

**Eastern West Virginia Community and Technical College
COURSE ASSESSMENT REPORT**

Course Title and Number: NU 234 Concepts of Health and Illness II	Academic Term and Year of Assessment Activity (Ex: Fall, 2014) Fall 2015
Report Submitted By: Jill Landis	Number of Students Assessed: 16
Date Report Submitted: 12/22/2015	Number of Sections Included: 1
Course Delivery Format (list all modalities used in sections assessed. Ex: web based, VDL, traditional section, hybrid course, etc.): Traditional 15 week instruction	

Course Role in the Curriculum
Provide a description of the role the course serves in the curriculum (i.e. general education requirement, program technical core, restricted elective, etc.). Note all as appropriate.
This course is designed to build upon foundational concepts across the lifespan while introducing the concepts of wellness-illness continuum and the individual and family response. It provides the knowledge for them to assess and document their findings within the hospital setting. Emphasis is placed on utilizing the nursing process to care for clients responding to physiological and pathophysiological alterations, together with health promotion across the lifespan. There is also more focus on the application of clinical judgement and decision making. This course includes lecture, discussion, lab skills, documentation, physical assessment in the class setting, simulation, and the hospital setting.

Assessment Methods
Provide a description of the assessment process used. Include description of instrument and performance standards in description. Note all methods.
8 written exams were administered with a total of 459 questions and the final was the HESI exam. The HESI exam is an assessment test developed for the course by Elsevier and it consisted of 85 questions and was worth 100 points. The conversion score was averaged into final grades. The student had to correctly answer 80% or more of the exam questions correctly, and perform to a satisfactory level in the clinical setting. The students were evaluated each day with the Clinical Performance Evaluation Tool (CPET) and were graded as being satisfactory or unsatisfactory. Each student was evaluated in the skill's laboratory prior to clinical rotations and if determined to be safe and competent, could perform the skill in the clinical setting. In the clinical rotations, Jill Landis and Heather Barger monitored and guided the students in the hospital. Preceptors were implemented in specialty areas this semester with the instructors being available at the site with the exception of the Renal Center. The students were also required to submit paperwork with laboratory days or the clinical rotations which included daily assessments with notes. Additionally, students completed nursing care plans in the classroom setting with case studies.

Assessment Results
<p>Provide a summary of results including tables/charts. Incorporate information from previous assessments as appropriate. Append additional pages if necessary. If appending, include notation in box to “See attached”.</p>
<p>All 16 students successfully demonstrated technical skills in the laboratory and successfully completed their clinical rotations. Two of the 16 failed to pass the theory portion of the course with an 80% or above. Therefore, 88% passed the theory portion with an 80% or above.</p> <p>The class average on the HESI exam was 819 and the mean was 793. The range was 622-1160.</p> <p>26% of the students were at the Recommended Performance. 50% were Below Acceptable Performance. 15% required further preparation. The scores were lower than HESI scores in the previous courses. Per the item analysis, only one question on the exam was answered incorrectly by 33% or more of the students. Only 6 of the questions were answered incorrectly by 50% or more of the students. The course objectives were matched with exam questions, CPET, college core values and the Student Learning Outcomes. 100% of the course objectives were measured. The nursing Student Learning Outcomes were measured by the HESI exam and the class average on Human Flourishing was 806, Nursing Judgment was 816, Professional Identity was 739 and Spirit of Inquiry was 902. An additional area of Nursing Practice was 827.</p>

Course Level Assessment Summary of Outcomes, Indicators and Results Course Title and Number: NU 234 Number of students in assessment sample = 16 Number of Sections in Assessment = 1 Add additional rows to table if necessary				
Learning Outcomes (Insert learning outcomes assessed during this cycle)	Indicator (Insert indicators used for each outcome: exam question, scoring rubric, etc. Be specific)	Percent of Correct Responses	Percent of Incorrect Responses	Performance Standard Met (75%)* (yes or no)
Outcome 1: Professional Identify: Implement one’s role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe quality care for diverse patients within a family and	A client is taking triamterene-hydrochlorothiazide (Dyazide) and furosemide (Lasix). What assessment finding requires action by the nurse? a) Cough b) Headache c) Pulse of 62 beats/min d) Potassium of 2.9mEq/L ANS: D	100%	0%	Yes

community context.				
<p>Outcome 2: Human Flourishing: Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.</p>	<p>An unmarried young woman describes her sex life as “active” and involving “many” partners. She wants a contraceptive method that is reliable and does not interfere with sex. She requests an intrauterine device (IUD).The nurse’s most appropriate response is :</p> <ul style="list-style-type: none"> a) “The IUD does not interfere with sex.” Schedule patient annual tuberculosis skin testing. b) “The risk of pelvic inflammatory disease (PID) will be higher for you.” c) “The IUD will protect you from sexually transmitted infections (STIs).” d) “Pregnancy rates are high with IUDs.” <p>ANS: B</p>	87.5%	12.5%	Yes
<p>Outcome 3: Nursing Judgement: Make judgments in practice, substantiated with evidence that integrates nursing science in the provision of safe, quality care and that promotes the health of patients within a family and community context.</p>	<p>The nurse is implementing a plan of care for a patient newly diagnosed with type 2 diabetes mellitus. The plan includes educating the patient about diet choices. The patient states that they enjoy exercising and understand the need to diet; however, they can’t see living without chocolate on a daily basis. Using the principles of responding in the Model of Clinical Judgement, how would the nurse proceed with the teaching? Talk with both parents about safety needs of their children.</p> <ul style="list-style-type: none"> a) The nurse explains to the patient that chocolate has a high glycemic index. The nurse then focuses on foods that have low glycemic indexes and provides a list for the patient to choose from. b) The nurse explains that the patient may eat whatever they would like as long as the patient’s glucose reading 	100%	0%	Yes

	<p>and A1c remain stable.</p> <p>c) The nurse derives a new nursing diagnosis of Knowledge Deficit and readjusts the plan of care to include additional sessions with the registered dietician.</p> <p>d) The nurse examines the patient's daily glucose log and incorporates the snack into the time of day that has the lowest reading. The nurse then follows up and evaluates the response in 1 week.</p> <p>ANS: C</p>			
<p>Outcome 4: Spirit of Inquiry: Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families and communities.</p>	<p>A soldier returned home last year after deployment to a war zone. The soldier's spouse complains, "We were going to start a family, but now he won't talk about it. He will not look at children. I wonder if we are going to make it as a couple. Select the nurse's best response.</p> <p>a) "Posttraumatic stress disorder often changes a person's sexual functioning."</p> <p>b) "I encourage you to continue to participate in social activities where children are present."</p> <p>c) Have you talked with your spouse about these reactions? Sometimes we just need to confront behavior."</p> <p>d) "Posttraumatic stress disorder often strains relationships. Here are some community resources for help and support". ANS:D</p>	<p>100%</p>	<p>0%</p>	<p>Yes</p>

* Please note if using a different minimum performance standard.

Conclusions

Provide a brief summary of conclusions derived based on analysis of data. Append additional pages if necessary. If appending, include notation in box to “See attached”.

16 of 18 students successfully answered 80% or more of the exam questions correctly which included the HESI exam. 16 of 18 students passed the HESI exam to continue in the program. 18 of 18 successfully completed the clinical portion of the class. A student has to successfully pass both the theory and the clinical portion of the class to continue in the program. The HESI exam indicates the course objectives were appropriately covered in the course. The program Student Learning Outcomes of Human Flourishing, Nursing Judgment, Professional Identity and Spirit of Inquiry were also measured on the HESI exam and they were adequately met. 100% of the course objectives were measured by examination or the CPET.

Previous Assessment Reports and Results

Date of Previous Assessment:

List of Outcomes Not Met:

Summary of Actions Taken to Address Unmet Learning Outcomes: Append additional pages if necessary. If appending, include notation in box to “See attached”.

This is a new curriculum so therefore there is no previous data.

Action Plan and Date for Reassessment

Identify action plan for improvement or maintaining current performance levels including outcomes identified for re-assessment, curriculum revision, LOT proposal, new or revised course activities to reinforce learning outcomes, etc. Append additional pages if necessary. If appending, include notation in box to “See attached”.

All outcomes were met and there are no revisions at this time. The results of the HESI exams will be trended and compared to the results of the NCLEX to determine if a benchmark score should be utilized for the next cohort. Will continue to align the college core values, course objectives and student learning outcomes to ensure they are measured and met.

**Assessment Committee Recommendation/Approval
(To be posted by Assessment Committee Chair)**

Approved as presented

Date: 1/20/16

**LOT Recommendation/Approval
(To be posted by Assessment Committee Chair)**

Approved as presented

Date: 2/18/16