** AAS in Nursing Program**

**End of Semester Course Report**

1. Course Number and Name: Nurs 280: Evidence Based Practice for Quality Improvement Seminar
2. Year / Semester: 2019 Spring
3. Course Faculty (include any adjunct faculty utilized)

Staci Warnert (theory and clinical), Heidi Johnston (clinical), Tamara Mette (clinical), Malia Keep (clinical)

**COURSE STATISTICS**

1. Theory Ratio 26:1 Clinical Ratio 8:1 Simulation Ratio 7:2

 (Student to faculty ratios: Please use the number of students at the beginning of the semester for these.)

1. Final Theory Outcomes:
	1. Percent Passed: 96.9% (32 students)
	2. Percent Failed: 3% (1 student) - student failed secondary to plagiarism
	3. Range of Scores: Letter grades B+ (88.41%) to A (99.52%) – 32 students. F (57.63%) – 1 student
2. Final Clinical Outcomes:
	1. Percent Satisfactory: 96.9% (32 students)
	2. Percent Unsatisfactory: 3% (1 student)
3. Course Attrition:
	1. Beginning number of students: 34
	2. Withdrawals: 1
	3. Incompletes (with expected date of completion): 0
4. Dosage Calculation Test:
	1. First attempt pass N/A
	2. Second attempt pass N/A
	3. Third attempt pass N/A
	4. A & P committee recommendation: 0
5. Course Overview:
	1. ATI specific tools/ materials were not utilized for this course.
	2. Students were advised to utilize ATI resources on their own as applicable to facilitate their clinical projects.
	3. Testing was not a part of student assessment for this course.

**THEORY EVALUATION**

1. Textbooks used and evaluation of each:

No textbook was utilized this semester. Open resources were used and incorporated into this course. Journal articles, online modules discussing EBP, online resources, and a chapter from an EBP textbook were used.

1. Weekly content:

Class was taught asynchronously online. Weekly content was divided into modules. Reading was assigned each week utilizing articles, book chapters, and online resources. Short assignments were incorporated each week based on the module topics and reading. Students participated in online discussions as well as short assignments including examining types and quality of evidence, looking at the AHRQ website, and examining The Joint Commission Core Measures. All students participated in weekly discussions and assignments. To complete some assignments students were required to find an EBP article or resource.

1. Special Experiences related to student learning outcomes and competencies:
2. Teaching Methods:

 Online discussion; online modules including written background information, videos, PowerPoint voice over lecture; assigned reading and related questions; and computer assisted learning programs.

**CLINICAL EVALUATION**

1. Clinical Site Evaluation - Include EBP, Patient Health & Safety and ANA Standards

(Please list strengths and/or limitations specific to each site)

 N/A

1. Briefly describe any concern(s) regarding clinical site(s) used.

N/A

1. Clinical changes and reason(s):

31/32 Students successfully completed the clinical project with presentation to meet the course outcomes. Online theory content supported the clinical project and content. This class did not have a traditional clinical component in a clinical setting. Students completed clinical presentations of the projects. Mandatory meetings were initiated between students and clinical instructors to ensure students were on the right track for their projects. This worked well; however, clinical faculty suggested moving the date students are required to meet with them to before Part I of the project is due to help facilitate students with their topics earlier on in the process. The orientation for clinical and the course continues to work well. Searching strategies and a quick library orientation were included during the orientation period. Videos from Eric Walsh were incorporated into the course, including an updated nursing video this year. No changes were made to the clinical project presentations, except for decreasing the presentation time from 20 to 15 min per students. Students were still able to meet the rubric requirements and course SLOs with the 15 min timeframe. The presentations have continued to work well over IAV; however, IAV scheduling was a challenge. Try to schedule the presentations during the last week of the course on Tuesday and Thursday afternoon and most of the day on Friday to avoid scheduling conflicts with classrooms. Simulation was successful. Simulations were completed on medication safety and infection control. Students were required to look at EBP standards for medication safety and infection control and bring an EBP article/ guideline to simulation. Will continue to have students complete pre-work and bring in EBP articles next year. Two hours was allocated in the practice lab for simulation, which was an adequate amount of time. The simulation on infection control best practices was done using a pre-recorded video. The simulation worked well and students said they enjoyed it. Students stated they liked the infection control video and it hit many points for infection control as well as reflecting upon the NCLEX test plan. Continue to align the simulations with the NCLEX test plan.

1. Special Experiences related to student learning outcomes and competencies:

 Nurses from the community were invited to listen to the students’ EBP project presentations. Three nurses from the Elko community attended and supported the students. Will continue to extend the invitation to the nursing community. In Winnemucca (outside of the course), four students were asked to present and discuss their topics with HGH staff.

1. Teaching Methods

Clinical project with presentation, online clinical learning tutorials/ modules, and simulation in practice lab.

**FULL COURSE OVERVIEW**

1. What worked well and reason(s):

 Module content was well organized. One student stated “This course is well organized and straight to the point!” Will continue to do brief intro videos to each module. Clinical (see above). Theory: The open resources worked well this semester. The cost of an additional textbook was saved and students were able to read and demonstrate understanding of the information presented through the open resources. No adequate textbook was found for the EBP course that has been published within the last 5 years. Open resources were updated this year; however, a struggle to find current resources has continued. Current EBP resources (within the last 5 years) were difficult to find. Most of the information/literature published about EBP was published in or around 2012 (online modules as well), which is the same publishing year as the previous textbook used for this course. The information incorporated into the course is still relevant to nursing practice. Will need to continually look for the latest information in the form of online modules, online resources, and journal articles to incorporate into the class. Overall positive feedback from students regarding their understanding of EBP and improvement in patient safety and care.

1. Anticipated Changes

Move date required to meet with clinical faculty to earlier in the semester (before Part I is due to assist students with topic choices). New resources will need to be incorporated each year to reflect current trends/ current resources. Tweak the discussion and assignments to more directly reflect some of the reading (open resources). Add Vericite to all assignments to screen for plagiarism.

1. Changes to weekly content and reason(s):

Not many changes will be made to weekly content or assignments as 32/32 students agreed or strongly agreed that the student learning outcomes were met. All weekly modules went smoothly.

1. Changes to point allocation and reason(s):

No point reallocation is anticipated.

1. Other changes and reason(s):

See above

1. Administrative:
	1. Syllabus has been saved to file. [x]
	2. The course was backed up on WebCampus. [x]
	3. Grades have been entered. [x]
	4. Grade book has been saved to file. [x]
	5. Student work samples have been filed in student file. [x]
	6. Student clinical care packets have been filed in student file. N/A [ ]
	7. Curriculum map has been updated with all changes made

and filed. [x]

* 1. Integrated Concepts Illustration has been updated with

all changes made and filed. [x]

* 1. Test blueprint has been filed with course report. N/A[ ]

**Faculty Signature(s):** *Staci Warnert*

**Date:** 4/8/19

**Directions:** Complete and save in Nursing Shared Files/SPE/Course Reports along with syllabus, clinical schedule, grade book, curriculum map, integrated concepts illustration, and test blueprint.