

2010 DMPNA Program Assessment Yearly Report

INTRODUCTION

There are significant differences between the 2009 and the 2010 DMPNA Program Assessment Yearly Reports. The major changes include:

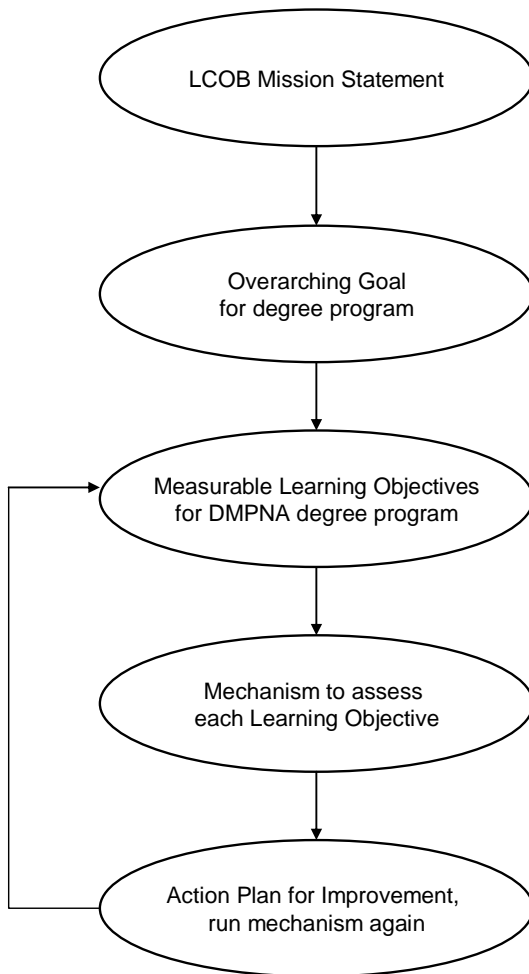
1. Revised two Learning Objectives (#3 and #4) of the Structure of the DMPNA AOL Program.
2. Revised one assessment and added one new assessment to Learning Objective #2.
3. Added one new assessment to Learning Objective #3.
4. Deleted one assessment from Learning Objective #4.

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I. Program's Mission and II. Program's Student Learning Objectives

STRUCTURE OF THE DMPNA AOL PROGRAM



The Mission of the LCOB is to be a leading state institution for the education of business students, and a contributor to the region's economic development. The College is committed to an overall balance among teaching, scholarly activity, and service. The LCOB is dedicated to graduating individuals who possess the communication, critical thinking, and problem solving skills necessary to meet the Tri State area's needs for the demands of the global marketplace.

Produce graduates who will become respected nurse anesthesia healthcare leaders who promote and enhance the delivery of healthcare to the public that is cost efficient, high quality and evidence based.

Learning Objectives

1. The student will be able to clarify, personally, the importance of high individual ethical standards in the delivery of health care and nurse anesthesia services.
2. The student will be able to communicate appropriately, orally and in writing, within a professional healthcare delivery environment.
3. The student will demonstrate evidence based research competence.
4. The student will demonstrate skills and knowledge required for advanced nurse anesthesia practice.
5. The student will participate and lead interdisciplinary teams.
6. The student will integrate health care policy into the departmental management of health care services.

III. Assessment Activities

ASSESSMENT OF LEARNING OBJECTIVES

Learning Objective	Assessment	Measures	Benchmarks	Responsible Party	Cycle
1.	a.1. MPNA 777 Credo term paper	Credo paper evaluation rubric	Score of at least 100	MPNA 777 professor	2009 and every other year
	a.2. MPNA 777 Credo term paper	Credo syllabus instructions	10 typed pages	MPNA 777 professor	
	b. Clinical performance	Clinical summative evaluation forms (Item "Demonstrates responsibility")	Avg. score 2 or higher	SNA Program Director	
		Clinical self evaluation forms (Item "Demonstrates responsibility")	Avg. score 2 or higher	SNA Program Director	
c. Academic honesty	Student academic dishonesty reports	0% incidence	DMPNA and SNA Program Director		
d. Alumni clinical performance	Employer satisfaction surveys (Item "Professional ethics")	Avg. score 3 or higher	SNA Evaluation Committee		
2.	a. MPNA 711 Case analysis	Case analysis evaluation rubric		MPNA 711 professors	2012 and every other year
	b. Clinical anesthesia department education meetings	Meeting records of student led presentations	95% lead one meeting per year	SNA Program Director	

2. (cont)	c. Professional meetings	Meeting planning and presentation	25% participate in the planning or presentation of a local, state, regional or national meeting	SNA Program Director	
	d. NUR 743 presentation	*Presentation evaluation rubric	95% score A or B	NUR 743 professor	
3.	a. Research project	Research project report	100% successful Research Project, Oral Defense and Presentation	DMPNA and SNA Program Director	2011 and every three years
	b. Journal club	Journal article evaluation forms	95% pass	SNA Journal club professor	
	c. NUR 735 Article critique	Article critique evaluation rubric	95% score A or B	NURS 735 professor	
	d. Clinical performance	Clinical <u>summative</u> evaluation forms (Item "Incorporates evidenced-based research into Planning/Patient care")	Avg. score 2 or higher	SNA Program Director	

4.	a.	MPNA 734-A clinical competencies	MPNA 734-A clinical competency testing results	95% complete all competencies	MPNA 734-A professor	2011 and every three years
	b.	Self evaluation examination	Self Evaluation Examination total score results	50% score national mean or higher on national Self Evaluation Examination administered by Council on Certification of Nurse Anesthetists	SNA Program Director	
	c.	Student clinical performance	Clinical summative evaluation forms	Avg. score 2 or higher	SNA Program Director	
			Clinical self evaluation forms	Avg. score 2 or higher	SNA Program Director	
	d.	Advanced Cardiac Life Support	ACLS certification	95% of juniors attain certification	SNA Program Director	
	e.	Pediatric Advanced Life Support	PALS certification	95% of juniors attain certification	SNA Program Director	
f.	Certification examination for Nurse Anesthetists	Certification examination for Nurse Anesthetists scores	Graduating class meets or exceeds current Council on Accreditation standard for first time pass rate on Certification Exam	SNA Program Director		

4. (cont.)	g. Alumni clinical performance	<p>Graduate program evaluation forms (First 6 items under “How well did our program prepare you for the following”)</p> <p>(Item “Would you seek admission to our program if you had it to do over”)</p> <p>Alumni one year post graduation self evaluation surveys (First 6 items under “How well did our program prepare you for the following”)</p> <p>(Item “Would you seek admissions to our program if you had it to do over”)</p> <p>Employer satisfaction surveys</p>	<p>Avg. score 3 or higher</p> <p>90% of graduates would choose program again</p> <p>Avg. score 3 or higher</p> <p>90% of graduates would choose program again</p> <p>Avg. score 3 or higher</p>	<p>SNA Program Director</p> <p>SNA Program Director</p> <p>SNA Evaluation Committee</p> <p>SNA Evaluation Committee</p> <p>SNA Evaluation Committee</p>	
5.	<p>a. Clinical interdisciplinary teamwork</p> <p>b. MPNA 745-A Group care plan</p>	<p>Clinical summative evaluation forms (Item “Collaborates effectively as a member of an interdisciplinary team”)</p> <p>Group care plan evaluation rubric</p>	<p>Avg. score 2 or higher</p> <p>95% will score A or B</p>	<p>SNA Program Director</p> <p>MPNA 745-A professor</p>	<p>2010 and every third year</p>

5. (cont.)	c. Non-clinical interdisciplinary teamwork	Non-clinical teamwork participation forms	30% will submit non-clinical team work participation form	SNA Program Director	
6.	a. NURS 743 Change project	Change project evaluation rubric	95% score A or B	NURS 743 professor	2012 and every third year
	b. Graduate preparedness for management role	Graduate Program evaluation forms (Item “How well did our program prepare you for department management”)	Avg. score 3 or higher	SNA Program Director	
	c. Alumni performance in management role	Alumni self evaluation surveys (Item “How well did our program prepare you for department management”) (Item “Are you presently or have you been engaged in administrative duties”) (Item “Are you presently or have you been engaged in the business of anesthesia”) Employer satisfaction surveys (Item “Involvement in departmental activities”) (Item “Leadership potential”)	Avg. score 3 or higher	SNA Evaluation Committee	
			Avg. score 3 or higher	SNA Evaluation Committee	
			Avg. score 3 or higher	SNA Evaluation Committee	
			Avg. score 3 or higher	SNA Evaluation Committee	

*To be developed by NAF

CONTINUOUS IMPROVEMENT-CLOSING THE GAP

Data measurement assessments will be reported to SNA Director, during the appropriate AOL cycle. The SNA director will compare the measurement assessments to the benchmark, and report the results to the SNA Curriculum Committee for review and analysis. The SNA Curriculum Committee will formulate an action plan for change, which will be submitted to the SNA Director for consideration.

IV. Overview of Changes Implemented

Marshall University

Assessment of Program’s Student Learning Outcomes for the DMPNA

2009-2010

Program’s Student Learning Outcomes	Assessment	Year Evaluated	Assessment Measures (Tools)	Benchmarks	Results	Analysis/Planned Actions
5. The student will participate and lead interdisciplinary teams.	a. Clinical interdisciplinary teamwork	2009-2010	Clinical <u>summative</u> evaluation forms (Item “Collaborates effectively as a member of an interdisciplinary team”)	Avg. score 2 or higher	Avg. score 2.28 (seniors) Avg. score 2.5 (juniors)	Exceeded benchmark/None at this time
	b. MPNA 745-A group care plan	2010	Group care plan evaluation rubric	95% will score A or B	100% scored A or B	Exceeded benchmark/None at this time
	c. Non-clinical interdisciplinary teamwork	2010	Non-clinical teamwork participation forms	30% will submit non-clinical team work participation form	88% participated in teams and submitted form	Exceeded benchmark/None at this time

V. Changes Made Based on Assessment Day Activities: None

VI. Assistance Needed: None

VII. DMPNA AOL Cycles

DMPNA AOL Cycles												
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
1	x		x		x		x		x		x	
2				x		x		x		x		x
3			x			x			x			x
4			x			x			x			x
5		x			x			x			x	
6				x			x			x		

NEW MPNA 777: CREDO AOL RUBRIC

APPENDICES: MEASURES AND RUBRICS

RUBRIC CRITERIA	AOL SCALE			STUDENT NUMBER	POINTS RECEIVED
	Advanced 4	Proficient 3	Needs Improvement 2		

CREATIVITY/ORIGINALITY
(own ideas vs. others)

No overlap with outside sources

Predominantly own ideas but supplemented with outside views

Borrows heavily from outside sources

Simply repeats values of others

DEPTH
(soul searching, sources)

Thoughtful soul-searching and self-evaluation

Integrates past, present and future behavior

Basically only a biographical sketch

Very little self-analysis of behavior

FEASIBILITY
(workable, realistic, usable)

Is down to earth, implementable and with high standards

Actionable but not lofty, reasonable expectations but integrity questionable

Overly moralistic and very hard to put into practice

Pie-in-the-sky; not real-world oriented

**APPENDICES: MEASURES AND RUBRICS
CAMC SCHOOL OF NURSE ANESTHESIA**

CLINICAL SUMMATIVE REVIEW

Clinical Performance Code:

3=Above Standard 2=Meets Standard 1=Below Standard

Student Evaluation		Comments
1.	Formulates/Presents/Discusses Plan of care.	
2.	Assembles and checks equipment.	
3.	Collaborates effectively as a member of an interdisciplinary team.	
4.	Airway management.	
5.	Correct positioning.	
6.	Utilized appropriate monitoring devices.	
7.	Induction.	
8.	Maintenance.	
9.	Emergence.	
10.	Recognized levels of anesthesia changes and reports to instructor.	
11.	Appropriately transitions patient care to PACU team.	
12.	Demonstrates responsibility.	
13.	Demonstrates initiative.	
14.	Incorporates evidenced-based research into Planning/Patient care.	

Overall Performance: _____

Course No. _____

Instructor

Date

Student

Date

CAMC School of Nurse Anesthesia
Student Self-Evaluation
 Clinical

Code: 3 = Above Standard 2 = Meets Standard 1 = Below Standard

Total APC: _____ Total Cases: _____

		(Circle appropriate rating)		
1.	Formulates/Presents/Discusses Plan of care	3	2	1
2.	Assembles and checks equipment	3	2	1
3.	Collaborates effectively as a member of an interdisciplinary team	3	2	1
4.	Airway management	3	2	1
5.	Correct positioning of patient	3	2	1
6.	Utilizes appropriate monitoring	3	2	1
7.	Induction	3	2	1
8.	Maintenance	3	2	1
9.	Emergence	3	2	1
10.	Recognizes levels of anesthesia change and reports to Instructor	3	2	1
11.	Appropriately transitions patient care to PACU team	3	2	1
12.	Demonstrates responsibility	3	2	1
13.	Demonstrates initiative	3	2	1
14.	Incorporates evidenced-based research into Planning/Patient care	3	2	1

Student Signature: _____

Date: _____

Instructor Signature: _____

Date: _____

Employer's Evaluation of Doctoral Graduates from CAMC School of Nurse Anesthesia

1. Size of your hospital (beds)? _____
2. Daily case load? _____
3. Position of graduate? _____
4. Number of anesthesiologists on your staff? _____
5. Types of surgeries performed at your facility? _____
6. Does your facility conduct a School of Anesthesia? Yes No

Please rate according to the following scale:

4 = Excellent	3 = Good	2 = Fair	1 = Below Average	0 = Poor
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Clinical Judgment

1.	Application of knowledge	4	3	2	1	0
2.	Knows own limitations	4	3	2	1	0
3.	Independent judgment and case management	4	3	2	1	0
4.	Performance under stress	4	3	2	1	0

Technical Competence

1.	Adaptability	4	3	2	1	0
2.	Knowledge and maintenance of equipment	4	3	2	1	0

Administrative Management

1.	Professional ethics	4	3	2	1	0
2.	Attitude, cooperation	4	3	2	1	0
3.	Interpersonal relationships	4	3	2	1	0
4.	Involvement in Department activities	4	3	2	1	0
5.	Leadership potential	4	3	2	1	0

Educational Activities

1.	Adaptability to new trends and techniques	4	3	2	1	0
2.	Attendance at conferences and lectures	4	3	2	1	0
3.	Attendance at regional workshops/meetings	4	3	2	1	0
4.	Continuation of education	4	3	2	1	0

Comments/Suggestions:

Position of Evaluator: _____ Date: _____

Return to: CAMC School of Nurse Anesthesia, 3110 MacCorkle Avenue, SE, Charleston, WV 25304

MPNA 711 Cases analysis evaluation rubric

To be developed by MPNA 711 instructor Summer 2010

Evidence-based Practice
Journal Club Evaluation Form

Name
Date

1. Title:
2. Authors:
3. Journal:

1. Research Question or Problem:
2. Level of Research: I II III IV V VI
Reason:
3. Strength of Evidence: A B C D E
Reason:
4. METHODS
Design:

Setting:

Subjects:
5. VARIABLES
Independent (manipulations):

Dependent (parameters measured)

Control
6. INTERNAL VALIDITY
Strengths:

Weaknesses:
7. EXTERNAL VALIDITY
Strengths:

Weaknesses:

8. Statistically Significant Findings:

9. Clinically Significant findings:

10. Conclusions:

NUR735 – Clinical Inquiry
Grading Rubric Article Critique

ELEMENT	PROFICIENT (9/10 points)	COMPETENT (7/8 points)	ADVANCED BEGINNER (5/6 points)	NOVICE (4 or less points)	Points Earned
Introduction (10 points)	All of the following addressed thoroughly: Problem/purpose identified. Significance described. Literature review analyzed. Framework described. Questions/objectives/hypotheses identified.	All of the following addressed, 1-3 lacking thoroughness: Problem/purpose identified. Significance described. Literature review analyzed. Framework described. Questions/objectives/hypotheses identified.	All of the following addressed, 4-5 lacking thoroughness: Problem/purpose identified. Significance described. Literature review analyzed. Framework described. Questions/objectives/hypotheses identified.	Some of the following not addressed: Problem/purpose identified. Significance described. Literature review analyzed. Framework described. Questions/objectives/hypotheses identified.	
Method (10 points)	All of the following addressed thoroughly: Sampling procedures described. Research variables, measurement and level of measurement described. Reliability and validity discussed. Design identified. Rigor discussed.	All of the following addressed, 1-3 lacking thoroughness: Sampling procedures described. Research variables, measurement and level of measurement described. Reliability and validity discussed. Design identified. Rigor discussed.	All of the following addressed, 4-5 lacking thoroughness: Sampling procedures described. Research variables, measurement and level of measurement described. Reliability and validity discussed. Design identified. Rigor discussed.	Some of the following not addressed: Sampling procedures described. Research variables, measurement and level of measurement described. Reliability and validity discussed. Design identified. Rigor discussed.	
Results and Discussion (10 points)	All of the following addressed thoroughly: Data analysis is related to question/objective/hypotheses. Analysis appropriateness, statistical and clinical significance discussed. Relation of results to purpose discussed. Explanation of unexpected findings discussed. Study implications	All of the following addressed, 1-3 lacking thoroughness: Data analysis is related to question/objective/hypotheses. Analysis appropriateness, statistical and clinical significance discussed. Relation of results to purpose discussed. Explanation of unexpected findings discussed. Study implications	All of the following addressed, 4-5 lacking thoroughness: Data analysis is related to question/objective/hypotheses. Analysis appropriateness, statistical and clinical significance discussed. Relation of results to purpose discussed. Explanation of unexpected findings discussed. Study implications	Some of the following not addressed: Data analysis is related to question/objective/hypotheses. Analysis appropriateness, statistical and clinical significance discussed. Relation of results to purpose discussed. Explanation of unexpected findings discussed. Study implications	

	discussed.				
Grammar, Punctuation & Spelling (10 points)	Paper contains less than 1-2 errors. Language is clear and precise.	Paper contains 5 or less errors.	Paper contains 5 -10 notable errors.	Greater than 10 notable errors in paper.	
APA Formatting (10 points)	Follows APA designated guidelines with all required components.	Follows APA designated guidelines with 2 or fewer errors.	APA designated guidelines attempted with 5 or fewer errors.	APA designated guidelines is lacking.	
TOTAL POINTS (50 possible points)					

**CAMC SCHOOL OF NURSE ANESTHESIA
PROGRAM EVALUATION**

Please rate questions below regarding your experience at CAMC School of Nurse Anesthesia using the following scale:

4 = Excellent 3 = Good 2 = Fair 1 = Below Average 0 = Poor

- | | | | |
|-----|---|---|---|
| 1. | Program philosophy and objectives | [|] |
| 2. | Program content | [|] |
| 3. | Program design | [|] |
| 4. | Learning resources | [|] |
| 5. | Teaching/supervision | [|] |
| 6. | Student evaluation/counseling | [|] |
| 7. | Equipment available | [|] |
| 8. | Accepts student as important team member | [|] |
| 9. | Promotes a positive learning environment | [|] |
| 10. | Involves student in case management/decision making | [|] |
| 11. | Fosters autonomy | [|] |
| 12. | Evaluates the student fairly | [|] |
| 13. | Respects student's confidentiality | [|] |
| 14. | Responds to student's concerns | [|] |

HOW WELL DID OUR PROGRAM PREPARE YOU FOR THE FOLLOWING:

1. Administering anesthesia for elective surgery []
2. Administering anesthesia for emergency surgery []
3. Adjustments to graduate status []
4. Independent and self-reliant performance []
5. Assuming responsibility in teaching roles []
6. Self-motivation for continuing education []
7. Department Management []

Would you seek admission to our program, if you had it to do over? (Explain)

Suggestions and/or comments relative to the program strengths and weaknesses

(Please list in order of priorities)

Signature (optional) _____ Date _____

CAMC SCHOOL OF NURSE ANESTHESIA

Doctorate Graduate Self-Evaluation

1 year 3 year 5 year

Please rate the questions below regarding your experience at CAMC School of Nurse Anesthesia using the following scale:

4=Excellent 3=Good 2=Fair 1=Below Average 0=Poor

1. Program philosophy and objectives _____
2. Program content/design _____
3. Learning Resources _____
4. Teaching/supervision _____
5. Student evaluation/counseling _____

HOW WELL DID OUR PROGRAM PREPARE YOU FOR THE FOLLOWING:

1. Administering anesthesia for elective surgery _____
2. Administering anesthesia for emergency surgery _____
3. Adjustment to graduate status _____
4. Independent and self-reliant performance _____
5. Assuming responsibility in teaching roles _____
6. Self-motivation for continuing education _____
7. Department Management _____

Would you seek admission to our program, if you had it to do over? (Explain)

Suggestions/comments relative to program strengths/weaknesses (please prioritize)

Are you presently or have you been engaged in:

_____ Evidence-based practice (Explain)

_____ Publications (Explain)

_____ Administrative duties (Explain)

_____ The Business of anesthesia (Explain)

Present Employer: _____ Date: _____

Position/title: _____

NURS 745-A Group care plan evaluation rubric

Rubric criteria	Allowable points	Grade Scale		
		75	0	
Submission of care plan from group	75	Group submits completed care plan on time	Group does not submit group care plan	
		Grade Scale		
		5	3	0
Addresses needs of burn patients	5	Burn implications are thorough and age appropriate	Includes burn implications, misses some or are not age appropriate	Does not address burn implications
Addresses risk of malignant hyperthermia	5	Choices appropriate for risk of malignant hyperthermia	Identifies risk for malignant hyperthermia but choices not appropriate	Does not address malignant hyperthermia risk
Addresses needs of sickle cell patient	5	Sickle cell implications are thorough	Includes some sickle cell implications	Does not address sickle cell history
Blood loss plan	5	Blood loss plan thorough	Partial plan for blood loss	Does not address blood loss
Jehovah witness implications	5	Plan individualized for needs of Jehovah witness family	Jehovah witness implications identified, but plan choices not appropriate	Does not address Jehovah witness implications
Total points	100			

CAMC School of Nurse Anesthesia

Non-clinical Teamwork Participation

Student _____ **Date** _____

Purpose or work of team _____

Time spent in team activities _____

Nature of team:	Education	Management
	Research	Other

Signature: _____
Sponsoring faculty

Signature: _____
Student

MPNA 743: CHANGE PROJECT AOL RUBRIC

RUBRIC CRITERIA	Allowable Points	AOL SCALE				STUDENT NUMBER	POINTS RECEIVED
		Advanced 4	Proficient 3	Needs Improvement 2	Unacceptable 1		
1. APPEARANCE & MECHANICS (grammar, spelling, executive summary, references, page numbers)	25	English mechanics are excellent and very few mistakes	Occasional misspelling and punctuation problems that do not distract the reader	Mechanical errors occur frequently enough to distract the reader Important components missing	Mechanical errors so numerous that reader often has difficulty understanding the content		
2. CREATIVITY/ORIGINALITY (own ideas vs. others)	25	Recognizes role of manager and need for change	Predominately own ideas but supplemented with outside views	Borrows heavily from outside sources	Simply repeats opinions of others		
3. DEPTH (designs, coordinates)	25	Recognizes importance of change to functioning of the Anesthesia Department Analyzes problem in depth	Integrates past and present behaviors Weak future analysis of problem	Analyzes problem superficially	Very little analysis of identified problem		
4. FEASIBILITY (facilitates action plan)	25	Long term solution (change) is attainable	Reasonable expectations short term solution (change)	Solution (change) very hard to put into practice – probably not attainable or sustainable	Solution (change) not attainable or sustainable		

GRADE
92-100 A
86- 92 B
80- 85 C
0- 80 F

NOTE: All four (4) criteria will be used for grading purposes. Only 2, 3, 4 will be used for Program Assessment and Assurance of Learning

NUR 741-C (Class of 2011) NUR 741 (Class of 2012)
SUMMATIVE EVALUATION FORM
“Collaborates effectively as a member of an interdisciplinary team”
Assessment & AOL Analysis

NUR 741-C – Spring, 2010		NUR 741 – Spring 2010	
Student #	Grade Scale	Student #	Grade Scale
1.	2	1.	2.5
2.	2.5	2.	2
3.	2.5	3.	3
4.	2	4.	2.5
5.	3	5.	2
6.	2.5	6.	2
7.	2	7.	2
8.	2	8.	2
9.	2	9.	3
10.	3	10.	2.5
11.	2.5	11.	2
12.	2	12.	3
13.	2	13.	2
14.	3	14.	2
15.	3	15.	2
16.	3	16.	2
17.	2	17.	2
18.	3	18.	2
19.	2	19.	2
20.	2.5	20.	2.5
21.	3	21.	2
22.	2.5	22.	2
23.	3	23.	2
24.	3	24.	2
		25.	3
		26.	2
Range 2-3 Average/Mean 2.28		Range 2-3 Average/Mean 2.5	
Class of 2011		Class of 2012	

**MPNA 745A: Spring 2010 Group Care Plan Rubric
Assessment & AOL Analysis**

Student	Care Plan Submission	Burns Pt. needs	M.H. Risk	Sickle Cell needs	Blood Loss Plan	Jehovah Witness Implications	Total Score
1.	75	5	4	5	4	1	94
2.	75	5	5	4	5	2	96
3.	75	5	4	4	5	2	95
4.	75	5	5	5	5	4	99
5.	75	5	5	5	5	5	100
6.	75	5	5	4	5	4	98
7.	75	5	3	4	5	3	95
8.	75	5	4	3	4	3	94
9.	75	5	5	3	5	2	95
10.	75	5	4	3	4	2	93
11.	75	5	4	5	5	2	96
12.	75	5	4	1	4	2	91
13.	75	5	5	3	4	3	95
14.	75	5	5	3	4	3	95
15.	75	5	3	1	4	2	90
16.	75	5	5	2	5	2	94
17.	75	5	5	2	5	2	94
18.	75	5	5	4	5	2	96
19.	75	5	0	4	4	3	91
20.	75	5	4	4	4	3	95
21.	75	5	5	4	4	4	97
22.	75	5	5	5	5	5	100
23.	75	5	5	5	5	4	99
24.	75	5	5	5	5	5	100
Range	75	5	0-5	1-5	4-5	1-5	90-100
Average/Mean	75	5	4.33	3.66	4.58	3.66	95.5

Score	Grade
93-100	A
87-92	B
80-86	C
Below 80	F

CAMC School of Nurse Anesthesia
Non-clinical Teamwork Participation

Student 21 / 24 Date 2010

Purpose or work of team varied with each individual project

Time spent in team activities 239.5 Hours

Nature of team:	Education (23)	Management (29)
(# of experiences)	Research (2)	Other (1)

Signature: Nancy L. Tierney, DMP, CRNA
Sponsoring faculty

Signature: Class of 2011
Student