

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 Spring 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 three unit exams and a comprehensive final. Students also present two simulated client teaching sessions. Teaching session focus on how to plan, implement and evaluate a child level health presentation and parent focus client 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 a current practice issues and is rated by the students as beneficial and informative. 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. ATI Real Life Computer simulations have been incorporated into the class which assist with critical thinking application/ feedback on common pediatric scenarios. 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. In addition feedback on the student's final semester Comp Predictor test is scrutinized to determine potential 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 36 students enrolled in the course of which 35 successfully completed the course. 1 student did not meet the academic test/ course level of 75 %

Grade distribution ; 4 A's, 29 B, 1 D Overall student's scores on test, ATI and projects was much higher for this cohort, then the preceding two semesters. Students demonstrated a higher level of preparedness for class and were responsive to the learning environment.

ATI Goal for HCC Department of Nursing is level two or higher. The scores for Spring 2013 demonstrated a **7 % 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:

	2013 Spring	2012 Fall
Group Mean National	64.1% *	42.9%
Group Mean program	63.9% *	42.9%
Adjusted Group score	65.7% *	62.7 %
National Ranking	63% *	44%
Level goal > 2		
Level 3	28.1% (9) *	14.6% (6)
Level 2	31.3% (10)	36.6 % (15)
Level 1	37.5% (12) *	46.3% (19)
Below level 1	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 and on weekly careplans. 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. Would like to incorporate some flipped classroom strategies in the upcoming semester 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 interacted with 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 non- successful student did not follow up on repeated invite to meet individually with the course instructor and acknowledge it was an issue of employment to many hours that interfered with class prep. The student will re-enter the program next semester and has implemented plans to cut work hours.