

## Program-Level Assessment: Annual Report

Program: Traditional BSN

Department: Undergraduate Prelicensure Programs

Degree or Certificate Level: Bachelors

College/School: School of Nursing

Date (Month/Year):07/2022

Primary Assessment Contact: Renee Davis

In what year was the data upon which this report is based collected? Academic year 2021-2022

In what year was the program's assessment plan most recently reviewed/updated? 2020

### 1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle?

AY 2021-2022: Student Learning Outcomes 5, 6, 7, 8

SLO #5: Practice in a variety of settings with clients of all ages and diverse sociocultural backgrounds.

SLO #6: Assist clients, at any point on the health-illness continuum, to mobilize and use adaptive resources for promotion, maintenance, and restoration of health

SLO #7: Collaborate with interprofessional colleagues, community representatives, and consumers to enhance health care.

SLO #8: Apply evidence-based knowledge as the basis for safe, effective nursing practice.

### 2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

#### SLO #5 Artifacts of Learning

1. The first artifact is students' ability to relate to people as demonstrated in (2520, 3430, 3440, 3460, 3470, 3480, 3490, 4200, 4350). (Direct measure on Clinical Evaluation Tool of observed student behavior) Promoting adaptation: Objective #5. Utilize critical thinking and problem solving skills, in application of the nursing process, to achieve optimal client adaptation.
2. The second artifact is students' scores on the ATI RN Comprehensive Predictor exam, specifically on the item for Nursing Process RN Planning. This exam is taken in 4400
3. The third artifact of learning is (Direct measure) Student will pass NCLEX exam on first attempt.
4. The fourth artifact is students' self-reported ratings for (Indirect measure) on:
5. Q054 (use appropriate technologies to assess); Q078 (assess predictive factors); Q089 (provide pain reduction measures); Q090 (Manage wounds); Q071 (evaluate individual's ability to assume responsibility for self-care) on the Skyfactor MAP Works survey administered to graduates upon completion of the program.

Which courses:

Level 1: 1400, 2500, 2510, 2520, 3200, 3330, 3360.

Level 2: 3100, 3370, 3430, 3440, 3460, 3470, 3480, 3490.

Level 3: 4100, 4200, 4300, 4350, 4400

#### SLO #6 Artifacts of Learning

1. The first artifact is students' ability to relate to people as demonstrated in (2520, 3430, 3440, 3460, 3470, 3480, 3490, 4200, 4350). (Direct measure on Clinical Evaluation Tool of observed student behavior) Promoting adaptation: Objective #6. Assist clients, at any point on the health-illness continuum, to mobilize and use adaptive resources for promotion, maintenance, and restoration of health.
2. The second artifact is students' scores on the ATI RN Comprehensive Predictor exam, specifically on the items for BSN Essentials: Clinical prevention & population health. This exam is taken in 4400.
3. The third artifact of learning is (Direct measure) Student will pass NCLEX exam on first attempt.

4. The fourth artifact is students' self-reported ratings for (Indirect measure) Q089 (assist patients to interpret the meaning of health information); Q090 (act as an advocate for vulnerable patients); Q092 (Honor the rights of patient to make decisions about their health care) Q072 (assist patient to achieve a peaceful end of life) on the Skyfactor MAP Works survey administered to graduates upon completion of the program.

Which courses:

Level 1: 2500, 2510, 2520.

Level 2: 3370, 3430, 3440, 3460, 3470, 3480, 3490.

Level 3: 4100, 4150, 4200, 4300, 4350.

#### SLO#7 Artifacts of Learning

1. The first artifact is students' ability to relate to people as demonstrated in (2520, 3430, 3440, 3460, 3470, 3480, 3490, 4200, 4350). (Direct measure on Clinical Evaluation Tool of observed student behavior) Promoting adaptation: Objective #7. Collaborate with interprofessional colleagues, community representatives, and consumers to enhance healthcare. (direct measure).
2. The second artifact is students' scores on the ATI RN Comprehensive Predictor exam, specifically on the items for: BSN Essentials: Interprofessional Communication and Collaboration. This exam is taken in 4400.
3. The third artifact of learning is (Direct measure) Student will pass NCLEX exam on first attempt.
4. The fourth artifact is students' self-reported ratings for (Indirect measure) 058 (communicate with health care professionals) Q085 (Work with interprofessional teams) on the Skyfactor MAP Works survey administered to graduates upon completion of the program.

Which courses:

Level 1: 2500, 2520, 2700.

Level 2: 3100, 3370, 3430, 3440, 3460, 3470, 3480, 3490. .

Level 3: 4100, 4150, 4200, 4350.

#### SLO #8 Artifacts of Learning

1. The first artifact is students' ability to relate to people as demonstrated in (2520, 3430, 3440, 3460, 3470, 3480, 3490, 4200, 4350). (Direct measure on Clinical Evaluation Tool of observed student behavior) Promoting adaptation: Objective #9. Apply evidence-based knowledge as the basis for safe, effective nursing practice.
2. The second artifact is students' scores on the ATI RN Comprehensive Predictor exam, specifically on the items for: BSN Essentials: Scholarship for Evidence Based Practice. This exam is taken in 4400.
3. The third artifact of learning is (Direct measure) Student will pass NCLEX exam on first attempt.
4. The fourth artifact is students' self-reported ratings for (Indirect measure) Q077 (Apply research based knowledge as basis for practice) on the Skyfactor MAP Works survey administered to graduates upon completion of the program.
5. The fifth article is (Direct measure) is the Evidence Synthesis Assignment which requires students to evaluate nurse research findings. This assignment is completed in 2700.

Which courses:

Level 1: 2510, 2520, 2700

Level 2: 3370, 3430, 3460, 3470, 3480, 3490.

Level 3: 4100, 4150, 4200, 4300, 4350.

### **3. Assessment Methods: Evaluation Process**

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

#### SLO #5 Evaluation Process

1. The tool used to evaluate students' demonstration of the learning outcome is the Clinical Evaluation Tool. This is completed by the clinical instructors during the last week of 2520, 3430, 3440, 3460, 3470, 3480, 3490, 4200, 4350). These scores on this tool are aggregated the course coordinator by downloading the clinical evaluation rubric in the learning management system at end of each term.
2. The RN Comprehensive is scored in ATI Analytics and are available to the option coordinators for download at the end of the Spring term.
3. The annual NCLEX pass rate is calculated and report to the SON by Mountain Measurement in April of every academic year.
4. The Skyfactor MAP Works results are available to the associate dean who shares the report with the option coordinator.

What tools:

1. Appendix A, B and C (Clinical evaluation tools: Levels 1, 2, 3).
2. ATI Analytics RN Comprehensive predictor Report
3. Skyfactor MAP Works Report
4. The Annual Mountain Measure NCLEX

#### SLO #6 Evaluation Process

1. The tool used to evaluate students' demonstration of the learning outcome is the Clinical Evaluation Tool. This is completed by the clinical instructors during the last week of 2520, 3430, 3440, 3460, 3470, 3480, 3490, 4200, 4350). These scores on this tool are aggregated the course coordinator by downloading the clinical evaluation rubric in the learning management system at end of each term.
2. The RN Comprehensive is scored in ATI Analytics and are available to the option coordinators for download at the end of the Spring term.
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4. The Skyfactor MAP Works results are available to the associate dean who shares the report with the option coordinator.

What tools:

1. Appendix A, B and C (Clinical evaluation tools: Levels 1, 2, 3).
2. ATI Analytics RN Comprehensive predictor Report
3. Skyfactor MAP Works Report
4. The Annual Mountain Measure NCLEX Report

#### SLO #7 Evaluation Process

1. The tool used to evaluate students' demonstration of the learning outcome is the Clinical Evaluation Tool. This is completed by the clinical instructors during the last week of 2520, 3430, 3440, 3460, 3470, 3480, 3490, 4200, 4350). These scores on this tool are aggregated the course coordinator by downloading the clinical evaluation rubric in the learning management system at end of each term.
2. The RN Comprehensive is scored in ATI Analytics and are available to the option coordinators for download at the end of the Spring term.
3. The annual NCLEX pass rate is calculated and report to the SON by Mountain Measurement in April of every academic year.
4. The Skyfactor MAP Works results are available to the associate dean who shares the report with the option coordinator.

What tools:

1. Appendix A, B and C (Clinical evaluation tools: Levels 1, 2, 3).
2. ATI Analytics RN Comprehensive predictor Report
3. The Annual Mountain Measure NCLEX Report
4. Skyfactor MAP Works Report

#### SLO #8 Evaluation Process

1. The tool used to evaluate students' demonstration of the learning outcome is the Clinical Evaluation Tool. This is completed by the clinical instructors during the last week of 2520, 3430, 3440, 3460, 3470, 3480, 3490, 4200, 4350). These scores on this tool are aggregated the course coordinator by downloading the clinical evaluation rubric in the learning management system at end of each term.
2. The RN Comprehensive is scored in ATI Analytics and are available to the option coordinators for download at the end of the Spring term.
3. The annual NCLEX pass rate is calculated and report to the SON by Mountain Measurement in April of every academic year.
4. The Skyfactor MAP Works results are available to the associate dean who shares the report with the option coordinator.
5. The course coordinator of 2700 aggregates student scores on the Evidence synthesis Assignment at the end of the term and curates examples of student work.

What tools:

1. Appendix A, B and C (Clinical evaluation tools: Levels 1, 2, 3).

2. ATI Analytics RN Comprehensive predictor Report
3. The Annual Mountain Measure NCLEX Report
4. Skyfactor MAP Works Report
5. See Appendix E for the Evidence Synthesis Assignment rubric.

#### 4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

The data from the clinical evaluations tools Level 1, 2, and 3 were available from the following courses: NURS 2520, NURS 3430, NURS 3440, NURS 3460, NURS 3470, NURS 3480, NURS 3490, NURS 4200, and NURS 4350. This data was primarily collected by face-to-face clinical instructors during on-ground clinical experiences in off-campus

Student Learning Outcome	Clinical Evaluation Measure	% of students achieving Satisfactory rating Clinical Evaluation Tool (Goal ≥90% are satisfactory)	% of students achieving 70% or higher on ATI Comprehensive Predictor Sub-category (group score)	NCLEX pass rate (Goal: ≥90%)	Evidence synthesis Assignment	Skyfactor Report results (Goal: ≥5)
SLO#5	Practice in a variety of settings with clients of all ages and diverse sociocultural backgrounds.	100%- Goal met  (Objective #5. Utilize critical thinking and problem solving skills, in application of the nursing process, to achieve optimal client adaptation.)	71.1% -Goal Met (Category: Nursing Process RN Planning)	90%	NA	Goal Met Q068 (assess predictive factors that influence the health of patients): 5.87 (81.2%); Q079 (evaluate individual's ability to assume responsibility for self-care): 6.0 (83.3%)
SLO #6	Assist clients, at any point on the health-illness continuum, to mobilize and use adaptive resources for promotion, maintenance, and restoration of health	100%- Goal met (Promoting adaptation: Objective #6. Assist clients, at any point on the health-illness continuum, to mobilize and use adaptive resources for promotion, maintenance, and restoration of health.	69%- Goal Near Met (BSN Essentials: Clinical prevention & population health.)	90%	NA	Goal Met Q071 (assist patients in interpreting the meaning of health information, 6.52 (92%); Q072 (act as an advocate for vulnerable patients) 6.62 (93.7%); Q74 (Honor the right of patients to make decisions about their health care) 6.61 (93.5%); Q080 (assist patient to achieve a peaceful end of life) 6.43 (90.5%)
SLO #7	Collaborate with interprofession	100%- Goal met (Promoting adaptation: Objective #7.	79.7%- Goal Met (BSN Essentials: Interprofessional	90%	NA	Goal Met 058(communicate with health care professionals to

	al colleagues, community representative s, and consumers to enhance health care.	Collaborate with interprofessional colleagues, community representatives, and consumers to enhance healthcare)	Communication and Collaboration. )			deliver high level of care) 6.5 (91.7%) Q085 (Work with interprofessional teams) 6.27 (87.8%)
SLO #8	Apply evidence-based knowledge as the basis for safe, effective nursing practice.	100%- Goal met (Promoting adaptation: Objective #9. Apply evidence-based knowledge as the basis for safe, effective nursing practice.)	71.7% Goal Met (BSN Essentials: Scholarship for Evidence Based Practice.)	90%	100% Evidence Synthesis Assignment which requires students to evaluate nurse research findings in N2700 Spring 2022	Goal Met Q077 (Apply research-based knowledge as basis for practice) 5.7 (78.3%)

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## 5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

100% of students achieved the score of satisfactory on clinical evaluations.

This data tell us that the clinical experiences in NURS 2520, 3430, 3440, 3460, 3470, 3480, 3490, 4200 and 4350 provide adequate opportunities for students to relate to people as unique individuals possessing worth, dignity, and potential for self- actualization, synthesize theoretical and empirical knowledge from the humanities and natural, social, behavioral, and nursing sciences to provide safe, effective nursing care, establish relationships based on understanding of self and others, and of interpersonal and group dynamics, and provide students access to clients of all ages and diverse sociocultural backgrounds.

It is important to note that there is no difference in rates of student achievement of SLO #5, #6, #7, and #8 with the

- -- Covid allowances for classes- able to withdrawal up to after final exam and repeat course without consequence, less students were dismissed and/or counseled through the system for poor performance.
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## 6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

These findings will be shared with the TBSN program faculty during the August 2023 program meeting and then will be reported to the UPPC.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites

- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Artifacts of student learning
- Evaluation process

- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of these findings.

The School of Nursing is currently engaged in a comprehensive review of the undergraduate and prelicensure curriculum. This data has been shared with that committee.

If no changes are being made, please explain why.

- We added ATI practice exams to the Junior level this fall and spring, with the first version of the ATI Medical Surgical Content Mastery Exam in spring semester. This is to aid in the students assessment of the knowledge and to support their remediation of the material to prepare for the senior year.

No specific changes are being made to the curriculum at this time. However, faculty can use this data to support the adoption of alternate assignments in their clinical courses.

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## 7. Closing the Loop: Review of Previous Assessment Findings and Changes

**A.** What is at least one change your program has implemented in recent years as a result of assessment data?

No specific changes are being made to the curriculum at this time. However, faculty can use this data to support the adoption of alternate assignments in their clinical courses.

**B.** How has this change/have these changes been assessed?

n/a

**C.** What were the findings of the assessment?

n/a

**D.** How do you plan to (continue to) use this information moving forward?

This information is being used as we review and revise the curriculum.

**IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.**



**Appendix A**

**ABSN/TBSN Clinical Evaluation Tools**

Course Title

S = Satisfactory  
 I = Improvement Needed  
 U = Unsatisfactory  
 NA = Not Applicable

**Level 1** Choose a course: TBSN (NURS 2520); ABSN (NURS 2520)

Student: \_\_\_\_\_ Agency/Agencies: \_\_\_\_\_

<b>Behaviors</b>	<b>Wk 1</b>	<b>Wk 2</b>	<b>Wk 3</b>	<b>Wk 4</b>	<b>Wk 5</b>	<b>Wk 6</b>	<b>Final</b>
<b><i>Patient Centered Care (Student Learning Outcomes 1, 3, 4)</i></b>							
1. Begins to relate to people as unique individuals, possessing worth, dignity, and potential for self-actualization (SLO 1).	_____	_____	_____	_____	_____	_____	_____
2. With faculty guidance, begins to form relationships based on understanding of self and others, and of interpersonal and group dynamics (SLO 3).	_____	_____	_____	_____	_____	_____	_____
3. With faculty guidance, begins to practice in the healthcare setting with a client (SLO 4).	_____	_____	_____	_____	_____	_____	_____
<b>Behaviors</b>	<b>Wk 1</b>	<b>Wk 2</b>	<b>Wk 3</b>	<b>Wk 4</b>	<b>Wk 5</b>	<b>Wk 6</b>	<b>Final</b>
<b><i>Promoting Adaptation (Student Learning Outcomes 2, 5, 6)</i></b>							
4. Begins to use theoretical and empirical knowledge from the humanities and natural, social, behavioral, and nursing sciences to provide safe, effective nursing care (SLO 2). <ul style="list-style-type: none"> <li>• Safely performs nursing care.</li> </ul>	_____	_____	_____	_____	_____	_____	_____
5. Begins to demonstrate critical thinking and problem solving skills, in application of the nursing process to achieve optimal client adaptation (SLO 5). <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Developing a plan of care</li> <li>• Implementing a plan of care</li> <li>• Evaluating a plan of care</li> </ul>	_____	_____	_____	_____	_____	_____	_____
6. Begins to assist clients, at any point on the health-illness continuum, to mobilize and use adaptive resources for promotion, maintenance and restoration of health (SLO 6).	_____	_____	_____	_____	_____	_____	_____

<b>Behaviors</b>	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Final
<b><u>Interprofessional Collaboration and Communication</u></b> (Student Learning Outcomes 7, 11)							
7. Begins to collaborate with interprofessional colleagues, community representatives, and consumers to enhance health care (SLO 7).	_____	_____	_____	_____	_____	_____	_____
8. Identifies leadership principles in professional and interprofessional practice (SLO 11).	_____	_____	_____	_____	_____	_____	_____
<b>Behaviors</b>	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Final
<b><u>Patient Safety &amp; Quality Care</u></b> (Student Learning Outcomes 8, 13)							
9. Begins to identify evidence-based knowledge as the basis for safe, effective nursing practice (SLO 8).	_____	_____	_____	_____	_____	_____	_____
10. With faculty guidance, begins to utilize appropriate information and healthcare technologies to enhance the delivery of client care (SLO 13).	_____	_____	_____	_____	_____	_____	_____
<b>Behaviors</b>	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Final
<b><u>Professional Leadership:</u></b> (Student Learning Outcomes 9, 10, 12)							
11. Identifies the professional code of ethics and professional standards as the basis to clinical practice (SLO 9).	_____	_____	_____	_____	_____	_____	_____
12. Demonstrates personal and professional responsibility, and accountability (SLO 10).	_____	_____	_____	_____	_____	_____	_____
13. With faculty guidance, develops awareness of health care policy issues, trends and strategies as they influence accessibility, accountability and affordability in health care delivery (SLO 12).	_____	_____	_____	_____	_____	_____	_____
<b>Student Initials/Date:</b> _____	_____	_____	_____	_____	_____	_____	_____



<p>S = Satisfactory          I = Improvement Needed          U = Unsatisfactory          NA = Not Applicable</p>
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**Level 2** Choose a course: TBSN (NURS 3430, 3440, 3460, 3470, 3480, 3490); ABSN (NURS 3565, 3575, 3435, 3445, 3485, 3495)

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

Agency/Agencies: \_\_\_\_\_

<b>Behaviors</b>	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Final
<b><u>Patient Centered Care</u></b> (Student Learning Outcomes 1, 3, 4)							
1. Demonstrates the ability to relate to people as unique individuals, possessing worth, dignity, and potential for self-actualization (SLO 1).	_____	_____	_____	_____	_____	_____	_____
2. With faculty guidance, establishes relationships based on understanding of self and others, and of interpersonal and group dynamics (SLO 3).	_____	_____	_____	_____	_____	_____	_____
3. With faculty guidance, practices in a variety of settings with _____ clients from diverse sociocultural backgrounds (SLO 4).	_____	_____	_____	_____	_____	_____	_____
<b>Behaviors</b>	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Final
<b><u>Promoting Adaptation</u></b> (Student Learning Outcomes 2, 5, 6)							
4. Applies theoretical and empirical knowledge from the humanities and natural, social, behavioral, and nursing sciences to provide safe, effective nursing care (SLO 2). <ul style="list-style-type: none"> <li>• Safely performs nursing care.</li> </ul>	_____	_____	_____	_____	_____	_____	_____
5. Demonstrates critical thinking and problem solving skills, in application of the nursing process to achieve optimal client adaptation (SLO 5). <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Developing a plan of care</li> <li>• Implementing a plan of care</li> <li>• Evaluating a plan of care</li> </ul>	_____	_____	_____	_____	_____	_____	_____
6. Collaborates to assist clients at any point on the health-illness continuum, to mobilize and use adaptive resources for promotion, maintenance and restoration of health (SLO6).	_____	_____	_____	_____	_____	_____	_____
<b>Behaviors</b>	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Final
<b><u>Interprofessional Collaboration and Communication</u></b> (Student Learning Outcomes 7, 11)							

7. Collaborates with interprofessional colleagues, community representatives, and consumers to enhance health care (SLO 7).	_____	_____	_____	_____	_____	_____	_____
8. Begins to demonstrate leadership principles in professional and interprofessional practice (SLO 11).	_____	_____	_____	_____	_____	_____	_____
<b>Behaviors</b>	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Final
<b><i>Patient Safety &amp; Quality Care (Student Learning Outcomes 8, 13)</i></b>							
9. Begins to apply evidence-based knowledge as the basis for safe, effective nursing practice (SLO 8).	_____	_____	_____	_____	_____	_____	_____
10. With faculty guidance utilizes appropriate information and healthcare technologies to enhance the delivery of client care (SLO 13).	_____	_____	_____	_____	_____	_____	_____
<b>Behaviors</b>	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Final
<b><i>Professional Leadership: (Student Learning Outcomes 9, 10, 12)</i></b>							
11. Applies the professional code of ethics and professional standards to clinical practice (SLO 9).	_____	_____	_____	_____	_____	_____	_____
12. Demonstrates personal and professional responsibility, accountability, and increasing self-direction (SLO 10).	_____	_____	_____	_____	_____	_____	_____
13. Begins to demonstrate understanding of health care policy issues, trends and strategies as they influence accessibility, accountability and affordability in health care delivery (SLO 12).	_____	_____	_____	_____	_____	_____	_____
<b>Student Initials/Date:</b> _____	_____	_____	_____	_____	_____	_____	_____

## TBSN/ABSN Clinical Evaluation Tool WEEKLY SUMMARY

Week 1 Date:	
Nursing care/Skill performed:	
Strengths:	
Suggestions for improvement:	
Week 2 Date:	
Nursing care/Skill performed:	
Strengths:	
Suggestions for improvement:	
Week 3 Date:	
Nursing care/Skill performed:	
Strengths:	
Suggestions for improvement:	
Week 4 Date:	
Nursing care/Skill performed:	
Strengths:	
Suggestions for improvement:	
Week 5 Date:	
Nursing care/Skill performed:	
Strengths:	
Suggestions for improvement:	

## TBSN/ABSN Clinical Evaluation Tool FINAL SUMMARY

**Faculty comments:**

**Overall assessment of student strengths:**

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**Plan for improvement of clinical performance:**

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**Student comments:**

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**Faculty:** \_\_\_\_\_  
**Student:** \_\_\_\_\_

**Date:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

## Appendix C



## TBSN/ABSN/RN-BSN Clinical Evaluation Tools

Course Title \_\_\_\_\_

S = Satisfactory  
 I = Improvement Needed  
 U = Unsatisfactory  
 NA = Not Applicable

Level 3 Choose a course: TBSN (NURS 4350, 4200); ABSN (NURS 4355); RN to BSN (NURS 3457)

Student: \_\_\_\_\_ Agency/Agencies: \_\_\_\_\_

Behaviors	Wk/MO 1	Wk/MO 2	Wk/MO 3	Wk/MO 4	Wk/MO 5	Wk/MO 6	Final ___
<b><u>Patient Centered Care</u></b> (Student Learning Outcomes 1, 3, 4)							
1. Consistently relates to people as unique individuals, possessing worth, dignity, and potential for self-actualization (SLO 1).	___	___	___	___	___	___	___
2. Becomes increasingly independent in establishing relationships based on understanding of self and others, and of interpersonal and group dynamics (SLO 3).	___	___	___	___	___	___	___
3. Becomes increasingly independent in practice in a variety of settings with clients of all ages and diverse sociocultural backgrounds (SLO 4).	___	___	___	___	___	___	___
Behaviors	Wk/MO 1	Wk/MO 2	Wk/MO 3	Wk/MO 4	Wk/MO 5	Wk/MO 6	Final ___
<b><u>Promoting Adaptation</u></b> (Student Learning Outcomes 2, 5, 6)							
4. Synthesizes theoretical and empirical knowledge from the humanities and natural, social, behavioral, and nursing sciences to provide safe, effective nursing care (SLO 2). <ul style="list-style-type: none"> <li>• Safely performs nursing care.</li> </ul>	___	___	___	___	___	___	___
5. Consistently utilizes critical thinking and problem solving skills, in application of the nursing process to achieve optimal client adaptation SLO 5). <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Developing a plan of care</li> <li>• Implementing a plan of care</li> <li>• Evaluating a plan of care</li> </ul>	___	___	___	___	___	___	___
6. Consistently assists clients, at any point on the health-illness continuum, to mobilize and use adaptive resources for promotion, maintenance and restoration of health (SLO6).	___	___	___	___	___	___	___
Behaviors	Wk/MO 1	Wk/MO 2	Wk/MO 3	Wk/MO 4	Wk/MO 5	Wk/MO 6	Final ___
<b><u>Interprofessional Collaboration and Communication</u></b> (Student Learning Outcomes 7, 11)							

7. With increasing independence utilizes appropriate information and healthcare technologies to enhance the delivery of client care (SLO 7).	_____	_____	_____	_____	_____	_____	_____
8. Consistently demonstrates leadership principles in professional and interprofessional practice (SLO 11).	_____	_____	_____	_____	_____	_____	_____
<b>Behaviors</b>	Wk/MO 1	Wk/MO 2	Wk/MO 3	Wk/MO 4	Wk/MO 5	Wk/MO 6	Final __
<b><i>Patient Safety &amp; Quality Care: (Student Learning Outcomes 8, 13)</i></b>							
9. Consistently applies evidence-based knowledge as the basis for safe, effective nursing practice (SLO 8).	_____	_____	_____	_____	_____	_____	_____
10. With increasing independence utilizes appropriate information and healthcare technologies to enhance the delivery of client care (SLO 13).	_____	_____	_____	_____	_____	_____	_____
<b>Behaviors</b>	Wk/MO 1	Wk/MO 2	Wk/MO 3	Wk/MO 4	Wk/MO 5	Wk/MO 6	Final __
<b><i>Professional Leadership: (Student Learning Outcomes 9, 10, 12)</i></b>							
11. Consistently applies the professional code of ethics and professional standards to clinical practice (SLO 9).	_____	_____	_____	_____	_____	_____	_____
12. Consistently demonstrates personal and professional responsibility, accountability, and self-direction (SLO 10).	_____	_____	_____	_____	_____	_____	_____
13. Demonstrates understanding of health care policy issues, trends and strategies as they influence accessibility, accountability and affordability in health care delivery (SLO 12).	_____	_____	_____	_____	_____	_____	_____
<b>Student Initials/Date:</b> _____	_____	_____	_____	_____	_____	_____	_____

## TBSN/ABSN/RN-BSN Clinical Evaluation Tool WEEKLY SUMMARY

Week 1 Date:	
Nursing care/Skill performed:	
Strengths:	
Suggestions for improvement:	
Week 2 Date:	
Nursing care/Skill performed:	
Strengths:	
Suggestions for improvement:	
Week 3 Date:	
Nursing care/Skill performed:	
Strengths:	
Suggestions for improvement:	
Week 4 Date:	
Nursing care/Skill performed:	
Strengths:	
Suggestions for improvement:	
Week 5 Date:	
Nursing care/Skill performed:	
Strengths:	
Suggestions for improvement:	

# TBSN/ABSN/RN-BSN Clinical Evaluation Tool FINAL SUMMARY

**Faculty comments:**

**Overall assessment of student strengths:**

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**Plan for improvement of clinical performance:**

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**Student comments:**

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**Faculty:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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

**Date:** \_\_\_\_\_



## Appendix D

### NURS 4350/4355 Complex Multi-System Nursing Care Guidelines and Grading Criteria for Concept Maps

1. Concept map must be submitted to the appropriate clinical faculty by the posted date using the correct map format.  
(10)
  
2. Identifying patient information must be included: (40)
  - a. Age, gender, admission date, and allergies (5)
  - b. Admitting diagnosis (5)
  - c. Brief synopsis of what brought the patient to seek care (5)
  - d. Medications patient is receiving and indications (5)
  - e. Appropriate/pertinent labs (5)
  - f. Appropriate diagnostic testing (5)
  - g. Psychosocial information (5)
  - h. Barrier to healthcare access (5)
  
3. Nursing Diagnosis
  - a. Two (most important) Nursing Diagnosis (10)
  - b. Measureable goal(s) or for each diagnosis (10)
  - c. Appropriate interventions with supporting rationales (30)

The nursing diagnosis needs to be a standard nursing diagnosis with 'related to...' and 'as manifested by...' statements. The interventions need to be individualized to your patient and references if necessary (you should be able to generate your own rationales at this point). The evaluation needs to be the actual outcome because I want to know what the outcome of your care was.

Each Concept Map is worth a total of 100 points.

The student must obtain 90points or another concept map will have to be submitted. There are several templates for concept maps. Below is a link to one. You are free to use other templates if you find something you like better.

\*\*No references are needed for the concept map.

<http://office.microsoft.com/en-us/templates/concept-map-primary-TC101887901.aspx>

STUDENT NAME \_\_\_\_\_

DATE \_\_\_\_\_

**NURS 4350/4355 Concept Map Evaluation Form**

<b>ASSESSMENT</b> (Criteria: systematic, complete, accurate, using correct terminology)	<b>Diagnosis</b>					
Patient age, gender, admission date and allergies	5	4	3	2	1	0
Admitting diagnosis and pathology	5	4	3	2	1	0
History of present illness	5	4	3	2	1	0
Appropriate medications including indications	5	4	3	2	1	0
Pertinent lab values and indicates normal, high or low	5	4	3	2	1	0
Appropriate diagnostic testing	5	4	3	2	1	0
Psychosocial information	5	4	3	2	1	0
Barriers to healthcare access	5	4	3	2	1	0

<b>NURSING DIAGNOSES</b>	<b>Diagnosis #1</b>						<b>Diagnosis #2</b>					
Correctly stated with appropriate assessment information	5	4	3	2	1	0	5	4	3	2	1	0

<b>GOALS</b>	<b>Diagnosis #1</b>						<b>Diagnosis #2</b>					
Measurable and appropriate	5	4	3	2	1	0	5	4	3	2	1	0

<b>INTERVENTIONS</b>	<b>Diagnosis #1</b>						<b>Diagnosis #2</b>					
Appropriate to diagnosis	5	4	3	2	1	0	5	4	3	2	1	0
Individualized plan of care	5	4	3	2	1	0	5	4	3	2	1	0

Appropriate rationales	5	4	3	2	1	0	5	4	3	2	1	0
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<b>EVALUATION</b>	Diagnosis #1						Diagnosis #2					
Documented of actual outcomes	5	4	3	2	1	0	5	4	3	2	1	0

Total Points \_\_\_\_\_

Faculty Signature: \_\_\_\_\_

**Appendix E**

**NURS 2700 Evidence Based Practice  
Final Group Project Rubric  
Spring 2020**

<b>Criteria</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Good</b>	<b>Excellent</b>
	(0-2 points)	(3-5 points)	(6-8 points)	(9-10 points)

<b>Frequency</b>	Does not participate	Participates 1-2 times but all on the same day	Participates 3-4 times, but posts not distributed throughout week	Participates 3-4 times distributed throughout the week
<b>Content Contribution</b>	Posts information that is off-topic, incorrect, irrelevant to discussion, or does not provide meaningful replies (e.g., "I agree" or "great post")	Repeats, but does not add substantive information to the discussion	Posts information that is factually correct but lacks full development of concept or thought or may not directly answer discussion question	Postings are characterized by clarity of argument, depth of insight into course content, application of course and content, relevancy. Arguments and facts are supported by resources / references
<b>Clarity &amp; Mechanics</b>	Posts unorganized content that may contain multiple errors or non-factual content	Communicates in courteous and helpful manner with some errors in clarity or mechanics	Contributes valuable information to discussion with minor clarity or mechanical errors	Contributes to discussion in a positive manner with clear, concise, comments formatted in an easy to read style that is free of grammatical or spelling errors

**Appendix F**

**NURS 4350/4355  
CLINICAL LOG EVALUATION TOOL**

**STUDENT NAME:** \_\_\_\_\_

**CLINICAL SITE:** \_\_\_\_\_

**Criteria for rating clinical log performance:**

4. high degree of intellectual initiative; ability to think and to perform independently; weighs alternatives; makes critical judgments; carries out work in a timely manner; transfers scientific principles to practical work.
3. achievement beyond required performance; demonstrates transfer of theory to practice; rarely needs follow-up.
2. completion of objectives in accordance with basic requirements for safe, care; acceptable and/or required performance of skills; ability to transfer knowledge in some areas; potential for further development.
1. work of inferior quality; no transfer of knowledge demonstrated; requires constant guidance; failure to accomplish assignments as required by the course; no change in behavior achieved.

<b>Objectives &amp; Behavior</b>	Log 1	Log 2	<b>AVERAGE</b>
<b>1. Professionalism (max of 1 point)</b> <ul style="list-style-type: none"> <li>○ What “went right” and what “went wrong” in the clinical area that week and what was learned from those experiences <b>(0.25 point)</b></li> <li>○ Course objectives listed in the syllabus are met or not met. <b>(2 needed) (0.25 point)</b></li> <li>○ Specific activities engaged in and how they met objectives for student learning. <b>(0.25 point)</b></li> <li>○ Proposed goals/objectives as listed for the personal goals of the course are included <b>(0.25 point)</b></li> </ul>			

Objectives & Behavior	Log 1	Log 2	AVERAGE
<p><b>2. <u>Nursing Process (max of 2 points)</u></b></p> <ul style="list-style-type: none"> <li>○ Proficient in comprehensive assessment when planning care utilizing data from all domains: <ul style="list-style-type: none"> <li>▪ psychological</li> <li>▪ physiological</li> <li>▪ sociocultural</li> <li>▪ spiritual</li> </ul> </li> <li>○ Plans &amp; implements individualized client care based on scientific rationale.</li> <li>○ Uses evaluation of outcomes to modify care and provide continuity by collaboration with client, family and other members of the health team.</li> <li>○ Uses research in delivery of care</li> </ul> <p><b><u>Additional (max of 1 point)</u></b></p> <ul style="list-style-type: none"> <li>○ <b>Teaching or learning is documented in the plan of care. (0.5 points)</b></li> <li>○ APA citation (running head, title page, NO ABSTRACT, references on reference page) <b>(0.5 points)</b></li> </ul>			
	<hr style="width: 20%; margin: auto;"/> <b>4</b>	<hr style="width: 20%; margin: auto;"/> <b>4</b>	<hr style="width: 20%; margin: auto;"/> <b>4</b>

Faculty Comments:

Student's Comments:

Signatures:

Faculty \_\_\_\_\_ Date \_\_\_\_\_

Student \_\_\_\_\_ Date \_\_\_\_\_



## Appendix G

### NURS 3440 PUBLIC HEALTH NURSING: THEORY & PRACTICE

#### Population Focused Analysis Project

**DESCRIPTION:** This project integrates the core functions of public health: assessment, policy development, and assurance. The project focuses on identifying a population with health problems, assessing the quantitative and qualitative data on the population and health problem, identifying policies and programs in place to assist the population and health problem, and assuring that these programs assist the population identified.

**OBJECTIVES:** At the end of the activity, the learner will:

1. Develop a community profile based on the health needs of the population.
2. Identify health needs of the selected population based on a literature review and demographic data.
3. Utilize interviewing techniques and web based data to identify policies and resources available for the selected population.
4. Identify how a community health nurse would address the problems from the individual/family, community, and system perspectives.
5. Work collaboratively in the clinical group to plan and implement a project addressing the health needs of population.
6. Clinical group will present findings to the public health class.

**Examples of populations:**

- Male shelter dwellers
- Children affected by domestic violence
- Incarcerated pregnant women
- Physically disabled mothers
- Mentally ill women with children
- Teen smokers
- Female college students with eating disorders
- Adult cancer patients who live alone
- Obese adults considering weight reduction surgery
- Families with autistic children
- Teenagers with sexually transmitted diseases
- Young adults with HIV
- Adolescents who have experienced the death of a loved one

**PART I: ASSESSMENT**

**30%**

**(This section should provide the rationale for the project described below).**

- |                                                                                                                                                                                                                                                                                    |    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 1. As a clinical group, identify a population to analyze. Summarize the demographic data and health needs of the selected population as identified from completing a minimum of 3 Community Databases. <b>No more than 1-page.</b> (See <a href="#">Community Database tool</a> ). | 10 |
| **A minimum of 2 references should be included.                                                                                                                                                                                                                                    | 20 |
| **Include Community Databases as Appendices.                                                                                                                                                                                                                                       |    |
| 2. Conduct a literature review to identify what is currently known about the health needs of your population using nursing and/or public health journals. ( <i>Other articles and sources may be approved by your clinical faculty</i> ). <b>No more than 2-pages.</b>             |    |
| **A minimum of 4 references within the last 10 years should be included.                                                                                                                                                                                                           |    |

**PART II: POLICIES/PROGRAMS AND ASSURANCE**      **40%**

- |                                                                                                                                                                                                                                                                                                                                                                                                                     |    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 1. Identify programs and/or policies currently in place to support the health needs of the selected population. This can be local or national. (Must provide evidence using screen shots or list active web pages of programs/policies identified. Put this in the appendix. **A minimum of 2 programs or a combination of 1 program and 1 policy with 2 references should be included. <b>No more than 1-page.</b> | 10 |
| 2. Present evidence of the positive and negative issues of the programs/policies. <b>(No more than ½ page)</b>                                                                                                                                                                                                                                                                                                      | 10 |
| 3. Conduct a minimum of 2 interviews. Preferably of local persons of the programs. Please summarize the interview. <i>(Include the date, name of person(s) interviewed, and their position title).</i> <b>(No more than 1-page)</b>                                                                                                                                                                                 | 10 |
| 4. Provide a population-level or community diagnosis for your population based on your assessment. <i>(Must be a diagnosis of priority based on your assessment from Parts I and II, and your work with the population).</i>                                                                                                                                                                                        | 10 |

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**PART III: PROJECT IMPLEMENTATION**      **20%**

- |                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 1. <u>Develop and implement</u> a project to address the health needs of your chosen population. See Population Focused project guidelines. <i>(Use your creativity. Examples include development of teaching/learning projects, brochures/handouts, health fair and/or screenings, revisions to or development of policies/guidelines/agency forms).</i> <a href="#">(See the Population Focused Project Implementation Guidelines)</a> | 20 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|

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**REFERENCES/SCHOLARLY FORMAT/SELF AND PEER**

**EVALUATIONS:**

**10%**

- |                                                                                                                                                                                                                                                                           |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 1. Use APA formatting (6th edition), citation of sources in text, tables, and reference list of all print and electronic sources. Remember to title each table, and provide the source of the data. Include a title page and running head.<br>**ABSTRACT is not necessary | 4 |
| 2. Complete the self and peer evaluation by the due date as set by your clinical faculty. ( <a href="#">See the Self/Peer Evaluation Form</a> )                                                                                                                           | 2 |

**APPENDICES:**

- |                                                                         |   |
|-------------------------------------------------------------------------|---|
| 1. Community Databases (See Section 1)                                  |   |
| 2. Windshield Survey ( <a href="#">See the Windshield Survey Form</a> ) | 4 |

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**\*\*The paper should be no more than 6 typed pages, excluding appendices and references.**

**\*\*\*Clinical Group Presentations will occur on the last clinical day (see course calendar). The entire clinical group will present the information.**

