

## Course Outcome Guides

**Directions:** Please complete this form to document your progress toward improving student learning. For each item, indicate your progress and your anticipated next steps. Thank you!

**Course/Program Title:** Nursing Care of Children

**Course/Program Team:** Nur 127 Fall 2012 Session A & B Combined

**Expected Learning Outcomes:** Refer to Course Syllabus

**Assessment** (How do or will students demonstrate achievement of each outcome?)

Academically the course consists of three unit exams and a comprehensive final. Students also present two simulated client teaching sessions. One teaching session is geared to the preschool age child with the goal of how to plan, implement and evaluate a child level health focused presentation. The second is an in class “peer to peer” presentation that models how to plan and implement a parent/ adult focus client health teaching on a child related procedure or medical condition. The focus of both teaching projects is to enable students to become comfortable with the role of the nurse as client educator. The student’s rate the activity as beneficial and informative and require them to research current practice issues. The teaching project are well received and creative in nature. The students also perform a developmental assessment on a child in the Head Start Community clinical and follow up with a written report on analysis of their assessment findings ( KWL form). The clinical settings utilize a weekly clinical assessment tool for feedback by the clinical instructor on student performances. Both the community and acute clinical utilize anticipatory prep cards, a self -evaluation tool, as well as care plans and data base with assessment of findings for the inpatient site. This year in addition to the three moodle quizzes four newly released ATI Real Life Computer simulations have been added. These are programs which consist of four critical thinking application scenarios based on a common pediatric diagnosis or aspect of care. Students work thru the scenarios utilizing informatics such as EMR, charts, medical and nursing orders to attend to the care of a client. Students are given immediate feedback on the choices they make and critical thinking application. Student’s feedback has been positive to how life like and real the scenarios are and how they challenge them to think and rationalize care choices. The cases also help to reinforce the theory aspect of the course.

**Validation** (What methods have you used or will you use to validate your assessment?)

ATI exit testing, Moodle and Real Life quiz results, Exam average of 75 % or greater.

**Results** (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

Total of 41 students enrolled in the course: 39 successfully completed the course. 2 students did not meet the academic test/ course level of 75 %

ATI Goal for HCC Department of Nursing is level two or higher. The scores for Fall 2012 breakdown is as follows:

ATI proficiency: Level 3 = 14.6% (6) Level 2 = 36.6 % (15) Level 1 = 46.3% (19) of these 11 students successfully met the HCC course benchmark of a score of 56.7 % or better ( versus 63.3% the equivalent of two questions) and are credited at a level two for course standards. Corrected number of students achieving a level two would thus be 63.41% (26 students). The benchmark allows for point correction in topics not covered in this course yet on the national test ( i.e.: burns, trach care and diabetes as well as one computer technology glitch that does not allowed students to answer a point and click hot spot question) The computer glitch is an IT issue that has been reviewed by ATI and our IT department but w/o a solution thus far. Below level 1 = 2.4 % (1)

The overall percentage of students scoring level 1 and level 2 is comparable to spring 2012 semester which had the following breakdown: Level 3 = 21.4% (9) Level 2 = 35.7 % (15) Level 1 = 38.1% (16) Below level 1 = 4.8% (2)

This year the National Mean is 64.1 % and Program Mean is 64.4 %, The HCC group score is 62.6 % with 41.5 % of HCC course students above the individual and national mean. Using the corrected benchmark the course average would be 78.04 % in line with the national and program averages. The national, program and college mean are down across the board for this cohort. This reflects a common trend across all schools. The ATI report will be analyzed in depth during the session break to ascertain any common weak areas to be enhanced.

**Follow-up** (How have you used or how will you use the data to improve student learning?)

ATI Test is a designated test day which appears to be working well. Enhanced course material on nutrition, priority setting, infection control and care and comfort per ATI feedback on previous area of weakness. Instituted case scenarios, NCLEX practice and priority setting practice in the class room and on weekly careplans. Course syllabus was adjusted to allow extra time on two labor intensive and difficult topics ( Growth & Develop and cardiac). This appears to have aided better comprehension of material based on verbalized student feedback. I will continue to review thru the spring session.

### **Budget Justification**

(What resources are necessary to improve student learning?)

The remediation specialist interacted with eight at risk students. The extra tutoring was helpful in raising test scores and lowering anxiety for those students who took advantage of the service. The one course failure contacted the remediation specialist but never followed thru on arranged sessions. Both of the non- successful students did not follow up on repeated invite to meet individually with the course instructor. Five students who met with the course instructor to discuss study and test taking strategies had positive outcomes.