

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 2013 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 four unit exams and a comprehensive ATI assessment. This semester the accumulative course final was changed to a 4th unit focus exam to help the students better manage and retain the massive amount of content material presented during this course. This also reduced redundancy of testing with the use of the comprehensive ATI assessment. The ATI has the benefit of overall knowledge assessment but also provides the student with remediation plans and faculty with area to enhance course focus.
- There are two simulated client teaching projects which focus on how to plan, implement and evaluate a child level health presentation and also a parent focus health teaching for a child related procedure or medical condition. The focus of the teaching projects is to enable students to become comfortable with the role of the nurse as client educator. The teaching activity requires research into current practice issues and is consistently rated by the students as beneficial and informative.
- The students perform a Denver developmental assessment with a written analysis of the results on a child at the Head Start Community clinical.
- Due to lack of access at the local acute pediatric clinical unit as well as inconsistent availability of admitted children when on the unit, the focus of the clinical part of the course has been amended to a community focus. This is consistent with trends in health care taking on a preventative role versus traditional cure role. The change in clinical focus has proven to be very successful and is consistent with the emerging role of the nurse in health care and case management. It has also allowed clinical time to participate in the Red Cross Disaster and Sheltering Program for Nursing Student which is also addresses a timely and necessary community readiness need.
- The clinical settings utilize a weekly clinical assessment tool for feedback by the clinical instructor on student performances. The clinical activities utilize anticipatory prep cards, a self-evaluation tool, as well as teaching/ care plans and data base.
- Three simulation lab activities enable the student to apply theory and critical thinking skills to solving true to life cases
- ATI Real Life Computer simulations have been incorporated into the class which assist with critical thinking application/ feedback on common pediatric scenarios. The scenarios utilize 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. The Student's verbalize 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.

- Math/ Drug Calc. competency 91 % pass on first attempt, the remaining 10 % (4 students) were successful after tutoring with remediation specialist and instructor. Faculty designed and implemented a remediation strategy this semester to assist those students who do not pass the math competency on the first attempt.

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

ATI exit testing, Moodle and Real Life quiz results, math proficiency quizzes, Exam average of 75 % or greater. In addition feedback on the student’s senior semester Comp Predictor test is scrutinized to determine areas needing enhancement.

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 45 students enrolled in the course of which 42 successfully completed the course. 3 students did not meet the academic test/ course level of 75 % (also scored poorly on the ATI, a level 1 or below)

Grade distribution ; 14 A’s, 26 B, 2 C 3 D. Despite the ongoing high rigor of this course the number of students achieving an A for the course was phenomenal. A majority of the students demonstrated a higher level of preparedness for class / lab /clinical experiences, were responsive and actively engaged in the learning environment. As a group the student’s scores on tests, ATI and projects was higher for this cohort, then the preceding semesters. ATI Goal for HCC Department of Nursing is level two or higher. The scores for Fall 2013 demonstrated a **1.6 % increase** over the prior semester. In addition there was a point increase in the institutional standing among competing ADN and national level nursing programs

ATI proficiency: Breakdown is as follows:

	Fall 2013	2013 Spring	2012 Fall	
Group Mean National	64.1 %	64.1% *	42.9%	
Group Mean program	64.4% *	63.9% *	42.9%	
Adjusted Group score	67.3% *	65.7% *	62.7 %	
National Ranking	73 % *	63% *	44%	
Level goal > 2				
Level 3	29.5 % (13)*	28.1% (9) *	14.6% (6)	
Level 2	38.6% (17) *	31.3% (10)	36.6 % (15)	
Level 1	27.3 (12)	37.5% (12) *	46.3% (19)	
Below level 1	4.5% (2)	3.1% (1)	2.4 % (1)	

* equals positive shift

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 interpreting common lab results, 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.. Course syllabus was adjusted to allow extra time on two labor intensive and difficult topics (Growth & Develop and cardiac). This has aided better comprehension of material based on verbalized student feedback and improved unit test scores on this material. Do to the time dedicated to the last minute clinical revamp was not able to pursue flipped classroom strategies in this semester. Hopeful to have the time to incorporate some of these strategies and analyzed their impact on student achievement over the coming academic year

Budget Justification

(What resources are necessary to improve student learning?)

- The remediation specialist and instructor reached out on an ongoing basis to interact with at risk students. Some were receptive and showed progress, others never utilized the offer.
- The remediation specialist was instrumental in the designed and administration of a group based application review session to address the more difficult topics with students. The review was voluntary and many of the students took advantage of the sessions. Data collection is being conducted to assess the students who participated versus those who did not in regards to test results, ATI and overall course grades.
- The extra tutoring appears to have been very helpful in raising test scores and lowering anxiety for those students who took advantage of the service. Of the non- successful student only one participated in the review session despite repeated invites. Three of the four non successful students declined to meet individually with the course instructor to discuss study strategies or review exam results. Most acknowledge it was an issue of employment, too many hours that interfered with class prep. One student decided nursing was not the field for her and elected to complete the semester but with verbalized little motivation to enhance time on studying or exams.