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 2015: Session A & B Combined

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?)

o   Knowledge/ Learning Acquisition:

   o   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.

o   Application Analysis/ Evaluation:

   o   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.

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

- o 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.

- o 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.

o <u>Application Nursing Process</u>:

- o 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.

- o Case studies are also utilized to apply nursing process and care planning/ concept mapping.

o <u>Role Definition/ Collaboration</u>:

- o 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.

o <u>Critical Thinking/ Use of Technology</u>:

- o Simulation and case studies activities enable the student to apply class room theory and critical thinking skills to solving true to life cases

- o 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.

- o 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.

o <u>Safe Practice & Standards</u>:
  - o Math/ Drug Calc. competency of which 89.5% passed on first attempt, the remaining 10.4 % students were successful after enhanced 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 48 students enrolled in the course of which 45 successfully completed the course.
Grade distribution; A's 8.3 %, B 75%, C 10.4% , D 4.1 % and 1 who did not complete the course.

ATI proficiency: Breakdown is as follows:

	2015 Spring	2014 Fall *	2014 Spring	Fall 2013	2013 Spring	2012 Fall
Group Mean National	62.4%	61.2 %	64.1 %	64.1 %	64.1%	42.9%
Group Mean program	61.9%	61.6 %	64.4% *	64.4%	63.9%	42.9%
Adjusted Group score	64.1%	61 %	60.8 %	67.3%	65.7%	62.7 %
National Ranking	58 %	51.3 %	28 %	73 %	63%	44%
Level goal> 2						
Level 3	4.3 % (2)	0	11.1% (4)	29.5 % (13)	28.1% (9)	14.6% (6)
Level 2	63.8% (30)	43.6% (17)	27.8 % (10)	38.6% (17)	31.3% (10)	36.6 % (15)
Level 1	29.8% (14)	41 % (16)	50 % (18)	27.3 (12)	37.5% (12)	46.3% (19)
Below level 1	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. Therefore scores for Fall 2014 do not directly reflect a trend to prior semesters and should be interpreted with caution. However the rebound positive growth in outcome scores despite a significant weaker performance in one section of the course demonstrates overall scores are trending in a positive direction. Students are demonstrating consistency in mastery of important content

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

Continuing to implement flipped classroom strategies, incorporate study skills strategies into class lectures and weaning away from the power point thru instruction of directed note taking skills. An increase in peer teaching activities will be added into the course in the coming semester. It is anticipated that incorporation of spontaneous peer presentations on case studies will encourage more students to come to class having pre-read the material prepared for greater discussion of information. Will continue emphasis on NCLEX practice, lab interpretation skills, case studies and priority setting practice in the class room. There was a consistent improvement in lab analysis on the current ATI feedback plan.

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?)

<u>A health science/ nursing tutor position is critical for all students in the nursing program</u>.
Nursing, health science students and faculty are frustrated by lack of supplemental learning resources that are available to other student groups on campus. The professional and technical remediation needed for the critical thinking nursing courses has not been adequately 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. While nursing students requires assistance in understanding impact of disease pathology, how it's 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.

Many nursing students have potential but are hindered in program completion and success due to lack of assistance in helping them with study skills and comprehension of difficult concepts. To the non- health care professional tutor this is beyond their comfort zone and general scope of knowledge.
Currently the specialized nursing tutoring is available only to those students enrolled in the BSN dual enrollment program.   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.