



AAS in Nursing Program

End of Semester Course Report

Course Number & Name: NURS 159 Nursing Care in Mental Health and Illness

Year/Semester: 2024 Spring

Course Faculty	
Theory:	T. Mette and M. Keep
Elko Clinical:	T. Mette
Pahrump Clinical:	M. Keep
Winnemucca Clinical:	S. Crouch
Ely Clinical:	J. Bellander

Faculty/ Student Ratio	
Theory Ratio:	2:30
Clinical Ratio:	1:4
Simulation Ratio:	1:13

Course Attrition	
Beginning number of students:	?
Withdrawals:	?
Incompletes (with expected date of completion):	

*Use number of students at the beginning of the semester

Dosage Calculation Exam	
First attempt passed:	26/ 30
Second attempt passed:	?
Third attempt passed:	0
A&P Committee/ Dismissal:	0

Course Outcomes:

Final Theory Outcomes

Final Clinical Outcomes

Percent Passed:	?
Percent Failed:	
Range of Total Course Grade (theory and clinical)	

Percent Satisfactory	?
Percent Unsatisfactory	
Range of Clinical Grades (Scores)	

Complete Curriculum Map with % of students meeting ELA of 76% for each measurement (see curriculum maps for course outcome achievement)

Course SLOs	100% of students passing the course met course SLOs (See curriculum maps)	% students strongly agreed and agreed course SLOs were met
1. Apply mental health nursing concepts to provide safe, quality, evidence-based, patient-centered nursing care in a variety of healthcare environments to diverse patients experiencing common acute and chronic mental health disorders.	X	
2. Demonstrate clinical reasoning to make patient-centered care decisions for diverse patients experiencing common acute and chronic mental health disorders.	X	
3. Participate in quality improvement processes to improve patient care.	X	
4. Begin to engage in teamwork with members of the interprofessional team, the patient, and the patient's support persons when managing patient care.	X	
5. Begin to apply management, legal, ethical, and professional guidelines in the care of diverse patients experiencing common acute and chronic mental health disorders.	X	
6. Use information management principles, techniques, and systems, and patient care technology in the care of diverse patients experiencing	X	

common acute and chronic mental health disorders.		
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NCLEX Report Changes:

Based on the NCLEX report, discuss planned changes (Fall courses) or what was changed in the course (Spring Courses):

No additional changes were made this semester due to NCLEX outcomes that were reported last fall. All areas that showed some decrease, were not necessarily a significant area of Mental Health and did not require change.

Textbooks:

Textbook	Effective	Recommend Change
❖ Townsend, M.C. & Morgan, K.I., (2021). <i>Psychiatric Mental Health Nursing- Concepts of Care in Evidence-Based Practice</i> . (10 th Ed.). Philadelphia, PA: FA Davis. ISBN: 9780803699670	Yes	No
❖ ATI Engage Mental Health RN – Primary source of theory content	Partially	This needs to be used as a supplementation of content and possibly aspects of it

		during lecture, rather than the primary source of content

Justification for recommended textbook change:

ATI:

See AAS Program ATI Course Integration List.

ATI _Mental Health_ Proctored Exam					
	Current Semester 2024	Previous Semester 2023	Previous Semester 2022	Previous Semester 2021	Previous Semester 2020
% & # of Group Below Proficiency Level 1	0	0	0	0	0
% & # of Group at Proficiency Level 1	3.6 (1)	7.4 (2)	0	2.8 (1)	2.6(1)
% & # of Group at Proficiency Level 2	67.9 (19)	77.8(21)	63 (17)	55.6 (20)	57.9(22)
% & # of Group at Proficiency Level 3	28.5(8)	14.8(4)	37(10)	41.7 (15)	39.5(15)
Group Score:	80.8	78.0	80.6	81.1	81.6
Group Mean—National:	69.8	69.8	69.8	69.4	69.5
Group Mean –Program:	69	69.0	69.0	68.8	68.6
Institutional Benchmark:					
% of Group Meeting Institutional Benchmark:	96.4	92.6	100	97.2	97.4
Group Percentile Rank - National	??	77.8	92.6	97	98

Group Percentile Rank - Program	??	85.2	92.6	98	98
Thinking Skills Group Scores					
Foundational Thinking	79.6	75.9	88.4	84.5	87.4
Clinical Judgment/Critical Thinking	81.3	78.4	79.5	80.7	80.5
Priority Setting	76.5	76.2	78.3	86.1	80.6
Nursing Process Group Scores					
Assessment	86.6	80.1	85.6	88.3	86.0
Analysis/Diagnosis	75.9	72.5	75.9	77.4	77.9
Planning	76.6	76.5	73.3	79.9	76.0
Implementation/Therapeutic Nursing	87.8	79.8	84.0	81.7	86.2
Evaluation	95.6	80.4	74.1	74.1↑	71.6
Major NCLEX Content Areas					
Management of Care	87	81.5	89.7	88	85.8
Safety and Infection Control	85.7	88.0	69.4	76.4	88.2
Health Promotion and Maintenance	71.4	67.9	91.4	85.2	78.9
Psychosocial Integrity	85.4	81.3	79.5	80.3	81.8
Basic Care and Comfort	100	74.1	88.9	88.9	65.8
Pharmacological and Parenteral Therapies	75	60.5	71.0	71.8	72.8
Reduction of Risk Potential	89.3	56.8	71.6	77.8	78.9
Physiological Adaptation		-	--	--	--
QSEN					
Safety	89.5	71.4	76.5	80	82.4
Patient-Centered Care	84.1	79.6	85.8	84.1	83.9
Evidence Based Practice	80.8	83.1	76.5	78.9	78.9
Quality Improvement		-	80.2	75	78.5
Teamwork and Collaboration	89.3	84.3			
CLINICAL JUDGEMENT					
Analyze Cues	75.9	58.0			
Evaluate Outcomes	97.3	87.4			

ATI Proctored Exam Specific Topic Review/ Analysis:

Green highlighted increase more than 5 percent; Yellow highlighted decrease more than 5 percent; Red highlighted less than 76 percent

Any Recommended Changes to ATI Materials (*Update ATI Course Integration List when changes are made):

Engaged Mental Health was used quite extensively this year and as the primary “textbook” source. I think just having students go through the Engage modules was not enough. I think in future years, tools within the modules need to be brought out in class as well as the utilization of other instructor resources that come along with the modules such as the power points.

Course Exams:

See Test Blueprints for detailed analysis.

Exam Averages					
	Current Semester 2024	Previous Semester 2023	Previous Semester 2022	Previous Semester	Previous Semester
EXAM 1	90.7%	82.4%	77.3%		
EXAM 2	81.8%	79.4%	77.1%		
EXAM 3	77.4%	77.4%	77.3%		
EXAM 4					

Theory/Classroom Analysis:

Teaching Methods: Lecture, Pecha Kucha presentation, ATI quizzing prior to class, one guest speaker on the subject of Grief

What worked well and reason(s)

Students seem to enjoy the Pecha Kucha presentations. The students did a good job covering the material that was related to the objectives of their topic.

ATI quizzing prior to class: In an effort to have more class time for lecture and discussion, the students completed the ATI quiz located at the end of each ATI module prior to class. The students were allowed to take the quiz twice. The final quiz score was the average of the two. The quiz scores were between 80-100% however, the knowledge from the modules did not seem to translate to a firm understanding of the concepts presented in the modules.

Anticipated Changes:

Some students struggled with the amount of content covered on each exam. May reassess and have 4 exams with less content covered in each exam. This must be weighed against the possibility of each exam being a potential Unsatisfactory of Progress.

Would recommend using the powerpoint slides supplied by ATI as a bases of creating theory presentation. Adapt the slides to the presentation style of the faculty while keeping the content similar to what is covered in the ATI modules.

Reinforce with students the need to include the textbook in addition to the ATI Engage modules. Especially when discussing the various mental illness diagnoses.

Reinforce with the students to view ALL the components of the ATI Engage Mental Health modules. The modules are set up similar to the “cliff notes” version of the discussion in the book. A fair amount of information is embedded in the “interactive parts” of the module. It would be helpful for the students to take notes while viewing the ATI modules as this will help them prepare for the lecture.

Clinical Analysis:

Virtual Clinical & Simulation (All Centers)			
	Effective in supporting achievement of course SLOs (and course content)	Recommend Change*	% Students recommending continuing clinical at site*
Hearing Voices			
Shadow Health			

***Justification for recommended change:**

Skills/ Practice Lab Changes/ Considerations: Overwhelming majority of the students felt the hearing Voices and Shadow Health opportunities were value added to their education. The student comments stated both of these simulated clinical situations met the SLO's for the course

Mixed reviews on the Shadow Health experience. Some students found it helpful but most felt it was “busy work”. They did not feel the scenarios were realistic.

Clinical Assignment Proposed Changes:

Elko			
	Effective in supporting achievement of course SLOs	Recommend Change*	% Students recommending continuing clinical at site*
Vitality Center			
Golden Health			
Hearing Voices			
Shadow Health			

***Justification for recommended change to Elko clinical site:**

Other Elko clinical considerations (consider EBP, health and safety goals, ANA standards and achievement of course SLOs):

None

Pahrump			
	Effective in supporting achievement of	Recommend Change*	% Students recommending continuing clinical at

	course SLOs		site*
Boulder City Partial Hospitalization			
Hearing Voices			
Shadow Health			

***Justification for recommended change to Pahrump clinical site: One student commented on the distance required to drive to Boulder City Hospital as a negative. Another commented on the lack of a therapeutic environment of the Partial Hospitalization program. Most of the students pointed out deficiencies in providing a safe environment for the clients.**

Other Pahrump clinical considerations: Look further into possibly using the inpatient facility at Boulder Valley whose clients are geriatric mental health clients

Winnemucca			
	Effective in supporting achievement of course SLOs	Recommend Change*	% Students recommending continuing clinical at site*
Vitality Center			
HGH			
Hearing Voices			

Shadow Health			
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***Justification for recommended change to Winnemucca clinical site:**

Students were concerned about professionalism of staff at the Vitality Center. Voiced concern over inappropriate conversations over heard about clients between Social Workers and staff at Vitality Center.

Felt staff and Social workers did not treat the students or clients with respect.

Described situations they felt were unsafe for staff and clients.

Discussed the lack of a therapeutic environment for the clients during group therapy sessions

Other Winnemucca clinical considerations: Instructors will speak to contact person at Vitality center. Perhaps Winnemucca may need to add a lab simulation.

Ely			
	Effective in supporting achievement of course SLOs	Recommend Change*	% Students recommending continuing clinical at site*
Vitality Center			

Ely Substance Abuse			
Hearing Voices			
Shadow Health			

***Justification for recommended change to Ely clinical site:**

Other Ely clinical considerations: None

Administrative:

- a. Syllabus has been saved to file.
- b. Grades have been entered.
- c. Student work samples sent to Nursing Director.
- d. Curriculum map has been updated with all changes made and filed (including evaluation of SLOs).
- e. Integrated Concepts Illustration has been updated with all changes made and filed.
- f. Test blueprints have been filed with course report.

Faculty Signature(s): Tami Mette

Date: 5-24-2023

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