

## Washtenaw Community College Comprehensive Report

### NUR 288 Nursing Concepts IV

**Conditional Approval**

**Effective Term: Fall 2023**

#### Course Cover

**College:** Health Sciences

**Division:** Health Sciences

**Department:** Nursing

**Discipline:** Nursing

**Course Number:** 288

**Org Number:** 15200

**Full Course Title:** Nursing Concepts IV

**Transcript Title:** Nursing Concepts IV

**Is Consultation with other department(s) required:** No

**Publish in the Following:** College Catalog , Time Schedule , Web Page

**Reason for Submission:** Three Year Review / Assessment Report

#### **Change Information:**

**Consultation with all departments affected by this course is required.**

**Course description**

**Total Contact Hours**

**Outcomes/Assessment**

**Objectives/Evaluation**

**Rationale:** Redistribution of 135 clinical hours: (hospital facility hours + lab hour = 135 hours) FROM: 84 hospital hours + 51 lab hours = 135 total hours TO: 90 hospital hours + 45 lab hours = 135 clinical hours Rationale: To provide senior graduating students the opportunity for increased participation in real world patient care experiences. The total number of clinical hours for each student remains 135 hours. No other changes made to clinical hours.

**Proposed Start Semester:** Fall 2023

**Course Description:** In this course, students will demonstrate clinical judgment in collaboration with the interprofessional team to prioritize safe, quality care for patients with multisystem and emergent health problems. Students will expand their knowledge and usage of psychomotor, affective and cognitive skills in the management of patient assignments through clinical and simulation experiences across the lifespan in a variety of settings. Students will synthesize knowledge of nursing principles and concepts and begin to refine their professional nursing roles. Emphasis is placed on clinical reasoning and clinical judgment in the integration of care for up to three complex patients in the clinical and simulation lab environment. Students prepare for the National Council Licensure Examination-Registered Nurse (NCLEX-RN) exam and participate in a 2-day or 3-day NCLEX Preparatory workshop.

#### Course Credit Hours

**Variable hours:** Yes

**Credits:** 0 – 8

**Lecture Hours: Instructor: 75 Student: 75**

**Lab: Instructor: 45 Student: 45**

**Clinical: Instructor: 90 Student: 90**

**Total Contact Hours: Instructor: 0 to 210 Student: 0 to 210**

**Repeatable for Credit:** NO

**Grading Methods:** Letter Grades

Audit

**Are lectures, labs, or clinicals offered as separate sections?:** YES (separate sections)**College-Level Reading and Writing**

College-level Reading &amp; Writing

**College-Level Math****Requisites****Prerequisite**

NUR 138 minimum grade "C+"

and

**Prerequisite**

PHL 244 minimum grade "C"

**General Education****Request Course Transfer****Proposed For:**

Eastern Michigan University

Michigan State University

University of Michigan

Other :

**Student Learning Outcomes**

1. Apply learned concepts to provide accurate, safe and evidence-based nursing care for patients with multi-system and emergent health problems across the lifespan (EOPSLOs 1, 3, & 5).

**Assessment 1**

Assessment Tool: Rubric and Concept Map

Assessment Date: Winter 2025

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally developed Rubric

Standard of success to be used for this assessment: 90% of all students will pass all skills on their first attempt

Who will score and analyze the data: Clinical &amp; Lab Instructors and Course coordinators

**Assessment 2**

Assessment Tool: Simulation / Lab skills checklist

Assessment Date: Winter 2025

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally developed rubric

Standard of success to be used for this assessment: 95% of all students will pass all skills on their first attempt

Who will score and analyze the data: Clinical &amp; Lab instructors and Course coordinators

**Assessment 3**

Assessment Tool: Comprehensive Predictor Safe &amp; evidenced-based care categories

Assessment Date: Winter 2025

Assessment Cycle: Every Three Years

Course section(s)/other population: All  
 Number students to be assessed: All  
 How the assessment will be scored: Exam  
 Standard of success to be used for this assessment: 75% of all students will score a 85% or higher probability of passing NCLEX on first attempt  
 Who will score and analyze the data: Course coordinators

2. Analyze the outcome of nursing interventions and modify, if needed, the plan of care to ensure safe nursing practice and quality of care.(EOPLOs 1,3, & 6).

**Assessment 1**

Assessment Tool: Simulation, lab and/or clinical skills checklist  
 Assessment Date: Winter 2025  
 Assessment Cycle: Every Three Years  
 Course section(s)/other population: All  
 Number students to be assessed: All  
 How the assessment will be scored: Departmentally developed checklist  
 Standard of success to be used for this assessment: 95% of students will pass all skills on their first attempt  
 Who will score and analyze the data: Course coordinators

**Assessment 2**

Assessment Tool: Final clinical evaluation  
 Assessment Date: Winter 2025  
 Assessment Cycle: Every Three Years  
 Course section(s)/other population: All  
 Number students to be assessed: All  
 How the assessment will be scored: Departmentally developed rubric  
 Standard of success to be used for this assessment: 95% of students will pass on their final clinical evaluation (Pass/Fail scale)  
 Who will score and analyze the data: Course coordinators

3. Synthesize professional and leadership learned concepts to communicate and delegate as a professional nurse (EOPSLOs 2 & 6).

**Assessment 1**

Assessment Tool: Self-Reflection of performance in simulation related to nursing  
 Assessment Date: Winter 2025  
 Assessment Cycle: Every Three Years  
 Course section(s)/other population: All  
 Number students to be assessed: All  
 How the assessment will be scored: Simulation evaluation completion (Likert score)  
 Standard of success to be used for this assessment: 80% of students that complete the self-reflection will rate a score of 3 on Likert-scale for nursing communication (patient and health-care team report).  
 Who will score and analyze the data: Course coordinators

**Assessment 2**

Assessment Tool: Comprehensive Exam Predictor-Professional and Delegation clinical  
 Assessment Date: Winter 2025  
 Assessment Cycle: Every Three Years  
 Course section(s)/other population: All  
 Number students to be assessed: All  
 How the assessment will be scored: Comprehensive Predictor Exam  
 Standard of success to be used for this assessment: 75% of all students will score a 85% or higher probability of passing NCLEX on first attempt  
 Who will score and analyze the data: Course coordinators

- Analyze the professional nurse's role to impact safety and quality outcomes related to patients and nursing initiatives through use of evidence-based practice (EOPSLO 4 & 6).

**Assessment 1**

Assessment Tool: Quality Improvement Clinical Project Poster Presentation Rubric

Assessment Date: Winter 2025

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Completion of a QI Clinical Project Poster Presentation

Standard of success to be used for this assessment: 80% of students will score greater than a 78% on the QI project per the QI project standardized poster presentation rubric

Who will score and analyze the data: Clinical faculty and Course coordinators

**Assessment 2**

Assessment Tool: Self-Reflection of performance in simulation related to nursing evidence-based practice.

Assessment Date: Winter 2025

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Simulation evaluation completion (Likert score)

Standard of success to be used for this assessment: 80% of students that complete the self-reflection will rate a score of 3 on Likert-scale for evidence-based practice.

Who will score and analyze the data: Lab faculty and Course coordinators

**Assessment 3**

Assessment Tool: Comprehensive Predictor Exam

Assessment Date: Winter 2025

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Comprehensive Predictor Exam Completion

Standard of success to be used for this assessment: 75% of all students will score a 85% or higher probability of passing NCLEX on first attempt.

Who will score and analyze the data: Course Coordinators

- Differentiate components of the clinical decision-making model to inform nursing care that is patient-centered across the lifespan (EOPSLOs 1 & 5).

**Assessment 1**

Assessment Tool: Final clinical evaluation

Assessment Date: Winter 2025

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 95% of students will pass on their final clinical evaluation

Who will score and analyze the data: Clinical Faculty & Course coordinators

**Assessment 2**

Assessment Tool: Comprehensive Predictor Exam

Assessment Date: Winter 2025

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Probability of Passing score from Comprehensive Predictor Exam

Standard of success to be used for this assessment: 75% of all students will score a 85% or higher probability of passing NCLEX on first attempt.

Who will score and analyze the data: Course coordinators

6. Use professional nursing standards of care and ethical principles to impact the nurse's role in patient-centered care delivery, practice, safety, and teamwork and collaboration (EOPSLO 2, 3, & 6)

#### **Assessment 1**

Assessment Tool: Comprehensive Exam Predictor-Professional and Delegation clinical areas/competencies

Assessment Date: Winter 2025

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Comprehensive Predictor Exam

Standard of success to be used for this assessment: 75% of students will achieve 85% on the comprehensive predictor

Who will score and analyze the data: Course coordinators

#### **Assessment 2**

Assessment Tool: Final clinical evaluation

Assessment Date: Winter 2025

Assessment Cycle: Every Two Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 95% of students will pass on their final clinical evaluation

Who will score and analyze the data: Course Coordinators

#### **Assessment 3**

Assessment Tool: Comprehensive Predictor Exam

Assessment Date: Winter 2025

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Comprehensive Predictor score

Standard of success to be used for this assessment: 75% of all students will score a 85% or higher probability of passing NCLEX on first attempt.

Who will score and analyze the data: Course Coordinators

### **Course Objectives**

1. Complete a concept map to identify primary, secondary, and tertiary risk factors and education for an assigned patient in clinical related to learned curricular concepts and exemplars.(SLO #1)
2. Differentiate assessment findings for the patient with alterations in Course Concept Topics. (SLO #1)
3. Examine evidence-based nursing interventions for the patient with alteration in Course Concept Topics.(SLO #1)
4. Evaluate interpreted data and results from nursing interventions and implement plan to provide safe and accurate patient care related to Course Concept Topics. (SLO #1)
5. Compare and contrast scopes of practice for the RN and the Licensed Practical Nurse (LPN) that impacts patient outcomes. (SLO #2)
6. Apply principles of delegation (right task, right circumstance, right person, right direction and communication, and right supervision and evaluation) when planning nursing care to optimize patient safety and outcomes. (SLO #2)
7. Utilize nursing leadership/management principles and standards of practice to impact safe and quality patient outcomes.(SLO #2 & #3)
8. During course simulation, exemplify nursing professionalism in care delivery for a standardized patient by developing self-confidence. (SLO #2 & #3)

9. During course simulation, demonstrate nursing communication with the patient and health-care team in care delivery for a standardized patient by developing self-confidence. (SLO #3)
10. Examine and reflect upon nursing care provided, using appropriate clinical judgment models.(SLO #2 & #3)
11. Demonstrate leadership, management, and prioritization of patient care in the delivery of complex care.(SLO #2)
12. Collaborate with the clinical professional team at a patient care facility to identify a quality improvement initiative. (SLO #4)
13. During course simulation, develop self-confidence to embody the use of evidence-based practice initiatives to impact care delivery for a standardized patient.(SLO #4)
14. Utilize components of quality improvement project management to inform evidence-based decision care and outcome.(SLO #4)
15. Utilize clinical reasoning and clinical judgment in prioritizing, performing, and delegating care for a group of complex clients. (SLO #5)
16. Develop a prioritized evidence-based nursing plan of care on assessment data and clinical judgement for the patient with complex needs across the lifespan. (SLO #5)
17. Evaluate the professional nurse's role and responsibility in patient education.(SLO #5)
18. Apply principles of effective communication to impact multidisciplinary collaboration to impact patient outcomes. (SLO #5)
19. Clarify use of technology to communicate, manage knowledge, mitigate errors, and support decision making for the professional nurse in the practice setting.(SLO #6)
20. Evaluate the implications legal and ethical principles have on nursing standards of practice in a variety of health care settings.(SLO #6)
21. Employ legal and ethical principles to nursing practice when delegating care. (SLO #6)
22. Appraise nursing professional standards of care that influence nursing practice. (SLO #6)
23. Collaborate with members of the multidisciplinary team to prioritize, organize, and deliver safe care for patients. (SLO #2)
24. Apply legal and ethical principles of nursing practice to patients across the lifespan (SLO #6)

### **New Resources for Course**

Current Drug Reference Guide Ascend Learning.(2021). Assessment Technologies Institute Nursing education. ATI. <https://www.atitesting.com/educator/about>

### **Course Textbooks/Resources**

#### Textbooks

Giddens, J.F. *Concepts for Nursing Practice*, 3rd ed. St. Louis, MO: Mosby/Elsevier, 2021, ISBN: 9780323581936.

Pearson Education. *Nursing: A Concept-based Approach to Learning, Vols. 1 & 2*, 4 ed. Pearson Education, 2022

#### Manuals

American Psychological Association. Concise guide to APA Style (7th ed.), Author, 01-01-2020

#### Periodicals

#### Software

### **Equipment/Facilities**

Off-Campus Sites

Testing Center

Computer workstations/lab

TV/VCR

Data projector/computer

Other:

**Reviewer**

**Action**

**Date**

**Faculty Preparer:**

*Sherry MacDonald* Faculty Preparer Jun 28, 2023

**Department Chair/Area Director:**

*Theresa Bucy* Recommend Approval Jun 28, 2023

**Dean:**

*Shari Lambert* Request Conditional Approval Jun 28, 2023

**Curriculum Committee Chair:**

**Assessment Committee Chair:**

**Vice President for Instruction:**

*Victor Vega* Conditional Approval Jun 28, 2023

# Washtenaw Community College Comprehensive Report

## NUR 288 Nursing Concepts IV Effective Term: Fall 2022

### Course Cover

**College:** Health Sciences

**Division:** Health Sciences

**Department:** Nursing

**Discipline:** Nursing

**Course Number:** 288

**Org Number:** 15200

**Full Course Title:** Nursing Concepts IV

**Transcript Title:** Nursing Concepts IV

**Is Consultation with other department(s) required:** No

**Publish in the Following:** College Catalog , Time Schedule , Web Page

**Reason for Submission:** Three Year Review / Assessment Report

**Change Information:**

**Course description**

**Outcomes/Assessment**

**Rationale:** Following an update to the 2019-2020 version of the course, updates were made that affect information found in this master syllabus: 1. Simulation, Lab and/or Clinical Skills checklists: NUR 288 intent to expand these tools into specific simulation checklists and assess lab skills was stunted due to the Pandemic's effect on the method of instruction. The course coordinators consider this action to be a work in progress and a goal that we will continue to work toward and are hopeful that the expected in-person format will facilitate reaching this goal. 2. NCLEX Preparedness Plan: The course coordinators see this activity as key to students' success in achieving first time passing of the NCLEX-RN exam. As a department, the third party online educational support tool provider was changed to Assessment Technologies Institute Nursing Education (2017). Thus, the sources of students' NCLEX preparation plan changed. NUR 288 students will utilize their individual score as it relates to a proficiency level that is normalized to the entire nation and provides suggested remediation to each student. The Group Proficiency Level from the same tool will be used by educators from ATI to design and present a three-day face to face NCLEX Review workshop to the NUR 288 students during course lab hour. All students are mandated to attend. This will give an evidenced-based measure of a third-party learning enhancement tool, a product purchased by students and used for teaching nursing didactic content and NCLEX preparation.

**Proposed Start Semester:** Winter 2022

**Course Description:** In this course, students will demonstrate clinical judgment in collaboration with the interprofessional team to prioritize safe, quality care for patients with multisystem and emergent health problems. Students will expand their knowledge and usage of psychomotor, affective and cognitive skills in the management of patient assignments through clinical and simulation experiences across the lifespan in a variety of settings. Students will synthesize knowledge of nursing principles and concepts and begin to refine their professional nursing roles. Emphasis is placed on clinical reasoning and clinical judgment in the integration of care for up to three complex patients in the clinical and simulation lab environment. Students prepare for the National Council Licensure Examination-Registered Nurse (NCLEX-RN) exam and participate in a 3-day NCLEX Preparatory workshop.

### Course Credit Hours

**Variable hours:** Yes

**Credits:** 0 – 8

**Lecture Hours: Instructor: 75 Student: 75**

**The following Lab fields are not divisible by 15: Student Max, Instructor Max**

**Lab: Instructor: 51 Student: 51**

**Clinical: Instructor: 84 Student: 84**

**Total Contact Hours: Instructor: 0 to 210 Student: 0 to 210**

**Repeatable for Credit: NO**

**Grading Methods: Letter Grades**

**Audit**

**Are lectures, labs, or clinicals offered as separate sections?: YES (separate sections)**

## **College-Level Reading and Writing**

College-level Reading & Writing

## **College-Level Math**

### **Requisites**

#### **Prerequisite**

NUR 138 minimum grade "C+"

#### **Prerequisite**

PHL 244 minimum grade "C"

## **General Education**

### **Request Course Transfer**

#### **Proposed For:**

Eastern Michigan University

Michigan State University

University of Michigan

Other :

## **Student Learning Outcomes**

1. Interpret clinical data to provide accurate, safe and evidence-based nursing care for patients with multi-system and emergent health problems, including the high-risk childbearing experience.

#### **Assessment 1**

Assessment Tool: Final clinical evaluation

Assessment Date: Winter 2024

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 80% of all students will pass all skills on their first attempt

Who will score and analyze the data: Course coordinators

#### **Assessment 2**

Assessment Tool: Simulation/lab skills checklist

Assessment Date: Winter 2024

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 80% of all students will pass all skills on their first attempt

Who will score and analyze the data: Course coordinators

- Analyze the outcome of nursing interventions and modify, if needed, the plan of care to ensure safe nursing practice.

**Assessment 1**

Assessment Tool: Simulation, lab and/or clinical skills checklist

Assessment Date: Winter 2024

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed checklist

Standard of success to be used for this assessment: 80% of students will pass all skills on their first attempt

Who will score and analyze the data: Course coordinators

**Assessment 2**

Assessment Tool: Final clinical evaluation

Assessment Date: Winter 2024

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 80% of students will pass on their final clinical evaluation (Pass/Fail scale)

Who will score and analyze the data: Course coordinators

- Synthesize concepts learned via class, lab, and clinical experiences in order to demonstrate professional leadership and delegation qualities in preparation for the novice RN professional role.

**Assessment 1**

Assessment Tool: Final clinical evaluation

Assessment Date: Winter 2024

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 80% of students will pass on their final clinical evaluation

Who will score and analyze the data: Course coordinators

**Assessment 2**

Assessment Tool: Analysis/tracking of simulation, laboratory or clinical skills check lists

Assessment Date: Winter 2024

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 80% of students will pass all skills on their first attempt

Who will score and analyze the data: Course coordinators

- Collaborate with the clinical professional team at a patient care facility to identify a quality improvement initiative.

**Assessment 1**

Assessment Tool: Final clinical evaluation

Assessment Date: Winter 2024

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 80% of students will pass on their final clinical evaluation

Who will score and analyze the data: Course coordinators

5. Demonstrate clinical reasoning and clinical judgment in prioritizing, performing, and delegating care for a group of complex clients.

**Assessment 1**

Assessment Tool: Final clinical evaluation

Assessment Date: Winter 2024

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 80% of students will pass on their final clinical evaluation

Who will score and analyze the data: Course coordinators

6. Integrate principles of therapeutic communication, collaboration, and feedback in execution of all roles of the professional nurse, in a variety of clinical settings.

**Assessment 1**

Assessment Tool: Final clinical evaluation

Assessment Date: Winter 2024

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 80% of students will pass on their final clinical evaluation

Who will score and analyze the data: Course coordinators

7. Recognize and apply knowledge, skills and attitudes pertaining to professional conduct within current legal and ethical standards of practice.

**Assessment 1**

Assessment Tool: Final cumulative exam

Assessment Date: Winter 2024

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 80% of students will achieve a score of 78% or higher on the final cumulative exam

Who will score and analyze the data: Course coordinators will analyze the data

**Course Objectives**

1. Develop a plan for evidence-based, safe and accurate outcome-driven care through the interpretation of significant patient assessment data and diagnostic findings as well as prioritization of collaborative nursing interventions for complex patients throughout the lifespan, including the high-risk childbearing experience.
2. Evaluate interpreted data and results from nursing interventions and implement plan to provide safe and accurate patient care related to the concepts of clotting and perfusion.
3. Evaluate interpreted data and results from nursing interventions and implement plan to provide safe and accurate patient care related to the concepts of intracranial and hormonal regulation.

4. Evaluate interpreted data and results from nursing interventions and implement plan to provide safe and accurate patient care related to the concepts of elimination.
5. Evaluate interpreted data and results from nursing interventions and implement plan to provide safe and accurate patient care related to the concepts of grief and loss.
6. Evaluate interpreted data and results from nursing interventions and implement plan to provide safe and accurate patient care related to the concepts of immunity.
7. Evaluate interpreted data and results from nursing interventions and implement plan to provide safe and accurate patient care related to the concepts of tissue integrity.
8. Demonstrate leadership, management, and prioritization of patient care in the delivery of complex nursing care across a variety of health care settings, lab, and simulation.
9. Develop a teaching plan for the delegation of responsibilities as a novice Registered Nurse (RN).
10. Apply legal and ethical standards of practice in a variety of health care settings.
11. Research literature related to a quality improvement goal, integrate concepts of evidence-based nursing care, and develop strategies for intervention and goal achievement.
12. Develop a teaching plan for an intervention resulting in quality improvement and present to the clinical professional team.
13. Compare and contrast key state, national, and international professional nursing standards that influence nursing practice.
14. Demonstrate interdisciplinary collaboration in all care settings.
15. Exercise nursing leadership principles.
16. Collaborate to prioritize, organize, and deliver safe care for a team of clients.
17. Organize data for a team of clients to provide shift report to a colleague.
18. Compare and contrast scopes of practice for the RN and the Licensed Practical Nurse (LPN).
19. Examine and reflect upon nursing care provided, using appropriate clinical judgment models.
20. Investigate the website of National Council of State Boards of Nursing to gain insights useful in preparing for NCLEX-RN.
21. Analyze baseline self-test results to determine areas of greatest need for NCLEX-RN study.
22. Explore test-taking strategies useful in approaching NCLEX-RN-style questions.
23. Practice computerized NCLEX-RN-style complex and alternate format questions, based on self-identified subject area needs revealed on a baseline test.
24. Develop a personal action plan for applying for RN licensure.

### **New Resources for Course**

Current Drug Reference Guide Ascend Learning.(2021). Assessment Technologies Institute Nursing education. ATI. <https://www.atitesting.com/educator/about>

### **Course Textbooks/Resources**

#### Textbooks

Giddens, J.F. *Concepts for Nursing Practice*, 3rd. ed. St. Louis, MO: Mosby/Elsevier, 2021, ISBN: 9780323581936.

Pearson Education. *Nursing: A Concept-based Approach to Learning, Vols. 1-3*, 3rd. ed. Pearson Education, 2019

#### Manuals

American Psychological Association. Concise guide to APA Style (7th ed.), Author, 01-01-2020

#### Periodicals

#### Software

### **Equipment/Facilities**

Off-Campus Sites

Testing Center

Computer workstations/lab

TV/VCR

Data projector/computer

Other:

<b><u>Reviewer</u></b>	<b><u>Action</u></b>	<b><u>Date</u></b>
<b>Faculty Preparer:</b> <i>Sherry MacDonald</i>	<i>Faculty Preparer</i>	<i>Aug 10, 2021</i>
<b>Department Chair/Area Director:</b> <i>Theresa Bucy</i>	<i>Recommend Approval</i>	<i>Aug 16, 2021</i>
<b>Dean:</b> <i>Valerie Greaves</i>	<i>Recommend Approval</i>	<i>Aug 18, 2021</i>
<b>Curriculum Committee Chair:</b> <i>Randy Van Wagnen</i>	<i>Recommend Approval</i>	<i>Apr 19, 2022</i>
<b>Assessment Committee Chair:</b> <i>Shawn Deron</i>	<i>Recommend Approval</i>	<i>Apr 26, 2022</i>
<b>Vice President for Instruction:</b> <i>Kimberly Hurns</i>	<i>Approve</i>	<i>May 04, 2022</i>

## Washtenaw Community College Comprehensive Report

### NUR 288 Nursing Concepts IV Effective Term: Winter 2020

#### Course Cover

**Division:** Health Sciences

**Department:** Nursing

**Discipline:** Nursing

**Course Number:** 288

**Org Number:** 15200

**Full Course Title:** Nursing Concepts IV

**Transcript Title:** Nursing Concepts IV

**Is Consultation with other department(s) required:** No

**Publish in the Following:** College Catalog , Time Schedule , Web Page

**Reason for Submission:** Course Change

**Change Information:**

**Consultation with all departments affected by this course is required.**

**Outcomes/Assessment**

**Objectives/Evaluation**

**Other:**

**Rationale:** Concepts IV Master Syllabus update that reflects: Additional Assessment Tool Information.

Review and update of Course. Objectives to better meet the SLOs of the course. Update of

Required/Suggested texts and other equipment

**Proposed Start Semester:** Fall 2019

**Course Description:** Students will demonstrate clinical judgment in collaboration with the interprofessional team to prioritize safe, quality care for patients with multisystem and emergent health problems. Students will expand their knowledge and usage of psychomotor, affective and cognitive skills in managing their patient assignments through clinical and simulation experiences across the lifespan in a variety of settings. Students will synthesize knowledge of nursing principles and concepts and begin to refine their professional nursing roles. Emphasis is placed on clinical reasoning and clinical judgment in the integration of care management for multiple complex patients. Students prepare for the National Council Licensure Examination-Registered Nurse (NCLEX-RN).

#### Course Credit Hours

**Variable hours:** Yes

**Credits:** 0 – 8

**Lecture Hours: Instructor:** 75 **Student:** 75

**The following Lab fields are not divisible by 15: Student Max, Instructor Max**

**Lab: Instructor:** 39 **Student:** 39

**Clinical: Instructor:** 96 **Student:** 96

**Total Contact Hours: Instructor:** 0 to 210 **Student:** 0 to 210

**Repeatable for Credit:** NO

**Grading Methods:** Letter Grades

Audit

**Are lectures, labs, or clinicals offered as separate sections?:** YES (separate sections)

#### College-Level Reading and Writing

College-level Reading & Writing

## **College-Level Math**

### **Requisites**

#### **Prerequisite**

NUR 138 minimum grade "C+"

#### **Prerequisite**

PHL 244 minimum grade "C"

### **General Education**

### **Request Course Transfer**

#### **Proposed For:**

Eastern Michigan University

Michigan State University

University of Michigan

Other :

### **Student Learning Outcomes**

1. Interpret clinical data to provide accurate, safe and evidence-based nursing care for patients with multi-system and emergent health problems, including the high-risk childbearing experience.

#### **Assessment 1**

Assessment Tool: Simulation/lab skills checklist

Assessment Date: Winter 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 80% of all students will pass all skills on their first attempt

Who will score and analyze the data: Course coordinators will analyze the data

#### **Assessment 2**

Assessment Tool: Final clinical evaluation

Assessment Date: Winter 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 80% of students will pass on their final clinical evaluation

Who will score and analyze the data: Course coordinators will analyze the data

2. Analyze the outcome of nursing interventions and modify, if needed, the plan of care to ensure safe nursing practice.

#### **Assessment 1**

Assessment Tool: Simulation, lab and/or clinical skills checklist

Assessment Date: Winter 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 80% of students will pass all skills on their first attempt

Who will score and analyze the data: Course coordinators will analyze the data

### **Assessment 2**

Assessment Tool: Final clinical evaluation

Assessment Date: Winter 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 80% of students will pass on their final clinical evaluation (Pass/Fail scale)

Who will score and analyze the data: Course coordinators will analyze the data

3. Synthesize concepts learned via class, lab, and clinical experiences in order to demonstrate professional leadership and delegation qualities in preparation for the novice RN professional role.

### **Assessment 1**

Assessment Tool: Analysis/tracking of simulation, laboratory or clinical skills check lists

Assessment Date: Winter 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 80% of students will pass all skills on their first attempt

Who will score and analyze the data: Course coordinators will analyze the data

### **Assessment 2**

Assessment Tool: Final clinical evaluation

Assessment Date: Winter 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 80% of students will pass on their final clinical evaluation

Who will score and analyze the data: Course coordinators will analyze the data

4. Collaborate with the clinical professional team at a patient care facility to identify a quality improvement initiative.

### **Assessment 1**

Assessment Tool: Final clinical evaluation

Assessment Date: Winter 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 80% of students will pass on their final clinical evaluation

Who will score and analyze the data: Course coordinators will analyze the data

5. Demonstrate clinical reasoning and clinical judgment in prioritizing, performing, and delegating care for a group of complex clients.

### **Assessment 1**

Assessment Tool: Final clinical evaluation

Assessment Date: Winter 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 80% of students will pass on their final clinical evaluation

Who will score and analyze the data: Course coordinators will analyze the data

6. Integrate principles of therapeutic communication, collaboration, and feedback in execution of all roles of the professional nurse, in a variety of clinical settings.

**Assessment 1**

Assessment Tool: Final clinical evaluation

Assessment Date: Winter 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 80% of students will pass on their final clinical evaluation

Who will score and analyze the data: Course coordinators will analyze the data

7. Recognize and apply knowledge, skills and attitudes pertaining to professional conduct within current legal and ethical standards of practice.

**Assessment 1**

Assessment Tool: Final cumulative exam

Assessment Date: Winter 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 80% of students will achieve a score of 78% or higher on the final cumulative exam

Who will score and analyze the data: Course coordinators will analyze the data

8. Organize and initiate a study plan for NCLEX-RN based on self-assessment of strengths and needs.

**Assessment 1**

Assessment Tool: NCLEX-RN Preparedness Plan

Assessment Date: Winter 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 80% of students will achieve a score of 78% or higher on NCLEX-RN Preparedness Plan

Who will score and analyze the data: Course coordinators will analyze the data

**Course Objectives**

1. Develop a plan for evidence-based, safe and accurate outcome-driven care through interpretation of significant patient assessment data and diagnostic findings and prioritization of collaborative nursing interventions for complex patients throughout the lifespan, including the high-risk childbearing experience.
2. Evaluate interpreted data and results from nursing interventions and implement plan to provide safe and accurate patient care related to the concepts of clotting and perfusion.
3. Evaluate interpreted data and results from nursing interventions and implement plan to provide safe and accurate patient care related to the concepts of intracranial and hormonal regulation.

4. Evaluate interpreted data and results from nursing interventions and implement plan to provide safe and accurate patient care related to the concepts of elimination.
5. Evaluate interpreted data and results from nursing interventions and implement plan to provide safe and accurate patient care related to the concepts of grief and loss.
6. Evaluate interpreted data and results from nursing interventions and implement plan to provide safe and accurate patient care related to the concepts of immunity.
7. Evaluate interpreted data and results from nursing interventions and implement plan to provide safe and accurate patient care related to the concepts of tissue integrity.
8. Demonstrate leadership, management, and prioritization of patient care in the delivery of complex nursing care across a variety of health care settings, lab, and simulation.
9. Develop a teaching plan for the delegation of responsibilities as a novice RN.
10. Apply legal and ethical standards of practice in a variety of health care settings.
11. Research literature related to a quality improvement goal, integrate concepts of evidence-based nursing care and develop strategies for intervention and goal achievement.
12. Develop a teaching plan for an intervention resulting in quality improvement and present to the clinical professional team.
13. Compare and contrast key state, national, and international professional nursing standards that influence nursing practice.
14. Demonstrate interdisciplinary collaboration in all care settings.
15. Exercise nursing leadership principles.
16. Collaborate to prioritize, organize, and deliver safe care for a team of clients.
17. Organize data for a team of clients, to provide shift report to a colleague.
18. Compare and contrast scopes of practice for the Registered Nurse (RN) and the Licensed Practical Nurse (LPN).
19. Examine and reflect upon nursing care provided, using appropriate clinical judgment models.
20. Investigate the website of National Council of State Boards of Nursing to gain insights useful in preparing for NCLEX-RN.
21. Analyze baseline self-test results to determine areas of greatest need for NCLEX-RN study.
22. Explore test-taking strategies useful in approaching NCLEX-RN-style questions.
23. Practice computerized NCLEX-RN-style complex and alternate format questions, based on self-identified subject area needs revealed on a baseline test.
24. Develop personal action plan for applying for RN licensure.

### **New Resources for Course**

Current Drug Reference Guide

### **Course Textbooks/Resources**

#### Textbooks

Giddens, J.F. *Concepts for Nursing Practice*, 2nd ed. St. Louis, MO: Mosby/Elsevier, 2016

Kaplan, Inc. *NCLEX-RN Prep Plus 2018*, 2018 ed. New York NY: Kaplan, 2018

Pearson Education. *Nursing: A Concept-based Approach to Learning, Vols. 1-3*, 2nd ed. Pearson Education, 2015

#### Manuals

American Psychological Association. Publication Manual of the American Psychological Association, 6th ed., Author, 01-01-2009

#### Periodicals

#### Software

### **Equipment/Facilities**

#### **Reviewer**

#### **Faculty Preparer:**

*Sherry MacDonald*

#### **Action**

*Faculty Preparer*

#### **Date**

*Jun 25, 2019*

