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 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?)

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

- 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 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. Reflective journal notes and clinical assessment feedback rate experiences as being very helpful to student knowledge acquisition and comfort in interacting with special need population.

- o Clinical activities incorporate anticipatory prep cards, a self -evaluation tool and a journal writing component to help organize thoughts and goals. A clinical assessment tool provided feedback by the clinical instructor to the student on their performance.

o Application Nursing Process:

- 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 Role Definition/ Collaboration:

- o This is a community outpatient 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 the theory component and clinical assist in elaborating on the emerging role of the nurse in health care, case management and community disaster readiness.

o Critical Thinking/ Use of Technology:

- 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 Safe Practice & Standards:
- o Math/ Drug Calc. competency: passed on first attempt The remaining   % students were successful after enhanced tutoring with the instructor.To enhance math calculation competency, medication calculation questions were imbedded in tests and lab activities.

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 41 students enrolled and 38 have successfully completed the course.
Grade distribution; A's 4.8 %, B 75.6 %, C 9.7 % , D 4.8 % and 1 who has not completed the course.

ATI proficiency: Breakdown is as follows:

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

* 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. <u>Math/ Drug Calculation competency</u>. To enhance comfort level / ability with math calculations students were provided extra worksheets, online tutorials, and referral to LRC / Nurse Tutors as needed for remediation. Extra practice with drug calculations was embedded in simulation and case scenarios to provide opportunity for tactile drug manipulation skills. This appears to be helpful to student performance on drug calculations on later session exams.

   - Continue to advocate all nursing students take the elective introduction to drug calculation class offered via con- ed / nurse tutors. Number of session offerings were increased this semester to allow later session enrollees.

   - In the upcoming semester implement an end of semester exit drug calculation competency quiz to keep students on target and not slacking off once mandatory quiz has been passed.   .

2. <u>Student preparedness and taking initiative for learning</u>. 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 continues to be apparent in this current cohort.

   A significant number of students verbalized preferring to hear lecture first as opposed to reading textbook. Most acknowledge having reading comprehension issues with the higher level complexity of medical literature. Many report "I read paragraph but can't recall immediately afterwards" or being unable to garner "what is important information presented from background". Not being prepared for class resulted in taking longer to present material, less topics being reviewed or being rushed, less time for application of concepts and lower performance on exam grades.

   - To assist students overcome this challenge the instructor has discussed/ demonstrated in the classroom session several reading and study strategies in an effort to help students feel more comfortable with reading requirements. Additional strategies to enhance and encourage reading comprehension will be an area to research and address in the coming year.

   - The Nurse tutors met with the entire class at the beginning of the semester to inform the students of their presence and areas of support they offer to nursing students. Per tutor feedback several pediatric students were proactive in seeking out tutor assistance. Will try to collect more in-depth statistical data in the fall semester, attempt to assess which students are using the service and correlation with exam grade and clinical competence.

   - In collaboration with the nursing faculty the Nurse Tutors are working on the development of a reading strategy workshop for the fall 2016 semester.

   - Content of course will be critically reviewed during summer break with purging of content matter to allow time for more in depth analysis of topics. Enhance concept focus, concept mapping and implementation of other teaching strategies to assist lower level readers in the learning process.

3. <u>Incorporate enhanced study skills strategies</u>: Issues with work – life balance continue to interfere with preparation 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.

   - Encourage better student attendance at SNA (student nurses association) meetings where relaxation techniques, time management tips, peer to peer support are presented.

   - 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. <u>Faculty enrichment:</u> Continue personal goal to protect professional planning time in order to invest time necessary to incorporate strategies and analyzed their impact on student achievement.
   - Look to incorporate techniques/ ideas presented at AFFACT conference.

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>.
The accessibility of the nursing tutor support services has now been extended to all nursing students.
There has been movement in a positive direction by increased collaboration with LRC, nursing tutor
support, increase in con-ed offering of drug calc tutorial, online support thru writing center, embedding
of librarian in courses. Continue to advocate for tutoring resource for nursing and health science
programs. These support services are not only necessary to the current student's success but also better
prepare them to be the lifelong learners desired of an HCC graduate but also critical for the health care
professional.