**CLINICAL EVALUATION**

**Skills lab:** Nursing faculty continued to utilize written skills guidelines for instructors to follow to promote lab organization and consistency between instructors in execution of content. The instructor guidelines outlined expectations for all practice and checkoff lab sessions highlighting expectations for time frames, stations, equipment needed, instructor expectations, and student evaluation criteria for each lab session. These outlines guided all faculty for consistency, which was a necessity for new faculty in the skills lab and our new practice lab manager.

Strengths: There was adequate time scheduled for students to practice skills on their scheduled practice days. All COVID-19 guidelines were followed in the skills lab with students practicing in their assigned clinical groups and the lab remained a clean and sanitized area for students to practice their skills. Social distancing was practiced as much as possible and was easier with only one clinical group in the lab at a time. The Ely campus now has a nursing lab that increased access to the skills lab and allowed for flexibility with scheduling.

Opportunities: Students were prepared for skills lab and submitted their ATI transcripts prior to participating in the skills lab. However, student performance in the skills lab on initial checkoffs for foley insertion, straight catheter insertion, sterile field and specimen collection was poor. This may be a result of students not signing up for open lab to practice their skills. Students required remediation time in the lab and a second checkoff scheduled for each of these skills.

Simulation: Three total simulations were implemented. All simulation scenarios continue to be appropriate for the course and student level. Simulation scenarios included cellulitis, medication administration, and wound debridement. Simulation is no longer a high stakes pedagogical approach to enhance student learning in a safe environment. Simulations for 135 were updated and refined by the Simulation Committee to be in alignment with best practice. To enhance the application of best practice in simulation, a number of faculty in Elko, Winnemucca, and Pahrump completed the International Nursing Association of Clinical and Simulation Learning (INACSL) certification process. Students were prepared for simulation and overall did well. The majority of students completed their pre-work for simulation and performed well at a fundamental level as primary or secondary nurse.

Elko: Clinical time was held at Northeastern Nevada Regional Hospital [NNRH] (Med-Surg, Respiratory Therapy, Drive-by Flu clinic). Strengths: The students were very well received by staff and had positive learning experiences in all departments. Staff were particularly supportive of student learning during the drive-by flu clinic, administering influenza vaccines. NNRH was used for the health assessment rotation, which worked out well. The majority of students expressed H1-H5, diversity, and adult wellness to reflect integration of Linda Caputti strategies to enhance student learning and promote critical thinking. Clinical guidelines were utilized in the clinical setting to guide the clinical experience and promote consistency and set expectations for faculty.

Opportunities: New faculty and part-time need to be oriented to the new clinical care packets, how they utilize them in clinical as a living document, and debriefing to ensure consistency between the clinical groups.

WMCA:

Pahrump:

Ely: