

1. Introduction

Unit Mission Statement:

The College of Nursing Bachelor of Science in Nursing program develops nurses who are prepared to foster health and well-being among the people of Kentucky, the region, and the world through inter-professional collaboration, the application of research, and excellence in practice and service in an ever-changing health care environment.

Basic Assessment Approach:

The College of Nursing pursues a unified approach to program assessment which meets the accreditation standards of both professional nursing and university accreditors. This approach tracks the alignment and delivery of learning outcomes across the curriculum, as shown in the attached curriculum map. All program-level student learning outcomes will be formally assessed on a three-year cycle, which is included in section four below. This assessment will include direct measurement of student work and clinical performance. Several indirect measures of program quality required for accreditation will also be tracked, such as program completion rates and licensure and certification pass rates for graduates.

Definition of Key Terms:

AACN Essentials: The American Association of Colleges of Nursing (AACN) has defined eight “Essentials” which outline the curricular elements and competencies that must be present in accredited programs conferring the Doctor of Nursing Practice degree. These Essentials provide the student learning outcomes for UK’s DNP program, and are detailed in: [*The Essentials of Baccalaureate Education for Professional Nursing Practice \(AACN, 2008\)*](#)

Assessment: A strategy for understanding, confirming, and improving student learning through a continuous, systematic process.

Curriculum Map: A visual depiction of how learning outcomes and/or professional standards are translated into individual courses taught within a program

Learning Outcomes: Statements of learning expectations.

Indirect Evidence: Data from which you can make inferences about learning but do not demonstrate actual learning, such as perception or comparison data. Includes, but is not limited to: surveys, focus groups, exit interviews, course grades, and institutional performance indicators.

Direct Evidence: Students show achievement of learning goals through performance of knowledge and skills. Includes, but is not limited to: capstone experiences, score gains between entry and exit, portfolios, and substantial course assignments that require performance of learning.

Preceptor: A preceptor is an individual with demonstrated competence in nursing who serves as a teacher/coach, leader/influencer, facilitator, evaluator, socialization agent, protector, and role model to develop and validate the competencies of students in clinical settings and ensure patient safety.

2. Assessment Oversight, Resources

Assessment of all College of Nursing programs is coordinated by the Assistant Dean for Academic Operations and Assessment (Sherry Holmes, MSN, RN) and the Assessment Coordinator (Heidi Hiemstra, PhD.). They are joined on the BSN program assessment team by the Associate Dean for Undergraduate Studies (Patricia Burkhart, PhD, RN) and the BSN Program Director (Darlene Welsh, PhD, RN). This team works collaboratively to define and measure student learning outcomes, plan and monitor assessment and improvement activities, and write annual assessment reports.

3. CCNE Key Elements of Successful Nursing Programs

The College of Nursing's BSN program is accredited by the American Association of Colleges of Nursing (AACN), Commission on Collegiate Nursing Education (CCNE). In October 2012, the CCNE Board of Commissioners granted accreditation to the baccalaureate degree program in nursing and the Doctor of Nursing Practice program at the University of Kentucky for ten years, extending to December 31, 2022.

CCNE accreditation standards include specific requirements for the assessment of program effectiveness in Standard IV, Program Effectiveness: Assessment and Achievement of Program Outcomes. An overview of the standard's key elements are listed below:

- A. A systematic process is used to determine program effectiveness.
- B. Program completion rates demonstrate program effectiveness.
- C. Licensure and certification pass rates demonstrate program effectiveness.
- D. Employment rates demonstrate program effectiveness.
- E. Program outcomes demonstrate program effectiveness (includes student learning outcomes and other assessments not specifically mentioned above).
- F. Faculty outcomes, individually and in the aggregate, demonstrate program effectiveness.
- G. The program defines and reviews formal complaints according to established policies.
- H. Data analysis is used to foster ongoing program improvement.

Note that the process, data analysis and program improvement requirements parallel that of SACSCOC accreditation and those of the University Assessment Council. The full text of this standard is included in Appendix A for reference.

4. Program-Level Learning Outcomes and Reporting Cycle

Outcome Number	Student Learning Outcome	Cycle	Academic Year	Reporting Year
Outcome 1:	Integrates knowledge, skills, and values from the arts and sciences to provide humanistic, safe, quality care (AACN Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice).	Year 1	2015-2016	October 31, 2016
Outcome 2:	Demonstrates clinical reasoning in making independent and collaborative decisions in a complex health care system (AACN Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety)	Year 1	2015-2016	October 31, 2016
Outcome 3:	Applies a systematic process consistent with professional standards and evidence-based practice to prevent illness and injury; promote, maintain, and restore client health; or support clients toward a peaceful death (AACN Essential III: Scholarship for Evidence-Based Practice).	Year 1	2015-2016	October 31, 2016
Outcome 4:	Demonstrates skills in using patient care technologies, information systems, and communication devices that support safe and effective care (AACN Essential IV: Information Management and Application of Patient Care Technology).	Year 2	2016-2017	October 31, 2017
Outcome 5:	Demonstrates leadership, responsibility and accountability in addressing health care issues (AACN Essential V: Healthcare Policy, Finance, and Regulatory Environments).	Year 2	2016-2017	October 31, 2017
Outcome 6: *GCCR*	Employs oral and written communication and inter-professional collaboration in providing safe, high quality care to improve client health outcomes (AACN Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes).	Year 2	2016-2017	October 31, 2017
Outcome 7:	Demonstrates caring, professionalism, and respect in providing nursing care to diverse populations in a variety of settings (AACN Essential VII: Clinical Prevention and Population Health).	Year 3	2017-2018	October 31, 2018
Outcome 8:	Demonstrates the professional standards of moral, ethical, and legal conduct (Essential VIII: Professionalism and Professional Values).	Year 3	2017-2018	October 31, 2018
Outcome 9:	Understands the scope of generalist nursing practice and applies its principles in clinical practice (Essential IX: Baccalaureate Generalist Nursing Practice).	Year 3	2017-2018	October 31, 2018

Essentials and stated student learning outcomes taken or adapted from: [The Essentials of Baccalaureate Education for Professional Nursing Practice \(AACN, 2008\)](#)

5. Curriculum Map

The curriculum map can be found in Attachment B.

6. Assessment Methods and Measures

Direct Measures:

- Medication Mathematics (Med Math) exam
- Final Clinical Evaluation in capstone course NUR 886 - Synthesis of Clinical Knowledge for Nursing Practice
- Evidence-Based Practice Paper
- Evidence-Based Practice Presentation
- Evidence-Based Clinical Project (RN-BSN option only)

Indirect Measures:

- Program completion rates
- Licensure and certification pass rates
- Employment rates
- End-of-course evaluations
- Senior Job Placement Survey

7. Data Collection and Review

The primary point of summative assessment in the BSN program is the final clinical evaluation of students at the end of capstone course NUR 886 - Synthesis of Clinical Knowledge for Nursing Practice. In this course, students engage in clinical practice for 225 hours, which includes direct patient care and/or the completion of clinical projects. This work is done under the direct supervision of nurse preceptors, giving preceptors ample opportunity to observe and guide student progress. A copy of this evaluation is included as Appendix C: Preceptor Final-Rotation Evaluation of Student Clinical Performance.

The BSN program has three different options, which have different clinical requirements. Traditional BSN and second-degree BSN students are required to take multiple clinical courses and rotate through different nursing settings to ensure that graduates can provide safe, effective care upon completion. RN-BSN students are already licensed, practicing nurses with substantial real-world clinical experience when they enter the program. These students take fewer clinical courses, and those courses are focused on developing higher-order clinical reasoning and professional skills.

Outcome & Method	Data Source	Collection Process (include time frame)	Target
Outcome 1: Integrates knowledge, skills, and values from the arts and sciences to provide humanistic, safe, quality care.			
Metric 1.1	Medication Math (Med Math) exam	Course coordinator administers and grades the exam, which students have three opportunities to successfully complete. The Course Coordinator will keep the completed exams in a locked file for 1 year. Summary data will be shared with the assessment office annually at the end of the spring semester.	All students must earn a score of 100% on the Med Math exam to pass the Synthesis course and complete the BSN program.
Metric 1.2	Evidence-Based Clinical Project (RN-BSN option only)	The Course Coordinator will evaluate the quality of the clinical project and maintain records of student performance on each project. Forms will be placed in the student's CON file. Summary data will be shared with the assessment office annually at the end of the spring semester.	All students must earn a "pass" rating on the clinical project to pass the course and complete the BSN program.
Outcome 2: Demonstrates clinical reasoning in making independent and collaborative decisions in a complex health care system.			
Metric 2.1	<i>Analytic and clinical reasoning abilities</i> clinical learning outcome on final clinical evaluation in Synthesis course.	Nurse preceptors perform summative assessment and submit to the Synthesis Course Coordinator at the end of the senior year. Forms will be placed in the student's CON file. Summary data will be shared with the assessment office annually at the end of the spring semester.	100% of students must meet or exceed expectations on the <i>analytic and clinical reasoning abilities</i> clinical learning outcome.

Outcome & Method	Data Source	Collection Process (include time frame)	Target
Outcome 3: Applies a systematic process consistent with professional standards and evidence-based practice to prevent illness and injury; promote, maintain, and restore client health; or support clients toward a peaceful death.			
Metric 3.1	<i>Nursing knowledge</i> clinical learning outcome on final clinical evaluation in Synthesis course.	Nurse preceptors perform summative assessment and submit to the Synthesis Course Coordinator at the end of the senior year. Forms will be placed in the student's CON file. Summary data will be shared with the assessment office annually at the end of the spring semester.	100% of students must meet or exceed expectations on the <i>nursing knowledge</i> clinical learning outcome.
Outcome 4: Demonstrates skills in using patient care technologies, information systems, and communication devices that support safe and effective care.			
Metric 4.1	<i>Informatics</i> clinical learning outcome on final clinical evaluation in Synthesis course.	Nurse preceptors perform summative assessment and submit to the Synthesis Course Coordinator at the end of the senior year. Forms will be placed in the student's CON file. Summary data will be shared with the assessment office annually at the end of the spring semester.	100% of students must meet or exceed expectations on the <i>informatics</i> clinical learning outcome.
Outcome 5: Demonstrates leadership, responsibility and accountability in addressing health care issues.			
Metric 5.1	<i>Accountability and safe practice</i> clinical learning outcome on final clinical evaluation in Synthesis course.	Nurse preceptors perform summative assessment and submit to the Synthesis Course Coordinator at the end of the senior year. Forms will be placed in the student's CON file. Summary data will be shared with the assessment office annually at the end of the spring semester.	100% of students must meet or exceed expectations on the <i>accountability and safe practice</i> clinical learning outcome.
Outcome 6: Employs oral and written communication and inter-professional collaboration in providing safe, high quality care to improve client health outcomes. *GCCR*			
Metric 6.1	<i>Communication</i> clinical learning outcome on final clinical evaluation form from Synthesis course.	Nurse preceptors perform summative assessment and submit to the Synthesis Course Coordinator at the end of the senior year. Forms will be placed in the student's CON file. Summary data will be shared with the assessment office annually at the end of the spring semester.	100% of students must meet or exceed expectations on the <i>professionalism</i> clinical learning outcome.
Metric 6.2	GCCR assessment products: Evidence-based practice paper and evidence-based presentation	NUR 886 Course faculty will evaluate student performance on all <i>GCCR</i> products. Course Coordinators will maintain a record of student grades. Summary data will be shared with the assessment office annually at the end of the spring semester.	100% of traditional and RN-BSN students will earn a minimum grade of 76% on these artifacts

Outcome & Method	Data Source	Collection Process (include time frame)	Target
Outcome 7: Demonstrates caring, professionalism, and respect in providing nursing care to diverse populations in a variety of settings.			
Measure 7.1	<i>Professionalism</i> clinical learning outcome on final clinical evaluation form from Synthesis course.	Nurse preceptors perform summative assessment and submit to the Synthesis Course Coordinator at the end of the senior year. Forms will be placed in the student's CON file. Summary data will be shared with the assessment office annually at the end of the spring semester.	100% of students must meet or exceed expectations on the <i>professionalism</i> clinical learning outcome.
Outcome 8: Demonstrates the professional standards of moral, ethical, and legal conduct.			
Measure 8.1	<i>Ethical Conduct</i> clinical learning outcome on final clinical evaluation form from Synthesis course.	Nurse preceptors perform summative assessment and submit to the Synthesis Course Coordinator at the end of the senior year. Forms will be placed in the student's CON file. Summary data will be shared with the assessment office annually at the end of the spring semester.	100% of students must meet or exceed expectations on the <i>ethical conduct</i> clinical learning outcome.
Outcome 9: Understands the scope of generalist nursing practice and applies its principles in clinical practice.			
Measure 9.1	<i>Scope of practice</i> clinical learning outcome on final clinical evaluation in Synthesis course.	Nurse preceptors perform summative assessment and submit to the Synthesis Course Coordinator at the end of the senior year. Forms will be placed in the student's CON file. Summary data will be shared with the assessment office annually at the end of the spring semester.	100% of students must meet or exceed expectations on the <i>scope of practice</i> clinical learning outcome.

8. Assessment Cycle and Data Analysis

Assessment of student learning takes place throughout the program and occurs in all courses. Program faculty will be asked to maintain records of course-level assessment as usual. At this time, program-level assessment data will only be gathered at summative points in the curriculum as articulated above.

The program will follow a three year assessment cycle, with three outcomes assessed each year. Relevant ARTIFACTS will be collected and summarized for program-level assessment by the BSN program director and the Undergraduate Program Committee (UPC). Trend data will be reviewed annually, and at the end of every three-year cycle.

Comprehensive data on program outcomes are collected by the undergraduate programs office and are reviewed and reported to faculty each year. If targets are met, targets and metrics are

evaluated for relevance and adequacy. If targets are not met, substantive reasons for insufficient performance are investigated, and changes are made.

Assessment reports will be completed no later than August 1st of every year and turned in to the college's assessment coordinator for review. Final reports will be sent to the university's assessment office no later than October 31st of every year.

9. Teaching Effectiveness

The College of Nursing uses multiple data sources to evaluate the teaching effectiveness of faculty in the BSN program, primarily using CourseEval online survey software. Students in BSN courses complete two end-of-course evaluations, one of the course itself and one of the teaching effectiveness of the faculty member(s) who taught the course. These course surveys are reviewed by the Associate Dean for Undergraduate Studies, and used in faculty evaluation.

10. What are the plans to evaluate students' post-graduate success?

The program's accreditor, CCNE, explicitly requires the tracking of graduates' employment data as a measure of program effectiveness. This is done using an online Senior Job Placement Survey, which the office of undergraduate programs sends to graduating seniors 4-6 weeks prior to graduation. Student's survey completion is tracked, with electronic follow-up and in-person follow-up at the BSN "Pinning" ceremony prior to commencement. This approach has resulted in consistent 100% response rates over the past 10 years. Results guide the College's work to tighten hiring connections with local hospitals and health systems. A copy of the survey instrument is included as Appendix D.

In 2015, the College of Nursing also added focus groups with local employers to solicit feedback on graduates' job performance. Organized around the program-level learning outcomes and facilitated by a neutral third party, these focus groups avoid the very low response rates typical of a mail survey of employers. Focus groups are being held with supervising nurses at the two local employers who hire the majority of CON BSN graduates: UK HealthCare and St. Joseph's.

11. Appendices

APPENDIX A: CCNE Accreditation Standard IV, Program Effectiveness: Assessment and Achievement of Program Outcomes

APPENDIX B: Bachelor of Nursing Science Student Learning Outcomes Curriculum Map

APPENDIX C: Preceptor Final-Rotation Evaluation of Student Clinical Performance

APPENDIX D: Senior Job Placement Survey

APPENDIX A

Commission on Collegiate Nursing Education

Standards for Accreditation of Baccalaureate and Graduate Nursing Programs, Amended 2013

<http://www.aacn.nche.edu/ccne-accreditation/Standards-Amended-2013.pdf>

STANDARD IV

PROGRAM EFFECTIVENESS: ASSESSMENT AND ACHIEVEMENT OF PROGRAM OUTCOMES

The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.

KEY ELEMENTS

IV-A. A systematic process is used to determine program effectiveness.

Elaboration: The program uses a systematic process to obtain relevant data to determine program effectiveness. The process:

- is written, ongoing, and exists to determine achievement of program outcomes;
- is comprehensive (i.e., includes completion, licensure, certification, and employment rates, as required by the U.S. Department of Education; and other program outcomes);
- identifies which quantitative and/or qualitative data are collected to assess achievement of the program outcomes;
- includes timelines for collection, review of expected and actual outcomes, and analysis; and
- is periodically reviewed and revised as appropriate.

IV-B. Program completion rates demonstrate program effectiveness.

Elaboration: The program demonstrates achievement of required program outcomes regarding completion. For each degree program (baccalaureate, master's, and DNP) and post-graduate APRN certificate program:

- The completion rate for each of the three most recent calendar years is provided.
- The program specifies the entry point and defines the time period to completion.
- The program describes the formula it uses to calculate the completion rate.
- The completion rate for the most recent calendar year is 70% or higher.

IV-C. Licensure and certification pass rates demonstrate program effectiveness.

Elaboration: The pre-licensure program demonstrates achievement of required program outcomes regarding licensure.

APPENDIX A

- The NCLEX-RN® pass rate for each campus/site and track is provided for each of the three most recent calendar years.
- The NCLEX-RN® pass rate for each campus/site and track is 80% or higher for first-time takers for the most recent calendar year
- Data are provided regarding the number of graduates and the number of graduates taking each certification examination.

IV-D. Employment rates demonstrate program effectiveness.

Elaboration: The program demonstrates achievement of required outcomes regarding employment rates.

- The employment rate is collected separately for each degree program (baccalaureate, master's, and DNP) and post-graduate APRN certificate program.
- Data are collected within 12 months of program completion. For example, employment data may be collected at the time of program completion or at any time within 12 months of program completion.
- The employment rate is 70% or higher. However, if the employment rate is less than 70%, the employment rate is 70% or higher when excluding graduates who have elected not to be employed. Any program with an employment rate less than 70% provides a written explanation/analysis with documentation for the variance.

IV-E. Program outcomes demonstrate program effectiveness.

Elaboration: The program demonstrates achievement of outcomes other than those related to completion rates (Key Element IV-B), licensure and certification pass rates (Key Element IV-C), and employment rates (Key Element IV-D); and those related to faculty (Key Element IV-F).

Program outcomes are defined by the program and incorporate expected levels of achievement. Program outcomes are appropriate and relevant to the degree and certificate programs offered and may include (but are not limited to) student learning outcomes; student and alumni achievement; and student, alumni, and employer satisfaction data.

Analysis of the data demonstrates that, in the aggregate, the program is achieving its outcomes. Any program with outcomes lower than expected provides a written explanation/analysis for the variance.

IV-F. Faculty outcomes, individually and in the aggregate, demonstrate program effectiveness.

Elaboration: The program demonstrates achievement of expected faculty outcomes. Expected faculty outcomes:

- are identified for the faculty as a group;
- incorporate expected levels of achievement;
- reflect expectations of faculty in their roles and evaluation of faculty performance;
- are consistent with and contribute to achievement of the program's mission and goals; and

APPENDIX A

- are congruent with institution and program expectations.

Actual faculty outcomes are presented in the aggregate for the faculty as a group, analyzed, and compared to expected outcomes.

IV-G. The program defines and reviews formal complaints according to established policies.

Elaboration: The program defines what constitutes a formal complaint and maintains a record of formal complaints received. The program's definition of formal complaints includes, at a minimum, student complaints. The program's definition of formal complaints and the procedures for filing a complaint are communicated to relevant constituencies.

IV-H. Data analysis is used to foster ongoing program improvement.

Elaboration: The program uses outcome data for improvement. Data regarding completion, licensure, certification, and employment rates; other program outcomes; and formal complaints are used as indicated to foster program improvement.

- Data regarding actual outcomes are compared to expected outcomes.
- Discrepancies between actual and expected outcomes inform areas for improvement.
- Changes to the program to foster improvement and achievement of program outcomes are deliberate, ongoing, and analyzed for effectiveness.
- Faculty are engaged in the program improvement process.

APPENDIX B: Bachelor of Nursing Science Program Student Learning Outcomes Curriculum Map

I = INTRODUCE, R = REINFORCE, E = EMPHASIS (MAJOR THEME), A = APPLY

Outcome/ Number	CCNE Essential	Student Learning Outcome	Corresponding Core Concepts	NUR 200	NUR 201	NUR 210	NUR 211	NUR 221	NUR 300	NUR 301	NUR 540	NUR 310	NUR 311	NUR 313	NUR 400	NUR 401	NUR 403	NUR 884	NUR 885	NUR 886	RN- BSN
Outcome 1	Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice	Integrates knowledge, skills, and values from the arts and sciences to provide humanistic, safe, quality care.	Culturally competent care; Information management; Comm. and inter-professional collaboration; Healthcare systems and policy	I,E,A	I,E,A	I,E,R	R,E, A	R,E, A	R	R,E, A	R,E, A	R	R,E, A	R,E, A	R,E, A	R,E, A	I,R,E	R,E, A	R,E, A	R,E, A	R,E, A
Outcome 2	Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety	Demonstrates clinical reasoning in making independent and collaborative decisions in a complex health care system.	Clinical reasoning; Quality improvement and patient safety	I	I,E,A	I,R	I,R,E, A	I,R,E, A	R	R,E, A	R,E, A	R,E, A	R,E, A	R,E, A	R,E, A	R,E, A	R	R,A	R,E, A	R,E, A	R,E, A
Outcome 3	Essential III: Scholarship for Evidence- Based Practice	Applies a systematic process consistent with professional standards and evidence-based practice to prevent illness and injury; promote, maintain, and restore client health; or support clients toward a peaceful death.	Evidence-based practice; Health promotion and disease and injury prevention; Professionalism	I,	I, E A		R,E, A	R,E, A		R,E, A	R,E, A	R,E, A	R,E, A	R,E, A	R,E, A	R,E, A	R,E, A	R,A	R,E, A	R,E, A	R,E, A
Outcome 4	Essential IV: Information Management and Application of Patient Care Technology	Demonstrates skills in using patient care technologies, information systems, and communication devices that support safe and effective care.	Information management; Communication and inter-professional collaboration		I	R	I,R,E, A	I,R,E, A	R,E, A	R,E, A	R,E, A	R,E, A	R,E, A	R,E, A	R,E	R,A	R, A	R,A	R,E, A	R,E, A	R,E, A

APPENDIX B: Bachelor of Nursing Science Program Student Learning Outcomes Curriculum Map

I = INTRODUCE, R = REINFORCE, E = EMPHASIS (MAJOR THEME), A = APPLY

Outcome/ Number	CCNE Essential	Student Learning Outcome	Corresponding Core Concepts	NUR 200	NUR 201	NUR 210	NUR 211	NUR 221	NUR 300	NUR 301	NUR 540	NUR 310	NUR 311	NUR 313	NUR 400	NUR 401	NUR 403	NUR 884	NUR 885	NUR 886	RN-BSN
Outcome 5	Essential V: Healthcare Policy, Finance, and Regulatory Environments	Demonstrates leadership, responsibility and accountability in addressing health care issues.	Healthcare systems and policy	I, E	I		R,E,A	R,E,A			R,E,A	R	R	R	R,E	R,E,A	I,R,E,A	R,A	R	R,E,A	R,E,A
Outcome 6 *GCCR*	Essential VI: Inter-professional Communication and Collaboration for Improving Patient Health Outcomes	Employs oral and written communication and inter-professional collaboration in providing safe, high quality care to improve client health outcomes.	Quality improvement and patient safety; Information management; Communication and inter-professional collaboration; Patient centered care	I,E,A	I,E,A	R	R,E,A	R,E,A	R	R,E,A	R,E,A	R	R,E,A	R,E,A	R,E	R,E,A	R,A	R,A	R,E,A	R,E,A	R,E,A
Outcome 7	Essential VII: Clinical Prevention and Population Health	Demonstrates caring, professionalism, and respect in providing nursing care to diverse populations in a variety of settings.	Health promotion and disease and injury prevention; Culturally competent care; Patient centered care	I,E,A	I,E,A	I,E,R	R,E,A	R,E,A	R,E	R,E,A	R,E,A	R	R,E,A	R,E,A	R,E	R,E,A	R,E,A	R,A	R,E,A	R,E,A	R,E,A
Outcome 8	Essential VIII: Professionalism and Professional Values	Demonstrates the professional standards of moral, ethical, and legal conduct.	Professionalism	I, E	I,E,A		R,E,A	R,E,A		R,E,A	R,E,A	R,E,A	R,E,A	R,E,A	R,E	R,E,A	R,E,A	R,A	R,E,A	R,E,A	R,E,A
Outcome 9	Essential IX: Baccalaureate Generalist Nursing Practice	Understands the scope of generalist nursing practice and applies its principles in clinical practice.	Health promotion and disease and injury prevention; Clinical reasoning		I,E,A		R,E,A	R,E,A		R,E,A	R,E,A	R	R,E,A	R,E,A	R,E	R,E,A	R,E,A	R,A	R,E,A	R,E,A	R,E,A

Essentials and student learning outcomes adapted from: [The Essentials of Baccalaureate Education for Professional Nursing Practice \(AACN, 2008\)](#)

Post to Blackboard under appropriate Assignment link.

**NUR 886- Synthesis of Clinical Knowledge for Nursing Practice
Preceptor Final-Rotation Evaluation of Student Clinical Performance**

Student Name:

Hospital/Unit(s):

Directions: Please check the appropriate box to indicate student performance for each Clinical Learning Outcome. The rubric for evaluating student behavior is provided below. Indicate when the student did not meet outcome expectations, met outcome expectations, or exceeded outcome expectations for each of the Clinical Learning Outcomes on the evaluation form. Comment as performance dictates for each Clinical Learning Outcome.

<p>Does not meet outcome expectations <i>Does not meet clinical performance expectations of a senior-level nursing student, behavior does not indicate that outcome has been achieved. Is not delivering bare minimum nursing care, significant guidance and intensive remediation required. Student effort is missing.</i></p>	<p>Meets outcome expectations <i>Displays the behaviors described for the clinical learning outcome. Completes basic tasks and thinking processes independently, needs minimal guidance on more intermediate level skills and communication experiences, asks higher level clinical reasoning questions.</i></p>	<p>Exceeds outcome expectations <i>Demonstrates autonomy of skills and engagement with clinical personal and patients, exceeds outcome expectations by conducting oneself as an advanced student in the demonstration of skills, interprofessional communication, and application of nursing knowledge in the clinical setting.</i></p>
--	---	--

Clinical Learning Outcome	Does not meet expectations	Meets expectations	Exceeds expectations
<p>Analytic & Clinical Reasoning Abilities Recognizes abnormalities and expected outcomes for disease processes and knows how to respond in most cases. Solves problems well with minimal or no assistance. Formulates and engages in aspects of discharge planning and patient education. Identifies interventions that address the physical and psychological needs of the patient or family.</p>			

Clinical Learning Outcome	Does not meet expectations	Meets expectations	Exceeds expectations
<p>Nursing Knowledge Applies nursing knowledge to daily patient(s) assignments and understands interrelatedness of patient's situation. Expands on basic concepts to encompass a more holistic approach to nursing care. Recognizes family and medical history influences on disease states. Engages in health promotion, illness treatment, and end-of-life care using evidence-based strategies.</p>			
Comments regarding analytic and clinical reasoning abilities, nursing knowledge:			
<p>Informatics Conducts and processes patient assessments; uses technology and verbal reports to share patient data. Appropriately uses the electronic health record.</p>			
Comments regarding use of informatics:			
<p>Accountability & Safe Practice Performs all medication delivery practices in a competent, complete, and safe way. Safely performs all nursing tasks. Manages information and patient data respecting HIPAA guidelines.</p>			
Comments regarding accountability & safe practice:			
<p>Communication Communicates effectively with the healthcare team including patients and their family/significant others. Communicates important patient data throughout the shift to appropriate personnel. Delivers an appropriate hand-off report using SBAR or another acceptable format.</p>			
Comments regarding communication skills:			

Clinical Learning Outcome	Does not meet expectations	Meets expectations	Exceeds expectations
<p>Professionalism Displays a positive attitude, is punctual and present when expected, engages in appropriate interprofessional communication. Delivers high quality nursing care. Accepts constructive criticism when given and is proactive with plans for improvement. Assumes responsibility for behavior and communication (both verbal and non-verbal) during the clinical experience.</p>			
<p>Comments regarding professionalism:</p>			
<p>Ethical Conduct Complies with the Code of Ethics, Standards of Practice, and clinical policies and procedures. Exhibits the core professional values of caring, altruism, integrity, dignity, and justice. Serves as a true advocate for the patient and nursing profession.</p>			
<p>Comments regarding ethical conduct:</p>			
<p>Scope of Practice Performs nursing interventions appropriate to level of practice. Demonstrates a beginning level understanding of delegation principles and maintains responsibility for delegated nursing care activity. Nursing practice complies with expectations for the BSN registered nurse role.</p>			
<p>Comments regarding scope of practice:</p>			

Clinical Learning Outcome	Does not meet expectations	Meets expectations	Exceeds expectations
<p>Psychomotor Skill Performance Successfully performs the psychomotor skills that have been previously practiced in other courses. Completes psychomotor skills with the confidence and coordination that would be deemed appropriate for a novice level nurse. Demonstrates progressive improvement with skills. Gradually needs less preceptor coaching over time.</p>			
<p>Comments regarding psychomotor skill performance:</p>			
<p>Self-initiative Recognizes opportunities for clinical involvement through activity and observation. Assumes responsibility for learning experiences and makes good use of clinical time. Engages in ongoing self-assessment and commitment to excellence in practice. Requests assistance when appropriate to situation. Aware of and assists with the needs of the unit/team as a whole. Continually looks for ways to be a helpful participant in the unit tasks. Demonstrates beginning and improving time management skills with own responsibilities and offers assistance to other team members when feasible.</p>			
<p>Comments regarding self-initiative:</p>			

Preceptor Signature:

Student Signature:

Date:

Senior Job Placement Survey, Continuing Education and Awards

Please complete the survey below prior to the Pinning Ceremony.

Thank you!

First Name

Last Name

AFTER GRADUATION CONTACT INFORMATION

Street Address _____

City _____

State _____

Zip Code _____

Phone number _____
(Include Area Code)

E-mail _____

EMPLOYMENT INFORMATION

1. Are you applying for out-of-state licensure to seek employment in another State?

- Yes
 No

1a. In What State are you seeking employment?

2. Please select the statement that best reflects your employment status.

- Have NOT interviewed for a job
 Have interviewed for a job but have NOT received an offer
 Offered a position - ACCEPTED
 Offered a position - DECLINED
 Offered a position - NOT YET ACCEPTED
 Not seeking employment

3. Please indicate local hospitals that you have applied to or plan to apply to.

- UK HealthCare
 Baptist Health
 St. Joseph
 Other

3a. List other hospitals you have or will applied to.

4. In what clinical specialty area would you be interested in working?

- Critical Care
 Medical/Surgical
 Obstetrics
 Pediatrics
 Psychiatric/Mental Health
 Public Health
 Emergency Department

CONTINUING NURSING EDUCATION

5. Do you have plans for any of the following additional nursing educational options after graduation?

- Applying to graduate nursing program
- Plan to enroll in a graduate program at a later date
- Do not have plans to enroll in a graduate nursing program

5a. Indicate the program type you wish to enroll in.

- PhD
- DNP
- MSN
- CRNA
- APRN
- Other

5b. Indicate other non-nursing program type you wish to enroll in.

ENRICHMENT PARTICIPATION

6. Check each enrichment activity you participated in.

- DIHC (Deans' Interprofessional Honors Colloquium)
- Emergency/Trauma Elective
- Nursing Practice Interns
- Nursing Research Interns
- Nursing Skills Lab Interns
- Peri-Op Elective
- Shoulder to Shoulder Elective
- STTI (Sigma Theat Tau International)
- UK Honors Program
- Other

6a. Other Enrichment Participation.

6b. List Publications: Authors, Year, Title, Journal, Volume #, Page Numbers (APA Reference).

6c. List Poster Presentations: Authors, Title, Date, Conference, Location, (APA Reference).

6d. List Podium Presentations: Authors, Title, Date Conference, Location, (APA Reference).

7. List any Awards you have received.
