

## 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 2014: 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, 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.
- The students perform a developmental assessment on a child during the Head Start clinical rotation. Utilizing a modified Denver Developmental Screening tool they perform the evaluation and construct a written analysis of the results along with recommendations to support the child's developmental needs
- Two client based teaching projects which focus on the plan, implementation and evaluation of a child level health presentation and a parent focus health teaching related to a procedure or medical condition. The goal of the teaching project 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.
- Consistent with trends in health care in regards to a preventative care model versus traditional cure role the clinical component of this course is community focus based. This has proven to be very successful and is consistent with the emerging role of the nurse in health care, case management and community disaster readiness. The clinical settings utilize a weekly clinical assessment tool for feedback by the clinical instructor on student performances. The clinical activities incorporate anticipatory prep cards, a self -evaluation tool and a journal writing component to help organize thoughts and goals.
- Three simulation 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 of work 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. The cases also help to reinforce the theory aspect of the course.
- Math/ Drug Calc. competency of which 36 ( 95%) passed on first attempt, the remaining 2 (5 %) students were successful after tutoring with the remediation specialist and 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 increased NCLEX pass rate. As well as constructive student evaluation responses The 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 38 students enrolled in the course of which 36 successfully completed the course.  
Grade distribution; 11 A's, 24 B, 1 C, 2 D.

Interestingly the persona of this class cohort tended to be very concrete and linear in their thinking and approach to clinical issues. With the exception of a few reticent participants, the students rarely interacted verbally in class even when direct questions posed or verbally challenged and yet they were able to succeed on class test to a greater degree than prior classes. They demonstrated less self-direction and spontaneity in regards to learning and their ability to complete class activities. The lack of feedback and participation was perceived as a lack of understanding and class prep and thus resulted in the instructor becoming the “living textbook.” in order to move the topic concepts forward. The additional effort and time painstaking taken on each topic was emotionally draining from an educator perspective yet clearly answered a learning need in this particular subset of students. As a result this semester has definitely been the impetus for this lecturer to initiate a reworking of class focus and moved toward more flipped classroom activities.

ATI: The scores for Spring 2014 demonstrated a decrease over the prior semester in adjusted score and national ranking but the Group mean for national and program level comparisons remained static. This semester the ATI Test had been relegated to the testing center over a one week period in an attempt to better accommodate student's schedules. In reality this had a negative impact on the overall test outcome as many students took the test prior to completing the reading or class preparation on the last topics material. For many the goal was simply to avoid a trip back to school choosing to take the test after a long class, test or lab session. This unpreparedness likely contributing to the decline in test scores while the overall class grades remained relatively stable.

ATI proficiency: Breakdown is as follows:

	2014 Spring	Fall 2013	2013 Spring	2012 Fall
Group Mean National	64.1 %	64.1 %	64.1%	42.9%
Group Mean program	64.4% *	64.4%	63.9%	42.9%
Adjusted Group score	60.8 %	67.3%	65.7%	62.7 %
National Ranking	28 %	73 %	63%	44%
Level goal > 2				
Level 3	11.1% ( 4)	29.5 % ( 13)	28.1% ( 9)	14.6% ( 6)
Level 2	27.8 % (10)	38.6% ( 17)	31.3% (10)	36.6 % (15)
Level 1	50 % ( 18)	27.3 (12)	37.5% (12)	46.3% (19)
Below level 1	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?)

As a result of the lower assessment scores the ATI time frame will be reset to reflect true end of session assessment. Also in collaboration with fellow nursing faculty a point value will be added to the test achievement performance next semester to encourage all students to take the assessment tests more seriously.

For the course the major goal for coming year is to actively implement several flipped classroom strategies thru use of camtasia, incorporating personal note taking skills and weaning away from the power point crutch that many appear to be relying on. The group did participate in the peer teaching activity and thus more events will be added into the course in the coming semester. Also continue to enhance NCLEX practice, lab interpretation, case studies and priority setting practice in the class room. There was an improvement in lab analysis on the current ATI feedback plan.

Personal goal for coming year will be to protect professional planning time in order to have the time necessary to incorporate some of these strategies and analyzed their impact on student achievement.

### **Budget Justification**

(What resources are necessary to improve student learning?)

**The remediation specialist position is critical** to the ongoing success of all students in the nursing program. The professional, technical type of remediation involving hands on skills needed in the high stakes critical thinking based nursing courses cannot be readily provided thru the general academic support services as proposed, The learning center's strength is in helping studies with writing, reading , general science and math skills. Most of these courses rely primarily on factual memory and recall. 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.

With the proposed loss of the remediation specialist position at the same time as an advancing cohort of students who appear to also 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. I seriously fear the impact of the loss of this vital position on the overall performance and NCLEX mastery scores of the program.

- The remediation specialist reached out on an ongoing basis to interact with the entire class as well as at risk students. Offering bi-weekly designated application learning enrichment and test taking question analysis and practice. Data collection demonstrates students who participated achieved a course grades of "B" or greater. Approximately three quarters of the class were voluntarily receptive and showed progress. They verbalized improved self- confidence in mastering the material and tests in general as well as lower anxiety. Of the remaining one quarter who never utilized the offer many but not all tended to reflect a lower course score overall. I do not believe this class would have been as successful if not for the enrichment services offered.