** 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: 2022 Spring
3. Course Faculty (include any adjunct faculty utilized)

Staci Warnert (theory and clinical), Dorothy Callander (clinical), Michelle Husbands (clinical), Jessica Lynch (clinical)

**COURSE STATISTICS**

1. Theory Ratio 31:1 Clinical Ratio 8:1 Simulation Ratio 8:2

 (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: 100% (31 students)
	2. Percent Failed: 0%
	3. Range of Scores: Letter grades B+ (89.59%) to A (99.84%)
2. Final Clinical Outcomes:
	1. Percent Satisfactory: 100%
	2. Percent Unsatisfactory:
3. Course Attrition:
	1. Beginning number of students: 31
	2. Withdrawals: 0
	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. Open resources were used and incorporated into this course. Journal articles, online modules discussing EBP, other 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 for clinical guidelines, 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):

All 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. Searching strategies and a quick library orientation were included during the orientation period. Videos from Eric Walsh were incorporated into the course, including a nursing video. Orientation was done the week before the class started, which worked well. Continued with 15 min presentations this year. Students were able to meet the rubric requirements and course SLOs with the 15 min timeframe. All presentations were scheduled during week 8 of the course, which worked well. 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. 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. Suggest looking at these simulations and incorporate objectives from the simulations into future simulations with the transition of the clinical credit to NURS 258. Continue to align the simulations with the NCLEX test plan.

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

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. Theory: The open resources worked well for the content. No adequate textbook was found for the EBP course that has been published within the last several years. Open resources were updated this year; however, a struggle to find current resources has continued. Will need to continually look for the latest information in the form of online modules, online resources, and journal articles to incorporate the EBP information. Overall positive feedback from students regarding their understanding of EBP and improvement in patient safety and care. Positive feedback regarding the EBP project and course overall.

1. Anticipated Changes
2. This is the last time this course will be taught as credits from this course are moving to two other courses. The clinical credit will be moved to NURS 258. Consider incorporating concepts from the simulations that were used in NURS 280 into the NURS 258 clinical component of the course. One theory credit will be moved to NURS 273 as well as the course objective “Participate in quality improvement processes to improve patient care.” Suggest the following ways/options to incorporate content from this course to meet this outcome in NURS 273:
	1. In class introduce the EBP process (Module 1). Use the Module 2 assignment as an in-class activity (have students come up with a clinical scenario and discuss how they could use the EBP process to improve their practice.
	2. Give students different topics and have them search for evidence (ask them where they looked and what they found). Discuss quality (vs. Google). \*Many students had a difficult time discerning quality pieces of evidence and stated they would use an article from healthline.com to change practice, which is concerning. Discuss authors, credibility, peer-reviewed. In class activity (Module 3 assignment). Have students evaluate different pieces of evidence and decide whether they should be used in practice (update these articles every year to topics relevant to current practice). Also, have students look at clinical guidelines and discuss how to find them and which ones are credible. Have them look/ search for different guidelines (Module 4). Turn these assignments into critical thinking exercises for identifying quality information.
	3. Other in-class activities could be looking for research articles (Module 6) or have them bring articles in as homework and discuss.
	4. When discussing hospital accreditation and standards can also discuss Core Measures and have students search the centers of Medicare and The Joint Commission websites for different standards (see Module 7)
	5. For the EBP project – have students complete a modified version of this project (could do this in groups, but would let them choose their own groups as their interests vary) – Write a PICO question (complete PICO worksheet, but not the paper for Part I), complete a literature search (table Part 2), and then discuss recommendations in pre-recorded presentation (or some other format). or the Part III paper.
3. Changes to weekly content and reason(s):

Not many changes will be made to weekly content or assignments as 33/33 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. [ ]
	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:** 03-30-22

**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.