback
NUR 209	Course Obj 7: Customize teaching to meet the needs of the patient.	Case Study	Hypertension Case Study: Question 5: What are the most important discharge/education priorities you will reinforce with the patient to prevent future admissions with the same problem?	Graded Case study; Discussion in post-conference
NUR 209	Course Obj 7: Customize teaching to meet the needs of the patient.	Case Study	CAD Case Study: **Question 6: What instructions should be given to Arty in the immediate post-op recovery time? Why? **Question 9: In reviewing the discharge paperwork with Arty, what information should the nurse include in his discharge instructions? **Question 10: Arty is being discharged with a script for nitroglycerin. What should the nurse teach Arty about the nitroglycerin tablets?	Graded Case study; Discussion in post-conference
NUR 209	Course Obj 7: Customize teaching to meet the needs of the patient.	Case Study	Heart Failure Case Study: **Question 9: What education do you as the nurse need to provide to the patient prior to discharge? **Question 10: Write 3 statements made by the wife that indicate a NEED FOR FURTHER education.	Graded Case study; Discussion in post-conference

EOPSLO 5: Incorporate the role of teacher when providing patient care.		Instructional Method	Learning Activity	Evaluation Method
NUR 209	Course Obj 7: Customize teaching to meet the needs of the patient.	Case Study	Dysrhythmias Case Study: "Question 6: Ms. Brown's current problem has not resolved in 4 days. The cardiologist decides she needs a permanent pacemaker implanted. a. What will you monitor her for in the immediate post-operative period? List at least 4 things. What education do you, as the nurse, need to provide to Ms. Brown prior to discharge? List at least 5 points you will need to teach."	Graded Case study; Discussion in post-conference
NUR 209	Course Obj 7: Customize teaching to meet the needs of the patient.	Virtual Simulation	Medical Scenario 1: Kenneth Bronson (pneumonia / anaphylaxis to antibiotic): Educate patient on new allergy and need to tell future healthcare workers.	Electronically graded virtual simulation
NUR 209	Course Obj 7: Customize teaching to meet the needs of the patient.	Virtual Simulation	Medical Scenario 3: Vincent Brody (COPD/spontaneous pneumothorax with chest tube placement): Must educate patient on what happened during the scenario and explain what a chest tube is before getting consent for the procedure.	Electronically graded virtual simulation
NUR 209	Course Obj 7: Customize teaching to meet the needs of the patient.	Virtual Simulation	Medical Scenario 4: Carl Shapiro (acute MI/vfib): Must educate patient on what happened during the scenario.	Electronically graded virtual simulation
NUR 209	Course Obj 7: Customize teaching to meet the needs of the patient.	Virtual Simulation	Medical Scenario 5: Skyler Hansen (Diabetes Type I/ER with hypoglycemia): **Teaches patient about DM I and steps to take to prevent further hypoglycemic episodes. **Further discuss education during debriefing.	Electronically graded virtual simulation

EOPSLO 5: Incorporate the role of teacher when providing patient care.		Instructional Method	Learning Activity	Evaluation Method
NUR 209	Course Obj 7: Customize teaching to meet the needs of the patient.	Virtual Simulation	Surgical Scenario 1: Marilyn Hughes (lower extremity fracture with compartment syndrome): Educates patient on compartment syndrome.	Electronically graded virtual simulation

NUR 209	Course Obj 7: Customize teaching to meet the needs of the patient.	Virtual Simulation	Surgical Scenario 4: Vernon Watkins (s/p partial colectomy/PE with heparin drip): Must educate patient and family on PE/heparin drip.	Electronically graded virtual simulation
NUR 209	Course Obj 7: Customize teaching to meet the needs of the patient.	Virtual Simulation	Surgical Scenario 5: Lloyd Bennett (ORIF/low H/H/blood transfusion reaction): **Must educate the patient on what happened and to tell future healthcare workers that reaction has happened. **Discuss education aspect of scenario in debriefing.	Electronically graded virtual simulation
NUR 209	Course Obj 7: Customize teaching to meet the needs of the patient.	Journaling	Question on each journal entry (6): Question 7: Explain what teaching was provided and how you met the patient's teaching and/or discharge needs.	Graded journal entry with rubric
NUR 209	Course Obj 7: Customize teaching to meet the needs of the patient.	Direct patient care	Direct patient care with RN supervision	NUR 209 Clinical Eval Tool
NUR 215	Course Obj 6: Determine teaching to meet the needs of select population.	Lecture/PowerPoint	Mediasite Recording	Unit exams, nationally standardized HESI exam

EOPSLO 5: Incorporate the role of teacher when providing patient care.		Instructional Method	Learning Activity	Evaluation Method
NUR 215	Course Obj 6: Determine teaching to meet the needs of select population.	Assigned clinical judgment exercise	Each clinical judgment exercise has a section about is priority to include in the patient's teaching plan	Electronically graded virtual simulation/clinical judgment exercise
NUR 254	Course Obj 6: Incorporate teaching to meet the needs of select population.	Lecture/PowerPoint/Mediasite Recording	Listening to recorded lectures	Unit exams, Final exam, standardized HESI exam
NUR 255	Course Obj 7: Incorporate teaching to meet the needs of select populations.	Lecture/PowerPoint	Mediasite Recording	Unit exams, customized HESI exam

NUR 255	Course Obj 7: Incorporate teaching to meet the needs of select populations.	Content lessons and conversations with Slack coach	Case studies, adaptive quizzes	HESI exams
NUR 257	Course Obj 6: Incorporate the role of teacher when providing patient care.	Preceptor guided patient care	120-hour direct patient care with RN supervision	Observation; Preceptor Input to Evaluation/Professional Standards Tool
NUR 257	Course Obj 6: Incorporate the role of teacher when providing patient care.	Journaling	Journal 5: Discuss 2 priority health promotion and maintenance recommendations that were/should be made for your patient. What would be needed to make this education happen?	Graded journal entry with rubric
HESI Exit B		National Standardized Exam	NCLEX Prep Testing	•Teaching and Learning- Patient Education (Nursing Concepts section)

EOPSLO 6: Demonstrate a spirit of inquiry and examines the evidence that underlies clinical nursing practice to enhance quality and safety in health care.		Instructional Method	Learning Activity	Evaluation Method
NUR 150	Course Obj 6: Recognize the quality improvement process to provide and maintain an environment of safety.	Online video course	IHI QI 101: Intro to Healthcare Improvement	Quiz/completion
NUR 209	Course Obj 8: Demonstrate a spirit of inquiry and research the evidence that underlies clinical nursing practice to enhance quality and safety in health care with instructor guidance.	Online video course	IHI QI 102: How to Improve with the Model for Improvement	Quiz/completion
NUR 209	Course Obj 8: Demonstrate a spirit of inquiry and research the	Online video course	IHI QI 103: Testing and Measuring Changes with PDSA Cycles: This course teaches a	Quiz/completion

	evidence that underlies clinical nursing practice to enhance quality and safety in health care with instructor guidance.		Plan-Do- Study-Act cycle to use in clinical settings that focuses on sampling and studying the data you collected in the process.	
NUR 209	Course Obj 8: Demonstrate a spirit of inquiry and research the evidence that underlies clinical nursing practice to enhance quality and safety in health care with instructor guidance.	Online Video Course	IHI QI 104: Interpreting Data: Run Charts, Control Charts, and Other Measurement Tools	Quiz/completion
NUR 209	Course Obj 8: Demonstrate a spirit of inquiry and research the evidence that underlies clinical nursing practice to enhance quality and safety in health care with instructor guidance.	Spirit of Inquiry Assignment	The students must pick an area of nursing that interests them and then come up with a PICOT (population, intervention, comparison, outcome, time) question for a research topic. The students then find a peer-reviewed, research article from a journal and write a summary of the article and if current research is being reflected in practice and/or what is being taught in the textbook.	Graded assignment with rubric

EOPSLO 6: Demonstrate a spirit of inquiry and examines the evidence that underlies clinical nursing practice to enhance quality and safety in health care.		Instructional Method	Learning Activity	Evaluation Method
NUR 255	Course Obj 8: Demonstrate a spirit of inquiry and examines the evidence that underlies clinical nursing practice to enhance quality and safety in health care.	Spirit of Inquiry Assignment	The students must pick an area of nursing that interests them and then come up with a PICOT (population, intervention, comparison, outcome, time) question for a research topic. The students then find a peer-reviewed, research article from a journal and write a summary of the article and if current research is being reflected in practice and/or what is being taught in the textbook.	Graded assignment with rubric
HESI Exit B		National Standardized Exam	NLCEX Prep Testing	<ul style="list-style-type: none"> •Research and EBP (QSEN) sub score •Quality Improvement (QSEN) sub score

EOPSLO 7: Use information and communication technologies to coordinate patient care and support clinical decision making.		Instructional Method	Learning Activity	Evaluation Method
NUR 209	Course Obj 9: Use information and communication technologies to coordinate patient care and support clinical decision making.	Clinical Discussion	Admission Assessment Completion	Instructor feedback
NUR 209	Course Obj 9: Use information and communication technologies to coordinate patient care and support clinical decision making.	Clinical Discussion	Students practice documenting their findings on their head-to-toe assessment. They may use the long or short form (found on the course Blackboard site) or a narrative format.	Instructor feedback
NUR 209	Course Obj 9: Use information and communication technologies to coordinate patient care and support clinical decision making.	Direct patient care	Direct patient care with RN supervision	NUR 209 Clinical Eval Tool
NUR 257	Course Obj 7: Integrate information and communication technologies to coordinate patient care and support clinical decision making.	Preceptor guided patient care	120-hour direct patient care with RN supervision	Observation; Preceptor Input to Evaluation/Professional Standards Tool
NUR 257	Course Obj 7: Integrate information and communication technologies to coordinate patient care and support clinical decision making.	Journaling	Journal 6: How is health information managed in order to provide care to patients? What are a few ways of protecting electronic health records?	Graded journal entry with rubric
HESI Exit B		National Standardized Exam	NCLEX Prep Testing	•Nursing Informatics (Nursing Concepts section) sub score

Grading Rubric: Spirit of Inquiry & Evidence-Based Practice

Identify Topic	
Post your nursing practice area of interest to the course's Blackboard Discussion Board thread titled "Spirit of Inquiry". Write your practice area of interest in the "Subject" line.	1
Summary	
PICOT question (must be correctly written in PICOT format)	3
What were they keywords used during the literature search?	1
How many articles were identified for the previous five year period?	1
Article title, year, journal, etc. (use template provided)	1
Save article as pdf file and attach to discussion board thread.	1
What were the findings of the study you selected?	5
What type of evidence did the study provide (refer to Hierarchy of Evidence for Intervention Studies chart in article #4)?	1
Does the literature support the practice currently utilized in the healthcare facility or in your textbooks? If not, how does the recommendation differ from current practice?	4
Thoughtfully responded to postings of two classmates.	2
Total Points	20

Western Kentucky University
Associate of Science in Nursing
Nursing 209 Clinical Evaluation

Student Name: _____ **Date:** _____

NURSING 209 Course Objectives:

1. Provide safe, competent nursing care utilizing the nursing process and current standards of nursing practice.
2. Provide nursing care based on respect for patient preferences, values, and needs.
3. Prioritize patient care utilizing clinical nursing judgment.
4. Demonstrate effective communication with patients and members of the inter-professional team.
5. Interact with members of the inter-professional team with instructor guidance.
6. Demonstrate accountability for nursing care given by self and/or delegated to others while seeking appropriate resources.
7. Customize teaching to meet the needs of the patient.
8. Demonstrate a spirit of inquiry and research the evidence that underlies clinical nursing practice to enhance quality and safety in health care with instructor guidance.
9. Use information and communication technologies to coordinate patient care and support clinical decision making.

Rating	Knowledge, Skills & Attitudes	Overall Grade Computation
4	Consistently Exhibits (Functions consistently with <i>minimum</i> guidance) <ul style="list-style-type: none"> • A patient and family centered focus • Accuracy, safety, & skillfulness • Assertiveness and initiative • Efficiency and organization • An eagerness to learn 	Computation process: Each of the 31 specific competencies listed is of equal value. To compute the final NUR 209 clinical evaluation grade, add all the scores for the specific competencies and divide the total by 31 . For items that were not observed, a NO (non-observed) should be entered in the blank and should not be counted when computing the final score.
3	Often Exhibits (Functions satisfactorily with <i>minimum to moderate</i> guidance) <ul style="list-style-type: none"> • A patient and family centered focus • Accuracy, safety, & skillfulness • Assertiveness and initiative • Efficiency and organization • An eagerness to learn 	
2	Commonly Exhibits (Functions safely with <i>moderate to extensive</i> amount of guidance) <ul style="list-style-type: none"> • A patient and family centered focus • Accuracy, safety, & skillfulness • Assertiveness and initiative • Efficiency and organization • An eagerness to learn 	
1	Rarely Exhibits (Requires <i>intense</i> guidance for the performance of activities at a safe level) <ul style="list-style-type: none"> • A patient and family centered focus • Accuracy, safety, & skillfulness • Assertiveness and initiative • Efficiency and organization • An eagerness to learn 	

Competencies marked with ** indicate critical knowledge, skills, and attitudes that directly relate to patient safety. To successfully pass the clinical course the student must achieve a “final clinical evaluation grade” equal to or greater than 2.0. In addition, the student must achieve a minimum score of 2 on each competency marked as critical knowledge, skills, and attitudes that directly relate to patient safety.

Core Competencies	Midterm	Final
Patient-Centered Care		
1. Provide comprehensive patient care appropriate to level of knowledge in compliance with clinical agency policy and procedure. (1) **		
2. Synthesize pathophysiology of patient conditions and associated pharmacological interventions. (1) **		
3. Demonstrate caring behaviors, modifying interventions to address actual and anticipatory physical, emotional, spiritual, comfort needs. (1,2,3) **		
4. Adapt nursing care and advocate for patient values, preferences, needs, and diversity. (2) **		
5. Evaluate effectiveness of patient care and modify plan of care as needed. (1) **		
6. Incorporate information from assessment, diagnosis, planned interventions to identify the individual teaching needs of each patient. (1,7) **		
Teamwork and Collaboration		
7. Utilize effective communication with patients and the inter-professional team. (4) **		
8. Communicate changes in patient status to the inter-professional team. (4,5,6) **		
9. Conduct patient care reports (hand-off communication) efficiently and effectively. (4)		
10. Initiate requests for help when appropriate to situation. (6) **		
11. Provide assistance to team members to complete work efficiently when needed. (5)		
12. Demonstrate use of the five rights of delegation: right task, right circumstances, right person, right communication, and right supervision when applicable. (4,5,6) (N/A rating may be used if applicable)		
13. Identify the different health care providers involved in the collaboration process. (5)		
14. Discuss the expertise nursing brings to the collaboration process. (5)		
Quality Improvement		
15. Demonstrate ongoing self-assessment and commitment to excellence in practice. (1)		
16. Identify standardized protocols (such as pressure injury prevention, CAUTI, CLABSI, etc.) to improve patient outcomes. (1) **		
Safety		
17. Assess the health care environment to determine patient safety needs. (1,3) **		
18. Perform safe, timely medication administration. (1,3,6) **		
19. Perform clinical procedures with the expected level of knowledge and skill of a student at this level. (1,3,5,6) **		
20. Demonstrate effective strategies to reduce risk of harm to self or others through both system effectiveness and individual performance (ie: 2 patient identifiers, independent double checks). (1,3,6) **		
21. Organize and prioritize nursing responsibilities and provide care in a timely manner. (3,9) **		
Informatics		
22. Utilize the electronic health record appropriately to obtain information and document responses to care where appropriate and available in the clinical setting. (9) (N/A rating may be used if applicable)		
23. Protect confidentiality of health record data and patient information in an ethical manner. (1,9) **		
Professional Role Development		
24. Demonstrate core professional values (caring, altruism, autonomy, integrity, human dignity, and social justice). (1) **		
25. Comply with the Code of Ethics, Standards of Practice, and policies and procedures of Western Kentucky University School of Nursing, and clinical agencies. (1) **		
26. Accept constructive criticism and develop plan of action for improvement. (1,4,6) **		
27. Demonstrate expected behaviors and complete tasks in a timely manner. (1) **		
28. Accept individual responsibility and accountability for nursing interventions, outcomes, and other actions. (1,6) **		
29. Assume responsibility for learning. (1,6) **		
30. Maintain professional behavior and appearance. (1) **		
31. Demonstrate ability to manage care for at least two patients. (1,3)		
To successfully pass the clinical course the student must achieve a "final clinical evaluation grade" equal to or greater than 2.0. In addition, the student must achieve a minimum score of 2 on each competency marked as critical knowledge, skills, and attitudes that directly relate to patient safety.		
Total		

Numbers in parentheses represent association of item to NUR 209 Course Objectives.

Calculation of Grade:

Total of All Scored Items _____ Number of Scored Items _____ Total ÷ Number of Scored Items = Midterm score _____

Total of All Scored Items _____ Number of Scored Items _____ Total ÷ Number of Scored Items = Final score _____

MIDTERM COMMENTS:

Student Signature Date

Faculty Signature Date

Mid-Clinical Evaluation: Faculty and student must complete documentation for remediation of areas that have a rating of 1.

Areas with a rating of 1	Remediation Strategy

Student Signature _____ Date _____

Faculty Signature _____ Date _____

FINAL COMMENTS:

Student Signature Date

Faculty Signature Date

Western Kentucky University
Associate of Science in Nursing Program
NUR 257 Preceptor Input into
Evaluation of Student

Student Name: _____ **Date:** _____ **Preceptor Name:** _____

NURSING 257 Course Objectives:

1. Integrate the nursing process and current standards of nursing practice to provide safe, competent nursing care with respect for patient preferences, values, and needs.
2. Incorporate clinical nursing judgement when prioritizing patient care.
3. Integrate effective communication with patients and members of the inter-professional team.
4. Collaborate with members of the interprofessional team.
5. Model accountability for nursing care given by self and/or delegated to others while seeking appropriate resources.
6. Incorporate the role of teacher when providing patient care.
7. Integrate information and communication technologies to coordinate patient care and support clinical decision making.

Please indicate the response that you feel appropriately corresponds to the quality of your performance exhibited during the practicum experience. If you were unable to perform the stated activity please include a brief written statement of explanation

Rating	Knowledge, Skills & Attitudes	Overall Grade Computation
4	Consistently Exhibits (Functions consistently with <i>minimum</i> guidance) <ul style="list-style-type: none"> • A patient and family centered focus • Accuracy, safety, & skillfulness • Assertiveness and initiative • Efficiency and organization • An eagerness to learn 	Computation process: Each of the 30 specific competencies listed is of equal value. To compute the final NUR 257 evaluation grade, add all the scores for the specific competencies and divide the total by 4 . For items that were not observed, a NO (non-observed) should be entered in the blank and should not be counted when computing the final score.
3	Often Exhibits (Functions satisfactorily with <i>minimum to moderate</i> guidance) <ul style="list-style-type: none"> • A patient and family centered focus • Accuracy, safety, & skillfulness • Assertiveness and initiative • Efficiency and organization • An eagerness to learn 	
2	Commonly Exhibits (Functions safely with <i>moderate to extensive</i> amount of guidance) <ul style="list-style-type: none"> • A patient and family centered focus • Accuracy, safety, & skillfulness • Assertiveness and initiative • Efficiency and organization • An eagerness to learn 	
1	Rarely Exhibits (Requires <i>intense</i> guidance for the performance of activities at a safe level) <ul style="list-style-type: none"> • A patient and family centered focus • Accuracy, safety, & skillfulness • Assertiveness and initiative • Efficiency and organization • An eagerness to learn 	

Please insert the appropriate number in the blank at the end of each competency.

Core Competencies	1 to 4
1. Provide comprehensive patient care appropriate to level of knowledge in compliance with clinical agency policy and procedure. (1)	
2. Synthesize pathophysiology of patient conditions and associated pharmacological interventions. (1)	
3. Demonstrate caring behaviors, modifying interventions to address actual and anticipatory physical, emotional, spiritual, comfort needs. (1,2)	
4. Adapt nursing care and advocate for patient values, preferences, needs, and diversity. (1)	
5. Evaluate effectiveness of patient care and modify plan of care as needed. (1)	
6. Perform teaching appropriate to developmental level, knowledge, and learning needs of the patient. (6)	
7. Collaborate and delegate elements of care to the inter-professional healthcare team within the scope of practice. (4,5)	
8. Utilize effective communication with patients and the inter-professional team. (3)	
9. Communicate changes in patient status to the inter-professional team. (3,4)	
10. Conduct patient care reports (hand-off communication) efficiently and effectively. (3)	
11. Initiate requests for help when appropriate to situation. (5)	
12. Provide assistance to team members to complete work efficiently when needed. (4)	
13. Demonstrate ongoing self-assessment and commitment to excellence in practice. (1,5)	
14. Utilize standardized protocols (such as pressure injury prevention, CAUTI, CLABSI, etc.) to improve patient outcomes. (1)	
15. Assess the health care environment to determine patient safety needs. (1,2)	
16. Perform safe, timely medication administration. (1,2,5)	
17. Perform clinical procedures with the expected level of knowledge and skill of a student at this level. (1,2,4,5)	
18. Demonstrate effective strategies to reduce risk of harm to self or others through both system effectiveness and individual performance (ie: 2 patient identifiers, independent double checks). (1,2,5)	
19. Organize and prioritize nursing responsibilities and provide care in a timely manner. (2,7)	
20. Utilize the electronic health record appropriately to obtain information and document responses to care where appropriate and available in the clinical setting. (7)	
21. Protect confidentiality of electronic health records data, information, and knowledge of technology in an ethical manner. (1,7)	
22. Demonstrate core professional values (caring, altruism, autonomy, integrity, human dignity, and social justice). (1)	
23. Comply with the Code of Ethics, Standards of Practice, and policies and procedures of Western Kentucky University School of Nursing, and clinical agencies. (1)	
24. Accept constructive criticism and develop plan of action for improvement. (1,3,5)	
25. Maintain a positive attitude and interact with inter-professional team members in a positive, professional manner. (1,3,4)	
26. Demonstrate expected behaviors and complete tasks in a timely manner. (1)	
27. Accept individual responsibility and accountability for nursing interventions, outcomes, and other actions. (1,5)	
28. Assume responsibility for learning. (1,5)	
29. Maintain professional behavior and appearance. (1)	
30. Arrive to clinical experiences at assigned times. (1)	
Numbers in parentheses represent association of item to NUR 257 Course Objectives.	Total

Calculation of Grade: Total of All Scored Items ÷ 4 = Final score_____

Student Signature_____ **Date**_____