Nashua Community College
Department of Nursing
Systematic Evaluation Plan with Data, 2019-2021

Part 1 A. End of Program Student Learning Outcomes, 2019-2021

EOPSLO	What/When to Assess	Mean ELA (Expected Level of Achievement)	Actual Level of Achievement	Interpretation	Plan
EOPSLO #1: Plan and deliver safe individualized care to patients by integrating the nursing process and pertinent nursing knowledge, principles of teaching / learning, and preferences of patients or legal designees across the lifespan, diversity of culture, and the levels of prevention (Patient Centered Care/Diversity, Safety)	Final Medical-Surgical Concept Map – Care Plan, End of NURS 240N	100% of students will receive a minimum grade of 48 out of 60 points as determined by rubric (App. K, Part 2. C)	<table><tr><td>2019</td><td>2020</td><td>2021</td></tr><tr><td>100%</td><td>100%</td><td></td></tr></table>	ELAs met in 2019 and 2020; 100% of students demonstrated attainment of EOPSLO #1 as measured by the rubric for the Final Medical Surgical Concept Map- Care Plan Project,	Examine the grade distribution and categories in which students did less well, evaluate known variables, and develop strategies to increase the number of points earned to a new minimum grade of above 50 of 60 points.
	ATI Comprehensive Predictor, End of NURS 240N: <u>QSEN Subscores:</u> 1.Patient-Centered Care 2.Safety	*At or above 70th percentile on ATI Comp. Pred. for <u>QSEN Subscores:</u> 1.Patient-Centered Care 2.Safety *70th percentile correlates with 90% chance of passing NCLEX-RN on first attempt	1.Patient-Centered Care <table><tr><td>2019</td><td>2020</td><td>2021</td></tr><tr><td>71.6%</td><td>78%</td><td></td></tr></table> 2. Safety <table><tr><td>2019</td><td>2020</td><td>2021</td></tr><tr><td>75.3%</td><td>80.9%</td><td></td></tr></table>	2019 – ELAs met 2020 – ELAs met	Change ELA if ATI changes their pass rate predictions
	Final Clinical Evaluation, End of NURS 240N	90% of students will receive grade of "Satisfactory" (S) or better for each criterion on a 4-point scale.	Percent of students earning "S" or better on final clin. evaluation <table><tr><td>2019</td><td>2020</td><td>2021</td></tr><tr><td>100%</td><td>92%</td><td></td></tr><tr><td>11/12)</td><td>12/13</td><td></td></tr></table>	ELAs met in 2019 and 2020.	Continue to monitor Any change in EOPSLOs should be reflected in the Clinical Evaluation Tool
	ATI Comprehensive Predictor, End of NURS 240, <u>QSEN Subscores:</u>	At or above 70th percentile on ATI Comp. Pred. for QSEN Subscores: Teamwork & Collaboration	Teamwork & Collaboration <table><tr><td>2019</td><td>2020</td><td>2021</td></tr><tr><td>81.8%</td><td>78.8%</td><td></td></tr></table>	ELA met in 2019 and 2020	Discuss whether to raise ELA in light of substantially exceeding 70% two years in a row.

EOPSLO #2: Practice collaboratively on the multi-professional health care team using principles of leadership across the disciplines and throughout the health care system to influence and facilitate conflict resolution and the establishment and achievement of shared goals. (Teamwork and Collaboration)	Teamwork & Collaboration	*70th percentile correlates with 90% chance of passing NCLEX-RN on first attempt		Consider raising ELA in light of substantially exceeding 70% two years in a row.	
	Final Clinical Evaluation End of NURS 240	90% of students will receive grade of "Satisfactory" or better on each criterion on a 4-point scale.	Percent of students earning "S" or better on final clin. evaluation | 2019	2020	2021
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100% (11/11)	92.0% (12/13)			ELA met in 2019 and 2020	Continue to monitor Any change in EOPSLOs should be reflected in the Clinical Evaluation Tool
	Senior Capstone Health Education Day, Final semester of program	90% of students will receive a 90% or better		2019	2020	2021
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100%	100%			ELA met	Continue to monitor

EOPSLO (End of Program Student Learning Outcome)	What/When to Assess	Mean ELA (Expected Level of Achievement)	Actual Level of Achievement	Interpretation	Plan
EOPSLO #3: Support a culture of continuous quality improvement by using data to monitor outcomes; identifying and reporting actual or potential problems; collaborating with the multi-professional team throughout the health care system;	ATI Comprehensive Predictor, End of NURS 240N, QSEN Subscores: 1. Quality Improvement 2. Evidence-Based Practice	At or above 70th percentile on ATI Comp. Pred. for *QSEN Subscores: 1. Quality Improvement 2. Evidence-Based Practice *70th percentile correlates with 90% chance of passing NCLEX-RN on first attempt	Quality Improvement | 2019	2020	2021
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70.5%	82.1%	| Evidence-Based Practice | 2019	2020	2021
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74.3%	66.2%			ELAs met in 2019; in 2020 the score for evidence-based practice dropped and ELA was not met	Review curriculum content to determine conditions affecting students' knowledge of EBP; use NCLEX Test Plan and ATI Topic Descriptors to identify EBP information that is weak or missing.
	Final Medical Surgical Concept Map- Care Plan Project, End of NURS 240N	100% of students will receive minimum grade of 48 out of 60 points	Percent of students earning "S" or better on final plan of care | 2019	2020	2021
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100%	100%			ELAs met in 2019 and 2020	Continue to monitor

	Final Clinical Evaluation	90% of students will receive grade of "Satisfactory" or better on each criterion on a 4-point scale.	Percent of students earning "S" or better on final clin. evaluation	ELAs met in 2019 and 2020	Continue to monitor Any change in EOPSLOs should be reflected in the Clinical Evaluation Tool
			<table><tr><td>2019</td><td>2020</td><td>2021</td></tr><tr><td>100% (11/11)</td><td>92% (12/13)</td><td></td></tr></table>		
EOPSLO (End of Program Student Learning Outcome)	What/When to Assess	Mean ELA (Expected Level of Achievement)	Actual Level of Achievement	Interpretation	Plan
EOPSLO #4: Use health care system resources and technology, including information technology, time, policies and procedures, materials, and equipment, to coordinate and deliver individual and / or population-focused care that is safe, cost- effective, and efficient. (Informatics; RN Planning; Clinical Judgement/Critical Thinking; Nursing Judgment)	ATI Comprehensive Predictor, End of NURS 240N, QSEN Subscores: 1.Informatics Nursing Process Subscore: 2. RN Planning Thinking Skills Subscore: 3. Clinical Judgment/Critical Thinking NLN Competency Subscore: 4. Nursing Judgment	At or above 70th percentile on ATI Comp. Pred. for: *QSEN Subscores: 1. Informatics Nursing Process Subscore: 2. RN Planning Thinking Skills Subscore: 3. Clinical Judgment/Critical Thinking NLN Competency Subscore: 4. Nursing Judgment *70th percentile correlates with 90% chance of passing NCLEX-RN on first attempt	1.Informatics <table><tr><td>2019</td><td>2020</td><td>2021</td></tr><tr><td>72.7%</td><td>69.2%</td><td></td></tr></table> 2.RN Planning <table><tr><td>2019</td><td>2020</td><td>2021</td></tr><tr><td>71.1%</td><td>79.4%</td><td></td></tr></table> 3. Clinical Judgment /Critical Thinking <table><tr><td>2019</td><td>2020</td><td>2021</td></tr><tr><td>73.4%</td><td>74.9%</td><td></td></tr></table> 4. Nursing Judgment <table><tr><td>2019</td><td>2020</td><td>2021</td></tr><tr><td>73.3%</td><td>74.3%</td><td></td></tr></table>	ELA not met for Informatics in 2020	Examine content pertaining to informatics in the curriculum. Compare with informatics topic descriptors on the ATI Comprehensive Predictor and the NCLEX-RN Program Report. Determine the curriculum gaps and design new content as necessary.
	Final Medical Surgical Concept Map- Care Plan Project, End of NURS 240	100% of students will receive minimum grade of 48 out of 60 points	<table><tr><td>2019</td><td>2020</td><td>2021</td></tr><tr><td>100%</td><td>100%</td><td></td></tr></table>	ELAs met 2019 and 2020	Continue to monitor

	Final Clinical Evaluation	100% of students will receive grade of "Satisfactory" or better on each criterion on a 4-point scale.	2019	2020	2021	ELAs met 2019 and 2020	Continue to monitor
			100% (11/11)	92% (12/13)			

EOPSLO #5: Communicate clearly in goal-oriented, culturally sensitive, caring, concise, and timely ways using written, verbal, non-verbal, and electronic modalities. (Informatics; Teamwork & Collaboration)	ATI Comprehensive Predictor, End of NURS 240, QSEN Subscores: 1.Informatics 2. Teamwork & Collaboration	At or above 70th percentile on ATI Comp. Pred. for *QSEN Subscores: 1. Informatics 2. Teamwork & Collaboration *70th percentile correlates with 90% chance of passing NCLEX-RN on first attempt	1.Informatics			Informatics subscore less than ELA in 2020. See Interpretation and Plan for EOPSLO #4.	Continue to monitor Evaluate informatics content across curriculum as detailed in EOPSLO #4.
			2019	2020	2021		
			72.7%	69.2%			
			2. Teamwork & Collaboration				
			2019	2020	2021		
			81.8%	78.8%			
	Senior Capstone Health Education Day	90% of students will receive a 90% or better				ELAs met 2019 and 2020	Continue to monitor
			2019	2020	2021		
			100%	100%			

EOPSLO (End of Program Student Learning Outcome)	What/When to Assess	Mean ELA (Expected Level of Achievement)	Actual Level of Achievement			Interpretation	Plan
EOPSLO #6: Demonstrate accountability for professional practice using legal, ethical, and regulatory guidelines and participate in activities that contribute to life-long learning. (Professional Identity)	ATI Comprehensive Predictor, End of NURS 240N, NLN Competency Subscore: Professional Identity	At or above 70th percentile on ATI Comp. Pred. for *NLN Comp. Subscore: Professional Identity *70th percentile correlates with 90% chance of passing NCLEX-RN on first attempt	Professional Identity			ELAs met 2019 and 2020	Continue to monitor
			2019	2020	2021		
			79.0%	73.6%			
	Final Medical Surgical Concept Map- Care Plan Rubric, End of NURS 240	100% of students will receive minimum grade of 48 out of 60 points	2019	2020	2021	ELAs met 2019 and 2020	Continue to monitor
			100%	100%			

Part 1 B. Systematic Evaluation Plan 2017-2019

End-of-Program Student Learning Outcomes (EOPSLOs) and Program Outcomes (POs)					
PLAN				**IMPLEMENTATION**	
Component	**Assessment Method(s)***	**Expected Level(s) of Achievement**	**Data Collection and Assessment Frequency**	**Results of Data Collection: Including actual level(s) of achievement**	**Analysis and Actions for Program Development, Maintenance, or Revision**
EPSLO #1: Plan and deliver safe individualized care to patients by integrating the nursing process and pertinent nursing knowledge, principles of teaching / learning, and preferences of patients or legal designees across the lifespan, diversity of culture, and the levels of prevention (Patient-Centered Care/Diversity, Safety)	1. ATI QSEN Subcategory Scores: Patient Centered Care, Safety on Comprehensive Predictor Exam	Aggregate result of > 70% on each subcategory score; ELA based on historical program data	End of NURS 240 annual in May	**2017** Patient Center Care: 72.5% Safety: 73.6% **2018** Patient Center Care: 72.5% Safety: 73.6% **2019** Patient Center Care: 71.6% Safety: 75.3%	ELA met, continue to evaluate ATI subcategory score results
	2. Final Clinical Evaluation Tool (Graded on a scale of Unsatisfactory, Needs Improvement, Satisfactory, or Exceeds Expectations) EOPSLO # 1 Outcome A Outcome B	95% of cohort earns Satisfactory (S) score on Final Clinical Evaluation Tool, EOPSLO # 1	End of NURS 240 annual in May	**2017** A: 100% B: 100% **2018** A: 100% B: 100% **2019** A: 100% B: 100%	ELA consistently met at 100%; very seldom does a graduating senior score less than Satisfactory
EPSLO #2: Practice collaboratively on the multi-professional health care team using principles of leadership across the disciplines and throughout the health care system to influence and facilitate conflict resolution and the establishment and achievement of shared goals. (Teamwork and Collaboration)	1. Capstone Health Education Day Project Grading Rubric	90% of the class will obtain 90 or higher as determined by individual grades according to the Health Education Day rubric	End of NURS 240 annual in May	2016-2017* 2017-2018* (Grades were lost when NCC changed from Blackboard to Canvas) 2018-2019 - 100% of the class earned =/> 90	ELA met at 100% in 2019; continue to evaluate
	2. ATI QSEN Subcategory Scores: Teamwork and Collaboration on	Aggregate result of > 70% on each subcategory score; ELA based on	End of 240 in May	**2017** TWC 84% **2018** TWC 82.3%	ELA met, continue to evaluate ATI subcategory score results

	Comprehensive Predictor Exam	historical program data		**2019** TWC 81.8 %	
	3. Final Clinical Evaluation Tool (Graded on a scale of Unsatisfactory, Needs Improvement, Satisfactory, or Exceeds Expectations) EOPSLO # 2 Outcome A Outcome B Outcome C	> 95% of cohort attains Satisfactory (S) score or better on Final Clinical Evaluation Tool for EOPSLO # 1	End of NURS 240 yearly	**2017** A: 100% B: 100% C: 100% **2018** A: 100% B: 100% C: 100% **2019** A: 100% B: 100% C: 100%	ELA consistently met at 100%; very seldom does a graduating senior score less than Satisfactory
EPSLO #3: Support a culture of continuous quality improvement by using data to monitor outcomes; identifying and reporting actual or potential problems; collaborating with the multi-professional team throughout the health care system; and developing evidence-based strategies for optimal practice. (Quality Improvement and Evidence Based Practice)	1. ATI QSEN Subcategory Scores: Quality Improvement, Evidence Based Practice on Comprehensive Predictor Exam	Aggregate result of > 70% on each of the subcategory scores	End of 240 in May	**2017** Quality Improvement: 81.3% Evidence Based Practice: 69.9% **2018** Quality Improvement: 75%% Evidence Based Practice: 75.6% **2019** Quality Improvement: 70.5%% Evidence Based Practice: 74.3%	2019 ELA not met in 2017; ELA met the last two years, continue to work with SNHMC ambulatory care quality improvement projects in collaboration with hospital needs
	2. Final Clinical Evaluation Tool (Graded on a scale of Unsatisfactory, Needs Improvement, Satisfactory, or Exceeds Expectations) EOPSLO # 3 Outcome A Outcome B	Aggregate > 95% of cohort attains Satisfactory (S) score or better on Final Clinical Evaluation Tool EOPSLO # 1		**2017** A: 100% B: 100% **2018** A: 100% B: 100% **2019** A: 100% B: 100%	ELA consistently met at 100%; very seldom does a graduating senior score less than Satisfactory

EPSLO #4: Use health care system resources and technology; including information technology, time, policies and procedures, materials, and equipment, to coordinate and deliver individual and / or population-focused care that is safe, cost-effective, and efficient.	1. ATI QSEN & BSN Essential Subcategory Scores: Informatics; Information Management and Application of Patient Care Technologies on Comprehensive Predictor Exam	Aggregate result of > 70% on each subcategory score	End of 240 annual in May	**2017** Informatics- Information management- **2018** Informatics- Information management- **2019** Informatics- Information management-	
	2. Final Clinical Evaluation Tool (Graded on a scale of Unsatisfactory, Needs Improvement, Satisfactory, or Exceeds Expectations) EOPSLO # 4 Outcome A	Aggregate > 95% of cohort attains Satisfactory (S) score or better on Final Clinical Evaluation Tool EOPSLO # 1		**2017** 100% **2018** 100% **2019** 100%	Benchmark consistently met at 100% (increase benchmark?)
EPSLO #5: Communicate clearly in goal-oriented, culturally sensitive, caring, concise, and timely ways using written, verbal, non-verbal, and electronic modalities.	Final Medical-Surgical Concept Map (or Pedi or Maternity or Med Surg Concept Maps) as long as we have 3 years of grades	95*% of the class has S or better on this section *Changed from 90%	End of 240 yearly	2017 2018 2019	Information is missing due to change from Blackboard to Canvas.
	Final Clinical Evaluation Tool Final clinical eval., EOPSLO 5	95*% of the class has S or Better on this section *Changed from 90%	End of 240 yearly	2017 100% 2018 100% 2019 100%	Benchmark consistently met at 100%
EPSLO #6: Demonstrate accountability for professional practice using legal, ethical, and regulatory guidelines and participate in activities that contribute to life-long learning	Capstone Health Education Day Project Grading Rubric	90% of the class will obtain 90 or higher as determined by the health education day rubric	End of 240 yearly	2017 2018 2019 100%	2017-2018 grades that were stored in Blackboard have been lost in the switch to Canvas.
	Final exam question #65		End of 240 yearly		
	ATI Comprehensive Predictor items: Professional/Legal	80% of the students will answer the test item correctly	End of 240 yearly		

	responsibilities; Informed consent			Prof/Legal: 2019 72.7% **(**low grade related to "select all that apply"?) 2020 TBA 2021	Add new Final exam test item questions (delegation/scope of practice question)
	Final Clinical Evaluation Tool EOPSLO 6	95*% of the class has S or Better on this section	End of 240 yearly	2017: 76.5% 2018: 100% 2019: 81.8% 2017 100% 2018 100% 2019 100%	Benchmark consistently met at 100%

Part 2. Program Outcomes, 2017-2020

Program Outcomes					
PLAN				**IMPLEMENTATION**	
Component	**Assessment Method(s)***	**Expected Level(s) of Achievement**	**Data Collection and Assessment Frequency**	**Results of Data Collection Including actual level(s) of achievement**	**Analysis and Actions for Program Development, Maintenance, or Revision**
Exam Pass Rate+ *NCLEX Certifications*	Divide the number of graduates passing NCXLEX-RN on the first attempt by the number taking it from the same cohort within 12 months of program completion	ELA: The NCLEX-RN passing rate for a cohort =/> than the national average (required rate of the NH BON)	Gather data as it becomes available from the NH BON and analyze it annually at end of academic year.	National Average: First-Time Pass Rate required by NH BON <table><tr><td>2017</td><td>2018</td><td>2019</td><td>2020</td></tr><tr><td>87.11%</td><td>88.29%</td><td>89.94%</td><td>85.5% Q2</td></tr></table> Program Pass Rate <table><tr><td>2017</td><td>2018</td><td>2019</td><td>2020</td></tr><tr><td>87.5%</td><td>100%</td><td>81.8%</td><td>100%</td></tr></table> ACEN Pass rate – 80%	The program has consistently scored above 80% as required by ACEN. In 2019, the program scored below the NHBON requirement of the national average: 81.8% vs 89.94% The ATI Comprehensive Predictor and Live Review was offered by NCC to support the Class of 2020 on the NCLEX-RN; they achieved 100% pass rate.
Program Completion Rate++	Divide the number completing the program within 3 years of beginning the first nursing course by the number beginning the program from the same cohort	ELA: =/> 70% complete the program within three years of beginning the first nursing course. ELA Rationale: In some cases, students are not successful in class or clinical and leave the program temporarily or permanently; a student can be re-admitted once. Many students experience	Department Secretary records data about number of students in entering class, students leaving the program, and students returning and completing the program within three years of date of first entry	<table><tr><td>Year of entry</td><td>#</td><td>#/% in 4 sem.</td><td>#/% in 6 sem.</td></tr><tr><td>9/19 Class of 2021</td><td>21</td><td>NA</td><td>NA</td></tr><tr><td>9/18 Class of 2020</td><td>15</td><td>12 (80%)</td><td>NA</td></tr><tr><td>9/17 Class of 2019</td><td>14</td><td>10 (71.4%)</td><td>0</td></tr><tr><td>9/16 Class of 2018</td><td>22</td><td>15 (68.2%)</td><td>1 (4.5%)</td></tr></table>	The program has been met the ELA of 70% with the classes that entered in 2017. Full information is TBD for the classes that entered in 2018 and 2019. However, we believe we can do better with retention and it is part of the Program Plan for the next few years. We believe the new ATI materials will help reduce academic attrition.

			Data is aggregated					
		personal or family circumstances that require them to take a leave or drop the program.						
Job Placement Rate	Survey sent out in Sept. to most recently graduated class. Check Social Media. Linked-In; and Institutional Research Department. Students often keep in touch with faculty after graduation by social media. The number of new RNs with jobs is counted, but unless there is data on all new graduates, a valid rate cannot be calculated; lack of information is not evidence of employment or unemployment.	ELA: =/> 75% within six months of program completion. ELA Rationale: Students are usually eager to get a job and there is a shortage on RNs in NH	Data is aggregated as it becomes available. It is reviewed and analyzed annually at the end of the academic year.	2017 / 100%	2018 / 95%	2019 / 100%	2020 / 8/25/20 10/12-83%	Southern NH and Northern Massachusetts have many health care facilities and agencies where new graduates can find employment, and the NCC graduates have traditionally been recognized as capable nurses.

*   The appropriateness of an assessment method is based on whether its application yields data, which when analyzed assist faculty in determining whether the outcome being evaluated has or has not been met. The nursing program should select assessment method(s) appropriate to the concepts/competencies in the EPSLO being evaluated; more than one method may be needed to obtain comprehensive assessment data. ELAs should be specific to each assessment method selected.

\+   If the program is offered at multiple locations or has multiple program options, report licensure/certification examination pass rate for each location/option and also in aggregate for the program as a whole. Programs with multiple annual admission cohorts should also report disaggregate licensure pass rate data by date of completion.

++   If the program is offered at multiple locations or has multiple program options, report program completion data for each location/option and also in aggregate for the program as a whole. Programs with multiple annual admission cohorts should also report program completion data by date of completion or entering cohort.

Part 3. Data Collection Tools

Part 3 A. Final Clinical Evaluation Tool

Nashua Community College
School of Nursing
NURS240N Management of Nursing Care across the Lifespan
Final Clinical Evaluation Tool

Student Name: _____   Date: _____   Nursing Faculty: _____

Clinical Absence Dates:_____

Clinical Site Location: _____

Clinical Skills Checklist updated at final evaluation (Date):_____

Keys:

U=Unsatisfactory*	N/I=Needs Improvement	S= Satisfactory	E=Exceeds Expectations
Unable to develop skills, meet clinical objectives, utilize resources for remediating knowledge deficits, or threatens the safety of the patient. Unable to synthesize theory with clinical practice.	Requires intensive instructor assistance to meet clinical objectives and/or maintain standards of care. Always maintains patient safety. Rarely utilizes resources to remediate knowledge deficits.	Requires instructor assistance to develop skills and meet clinical objectives. Always maintains patient safety. Consistently utilizes resources to remediate knowledge deficits	Independently able to meet clinical objectives, maintain patient safety and standards of care. Consistently utilizes resources to remediate deficits.

Clinical Objectives and Evaluation Criteria:

1. **PLAN AND DELIVER INDIVIDUALIZED CARE**

Plan and deliver safe individualized care to patients by integrating the nursing process and pertinent nursing knowledge, principles of teaching / learning, and preferences of patients or legal designees across the lifespan, diversity of culture, and the levels of prevention	Mid-Point Evaluation Date	Student Rating Mid-Point	Clinical Faculty Mid-Point	Final Evaluation Date	Student rating Final	Clinical Faculty Final
A. Apply the nursing process to complex health-related problems of multicultural groups of patients / families across the lifespan						
B. Implement appropriate individualized teaching/learning principles to assist patients / families with primary, secondary, and tertiary prevention of health problems.						

Student Comments Midterm	Faculty Comments Midterm
Student Comments Final	Faculty Comments Final

2. **PRACTICE COLLABORATIVELY**

Practice collaboratively on the multi-professional health care team using principles of leadership across the disciplines and throughout the health care system to influence and facilitate conflict resolution and the establishment and achievement of shared goals.	Mid-Point Evaluation Date	Student Rating Mid-Point	Clinical Faculty Mid-Point	Final Evaluation Date	Student Rating Final	Clinical Faculty Final
A. Delegate aspects of patient care in the clinical setting consistent with the NH Nurse Practice Act.						
B. Collaborate with multi-disciplinary staff and faculty in prioritizing, organizing, and providing safe nursing care for multicultural groups of patients / families across the lifespan.						
C. Develop plans for continuing care of discharged patients / families with ongoing health alterations						
Student Comments Midterm	Faculty Comments Midterm					
Student Comments Final	Faculty Comments Final					

3. **SUPPORT A CULTURE OF CONTINUOUS QUALITY IMPROVEMENT**

Support a culture of continuous quality improvement by using data to monitor outcomes; identifying, reporting, and intervening in actual or potential problems; collaborating with the multi-professional team throughout the health care system; and developing evidence-based strategies for optimal practice.	Mid-Point Evaluation Date	Student Rating Mid-Point	Clinical Faculty Mid-Point	Final Evaluation Date	Student Rating Final	Clinical Faculty Final
A. Apply principles of quality improvement to a problem encountered in clinical practice.						

B. Analyze the impact of contemporary trends and health system issues on the provision of nursing care.						

Student Comments Midterm	Faculty Comments Midterm
Student Comments Final	Faculty Comments Final

4. **USE HEALTH CARE SYSTEM RESOURCES AND TECHNOLOGY**

Use health care system resources and technology, including information technology, time, policies and procedures, materials, and equipment, to coordinate and deliver individual and / or population-focused care that is effective and efficient.	Mid-Point Evaluation Date	Student Rating Mid-Point	Clinical Faculty Mid-Point	Final Evaluation Date	Student Rating Final	Clinical Faculty Final
A. Gather and use appropriate resources and current evidence from nursing, allied health, and other resources in the delivery of nursing care.						

Student Comments Midterm:	Faculty Comments Midterm
Student Comments Final	Faculty Comments Final

5. **COMMUNICATE CLEARLY**

Communicate clearly in goal-oriented, culturally sensitive, caring, concise, and timely ways using written, verbal, non-verbal, and electronic modalities.	Mid-point Evaluation Date	Student Rating Mid-Point	Clinical Faculty Mid-Point	Final Evaluation Date	Student Rating Final	Clinical Faculty Final
A. Tailor communication to the cultural and developmental needs of patients and families.						
B. Communicate effectively in managing and delegating patient care.						

Student Comments Midterm:	Faculty Comments Midterm:

Student Comments Final:	Faculty Comments Final:

6. **DEMONSTRATE ACCOUNTABILITY FOR PROFESSIONAL PRACTICE**

Demonstrate accountability for professional practice using legal, ethical, and regulatory guidelines and participate in activities that contribute to life-long learning.	Mid-point Evaluation Date	Student Rating Mid-Point	Clinical Faculty Mid-Point	Final Evaluation Date	Clinical Faculty Mid-Point	Clinical Faculty Final
A. Hypothesize resolutions for ethical dilemmas encountered in practice.						
B. Reflect the ANA Code for Nurses, ANA Standards of Practice, and the NH Nurse Practice Act in the performance of the professional role.						
C. Follow Board of Nursing procedures in the desired state of licensure to register for the NCLEX-RN.						
D. Formulate strategies to address common challenges in transitioning to practice and professional development.						
Student Comments Midterm:	Faculty Comments Midterm					
Student Comments Final:	Faculty Comments Final					

Student/Clinical Faculty Mid-Point Evaluation:

Student	Clinical faculty
Signature:	Signature:
Date:	Date:

	Evaluation Summary	
Student	Midterm Goals	
	Final Comments and Goals	
Clinical Faculty	Midterm Comments	
	Final Comments	

Student/Clinical Faculty Final Review:

Student	Clinical faculty
Signature:	Signature:
Date:	Date:

Part 3 B. Capstone - Health Education Day Grading Rubric

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Nashua Community College
Department of Nursing
Capstone - Health Education Day Grading Rubric

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Name: _____   Date: _____ Score _____

Key: 5 Points = Satisfactory   3 Points - Needs Improvement   0 Points = Unsatisfactory

Criteria	5 points	3 points	0 points	Comments
Students Reflection Requirements for Paper				
Plan and Deliver Safe Individualized Care				
1. Provide evidence of how you contributed to the overall goals (objectives) and tasks to accomplish the class project.				
2. Provide evidence of how you identified, planned, and accomplished the goals within your subgroup for Health Education Day.				
Practice Collaboratively				
3. Provide evidence of your contribution to teamwork to facilitate group goals and describe your use of effective leadership or followership style.				
4. Describe how tasks were delegated among group members of your subgroup based on experience, the complexity of the task, time and skill necessary to complete the task (i.e., hospitality, equipment, AV/technology, logistics, maintenance, document creation/writing, speaker support, guest speaker contact, etc.)				
Support a Culture of Continuous Quality Improvement				
5. Did you encounter any actual or potential conflicts or obstacles? If so, describe how the conflict was resolved (i.e., using therapeutic communication, emotional intelligence, negotiation, and active listening skills). If you did not experience a conflict, how did you manage to avoid one?				
6. Describe your response and how you created an alternative plan to achieve goals in response to an obstacle.				
Use Health Care System Resources and Technology				
7. Demonstrate evidence of how you gathered and used appropriate, valid, current, and reliable resources to plan your educational program.				
8. Describe your time management skills that were or were not effective in completing tasks and accomplishing group goals.				

Communicate Clearly				
9. Demonstrate participation in Canvas discussions by posting and responding thoughtfully and timely.				
10. To what extent is your paper well-organized, follows the order of the above questions, and is well-documented as to how you participated in your subgroup.				
Demonstrate Accountability of Professional Practice				
11. Describe how you actively participated on the actual day of the event. What was your specific role?				
12. Did you encounter obstacles/challenges on the day of the event? How did you resolve them or avoid them? What would you have done differently?				
13. In summary, describe what you learned about yourself, your nursing peers, and the process of putting together an educational program.				
14. How did and will this Capstone Project affect your future role as a professional nurse?				
15. Paper was submitted on time, followed the order of the questions, and is substantial in its evidence of the student's work in the Capstone project.				
Average of Peer Evaluation Scores **Evaluate your peers in your subgroup on Canvas.**	**40 pts. (S)**		**0 pts. (U)**	
16. This student fully participated in identifying, planning, and accomplishing overall group goals.				
17. This student was active in communicating clearly and appropriately by making useful suggestions, giving constructive feedback, and providing praise and positive reinforcement to other peers.				
18. This student contributed to teamwork and facilitated group goals using effective follower and leadership style.				
19. This student demonstrated professional excellence by being accountable for their behavior, being truthful in all interactions, respecting the diversity of their peers, and demonstrating awareness of interdependence of group members.				
Final Grade: _____/100				

Part 3 C. Instructions and Rubric for Final Concept Map/Care Plan Project

Instructions for Final Concept Map/Care Plan Project
NURS240N

Concept Map/Care Plan Project**:** There will be a concept map-care plan project due for your pediatric and OB clinical experience. Then your final concept map-care plan project for your medical-surgical clinical. The maternity and pediatric concept map and care plan assignment will be due by the end of the week after your last clinical day. The Medical-Surgical Concept map/care plan due date is on the calendar. Consult the Concept Map/Care Plan Project grading rubric for the criteria of the project.

There are three parts to this project:

Part 1 – Concept Map

- Only page 1 of the Weekly Concept Map
- See instructions for Weekly Concept Map for page 1
- Connect the pertinent relationships shown between information on the concept map. (Drawing lines, numbering, or color-coding each connection of information.)

Part 2 – Care Plan

- Three nursing diagnosis is written in the 4-part process (not to include knowledge deficit)
- Three SMART objectives for each nursing diagnosis with one of them as an educational objective
- A minimum of three nursing interventions with a rationale for each intervention. (include education, collaboration, and consults, etc.)
- Reevaluation for each objective. However, if the patient did not meet this objective, what would be "your plan of action?"
- Find one evidenced-based article to support one of your nursing interventions. Highlight the intervention on the care plan and the sections within the article that supports the intervention.

Part 3 – Documentation

- SBAR (IPASS) report
- Progress note
- Quality Improvement Questions
  - What quality improvement or safety measure would improve the care you gave this patient on your shift today?
  - What quality improvements or safety measures might be needed to improve care for this type of patient in general?

Rubric for Final Concept Map/Care Plan Project

Criteria	10 points	7 points	3 points	0 points	Points	Comments
Plan and deliver safe, individualized care	**Concept Map includes (first page only)** information related to the patient: Demographics, medical diagnosis (chief complaint), past medical and surgical history, physical assessment, medications, labs/diagnostic studies. One possible complication for this client, with the anticipatory signs to monitor. Identified one or more health promotion/ prevention education for this patient Able to connect the pertinent relationships shown between information on the concept map **Care Plan** includes: Three nursing diagnoses (written correctly) Three SMART objectives (one being educational objective) for each diagnosis	**Concept Map** Includes (first page only) information related to the patient: Missing more than 25% of the critical points of the concept map. Shows some relationships between the various components of the concept map. **Care Plan** More than 50% of the nursing diagnosis and objectives are written correctly More than 50% of the interventions have rationales.	**Concept Map** Includes (first page only) information related to the patient: Missing more than 50% of critical points. Little effort made to show the relationship between the various components of the concept map. **Care Plan** Less than 50% of the nursing diagnosis and objectives are written correctly Less than 50% of the interventions have rationales	**Concept Map** No effort made **Care Plan** No effort made		

	Three interventions for each objective with a rationale for each intervention Reevaluation for each objective. A written plan of action for objectives not met.				
Communicate clearly	SBAR (IPASS) included and complete Progress Note The concept map and care plan are easy to follow, clear, and useful. The concept map and care plan show a high level of understanding of the entire patient's picture.	SBAR included and 75% complete. Acceptable effort but somewhat difficult to follow. The concept map and care plan show a modest understanding of the client's picture. Documentation completed in a clinical setting attached.	SBAR included with 50% completed. Very difficult to follow. Shows minimal understanding of the client's picture. Documentation completed in clinical not included	SBAR not included	
Support a culture of continuous quality improvement	A thoughtful and substantive response to the quality questions.	One of the quality questions were thoughtful and substantive.	Both responses to the quality questions were vague.	No response to quality questions.	
Healthcare system Resources and Technology	Attach reference from a nursing journal or nursing organization with pertinent information highlighted	Article attached but lacks usefulness	The article has very little application to client	No article attached	
Demonstrates accountability for professional practice	Work submitted on time	Work submitted on time	Not all portions of the project submitted on time	Work submitted late	

Total points possible = 60 points	Scores below 48 points must be revised and passed in for a second evaluation by the clinical instructor			Total Points	/60	

Part 3 D. ATI EXAM: Comprehensive Predictor Outcomes

Content areas that are =/< 50% of students answered correctly

KEY

Aqua highlight = 2nd year scored <50%;   *Violet highlight = 3rd year scored <50%*   *Red highlight = 4th year scored <50%*
Green highlight = not taught in depth in curriculum as of test date   *Yellow highlight = not taught in curriculum*
Red = scores down from year before   *Green = scores up from year before*

Class of 2017 Form 2016 Retake 11559736 05-02-2017	Class 0f 2018 Form 2016 Retake 13276276 05-02-2018	Class of 2019 Form 2019 Retake #15235017 05/08/2019	Class 0f 2020 Form 2019 Retake #17799582 04/29/2020
Adjusted group score 72.8% Group percentile rank – national: 82 Group percentile rank – program: 82 NCLEX probability – Individual Score 99% - **3** >=80.7% 98% - **2** 77.3% - 79.3% 96%-97% - **3** 74.0% - 76.7% 94% - 95% - **2** 72.0% - 73.3% 91% - 93% - **1** 70.0% - 71.3% 89% - 90% - **0** 68.7% - 69.3% <u>84% - 87% - **1**</u> 66.7% - 68.0% 80% - 82% - **2** 65.3% - 66.0% 73% - 78% - **1** 63.3% - 64.7% 59% - 71% - **0** 60.0% - 62.7% 31% - 56% - **1** 54.0% - 59.3% 1% - 28% - **0** 0.0% - 53.3% Benchmark: 85% Data = 11/17 (64.7%)	Adjusted group score 74.8% Group percentile rank – national: 89 Group percentile rank – program: 89 <u>NCLEX probability – Individual Score</u> 99% - **5** >=80.7% 98% - **3** 77.3% - 79.3% 96%-97% - **4** 74.0% - 76.7% 94% - 95% - **2** 72.0% - 73.3% 91% - 93% - **2** 70.0% - 71.3% 89% - 90% - **0** 68.7% - 69.3% <u>84% - 87% - **2**</u> 66.7% - 68.0% 80% - 82% - **0** 65.3% - 66.0% 73% - 78% - **2** 63.3% - 64.7% 59% - 71% - **0** 60.0% - 62.7% 31% - 56% - **0** 54.0% - 59.3% 1% - 28% - **0** 0.0% - 53.3% Benchmark: 85% Data = 16/20 (80%)	Adjusted group score – 74.2% Group percentile rank – national: 66 Group percentile rank – program: 66 <u>NCLEX probability – Individual Score</u> 99% - 2 >=80% 98% - 1 77.2% - 79.4% 96% - 97% - 4 74.0% - 76.8% 94% - 95% - 0 72.0% - 73.4% 91% - 93% - 1 70.0% - 71.4% 89% - 90% - 0 68.6% - 69.4% <u>84% - 87% - 1</u> 66.6% - 68.0% 80% - 82% - 0 65.2% - 66.0% 73% - 78% - 1 63.2% - 64.8% 59% - 71% - 1 60.0% - 62.8% 31% - 56% - 0 54.0% - 59.4%	Adjusted group score – 74.9% Group percentile rank – national: 71 Group percentile rank – program: 71 <u>Predicted probability of Passing NCLEX-RN Score - # of students</u> 99% - 2 98% - 3 95% - 97% - 3 90% - 94% - 3 <u>85% - 89% - 0</u> 80% - 84% - 0 70% - 79% - 0 60% - 69% - 1 50% - 59% - 0 40% - 49% - 1 30% - 39% - 0 1% - 29% - 0 Benchmark: 85% Data11/13 (85%)

		1% - 28% - 0 0.0% - 53.4% Benchmark: 85% Data = 9/11 – 82%	
Major Content Areas, Group Scores Management of care 76.9% 1st Safety/infection control 69.8% 8th Health promotion & maintenance 73.7% 3rd Psychosocial integrity 73.6% 4th Basic care & comfort 76.0% 2nd Pharm & parenteral therapies 70.7% 7th Reduction of risk potential 70.5% 6th Physiological adaptation 71.1% 5th	**Major Content Areas, Group Scores** Management of care 79.2% 2nd Safety/infection control 72.2% 7th Health promotion & maintenance 76.8% 3rd Psychosocial integrity 67.7% 8th Basic care & comfort 79.6% 1st Pharm & parenteral therapies 75.9% 4th Reduction of risk potential 72.8% 6th Physiological adaptation 72.9% 5th	**Major Content Areas, Group Scores** Management of care (79.4%) 2nd Safety/infection control (79.8%) 1st Health promotion & maintenance (75.3%) 5th Psychosocial integrity (67.1%) 7th Basic care & comfort (78.3%) 3rd Pharm & parenteral therapies (64.8%) 8th Reduction of risk potential (70.2%) 6th Physiological adaptation (76.6%) 4th	**Major Content Areas, Group Scores** Management of care (81.0%) 2nd Safety/infection control (82.1%) 1st Health promotion & maintenance (72.0%) 7th Psychosocial integrity (72.2%) 6th Basic care & comfort (73.4%) 5th Pharm & Parenteral therapies (72.6%) 4th Reduction of risk potential (74.8%) 3rd Physiological adaptation (67.4%) 8th
Nursing Process Assessment 72.8% 3rd Analysis/diagnosis 70.5% 5th Planning 77.7% 1st Implementation/intervention 71.6% 4th Evaluation 75.4% 2nd	**Nursing Process** Assessment 69.4% 5th Analysis/diagnosis 73.0% 4th Planning 78.0% 2nd Implementation/intervention 75.4% 3rd Evaluation 80.9% 1st	**Nursing Process** Assessment (69.7%) Analysis/diagnosis (70.7%) Planning (71.1%) Implementation/intervention (78.6%) Evaluation (70.7%)	**Nursing Process** Assessment (72.7%) Analysis/diagnosis (69.2%) Planning (79.4%) Implementation/intervention (75.7%) Evaluation (72.4%)
Thinking Skills Foundational thinking 72.8% Clinical judgment/critical thinking 72.8% Priority setting 72.6%	**Thinking Skills** Foundational thinking 71.3% Clinical judgment/critical thinking 75.4% Priority setting 80.9%	**Thinking Skills** Foundational thinking (83.5%) Clinical judgment/critical thinking (73.4%) Priority setting (74.2%)	**Thinking Skills** Foundational thinking (75.3%) Clinical judgment/critical thinking (74.9%) Priority setting (79.8%)
BSN Essentials	**BSN Essentials**	**BSN Essentials**	**BSN Essentials**

--*(New)Liberal Ed for Baccalaureate Generalist Nursing Practice 75.0% --Basic Organization & Systems Leadership for QA & Pt Safety 70.0% --Scholarship for EBP 69.2% --Information Management & application of patient care Technology 75.0% --Healthcare policy: finance, & regulatory environment 87.5% --Interprofessional communication & collaboration 83.3% --Clinical Prevention & Population Health 70.4% --Professionalism & Professional Skills 70.8% --Baccalaureate Generalist Nursing Practice 74.5%	--Liberal Ed for Baccalaureate Generalist Nursing Practice 72.7% --Basic Organization & Systems Leadership for QA & Pt Safety 52.5% --Scholarship for EBP 72.0% --Information Management & application of patient care Technology 100% --Healthcare Policy, Finance & regulatory environment (--Interprofessional communication & collaboration 81.6% --Clinical Prevention & Population Health 75.0% --Professionalism & Professional Skills 100% --Baccalaureate Generalist Nursing Practice 74.9%	--Liberal Ed. For BSN Generalist Nursing Practice (72.7%) --Basic org & systems leadership for quality care & patient safety (78.5%) --Scholarship for EBP (73.7%) --Information management & application of patient care technology (72.7%) --Healthcare policy. Finance, & regulatory environments (100%) --Interprofessional communication & collaboration (77.3%) --Clinical prevention and population health (72.2%) --Professionalism and professional values (77.3%) --Baccalaureate generalist nursing practice (72.7%)	--Liberal Ed. For BSN Generalist Nursing Practice (76.9%) --Basic org & systems leadership for quality care & patient safety (88.1%) --Scholarship for EBP (65.8%) --Information management & application of patient care technology (69.2%) --Healthcare policy. Finance, & regulatory environments (80.8%) --Interprofessional communication & collaboration (83.5%) --Clinical prevention and population health (77.1%) --Professionalism and professional values (46.2%) --Baccalaureate generalist nursing practice (78.4%)
QSEN Safety 73.6% Patient-Centered Care 72.5% Evidenced Based Practice 69.9% Informatics 75.0% Quality Improvement 81.3% Teamwork & Collaboration 84.0%	**QSEN** Safety 75.3% Patient-Centered Care 73.4% Evidenced Based Practice 75.6% Informatics 58.3% Quality Improvement 75.0% Teamwork & Collaboration 82.3%	**QSEN** Safety (75.3%) Patient-Centered Care (71.6%) Evidenced Based Practice (74.3%) Informatics (72.7%) Quality Improvement (70.5%) Teamwork & Collaboration (81.8**)**	**QSEN** Safety (80.9%) Patient-Centered Care (78.0%) Evidenced Based Practice (66.2%) Informatics (69.2%) Quality Improvement (82.1%) Teamwork & Collaboration (78.8**)**
Clinical Areas Fundamentals 81.0% 1st Adult Medical-Surgical 70.2% 8th Maternal Newborn 75.4% 6th Mental Health 62.1%	**Clinical Areas** Fundamentals 68.7% 7th Adult Medical-Surgical 73.4% 6th Maternal Newborn 79.2% 4th Mental Health 65.3% 9th	**Clinical Areas** Fundamentals (76.5%) 4th Adult Medical-Surgical (74.1%) 6th Maternal Newborn (71.6%) 7th	**Clinical Areas** Fundamentals (79.3%) 2nd Adult Medical-Surgical (71.4%) Maternal Newborn (75.1%) 4th Mental Health (69.7%) 7th

Nursing Care of Children 63.8% 9th Leadership 78.9% 5th Community Health 78.1% 4th Pharmacology 71.2% 7th Nutrition 79.7% 2nd	Nursing Care of Children 79.7% 3rd Leadership 83.7% 1st Community Health 75.5% 5th Pharmacology 80.0% 2nd Nutrition 68.6% 8th	Mental Health (63.6%) 9th Nursing Care of Children (80.6%) 1st Leadership (79.8%) 2nd Community Health (78.8%) 3rd Pharmacology (70.6%) 8th Nutrition (74.5%) 5th	Nursing Care of Children (76.4%) 3rd Leadership (82.8%) 1st Community Health (72.3%) 6th Pharmacology (74.0%) 5th Nutrition (63.1%) 8th
NLN Competency Human Flourishing 78.4% Nursing Judgment 72.7% Professional Identity 72.4% Spirit of inquiry 69.0%	**NLN Competency** Human Flourishing 73.8% Nursing Judgment 74.7% Professional Identity 80.8% Spirit of inquiry 73.2%	**NLN Competency** Human Flourishing (75.3%) Nursing Judgment (73.3%) Professional Identity (79.0%) Spirit of inquiry (73.7%)	**NLN Competency** Human Flourishing (80.6%) Nursing Judgment (74.3%) Professional Identity (73.6%) Spirit of inquiry (72.2%
Management of Care Establishing Priorities - Medications for psychotic disorders: prioritizing client care 37.5% - Practice settings and aggregates: Priority action before a home visit 43.8%	**Management of Care** Continuity of Care - Safe medication administration and error reduction; transcribing prescriptions (25%) Informed Consent - Professional responsibilities (40%) -	**Management of Care** Advocacy - Professional responsibilities: communicating with clients who do not speak the same language as nurse (45.5%) Performance Improvement - Coordinating client care; teaching about implementing critical pathways (45.5%)	**Management of Care** Assignment, Delegation, & Supervision - Managing Client Care: Planning to Follow Progressive Discipline (46.2%) Legal Rights & Responsibilities - Practice Settings and Nursing roles in the Community: Priority action for suspected physical abuse (30.8%)

Safety and Infection Control Accident/error/injury prevention - Preoperative nursing care: risk factors for latex allergy 6.3% Use of restraints/safety devices - Chronic neuromusculoskeletal disorders: Treatment of positional plagiocephaly 25.0%	**Safety and Infection Control** Accident/error/injury prevention - Mobility and Immobility; pressure ulcers (45%) - Preoperative nursing care; evaluating client understanding of latex allergy (45%) - Mobility and immobility; preventing contractures (50%) Handling hazardous and infectious materials - CA treatment options: caring for a client who has a sealed radiation implant (15%)	**Safety and Infection Control** Handling Hazardous and infectious Materials - CA treatment options: caring for a client who has radiation implant (45.5%) Use of restraints/safety devices - Legal and ethical issues; appropriate nursing action when caring for client in seclusion (36.4%)	**Safety and Infection Control** Standard Precautions/Transmission-Based Precautions/Surgical Asepsis - Medical & Surgical Asepsis: maintaining a sterile field while pouring sterile solution (38.5%)
Health Promotion & Maintenance Ante/Intra/Postpartum and NB Care - Assessment of fetal well-being: screening tests at 16 weeks of gestation 43.8%	**Health Promotion & Maintenance** Anta/Intra/PP and NB care - Nursing care and discharge teaching; circumcision (50%) Techniques pf Physical Assessment - Electrolyte imbalances; priority assessment for suspected hypocalcemia (45%)	**Health Promotion & Maintenance** Health Promotion/Disease Prevention - Immunization; immunization during pregnancy (27.3%)	**Health Promotion & Maintenance** Health Promotion/Disease Prevention - Gastrointestinal Therapeutic Procedure: Evaluating teaching about bariatric surgery (38.5%)
Psychosocial Integrity Chemical & other dependencies/substance use disorder - Substance use and addictive disorders: stimulant withdrawal 31.3%	**Psychosocial Integrity** Behavioral interventions - Anxiety Disorders; identify mild anxiety (35%) Therapeutic Communication - Effective communication: therapeutic response to the partner of a client who has bipolar disorder (50%)	**Psychosocial Integrity** Behavioral Interventions - Anxiety disorders; identifying mild anxiety (45.5%) Support Systems Neurocognitive disorders: teaching family members of a client who has dementia (45.5%)	**Psychosocial Integrity** - N/A
Basic Care and Comfort Nutrition and Oral Hydration - Acute and chronic glomerulonephritis; Dietary choices 43.8%	**Basic Care and Comfort** Nutrition and Oral hydration - Chronic obstructive pulmonary disease; managing nutrition (35%)	**Basic Care and Comfort** Elimination - Mobility and immobility; planning a bowel-training program (36.4%) Nutrition and Oral Hydration	**Basic Care and Comfort** Elimination - Postpartum Physiological Adaptations: Interventions to promote voiding (38.5%) -

		- Burns; supporting nutritional requirements (45.5%) - Nutritional assessment/data collection; calculating a client's BMI (45.5%)	
Pharmacological & Parenteral Therapies Adverse effects/Contraindications/SE/Interactions - Medications for depressive disorders: Client teaching about Phanelzine 12.5% Expected Actions/Outcomes - Electrolyte imbalance: interpreting Rhythm Strip for Hyperkalemia 12.5%	**Pharmacological & Parenteral Therapies** Adverse effects/contraindications/SE/interactions - Medications for depressive disorders; monitoring to adverse effects of amitriptyline (45%) - Contraception; contraindications for combination oral contraceptives (50%) - Psychotic disorders; reportable adverse effects of Haloperidol (50%) - Vitamins, mineral, and supplements; contraindications for potassium administration (50%)	**Pharmacological & Parenteral Therapies** Adverse effects/contraindications/SE/Interactions - Medications for psychotic disorders reportable finding in a client who has schizophrenia (18.2%) Expected Actions/Outcomes - Adjuvant medications for pain; client teaching about glucocorticoid therapy (36.4%) Medication Administration - Disorders of the eye; teaching a client about timolol (9.1%) - PP physiological adaptations; interventions for constipation (45.5%)	**Pharmacological & Parenteral Therapies** Adverse effects/Contraindications/Side Effects/Interactions - Medications affecting Coagulation: Contraindications for ASA (30.8%) Medication Administration - Diabetes mellitus: Selecting a Long-Acting Insulin (30.8%) Pharmacological Pain Management - Connective tissue disorders: Pain Medication for Fibromyalgia (23.1%) -
Reductions of Risk Potential Potential for complications of dx test/treatment/procedures - Arthroplasty: Postop care following total hop arthroplasty 43.8% Therapeutic procedures - Postop Nursing care: client care following mastectomy 31.3%	**Reduction of Risk Potential** Laboratory Values - Cushing's Disease/syndrome; expected lab findings (40%) Potential for alternation in body systems - Stroke; priority nursing intervention (50%) Potential for complications for dx tests/treatments/procedures - Intravenous therapy: nursing action for a client who has phlebitis (50%)	**Reductions of Risk Potential** Laboratory Values - Cardiac glycosides and heart failure; lab results to report for digoxin therapy (45.5%) Potential for complications of dx tests/treatment/procedures - Pacemakers: evaluating teaching for a client who has an implantable	**Reductions of Risk Potential** Potential for complications of diagnostic tests/treatments/procedures - Nasogastric intubation and enteral feedings: Findings that indicate misplacement of tube (46.2%) -

		cardioverter defibrillator (36.4%) - Chest tube insertion and monitoring; caring for a client who has a chest tube attached to a water seal drainage (45.5%) Potential for complications from surgical procedure and health alterations - Meningitis; priority action for bacterial meningitis (36.4%)	
Physiological Adaptation Alterations in Body Systems - Renal Disorders: Risk factors for glomerular Disease 37.5% Pathophysiology - Disorders of the eye: manifestations of acute glaucoma 25.0% - Visual and hearing impairments: Expected findings for retinoblastoma 25.0%	**Physiological Adaptation** Illness Management - Anesthesia and moderate sedation; lab values to report (40%) - Cardiovascular disorders: planning care for a child who has Kawasaki disease (45%) Pathophysiology - Personality disorders; histrionic personality disorder (40%)	**Physiological Adaptation** Alterations in Body Systems - Postoperative nursing care: priority action for a client who has nausea (45.5%)	**Physiological Adaptation** Alterations in Body Systems - Pressure Injury, Wounds, & Wound Management: Wound Care for an abdominal incision (7.7%) - Head injury: Caring for a client who has cerebral edema (23.1%) - Chronic Neuromusculoskeletal Disorders: Teaching about Management of Juvenile Idiopathic Arthritis (46.2%) - Respiratory Management and mechanical Ventilation: Effectiveness of Endotracheal Suctioning (46.2%) Hemodynamics - Peripheral Vascular Disease: Interventions for deep-vein thrombosis (38.5%