

A Communications Service to Nursing School Deans, Administrators, and Faculty

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Grading Concept Map Care Plans: Validity and Reliability

Part II



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A prime concern of nurse educators and students is the valid and reliable evaluation of a student's ability to think critically, communicate, and use appropriate nursing therapeutic interventions within each course. Critical thinking, communication, and nursing therapeutic interventions are major curriculum and instruction core outcome indicators that must be defined and described in terms of observable

behaviors and characteristics of students (McCarthy, Schuster, McDougal, & Zehr, 1999). The National League for Nursing Accrediting Commission (2002) requires measurement of educational effectiveness in critical thinking, communication, and nursing interventions as a component of curriculum and instruction within a systematic program evaluation plan.

Specific learning outcomes and teaching learning strategies must be delineated such as concept map care plans. Learning strategies must be implemented and evaluated to ensure program outcomes have been effectively attained by program graduates. Faculty members are challenged to develop valid and reliable tools such as concept map care plans for clinical evaluation of critical thinking, communication, and nursing interventions (Castellino & Schuster, 2002).

An important aspect of reliability is to standardize procedures for grading concept map care plans. A concept map care plan grading tool is shown in Figure I. Inter-rater reliability can be established through faculty teaching the same clinical course and individually grading a random sample of care plans at the beginning, middle, and end of the course. To establish reliability, there must be a correlation of .70 or higher between faculty within the course (Polit & Hungler, 2001).

Instrument validity can be established by faculty teaching the same clinical course through evaluation of the relevance of each individual item on the grading tool on a 4-point scale. Percentages of items rated 3 or 4 are computed, and rater score correlations should be .80 or higher (Polit & Hungler, 2001).

Concept Map Care Plans: Work in Progress

Both faculty and students who use the concept map method of care planning have been very pleased with results. Concept map care plans continue to evolve as they are imple-

Figure 1.
Concept Map Care Plan Evaluation

ANA Standard Assessment	
General Survey .....	.01
Health Assessment Data Base (p. 47-50) .....	.01
Skin Assessment Complete (p. 54) .....	.01
Falls Assessment Complete (p. 53) .....	.01
Medical Diagnoses .....	.01
Surgical Procedures .....	.01
Medications .....	.01
Laboratory .....	.01
Psychosocial Assessment (p. 118) .....	.01
Pain Assessment .....	.01
ANA Standard II Nursing Problem Analyses – Steps 1-3 Map	
Identifies Physiological Problems .....	.01
Identifies Psychological Problems .....	.01
Identifies Educational Needs .....	.01
Correctly Links Problems .....	.01
Correctly Identifies Reason for Health Care (central box) ..	.01
Key Assessments (central box) .....	.01
Abnormal Assessment Data in Correct Boxes .....	.01
Medications Categorized in Correct Boxes .....	.01
Treatments Categorized in Correct Boxes .....	.01
Diagnostic Tests in Correct Boxes .....	.01
Correctly Prioritizes Problems .....	.01
Correctly Labels Nursing Diagnoses (NANDA) .....	.01
ANA Standards III, IV, V, IV Planning – Step 4	
Lists goals for all:	
Physical Problems .....	.01
Psychosocial Problems .....	.01
Lists objectives for all:	
Physical Problems .....	.01
Psychosocial Problems .....	.01
Lists all nursing interventions to attain objectives:	
Assessments to be Performed .....	.01
Communication/Psychological Interventions .....	.01
Physiological Interventions .....	.01
Nursing Interventions Provide for Patient/Family Participation .....	.01
ANA Standard VII & VIII Evaluation – Step 5	
Evaluates patients' behavioral responses to nursing interventions for:	
1 Priority Physical Nursing Diagnosis .....	.01
1 Priority Psychosocial Nursing Diagnosis .....	.01
Under impressions, evaluate patient progress toward outcome objectives for:	
1 Priority Physical Diagnosis .....	.01
1 Priority Psychosocial Diagnosis .....	.01
Under impressions, explain how the care plan should be revised .....	.01
Total Points _____ /35 = _____%	

mented in various clinical settings and are leveled across curricula. Concept map care plans are concise, organized, and individualized based on careful assessment of specific patient data. Students are delighted not to have to spend hours developing a column-formatted care plan after the clinical day is over. Instead, time is spent preparing ahead of the clinical day and using the concept map care plans during the clinical day. Students say the time spent preparing is worthwhile, because they can see their own clinical progress and give excellent patient care. They have an understanding of the whole clinical picture and can see the interrelatedness of patient problems, know what patient outcomes to expect, have listed interventions to meet outcomes, know how to evaluate outcomes, and know what they need to document. Best of all, students and faculty are delighted with no more writing and reading tedious nursing care plans (Castellino & Schuster, 2002; Schuster, 2000a; 2002a; 2002b).

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Dr. Pamela Schuster is a professor of nursing at Youngstown State University in Ohio, with 21 years experience as a nurse educator. She has diverse experiences as a clinician in medical-surgical adult nursing and care of the chronically ill, and has many publications on topics in clinical education and clinical research. Dr. Schuster has been an American Nurses Foundation Scholar and is currently a Distinguished Lecturer for Sigma Theta Tau, speaking at National Conferences and conducting day-long workshops. She obtained her BSN from Ohio State University, her MSN from Kent State University, and her PhD from Case Western Reserve University. Dr. Schuster can be contacted by e-mail at paschuster@ysu.edu, by phone at 330-549-3487, or in writing at Youngstown State University, One University Plaza, Youngstown, Ohio 44555.

Cover the Uninsured Week: May 10-16, 2004

Cover The Uninsured Week is a national initiative being funded by the Robert Wood Johnson Foundation and being supported by a diverse group of former U.S. Surgeon Generals, U.S. Secretaries of Health and Human Services, and former U.S. Presidents Gerald Ford and Jimmy Carter. This national campaign is planned for May 10-16, 2004, and is focusing on access to health care and the plight of the uninsured. The goal of the event is to bring the issue of the uninsured and possible solutions to the forefront of national discussion through education and community events.

From May 10-16, events will be held across the U.S. so that people can learn more about this critical problem – who is affected, why they are uninsured, the consequences of being uninsured, and how this issue affects every American, not just those who are uninsured.

With former Presidents Ford and Carter once again serving as Honorary Co-Chairs, *Cover the Uninsured Week* includes a diverse group of organizations representing many sectors of American society, including business, labor, education, health care professionals and insurers, consumers, faith leaders, and the entertainment industry. The NSNA Legislation/Education Committee will be working with the state presidents and members to encourage educational activities during the week of May 10-16 to highlight the issue.

This nationwide event was sponsored and supported by a diverse group of over 800 local and national organizations last year including NSNA. State and local constituencies of NSNA can get involved by planning community events such as health fairs, town hall meetings, or campus lectures to bring this information to the public. It is our hope that all NSNA constituent members can volunteer to make this event a success. Visit <http://www.CoverTheUninsuredWeek.org> for more information.

Nursing Education Alumni Association/Teachers College Columbia University

41st Annual Isabel Maitland Stewart Conference on Research in Nursing

Friday, April 23, 2004

Teachers College Columbia University

Research and Knowledge Discovery: Emerging Themes

Speakers

Jacqueline Fawcett, PhD, FAAN

Professor, College of Nursing and Health Sciences
University of Massachusetts
Boston, Massachusetts

Patricia A. Abbott, PhD, RN, BC, FAAN

Assistant Professor, Johns Hopkins University School of
Nursing
Baltimore, Maryland

The planning committee, co-chaired by Barbara Carty, EdD, RN, FAAN, and Diana Newman, EdD, RN, invite all nurses to attend this celebrated conference.

Faculty Schedule for 52nd Annual NSNA Convention

Gaylord Opryland Resort and Convention Center,
Nashville, TN

NSNA offers the opportunity for faculty members, consultants, and advisors to obtain continuing education credit at its annual meeting. The following tentative schedule will give you an idea of what is offered at the 52nd Annual Convention, taking place from March 31-April 4, 2004, in Nashville, TN.

Wednesday, March 31, 2004

- 8:00 a.m. – 4:00 p.m. Pre Convention Workshop “Improving Confidence in Multiple Choice Exams.” Co-Sponsored by the National League for Nursing, New York, NY. **Requires special registration. Speaker:** Mary McDonald, MA, RN, Test Consultant for the National League for Nursing, author, consultant, and entrepreneur.
- 4:00 p.m. – 5:00 p.m. Orientation for First-time Faculty, Consultants, and Advisors.
- 6:00 p.m. – 7:00 p.m. Opening Ceremony and Keynote Address. **Speaker:** Barbara Blakeney, MS, APRN, BC, ANP, President, American Nurses Association, Washington, DC.

(Immediately following the Opening Session, there will be a reception for Keynoter Barbara Blakeney and other special guests; faculty, consultants, and advisors are invited.)

Thursday, April 1, 2004

- 11:30 a.m. – 1:00 p.m. “Creating Better Online Teaching: Tools, Tips, and Techniques.” **Speaker:** Dr. JoAnne Zerwekh, Faculty, Online Nursing Program, University of Phoenix, Phoenix, AZ, Faculty, Online Instructional Design and Distance Education, Capella University, Minneapolis, MN, and Executive Director, Nursing Education Consultants, Ingram, TX.
- 1:30 p.m. – 2:30 p.m. “Creating the Future through Renewal.” **Speaker:** Dr. Daniel Pesut, Professor and Chair, Department of Environments for Health, Indiana University, Carmel, IN.
- 3:00 p.m. – 4:30 p.m. Consultant and Advisors Briefing.
- 5:00 p.m. – 6:30 p.m. “Doing the ‘Write’ Thing for your Career.” **Speaker:** Cheryl Mee, MSN, RN, BC, Editor-in-Chief, *Nursing2004*.

Friday, April 2, 2004

- 3:00 p.m. – 4:30 p.m. Roundtable Discussions for Faculty, Consultants, and Advisors
- 4:45 p.m. – 6:15 p.m. “Issues in Research Utilization with Students.” **Speaker:** Dr. Diana Mason, Editor-in-Chief, *American Journal of Nursing*.

Saturday, April 3, 2004

- 8:30 a.m. – 10:00 a.m. “Leadership University, Professional Development and Course Credit Through Involvement in NSNA” **Speaker:** Dr. Jean Logan, Professor, Grand View College, Des Moines, IA.
- 10:30 a.m. – 12:30 p.m. “No More Writing Tedious 5-Column Care Plans!” **Speaker:** Dr. Pamela McHugh Schuster, Professor of Nursing, Youngstown State University, Youngstown, OH.
- 2:00 p.m. – 3:30 p.m. “Is Your Test Coaching Creating Winners for the NCLEX®?” **Speakers:** Susan Stone, MSN, RN and Patricia Woodbery, MSN, RN, both Associate Professors, Valencia Community College, Orlando, FL.

Health Action AIDS Week: March 29-April 2, 2004

The prevalence rate of HIV/AIDS infections is increasing. According to the World Health Organization, 3 million people worldwide died from AIDS in 2003, and 5 million people acquired HIV. This is a public health crisis. Therefore, all present and future health care practitioners must understand the scope of the HIV/AIDS crisis and their role in alleviating it.

This is the focus of *Health Action AIDS Week* to be held March 29-April 2, 2004. The National Student Nurses Association was mandated by our 1986 House of Delegates to increase HIV/AIDS education for our membership. In order to fulfill this goal, during the next few months we will be building an HIV/AIDS education resource bank to help all student nurses learn more about HIV/AIDS. We will post information in the program area of our Web site (www.nсна.org) exploring resources that provide history of HIV/AIDS, its statistics, treatment options, current research, and ways student nurses can help communities, their patients, and patients and who suffer from HIV/AIDS. We ask that nursing faculty throughout the country support and encourage their students to actively participate in Health Action AIDS week. Together, we can make a difference.

For more information contact Allison Webel, NSNA Vice President and Chair, Legislation/Education Committee, www.nсна.org

*Once you have finished with this newsletter,
please pass it along to share with a colleague or friend.*

DEAN'S Notes™

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MARK YOUR CALENDAR! NSNA 52nd Annual Convention

Opryland Hotel • Nashville, Tennessee
March 31 - April 4, 2004



Theme:
"NSNA - We Make the Path by Walking It"

Third Annual Nursing Leadership Lecture Announced

The Foundation of the NSNA (FNSNA) is pleased to announce the 3rd Annual Nursing Leadership Lecture sponsored by a special fund established by members of the 1998 inaugural cohort of the Robert Wood Johnson Executive Nurse Fellows Program. The lecture series is on Thursday, April 1, 2004, from 3:45pm - 4:45pm. This program is a national leadership program supported by The Robert Wood Johnson Foundation. The speaker this year is Juliann G. Sebastian, PhD, ARNP, FAAN, Assistant Dean for Advanced Practice Nursing and Professor University of Kentucky College of Nursing, Lexington, KY.

For more information, contact
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