

Nursing - BSN

2017 - 2018 Assessment Plan

Currently status is: Report Accepted

I. ANNUAL REPORT FOR 2016 - 2017

Mission Statement

The mission of the College of Nursing is to develop competent, caring nurse leaders to advance the profession of nursing through the integration of teaching, research and service to improve client health and well-being outcomes.

Goal 1.

Synthesize the knowledge and skills needed to begin professional nursing practice.

Curriculum

Junior and senior level nursing courses including NURS 311, 313, 314, 400, 412.

Learning Outcome 1.

Provide evidence-based clinically competent care across the continuum of care.

Measures and Criteria

85% or greater of all students will perform at a level 2 or higher on all content mastery examinations (ATI) for progression. Graduating seniors will perform at a level 2 on the comprehensive predictor exam prior to degree conferral. 85% or greater of graduates will pass the NCLEX-RN examination on the first or second attempt.

Methods

ATI standardized exams (including ATI comprehensive and NCLEX RN Predictor). ATI uses a proficiency level system to help evaluate the student's preparedness for the National Council of State Boards of Nursing Licensure Exam (NCLEX). Levels of achievement are 3,2,1 and below 1 (Level 3 being the most proficient). Levels correspond to the likelihood of passing NCLEX-RN as a first time writer of the exam. ATI examinations are nationally standardized exams administered at the end of every semester as arranged by the course coordinator. All ATI tests are nationally normed proctored exams. The exams are reviewed by the course coordinator and the Assistant Dean for Undergraduate Nursing. Students scoring level 1 or below must complete remediate.

ATI exams are administered by course coordinators at during the semesters courses are offered, aggregate data is analyzed by the ATI company and reported to the test administrator (course coordinator), all results are reported at course coordinators meeting, with recommendations for any curriculum or assessment changes reported to Undergraduate Council. This occurs fall and spring semesters annually.

Results

86.5% of the students (N=202) in NURS 312 scored Level II or greater on mastery ATI exam.

96.3% of the students (N=155) in NURS 411 scored Level II or greater on mastery ATI exam.

92.4% of the students (N=218) in NURS 422 scored Level II or greater on mastery ATI exam.

78.2% of the students (N=192) in NURS 424 scored Level II or greater on mastery ATI exam.

83.7% of the students (N=192) in NURS 425 scored Level II or greater on mastery ATI exam.

80.3% of the students (N=155) in NURS 431 scored Level II or greater on mastery ATI exam.

98.1% of the students (N=198) performed at a level 2 or greater on ATI comprehensive predictor exam.

94.7% (234 of 247) passed the NCLEX exam on the first attempt from May and Dec 2016 graduates.

Benchmarks met in four of these courses and not met in three courses: NURS 424, 425 and 431.

Final BSN program outcome measures met.

Use of Results

Course coordinators in the 7-week courses (NURS 424 and 425) are exploring if offering them concurrently over 14 weeks might provide more opportunity for students to absorb the content. Course coordinators will review these results and make recommendations to undergraduate council in fall of 2017. NURS 431 has been changed by increasing one credit for a clinical experience and this change will be evaluated next year.

The ATI remediation and tracking programs are being continued as they have resulted in a strong end of program and licensure outcome for the program graduates.

Learning Outcome 2.

Demonstrate cultural awareness, sensitivity, and competency in providing nursing care to individuals families and groups within a diverse society.

Measures and Criteria

Clinical Evaluation Tool. 85% or greater students will achieve satisfactory faculty ratings of performance on question #4 (cultural competence) in all clinical courses (NURS 312, 411, 412, 422, 424, 425, 435) at the end of the course. Students are monitored in their hospital clinical practice for performing a cultural assessment and adapting their care to meet the patient's cultural expectations where needed. All students are responsible for performing a cultural assessment as well as other assessment parameters.

Methods

Clinical evaluation tool. Students are evaluated by faculty weekly according to the tool. Students are notified of deficiencies immediately, and if at mid term the student continues to show deficiencies, the student is formally counseled. If the deficiencies are not corrected by the end of the semester, the student will fail the course.

Clinical evaluation tools are completed by clinical faculty and collected by course coordinators, aggregate data is analyzed by course coordinators meeting in April/May, with recommendations for any curriculum or assessment changes reported to Undergraduate Council in following fall semester.

Results

100% of the students (N=200) in NURS 312 met the satisfactory rating on the cultural measures on clinical evaluation tool. Data Not Available

100% of the students (N=155) in NURS 411 met the satisfactory rating on the cultural measures on clinical evaluation tool.

99.85% of the students (N=196) in NURS 412 met the satisfactory rating on the cultural measures on clinical evaluation tool.

99.7% of the students (N=218) in NURS 422 met the satisfactory rating on the cultural measures on clinical evaluation tool.

100% of the students (N=250) in NURS 424 met the satisfactory rating on the cultural measures on clinical evaluation tool.

100% of the students (N=250) in NURS 425 met the satisfactory rating on the cultural measures on clinical evaluation tool.

100% of the students (N=198) in NURS 435 met the satisfactory rating on the cultural measures on clinical evaluation tool.

Benchmark Met in all courses

NURS 312 CLINICAL EVALUATION FORM STUDENT
NURS 411 CLINICAL EVALUATION FORM STUDENT
NURS 412 CLINICAL EVALUATION FORM STUDENT
NURS 422 CLINICAL EVALUATION FORM STUDENT

NURS 424 CLINICAL EVALUATION FORM STUDENT
NURS 425 CLINICAL EVALUATION FORM STUDENT
NURS 435 CLINICAL EVALUATION FORM STUDENT

Use of Results

Course Coordinators will review results and make any recommendations to undergraduate council in fall 2017. No changes are anticipated.

Learning Outcome 3.

Make clinical judgments using reflection, critical thinking, and problem solving skills.

Measures and Criteria

85% or greater students will achieve satisfactory faculty ratings of the nursing plan of care assignments in NURS 312, 411, 412, 422, 424, 425) at the due date (individualized) for each course. Students are expected to evaluate and synthesize patient data to develop a plan of care based on a nursing assessment process (similar to the scientific method). Students are expected to achieve satisfactory faculty ratings of performance and the ability to generate clinical questions and apply evidence-based nursing principles to achieve desired patient outcomes.

Methods

Clinical evaluation tool. Students are evaluated by faculty weekly according to the tool. Students are notified of deficiencies immediately and if at mid term the student continues to show deficiencies, the student is formally counseled. If the deficiencies are not corrected by the end of the semester, the student will fail the course.

Clinical evaluation tools are completed by clinical faculty and collected by course coordinators, aggregate data is analyzed by course coordinators meeting, with recommendations for any curriculum or assessment changes reported to Undergraduate Council.

Results

100% of the students (N=200) in NURS 312 met the satisfactory rating on the clinical judgement measures on clinical evaluation tool. No Data available

100% of the students (N=155) in NURS 411 met the satisfactory rating on the clinical judgement measures on clinical evaluation tool.

94.4% of the students (N=196) in NURS 412 met the satisfactory rating on the clinical judgement measures on clinical evaluation tool.

99.5% of the students (N=218) in NURS 422 met the satisfactory rating on the clinical judgement measures on clinical evaluation tool.

99.6% of the students (N=250) in NURS 424 met the satisfactory rating on the clinical judgement measures on clinical evaluation tool.

99.2% of the students (N=250) in NURS 425 met the satisfactory rating on the clinical judgement measures on clinical evaluation tool.

99% of the students (N=198) in NURS 435 met the satisfactory rating on the clinical judgement measures on clinical evaluation tool.

Benchmark Met in all courses.

NURS 312 CLINICAL EVALUATION FORM STUDENT
NURS 411 CLINICAL EVALUATION FORM STUDENT
NURS 412 CLINICAL EVALUATION FORM STUDENT
NURS 422 CLINICAL EVALUATION FORM STUDENT
NURS 424 CLINICAL EVALUATION FORM STUDENT
NURS 425 CLINICAL EVALUATION FORM STUDENT

NURS 435 CLINICAL EVALUATION FORM STUDENT

Use of Results

Course Coordinators will review results and make any recommendations to undergraduate council in fall 2017. No changes are anticipated.

Learning Outcome 4.

Use information and health care technologies for effective health care delivery.

Measures and Criteria

85% or greater of students will achieve satisfactory faculty ratings on the clinical evaluation tool, on ability to successfully enter patient data into health care facility management programs and use current technological devices in assigned clinical settings safely and accurately in the clinical courses: NURS 312, 411, 412, 422, 424, 425 and 435) by the end of the courses.

All health care facilities' data management systems are different therefore, students are trained by the hospital staff to use the particular system. Students demonstrate that they have learned the system by retrieving and entering patient data during their weekly clinical experiences. The computer system will shut out the user if data is incorrectly entered or omitted.

Methods

Clinical evaluation tool. Students are evaluated by faculty weekly according to the tool. Students are notified of deficiencies immediately and if at mid term the student continues to show deficiencies, the student is formally counseled. If the deficiencies are not corrected by the end of the semester, the student will fail the course.

Clinical evaluation tools are completed by clinical faculty and collected by course coordinators, aggregate data is analyzed by course coordinators meeting in April/May, with recommendations for any curriculum or assessment changes reported to Undergraduate Council the following fall semester.

Results

100% of the students (N=200) in NURS 312 met the satisfactory rating on the use of information and technology on clinical evaluation tool. No information is available

100% of the students (N=155) in NURS 411 met the satisfactory rating on the use of information and technology measures on clinical evaluation tool.

99% of the students (N=196) in NURS 412 met the satisfactory rating on the use of information and technology measures on clinical evaluation tool.

100% of the students (N=218) in NURS 422 met the satisfactory rating on the use of information and technology measures on clinical evaluation tool.

99% of the students (N=250) in NURS 424 met the satisfactory rating on the use of information and technology measures on clinical evaluation tool.

100% of the students (N=250) in NURS 425 met the satisfactory rating on the use of information and technology measures on clinical evaluation tool.

100% of the students (N=198) in NURS 435 met the satisfactory rating on the use of information and technology measures on clinical evaluation tool.

Benchmark Met in all courses

NURS 312 CLINICAL EVALUATION FORM STUDENT
NURS 411 CLINICAL EVALUATION FORM STUDENT
NURS 412 CLINICAL EVALUATION FORM STUDENT
NURS 422 CLINICAL EVALUATION FORM STUDENT

NURS 424 CLINICAL EVALUATION FORM STUDENT
NURS 425 CLINICAL EVALUATION FORM STUDENT
NURS 435 CLINICAL EVALUATION FORM STUDENT

Use of Results

Course Coordinators will review results and make any recommendations to undergraduate council in fall 2017. No changes are anticipated.

Goal 2.

Advance the professional practice of nursing through leadership that seeks to improve the health and welfare of people.

Curriculum

NURS 428: Nursing Leadership and Management NURS 431: Family and Community Health Nursing NURS 435: Senior Nursing Capstone Practicum

Learning Outcome 1.

Exhibit professional behavior in all professional activities.

Measures and Criteria

85% or greater of students will demonstrate professional behaviors as outlined in the undergraduate student handbook. These behaviors include:

regular, timely attendance (no more than 10% of excused or unexcused absences) of all classroom, laboratory, and clinical learning experiences, as measured by class attendance records;

student will abide by the ANA code of ethics for nurses in all activities where they represent themselves as a student nurse or college representative

students will wear the designated nursing student uniform to all laboratory and clinical learning experiences and maintain professional appearance

students will adhere to the NCSBON social media policy and CON copyright policy and CON professional behaviors policy

Methods

Clinical evaluation tool. The instructors evaluate students in their clinical experiences on a weekly basis and by mid term if students are not performing to standards, they meet with their instructor and are informed where deficiencies are through the use of a STAR form (an internal form outlining deficiencies). By the end of the semester it is expected that students will be performing in accordance with standards shown in the evaluation tool. If students continue to be deficient, they do not pass the course.

Clinical evaluation tools are completed by clinical faculty and collected by course coordinators, aggregate data is analyzed by course coordinators meeting in April or May, with recommendations for any curriculum or assessment changes reported to Undergraduate Council the following fall semester.

Results

98% of the students (N=200) in NURS 312 met the satisfactory rating on professional behaviors on clinical evaluation tool.

100% of the students (N=155) in NURS 411 met the satisfactory rating on professional behaviors measures on clinical evaluation tool.

88% of the students (N=196) in NURS 412 met the satisfactory rating on professional behaviors measures on clinical evaluation tool.

100% of the students (N=218) in NURS 422 met the satisfactory rating on professional behaviors measure on clinical evaluation tool.

98% of the students (N=250) in NURS 424 met the satisfactory rating on professional behaviors on clinical evaluation tool.

100% of the students (N=250) in NURS 425 met the satisfactory rating on professional behaviors measures on clinical evaluation tool.

99.5% of the students (N=198) in NURS 435 met the satisfactory rating on professional behaviors measures on clinical evaluation tool.

Benchmark Met in all courses

NURS 312 CLINICAL EVALUATION FORM STUDENT
NURS 411 CLINICAL EVALUATION FORM STUDENT
NURS 412 CLINICAL EVALUATION FORM STUDENT
NURS 422 CLINICAL EVALUATION FORM STUDENT
NURS 424 CLINICAL EVALUATION FORM STUDENT
NURS 425 CLINICAL EVALUATION FORM STUDENT
NURS 435 CLINICAL EVALUATION FORM STUDENT

Use of Results

Course Coordinators will review results and make any recommendations to undergraduate council in fall 2017.

No changes are anticipated.

Learning Outcome 2.

Students will perform health promotion, risk reduction, and disease prevention care with their clients/patients.

Measures and Criteria

85% or greater of students will achieve satisfactory faculty ratings of performance (a grade of 75 or higher) in the following two activities by the end of NURS 431.

objective testing

community health assessment and health promotion for a population assignment in NURS 431

Methods

Community assessment which entails assessing a community in a specific geographical boundry to determine demographics, community resources, parks and recreation, services, schools, environmental quality, opportunities for employment. Students will also plan a health promotion program for inhabitants of a community or agregate in NURS 431.

Coomunity assessment data is analyzed by the NURS 431 course coordinator faculty and and reported NURS 431 course coordinator to course coordinators meeting, with recommendations for any curriculum or assessment changes reported to Undergraduate Council.

Results

99.3% of students (N=155) successfully completed objective testing and community assessments in NURS 431.

Benchmark met.

NURS 431 COMMUNITY ASSESSMENT

Use of Results

Course Coordinators will review results and make any recommendations to undergraduate council in fall 2017.

Changes have been made to add a clinical credit ot NURS 431 and will continue to be evaluated.

Learning Outcome 3.

Work effectively as a member of the interdisciplinary health care team.

Measures and Criteria

85% or greater students will achieve satisfactory faculty ratings of performance as it relates to interdisciplinary collaboration in NURS 435: Senior Capstone Practicum by the end of the course. Students must interact and discuss patient care planning with members of the interdisciplinary healthcare team e.g. Physical Therapists, Respiratory Therapists, MDs. Success criteria are related to contributing to the patients' receiving needed therapies and care in an efficient, organized, timely fashion, without prolonging the patient's hospital stay beyond the prescribed number of days.

Methods

NURS 435 Clinical evaluation tool. Students are evaluated by faculty weekly according to the tool. Students are notified of deficiencies and if at mid term the student continues to show deficiencies, the student is counseled and if the deficiencies are not corrected by the end of the semester, the student will fail the course.

NURS 435 Clinical evaluation tools are completed by NURS 435 clinical faculty and collected by course coordinator, aggregate data is analyzed by NURS 435 course coordinator and reported and reviewed by course coordinator committee in April/May, with recommendations for any curriculum or assessment changes reported to Undergraduate Council for recommendations/action the following Fall semester.

Results

100% of N=198 students in NURS 435 measured satisfactory on the clinical evaluation tool measure for working effectively as a member of the interdisciplinary health care team.

Benchmark met.

NURS 435 CLINICAL EVALUATION FORM STUDENT

Use of Results

Clinical Coordinators will review results and make any recommendations to undergraduate council in fall 2017.

No changes are anticipated.

Learning Outcome 4.

Assume leadership roles within the scope of professional practice.

Measures and Criteria

85% or greater students will achieve satisfactory faculty ratings of leadership performance in NURS 435: Senior Capstone Practicum by the end of the semester on the clinical evaluation tool. Seniors practice with a registered nurse in various hospitals in the state of SC. Students must assess patients, plan, provide, and delegate care as well as coordinate care for a specific number of patients. The number of patients assigned is determined by the level of care the patients require.

Methods

NURS 435 clinical evaluation tool. Students are evaluated by faculty at midterm and again at the end of the semester according to the tool. Students are notified of deficiencies and if at mid term the student continues to show deficiencies, the student is counseled and if the deficiencies are not corrected by the end of the semester, the student will fail the course.

Results

99.4% of students (N=198) scored satisfactory on the clinical evaluation tool measure for leadership measurements in NURS 435, the capstone clinical course.

Benchmark met.

NURS 435 CLINICAL EVALUATION FORM STUDENT

Use of Results

Course and Clinical Coordinators will review results and make any recommendations to undergraduate council in fall 2017.

No changes are anticipated.

II. FUTURE ASSESSMENT PLAN FOR 2017 - 2018

Mission Statement

The mission of the College of Nursing is to develop competent, caring nurse leaders to advance the profession of nursing through the integration of teaching, research and service to improve client health and well-being outcomes.

Goal 1.

Synthesize the knowledge and skills needed to begin professional nursing practice.

Curriculum

Junior and senior level nursing courses including NURS 311, 312, 313, 314, 324, 400, 411, 412, 422, 424, & 425.

Learning Outcome 1.

Provide evidence-based clinically competent care across the continuum of care.

Measures and Criteria

85% or greater of all students will perform at a level 2 or higher on all content mastery examinations (ATI) for progression. Graduating seniors will perform at a level 2 on the comprehensive predictor exam prior to degree conferral. 85% or greater of graduates will pass the NCLEX-RN examination on the first or second attempt.

Methods

ATI standardized exams (including ATI comprehensive and NCLEX RN Predictor). ATI uses a proficiency level system to help evaluate the student's preparedness for the National Council of State Boards of Nursing Licensure Exam (NCLEX). Levels of achievement are 3,2,1 and below 1 (Level 3 being the most proficient). Levels correspond to the likelihood of passing NCLEX-RN as a first time writer of the exam. ATI examinations are nationally standardized exams administered at the end of every semester as arranged by the course coordinator. All ATI tests are nationally normed proctored exams. The exams are reviewed by the course coordinator and the Assistant Dean for Undergraduate Nursing. Students scoring level 1 or below must complete remediation.

ATI exams are administered by course coordinators during the semesters courses are offered, aggregate data are analyzed by the ATI company and reported to the test administrator (course coordinator), all results are reported at course coordinators meeting, with recommendations for any curriculum or assessment changes reported to Undergraduate Council. This occurs fall and spring semesters annually.

Learning Outcome 2.

Demonstrate cultural awareness, sensitivity, and competency in providing nursing care to individuals' families and groups within a diverse society.

Measures and Criteria

Clinical Evaluation Tool. 85% or greater students will achieve satisfactory faculty ratings of performance on question #4 (cultural competence) in all clinical courses (NURS 212, 250, 311, 312, 313, 411, 412, 422, 424, 425, 435) at the end of the course. Students are monitored in their nursing practice for performing a cultural assessment and adapting their care to meet the patient's cultural expectations where needed. All students are responsible for performing a cultural assessment as well as other assessment parameters.

Methods

Clinical evaluation tool. Students are evaluated by faculty weekly according to the tool. Students are notified of deficiencies immediately, and if at mid term the student continues to show deficiencies, the student is formally counseled. If the deficiencies are not corrected by the end of the semester, the student will fail the course.

Clinical evaluation tools are completed by clinical faculty and collected by course coordinators, aggregate

data are analyzed by course coordinators meeting in April/May, with recommendations for any curriculum or assessment changes reported to Undergraduate Council in following fall semester.

Learning Outcome 3.

Make clinical judgments using reflection, critical thinking, and problem solving skills.

Measures and Criteria

85% or greater students will achieve satisfactory faculty ratings of the nursing plan of care assignments in NURS 312, 314, 411, 412, 420, 422, 424, 425, 428 at the due date (individualized) for each course. Students are expected to evaluate and synthesize patient data to develop a plan of care based on a nursing assessment process (similar to the scientific method). Students are expected to achieve satisfactory faculty ratings of performance and the ability to generate clinical questions and apply evidence-based nursing principles to achieve desired patient outcomes.

Methods

Clinical evaluation tool. Students are evaluated by faculty weekly according to the tool. Students are notified of deficiencies immediately and if at mid term the student continues to show deficiencies, the student is formally counseled. If the deficiencies are not corrected by the end of the semester, the student will fail the course.

Clinical evaluation tools are completed by clinical faculty and collected by course coordinators, aggregate data are analyzed by course coordinators meeting, with recommendations for any curriculum or assessment changes reported to Undergraduate Council.

Learning Outcome 4.

Use information and health care technologies for effective health care delivery.

Measures and Criteria

85% or greater of students will achieve satisfactory faculty ratings on the clinical evaluation tool , on ability to successfully enter patient data into health care facility management programs and use current technological devices in assigned clinical settings safely and accurately in the clinical courses: NURS 312, 400, 411, 412, 420, 422, 424, 425, 434 and 435) by the end of the courses.

All health care facilities' data management systems are different therefore, students are trained by the healthcare provider preceptor to use the particular system. Students demonstrate that they have learned the system by retrieving and entering patient data during their weekly clinical experiences. The computer system will shut out the user if data are incorrectly entered or omitted.

Methods

Clinical evaluation tool. Students are evaluated by faculty weekly according to the tool. Students are notified of deficiencies immediately and if at mid term the student continues to show deficiencies, the student is formally counseled. If the deficiencies are not corrected by the end of the semester, the student will fail the course.

Clinical evaluation tools are completed by clinical faculty and collected by course coordinators, aggregate data are analyzed by course coordinators meeting in April/May, with recommendations for any curriculum or assessment changes reported to Undergraduate Council the following fall semester.

Goal 2.

Advance the professional practice of nursing through leadership that seeks to improve the health and welfare of people.

Curriculum

NURS 428: Nursing Leadership and Management NURS 431: Family and Community Health Nursing NURS 435: Senior Nursing Capstone Practicum

Learning Outcome 1.

Exhibit personal professional behavior in all professional activities.

Measures and Criteria

85% or greater of students will demonstrate professional behaviors as outlined in the undergraduate student handbook. These behaviors include:

- regular, timely attendance (no more than 10% of excused or unexcused absences) of all classroom, laboratory, and clinical learning experiences, as measured by class attendance records;
- students will abide by the ANA code of ethics for nurses in all activities where they represent themselves as a student nurse or college representative
- students will wear the designated nursing student uniform to all laboratory and clinical learning experiences and maintain professional appearance
- students will adhere to the National Council of State Boards of Nursing (NCSBN) social media policy and CON copyright policy and CON professional behaviors policy

Methods

Clinical evaluation tool. The instructors evaluate students in their clinical experiences on a weekly basis and by mid term if students are not performing to standards, they meet with their instructor and are informed where deficiencies are through the use of a STAR form (an internal form outlining deficiencies). By the end of the semester it is expected that students will be performing in accordance with standards shown in the evaluation tool. If students continue to be deficient, they do not pass the course.

Clinical evaluation tools are completed by clinical faculty and collected by course coordinators, aggregate data are analyzed by course coordinators meeting in April or May, with recommendations for any curriculum or assessment changes reported to Undergraduate Council the following fall semester.

Learning Outcome 2.

Perform health promotion, risk reduction, and disease prevention care activities for individuals, groups, and populations.

Measures and Criteria

85% or greater of students will achieve satisfactory faculty ratings of performance (a grade of 75 or higher) in the following two activities by the end of NURS 431.

- course objective testing
- community health assessment and health promotion for a population assignment in NURS 431

Methods

Community assessment which entails assessing a community in a specific geographical boundary to determine demographics, community resources, parks and recreation, services, schools, environmental quality, opportunities for employment. Students will also plan a health promotion program for inhabitants of a community or aggregate in NURS 431.

Community assessment data are analyzed by the NURS 431 course coordinator faculty and reported to the NURS 431 course coordinator at the course coordinators meeting, with recommendations for any curriculum or assessment changes reported to Undergraduate Council.

Learning Outcome 3.

Work effectively as a member of the interdisciplinary health care team.

Measures and Criteria

85% or greater students will achieve satisfactory faculty ratings of performance as it relates to interdisciplinary collaboration in NURS 434: Community Health Practicum for RNs or NURS 435: Senior Capstone Practicum by the end of the course. Students must interact and discuss patient care planning with members of the interdisciplinary healthcare team e.g. Physical Therapists, Respiratory Therapists, MDs. Success criteria are related to contributing to the patients' receiving needed therapies and care in an

efficient, organized, and timely manner.

Methods

NURS 434 or 435 Clinical evaluation tool. Students are evaluated by faculty weekly according to the tool. Students are notified of deficiencies and if at mid term the student continues to show deficiencies, the student is counseled and if the deficiencies are not corrected by the end of the semester, the student will fail the course.

NURS 434 and/or 435 Clinical evaluation tools are completed by NURS 434 or 435 clinical faculty and collected by course coordinator, aggregate data are analyzed by NURS 435 course coordinator and reported and reviewed by course coordinator committee in April/May, with recommendations for any curriculum or assessment changes reported to Undergraduate Council for recommendations/action the following Fall semester.

Learning Outcome 4.

Assume leadership roles within the scope of professional practice.

Measures and Criteria

85% or greater students will achieve satisfactory faculty ratings of professional role performance in NURS 434: Community Health Practicum for RNs or 435: Senior Capstone Practicum by the end of the semester on the clinical evaluation tool. Students practice with a registered nurse in various healthcare settings in the state of SC. Students must assess patients, plan, provide, and delegate care as well as coordinate care for a specific number of patients. The number of patients assigned is determined by the level of care the patients require.

Methods

NURS 434 or 435 clinical evaluation tool. Students are evaluated by faculty at midterm and again at the end of the semester according to the tool. Students are notified of deficiencies and if at midterm the student continues to show deficiencies, the student is counseled and if the deficiencies are not corrected by the end of the semester, the student will fail the course.

Learning Outcome 5.

Perform the professional roles of care provider, coordinator of care, member of a profession, and life-long learner.

Measures and Criteria

85% or greater students will achieve satisfactory faculty ratings of professional role performance in NURS 434: Community Health Practicum for RNs or 435: Senior Capstone Practicum by the end of the semester on the clinical evaluation tool. Students practice with a registered nurse in various healthcare settings in the state of SC. Students must assess patients, plan, provide, and delegate care as well as coordinate care for a specific number of patients. The number of patients assigned is determined by the level of care the patients require.

Methods

NURS 434 or 435 clinical evaluation tool. Students are evaluated by faculty at midterm and again at the end of the semester according to the tool. Students are notified of deficiencies and if at midterm the student continues to show deficiencies, the student is counseled and if the deficiencies are not corrected by the end of the semester, the student will fail the course.