INDIANA STATE UNIVERSITY

Accelerated Nursing

Graduate Competency Assessment

2018-19

Department of Baccalaureate Nursing Assessment Committee

Plan accepted 11/2018

Data and action accepted 8/28/19

Vote = 7-0-0

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| --- | --- | --- | --- | --- | --- | --- |
| 1. Graduate Competency: The baccalaureate prepared student will provide safe and holistic patient centered care.  N490 | | | Operational Definition: Students shall score at a 94% probability of passing the NCLEX on the Kaplan Comprehensive Predictor Exam. 2019 students shall score at or higher than a 61% or higher on the Secure Predictor on the first attempt.  Expected Level of Achievement/Decision Rule of Action: 90% of students shall meet or exceed the 72 raw score (94% probability) on the Kaplan RN Comprehensive Predictor Exam on the first attempt. Summer 19 - 90% of students shall meet or exceed the 61% raw score on the Kaplan Secure Predictor on the first attempt.    Outcome: \_\_X\_\_\_\_\_\_\_ Not Met \_\_\_\_\_\_\_\_\_\_ Met \_\_\_\_\_\_\_\_\_\_\_ Partially Met | | | |
| Process | | | | Implementation | | |
| Knowledge  Skill or ability  Attitude/Disposition | Documentation  Located | Who has  Responsibility | Time/  Frequency of Assessment | Assessment  Method | Results of Data Collection and Analysis including actual levels of achievement | Actions  For program Development, Maintenance, or Revision |
| Integrate patients’ differences, values preferences, and expressed needs with an awareness of how personal values and beliefs can impact care delivery.  Conduct comprehensive and focused bio-psychosocial and environmental assessments of health and illness in diverse settings.  Formulate plans of care for diverse populations across the health care continuum.  Communicate effectively with patients, families, groups, and communities.  Demonstrate appropriate patient teaching that reflects holistic patient preferences and fosters the informed engagement in care. | Collected by Department assessment committee representative and stored in Department Chair or Program Director’s office. | Assessment committee representative in conjunction with ATI/Kaplan coordinator. | Yearly | Evaluation of ATI RN Comprehensive Predictor and Kaplan report as defined by the operational definition. | Summer 2019:  N= 16  >61% = 6  <61% = 10  40 % are at or above the 61% predictability score for Secure Predictor | Summer 2020:  Our committee decided to work with 486, 444, and 490 to revisit assignment loads for the students. Thoughts are we may reduce assignment loads in 486 and 444 to better our predictor exams. Emphasis is on 100% when they all passed the Secure Predictor on the second attempt. Kaplan expects a high number of failures on the first attempt, therefore they remediate and do well on the second attempt. |

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| Graduate Competency: The baccalaureate prepared student will provide safe and holistic patient centered care.  N484 | | | Operational Definition: Clinical Evaluation shall reflect a satisfactory or better score on clinical assessment evaluation tool in the senior reflective nursing course. Please see attached.  Expected Level of Achievement/Decision Rule of Action: 100% students shall achieve a satisfactory or better score on clinical assessment evaluation tool in the senior reflective nursing course  Outcome: \_\_\_\_\_\_\_\_\_ Not Met \_\_X\_\_\_\_\_\_ Met \_\_\_\_\_\_\_\_\_\_\_\_ Partially Met | | | |
| Process | | | | Implementation | | |
| Knowledge  Skill or ability  Attitude/Disposition | Documentation  Located | Who has  Responsibility | Time/  Frequency of Assessment | Assessment  Method | Results of Data Collection and Analysis including actual levels of achievement | Actions  For program Development, Maintenance, or Revision |
| Integrate patients’ differences, values preferences, and expressed needs with an awareness of how personal values and beliefs can impact care delivery.  Conduct comprehensive and focused bio-psychosocial and environmental assessments of health and illness in diverse settings.  Formulate plans of care for diverse populations across the health care continuum.  Communicate effectively with patients, families, groups, and communities.  Demonstrate appropriate patient teaching that reflects holistic patient preferences and fosters the informed engagement in care. | Collected by Department assessment committee representative and stored in Department Chair or Program Director’s office. | Assessment committee representative in conjunction with Reflective nursing course faculty | Yearly | Evaluation of clinical assessment evaluation tool of senior reflective nursing course as defined by the operational definition. | Summer 2019:  N = 16  Satisfactory = 16  Unsatisfactory = 0  100% of students achieved at or above satisfactory score on the clinical evaluation tool | Summer 2020: continue to monitor |

Clinical Performance Evaluation Tool

School of Nursing

Department of Baccalaureate Nursing

Nursing 484 – Reflective Nursing Practice

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Preceptor Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Final Evaluation:   
The second and final evaluation will occur at the conclusion of the clinical experience. The clinical faculty will award either a “Meets or Exceeds Expectations” or “Does not Meet Expectations”. A student whose final evaluation reflects a “Does not Meet Expectations” in any category will not pass the course. Clinical faculty or course faculty is expected to comment on any item for which a “Does not Meet Expectations” is awarded.

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| --- | --- | --- | --- |
| Learning Outcome | Meets or exceeds expectations | Does not  meet expectations | Not Observed |
| Use theoretical concepts, research findings, and other ways of knowing to guide nursing practice with clients from diverse cultural backgrounds who have complex care needs in various phases of the life span. (1.1f, 1.2f, 3.1f, 7.1f, 8.1f) |  |  |  |
| Practice in a caring, responsible, and accountable manner in accordance with professional ethics and accepted standards of practice. (5.3f,7.1f, 8.1f, 8.2f, 8.3f, 8.4f) |  |  |  |
| Integrate critical thinking skills into the practice of professional nursing with clients experiencing complex care needs. (1.5f, 4.1f, 3.1f) |  |  |  |
| Apply appropriate leadership and management principles in designing, coordinating, managing, and advocating for meeting the complex health care needs of individuals, families, and groups in various phases of the life span. (4.1f, 6.2f, 6.4f, 7.1f, 8.1f) |  |  |  |
| Demonstrate an ability to reflect on interpersonal and interactional processes with individuals, families, and groups and critically analyze own role in relation to them. (1.5f, 8.1f, 8.2f) |  |  |  |
| Intervene independently and in collaboration with other health professionals using appropriate nursing strategies and actions. (2.1f, 2.2f, 7.2f) |  |  |  |
| Evaluate the outcomes of therapies in nursing interventions and plan further interventions accordingly. (5.1f, 5.2f, 3.3f) |  |  |  |
| Create, implement, and evaluate a tool to address a clinical learning need of a targeted population. (1.4f, 1.5f, 2.1f, 3.2f, 5.2f) |  |  |  |

Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Quality and Independence

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| Quality of Performance  (check one of following) | | Level of Independence (check one of following) | |
|  | Exceptional performance and provision and/or delivery of nursing care. Student functions to meet criteria in a manner surpassing expectations at the current educational level. |  | Decisions and actions are independent and well supported.  Rarely requires validating feedback. |
|  | Above satisfactory performance and provision and/or delivery of nursing care. Student functions to meet criteria with above satisfactory performance at the current educational level; is not exceptional. |  | Decisions and actions are usually independent and well supported.  Occasionally requires validating feedback. |
|  | Satisfactory performance and provision and/or delivery of nursing care. Student functions to meet criteria at the current educational level. |  | Decisions and actions are sometimes independent and well supported.  Frequently requires validating feedback. |
|  | Unsatisfactory performance and provision and/or delivery of nursing care. Student does not meet criteria satisfactorily at the current educational level. |  | Decisions and actions are seldom independent or well supported.  Consistently requires validating feedback. |

Preceptor Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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Student Self-Evaluation of Performance: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_

Preceptor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Clinical Instructor Signature: ­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| 2. Graduate Competency: The baccalaureate prepared student will work effectively in inter-professional teams to enhance patient outcomes.  N484 | | | Operational Definition: Clinical Evaluation shall reflect a satisfactory or better score on the midterm clinical assessment evaluation tool in the senior reflective nursing course. Please see attached.  Expected Level of Achievement/Decision Rule of Action: 100% students shall achieve a satisfactory or better score on the midterm clinical assessment evaluation tool in the senior reflective nursing course  Outcome: \_\_\_\_\_\_\_\_\_ Not Met \_\_\_\_X\_\_\_\_\_ Met \_\_\_\_\_\_\_\_\_\_\_\_ Partially Met | | | |
| Process | | | | Implementation | | |
| Knowledge  Skill or ability  Attitude/Disposition | Documentation  Located | Who has  Responsibility | Time/  Frequency of Assessment | Assessment  Method | Results of Data Collection and Analysis including actual levels of achievement | Actions  For program Development, Maintenance, or Revision |
| 1. Contribute the unique nursing perspective to inter-professional teams to enhance patient outcomes.  2. Incorporate effective inter-professional communication, negotiation, and conflict resolution to deliver evidence-based and patient-centered care. | Collected by Department assessment committee representative and stored in Department Chair or Program Director’s office. | Assessment committee representative in conjunction with Reflective nursing course faculty | Yearly | Evaluation of the midterm clinical assessment evaluation tool of senior reflective nursing course as defined by the operational definition. | Summer 2019:  N = 16  Satisfactory = 16  Unsatisfactory = 0  100% of students achieved at or above satisfactory score on the clinical evaluation tool | Summer 2020:  Continue to monitor |

NURS 484 Mid-Completion (approximately 60 hours) Feedback/Evaluation

Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Preceptor Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Facility:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Unit:\_\_\_\_\_\_\_\_\_\_\_\_\_

This form is to provide feedback to the student after completion of approximately 60 precepted clinical hours.

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|  | Yes | No | Comments |
| Timeliness? (8.2f) (always on time to clinical, attends all planned dates, completes tasks?) |  |  |  |
| Attitude? (8.1f) (self-directed, eager, cooperative, accepts feedback?) |  |  |  |
| The student displays professional behaviors? (8.2f; 8.3f)  (Arrives on time. Displays a professional appearance: clean, neat, uniformed. Demonstrates accountability and responsibility for own actions. Demonstrates ethical decisions and behavior. Serves as an advocate for the nursing profession.) |  |  |  |
| The student provides safe and holistic patient-centered care? (1.1f – 1.5f)  (Integrates patients’ differences, values expressed needs. Conducts comprehensive and focused assessments of health and illness. Formulates plans of care. Communicates effectively with patients, families, groups. Demonstrates appropriate patient teaching.) |  |  |  |
| The student works effectively in inter-professional teams? (2.1f; 2.2f)  (Contributes nursing perspective to enhance patient outcomes. Incorporates effective inter-professional communication, negotiation, and conflict resolution to delivery care.) |  |  |  |
| The student employs evidence-based practice? (3.1f – 3.3f)  (Integrates best research with clinical expertise for safe care Proposes mechanisms to resolve identified discrepancies between standards and practices that impact patient outcomes.) |  |  |  |
| The student applies quality improvement principles? (4.2f)  (Demonstrates leadership skills to effectively implement patient safety in the identification of variances and hazards in health care.) |  |  |  |
| The student utilizes informatics? (5.1f – 5.3f)  (Integrates information systems, communication, and technology in safe nursing practice. Evaluates data from all relevant sources to deliver care. Upholds ethical principles when using patient care technologies). |  |  |  |
| The student demonstrates leadership skills? (4.1f; 6.2f; 6.4f)  (Applies leadership concepts, skills, and decision-making in the provision of high quality safe nursing care.) |  |  |  |
| The student demonstrates health promotion? (7.1f)  (Advocates for health promotion and disease prevention to improve health and wellness). |  |  |  |

Signatures:

Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Preceptor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| 3. Graduate Competency: The baccalaureate prepared student will employ evidence-based practice.  N444 | | | Operational Definition: Student in the Community Nursing practice course will complete an EBP paper scoring at or above a 85%. Please see the attached rubric.  Expected Level of Achievement/Decision Rule of Action: 90% of students will score at or above 85% on the EBP project and paper as defined in the operational definition  Outcome: \_\_\_\_\_\_\_\_\_ Not Met \_\_X\_\_\_\_\_\_ Met \_\_\_\_\_\_\_\_\_\_\_\_ Partially Met | | | |
| Process | | | | Implementation | | |
| Knowledge  Skill or ability  Attitude/Disposition | Documentation  Located | Who has  Responsibility | Time/  Frequency of Assessment | Assessment  Method | Results of Data Collection and Analysis including actual levels of achievement | Actions  For program Development, Maintenance, or Revision |
| Integrate best research with clinical expertise and patient values for optimum safe care.  Implement methods of retrieval, appraisal, and synthesis of evidence-based learning and research activities to improve patient outcomes.  Propose mechanisms to resolve identified discrepancies between standards and practices that impact patient outcomes. | Collected by Department assessment committee representative and stored in Department Chair or Program Director’s office. | Assessment committee representative in conjunction with course faculty | Yearly | Evaluation of cores on EBP paper will be examined in the Community course as defined by the operational definition | Summer 2019:  N = 16  90-100% = 16  80-89% = 0  75-79% = 0  >74% = 0  100 % of students scored at or above 85% on the EBP project and paper. | Summer 2020: Continue to monitor |

Healthy People 2020 Paper (1.2f; 6.1f; 6.3f)

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| --- | --- |
| Grading Rubric for Healthy People 2020 paper | Points |
| *Introduction*   * Introduces topic & purpose of paper. * Provides evidence-based rationale for importance of topic to nursing practice. * Introduces Windshield Survey Community. | 10 |
| *Synthesis of data and Application of Nursing Process*   * Synthesizes all assessment data – statistical, topic area & creates a clear statement of the problem in the form of a Community Health Nursing diagnosis using a topic area from Healthy People 2020 (Assessment, Diagnosis). * Demonstrates understanding of applying the nursing process to create a proposed community aggregate assessment based on identified topic area. * Determines one short-term goal that is measurable & timed that fits the chosen community (Planning). * What are the current nursing interventions for this problem? Which ones have worked and have not worked? (Intervention). What interventions have been used in the literature? * Provides supportive evidence-based data throughout paper. (Evaluation). How would you evaluate your intervention to see if it worked? | 20 |
| *Format & APA*   * Flows clearly & logically with professional appearance and tone. * Minimum length of four pages using 1000 words. * Free of grammar, spelling, punctuation errors. * Cites references using APA 6th edition. * Proper title page. * Uses three EBP references from professional, peer-reviewed journals written within last past five years. | 20 |
| *Total* | 50 |

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| 4. Graduate Competency: The baccalaureate prepared student will apply quality improvement principles.  N484 | | | Operational Definition: Students in the Reflective Practice course will complete a problem-based service project scoring at or above 85%. Please see attached rubric.  Expected Level of Achievement/Decision Rule of Action: 90% of students will score at or above 85% on the CQI project as defined in the operational definition  Outcome: \_\_\_\_\_\_\_\_\_ Not Met \_\_\_X\_\_\_\_\_\_ Met \_\_\_\_\_\_\_\_\_\_\_\_ Partially Met | | | |
| Process | | | | Implementation | | |
| Knowledge  Skill or ability  Attitude/Disposition | Documentation  Located | Who has  Responsibility | Time/  Frequency of Assessment | Assessment  Method | Results of Data Collection and Analysis including actual levels of achievement | Actions  For program Development, Maintenance, or Revision |
| Demonstrate leadership skills to effectively implement patient safety in the identification of variances and hazards in health care.  Analyze quality improvement processes and safety design principles such as standardization and simplification.  Evaluate quality of care in terms of structure, process, and outcomes in relation to patient and community needs.  Design interventions to change the processes and system of care with the objective of improving quality. | Collected by Department assessment committee representative and stored in Department Chair or Program Director’s office. | Assessment committee representative in conjunction with course faculty | Yearly | Scores on problem-based service project assignment will be examined in the Reflective Practice course as defined by the operational definition | Summer 2019:  N = 16  90-100% = 15  80-89% = 1  75-79% = 0  <74% = 0  100 % of students scored at or above 85% on the EBP project. | Summer 2020: Continue to monitor |

NURS 484 –

Teaching/Learning/Analysis Project

Purpose: The purpose of this senior project is to identify a clinically- focused teaching/learning need, create a tool to address the need, and implement the use of the tool with the targeted population.

Total Point value: 140 points

Directions and Process:

1. Collaborate with your preceptor and possible other healthcare professionals to identify a clinically significant teaching/learning need and the target population. (NOTE: this may be a patient need, family need, or professional health care provider need).
2. Post a clear description about your project in the discussion board forum titled “Service Teaching/ Learning/ Analysis projects part 1” (worth 35 points) by the due date (See calendar in syllabus). In this post you are to provide required details about your project: Introduce your project; explain what you will be doing; describe how it is related to the population you are working with; describe how you collaborated with your preceptor, unit manager, and/or facility to identify the need for this project; and decide how your project should benefit the target population.
3. Conduct a literature review on the topic to support the development of a specific learning tool (Power-point, brochure, or poster). References must be no older than five years. You must have at least three references.
4. Submit your reference list in APA format by the due date (see calendar in syllabus) (worth 35 points). See the Assignments tab in Blackboard for file upload.
5. Develop the teaching/learning tool and present/ deliver the tool to the target population. (Note: plagiarism will NOT be tolerated. Copying and pasting from other sources without making direct quotes and citing appropriately is plagiarism! Using a brochure or handouts from another source is plagiarism. Using pictures and/or diagrams from sources without including proper citations/ references is plagiarism).
6. Upload in bold your tool for grading (worth 35 points) by the due date (see calendar in syllabus).
7. You are required to actually administer the learning tool to the intended population. For example, if you created a Power-point presentation, you must do a presentation and evaluate how the population responded to it. Or, if you created a patient brochure, you must give the brochure to some of the intended patients and evaluate how they responded to it.
8. Post an evaluation/discussion of your completed project in the Discussion Board forum titled “ServiceTeaching/Learning/Analysis projects part two” (worth 35 points) by the due date (see calendar in syllabus). In this post you are to provide the required details about your project: Evaluate whether or not your project resulted in the benefit you hoped for; describe how well your project was received by the target population (did they like it, did they learn what you wanted them to learn, how do you know whether or not they actually learned from it?); discuss the strengths of your project; discuss the weaknesses of your project; and discuss what could be done to make the learning tool better if used again in the future.

Service Teaching/Learning/Analysis projects part 1 Post)

* Grammar (0-5 pnts)
* Introduce/explain project (0-10 pnts)
* Describe collaboration/explain need (0-10 pnts)
* Describe benefits expected (0-10 pnts)

Reference list rubric:

* APA format (0-5 points)
* A minimum of 3 evidence-based (research type) references (0-10 points)
* References are current (within 5 years of publication) (0-10 points)
* References pertain directly to the project (0-10 points)

Tool rubric:

* Tool addresses the teaching/learning need (0-10 pnts)
* Tool is aligned to the target population (literacy level; terminology) (0-10 pnts)
* Graphics and aesthetics are quality (0-10 pnts)
* Citations and references are included (in APA format) as needed (0-5 pnts)
* Plagiarism will result in 0 total points for the tool.

Service Teaching/Learning Analysis projects part 2 Post

* Grammar (0-5 pnts)
* Evaluate actual results compared to expectations (0-6)
* How well was tool received by target population? (Did they like it? Did they learn from it?) (0-6 pnts)
* Strengths of tool/project (0-6)
* Weakness of tool/project (0-6)

How could/should tool be improved for future use? (0-

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| 5. Graduate Competency: The baccalaureate prepared student will utilize Informatics.  N380 | | | Operational Definition: Students will demonstrate effective use of informatics to store, retrieve and input information as reflected in the clinical evaluation tool in the final adult health course.  Expected Level of Achievement/Decision Rule of Action: 100% of students shall achieve a satisfactory or better score regarding informatics on clinical assessment evaluation tool in the final adult health course.  Outcome: \_\_\_\_\_\_\_\_\_ Not Met \_\_\_\_X\_\_\_ Met \_\_\_\_\_\_\_\_\_\_\_\_ Partially Met | | | |
| Process | | | | Implementation | | |
| Knowledge  Skill or ability  Attitude/Disposition | Documentation  Located | Who has  Responsibility | Time/  Frequency of Assessment | Assessment  Method | Results of Data Collection and Analysis including actual levels of achievement | Actions  For program Development, Maintenance, or Revision |
| Integrate information systems, communication, and technology methods in the management of safe nursing practice.  Evaluate data from all relevant sources, including technology, to deliver care.  Uphold ethical principles when using patient care technologies. | Collected by Department assessment committee representative and stored in Department Chair or Program Director’s office. | Assessment committee representative in conjunction with course faculty. | Yearly | Evaluation of clinical assessment evaluation tool of final adult health course as defined by the operational definition.  From Evaluation tool:  1. Distinguish information systems, communication, and technology methods in the management of  safe nursing practice.  2. Use data from multiple relevant sources, including technology, to deliver care.  3. Describe ethical principles related to patient information. | Spring 2019:  N = 16  Satisfactory = 16  Unsatisfactory = 0  100 % of students achieved at or above satisfactory on the clinical assessment evaluation tool. | Spring 2020; continue to monitor |

Part of the clinical evaluation tool for N 380

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| Program Outcome 5 | Mid-Semester | | Final Evaluation | | |
| The baccalaureate prepared student will utilize Informatics. | Needs Attention | Not Observed | Meets or exceeds expectations | Does not  meet expectations | Not Observed |
| 5.1f Integrate information systems, communication, and technology methods in the management of safe nursing practice. |  |  |  |  |  |
| 5.2f Evaluate data from all relevant sources, including technology, to deliver care. |  |  |  |  |  |
| 5.3f Uphold ethical principles when using patient care technologies. |  |  |  |  |  |
| Other: |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- |
| 6. Graduate Competency: The baccalaureate prepared student will demonstrate leadership skills.  N470 | | | Operational Definition: Students in the Spring 2019 semester shall score at or above level 2 proficiency or higher on the Kaplan RN Leadership exam. Students in the Spring 2019 semester shall score at or above a 73.3% on the first attempt of the Kaplan Leadership/Management exam.  Expected Level of Achievement/Decision Rule of Action: 90% of students will achieve at or above Level II on the Leadership Kaplan Content Mastery test. 90% of students will achieve at or above a 73.3% on the first attempt of the Kaplan Leadership/Management exam.  Outcome: \_\_X\_\_\_\_\_\_ Not Met \_\_\_\_\_\_\_\_\_\_ Met \_\_\_\_\_\_\_\_\_\_\_\_ Partially Met | | | |
| Process | | | | Implementation | | |
| Knowledge  Skill or ability  Attitude/Disposition | Documentation  Located | Who has  Responsibility | Time/  Frequency of Assessment | Assessment  Method | Results of Data Collection and Analysis including actual levels of achievement | Actions  For program Development, Maintenance, or Revision |
| Appraise the impact of health care policies, including financial, regulatory, and organizational mission, vision, and value statements.  Apply leadership concepts, skills, and decision-making in the provision of high quality safe nursing care and emergency preparedness.  Participate in the development and implementation of imaginative and creative strategies to enable systems to change.  Discuss the role of the nurse as a leader in the delivery of safe and effective healthcare. | Collected by Department assessment committee representative and stored in Department Chair or Program Director’s office. | Assessment committee representative in conjunction with NURS 490 (licensure prep) course faculty and NURS 470 (Leadership) course faculty and ATI/Kaplan coordinator. | Yearly | Collection and evaluation of the   RN Leadership/Kaplan Leadership exam scores as defined by the operational definition. | Spring 2019:  First attempt (>73.3%) Kaplan Leadership  N= 15  >73.3% = 11 (73.3%)  <73.2% = 4 (26%)  73% achieved at or above the benchmark. | Summer 2020:  Kaplan to continue to be evaluated. Change will be questions prior to the Kaplan. Topics missed are now highlighted and reviewed. Scores are improving. Continue to monitor. |

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| 7. Graduate Competency: The baccalaureate prepared student will demonstrate health promotion.  N444 | | | Operational Definition: Student will score a grade of 85% or better on the Health Promotion Project in Community Nursing course. Please see attached.  Expected Level of Achievement/Decision Rule of Action: 90% of students will score a grade of 85% or better on the Health Promotion Project in Community Nursing course.  Outcome: \_\_\_\_\_\_\_\_\_ Not Met \_\_\_X\_\_\_\_\_\_ Met \_\_\_\_\_\_\_\_\_\_\_\_ Partially Met | | | |
| Process | | | | Implementation | | |
| Knowledge  Skill or ability  Attitude/Disposition | Documentation  Located | Who has  Responsibility | Time/  Frequency of Assessment | Assessment  Method | Results of Data Collection and Analysis including actual levels of achievement | Actions  For program Development, Maintenance, or Revision |
| Advocate for health promotion and disease prevention at the individual and population level necessary to improve population health, wellness, and the promotion of healthy lifestyles.  Collaborate with other healthcare professionals and patients to provide spiritual and cultural appropriate health promotion. | Collected by Department assessment committee representative and stored in Department Chair or Program Director’s office. | Assessment committee representative in conjunction with Community nursing course faculty | Yearly | Collection and evaluation of the  Community Health Promotion project as defined by the operational definition. | Summer 2019:  N = 16  90-100% = 16  80-89% = 0  75-79% = 0  <74% = 0  100 % of students scored at or above 85% on the health promotion project and paper | Summer 2020: Continue to monitor |

Criteria for the Windshield Survey Powerpoint - (1.2f; 6.1f; 6.3f)

|  |  |  |  |
| --- | --- | --- | --- |
| Component | Points | Contributors | Instructor Comments |
| 1. Title page with all group member names.  2. History of area.  3. Windshield Assessment.  2. Demographic, epidemiologic and vital statistics data. | 5 |  |  |
| 3. Analysis of each specific Community area. One slide for each. | 5 |  |  |
| 4. Community Health Nursing Diagnosis is logical for assigned area. | 10 |  |  |
| 5. One short and one long term intervention that is timed and measurable. How are you going to implement the interventions? | 10 |  |  |
| 8. APA Reference Page. Logical, free of grammar errors. | 5 |  |  |

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| --- | --- | --- | --- | --- | --- | --- |
| 8. Graduate Competency: The baccalaureate prepared student will display professional behaviors.  N484 | | | Operational Definition: Clinical Evaluation shall reflect a satisfactory score on midterm clinical assessment evaluation tool in the senior reflective nursing course. Please see attached rubric.  Expected Level of Achievement/Decision Rule of Action: 100% students shall achieve a satisfactory or better score on clinical assessment evaluation tool in the senior reflective nursing course for the following areas: professional, timeliness, attitude, and accountability.  Outcome: \_\_\_\_\_\_\_\_\_ Not Met \_\_\_\_X\_\_\_\_\_\_ Met \_\_\_\_\_\_\_\_\_\_\_\_ Partially Met | | | |
| Process | | | | Implementation | | |
| Knowledge  Skill or ability  Attitude/Disposition | Documentation  Located | Who has  Responsibility | Time/  Frequency of Assessment | Assessment  Method | Results of Data Collection and Analysis including actual levels of achievement | Actions  For program Development, Maintenance, or Revision |
| Incorporate nursing values into daily practice.  Demonstrate accountability and responsibility for one’s own academic, professional, and public actions.  Demonstrate ethical and legal decisions surrounding health care dilemmas.  Serve as an advocate for the nursing profession. | Collected by Department assessment committee representative and stored in Department Chair or Program Director’s office. | Assessment committee representative in conjunction with Reflective nursing course faculty | Yearly | Evaluation of clinical assessment evaluation tool of senior reflective nursing course as defined by the operational definition. | Summer 2019:  N = 16  Satisfactory = 16  Unsatisfactory = 0  100 % of students achieved at or above satisfactory on the clinical assessment evaluation tool. | Summer 2020: Continue to monitor |

NURS 484 Mid-Completion (approximately 60 hours) Feedback/Evaluation

Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Preceptor Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Facility:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Unit:\_\_\_\_\_\_\_\_\_\_\_\_\_

This form is to provide feedback to the student after completion of approximately 60 precepted clinical hours.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Yes | No | Comments |
| Timeliness? (8.2f) (always on time to clinical, attends all planned dates, completes tasks?) |  |  |  |
| Attitude? (8.1f) (self-directed, eager, cooperative, accepts feedback?) |  |  |  |
| The student displays professional behaviors? (8.2f; 8.3f)  (Arrives on time. Displays a professional appearance: clean, neat, uniformed. Demonstrates accountability and responsibility for own actions. Demonstrates ethical decisions and behavior. Serves as an advocate for the nursing profession.) |  |  |  |
| The student provides safe and holistic patient-centered care? (1.1f – 1.5f)  (Integrates patients’ differences, values expressed needs. Conducts comprehensive and focused assessments of health and illness. Formulates plans of care. Communicates effectively with patients, families, groups. Demonstrates appropriate patient teaching.) |  |  |  |
| The student works effectively in inter-professional teams? (2.1f; 2.2f)  (Contributes nursing perspective to enhance patient outcomes. Incorporates effective inter-professional communication, negotiation, and conflict resolution to delivery care.) |  |  |  |
| The student employs evidence-based practice? (3.1f – 3.3f)  (Integrates best research with clinical expertise for safe care Proposes mechanisms to resolve identified discrepancies between standards and practices that impact patient outcomes.) |  |  |  |
| The student applies quality improvement principles? (4.2f)  (Demonstrates leadership skills to effectively implement patient safety in the identification of variances and hazards in health care.) |  |  |  |
| The student utilizes informatics? (5.1f – 5.3f)  (Integrates information systems, communication, and technology in safe nursing practice. Evaluates data from all relevant sources to deliver care. Upholds ethical principles when using patient care technologies). |  |  |  |
| The student demonstrates leadership skills? (4.1f; 6.2f; 6.4f)  (Applies leadership concepts, skills, and decision-making in the provision of high quality safe nursing care.) |  |  |  |
| The student demonstrates health promotion? (7.1f)  (Advocates for health promotion and disease prevention to improve health and wellness). |  |  |  |

Signatures:

Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Preceptor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_