

## 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 2014: Session A & B Combined**

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

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

- Knowledge/ Learning Acquisition: Academically the course consists of four unit exams, comprehensive ATI assessment, online quizzing, homework assignments, worksheets, lab scenarios, clinical experiences and student initiated teaching projects. The ATI provides a nationally normed knowledge assessment that provides the student and faculty with remediation plans recommending area to enhance course focus.
- Application Analysis/ Evaluation: Utilizing a modified Denver Developmental Screening tool students perform a developmental assessment on a child during the Head Start clinical rotation. The student construct a written analysis of the results along with recommendations to support the child's developmental needs. Providing real time application of learning regarding growth and development of children.
- Application Nursing Process: Incorporate the nursing process in creation and implementation of a child level health presentation and a parent/ child health teaching related to a procedure or medical condition. The goal 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. Case studies are also utilized to apply nursing process and care planning/ concept mapping.
- Role Definition/ Collaboration: This is a community focused course, with emphasis on the role of the nurse in preventive care which is consistent with current and emerging healthcare trends. Incorporation of clinical exposure to children with cognitive and physical challenges has enabled the student to become familiar with, increased comfort level in interacting and assessing clients of various ages and developmental abilities. The connection between clinical and theory aspect has proven to be successful and consistent with the emerging role of the nurse in health care, case management and community disaster readiness. A weekly clinical assessment tool for feedback by the clinical instructor on student performances is utilized. The clinical activities incorporate anticipatory prep cards, a self -evaluation tool and a journal writing component to help organize thoughts and goals.
- Critical Thinking/ Use of Technology: Simulation and lab activities enable the student to apply class room theory and critical thinking skills to solving true to life cases The ATI Real Life Computer simulations (4) assist the students with critical thinking application on common pediatric scenarios and the incorporation/ practice with healthcare computer based technology. Utilizing informatics

such as EMR, charts, medical and nursing orders to attend to the care of a simulated client enable the students to role model future job expectations and duties. The Student's verbalize that the scenarios challenge them to think and rationalize care choices.

- o Safe Practice & Standards: Math/ Drug Calc. competency of which 37 (88 %) passed on first attempt, the remaining 5 (11 %) students were successful after enhanced tutoring by the instructor.

**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, as well as feedback from the senior semester Comp Predictor test and consistent NCLEX pass rate. The constructive responses from student evaluations, Comp Predictor and NCLEX reports results are also 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 42 students enrolled in the course of which 38 successfully completed the course. There were 3 fails and 1 student received approval for an incomplete due to maternity complications. That student will complete the course in the coming spring semester.

Grade distribution; 5 A's, 29 B, 4 C, 3 D.

This was the first semester the nursing division was without the remediation specialist position. Many students struggled greatly with math and theory concepts. They took longer to feel self-competent enough to attempt the math quiz. This created a significant time and energy demand on the instructor to work with a variety of students in small group study /review sessions and 1: 1 advisement on study strategies. This also resulted in the instructor having to create extra study guides, practice sheets and activities to reinforce learning.

Most of the students who struggled and those who failed had utilized the remediation specialists study sessions in the previous semester and verbalized frustration and anxiety at not having the resource available this semester. All of the students were recommended to utilize the student learning support center for additional tutoring. Most of these students verbalized they were not able to access help at the center when they went as they were told nobody was knowledgeable about "drug calculation math" and no one had nursing theory expertise. This issue was addressed at the Nursing unit planning with the college president and executive team as well as later with the coordinator of the learning support center. It was determined that "drug math" was algebra and could be assisted at the center, The coordinator would clarify the issue with her student and faculty tutorial staff. It was reported that there were several full time staff vacancies at the center this semester and many prior student tutors had graduated, with the current student tutor group being inexperienced in science and math fields. A plan to enhance communication and understanding was verbalized. In addition the college is in the process of interviewing for a health science fulltime tutor that should be able to better assist nursing students as well as dental and Rad Tech programs.

It has been postulated that remediation enhances retention but that it only delays the inevitable inability to execute success in the end ( ie: NCLEX success). The upcoming class will be the first to not have had access, reliance on a remediation specialist. It will be interesting to observe this trend over the next few semesters. As well as college wide learning resource application

ATI: The test for this semester was increased slightly in both number of questions per test (increased 5 questions and ten minutes longer allotted for test completion) as well as difficulty logits to better reflect the current NCLEX exam. Therefore while regional, national and program comparisons are available, scores for Fall 2014 may not truly reflect a trend this semester and may need to be interpreted with caution. However it is also anecdotally noted that this cohort tended to be weaker in general in their ease at grasping material and test taking abilities.

This semester the ATI Test had been relegated to the testing center over a three day period immediately prior to the final. This eliminated testing prior to last theory presentation and appears to have some impact on decreasing the severe low (below 1) levels. In order to avoid the massive influx of students during finals week fourteen students in session B requested to test in the classroom setting after the last class. Of those 14 only two did not score a level two, no one scored below a level one.

ATI proficiency: Breakdown is as follows:

|                      | 2014 Fall   | 2014 Spring | Fall 2013    | 2013 Spring | 2012 Fall   |
|----------------------|-------------|-------------|--------------|-------------|-------------|
| Group Mean National  | 61.2 %      | 64.1 %      | 64.1 %       | 64.1%       | 42.9%       |
| Group Mean program   | 61.6 %      | 64.4% *     | 64.4%        | 63.9%       | 42.9%       |
| Adjusted Group score | 61 %        | 60.8 %      | 67.3%        | 65.7%       | 62.7 %      |
| National Ranking     | 51.3 %      | 28 %        | 73 %         | 63%         | 44%         |
|                      |             |             |              |             |             |
| Level goal > 2       |             |             |              |             |             |
| Level 3              | 0           | 11.1% ( 4)  | 29.5 % ( 13) | 28.1% ( 9)  | 14.6% ( 6)  |
| Level 2              | 43.6% (17)  | 27.8 % (10) | 38.6% ( 17)  | 31.3% (10)  | 36.6 % (15) |
| Level 1              | 41 % (16 )  | 50 % ( 18)  | 27.3 (12)    | 37.5% (12)  | 46.3% (19)  |
| Below level 1        | 15.4 %) (6) | 11.1 % ( 4) | 4.5% (2)     | 3.1% (1)    | 2.4 % (1)   |
|                      |             |             |              |             |             |

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

1. As a result of the previous semesters lower assessment scores the ATI time frame was reset to reflect true end of session assessment. In collaboration with fellow nursing faculty a point value was added to the test achievement performance to encourage all students to take the assessment more seriously. While the strategy appears to have been helpful, due to the change in exam rigor this will need to be assessed for trends over next two semesters.
2. The goal for the coming year is to continue to implement some flipped classroom strategies thru use of technology, incorporating personal note taking and study skills strategies into lectures and weaning away from the power point crutch that many appear to be relying on. Four new online quizzes have been created to encourage students to keep up with the reading as well as provide timely personal feedback on understanding of content.
3. Continue to enhance NCLEX practice, lab interpretation, case studies and priority setting practice in the class room. There was an improvement in lab analysis and nutrition on the current ATI feedback plan.

4. A need for hands on approach to medication calculation and administration skill practice has been identified as a division wide need. Opportunity to practice these skills will be embedded in lab/simulation scenarios
5. Protect professional planning time in order to have the time necessary to incorporate some of these strategies and analyzed their impact on student achievement. Monitor the availability of tutor assistance to students via student success support center

### **Budget Justification**

(What resources are necessary to improve student learning?)

**A remediation specialist position is critical** to the ongoing success of all students in the nursing program. The professional, technical type of remediation involving both hands on skills and critical thinking development needed in the high stakes based nursing courses cannot be readily provided thru the general academic support services as proposed and as demonstrated this semester.

The learning center's strength is in helping student's with writing, reading, general science and math skills. Most of these courses rely primarily on factual memory and recall or rote practice. The area of need for nursing students is understanding impact of disease pathology, how is is unique for each client, unique over time within the same client as well as well as ability to implementation rapid critical assessment and critical thinking skills. To the non- health care professional trained tutor this is beyond their comfort zone and general scope of knowledge. Point noted this semester.

With the loss of the remediation specialist position and a cohort of students who appear to be less self-directed and more needy of auxiliary support, I am concerned this will have a direct impact on the positive attitude and advancement of the nursing candidates as well as future pool of applicants choosing HCC as a career preparation center. Not to mention issues of faculty demand overload and burnout.

I have experienced firsthand the impact of the loss of this vital position on the overall performance and anxiety levels of students. Whether it is best within the nursing division or a shared health science tutor waits to be seen. Regardless higher level tutoring resources are needed for nursing students and to ease the burden on faculty