

Building Bridges while Gauging Gaps

■ Morgan Ashley MSN, RN ■ Brandi Sawyer DNP, RN, CCRN-K ■ Brandy Pitts DNP, RN, CCRN-K ■ Kathy Sridaromont, PhD, RN



TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER
School of Nursing

Abstract

In a traditional undergraduate BSN program, the level 3 faculty noted a gap in needed concepts within all courses (Families, Complex II and Leadership) despite active attempts to integrate topics into the courses. This program also has a nursing course called Integrated Learning, which aims to assimilate concepts from all courses within that level. In this course, ATI dynamic quizzes have been created and implemented throughout the semester. The student is asked to complete homework on missed concepts, incentivized through grade improvements. These quizzes pull from all the level courses listed above and correlate with their didactic content.

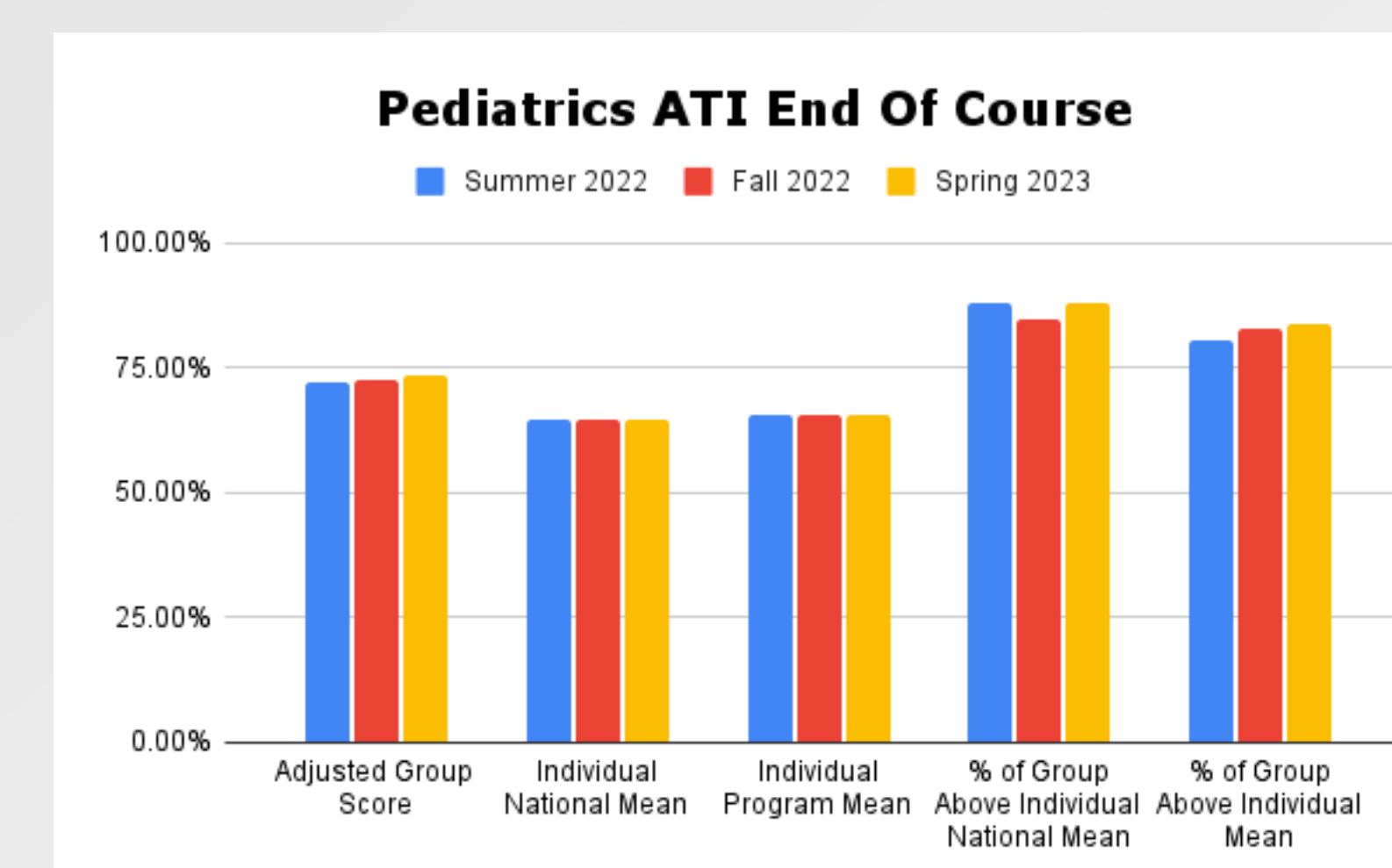
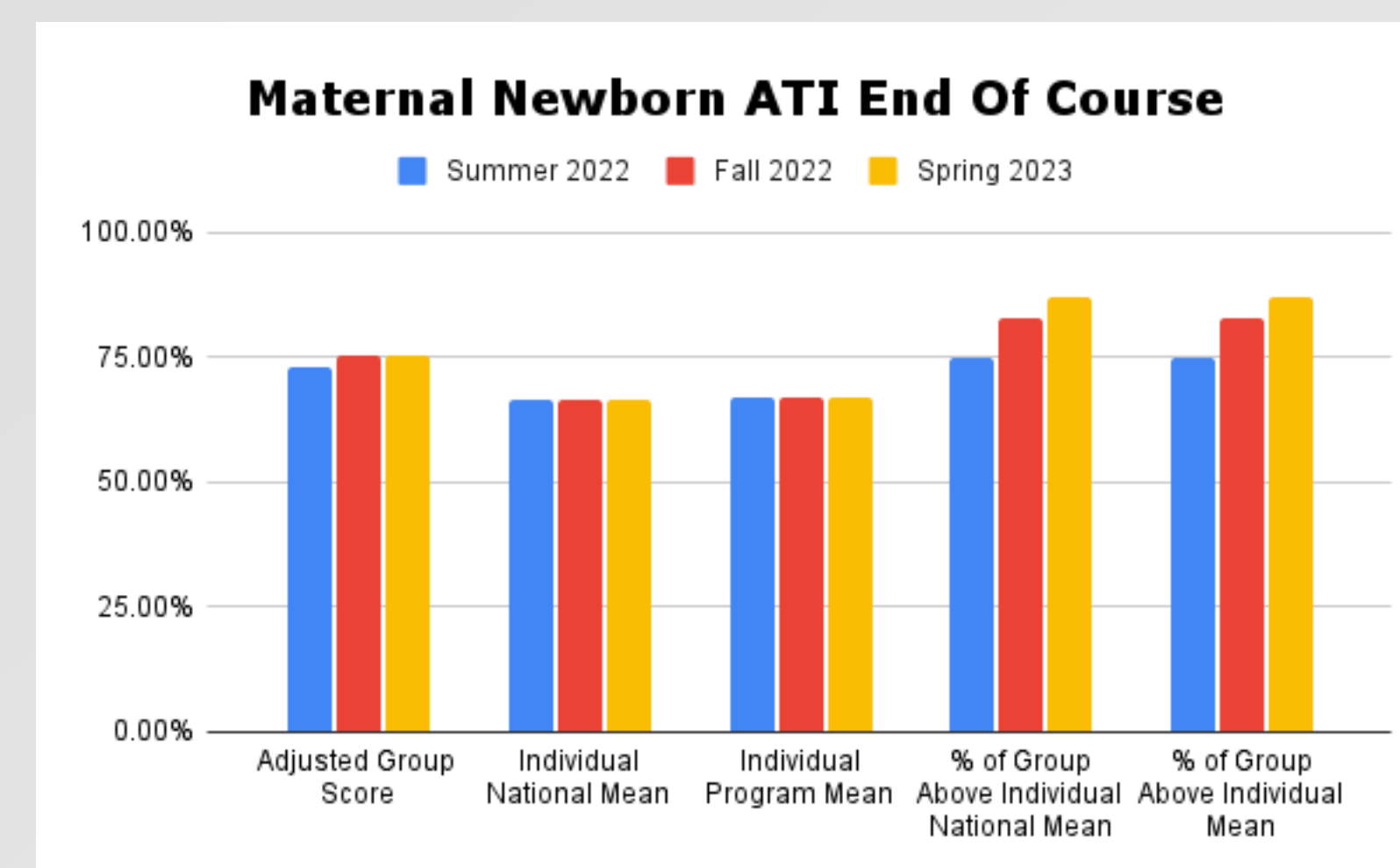
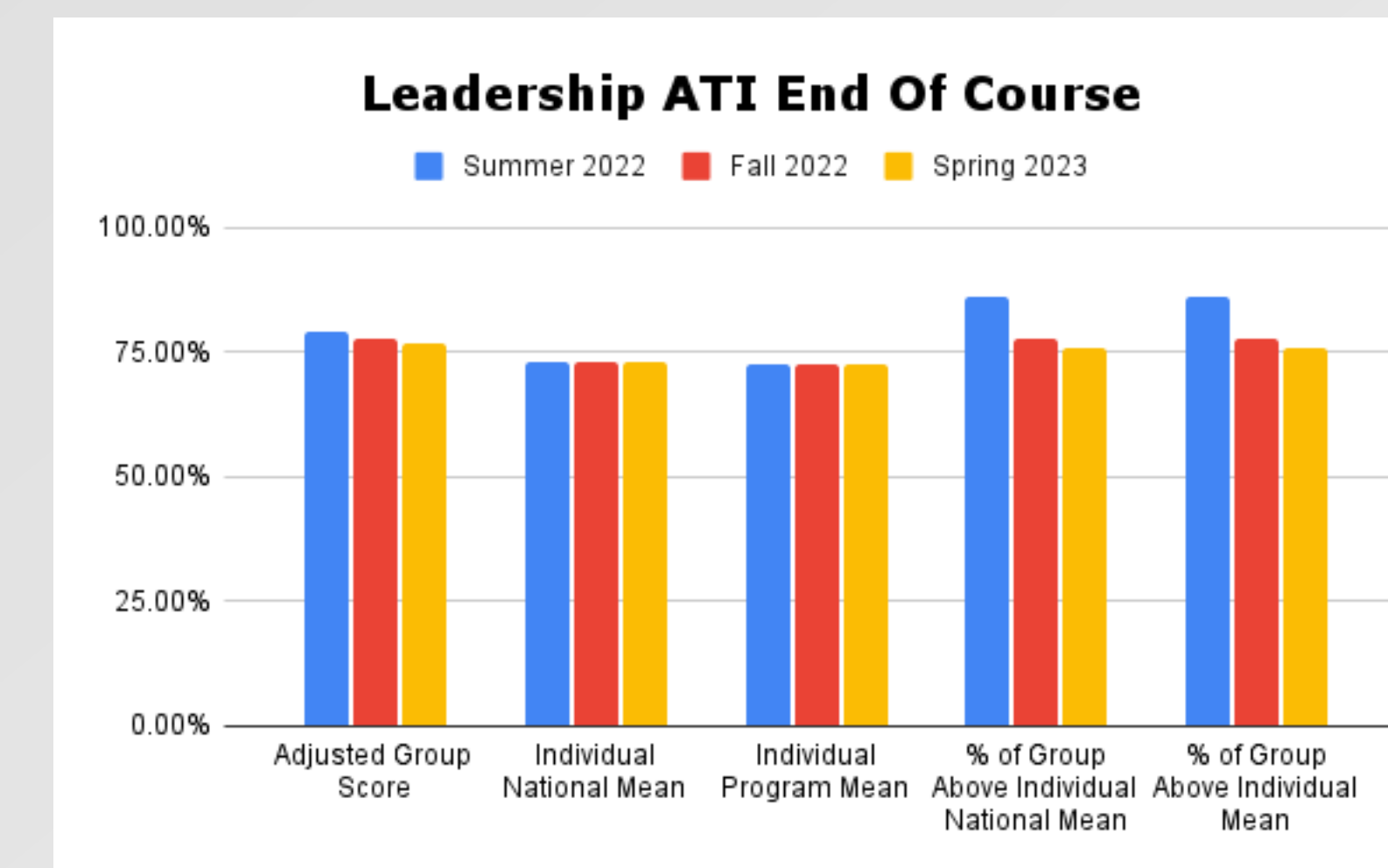
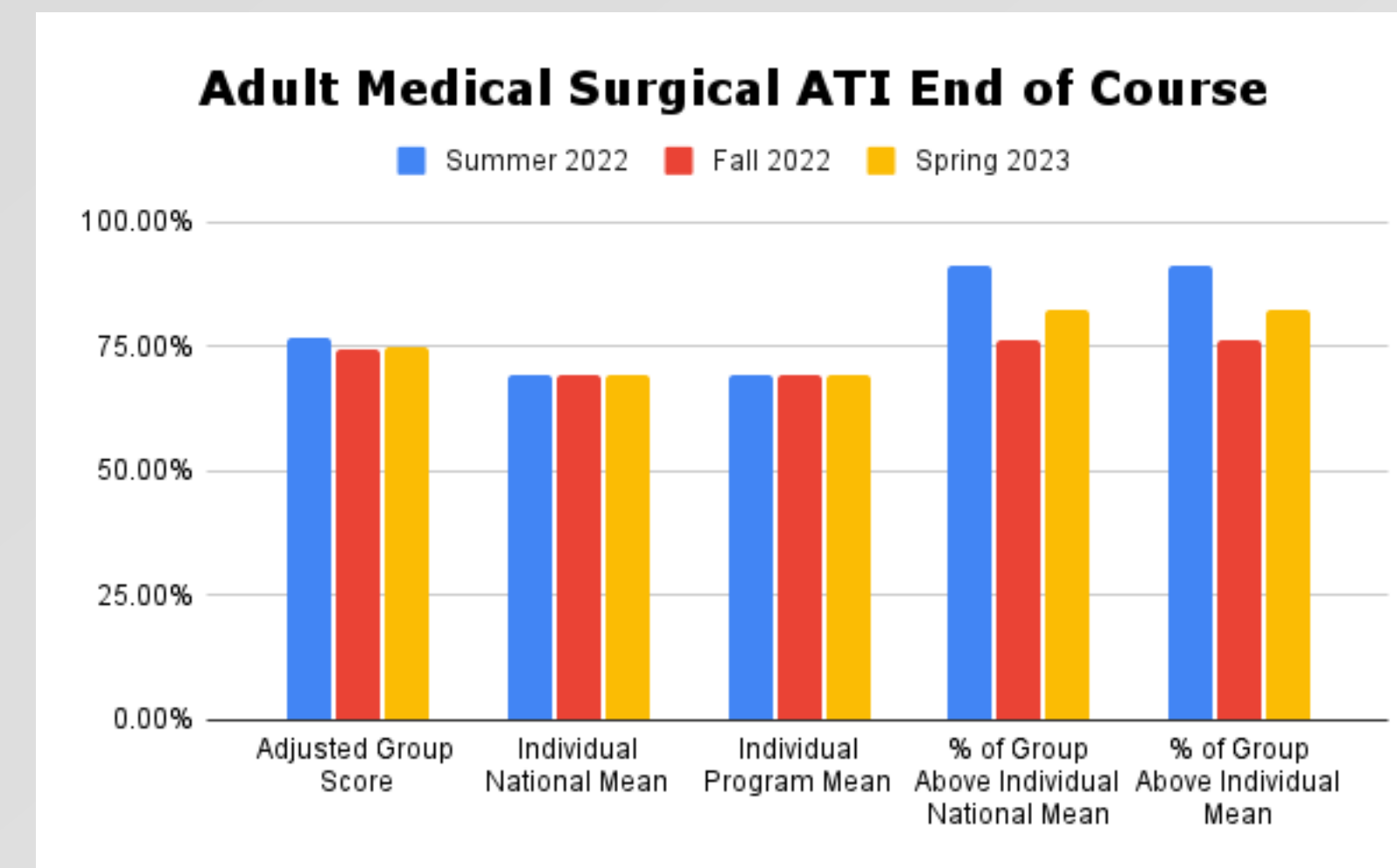
Purpose

- Identify areas of weakness in core concepts in Leadership, Families, and Complex II
- Create resources to reinforce didactic content in Level III courses.
- Goal of this initiative
 - Allow the students to gain more knowledge
 - Encourage students to take ownership of areas of weakness
 - Bridge those identified gaps within the courses.

Methodology

- Faculty took known areas of weakness and ATI Finals data from previous semesters to help in the build.
- ATI dynamic quizzes were created and used in conjunction with simulation-based performance check-offs and a Cornerstone Presentation to reinforce course content and heavily tested concepts.
- Evaluation is through pre and post-quizzes and reevaluation data is determined via ATI finals. Subjective data is collected through student feedback on course evaluations.

Results



Course Comments

- “This course really showed me the definition of “connecting the dots” in nursing school and being able to relate an actual patient to a specific disease process through various factors.”
- “The class is designed very well and I would only say to continue to incorporate the learning skills from all the courses as it is relevant.”
- “It integrated all classes together and tested knowledge throughout of relevant course topics. Keep the IL quizzes”
- “The course is useful, but not as time-consuming as other courses. I appreciate this as studying between other classes was exhausting, but this class also helped provide a review for those courses as well.”
- “I became aware of QSEN competencies, and I also learned a lot about navigating informatics in nursing. I think I learned a lot of things pertaining to technology such as Vsim, Next gen NCLEX questions, and navigating QSEN competencies.”

References

Available Upon Request

Outcomes

- Baseline ATI Final course scores from Spring 2022- Fall 2022 show:
 - Rise of pediatric ATI scores for a percentage of the group above the individual means.
 - Rise of maternal newborn ATI scores in the following: percentage of the group above the individual national mean, percentage of the group above the individual mean, and adjusted group score.
- Course comments from students in Fall 2023 were positive and verified high satisfaction.
- Level 4 testing indicated potential improvements in retention, will continue to assess.

Conclusion

- Students are allowed to study areas identified as gaps or areas of weakness on previous ATI final exams.
- The dynamic quizzes
 - Proactively encourage the student’s practice time for all level 3 course finals
 - Take ownership of their learning
 - Strengthen areas of identified weaknesses
 - Maintained high course satisfaction among students