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 2015: Session A & B Combined
Submitted by: Assistant Professor Teresa Weedon, R.N., MSN

Expected Learning Outcomes: Upon completion of this course, the student will be able to:

1. Apply Erikson's and Piaget's Developmental Theories in conjunction with the nursing process to implement care for children and families in a variety of settings.
2. Demonstrate safe practice and correct application of acquired skills in providing care to children of various ages.
3 Recognize the importance of collaboration and maintaining continuity of patient care.
4. Incorporate ethical, legal and professional standards when providing care to children and families.
5. Integrate knowledge of cultures, values, and belief systems when providing care to children and families.
6. Implement therapeutic communication techniques with children.
7. Interact with the child, family, and members of the school/ healthcare team to ensure a comprehensive plan of care.
8. Implement the use of physical and technological resources in a safe and proficient manner that enhances the care of children.
9. Recognize the role of the nurse and utilize the nursing process in anticipating / evaluating community disaster readiness.
10. Participate in the Red Cross Student Nurse Disaster Preparation and Sheltering training program
11. Assess opportunities for professional growth that promote lifelong learning
12. Demonstrates accountability and responsibility for own actions.

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

- Knowledge/ Learning Acquisition:
  - Course consists of four unit exams, comprehensive ATI assessment, online quizzing, homework assignments, worksheets, simulation and case scenarios, clinical experiences and student initiated teaching projects. The ATI provides a nationally normed knowledge assessment that provides the student and faculty with recommended remediation plan 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.

- Practice at interpreting lab reports, needs assessment and cultural awareness are provided during case analysis in simulation.

- Incorporation of clinical exposure to children with cognitive and physical challenges has enabled the student to become familiar and increased comfort level in interacting with clients of various ages and developmental abilities.

- Clinical activities incorporate anticipatory prep cards, a self -evaluation tool and a journal writing component to help organize thoughts and goals. A weekly clinical assessment tool for feedback by the clinical instructor on student performances is utilized.

- 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. The connection between theory component and clinical assist in elaborating on the emerging role of the nurse in health care, case management and community disaster readiness.

- Critical Thinking/ Use of Technology:

    - Simulation and case studies 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.

    - Practice 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.

- Safe Practice & Standards:
  - Math/ Drug Calc. competency: 84.4 % passed on first attempt, this is a decline of 2.5% from prior semesters. Math ability was a major issue with this cohort. Many verbalized and exhibited math anxiety resulting in procrastinating on first attempt, stalling till deadline date. There was

erratic success on math calculation questions imbedded in tests and lab activities. The remaining 15.6 % students were successful after enhanced, repetitive tutoring with the instructor.

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

ATI 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 student evaluation responses, 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 45 students enrolled in the course of which 41 successfully completed the course.
Grade distribution; A's 8.8 %, B 66.7 %, C 13.3 % , D 0.6 % and 1 who did not complete the course.

ATI proficiency: Breakdown is as follows:

	2015 Fall	2015 Spring	2014 Fall *	2014 Spring	2013 Fall	2013 Spring	2012 Fall
Group Mean National	62.5%	62.4%	61.2 %	64.1 %	64.1 %	64.1%	42.9%
Group Mean program	61.9 %	61.9%	61.6 %	64.4%	64.4%	63.9%	42.9%
Adjusted Group score	62.0%	64.1%	61 %	60.8 %	67.3%	65.7%	62.7 %
National Ranking	47 %	58 %	51.3 %	28 %	73 %	63%	44%
Level goal> 2							
Level 3	0.0%	4.3 % (2)	0	11.1% (4)	29.5 % (13)	28.1% (9)	14.6% (6)
Level 2	53.5% (23)	63.8% (30)	43.6% (17)	27.8 % (10)	38.6% (17)	31.3% (10)	36.6 % (15)
Level 1	37.2% (16)	29.8% (14)	41 % (16)	50 % (18)	27.3 (12)	37.5% (12)	46.3% (19)
Below level 1	9.3 % (4)	2.1% (1)	15.4 % (6)	11.1 % (4)	4.5% (2)	3.1% (1)	2.4 % (1)

***** The fall 2014 ATI assessment was increased in difficulty logits and number of questions to reflect the current NCLEX exam test plan blueprint

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

1. Math/ Drug Calculation competency. As a result of lower comfort level / ability with math calculations students were provided extra worksheets, online tutorials, and referral to LRC. Mr. Chris Nelling (LRC science and math tutor) attended a nursing faculty meeting to assess/ discuss faculty needs for type of tutoring needed and to clarify issue of nursing student's being told no one available to tutor "drug calc" math. During meeting it was agreed that "drug calc" are algebra type calculations and thus able to be tutored by any math tutor. Examples of drug based questions and scenarios were provided to the LRC so that staff would have examples to work with students and become comfortable with content. Nursing faculty/ LRC team agreed that any

student having issues with passing math competency or exam questions would be required to meet with LRC tutor for remediation. In addition extra practice with drug calculations were embedded in simulation and case scenarios to provide tactile hands on feel for drug manipulation as well as repetition of skill. This will be monitored for effect in the coming semesters with this cohort in particular and all future course participants. Also continue to advocate all nursing students take the elective introduction to drug calculation class offered via con- edu.

2. Student preparedness and taking initiative for learning. Many students in this cohort verbalized preferring to hear lecture first as opposed to reading text. Several students when asked individually acknowledged having reading comprehension issues and dislike of reading thru out their formative school years. This issue is compounded by the increase reading complexity of medical literature. Not being prepared for class resulted in taking longer to present material and poorer outcomes on exam grades. Lower proficiency in reading and math scores has been a trend noted in institutions of higher learning across the board over the past few years and is more apparent in this current and suspect upcoming cohorts. While offering camtasia pre- recorded lectures has been an area of consideration for future course material, when the program opportunity was presented to same cohort in their next course many did not take advantage of the resource. Strategies to enhance and encourage reading comprehension will be an area to research and address in the coming year. Continue to investigate/ implement flipped classroom strategies to encourage students to pre-read the material and prepared for greater discussion of information in class and lab setting. Incorporate the homework worksheets directly in class activities to encourage more preparation ahead of class.

3. Incorporate enhanced study skills strategies: Major issues with work – life balance are interfering with adequate time to prepare for learning for many students. Continue to demonstrate directed note taking skills, chapter reading skills, chunking learning, use of mnemonics and good study strategies as well as peer teaching activities have been added into the course in attempt to make learning more manageable and enjoyable. To support success on NCLEX exam continue emphasis on NCLEX practice, lab interpretation skills, case studies and priority setting practice in the class room. There was improvement in lab analysis and nutrition on the current ATI feedback plan.

4. Continue goal to protect professional planning time in order to have the time necessary to incorporate strategies and analyzed their impact on student achievement.

Budget Justification
(What resources are necessary to improve student learning?)

A health science/ nursing tutor position is critical for all students in the nursing program.
Currently the specialized nursing tutoring is available only to those students enrolled in the BSN dual enrollment program and middle college students All of the ADN students are being prepared to move on to a BSN program upon successful completion of HCC's program. Therefor nursing specific tutoring should be available to all current nursing students. There has been some movement in a positive direction by collaboration with LRC, increase in con-edu offering of drug calc tutorial, online support thru writing center. Continue to advocate for tutoring resource for nursing and health science programs.