

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 2016: 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, journaling and student initiated teaching projects. The ATI course competency exam 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 for 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 utilized to apply nursing process and care planning/ concept mapping. In addition a focus on priority setting has been initiated to reflect increased emphasis on the NCLEX exam.
- 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 developing critical thinking skills on common pediatric scenarios and the incorporation/ practice with healthcare computer based technology (EHR).
 - 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: 85.2 % passed on first attempt. Many students verbalized / exhibited math anxiety resulting in procrastinating on quiz attempt, stalling till deadline date and erratic success on math calculation questions imbedded in tests and lab activities. The remaining 14.8 % 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 27 students enrolled in the course of which 25 successfully completed the course. Grade distribution; A's 14.8 %, B 55.5%, C 22.2 % , D 7.4 % .

ATI proficiency: Breakdown is as follows: Note: Smaller cohort past two semesters has likely impacted reliability of results based on sample size.

	2016 Fall	2016 Spring	2015 Fall	2015 Spring	2014 Fall *	2014 Spring
Group Mean National	62.4%	62.4 %	62.5%	62.4%	61.2 %	64.1 %
Group Mean program	61,9%	61.9 %	61.9 %	61.9%	61.6 %	64.4%
Adjusted Group score	58,6%	63.8 %	62.0%	64.1%	61 %	60.8 %
National Ranking	28%	57 %	47 %	58 %	51.3 %	28 %
Level goal > 2						
Level 3	3.7% (1)	8,3% (3)	0.0%	4.3 % (2)	0	11.1% (4)
Level 2	29.6% (8)	41.7% (15)	53.5% (23)	63.8% (30)	43.6% (17)	27.8 % (10)
Level 1	37% (10)	41.7 % (15)	37.2% (16)	29.8% (14)	41 % (16)	50 % (18)
Below level 1	29.6% (8)	8.3 % (3)	9.3 % (4)	2.1% (1)	15.4 % (6)	11.1 % (4)

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

1. Math/ Drug Calculation competency. A significant number of students report lower comfort level / ability with drug calculations. Many procrastinate in completing mandated drug calculation quiz due to anxiety. To enhance comfort and confidence level students were provided extra worksheets, online tutorials and practice and referral to LRC Hands on manipulation of simulated medications and delivery systems have been embedded in simulation and case scenarios to provide tactile manipulation and repetition of skill. This realism brought to medication calculation and delivery practice was reported by students to be helpful.
2. Piloting ATI Drug Proctored Drug Calculation Quiz: Fall 2016 ATI presented a new online proctored med calculation test that is course specific for each nursing specialty. It is hoped that the quiz will provide a consistent, efficient way to evaluate student's ability across the semesters. As the quiz is not normed at this time, the quiz will be piloted for two semester as an ungraded exit quiz and then comparison between current faculty created quiz and online quiz will be made to determine if feasible substitution.
3. Student preparedness and taking initiative for learning; Imbalance work – life balance. Many students (especially weaker grade wise) verbalized preferring to hear lecture first as opposed to reading text. Not being prepared for class resulted in taking longer to complete material, less in class interaction and poorer outcomes on exam grades.
A majority of student's with lower exam / course averages acknowledge work hours significantly impacted preparation. Many were working night shifts and verbalized disturbed sleep -wake cycles, yet were unwilling to discuss adjusted work schedules/ hours. The lower performing students did not take advantage of tutoring services until last exam. Many did not participate in post exam review opportunities nor offer of outreach by faculty and nursing counselors to work on study and test taking strategies. Four students who did participated in outreach were able to significantly increase course / exam performance. Continue to advise, encourage students to take initiative in re-evaluating work / course work balance (short term vs long term planning and goal achievement). Apprise students of alternative scholarship/ grant opportunities as they arise.

Proficiency in reading and math scores/ college readiness 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. A cross discipline dialogue has begun between nursing and faculty in pre-rec classes of English and sciences in an attempt to strengthen student outcomes /readiness for learning One co-curricular advancement in the coming year a more specific healthcare focus in biology is being offered to health science majors.

4. Incorporate enhanced study skills strategies: Strategies to enhance and encourage reading comprehension / study techniques continue to be merged into class lecture activities. Continue some flipped classroom strategies to encourage students to pre-read the material and prepare for greater discussion of information in class and lab setting. Incorporate homework worksheets directly in class activities to encourage more preparation ahead of class.
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 and lab setting.

5. Interference of electronic devices in class/ lab setting: Inappropriate and excessive use of texting during class/ lab was observed in all student' who did not academically succeed the past two semester. While some students were able to utilize devices to add knowledge to discussions, weaker students were excessively over immersed in cell phone use despite several advisement on the issue. The desire of the instructor to acknowledge students as adult learner has not been effective for at risk student therefore a more punitive yet proactive action of confiscating devices used inappropriately will be instituted in spring semester to evaluate issue of attentiveness and to help students achieve better success. The addictive nature of texting has been seen across all age spectrums but definite impacts the younger age student. Continue to advise and role model proper work etiquette.

Budget Justification

(What resources are necessary to improve student learning?)

Advocate for a mandatory pre-nursing class admission seminar to address work issues, study strategies, and drug calculation review. These are the most common areas for academic distress. While they are addressed in the fundamental course and verbally reminded during following course introduction they get loss in the business of the course. Need to create a separate focus session to discuss these issues and emphasis there importance to help students be proactive rather than reactive. Similar to mandatory hospital competency or an on-course strategy for student success this would help address student retention without sacrificing quality. Would recommend a panel approach of prior year students and faculty. Believe live format would work best but if online format would strongly advocate to work with IT to make engaging presentation. This should be mandated not optional, would also provide opportunity for team building among students.