

**Assurance of Student Learning Report  
2022-2023**

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 <b>Assessment Cycle</b> )

<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>		
<b>Program Student Learning Outcome 1:</b> Integrate the nursing process and current standards of nursing practice to provide safe, competent nursing care with respect for patient preferences, values, and needs.		
<b>Instrument 1</b>	Indirect: NUR 257 Preceptor Input into Evaluation of Student	
<b>Instrument 2</b>	Direct: HESI Exit scores, Standardized exam; HESI Exit 2 <sup>nd</sup> Attempt Scope of Practice (QSEN section) sub score	
<b>Instrument 3</b>	Direct: HESI Exit scores, Standardized exam HESI Exit 2nd Attempt Safety and Quality (QSEN section) sub score	
<b>Based on your results, check whether the program met the goal Student Learning Outcome 1.</b>		<input checked="" type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
<b>Program Student Learning Outcome 2:</b> Incorporate clinical nursing judgement when prioritizing patient care.		
<b>Instrument 1</b>	HESI Exit scores, Standardized exam	
<b>Based on your results, check whether the program met the goal Student Learning Outcome 2.</b>		<input checked="" type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
<b>Program Student Learning Outcome 3:</b> Effectively communicate with patient and when collaborating with members of the inter-professional team.		
<b>Instrument 1</b>	NUR 257 Preceptor Input into Evaluation of Student	
<b>Instrument 2</b>	HESI Exit scores, Standardized exam	
<b>Based on your results, check whether the program met the goal Student Learning Outcome 3.</b>		<input checked="" type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
<b>Program Student Learning Outcome 4:</b> Model accountability for nursing care given by self and/or delegated to others while seeking appropriate resources.		
<b>Instrument 1</b>	NUR 257 Preceptor Input into Evaluation of Student	
<b>Instrument 2</b>	Review NUR 209 Clinical Evaluation Tool	

<b>Based on your results, check whether the program met the goal Student Learning Outcome 4.</b>		<input checked="" type="checkbox"/> <b>Met</b>	<input type="checkbox"/> <b>Not Met</b>
<b>Program Student Learning Outcome 5:</b> Incorporate the role of teacher when providing patient care.			
<b>Instrument 1</b>	HESI Exit scores, Standardized exam		
<b>Instrument 2</b>	Review NUR 209 Clinical Evaluation Tool		
<b>Based on your results, check whether the program met the goal Student Learning Outcome 5.</b>		<input checked="" type="checkbox"/> <b>Met</b>	<input type="checkbox"/> <b>Not Met</b>
<b>Program Student Learning Outcome 6:</b> Demonstrate a spirit of inquiry and examines the evidence that underlies clinical nursing practice to enhance quality and safety in health care.			
<b>Instrument 1</b>	NUR 255 Spirit of Inquiry Scores		
<b>Instrument 2</b>	HESI Exit scores, Standardized exam		
<b>Based on your results, check whether the program met the goal Student Learning Outcome 6.</b>		<input checked="" type="checkbox"/> <b>Met</b>	<input type="checkbox"/> <b>Not Met</b>
<b>Program Student Learning Outcome 7:</b> Use information and communication technologies to coordinate patient care and support clinical decision making.			
<b>Instrument 1</b>	NUR 257 Preceptor Input into Evaluation of Student		
<b>Instrument 2</b>	HESI Exit scores, Standardized exam		
<b>Based on your results, check whether the program met the goal Student Learning Outcome 7.</b>		<input checked="" type="checkbox"/> <b>Met</b>	<input type="checkbox"/> <b>Not Met</b>
<b>Assessment Cycle Plan:</b>			
<p>Comprehensive review of end-of-program Student Learning Outcomes (SLO) and direct means of measurement for each SLO is completed every two years. Data is collected each semester. Above data reflects AY 21-22 data. Next full program review will be in Fall 2023. In Spring 2023, the program collaborated with the ACEN accrediting agency curriculum expert to clarify wording of the end-of-program Student Learning Outcomes to more appropriately fit the program goals and align with the course objectives and learning activities. The Expected Levels of Achievement were also reviewed to ensure they are properly assigned with the new SLOs.</p> <p>No changes planned for review timeline or for changes in the levels of achievement. All criteria is currently meeting our accrediting body guidelines.</p> <p>Note that the Program Learning Outcomes were submitted for approval in Courseleaf. The outcomes entered for approval match those in this ASL document.</p>			

<b>Program Student Learning Outcome 1</b>			
<b>Program Student Learning Outcome</b>	Integrate the nursing process and current standards of nursing practice to provide safe, competent nursing care with respect for patient preferences, values, and needs.		
<b>Measurement Instrument 1</b>	<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>		
<b>Criteria for Student Success</b>	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.”		
<b>Program Success Target for this Measurement</b>	80% of NUR 257 students will achieve a rating of 4.0 (Consistently Exhibits) for the competency	<b>Percent of Program Achieving Target</b>	98%
<b>Methods</b>	<p>Review NUR 257 Preceptor Input into Evaluation of Student</p> <p>NUR 257 Preceptor Input into Evaluation of Student forms reviewed for Fall 2021, Spring 2022 and Summer 2022 with a total of 113 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>		
<b>Measurement Instrument 2</b>	<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>		
<b>Criteria for Student Success</b>	HESI Exit 2 <sup>nd</sup> Attempt Scope of Practice (QSEN section) sub score average equal to or greater than 850.		
<b>Program Success Target for this Measurement</b>	Average equal to or greater than 850	<b>Percent of Program Achieving Target</b>	856
<b>Methods</b>	Review HESI Exit scores, Standardized exam		

	HESI Exit 2nd Attempt Scope of Practice (QSEN section) sub score two-year average 856. The HESI Exit exam is given each semester (Fall, Spring and Summer) in the capstone course. Data is analyzed every two years and reported as a two-year average. The data for this report reflects 113 students from Fall 2021 through Summer 2022.		
<b>Measurement Instrument 3</b>	<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 afety and quality section of the HESI directly correlates to the student knowledge of safe patient care.</p>		
<b>Criteria for Student Success</b>	HESI Exit 2 <sup>nd</sup> Attempt Safety and Quality (QSEN section) sub score two year average equal to or greater than 850.		
<b>Program Success Target for this Measurement</b>	Average equal to or greater than 850	<b>Percent of Program Achieving Target</b>	871
<b>Methods</b>	<p>Review HESI Exit scores, Standardized exam</p> <p>HESI Exit 2nd Attempt Safety and Quality (QSEN section) sub score two-year average 871. The HESI Exit exam is given each semester (Fall, Spring and Summer) in the capstone course. Data is analyzed every two years and reported as a two-year average. The data for this report reflects 113 students from Fall 2021 through Summer 2022.</p>		
<b>Based on your results, highlight whether the program met the goal Student Learning Outcome 1.</b>		<input checked="" type="checkbox"/> <b>Met</b>	<input type="checkbox"/> <b>Not Met</b>
<b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>			
<p>Comprehensive review of end-of-program Student Learning Outcomes (SLO) and direct means of measurement for each SLO is completed every two years. Above data reflects AY 21-22 data. In Spring 2023, the program collaborated with the ACEN accrediting agency curriculum expert to clarify the end-of-program Student Learning Outcomes to more appropriately fit the program goals and align with the course objectives and learning activities. The Expected Levels of Achievement were also reviewed to ensure they are properly assigned with the new SLOs.</p> <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 were below 850 for Fall 2021 (841) and Summer 2022 (835), but still meet the 2 year average of greater than 850. Will continue to monitor the HESI 2<sup>nd</sup> attempt results to track and trend the data. As the HESI Scope of Practice scores trended slightly lower this past year, the faculty additionally reviewed the HESI Exit Safety and Quality (QSEN section) sub scores. These scores met the benchmark of 850 for all semesters being reviewed.</p> <p>No changes planned for review timeline or for changes in the levels of achievement. All criteria is currently meeting our accrediting body guidelines.</p>			

The program reviews end-of-program Student Learning Outcome 1 every two years in the fall. Next full program review will be in Fall 2023. The NUR 257 Preceptor Input Into Evaluation of the Student competencies and the HESI Exit 2<sup>nd</sup> Attempt 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 SLO 1.

**Program Student Learning Outcome 2**

<b>Program Student Learning Outcome</b>	Incorporate clinical nursing judgement when prioritizing patient care.		
<b>Measurement Instrument 1</b>	HESI Exit scores, Standardized exam  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.		
<b>Criteria for Student Success</b>	HESI Exit 2 <sup>nd</sup> Attempt Clinical Judgment-Clinical Decision-Critical Thinking (Nursing Concepts section) sub score two year average equal to or greater than 850.		
<b>Program Success Target for this Measurement</b>	Average equal to or greater than 850	<b>Percent of Program Achieving Target</b>	881
<b>Methods</b>	Review HESI Exit scores, Standardized exam  HESI Exit Clinical Judgment-Clinical Decision-Critical Thinking sub score average 881. The HESI Exit exam is given each semester (Fall, Spring and Summer) in the capstone course. Data is analyzed every two years and reported as a two-year average. The data for this report reflects 113 students from Fall 2010 through Summer 2022.		

**Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.**  **Met**       **Not Met**

**Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)**  
 Comprehensive review of end-of-program Student Learning Outcomes (SLO) and direct means of measurement for each SLO is completed every two years. Above data reflects AY 21-22 data. In Spring 2023, the program collaborated with the ACEN accrediting agency curriculum expert to clarify the end-of-program Student Learning Outcomes to more appropriately fit the program goals and align with the course objectives and learning activities. The Expected Levels of Achievement were also reviewed to ensure they are properly assigned with the new SLOs.  
  
 HESI Exam Clinical Judgment-Clinical Decision-Critical Thinking (Nursing Concepts section) scores were above 850 for Fall 2021-Summer 2022. Will continue to monitor the HESI 2<sup>nd</sup> attempt results to track and trend the data.  
  
 No changes planned for review timeline or for changes in the levels of achievement. All criteria is currently meeting our accrediting body guidelines.

The program reviews end-of-program Student Learning Outcome 2 every two years in the fall. Next full program review will be in Fall 2023. The HESI Exit 2<sup>nd</sup> Attempt 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 SLO 2.

### Program Student Learning Outcome 3

<b>Program Student Learning Outcome</b>	Effectively communicate with patient and when collaborating with members of the inter-professional team.		
<b>Measurement Instrument 1</b>	<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>		
<b>Criteria for Student Success</b>	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.”		
<b>Program Success Target for this Measurement</b>	80% of NUR 257 students will achieve a rating of 4.0 (Consistently Exhibits) for the competency	<b>Percent of Program Achieving Target</b>	83%
<b>Methods</b>	<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 2021, Spring 2022 and Summer 2021 with a total of 113 students. 83% 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>		
<b>Measurement Instrument 2</b>	<p>HESI Exit scores, Standardized exam</p> <p>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.</p>		
<b>Criteria for Student Success</b>	HESI Exit 2 <sup>nd</sup> Attempt Communication (QSEN section) sub score average equal to or greater than 850.		
<b>Program Success Target for this Measurement</b>	Average equal to or greater than 850	<b>Percent of Program Achieving Target</b>	874

<b>Methods</b>	Review HESI Exit scores, Standardized exam  HESI Exit 2nd Attempt Communication sub score average 874. The HESI Exit exam is given each semester (Fall, Spring and Summer) in the capstone course. Data is analyzed every two years and reported as a two-year average. The data for this report reflects 113 students from Fall 2010 through Summer 2022.		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>		<input checked="" type="checkbox"/> <b>Met</b>	<input type="checkbox"/> <b>Not Met</b>
<b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>			
<p>Comprehensive review of end-of-program Student Learning Outcomes (SLO) and direct means of measurement for each SLO is completed every two years. Above data reflects AY 21-22 data. In Spring 2023, the program collaborated with the ACEN accrediting agency curriculum expert to clarify the end-of-program Student Learning Outcomes to more appropriately fit the program goals and align with the course objectives and learning activities. The Expected Levels of Achievement were also reviewed to ensure they are properly assigned with the new SLOs.</p> <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 Communication (QSEN) scores were greater than 850 for Fall 2021-Summer 2022.</p> <p>No changes planned for review timeline or for changes in the levels of achievement. All criteria is currently meeting our accrediting body guidelines.</p> <p>The program reviews end-of-program Student Learning Outcome 3 every two years in the fall. Next full program review will be in Fall 2023. The NUR 257 Preceptor Input Into Evaluation of the Student competencies and the HESI Exit 2<sup>nd</sup> Attempt 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 SLO 3.</p>			
<b>Program Student Learning Outcome 4</b>			
<b>Program Student Learning Outcome</b>	Model accountability for nursing care given by self and/or delegated to others while seeking appropriate resources.		
<b>Measurement Instrument 1</b>	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 accountability.		
<b>Criteria for Student Success</b>	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."		
<b>Program Success Target for this Measurement</b>	80% of NUR 257 students will achieve a rating of 4.0 (Consistently Exhibits) for the competency	<b>Percent of Program Achieving Target</b>	95%

<b>Methods</b>	Review preceptor completed NUR 257 Preceptor Input into Evaluation of Student forms NUR 257 Preceptor Input into Evaluation of Student forms reviewed for Fall 2021, Spring 2021 and Summer 2021 with a total of 113 students. 95% of students achieved a rating of 4.0 (Consistently Exhibits) for the competency, “Initiate requests for help when appropriate to situation.” 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.		
<b>Measurement Instrument 2</b>	Review 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.		
<b>Criteria for Student Success</b>	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.”		
<b>Program Success Target for this Measurement</b>	90% of NUR 209 students will achieve a rating of 3.0 (Often Exhibits) for the competency	<b>Percent of Program Achieving Target</b>	100%
<b>Methods</b>	Review NUR 209 Clinical Evaluation Tool  All students attend NUR 209, Medical Surgical Nursng II Clinical. All students are evaluated using the NUR 209 Clinical Evaluation Tool by the clinical instructor. Data collected reflects Fall 2021, Spring 2022, and Summer 2022 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.”		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4.</b>		<input checked="" type="checkbox"/> <b>Met</b>	<input type="checkbox"/> <b>Not Met</b>
<b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>			
<p>Comprehensive review of end-of-program Student Learning Outcomes (SLO) and direct means of measurement for each SLO is completed every two years. Above data reflects AY 21-22 data. In Spring 2023, the program collaborated with the ACEN accrediting agency curriculum expert to clarify the end-of-program Student Learning Outcomes to more appropriately fit the program goals and align with the course objectives and learning activities. The Expected Levels of Achievement were also reviewed to ensure they are properly assigned with the new SLOs.</p> <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 21-21 expected level of achievement met at 100%.</p> <p>No changes planned for review timeline or for changes in the levels of achievement. All criteria is currently meeting our accrediting body guidelines.</p> <p>The program reviews end-of-program Student Learning Outcome 4 every two years in the fall. Next full program review will be in Fall 2023. 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 SLO 4.</p>			



<b>Program Student Learning Outcome 5</b>			
<b>Program Student Learning Outcome</b>	Incorporate the role of teacher when providing patient care.		
<b>Measurement Instrument 1</b>	<p>HESI Exit scores, Standardized exam</p> <p>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.</p>		
<b>Criteria for Student Success</b>	HESI Exit 2 <sup>nd</sup> Attempt Teaching and Learning-Patient Education (Nursing Concepts section) sub score average equal to or greater than 850		
<b>Program Success Target for this Measurement</b>	Average equal to or greater than 850	<b>Percent of Program Achieving Target</b>	863
<b>Methods</b>	<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 2<sup>nd</sup> attempt is 863. The HESI Exit exam is given each semester (Fall, Spring and Summer) in the capstone course. Data is analyzed every two years and reported as a two-year average. The data for this report reflects 113 students from Fall 2021 through Summer 2022. HESI Exam Teaching and Learning-Patient Education (Nursing Concepts section) scores were greater than 850 for Fall 2021 through Summer 2022.</p>		
<b>Measurement Instrument 2</b>	<p>Review 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>		
<b>Criteria for Student Success</b>	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.”		
<b>Program Success Target for this Measurement</b>	90% of NUR 209 students will achieve a rating of 3.0 (Often Exhibits) for the competency	<b>Percent of Program Achieving Target</b>	100%
<b>Methods</b>	<p>Review NUR 209 Clinical Evaluation Tool</p> <p>All students attend NUR 209, Medical Surgical Nursng II Clinical. All students are evaluated using the NUR 209 Clinical Evaluation Tool by the clinical instructor. Data collected reflects Fall 2021, Spring 2022, and Summer 2022 for 114 students. 100% of students achieved Met for the competency, “Incorporate information from assessment, diagnosis, planned interventions to identify the individual teaching needs of each patient.”</p>		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 5.</b>			<input checked="" type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
<b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>			

Comprehensive review of end-of-program Student Learning Outcomes (SLO) and direct means of measurement for each SLO is completed every two years. Above data reflects AY 21-22 data. In Spring 2023, the program collaborated with the ACEN accrediting agency curriculum expert to clarify the end-of-program Student Learning Outcomes to more appropriately fit the program goals and align with the course objectives and learning activities. The Expected Levels of Achievement were also reviewed to ensure they are properly assigned with the new SLOs.

HESI Exam Teaching and Learning-Patient Education (Nursing Concepts section) scores were greater than 850 for Fall 2021 through Summer 2022.

All 114 students enrolled in NUR 209 completed clinical hours and were evaluated. AY 21-21 expected level of achievement met at 100%.

No changes planned for review timeline or for changes in the levels of achievement. All criteria is currently meeting our accrediting body guidelines.

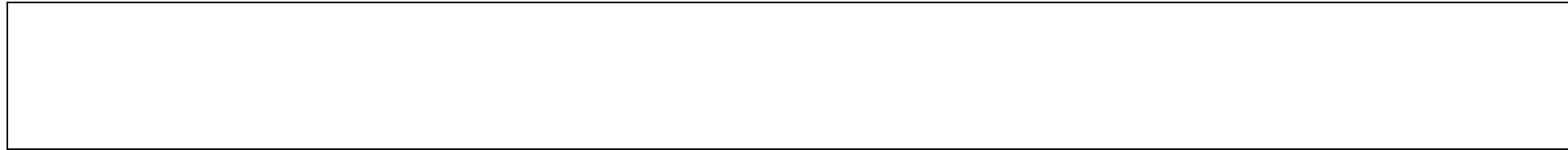
The program reviews end-of-program Student Learning Outcome 5 every two years in the fall. Next full program review will be in Fall 2023. The HESI Exit 2<sup>nd</sup> Attempt scores and the NUR 209 Clinical Evaluation will continue to be gathered. The Program Evaluation committee is responsible for collecting the data and sharing with the program faculty. The program will continue reviewing Criteria for Student Success for SLO 5.

### Program Student Learning Outcome 6

<b>Program Student Learning Outcome</b>	Demonstrate a spirit of inquiry and examines the evidence that underlies clinical nursing practice to enhance quality and safety in health care.		
<b>Measurement Instrument 1</b>	NUR 255 Spirit of Inquiry Scores  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.		
<b>Criteria for Student Success</b>	80% of NUR 255 students completing the Spirit of Inquiry/EBP assignment will score at least 80%.		
<b>Program Success Target for this Measurement</b>	80% of NUR 255 students completing the Spirit of Inquiry/EBP assignment will score at least 80%.	<b>Percent of Program Achieving Target</b>	96%
<b>Methods</b>	Review NUR 255 Spirit of Inquiry Scores  96% of 113 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 SLO 6 reflects Fall 2021, Spring 2022 and Summer 2022 for 113 students.		
<b>Measurement Instrument 2</b>	HESI Exit scores, Standardized exam 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.		
<b>Criteria for Student Success</b>	HESI Exit 2nd Attempt Research and EBP (QSEN section) sub score average equal to or greater than 850.		
<b>Program Success Target for this Measurement</b>	Average equal to or greater than 850	<b>Percent of Program Achieving</b>	877

		<b>Target</b>	
<b>Methods</b>	Review HESI Exit scores, Standardized exam  HESI Exit 2nd Attempt Research and EBP (QSEN section) sub score average 877. The HESI Exit exam is given each semester (Fall, Spring and Summer) in the capstone course. Data is analyzed every two years and reported as a two-year average. The data for this report reflects 113 students from Fall 2021 through Summer 2022.		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 6.</b>			<input checked="" type="checkbox"/> <b>Met</b>
<b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>			
<p>Comprehensive review of end-of-program Student Learning Outcomes (SLO) and direct means of measurement for each SLO is completed every two years. Above data reflects AY 21-22 data. In Spring 2023, the program collaborated with the ACEN accrediting agency curriculum expert to clarify the end-of-program Student Learning Outcomes to more appropriately fit the program goals and align with the course objectives and learning activities. The Expected Levels of Achievement were also reviewed to ensure they are properly assigned with the new SLOs.</p> <p>At the time of the last full review, students for Spring 2021 through Summer 2022 scored at least 80% on the Spirit of Inquiry/EBP assignment.</p> <p>The Research and EBP sub score 2 year average was 877. The program faculty agreed no changes at that time and will continue to monitor.</p> <p>No changes planned for review timeline or for changes in the levels of achievement. All criteria is 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 2023. The HESI Exit 2<sup>nd</sup> 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 SLO 6.</p>			
<b>Program Student Learning Outcome 7</b>			
<b>Program Student Learning Outcome</b>	Use information and communication technologies to coordinate patient care and support clinical decision making.		
<b>Measurement Instrument 1</b>	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.		
<b>Criteria for Student Success</b>	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."		
<b>Program Success Target for this Measurement</b>	80% of NUR 257 students will achieve a rating of 4.0 (Consistently Exhibits) for the competency	<b>Percent of Program Achieving Target</b>	86%

<b>Methods</b>	<p>Review NUR 257 Preceptor Input into Evaluation of Student</p> <p>NUR 257 Preceptor Input into Evaluation of Student forms reviewed for Fall 2021, Spring 2022 and Summer 2022 with a total of 113 students. 86% 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.</p>		
<b>Measurement Instrument 2</b>	<p>HESI Exit scores, Standardized exam</p> <p>All students take the HESI Exit in the last semester course. The Nursing Informatics section of the HESI directly correlates to the student knowledge of use of information and communication technologies.</p>		
<b>Criteria for Student Success</b>	<p>HESI Exit 2<sup>nd</sup> attempt Nursing Informatics (QSEN) sub score two year average equal to or greater than 850.</p>		
<b>Program Success Target for this Measurement</b>	Average equal to or greater than 850	<b>Percent of Program Achieving Target</b>	896
<b>Methods</b>	<p>HESI Exit scores</p> <p>HESI Exit 2nd Attempt Nursing Informatics (QSEN) sub score average 896. The HESI Exit exam is given each semester (Fall, Spring and Summer) in the capstone course. Data is analyzed every two years and reported as a two-year average. The data for this report reflects 113 students from Fall 2021 through Summer 2022.</p>		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 7.</b>		<input checked="" type="checkbox"/> <b>Met</b>	<input type="checkbox"/> <b>Not Met</b>
<b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>			
<p>Comprehensive review of end-of-program Student Learning Outcomes (SLO) and direct means of measurement for each SLO is completed every two years. Above data reflects AY 21-22 data. In Spring 2023, the program collaborated with the ACEN accrediting agency curriculum expert to clarify the end-of-program Student Learning Outcomes to more appropriately fit the program goals and align with the course objectives and learning activities. The Expected Levels of Achievement were also reviewed to ensure they are properly assigned with the new SLOs.</p> <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>In last year's report, it was noted that the Exit exam also has an Informatics score in another section of the exam and the average score for that Informatics section was higher. The program decided to monitor both Informatics (Nursing Concepts) and Nursing Informatics (QSEN) sections and review the data over time to assess any adjustments that may be needed. The scores for Nursing Informatics (QSEN) section scored consistently higher than the Informatics (Nursing Concepts) section. The two-year average was 873 versus 750. In review, the faculty noted that the number of questions for the QSEN section of Informatics ranges from 8-11 questions whereas the number of questions for the Nursing Concepts section ranges from 2-5 questions, thus providing better data. In November 2022, the faculty decided to change the expected level of achievement to Nursing Informatics (QSEN).</p> <p>No changes planned for review timeline or for changes in the levels of achievement. All criteria is currently meeting our accrediting body guidelines.</p> <p>The program reviews end-of-program Student Learning Outcome 7 every two years in the fall. Next full program review will be in Fall 2023. 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 SLO 7.</p>			



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

**LPN to ASN Program 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, PrepU 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.	Practice questions	PrepU for identified chapters	Unit exams, customized HESI exam
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 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, PrepU quizzing
NUR 157	Course Obj 1: Demonstrate use of nursing process and current standards of nursing practice to provide safe, competent,	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,

	nursing care in a simulated setting.			sterile technique, facility protocols)
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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 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
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.	online video course	IHI PS 202: Achieving Total Systems Safety quizzing and certificate	Quiz/completion
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

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 1: Apply nursing process to provide safe, competent, nursing care.	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 208	Course Obj 1: Apply nursing process to provide safe, competent, nursing care.	Lecture/PowerPoint	Mediasite Recording	Unit exams, customized HESI exam, PrepU Quizzing
NUR 208	Course Obj 2: Modify patient care based on patient preferences, values, and needs.	online video course	IHI PFC 102: Patient-Centered Care quizzing and certificate	Quiz/completion
NUR 208	Course Obj 2: Modify patient care based on patient preferences, values, and needs.	online video course	IHI TA 102: Improving Health Equity quizzing and certificate	Quiz/completion
NUR 208	Course Obj 2: Modify patient care based on patient preferences, values, and needs.	Lecture/PowerPoint	Mediasite Recording	Unit exams, customized HESI exam, PrepU Quizzing
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, PrepU quizzing
NUR 208	Course Obj 3: Apply current standards of nursing practice to provide safe, competent nursing.	online video course	IHI PS 202: Achieving Total Systems 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 103: Human Factors and Safety quizzing and certificate	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 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.	Online video course	PS 203: Pursuing Professional Accountability and a Just Culture: This course focuses on creating a culture of safety and the domains of a culture of safety.	Quiz/completion
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

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	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
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

EOPSLO 1: Integrate the nursing process and current standards of nursing practice to provide safe, competent nursing care with		Instructional Method	Learning Activity	Evaluation Method
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respect for patient preferences, values, and needs.				
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	Discussion during post-conference	Clinical Card: Create is Crucial: You are evaluating your client's labs. Create 3 lab	Instructor feedback

	the nursing process and current standards of nursing practice.		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.	
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	Graded Case study; Discussion in post-conference

			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?	
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?	Graded journal entry with rubric

			(Take action and evaluate outcomes)	
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	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

	relates to the maternal-newborn patient population.			
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	Lecture/PowerPoint/Mediasite Recording	Listening to recorded lectures	Unit exams, Final exam, standardized HESI exam

	provide safe, competent nursing care as it relates to the pediatric population.			
NUR 255	Course Obj 1: Incorporate nursing process to provide safe, competent, nursing care.	Lecture/PowerPoint	Mediasite Recording	Unit exams, customized HESI exam, PrepU Quizzing
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, PrepU quizzing
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/Professional Standards Tool
HESI Exit v2		National Standardized Exam	NCLEX Prep Testing	<ul style="list-style-type: none"> <li>•Dimensions of Patient Care (QSEN section)</li> <li>•Safety and Quality (QSEN section)</li> </ul>
NCSBN NCLEX-RN Report				Nursing Process 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, PrepU 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 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, PrepU Quizzing
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

EOPSLO 2: Incorporate clinical nursing judgement when prioritizing patient care.		Instructional Method	Learning Activity	Evaluation Method
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
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

EOPSLO 2: Incorporate clinical nursing judgement when prioritizing patient care.		Instructional Method	Learning Activity	Evaluation Method
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, PrepU Quizzing
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 v2		National Standardized Exam	NCLEX Prep Testing	<ul style="list-style-type: none"> <li>Clinical Judgment- Clinical Decision- Critical Thinking (Nursing Concepts section)</li> </ul>

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, PrepU Quizzing, Graded discussion board with rubric
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 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
NUR 157	Course Obj 3: Identify effective communication with patient in simulated setting.	Skills videos	Skills quizzes	Quiz completion with required score

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 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, PrepU Quizzing
NUR 208	Course Obj 6: Discuss healthcare inter-professional collaboration.	Lecture/PowerPoint	Mediasite Recording	Unit exams, customized HESI exam, PrepU Quizzing
NUR 208	Course Obj 6: Discuss healthcare inter-professional collaboration.	Lecture	Video – Code Blue: Roles of the Interdisciplinary Team	Unit Exams
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

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 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
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

EOPSLO 3: Effectively communicate with patient and when collaborating with members of the inter-professional team.		Instructional Method	Learning Activity	Evaluation Method
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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	Lecture/PowerPoint/Mediasite Recording	Listening to recorded lectures	Unit exams, Final exam, standardized HESI exam

	techniques as it relates to the pediatric population.			
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 v2		National Standardized Exam	NCLEX Prep Testing	<ul style="list-style-type: none"> <li>•Communication (QSEN section)</li> <li>•Member of Team (QSEN section)</li> </ul>

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 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, PrepU Quizzing
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

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 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/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/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 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?	Observation; Preceptor Input to Student Evaluation/Professional Standards Tool

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, PrepU 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 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, PrepU Quizzing
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

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	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	Graded Case study; Discussion in post-conference

			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?	
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, PrepU Quizzing
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 v2		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 evidence that underlies clinical nursing practice to enhance quality and safety in health care with instructor guidance.	online video course	IHI QI 103: Testing and Measuring Changes with PDSA Cycles: This course teaches a Plan-Do- Study-Act cycle to use in clinical settings that focuses on sampling and studying the data you collected in the process.	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 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 v2		National Standardized Exam	NLCEX Prep Testing	<ul style="list-style-type: none"> <li>•Research and EBP</li> <li>•Quality Improvement</li> </ul>



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	Journaling	Journal 6: How is health information managed in order to provide care to	Graded journal entry with rubric

	technologies to coordinate patient care and support clinical decision making.		patients? What are a few ways of protecting electronic health records?	
HESI Exit v2		National Standardized Exam	NCLEX Prep Testing	•Nursing Informatics (Nursing Concepts section)

**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
<b>4</b>	<b>Consistently Exhibits</b> (Functions consistently with <i>minimum</i> guidance) <ul style="list-style-type: none"> <li>• A patient and family centered focus</li> <li>• Accuracy, safety, &amp; skillfulness</li> <li>• Assertiveness and initiative</li> <li>• Efficiency and organization</li> <li>• An eagerness to learn</li> </ul>	Computation process: Each of the <b>30</b> 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 <b>4</b> . 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.
<b>3</b>	<b>Often Exhibits</b> (Functions satisfactorily with <i>minimum to moderate</i> guidance) <ul style="list-style-type: none"> <li>• A patient and family centered focus</li> <li>• Accuracy, safety, &amp; skillfulness</li> <li>• Assertiveness and initiative</li> <li>• Efficiency and organization</li> <li>• An eagerness to learn</li> </ul>	
<b>2</b>	<b>Commonly Exhibits</b> (Functions safely with <i>moderate to extensive</i> amount of guidance) <ul style="list-style-type: none"> <li>• A patient and family centered focus</li> <li>• Accuracy, safety, &amp; skillfulness</li> <li>• Assertiveness and initiative</li> <li>• Efficiency and organization</li> <li>• An eagerness to learn</li> </ul>	
<b>1</b>	<b>Rarely Exhibits</b> (Requires <i>intense</i> guidance for the performance of activities at a safe level) <ul style="list-style-type: none"> <li>• A patient and family centered focus</li> <li>• Accuracy, safety, &amp; skillfulness</li> <li>• Assertiveness and initiative</li> <li>• Efficiency and organization</li> <li>• An eagerness to learn</li> </ul>	

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

<b>Core Competencies</b>	<b>1 to 4</b>
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)	
<b>Numbers in parentheses represent association of item to NUR 257 Course Objectives.</b>	<b>Total</b>

**Calculation of Grade: Total of All Scored Items ÷ 4 = Final score** \_\_\_\_\_

**Student Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**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
<b>4</b>	<b>Consistently Exhibits</b> (Functions consistently with <i>minimum</i> guidance) <ul style="list-style-type: none"> <li>• A patient and family centered focus</li> <li>• Accuracy, safety, &amp; skillfulness</li> <li>• Assertiveness and initiative</li> <li>• Efficiency and organization</li> <li>• An eagerness to learn</li> </ul>	Computation process: Each of the <b>31</b> 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 <b>31</b> . 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.
<b>3</b>	<b>Often Exhibits</b> (Functions satisfactorily with <i>minimum to moderate</i> guidance) <ul style="list-style-type: none"> <li>• A patient and family centered focus</li> <li>• Accuracy, safety, &amp; skillfulness</li> <li>• Assertiveness and initiative</li> <li>• Efficiency and organization</li> <li>• An eagerness to learn</li> </ul>	
<b>2</b>	<b>Commonly Exhibits</b> (Functions safely with <i>moderate to extensive</i> amount of guidance) <ul style="list-style-type: none"> <li>• A patient and family centered focus</li> <li>• Accuracy, safety, &amp; skillfulness</li> <li>• Assertiveness and initiative</li> <li>• Efficiency and organization</li> <li>• An eagerness to learn</li> </ul>	
<b>1</b>	<b>Rarely Exhibits</b> (Requires <i>intense</i> guidance for the performance of activities at a safe level) <ul style="list-style-type: none"> <li>• A patient and family centered focus</li> <li>• Accuracy, safety, &amp; skillfulness</li> <li>• Assertiveness and initiative</li> <li>• Efficiency and organization</li> <li>• An eagerness to learn</li> </ul>	

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
<b>Patient-Centered Care</b>		
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) **		
<b>Teamwork and Collaboration</b>		
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)		
<b>Quality Improvement</b>		
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) **		
<b>Safety</b>		
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) **		
<b>Informatics</b>		
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) **		
<b>Professional Role Development</b>		
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)		
<b>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.</b>	<b>Total</b>	

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

### Grading Rubric: Spirit of Inquiry & Evidence-Based Practice

<b>Identify Topic</b>	
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
<b>Summary</b>	
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 <b>pdf file</b> 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
<b>Total Points</b>	20