** 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: 2021 Spring
3. Course Faculty (include any adjunct faculty utilized)

Stacy Crouch (theory and clinical), Heidi Johnston (clinical), Tamara Mette (clinical), Dorothy Callander (clinical), Cara Caldwell (clinical), Staci Warnert (clinical), Jessica Lynch (clinical)

**COURSE STATISTICS**

1. Theory Ratio 38:1 Clinical Ratio 8:1 Simulation Ratio 7:2

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

1. Final Theory Outcomes:
   1. Percent Passed: 100% (38 students)
   2. Percent Failed: 0%
   3. Range of Scores: Letter grades A- (91.23%) to A (99.2%)
2. Final Clinical Outcomes:
   1. Percent Satisfactory: 100%
   2. Percent Unsatisfactory:
3. Course Attrition:
   1. Beginning number of students: 38
   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. Based on faculty feedback from last year the mandatory date students were to meet with faculty was pushed to earlier in the semester. This seemed to work well to ensure students were on the right track. Students did not reach out to faculty about their projects as much as in previous semesters. Will plan on encouraging students to schedule additional meetings with faculty beyond the first meeting next year. 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. Anticipate same number of students next semester. All presentations were scheduled during week 8 of the course, which worked well. Continue to schedule presentations on Tuesday, Thursday, and Friday during week 8 of the course. Simulation was successful. Simulations were completed on medication safety and infection control. Students were required to look at EBP standards for medication safety and infection control and bring an EBP article/ guideline to simulation. Will continue to have students complete pre-work and bring in EBP articles next year. Two hours was allocated in the practice lab for simulation, which was an adequate amount of time. The simulation on infection control best practices was done using a pre-recorded video. The simulation worked well and students said they enjoyed it. Students stated they liked the infection control video and it hit many points for infection control as well as reflecting upon the NCLEX test plan. Continue to align the simulations with the NCLEX test plan.

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

Nurses from the community were invited to listen to the students’ EBP project presentations. One nurse from the Elko community attended and supported the students. Will continue to extend the invitation to the nursing community – if continuing to experience Covid restrictions, will provide Blue Jeans link to nursing community.

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. Will continue to do brief intro videos to each module. Clinical (see above). Theory: The open resources worked well this semester. The cost of an additional textbook was saved and students were able to read and demonstrate understanding of the information presented through the open resources. No adequate textbook was found for the EBP course that has been published within the last several years. Open resources were updated this year; however, a struggle to find current resources has continued. The AHRQ website is no longer funded, creating a problem with finding clinical guidelines. Multiple ideas and sources were provided to students and students were still able to complete the assignment and find a clinical guideline of interest. Will need to continually look for the latest information in the form of online modules, online resources, and journal articles to incorporate into the class. Overall positive feedback from students regarding their understanding of EBP and improvement in patient safety and care. Positive feedback regarding the EBP project and course overall.

1. Anticipated Changes

New resources will need to be incorporated each year to reflect current trends/ current resources. Add Ensure Vericite is enabled on all assignments to screen for plagiarism. Need to check all PPT’s and possibly re-record. Possibly add more videos to last weeks modules to improve understanding/application of content.

1. 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.
   2. The course was backed up on WebCampus.
   3. Grades have been entered.
   4. Grade book has been saved to file.
   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.

* 1. Integrated Concepts Illustration has been updated with

all changes made and filed.

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

**Faculty Signature(s):** *Stacy Crouch*

**Date:** 4-6-21

**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.