

<u>NURSE EDUCATION PHILOSOPHY</u>	<u>ORGANIZING FRAMEWORK AND CURRICULUM THREADS</u>	<u>NURSING COURSE/COURSE OUTCOMES WHERE ORGANIZING FRAMEWORK AND CURRICULUM THREADS ARE LISTED</u>	<u>LEARNING ACTIVITIES WHERE FRAMEWORK AND CURRICULUM THREADS ARE TAUGHT</u>	<u>COURSE</u>	<u>PROGRAM OUTCOMES</u>	<u>PROGRAM OUTCOMES MEASURES</u>
<p>Nursing is a caring, theory-based discipline focused on assisting the client and significant support person(s) to achieve an optimal level of self-care, while protecting and promoting client dignity. The individual is a valued, complex and unique being that has a dynamic capacity for self care.</p>	<p>Orem's Theory of Self-Care</p>	<p>NUR 111 Course Description & course objectives #3,4,5,6 NUR 112 Course Description and course objectives # 1,2 NUR 211 Course Description and course objectives #3,4,10 NUR 212 Course Description and course objectives #1,4 NUR 221 Course objectives #7,8</p>	<p>Care Plans Lecture Clinical Post Conferences</p>	<p>Nursing I, II, III, IV Nursing I Nursing I, II</p>	<p>1. Relates Orem's self-care model to the nursing management of individuals, families and groups throughout the life cycle and in varying health states</p>	<p>Exit Surveys Graduate Surveys Employer Surveys</p>
<p>The individual is understood as an integrated and whole being who functions biologically, psychologically, socially, spiritually</p>	<p>Erikson's Psychosocial Theory of Human Development</p>	<p>NUR 111 Course Description & course objectives #3 NUR 112 Course Description and course objectives # 7 NUR 211 Course Description and course</p>	<p>Care Plans Lecture Clinical experiences across the Lifespan</p>	<p>Nursing I, ii.III Nursing I, III Nursing I, II, III, IV</p>	<p>2. Relates Erickson's developmental states when planning for and delivering nursing care</p>	<p>Exit Surveys Graduate Surveys Employer Surveys</p>

and developmentally		objectives #2 NUR 212 Course Description and course objectives #12,13 NUR 221 Course objectives #8				
Nurses utilize the nursing process, therapeutic communication, critical thinking, evidence- based information while working collaboratively with members of the health-care team	Nursing Process	NUR 111 Course Description & course objectives #4 NUR 112 Course Description and course objectives #3 NUR 211 Course Description and course objectives #3,9 NUR 212 Course Description and course objectives #3 NUR 221 Course objectives #14	Care Plans Lecture Clinical Experiences Seminars Course Examinations	Nursing I, II, III, IV Nursing I Nursing I, II, III, IV Nursing II Nursing I,II,III,IV	Same as #5	Exit Surveys Graduate Surveys Employer Surveys
Nurses function within the standards of practice, demonstrating safe, competent, ethical practice.	Professional Behaviors	NUR 111 1,2 NUR 112 6,8,9,10 NUR 211 7,8,12,16 NUR 212 5,6,8,11,16 NUR 221 3,4,7,9,10,11	Discussion of local, regional, national and global nursing issues Introduction and review and working knowledge of Nurse Practice Act	Concepts in Health Care Nursing I and Concepts in Health Care	3. Assumes responsibility for his/her personal/professional behavior in the practice of Nursing	Exit Surveys Graduate Surveys Employer Surveys
Nurses utilize the nursing process, therapeutic communication, critical thinking, evidence- based	Communication	NUR 111 2,5,9 NUR 112 3,4,6,7,8,9 NUR 211 6,12,16	Process Recordings Charting Clinical Report	Nursing I, II Nursing I, II, III, IV Nursing IV	4. Communicates with client, family and other health professional using an interactive process through which there is an exchange of	Exit Surveys Graduate Surveys Employer Surveys

information while working collaboratively with members of the health-care team.		NUR 212 7,9,10,13 NUR 221 9,20,22	Service Learning Projects Group projects Seminars Journal writings Self Evaluation	Concepts in Health Care Nursing IV Nursing II, III, IV Nursing III, Concepts in Health Care Nursing III, Nursing IV	information that may occur verbally, non-verbally, in writing, or through information technology	
The Associate Degree Nurse advances the nursing process to implement nursing actions in varied complex settings, and assist clients in meeting or maintaining self-care needs	Assessment	NUR 111 3, 4, 6, 7, 8, 10, 11 NUR 112 1,2,3,4,5,7,10 NUR 211 1,3,9,13,14,15 NUR 212 1,3,4,12,13,14,17 NUR 221 22	Clinical Experience Lecture Practice and Proficiency in testing of skills in a controlled lab setting Delmar Series	Nursing I, II, III, IV Nursing I Nursing I, II Nursing I, II	5. Uses the nursing process and other theoretical concepts in the comprehensive delivery of care	Exit Surveys Graduate Surveys Employer Surveys
The science of nursing is a distinct, constantly evolving body of knowledge that encompasses rational and scientific principles upon which nursing interventions are based.	Clinical Decision Making	NUR 111 4,7,9,10 NUR 112 1,2,4,5,6,8 NUR 211 1, 2, 5, 10, 13, 14, 14 NUR 212 1,3,4,10,14,17 NUR 221 18,21	Clinical experiences Care Plans Course Examinations	Nursing I, II, III, IV Nursing I, II, III, IV Nursing I, II, III, IV, Concepts in Health Care	6. Utilizes clinical decision making and critical thinking in all aspects of client care	Exit Surveys Graduate Surveys Employer Surveys
Nursing is a caring, theory-based discipline focused on assisting the	Caring Interventions	NUR 111 2,4,6,7,8,10 NUR 112 1, 2, 3, 5, 7, 8, 9	Clinical Experiences Service Learning	Nursing I, II, III, IV Concepts in	7. Demonstrates caring interventions that include nurturing, protective,	Exit Surveys Graduate Surveys Employer Surveys

client and significant support person(s) to achieve an optimal level of self-care, while protecting and promoting client dignity		NUR 211 2,4,5,10 NUR 212 1,2,4,5,6,10,13,14,17 NUR 221 8,16	Projects Cultural Projects	Health Care Nursing I, IV	compassionate and person-centered care	
Teaching/Learning is an active, dynamic, continuous process of attaining and sharing knowledge, involving the client, significant support person(s) and the health care team.	Teaching and Learning	NUR 111 5,6,7,8 NUR 112 1,2,3,4,5,6,7,8,9,10 NUR 211 1,2,5,8,10,11,12,12, 14,15,16 NUR 212 9,10,14 NUR 221 5,12,22	Cultural Projects Clinical experiences Presentations in Seminars Service Learning	Nursing IV Nursing II, III, IV Nursing II, III, IV Concepts in Health Care	8. Participate in teaching and learning to help promote and maintain health and reduce risks through collaboration with the client, significant support person(s), and other members of the healthcare team.	Exit Surveys Graduate Surveys Employer Surveys
Nurses utilize the nursing process, therapeutic communication, critical thinking, evidence- based information while working collaboratively with members of the health-care team.	Collaboration	NUR 111 5,11 NUR 112 2,4 NUR 211 7 NUR 212 10,14,15 NUR 221 5,17,22	Clinical Experiences Care Plans Classroom	Nursing I, II, III, IV Nursing II, III, IV Concepts in Health Care	9. Collaborates with all members of the healthcare team and significant support person(s) to deliver comprehensive, coordinated care to clients	Exit Surveys Graduate Surveys Employer Surveys
Plan of care is flexible, client centered, cost effective, attentive to client diversity, and occurs within	Managing Care	NUR 111 3,4,6 NUR 112 1,2,5,10 NUR 211 17,18	Clinical Experiences Lecture	Nursing I, II, III, IV Concepts in Health Care	10. Manages client care through planning, organizing, directing and delegating with an emphasis on cost efficient patient care	Exit Surveys Graduate Surveys Employer Surveys

the context of the client's family and environment.		NUR 212 1,3,10,15 NUR 221				
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Courses in the Nurse Education Program are presented in a logical, sequential curriculum plan where course content increases in difficulty and complexity as evidenced by the table below:

NURSE EDUCATION-Associate in Science

<u>Course Title</u>	<u>Course #</u>	<u>Offered</u>	<u>Plan to Take</u>	<u>Grade</u>	<u>Credits</u>	<u>Prerequisites</u>
Cluster A						
Anatomy & Physiology I	BIO 111	F/S/SU			4	BIO 101 or AP Biology. Coreq-ENG 101
English Composition & Literature I	ENG 101	F/S/SU			3	ENG 100
Nursing I ^{1,2}	NUR 111	F/S			7	Coreq-BIO 111, ENG 101, PSY 101
Introduction to Psychology	PSY 101	F/S/SU			3	ENG 100 or approp place score
Cluster B						
Anatomy & Physiology II	BIO 112	F/S/SU			4	BIO 111
Medical Microbiology	BIO 232	F/S/SU			4	BIO 101 or BIO 111
Nursing II ³	NUR 112	F/S			8	BIO 111, ENG 101, NUR 111, PSY 101 Coreq- BIO 112, BIO 232, PSY 121

Survey of Life Span Development: Conception to Death	PSY 121	F/S/SU			3	PSY 101, Coreq- ENG 100 or approp place score
Cluster C						
English Composition & Literature II	ENG 102	F/S/SU			3	ENG 101
History Elective*	---				3	
Nursing III ³	NUR 211	F/S			10	BIO 112, BIO 232, NUR 112, PSY 121, Coreq--ENG 102, any HST, SOC 101 or SOC 111
Introductory Sociology(Principles) or Social Problems & Social Change	SOC 101	F/S/SU				ENG 100 or approp place score
	SOC 111	F/S/SU			3	ENG 100 or approp place score
Cluster D						
Humanities Elective					3	
Nursing IV ⁵	NUR 212	F/S			10	ENG 102, any HST, NUR 211, SOC 101 or SOC 111, Coreq-NUR 221, Humanities Electives
Current Concepts in Nursing & Health Care ^{4,5}	NUR 221	F/S			3	NUR 111, NUR 112, NUR 211, Coreq-NUR 212
Total credits required					71	

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C. Standards of Practice-Nurse Practice Act of Massachusetts (need to have a copy readily available for review)

Courses in the Sciences and Humanities provide the foundation for the nursing curriculum:
The table below identifies the correlation.

Cluster	General Education Course	Relationship to Major
A	PSY 101 Introduction to Psychology The student will become aware of and appreciate the various influences upon behavior. The topics covered will include, but are not limited to, the nervous system, sensation and perception, motivation, learning, emotion and personality. Through an investigation of these areas, within a multiplicity of cultural contexts, the student will understand the diversity of human conditions.	The study of psychology is fundamental to the student's understanding of the physiology of human behavior and its relationship to sensation and perception, motivation, learning, emotion and personality to gain insight into the interpersonal connections that are critical in therapeutic client relationships. This insight will assist the student with the learning of the nursing process in Nursing I and with the implementation of the nursing process in Nursing II, III and IV. PSY 101 also provides an introduction to Erikson's Psychosocial Theory of Human Development, a theoretical concept in the curriculum framework.
A	ENG 101 English Composition & Literature This course focuses on learning how to write essays that are relatively short in length and straightforward in presentation. Students learn how to develop essential writing skills including organization,	The study of the English language as it relates to the speaking and writing of one's thought process and is a necessary skill for every nursing student to acquire and use in all Nursing courses. The practice of safe Nursing is directly correlated to the student's ability to verbally collect data, critically think through problems and provide

	correctness, and support of ideas. A research project is required to produce a documented essay that integrates materials from Internet and traditional sources according to standard disciplinary format. Students develop and sharpen the interpretive and analytical skills necessary to evaluate the soundness and appropriateness of sources for their work.	accurate written documentation of that process and its outcome (s). Proper documentation of the steps of the nursing process is critical when conveying patient related information and directly impacts the patients well being, treatment, and outcome. The patient's medical record is a written history and a legal document and is directly correlated to legal outcomes when used during trial of medical-legal malpractice cases.
A	BIO 111 Anatomy & Physiology I This course examines the organization of the human body at the tissue, organ, and system level. Students study the structure and function of the integumentary, skeletal, muscular, and nervous systems with emphasis on concepts of homeostasis, the complementary nature of structure and function, and the interrelationships of systems.	The study of the anatomy and physiology of the human body equips the student with the fundamental knowledge of homeostatic principles in promoting health and controlling disease with the purpose of building a reservoir to draw from in the future when learning pathophysiology and its relationship to the utilization of the nursing process (scientific reasoning integrated with critical thinking to make clinical judgments). This knowledge is used as a nursing student in all Nursing courses and ultimately relied upon when working in the role of a Registered Nurse.

Cluster	General Education Course	Relationship to Major
B	BIO 112 Anatomy & Physiology II Students study the structure and function of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. The course emphasizes the roles that systems play in immunity and in fluid, electrolyte, and pH balance.	The continued study of the anatomy and physiology of the human body continues to build upon the previous knowledge learned in A&P I, thus adding additional knowledge to assist the student in his/her understanding of pathophysiology as it relates to the utilization of the nursing process. This knowledge is used as a nursing student in all Nursing courses and ultimately relied upon when working in the role of a Registered Nurse.
B	BIO 232 Medical Microbiology This course examines the major groups of pathogenic bacteria. Topics include microbial control, immunization, and the physiological problems these microorganisms produce on body tissues. Student learn the general structure and function of bacteria, viruses, molds, fungi, and rickettsiae; the factors which make these microbes pathogenic, and how these factors induce the disease state; how the human body fights infection naturally; and, methods of natural and passive immunization.	The study of the pathogenic process of bacteria in the human body and the environment and their relationship to disease and immunity broadens the scope of knowledge the student will draw upon when learning about specific disease processes and their relationship to the delivery of nursing care. A vital component of safe nursing practice is for the student to understand medical asepsis and the need for standard precautions against the spread of harmful organisms. Knowledge of normal anatomy and physiology, medical microbiology and pathophysiology are utilized by the nursing student as they progress through the nursing curriculum and ultimately becomes the foundation on which nursing practice will be built.
B	PSY 121 Survey of Life Span Development: Conception to Death This course examines the span of human development from conception to death. Students explore the processes that occur throughout the life stages, the continuity of the life span, and general development and	Examination of human development from conception to death further strengthens the student's understanding of Erikson's Developmental Theory, the theoretical foundation of the Nursing curriculum and its meaning when making clinical decisions related to the nursing care that will be rendered. Understanding of

	its surrounding issues and events. Students acquire accepted vocabulary for this area of study and relate course topics to their own lives.	human development helps the student to recognize and incorporate the processes that occur throughout a person's life into his/her decision-making process when working as a student nurse in all nursing courses and upon graduation when entering the workforce.
C	ENG 102 English Composition & Literature II This course employs literary texts to provide examples for students to continue and refine writing and reading skills. Assigned readings include plays, poems, novels, short stories, epic narratives, personal essays, and satire. Writing assignments emphasize students' close reading skills and their interpretation and analysis of creative works.	The continued study of English composition and literature strengthens the analytical skills, reading comprehension and writing ability necessary to safely practice nursing in the role of student in all nursing courses and ultimately upon graduation as a practitioner.
C	History Elective	The study of history provides the student with an avenue to examine and appreciate past events and the impact these events have on present day circumstances. The appreciation for the past can assist one in realizing the value of the present and
Cluster	General Education Course	Relationship to Major
C	History Elective continued	when applied to the study of nursing, students can translate this appreciation when planning for and delivering nursing care throughout the nursing education curriculum . For example, when gathering data related to a patients history, the student can make the connection of past practices to present medical history. In the nursing concepts course, the student can examine the history of nursing and gain insight into where the profession stands today and where it needs to go in the future.
C	SOC 101 Introductory Sociology This course introduces basic theories and vocabulary of sociology including its historical origins and research process. It examines the major principles that govern the structure and function of society, its institutions, groups, and processes. Students learn how society organizes itself to meet the social, psychological, economic and everyday needs of its members. Students also learn that social problems and constant search for social solutions are inevitable outcomes of a society undergoing constant change. The course emphasizes making connections between students' personal lives and the social change occurring around them. OR SOC 111 Social Problems & Social Change This course examines how social change in the United States produces social problems such as prejudice and poverty, and how	The concepts of society, relationships, problem solving and change are daily issues inherent in life as they are in the practice of nursing. Nursing students can apply the problem solving techniques and analytical skills introduced in this course to assist them in developing an organized and systematic approach to the educational process of becoming a Registered Nurse as well as application in the field following graduation. Thus, the skills acquired here are utilized in all of the nursing courses.

	these problems affect families and the quality of life in a multicultural society. Students learn to recognize and understand the relationship between on-going social change and the problems that accompany change. Students examine major problems facing society today, separate myth from fact, and analyze these problems and their solutions objectively.	
D	Humanities Elective	Nursing students can choose from a variety of courses offered under the umbrella of humanities. Students are however often encouraged to take a courses such as Critical Thinking and Problem Solving, Speech or a language such as beginning Spanish. The skills learned in the aforementioned courses can be utilized in the nurse education curriculum in theory, lab and/or clinical experiences.

The process of teaching a student to become a Registered Nurse requires the faculty to employ instructional methodologies to address the three domains of learning: cognitive, affective and psychomotor. Depending on the subject matter, one or any combination of the three may be involved in the students learning process. For example, a student caring for a client who has been diagnosed with diabetes must possess knowledge of how diabetes affects the body and how to control blood glucose levels for healthier living. (cognitive domain). Students work with the client to help the client learn to accept the chronic nature of diabetes. (affective domain) And finally, students must teach the client to test their blood glucose levels at home. (psychomotor domain) (Perry and Potter, 2001). To this end, faculty and laboratory staff who teach in the Nurse Education Program utilize a variety of teaching methodologies to assist the student in achieving the graduation competencies in preparation for sitting for the NCLEX-RN and safely entering the workforce. The instructional methodologies are outlined in accordance to the three areas of preparation.

GENERAL

COORDINATION OF COURSE CONTENT

Each nursing course with the exception of Current Concepts in Nursing and Healthcare are taught by a team of two or three full-time masters prepared nursing faculty. Prior to the start of each semester, each team meets to plan the educational experiences students will receive in the classroom, nursing laboratory and clinical rotations. Course descriptions and course, laboratory and clinical objectives are reviewed and a day by day learning schedule is developed to assist the student in study preparation. Program Outcomes are also reviewed to ensure the course, laboratory and clinical objectives are directed towards assisting the students in achieving the outcomes expected upon completion of the program. Experiences that involve the application of classroom theory to laboratory and clinical practice are coordinated and planned for in collaboration with the Laboratory Coordinator and Nursing management of the assigned clinical unit. Student performance evaluation methods are reviewed and updated as necessary. Course handouts are developed and given to the department secretary for printing and organizing for distribution. The strengths inherent in faculty course coordination and annual policy and procedure reviews is that it provides a systematic method to ensure the curriculum is implemented as written and updated as needed. Faculty grow in their ability to incorporate the theoretical framework and curriculum threads into the every day practice of educating students. The curriculum begins with the simple in NUR III Fundamentals of Nursing and progresses to the complex in NUR II with beginning Medical Surgical Nursing and Rehabilitative Nursing, into NUR III and the specialties of Obstetrics, Pediatrics and Mental Health Nursing, and then into NUR IV for Leadership and Management and Advanced Medical Surgical Nursing. Nur 221 builds upon the practice of nursing with

emphasis on the Nurse Practice Act, Management, Leadership, and several other issues that impact health care.

The challenge created by these necessary job related functions is related to the standardization of the format used to develop course materials to provide consistency throughout the program in an attempt to reduce confusion on the part of the student. The time commitment involved in these processes is large and requires faculty planning.

The course materials contain:

DIDACTIC METHODOLOGIES

At the beginning of each course, course materials are distributed to and discussed with students. The instructional methodologies utilized in all nursing courses attempt to address the auditory, visual and kinesthetic learning needs of the nursing students. These methodologies used in the classroom include:

- Lecture and Discussion
- PowerPoint Presentations which incorporate electronic imaging, and video and audio clips
- Overhead Transparencies
- Critical Thinking Exercises such as case study interpretation, group exercises and student presentation
- Student Debates
- Written Assignments
- Computer Assisted Learning Programs such as the Delmar Learning Series
- Computer Simulations
- Service Learning Projects

The faculty's ability to team teach and coordinate teaching methodologies that allow for the curriculum to flow as written is strength in the Nurse Education Department. Faculty work closely together to create learning strategies that are streamlined and built upon each previous lecture. Course design and implementation are directly related to the program philosophy and the methodologies used are consistent with the faculty beliefs stated in the philosophy. Faculty recognizes the utilization of multiple instructional methodologies is necessary when imparting nursing knowledge due to the individuality of each nursing student and the complex nature of this discipline.

- A. The class size and room limitations are the primary challenges for faculty. The enrollment in each nursing course is 40-50 students and the numbers are increasing due to the outcry from the community healthcare agencies to graduate more nurses. The utilization of teaching methodologies such as group process and student presentations becomes difficult and cumbersome due to the limited number of classrooms that can accommodate this number of students. At present, there are not any computer classrooms available that will seat 40-50 students at one time thereby eliminating the use of Computer Assisted Learning Programs as a teaching methodology in the classroom.

The methodologies used for on-going assessment of student progress and achievement of graduate or program outcomes were developed from the implementation of a systematic plan for program evaluation and assessment of outcomes required by the NLNAC and the MBORN. The assessment of student progress is ultimately measured against the achievement of the core competencies needed to safely practice nursing in healthcare today. Evidence of the core components is seen throughout the curriculum in the course and clinical experience objectives and program outcomes.

The practice of nursing requires application of knowledge, skills and ability to critically think. Assessment therefore requires multiple methodologies to accurately evaluate student performance. Assessment methodologies with strengths and weaknesses are listed in the table below.

ASSESSMENT METHODOLOGIES OF STUDENT PERFORMANCE	STRENGTHS/WEAKNESSES
<p>Multiple choice examinations Are given to students throughout the nursing curriculum. Examinations are constructed using the NCLEX-RN test plan, the blue print for the national licensure examination to provide a structure to adequately assess the students’ application of nursing knowledge and skills and to provide a method to strengthen the students test taking ability in preparation for taking the licensing exam. Faculty constructs the examinations using Blooms taxonomy to develop test questions to assess the level of skill development to ensure the students knowledge and abilities grow from the simple to complex. A student must receive a minimum grade of 73% to pass the course.</p> <p>Return demonstration. Students practice the required nursing skills for each nursing course in the nursing laboratory in preparation for demonstrating minimal competence prior to entering the clinical site. Required skill with performance techniques are outlined in the Nurse Education Laboratory Skill Checklist.</p> <p>Clinical performance evaluation The nursing curriculum requires students to perform in clinical settings. Clinical settings serve as a non-traditional classroom where nursing knowledge and skills are applied using the nursing process to deliver nursing care to real-life clients under the supervision of clinical faculty. Cognitive skill development is a significant outcome of the clinical experience. Throughout each clinical day, faculty lead the students through the diagnostic reasoning process to assist the student in developing problem solving and decision making skills that ultimately develop the students ability to make independent clinical judgments. Clinical evaluation tools were developed in accordance with the classroom objectives and are used by the clinical faculty to evaluate student performance. Students are evaluated upon completion of each assigned clinical rotation. Clinical evaluation tools are distributed at the beginning of each nursing course to provide the student with performance expectations. Students must achieve a grade of “satisfactory” to pass the nursing course.</p> <p>Written assignments-Nursing Care Plans Nursing care plans are used by students to develop cognitive skills used in nursing practice and are used by faculty to evaluate a students ability to communicate in writing and provides insight into the student’s critical thinking process as it relates to client care. Nursing care plans assist the student to gain data gathering and research skills, enhance writing ability for safe documentation of</p>	<p>Strength: Utilization of the NCLEX-RN test plan for test construction measures both student nursing knowledge and readiness to sit for the national licensing exam.</p> <p>Weakness: Tests are still taken using pen and pencil method due to the lack of a computerized classroom that sits up to 48 students. The current format of the national exam is a computerized adaptive test (CAT) which means that the exam is taken on the computer and adapted to the graduates knowledge, skill, and ability level. ESL students who do not have a learning disability have difficulty in completing the exams in the time allotted.</p> <p>Strength: Student ratio in the nursing laboratory is 4 to 1 creating an opportunity for the laboratory staff to assess student psychomotor ability and provide increased instruction if needed.</p> <p>Strength: The tool is stated in terms that are measurable and provides a method of communication between the faculty and student. The tool directly measures student outcomes related to the curriculum framework and threads.</p> <p>Strength: The care plan format is comprehensive and promotes cognitive skill development.</p> <p>Weakness: The care plan format is lengthy and needs revision to reduce the amount of time it takes a student</p>

patient care and safely practice all the cognitive skills required in the practice of nursing. (problem solving, decision-making, critical thinking, critical judgment)	to complete the assignment.
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ASSESSMENT METHODOLOGIES OF STUDENT PERFORMANCE	STRENGTHS/WEAKNESSES
<p><i>Nursing Clinical Seminar</i> Seminars assist nursing faculty in assessing student knowledge through discussion and the sharing of clinical problems. Students can work through clinical problems together and receive immediate feedback regarding their thinking process. Faculty can identify areas that are challenging to students and develop learning experiences to address the identified learning needs.</p> <p><i>Service Learning Presentations</i> Student participation in service learning projects provides valuable learning experiences that assist the students in acquiring cognitive skills by applying nursing knowledge in a variety of settings. Student presentations provide the faculty with an opportunity to assess the students underlying thought process as the student reflects on their experiences and evaluate those of others.</p> <p><i>Classroom Debates</i> Debates about clinical topics or current healthcare issues require inquiry and development of reasoned arguments for or against an issue. This learning experience assists the student with the development of critical thinking skills and provides the faculty with a method to evaluate those skills.</p>	<p>Strength: Promotes student/faculty communication enhancing cognitive skill development.</p> <p>Weakness: Clinical seminars conducted as clinical experiences decreases the amount of client interaction.</p> <p>Strength: Embraces the service aspect of nursing and promotes affective learning.</p> <p>Strength: Provides the student with exposure to multifaceted points of view, promotes cognitive and affective skill development.</p>

FINAL ASSESSMENT METHODOLOGIES	STRENGTHS/WEAKNESSES
<p><i>NCLEX-RN</i> Annual analysis of graduate performance on the national licensure examination is conducted by faculty to assess for curriculum currency by identifying strengths and weaknesses of student performance. Changes in curriculum are made as a result of this analysis.</p> <p><i>Employer survey</i> Employers of program graduates are surveyed to obtain information related to the graduate's ability to satisfactorily perform in the workplace.</p> <p><i>Student evaluation of course, laboratory and clinical experiences</i> Upon completion of each nursing course, students perform an evaluation of their experiences in the classroom, nursing laboratory and clinical setting as they related to the achievement of course, laboratory, clinical objectives and program outcomes. The results of the analysis of these evaluations are used by the faculty to assess the effectiveness of teaching methodologies, curriculum delivery, student experiences and curriculum currency.</p> <p><i>Graduate exit survey and optional exit interview</i> Upon completion of the program, graduates complete a total program evaluation as it relates to meeting the students learning needs to prepare to take the NCLEX-RN and enter the nursing workforce in an entry level position. The data is analyzed and is used to make recommendations for program changes.</p> <p><i>Graduate Survey one year post graduation</i> Graduates are surveyed within 1 year of program completion to</p>	<p>Strength: Student performance on NCLEX provides curriculum validity and results have input into curriculum changes based on data related to performance strengths and weaknesses.</p> <p>Strength: Employer has input into curriculum development and curriculum changes are based on data.</p> <p>Strength: The evaluations create an opportunity for students to have input into curriculum development and delivery. Evaluations are computer generated lending immediate feedback. Curriculum changes are based on data.</p> <p>Strength: The evaluations create an opportunity for students input into curriculum development and delivery. Immediate feedback. Curriculum changes are based on data.</p> <p>Strength: The evaluations create an opportunity for students input into</p>

collect data related to preparation for entry into practice as perceived by the graduate, employment information and continuing education activities.	curriculum development and delivery. Curriculum changes are based on data.
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Service Learning throughout the Nurse Education curriculum is a teaching methodology that integrates nursing education into the community and provides students with the opportunity to apply what has been learned in the classroom and gain an understanding of the cornerstone of the nursing

Evaluation is paramount to the Nurse Education Program. A Nurse Education Computerized Application was developed in Summer 2001.

The Department of Nurse Education has created a computerized application, to facilitate the collection, aggregating and trending of data used to evaluate program effectiveness. The Nurse Education Computer Application (NECA) otherwise known as the computerized database is a total information system that provides for ongoing and immediate program analysis utilizing student and faculty evaluations to measure program effectiveness as outlined in the systematic plan for program evaluation and assessment of outcomes as required by the NLNAC.

Listed below are the goals and functions of the NECA:

- Provide a systematic structure to discover, document, and analyze the Nurse Education program's many courses, labs and clinical affiliates. In effect, evaluate the programs performance as viewed by the students. The success of the students after graduation is also a goal of the program and data on that success must somehow be obtained.
- The system must be easily accessible to students, faculty, the department administrator and coordinators. It must be secure to each group, allowing students access to information gathering areas only. Faculty access to view their group's results only. The administrator and coordinators of the program have access to all aspects.
- The system must be capable of storing and tracking each program student's demographic information, course grades, and a wide range of factors that may be correlated to a student's success or failure in the program. This correlation may be used to predict a student's potential success allowing the program to better evaluate its admittance standards and provides the ability to identify highly motivated students who may need additional help to achieve their goals.
- All evaluations provided by the students must be anonymous, yet the system must record that the student did complete and submit an evaluation. This insures full yet anonymous participation by the students.
- The format of the discovery vehicle must minimize human intervention, allowing the production of consistently viable results that will be analyzed automatically by computer. Secondly, more general (open ended) information must also be gathered as a means to allow students to express their thoughts on the various courses and the program as a whole.
- The system used must be capable analyzing the information gathered automatically. The processed information must be displayed in both a graphic and numerical fashion allowing rapid visual evaluation.
- The Information store must be searchable by many varied factors, but primarily course, year and semester, thereby allowing comparisons of the same course, year-to-year, semester-to-semester and obtaining documentation of the cause and effect of any changes.

Change in nursing practice is based on the evaluation process. All nursing students must evaluate the specific course in which they are enrolled including didactic, laboratory and clinical.

At the beginning of each semester, Nursing I students enter demographics into the NECA.

At the completion of each semester, each Nursing I-IV class completes evaluation relative to the following categories:

-Theory

-Lab

-Clinical sites

Nursing 4 students complete the above along with an Exit survey.

Samples of evaluation tools are located in appendix _____ -

Faculty complete an end of semester report that review all aspects of their course and validate when and how changes are made based on data reviewed in course evaluations.

Sample of end of semester report are located in appendix _____ -

At the end of the academic year, each Professor completes a Course evaluation of the course they taught. If they taught in two courses, two evaluations are completed.

This information, along with the end of semester report and the student evaluations, determine decision for change.

LABORATORY INSTRUCTIONAL METHODOLOGIES

The laboratory component of the curriculum is focused on student acquisition of the nursing skills used in the delivery of nursing care. Laboratory experiences begin with the learning of simple skills (bed bath, bed making) and progress to the more complex (medication administration, aseptic technique, IV therapy). The theory behind the skills is taught in the classroom. The faculty and the laboratory staff collaborate to ensure the didactic content is coordinated with the laboratory learning experiences when ever possible. The ultimate goal is for the student to achieve minimal skill competency to be able to perform the skill in the clinical setting under the supervision of the clinical faculty where theory and skill are combined to deliver safe nursing care. The instructional methodologies used in the nursing practice laboratory include:

- Simulation of patient charts
- Visual aids such as diagrams and charts
- Audiovisual presentations
- Staff demonstration and discussion of procedures and equipment accompanied by student return demonstration to reinforce and clarify concepts and evaluate student performance for achievement of minimal competency
- Hands on practice using supplies and equipment consistent with practice in the clinical setting
- Focus of teaching is based on the student learning the principles supporting these skills to be able to apply these principles in a variety of client related situations and multiple practice settings

The strength in utilizing the aforementioned teaching methodologies in the laboratory setting is that the use of multiple methodologies supports multiple learning styles. For example, the use of diagrams, audio visual presentations and staff demonstrations assist the auditory and visual learner in achieving minimal competency of the skill. Hands on practice and return demonstration directly assist the kinesthetic learner while allowing all learners the opportunity to practice in a safe environment that simulates the clinical environment where students assume the role of clinician. Laboratory experiences and practice sessions are supervised by the Laboratory Coordinator and facilitated by full-time faculty, part-time clinical faculty and part-time laboratory instructors. The Nurse Education budget provides for the purchase of supplies and the salaries of the part-time laboratory instructors. Salaries for the nursing instructors are competitive with the job market and the budget allows for a 4 to 1 student/instructor ratio to facilitate the learning of the psychomotor skills.

“High Tech”

The efficient practice of nursing and required documentation is dependent upon the graduates’ ability to use technologically advanced equipment and specialized computer programs. The faculty has incorporated the following learning experiences into the curriculum to assist the students in acquiring the technological skills necessary to perform efficiently when entering the workforce.

- Students are required to use the Nurse Education Department computerized application and Web page at touch points throughout the curriculum to input or retrieve data:
 - Upon entrance into the program to input demographic data
 - Intermittently when seeking information related to course outlines and course schedules
 - At the conclusion of each nursing course they are required input a course evaluation
 - Upon program completion to enter a program evaluation
- Students are required to complete computer applications related to the acquisition of identified theoretical concepts and related skills throughout the curriculum coursework. For example, use of the Delmar series to re-enforce beginning theoretical concepts and acquire skills related to the fundamentals of nursing. Upon completion of this application, the program generates a student performance evaluation providing a guideline for study and necessary preparation for laboratory skill demonstration. Evaluation of the student's knowledge is continued following skill demonstration in the nursing laboratory and clinical areas and on written examinations in the classroom.
- Throughout the curriculum, students are required to complete NCLEX-RN test-readiness computer applications. This assignment has two primary goals. One, the CD-Rom programs are comprised of sample NCLEX test questions used to assist the student in evaluating his/her nursing knowledge in preparation for taking the national examination for licensure. Two, continuous practice answering NCLEX simulated test questions strengthen the student's ability to perform well on multiple choice test questions thereby enhancing the chance of NCLEX success. Students are encouraged to continue using the computer applications for practice following graduation until licensure is achieved.
- The curriculum is regularly reviewed by faculty. This is done in several ways. The curriculum committee meets monthly to review overall curriculum issues.
- Specifically, the curriculum has been reviewing the NCLEX-RN test plan with an emphasis on identifying each area and if and where it is taught. This assures currency of entry into practice preparation
- Faculty meet weekly in team meetings to address any immediate issues, including curriculum
- At the end of each semester the faculty of each team review the course evaluations by each student and complete an end of semester report to validate if pre determined benchmarks have been met. If they have not they outline their plan for change.
- At the end of the year, each faculty member completes a course evaluation and all course evaluations are reviewed by the Coordinator.

Criterion 13

- C. Students can achieve the objectives in the established and published program length however, the majority of students choose to complete the co-requisites prior to entry due to the waiting period after acceptance.
- D. Total credits = 71/ 38 nursing, 33 non nursing= 58% nursing and 42% non nursing. This meets the NLNAC percentages of nursing to non nursing courses.
- E. Total credits in the curriculum are within the generally accepted limits of 60-72, specifically 71 credits. The theory is 1:1 didactic and 1:3, both laboratory and clinical. (see cluster above.)

CRITERION 14

The use of clinical experiences in preparing the student to achieve the graduation competencies is a critical part of the nurse education curriculum. Clinical experiences lay the groundwork for practice and are taught by full-time faculty who teach in both the classroom and clinical settings and by part-time clinical faculty. The objective of the clinical experience is to provide the student with the opportunity to apply the didactic theory taught in the classroom, practice the nursing skills learned in the nursing laboratory and make decisions about client care while guided by the supervision of faculty. The primary teaching methodology by faculty in the clinical setting is role-modeling and facilitation of the learning process. The clinical responsibilities of the nursing faculty are to provide the student with learning experiences in multiple healthcare settings that protect the client and student from harm **and** allow students to interact with clients, utilize the nursing process and develop critical thinking skills, practice nursing skills, document client care, think independently and ultimately build confidence in their abilities. Nursing faculty help the student to reflect on the lessons learned from the clinical experiences and assist with the solidifying of the foundation on which each individual student's practice will be built. Benner (1984) notes that the best lesson to be learned by a new nursing student is to value all client experiences, because they become the stepping-stones for building new knowledge and stimulating innovative thinking. Living this lesson is the ultimate responsibility of and challenge for the nursing faculty.

The strength in the methodologies used in the clinical education of the nursing students are directly related to the nursing knowledge possessed by the faculty member, the level of nursing expertise gained through the experience of the faculty member and the faculty members ability to impart this knowledge and expertise to the student. The clinical experience of the Nurse Education curriculum provides the student with an opportunity to test nursing knowledge and practice nursing skills in an ever changing environment where both the client and the student's safety are protected.

Other strengths inherent in clinical experiences are that they provide opportunities for students to:

- Understand and apply the department philosophy and theoretical foundation
- Achieve the graduation competencies and prepare for the entrance into an entry level position in nursing in an environment that promotes an 8:1 student to faculty ratio
- Receive on-going faculty interaction to promote analysis and synthesis of information and feedback related to the evaluation of clinical performance
- Incorporate modeling of clinical faculty professional thought process and behavior
- Gain clinical experience which will ultimately provide for the safe entry into clinical practice
- Assume responsibility for achieving minimal competence related to the implementation of the nursing process in a real-life setting that requires constant critical thinking and application
- Interact with and learn from classmates experiences
- Have direct client interaction where client care is given and skills are performed under direct supervision of clinical faculty
- Build upon old knowledge and acquire new knowledge in settings where student learning is embraced and fostered by agency staff and management

The challenge of providing holistic clinical experiences for students is becoming increasingly more difficult due to:

- The high acuity level of patients in the acute care settings
- RN staffing shortages
- The shortage of qualified nursing faculty
- The difficulty in providing program consistency in experiences related to the increase in the number of adjunct faculty
- The diminishing number of clinical placements in Worcester and surrounding communities due to strong competition from other nursing programs

All contracts with practice sites are current and specify expectations and responsibilities for all parties. The facilities used for practice are outlined in the table below with the expiration of the current contract along with the faculty to student ratio.

Clinical Site	Contract Date of Expiration
UMMC	
Worcester Medical Center/St. Vincent Hospital	
Harrington Memorial Hospital	
Milford Whitinsville Regional Hospital	
St. Camillus	
Beaumont	
Holy Trinity	
Notre Dame	
Life Care of Auburn	
Jewish Home	
Knollwood	
Whittier Rehabilitation Center	
Fairlawn Rehabilitation	

Clinical Site	Nursing Group	Faculty to Student Ratio
UMMC	Nursing IV	1:6
WMC/St. Vincent	Nursing IV	1:6
Milford Whitinsville	Nursing IV	1:6
UMMC	Nursing III/Pediatrics	1:7
Harrington Memorial	Nursing III/Pediatrics	1:7
Memorial (UMMC system)	Nursing III/Obstetrics	1:7
WMC/St. Vincent	Nursing III/Obstetrics	1:7
St. Vincent	Nursing III/Psychiatric	1:7
UMMC/3PTC	Nursing III/Psychiatric	1:7
WMC/St. Vincent	Nursing II	1:8
Memorial (UMMC system)	Nursing II	1:8
Fairlawn Rehabilitation	Nursing II	1:8
Whittier Rehabilitation	Nursing II	1:8
Jewish Home	Nursing I	1:8
Knollwood	Nursing I	1:8
Life Care of Auburn	Nursing I	1:8
Holy Trinity	Nursing IV and Nursing I	1:6, 1:8 respectively
Notre Dame	Nursing IV	1:6
Beaumont	Nursing IV	1:6
QCC Childcare Center	Nursing III	observational