

Vocational Nursing Assessment 2004--2005

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%

2004----96%

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 # 1: During the 2004—2005 academic year our students have shown progress in utilizing patient data regarding lab studies and diagnostic tests to better recognize needs and plan nursing intervention.

This is evidenced by their clinical paperwork and preparation as well as their verbalization of the clinical picture presented by the assigned patients. Their identification of patient problems is continuing to improve.

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 # 2: During 2004—2005 our students have made progress in being able to set specific, measurable and realistic goals as part of the nursing process in meeting patients' needs.

This is evidenced by more students having started Level III, the last semester with better overall skills in working with the nursing process.

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.

Goals 3, 4, 5: During 2004—2005 our students have done well in caring for patients in a variety of settings. They have performed well clinically and the spring, 2005 class also had a pass rate of 96%

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.

Goal # 6: During 2004—2005 we have expanded focus on IV Therapy in our curriculum and clinical skills. We are continuing to make use of the IV practice labs to prepare students for working in the clinical setting. We have added a new part-time instructor for clinical teaching in Level III. With this new addition we are now using both Medical-Surgical units at Sid Peterson Memorial Hospital (SPMH) to allow our students to participate in IV Therapy with their assigned patients.

This is working well as evidenced by the hospital staff at SPMH. The staff is pleased that our graduates are beginning employment with them having had these clinical opportunities. This enables our students to be better prepared to provide direct basic patient care as new graduates working in nursing.