



(Due: May 1, 2019)

Date report completed: 5/22/19

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Please describe the 2017-2018 assessment activities and follow-up for your program below. Please complete this form for each undergraduate major, minor, certificate, and graduate program (e.g., B.A., B.S., M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, save and submit it to both the Dean of your college/school and to the Assistant Provost as an email attachment before June 1, 2018. You'll also find this form on the assessment website at <https://www.csupueblo.edu/assessment-and-student-learning/resources.html>. Thank you.

I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for 2018-2019 based on the assessment process.

A. Which of the program SLOs were assessed during this cycle? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed? (semester and year)	C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved.	E. What is the expected achievement level and how many or what proportion of students should be at that level?	F. What were the results of the assessment? Include the proportion of students meeting proficiency.	G. What were the department's conclusions about student performance?	H. What changes/improvements to the program are planned based on this assessment?
End-of-Program SLO 1 Key Element: Patient Advocacy	Collection Annually Spring & Summer Analysis: Annually Fall	Simulation on elder abuse in NSG 420L Caring for Adults II Lab followed by a self-assessment using the Simulation Formative Assessment Tool	Basic N= 45, Accelerated N=35	Indirect Measure: 90% of students will rate themselves 'satisfactory' on the simulation self-	2017-2018 Basic, 93% ----- Accelerated, 100%	Benchmark met for both groups. Faculty discussed using a summative simulation that will comprehensively integrate elements of the SLOs.	New Indirect Summative Measure: Add to 452S summative simulation integrating the SLO elements. 90% of students will rate themselves 'satisfactory' on the simulation self-assessment 'Demonstrates client advocacy through professional and family caring.' with summative simulation

		which is rated as satisfactory or unsatisfactory. Simulation coordinator collects data and sends to undergraduate nursing program coordinator.		assessment 'Demonstrate s client advocacy through professional and family caring.'			
End-of-Program SLO 1 Key Element: Patient Advocacy	Collection Annually Spring & Summer Analysis: Annually Fall	Kaplan Management of Patient Care Exam- In NSG 451, instructor collects data and sends to the undergraduate nursing program coordinator.	Basic N=54, Accelerated N=30	Direct Measure: 80% of basic and accelerated students will score at or above the Kaplan national average for test questions: Informed consent; Patient Bill of Rights; Right to refuse treatment.	2017-2018 Average score on all three questions 96%; National norm 93% ----- ----- Accelerated Average score on all three questions 98%; National norm 93%	Basic benchmark met. ----- Accelerated be Basic benchmark met. Faculty discussed keeping this measurement for one more year to determine how increased class size will affect this measure.nchmark met.	Maintain.
End-of-Program SLO 1 Key Element: Patient Advocacy	Collection Annually Summer Analysis: Annually Fall	Associate Dean collects EBI Exit Survey results and reviews with faculty.	Basic N=28 Accelerated N= 18	New Indirect Measure: 80% of students will rate AACN/Bench works Undergraduate Nursing Education Exit Assessment	2017-2018 Basic Mean Range- 5.89 -6.01 Accelerated Mean Range 5.72 -5.94	Benchmark met. The mean is representative of the Essentials rating. Discussed how to increase the number of respondents; possibly do the exit assessment in NSG 452.	Maintain. Continue to encourage student participation.

				on the Essentials of Baccalaureate Education for Professional Nursing, Essential VIII (4 or better (on a 7-point scale).			
End-of-Program SLO 1 Key Element: Patient Advocacy	Collection Annually Summer Analysis: Annually Fall	Examination- In NSG 420, instructor collects scores on the test question and sends to undergraduate nursing program coordinator.	Basic N=47 Accelerated N=34	Direct Measure: 80% of students will answer 3 ExamSoft test questions on patient advocacy correctly.	2017-2018 Fall 2017 Question 2280- 96% Question 2227- 94% Question 2243- 77% ----- Spring 2018 Question 2280- 97% Question 2227- 97% Question 2243- 71%	Basic Benchmark partially met (2 out of 3). ----- Accelerated Benchmark partially met (2 out of 3). Review test statistics for Question 2243.	Maintain.
End-of-Program SLO 1 Key Element: Patient Advocacy	Collection Annually Spring and Summer Analysis: Annually Fall	Casey-Fink Readiness for Practice Survey- In NSG 451, instructor collects survey results and sends to undergraduate nursing program coordinator.	Basic N=53, Accelerated N=23	Indirect Measure: Students will have a mean score of 2.0 (on a 4-point scale) on the Casey-Fink Readiness for Practice Survey question 'I feel	2017-2018 Basic Mean 2.9 ----- Accelerated Mean 3.04	Basic benchmark met. ----- Accelerated benchmark met. Simulation on patient advocacy for a dying patient seems to be working.	Maintain. Monitor to determine effect of larger class size on this measure.

				comfortable caring for a dying patient'. (Patient Advocacy)			
End-of-Program SLO 2 Key Element: Collaboration/ Safe, Quality Patient Care	Collection Annually Spring & Summer Analysis: Annually Fall	Clinical Performance Evaluation Tool- In NSG 452L, clinical faculty will collect data and send to the clinical liaison who will analyze data at the end of spring and summer semesters and send to undergraduate nursing program coordinator.	Basic N=50, Accelerated N=30	Indirect Measures: 90% of students will receive satisfactory rating on the Clinical Performance Evaluation Tool sections 'exhibits teamwork and collaboration', 'understands and applies quality improvement s methods' and 'promotes safety'.	2017-2018 Spring 2018 100% received satisfactory ratings. ----- Summer 2018 Accelerated 100% received satisfactory ratings.	Basic benchmark met. ----- Accelerated benchmark met. 4 th year; benchmark consistently met. Faculty discussed using a summative simulation that will comprehensively integrate elements of the SLOs.	Keep this as a class requirement; drop this as a measure. ----- New Indirect Summative Measure: 90% of students will rate themselves 'satisfactory' on the simulation self-assessment 'Maintains a safe client environment'. Collection: Spring & Summer Analysis: Fall
Linked to NSG 312 Course Objective End of Program SLO 2 Key Element: Collaboration/ Safe, Quality Patient Care (Formative)	Collection Annually Fall & Spring Analysis: Annually Fall	Examination- In NSG 312, instructor will collect scores on the 3 test questions and send to undergraduate nursing program coordinator.	Basic N=33, Accelerated N=31	Direct Measure: 80% of students will answer 3 test questions on patient safety/quality care correctly. Course	2017-2018 Fall 2017 Accelerated Question 1239 = 94% Question 2199 = 90% Question 2127 = 93% Fall 2017	Basic benchmark met. ----- Accelerated benchmark met.	Maintain. Monitor to determine effect of larger class size on this measure.

				objective: Discuss the nursing knowledge and practice standards that apply to the art and science of nursing utilizing the concepts of evidenced based practices.	Basic Question 1239=100% Question 2199 = 90% Question 2127 = 90%		
End-of-Program SLO 2 Key Element: Collaboration/ Safe, Quality Patient Care	Collection Annually Spring & Summer Analysis: Annually Fall	In NSG 452, instructor collects the scores through ExamSoft and sends to undergraduate nursing program coordinator.	Basic N=51 Accelerated N=30	Direct Measure: 80% of students will answer the question on the NSG 452 ExamSoft exam related to 'caring for a patient with a chest tube' correctly.	2017-2018 Basic 73% answered question correctly. ----- Accelerated 77% answered question correctly.	Basic benchmark not met. ----- Accelerated benchmark not met. Faculty analyzed the test statistics for Question 4607: PBI = 0.30 Discrimination= 0.39	Revise: Move the chest tube question to the respiratory exam. Questions (3) to cover basic chest tube safety. Implement simulation scenario in NSG 420 that deals with chest tubes.
End-of-Program SLO 2 Key Element: Collaboration/ Safe, Quality Patient Care	Collection Annually Summer Analysis: Annually Fall	EBI Exit Survey- Associate Dean collects survey results and reviews with faculty.	Basic N=28 Accelerated N=18	Indirect Measure: 80% of students will rate AACN/Bench works Undergraduate Nursing Education Exit Assessment item on	2017-2018 Basic N=28 Mean Range 5.44 - 5.71 ----- Accelerated N=18 Mean Range 5.44- 5.71	Benchmark met. The mean is representative of the Essentials rating. Discussed how to increase the number of respondents; possibly do the exit assessment in NSG 452.	Maintain. Continue to encourage student participation.

				Essentials of Baccalaureate Education for Professional Nursing, Essential VI (IPC) as 4 or better (7 point scale).			
End-of-Program SLO 2 Key Element: Collaboration/ Safe, Quality Patient Care	Collection Annually Spring & Summer Analysis: Annually Fall	Casey-Fink Readiness for Practice Survey- In NSG 451, instructor collects survey results and sends to undergraduate nursing program coordinator.	Basic N= 49, Accelerated N=23	Indirect Measures: 75% of students will report 'I feel comfortable caring for chest tubes' on the Casey-Fink Readiness for Practice Survey. (safe, quality patient care)	2017-2018 Spring 2018 Basic N=53, 51% felt comfortable. ----- Summer 2018 Accelerated N=23, 79% felt comfortable.	Basic benchmark not met, down 19% from 2016-2017. ----- Accelerated benchmark met. Rating up 5% from 2016-2017. Faculty recognized that even experienced RNs are often not comfortable caring for chest tubes. Should a nursing generalist be expected to be somewhat 'uncomfortable?' This survey is not measuring what faculty want it to measure. Additionally, the exam in NSG 420 has questions (2) on chest tubes.	Drop this measure.
Linked to NSG 351 Course Objective #3	Collection Annually Spring	Examination- NSG 351 instructor	Basic N=59, Accelerated N=25	Direct Measure: 80% of	2017-2018 Basic N=59, 72%	Basic benchmark not met. -----	Maintain. Instructor will get percent for each of the 5 questions.

<p>SLO 3 Key Element: Best Current Evidence</p>	<p>Analysis: Annually Fall</p>	<p>collects data from 5 test questions and send results to undergraduate coordinator.</p>		<p>students will correctly answer 5 application test questions on the PICOT process. Course objective #3: Evaluate current research, information, and technology to communicate , manage knowledge, prevent error, and support decision-making.</p>	<p>answered 5 test questions correctly. ----- Accelerated N=25, 96% answered 5 test questions correctly.</p>	<p>Accelerated benchmark met. Faculty discussed getting percent correct for each of the 5 questions.</p>	
<p>Linked to NSG 351 Course Objective #2 SLO 3 Key Element: Best Current Evidence</p>	<p>Collection Annually Spring Analysis: Annually Fall</p>	<p>Poster-NSG 351 instructor collects data and send to undergraduate nursing program coordinator.</p>	<p>Basic N=54, Accelerated N=20</p>	<p>Direct Measure: 80% of students will score 84% or better on a PICOT poster at the university research symposium. Course objective #2: Demonstrate nursing judgment / critical appraisal of</p>	<p>2017-2018 Basic N=59, 100% scored 84% or better. ----- Accelerated N=25, 100% scored 84% or better.</p>	<p>Basic benchmark met. Accelerated benchmark met. Has been consistently at 100%.</p>	<p>Keep as an assignment, but drop as a measure.</p>

				best current evidence to ensure optimal outcomes for patients and families across the lifespan.			
End-of-Program SLO 3 Key Element: Best Current Evidence	Collection Annually Spring & Summer Analysis: Annually Fall	Kaplan Diagnostic Exam- In NSG 452, instructor collects data and sends to undergraduate nursing program coordinator.	Basic N=52, Accelerated N=26	Direct measure: 80% of students will answer the question on the Kaplan Diagnostic Exam related to 'making nursing judgements related to medication administration' correctly.	2017-2018 Spring 2018 Basic N=51, 33 % ----- Summer 2018 Accelerated N=30, 27%	Basic benchmark not met. ----- Accelerated benchmark not met. 3 rd Year of collection. Unable to identify the question consistently in the Kaplan exam.	Drop this measure.
End-of-Program SLO 3 Key Element: Best Current Evidence	Collection Annually Spring & Summer Analysis: Annually Fall	Casey-Fink Readiness for Practice Survey- In NS 451, instructor collects data and sends to undergraduate nursing program coordinator.	Basic N=26, Accelerated N=23	Indirect Measure: 90% of students will report medication administration as a top skill they are comfortable performing on the Casey-Fink Readiness for Practice	2017-2018 Spring 2018 Basic N=53, 92% were comfortable. ----- Summer 2018 Accelerated N=23, 100% were comfortable.	Basic benchmark met. ----- Accelerated benchmark met.	Maintain. Monitor to determine effect of larger class size and lab teaching methods on this measure.

				Survey.			
End-of-Program SLO 3 Key Element: Best Current Evidence	Collection Annually Summer Analysis: Annually Fall	EBI Exit Survey- Associate dean collects results and review with faculty.	Basic N=28 Accelerated N=18	Indirect Measure: 80% of students will rate AACN/Bench works Undergraduate Nursing Education Exit Assessment item on the Essentials of Baccalaureate Education for Professional Nursing, Essential III (EBP) as 4 or better (7 point scale).	2017-2018 Basic Mean Range 5.32 – 5.82 ----- Accelerated Mean Range 4.72 – 5.28	Benchmark met. The mean is representative of the Essentials rating. Discussed how to increase the number of respondents; possibly do the exit assessment in NSG 452.	Maintain. Continue to encourage student participation.
End of Program SLO 4 Key Element: Professionalism/ Leadership	Collection Annually Spring & Summer Analysis: Annually Fall	Agency RN Evaluation-In NSG 452L, clinical faculty collect evaluation data and send to clinical liaison for analysis, then sends to undergraduate nursing program coordinator.	Basic N=49, Accelerated N=24	Indirect Measure: 80% of students will be rated as 3 or better on the <i>Agency RN Evaluation of 452L Student Nurse Form</i> items addressing professionalism and leadership.	2017-2018 Professionalism: Basic N=50, 100% ----- Accelerated N=30, 100% ***** Leadership: Basic N=50, 100% ----- Accelerated N=30, 100%	Basic benchmark met. ----- Accelerated benchmark met. Consistently met for years.	Keep as a course requirement, but drop as a measure.

<p>End of Program SLO 4 Key Element: Professionalism/ Leadership</p>	<p>Collection Annually Spring & Summer</p> <p>Analysis: Annually Fall</p>	<p>EBI Exit Survey- Associate dean collects results and reviews with faculty.</p>	<p>Basic N=17</p>	<p>Indirect Measure: 80% of students will rate EBI Exit Survey item on 'delegating nursing care while retaining accountability ' as 4 or better.</p>	<p>2016-2017 Basic N=17, 100% rated 6.53</p>	<p>Benchmark met.</p>	<p>Revise. Third time to use this question. Faculty decided to use the Essentials of Baccalaureate Education for Professional Nursing, Essential IX instead of individual questions since the EBI questions sometimes change from year to year.</p>
<p>End of Program SLO 4 Key Element: Professionalism/ Leadership</p>	<p>Collection Annually Spring & Summer</p> <p>Analysis: Annually Fall</p>	<p>Examination-In NSG 451, instructor collects data and sends to undergraduate nursing program coordinator.</p>	<p>Basic N=53, Accelerated N=27, RN-BSN N=8</p>	<p>New Measure based on faculty decision from 2015-2016 to increase test questions to 3. Direct Measure: 80% of students will answer 3 test questions on professionalism/leadership correctly.</p>	<p>2016-2017 Basic N=53, 98% ----- Accelerated N=27, 100% ----- RN-BSN N=8, 100%</p>	<p>Benchmark met for all 3 groups</p>	<p>Maintain.</p>
<p>End of Program SLO 4 Key Element: Professionalism/ Leadership</p>	<p>Collection Annually Spring & Summer</p> <p>Analysis: Annually Fall</p>	<p>Kaplan Diagnostic Exam- In NSG 452, instructor collects data and sends to undergraduate nursing program coordinator.</p>	<p>Basic N=52, Accelerated N=26</p>	<p>Direct Measure: In NSG 452, 80% of students will answer 3 questions on the Kaplan Diagnostic Exam related to 'setting</p>	<p>2017-2018 Spring 2018 Basic N=51, 77% average on the 3 questions. ----- Summer 2018 Accelerated N=30, 69%</p>	<p>Basic benchmark not met.</p> <p>Accelerated benchmark not met.</p> <p>3rd Year of collection. Unable to identify the question consistently in the</p>	<p>Drop this measure.</p>

				priorities' correctly.	average on the 3 questions.	Kaplan exam.	
End of Program SLO 4 Key Element: Professionalism/ Leadership	Collection Annually Spring & Summer Analysis: Annually Fall	Casey-Fink Readiness for Practice Survey- In NSG 451, instructor collects data and sends to undergraduate nursing program coordinator.	Basic N=49, Accelerated N=23	Indirect Measure: Students will have a mean score of 3.0 (on a 4-point scale) on the Casey-Fink Readiness for Practice Survey 'I feel comfortable communicati ng with a provider' (professionali sm/ Leadership.	2017-2018 Spring 2018 Basic N=53, Mean 3.00 ----- Summer 2018 Accelerated N= 23, Mean 3.30 2016-2017 Basic N=52, 90% ----- Accelerated N=26, 81% 2016-2017 Basic N=49, Mean 2.40 ----- Accelerated N=23, Mean 2.70	Basic benchmark met. ----- Accelerated benchmark met.	Maintain. Monitor to determine effect of larger class size on this measure. Corrective actions worked; mean has risen steadily over time.
Summative Assessment of All End-of- Program SLOs Using NCSBN	Collection Annually Spring Analysis:	Associate dean receives NCSBN program reports for basic and accelerated	Basic N=49, Accelerated N=23	Direct Measure: Graduates' NCLEX Test Plan	See Table Under Comments	Basic benchmark met. ----- Accelerated benchmark met.	Continue to monitor.

Performance Report	Annually Fall	graduates from the previous year and reviews with faculty.		Performance from the NCSBN Program Report will be at or above the "Passing Performance"			
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Comments on part I:

Table from Summative Assessment of All End-of-Program SLOs Using NCSBN Performance Report

New Measure

Date	Client Needs	CSU-P	Passing Perform
4/17-3/18	Management of Care	57%	49%
Basic	Safety & infection Control	65%	49%
	Health Promo/Maintenance	60%	50%
	Psychosocial Integrity	53%	50%
	Basic Care/Comfort	58%	49%
	Pharm/Parental Therapies	68%	49%
	Reduction of Risk Potential	64%	49%
	Physiological Adaptation	62%	49%

Date	Client Needs	CSU-P	Passing Perform
4/17-3/18	Management of Care	65%	49%
Accelerated	Safety and Infection Control	61%	49%
	Health	63%	50%

	Promo/Maintenance		
	Psychosocial Integrity	68%	50%
	Basic Care/Comfort	62%	49%
	Pharm/Parenteral Therapies	58%	49%
	Reduction of Risk Potential	65%	49%
	Physiological Adaptation	69%	49%

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2017-2018 cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) did you address? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
SLO-1 Indirect Measures: 75% of students will report 'I feel comfortable caring for chest tubes' on the Casey-Fink Readiness for Practice Survey.	Collection: Annually Spring & Summer Analysis: Annually Fall	Faculty discussed ways to increase student comfort in caring for the dying. Sim coordinator will develop a sim that allows students to practice patient advocacy for a dying patient.	Simulation was added for patient advocacy.	Basic benchmark met. ----- Accelerated benchmark met. Simulation on patient advocacy for a dying patient seems to be working..

<p>(safe, quality patient care)</p> <p>2016-2017 Basic N=49, Mean 3.07 ----- Accelerated N=23, Mean 2.90</p>				
<p>SLO-4 Indirect Measure: Students will have a mean score of 3.0 (on a 4-point scale) on the Casey-Fink Readiness for Practice Survey 'I feel comfortable communicating with a provider' (professionalism/Leadership</p>	<p>Collection: Annually Spring & Summer Analysis: Annually Fall</p>	<p>ISBARR presentation and practice will be added to NSG 232L and 452L and continued in med-surgical clinical and simulation.</p>	<p>Presentation implemented.</p>	<p>Basic benchmark met. ----- Accelerated benchmark met. Maintain. Monitor to determine effect of larger class size on this measure. Corrective actions worked; mean has risen steadily over time.</p>

Comments on part II:

Casey-Fink Readiness for Practice Survey

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Please fill in the blank or circle the response that represents your individual profile.

1. Age: _____ years

2. Gender:

a. Female

b. Male

3. Ethnicity:

a. Caucasian (white)

b. Black

c. Hispanic

d. Asian

e. Native American

f. Other

g. I do not wish to include this information

4. Other non-nursing degree (if applicable): _____

5. What previous health care work experience have you had:

a. Nursing assistant

b. Medical assistant

- c. Volunteer
- d. Unit secretary
- e. EMT
- f. EMT - Paramedic
- g. Student Externship
- h. Nurse Intern or Advanced Care Partner
- i. Other: (please specify) _____

6. Currently employed:

- a. Yes
- b. No

7. If yes (question #6), are you employed in a healthcare related position:

- a. Yes
- b. No

8. Average # hours worked/week while enrolled in BSN program: # _____ Hours

9. Please share the major reasons why you chose nursing as a career.

10. Current GPA _____

11. Type of BSN program enrolled:

- a. Traditional
- b. Accelerated
- c. Worksite
- d. CHOICE
- e. Other: _____

12. Are you enrolled in an employer supported scholarship program?

- a. Yes
- b. No

13. School of Nursing attended

- a. CU
- b. REGIS
- c. UNC
- d. Other

14. Month/year started in BSN program: _____

15. Clinical Area of Senior Practicum experience:

- a. Adult M/S
- b. Adult ICU
- c. Oncology/BMT
- d. OB (L&D, POST PARTUM)

- e. Pediatric M/S
- f. Pediatric ICU
- g. NICU
- h. Mental Health
- i. Ambulatory Care Setting
- j. Rehabilitation
- k. Emergency Department
- l. OR/Perioperative Setting
- m. Other: _____

16. Was your clinical practicum experience at your current place of employment?

- a. Yes
- b. No

17. What setting was your clinical practicum experience located:

- a. Urban setting
- b. Rural setting

18. How many clinical hours were you required to complete during your senior practicum?

_____ Hours

19. How many hours did you spend with your unit charge nurse?

_____ Hours

20. How many primary preceptors did you have during your senior practicum experience?

_____ Preceptors

21. Were you required to review NCLEX-RN questions during your senior practicum course?

a. Yes

b. No

22. If yes (question 21) how many questions/week did you review? # _____ Questions

23. What did YOU do to prepare for your senior practicum experience: (may select more than one answer)

a. Practiced skills in learning lab

b. Participated in simulation assignment

c. Developed a care plan

d. Brought medication reference or PDA to clinical

e. Set daily goals with preceptor

f. Met with preceptor prior to start of clinical experience

g. Oriented to facility/tour unit

h. Discussed personal learning needs with clinical faculty

i. Did nothing to prepare

j. Other: _____

List three skills/procedures you are most uncomfortable performing independently at this time?

Select from list below.

- 1.
- 2.
- 3.
4. _____ I am independent in all skills listed below

List of skills

Assessment skills

Bladder catheter insertion/irrigation

Blood draw/venipuncture

Blood glucose monitoring device

Central line care (dressing change, blood draws, discontinuing)

Charting/documentation

Chest tube care

EKG/Telemetry monitoring and interpretation

Giving verbal report

Intravenous (IV) medication administration

Intravenous (IV) starts

IV pumps/PCA pump operation

Medication administration

NG tube/Dobhoff care

Pulse oximetry

Responding to an emergency/CODE/changing patient condition

Trach care/suctioning

Wound care/dressing change/wound vac

Other _____

Please answer each of the following questions by placing a mark inside the box/circle:

What is your current level of confidence in managing a patient care assignment on an adult Medical/Surgical unit:

NOT CONFIDENT VERY CONFIDENT

1 2 3 4 5

Caring for 2 patients

Caring for 3 patients

Caring for 4 patients

STRONGLY

DISAGREE DISAGREE AGREE

STRONGLY

AGREE

1. I feel confident communicating with physicians.

2. I am comfortable communicating with patients from diverse

populations.

☐ ☐ ☐ ☐

3. I am comfortable delegating tasks to the nursing assistant. ☐ ☐ ☐ ☐

4. I have difficulty documenting care in the electronic medical record.

☐ ☐ ☐ ☐

5. I have difficulty prioritizing patient care needs. ☐ ☐ ☐ ☐

6. My clinical instructor provided feedback about my readiness to assume an RN role.

☐ ☐ ☐ ☐

7. I am confident in my ability to problem solve. ☐ ☐ ☐ ☐

8. I feel overwhelmed by ethical issues in my patient care responsibilities.

☐ ☐ ☐ ☐

9. I have difficulty recognizing a significant change in my patient's condition.

☐ ☐ ☐ ☐

10. I have had opportunities to practice skills and procedures more than once.

☐ ☐ ☐ ☐

11. I am comfortable asking for help. ☐ ☐ ☐ ☐

12. I use current evidence to make clinical decisions. ☐ ☐ ☐ ☐

13. I am comfortable communicating and coordinating care
with interdisciplinary team members.

☐ ☐ ☐ ☐

14. Simulations have helped me feel prepared for clinical practice. ☐ ☐ ☐ ☐

15. Writing reflective journals/logs provided insights into my own
clinical decision-making skills.

☐ ☐ ☐ ☐

16. I feel comfortable knowing what to do for a dying patient. ☐ ☐ ☐ ☐

17. I am comfortable taking action to solve problems. ☐ ☐ ☐ ☐

18. I feel confident identifying actual or potential safety risks to
my patients.

☐ ☐ ☐ ☐

19. I am satisfied with choosing nursing as a career. ☐ ☐ ☐ ☐

20. I feel ready for the professional nursing role. ☐ ☐ ☐ ☐

What could be done to help you feel more prepared to enter the nursing profession?

Spring 2017 ACEN Data- PICO Questions

Basic Students N=54

Accelerated Students N=20

		Percentage Correct	
		Basic	Accelerated
Question #1	In the PICO question, “Does developing a designated fast track for emergency department patients result in less wait time, more adequate staff patterns, and increased patient satisfaction”, which of the following represents the population?	94%	100%
Question #2	To develop a clinical question when reviewing the effectiveness of nursing interventions, the nurse will use which format?	100%	100%
Question #3	In the PICO question, “Does developing a designated fast track for emergency department patients result in less wait time, more adequate staff patterns, and increased patient satisfaction”, which of the following is the intervention?	96%	95%
Question #4	A nurse studies the effects of teaching the MyPlate.gov materials to preschoolers by providing this education to preschoolers in a single day care center and then following their BMI scores over a 5-year period and comparing their scores to those of children from another day care center. In this study, which element is represented by the O in the PICOT acronym?	94%	100%
Question #5	Which of the following is a PICOT question for an experimental study?	83%	80%
Average		93%	95%

**COLORADO STATE UNIVERSITY-PUEBLO
DEPARTMENT OF NURSING**

**Collaboration with Primary RN Form
Agency RN Evaluation of 452L Student Nurse
NSG 452L: Comprehensive Nursing Practice Lab**

DATE _____

Student Name _____ RN Initials _____

Please complete the following form. Place in a sealed envelope and give directly to/ or send with the student to give to the clinical instructor or.

Please use the following Likert-type scale to rate student performance:

5=Excellent 4=Above Average 3=Average 2=Below Average 1=Needs Improvement

- | | | | | | |
|--|---|---|---|---|---|
| 1. Student manages time appropriately. | 1 | 2 | 3 | 4 | 5 |
| 2. Student prioritizes care appropriately. | 1 | 2 | 3 | 4 | 5 |
| 3. Student demonstrates leadership qualities. | 1 | 2 | 3 | 4 | 5 |
| 4. Student demonstrates critical thinking in patient care. | 1 | 2 | 3 | 4 | 5 |
| 5. Student demonstrates safe knowledge of meds. | 1 | 2 | 3 | 4 | 5 |
| 6. Student demonstrates high level of commitment. | 1 | 2 | 3 | 4 | 5 |
| 7. Students' behavior demonstrates compassion. | 1 | 2 | 3 | 4 | 5 |
| 8. Student demonstrates a professional attitude. | 1 | 2 | 3 | 4 | 5 |

9. Student demonstrates a growing level of competence. 1 2 3 4 5

10. Students' behaviors instill a high level of confidence. 1 2 3 4 5

OTHER COMMENTS:

***This form will be utilized by the RN working with student in all agencies and areas**