

Vocational Nursing Assessment 2003--2004

Schreiner University

1. State the educational purpose of the assessment program:

The Vocational Nursing Program prepares students to become a part of the health care team working under the supervision of licensed physicians and /or registered nurses to provide patient care in variety of settings.

The role of the LVN in the delivery of health care today demands greater skills and responsibilities than in the past. The nursing faculty work together and in cooperation with the nursing staff of area health care facilities to provide the knowledge base and the 'hands-on' clinical application needed for our students to become competent, caring nurses in our community.

2. Educational goals, assessment for each goal, performance standards, and findings:

Upon graduating with a major in Vocational Nursing a student will be able to:

Goal 1: Assist in determining the health status and health needs of clients based on interpretation of health-related data & preventive health practices, in collaboration with clients.

Annual Pass Rates for licensure by the Board of Vocational Nurse Examiners

1997----91 %

1998----88 %

1999----96 %

2000----88 %

2001----91 %

2002----88%

2003---92%

Average for these years is 90.6 %.

Curriculum: Emphasis will be placed on assessment in the Fundamentals of Nursing Course (VONR 1003). We will also continue to expand on this skills in the nursing components of the curriculum—Geriatric, Pediatric, Obstetric, Medical/Surgical Nursing---VONR 2007, 2008, 2011,2012, 2013. We will begin the use of the nursing process in Personal/Vocational Relationships (VONR 1001). We will build and expand upon this ability in the clinical settings in Level I, II and III of our program.

Faculty Development: Faculty will include in each individual course structure content to emphasis patient/client assessment of health and identification of needs.

Out-of-class Experience: Clinical application experience will be planned throughout the curriculum to give ample opportunity for students to develop this skill in the following clinical sites:

South Texas Veterans Health Care System—(VA @ Kerrville)
Sid Peterson Memorial Hospital
Ameripark Care Center

Goal 2: Assist in the formulation of goals/outcomes and a plan of care in collaboration with the client.

Performance evaluation is annual pass rates as stated above.

Curriculum: The problem-solving approach, or the Nursing Process is introduced in VONR 1001, 1003 in level I. In Level II, VONR 2007 and 2009 continue to emphasize this problem-solving technique. In level III, VONR course 2011, 2012, 2013 utilize the nursing process in teaching patient care related to disease, illness and injury.

Faculty Development: Each instructor will incorporate the use of the nursing process as appropriate in all VONR courses.

Out of class experience: We begin the clinical application of the nursing process in Level II of our program, while students are using the VA and Ameripark for clinical rotation sites. In Level III at Sid Peterson they are able to expand their abilities in using the nursing process in patient care in the acute care setting.

Goal 3: Implement plan of care within legal and ethical parameters, including scope of education, in collaboration with the client in meeting health care needs.

Performance evaluation is annual pass rates as stated above.

Curriculum: In VONR, legal and ethical issues in health care are covered in a variety of ways, including class discussion, videos, and written projects, as well as a review of the Vocational Nurse Act and the role of the Board of Vocational Nurse Examiners. Across the curriculum in every course, emphasis is placed on working within the appropriate scope of practice as an SVN, and ultimately as an LVN.

Faculty Development: Faculty are a role-model for students in first of all maintaining current licensures, meeting continuing education requirements as well as in the clinical setting.

Out of class experience: Our students have written clinical objectives for rotating through a variety of health care settings in our community. These objectives help the student to focus on specific learning goals in rendering nursing care to their assigned patients.

Goal 4: Implement teaching plan for clients with common health problems and well defined learning needs.

Performance evaluation as stated above.

Curriculum: Emphasis on the teaching responsibilities of the nurse is addressed early in our curriculum, beginning in VONR 1001 and 1003. In each of the nursing courses in our program, teaching needs of the patient/client are also included in the discussion of disease, disorders and related nursing care.

Faculty Development: Each instructor will include this aspect of care as appropriate to her individual courses. The clinical instructor will also assist the student in the clinical setting to include teaching needs while providing nursing care to assigned patients.

Out of class experience: Students are encouraged and expected to participate in teaching their assigned patients regarding their treatment plans, medications and discharge teaching to maintain health and wellness.

Goal 5: Assist in the evaluation of the client's responses and outcomes to therapeutic interventions.

Curriculum: Evaluation is emphasized from the beginning of our program when the nursing process is introduced in VONR 1001. Throughout the clinical rotations during the year the students use the nursing process with their assigned patients.

Faculty Development: Each clinical instructor will assist her students to evaluate therapeutic interventions and determine if goals are met or if plans need to be revised to better meet the client need.

Out of class experience: The students work in the various clinical settings, in long-term care, as well as acute care using all five steps of the nursing process.

Goal 6: Provide direct basic care to assigned multiple clients in structured settings.

Curriculum: Care is taken to coordinate classroom teaching with clinical experience throughout the year.

Faculty Development: Clinical instructors are responsible for patient care assignments in each clinical setting. Wherever possible assignments are made to correspond to classroom instruction.

Out of class experience: In Level I we begin by making only one patient assignment to each student. As progression through the program is achieved, at the end of Level III, students are providing primary nursing care to a group of patients in an acute care setting.

UPDATE: October 6, 2004

In faculty meetings over several months, in the summer of 2002, the nursing faculty worked through revisions of our clinical objectives, expectations, and student assignments. We consolidated our paper work to be consistent throughout the program through all three levels of clinical rotations. The purpose is to allow students to build upon knowledge and skills from each level in our program. The ultimate aim is to assist the student with critical thinking skills, through the nursing process, to:

1. Identify patient/client needs (goal #1)
2. Set specific, measurable, and realistic goals/outcomes (goal #2)
3. Plan and implement care to meet health care needs (goal #3)
4. Assist in patient/client teaching regarding health care needs (goal #4)
5. Evaluate patient/client response to therapeutic interventions. (goal #5)

We, as a nursing faculty also worked through our expectations of student work and performance to maintain consistency of focus in each facility and with each individual instructor.

Since initiating these changes, we have seen significant progress with student performance. Our students in Level III, the last semester of our program, do their basic clinical work at Sid Peterson Memorial Hospital. We have found that our student come to the level with a better understanding and use of the nursing process. This is evidenced by:

1. More thorough problem lists for assigned patients.
2. Nursing care plans done weekly on assigned patients and for clinical case studies have shown improvement.
3. Evaluations from clinical instructors as well as from facility staff of student performance. This is seen by written as well as verbal reports of students' work in giving basic patient care.
4. More active involvement with patient teaching regarding medications, preventive care and discharge teaching.

Goal # 6 has been most successfully achieved in the last rotation schedule of Level III. During this time, students are working with the hospital staff with a group of from 3-5 patients. They are focusing on the following skills:

1. Assessment of patients to identify priorities of need and care.
2. Organization skills to provide total care to a group of patients.
3. Communication skills in working with patients, their families, as well as nurses and other members of the health care team.

Some students still are having difficulty establishing specific, measurable, and realistic goals at the beginning of this semester. However, with continued guidance from clinical instructors, they are able to develop this skill throughout their experience at SPMH.

Another area where students still are having difficulty is in utilizing lab and diagnostic test data. Our goal is to enable students to use this information to identify patients' needs and respond appropriately with nursing care and interventions. We will continue to use our individual clinical conferences with students to help them more keenly develop this skill. We will help students learn to use their reference book (Diagnostic & Laboratory Tests) more efficiently.

We have also initiated several steps to better prepare our graduates in the area of IV Therapy:

1. We have purchased two IV practice arms. We are using these as skills lab practice in Level III during Med/Surg Nursing II.
2. We have also begun allowing students to administer IV medications on the 5th floor medical / surgical nursing unit at SPMH, under the direct supervision of their clinical instructor.
3. At the discretion of the instructor, students may also be allowed to start IVs with certain patients, also on the 5th floor unit.

We feel these skills are needed by LVNs in certain hospitals and including this opportunity will better prepare our graduates to work in our community.