

# Assessment: Course Planning

## SMHS (Course SLOs) - Nursing

### NRN 160: Introduction to Pharmacology

#### Course SLO: NRN 160, Introduction To Pharmacology (Section #45953) = Thinking/Reasoning & Life Skills\_1

By the end of the Introduction to Pharmacology Course, the student will:

- A. Identify real or potential problems and develop, evaluate and test possible solutions using the nursing process in introductory nursing course.
- B. Identify habits of intellectual exploration and inter-professional collaboration.

The student learning outcome is achieved by completing the following course objectives:

1. Relate pharmacological concepts and their application to the nursing process.
2. Discuss the challenges associated with drug therapy in current times & calculate accurate drug dosages for adults and children.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 02/05/2018

#### Methods of Assessment

**Performance/Presentation** - VSim Scenario (Danielle Young Bear)

This student learning outcome will be evaluated by having students complete a virtual simulation on a patient with the goals of:

- Calculating correct dosages for pain medications
- Reconciling patient's OTC, herbal, & prescription meds
- Provide patient education on interactions & dosages with all medications
- Provide patient education on pain management at home (Active)

**Criterion/Target:** 80% of students will score above 75% on the virtual simulation

**Notes:** In this course, multiple resources are used to teach the following concepts related to this student learning outcome; Safety, Clinical Reasoning/Judgment, and Clinical Competency

#### Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

05/15/2018

**Criterion/Target Met:** No

36 students completed the virtual simulation with the following scores:

- 4 students scored = 50-59%
- 5 students scored = 60-69%
- 4 students scored = 70-74%
- 10 students scored = 75-79%
- 8 students scored = 80-89%
- 5 students scored = 90-100%

Analysis: Unfortunately, only 23/36 (64%) students scored 75% or higher and therefore the benchmark was not met.

#### Actions

# SMHS (Course SLOs) - Nursing

**Action:** 05/15/2018 This student learning outcome is being assessed by a different assignment than previous semesters. This was the students first introduction to the virtual simulation format. The assignment asked that the students complete it with a score of at least 50%. More time will be spent in class including how to use the program and the purpose of the case scenario since students may have been unfamiliar.

A different form of assessment is being used as the benchmark has been consistently met in the past.

## Course SLO: NRN 160, Introduction To Pharmacology (Section #45953) = Communication & Information Management\_1\_1

By the end of the course, the student will:

- A. Recognize skills of listening, speaking, reading, and writing as they engage in interpersonal and inter-professional communication in introductory nursing pharmacology courses.
- B. Access technological learning tools and applications while engaging in health care to achieve discipline-specific course requirements and standard in introductory nursing pharmacology courses.

The student learning outcome is achieved by completing the following objectives:  
Identify communication needs of patients, families and health care team.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 02/05/2018

### Methods of Assessment

#### Exam/Quiz - In Course - Exam Questions

This student learning outcome will be evaluated by analyzing responses to 4 questions on the final exam. Questions will address different forms of therapeutic communications, blocks to effective communication, using verbal and nonverbal communication methods. Questions are at the understand, apply and analyze level. (Active)

**Criterion/Target:** An average of 90% will select the appropriate answer on the final exam

**Notes:** In this course, multiple resources are used to teach the following concepts related to this student learning outcome: communication.

### Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

05/15/2018

**Criterion/Target Met:** Yes

36 students took the exam.

Question regarding educating a patient regarding new drug therapy: 94% of the students chose the correct answer

Question regarding the nurse needing to use a translator: 72% of the students chose the correct answer

Question regarding a nurse communicating with a cognitively impaired pt: 97% of the students chose the correct answer.

Question regarding nonverbal communication: 100% of the students chose the correct answer.

Analysis:

Benchmark was met. An average of 91% of the students chose the correct answers on the final exam.

#### Actions

**Action:** 05/15/2018 Students did well on the questions covering communication. Less time was spent on the topic as it is also covered in NRN161. Another form of assessment will be considered since this method of assessment has been consistently used.

The benchmark was increased from last semester and was met.

# SMHS (Course SLOs) - Nursing

## Course SLO: NRN 160, Introduction To Pharmacology (Section #45953) = Careers, Civic Responsibility & Diversity\_1\_1

By the end of the Introduction to Pharmacology course, the student will:

- A. Identify how to function knowledgeably, safely, and effectively in nursing practice.
- B. Recognize responsibility for becoming informed, ethical and active nurses in their community.
- C. Develop individual responsibility, personal integrity, and respect for culturally diverse patient population.

The student learning outcome is achieved by completing the following course objectives:

1. Relate the legal/ethical aspects of drug administration
2. Identify the role of the nurse as a patient advocate.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 02/05/2018

### Methods of Assessment

**Performance/Presentation** - VSim Scenario (Danielle Young Bear)

The student learning outcome will be evaluated by having students complete a virtual simulation on a patient with the goals of:

- Calculating correct dosages for pain medications
- Reconciling patient's OTC, herbal, & prescription meds
- Provide patient education on interactions & dosages with all medications
- Provide patient education on pain management at home (Active)

**Criterion/Target:** 80% of students will score above 75% on the post simulation quiz

**Notes:** This course utilizes multiple resources to teach content related to the role of professional nurse and professional behavior.

### Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

05/15/2018

**Criterion/Target Met:** No

36 students completed the post simulation quiz with the following scores:

- 4 students scored = 40%
- 5 students scored = 50%
- 4 students scored = 60%
- 10 students scored = 70%
- 8 students scored = 80%
- 5 students scored = 90-100%

Analysis: Unfortunately, only 23/36 (64%) students scored 75% or higher and therefore the benchmark was not met.

### Actions

**Action:** 05/15/2018 This student learning outcome is being assessed by a different assignment than previous semesters. This was the students first introduction to the virtual simulation format. The assignment did not specify that a certain score needed to be obtained on the post simulation quiz in order for students to receive credit. This is the first time they were asked questions on specific medications and its effects. More education will be done on the specific medications that are used during the scenario. The benchmark will be lowered to 70% in the future.

A different form of assessment is being used as the benchmark has been consistently met in the past.

## NRN 161: Principles of Nursing Practice

# SMHS (Course SLOs) - Nursing

## Course SLO: NRN 161, Principles of Nursing Practice (Section #45954) = Communication and Information Management\_1

By the end of this course the student nurse will be able to identify communication skills and technology to support decision making, education, and documentation of care.

This student learning outcome is achieved by completing the following objectives:

- Identify effective, accurate, and congruent transfer of information using therapeutic verbal and non-verbal communication with the patient, family and health care team
- Identify teaching implementations to assist the patient and family to recover optimal fulfillment of system needs.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 02/12/2018

### Methods of Assessment

**Exam/Quiz - In Course** - Exam question: Communication

Exam Question: Simplifying educational material

Exam question: COPD teaching (Active)

**Criterion/Target:** 80% of students will select the correct answer

**Notes:** This course will include the concept of communication thru following topics:

The communication process as it relates to interpersonal and intraprofessional communication.

Ineffective communication and suggest strategies for improving communication.

The nurse's role in providing patient education.

### Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

04/18/2018

**Criterion/Target Met:** Yes

Criterion/Target Met: Yes. 40/40 (100%) of students selected the correct answer

Criterion/Target Met: Yes. 32/40 (80%) of students selected the correct answer

### Actions

**Action:** 04/18/2018 Another method of assessment may give a deeper look at the student's understanding of communication. Consideration will be given to adding a journal or an in class interpersonal activity. Will continue to assess student's application of health promotion and maintenance through exam questions, charts and discussions of community nursing.

## Course SLO: NRN 161, Principles of Nursing Practice (Section #45954) = Careers, Civic Responsibility & Diversity\_1\_1

The student nurse will evaluate accountability and responsibility for nursing practice, employing professionalism in the role of the registered nurse.

This student learning outcome is achieved by completing the following objectives:

- Explain accountability and responsibility for nursing care within legal/ethical boundaries
- Recognize appropriate behaviors for the development of professional awareness, commitment, education, and growth
- Describe the role of the nurse as an advocate in the care of patients with biological and psychosocial system needs.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 02/12/2018

### Methods of Assessment

**Exam/Quiz - In Course** - Exam question: Elder abuse

Exam question: Ethics- Promoting ethical decision making

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Exam question: Right to end of life care

Journal Assignment: Professional Role Development (Active)

**Criterion/Target:** =80% of students will select the correct answer on exams

=90% of students will identify at least two strategies for professional growth and development on journal assignment

**Notes:** This course will include the concepts of professionalism and leadership utilizing the following topics:

Behaviors that promote professionalism in nursing.

Priority setting principles to nursing practice.

The impact of the levels of leadership on nursing practice.

The rights of delegation to nursing care.

The stages of the nursing process and their application to nursing care.

## Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

04/18/2018

**Criterion/Target Met:** Yes

Criterion/Target Met: Yes. 38/40 (95%) of students selected the correct answer

Criterion/Target Met: Yes. 33/40 (82.5%) of students selected the correct answer

Criterion/Target Met: Yes. 40/40 students (100%) were able to identify =2 strategies for professional growth and development

Criterion/Target Met: Yes. 34/40 (85%) of students selected the correct answer

## Actions

**Action:** 04/18/2018 The importance of ethical and legal necessities within the medical field may be more appropriately assessed, by increasing the benchmark to 100% of the students will be able to answer questions pertinent to elder abuse.

Implementing a case study to further examine ethical decision making in the medical field may benefit students and be reflected in more closely obtaining the targeted criterion for this concept.

Increasing the criterion from a journal to a paper on professionalism and growth may be more in depth and beneficial for measuring students understanding of their professional role and continued development.

Following this assessment criterion (The role of the nurse as an advocate) it might be beneficial to increase the benchmark target to 90% of students will select the correct answer.

## NRN 161L: Principles of Nursing Practice Lab

### Course SLO: NRN 161L, Principles of Nursing Practice Lab (Section #45955, #45956, #45957, #45958) = Thinking/Reasoning & Life Skills\_1\_1

The student nurse will identify the nursing process and best current evidence to provide safe care while advocating for patients and families across the lifespan.

This student learning outcome is achieved by completing the following objectives:

- Demonstrate use of the nursing process to meet the patient's biological and psychosocial system needs, which are influenced by the interaction of the physical, social, cultural, and spiritual environments, in order to maximize health and wellness;
- Explain theories related to natural, behavioral, and social sciences that influence a patient's biological and psychosocial system needs in order to provide individualized nursing care
- Recognize appropriate delegation of care between the student nurse and the healthcare team.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 02/12/2018

## Methods of Assessment

# SMHS (Course SLOs) - Nursing

**Performance/Presentation** - Individual concept map

Simulation (Active)

**Criterion/Target:** In class assignment: Each student will write an Individual concept map (ICM). 80% of the students will score 45 points or higher on their first attempt at the ICM as measured by the concept map grading criteria.

In class assignment: Multiple days of simulation. =90% of the students will identify that participating in the simulation enabled them to think critically and apply the nursing process to care for the end-of-life patient and their family member.

In class assignment: Final simulation. =80% of students assigned to the role of nurse will delegate skills within the scope of the Unlicensed Assistive Personnel (UAP) to the student assigned to the role of UAP.

**Notes:** This course will cover the clinical competencies for required skills related to thinking and reasoning.

## Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

04/26/2018

**Criterion/Target Met:** No

25 out of 40 (63%) of the students were able to achieve 45 points or more on the ICM assignment.

40/40 (100 %) of the students identified that the simulation assisted them to critically think and to effectively care for an end-of-life patient and family member.

65% of the students effectively delegated to the student assigned to the UAP role.

## Actions

**Action:** 04/26/2018 Revisions were made to the assignment to create a more robust set of data for the students to work with. Additional revisions were made to the assignment as noted by: a new grading rubric, more time was given to the students to perform the assignment, and the assignment was not due to be turned in to the instructor until a week after the class activity. Next semester, the same assignment will be given with the same amount of time to the assignment. Faculty may have to lower the goal of 80% for upcoming semesters. It is understandable that the students may not do so well on their first ever concept map. It is a new chapter in their nursing experience – conceptualizing the plan of care. The same rubric next semester.

The simulation assignment will again be used next semester. Every student had an opportunity to participate in one of the simulations in the role as an RN. They felt that the opportunity to perform in this type of situation enhanced their ability to critically think and master their nursing and life skills.

While it can be seen that the students have made improvement in their delegation skills, it remains a relatively new skill to the RN 161L student. The students felt that they still lacked the experience and knowledge to be able to delegate appropriately. Faculty will continue to assess the student's ability to delegate next semester.

## Course SLO: NRN 161L, Principles of Nursing Practice Lab (Section #45955, #45956, #45957, #45958 ) = Communication & Information Management\_1

The student nurse will identify communication skills and technology to support decision making, education, and documentation of care.

This student learning outcome is achieved by completing the following objectives:

- Identify effective, accurate, and congruent transfer of information using therapeutic verbal and non-verbal communication with the patient, family and health care team
- Identify teaching implementations to assist the patient and family to recover optimal fulfillment of system needs.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 02/12/2018

# SMHS (Course SLOs) - Nursing

## Methods of Assessment

**Performance/Presentation** - In Class Assignment: SBAP assignment.

Skills testing: Safe Medicate online drug administration competency program. (Active)

**Criterion/Target:** 80% of the students will complete the SBAP assignment successfully.

80% of the students will attain a score of 90% or better on their first attempt on the Safe Medicate online exam.

**Notes:** This course will cover the clinical competencies related to communication.

## Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

04/26/2018

**Criterion/Target Met:** No

39/40 (98 %) of the students successfully completed the SBAP assignment.

17/40 (42 %) of the students got a score of 90% or greater on their first attempt of the Safe Medicate dosage calculation exam.

## Actions

**Action:** 04/26/2018 This was the third semester that this assignment has been implemented. It appears that the number (n) of students is now sufficient to determine the validity of this measure of therapeutic communication technique. Faculty continue to use this next semester.

This was the first time that the Safe Medicate online exam in measuring dosage calculation competency was utilized. Even though the number was relatively low (42%) on the first attempt on the exam, all students (100%) went on to show mastery of dosage calculations in subsequent attempts. Will continue to use the Safe Medicate exam to measure dosage calculation mastery in the future.

## Course SLO: NRN 161L, Principles of Nursing Practice Lab (Section #45955, #45956, #45957, #45958 ) = Careers, Civic Responsibility & Diversity\_1\_1

The student nurse will evaluate accountability and responsibility for nursing practice, employing professionalism in the role of the registered nurse.

This student learning outcome is achieved by completing the following objectives:

- Explain accountability and responsibility for nursing care within legal/ethical boundaries
- Recognize appropriate behaviors for the development of professional awareness, commitment, education, and growth
- Describe the role of the nurse as an advocate in the care of patients with biological and psychosocial system needs.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 02/12/2018

## Methods of Assessment

**Performance/Presentation** - Clinical Evaluation Tool: Accountability and Responsibility

Clinical Evaluation Tool: Professional Role Development

Clinical Evaluation Tool: Advocacy (Active)

**Criterion/Target:** 80% of students will achieve =3 on the Accountability and Responsibility section of the Clinical Evaluation Tool

80% of students will achieve =3 on the Professional Role Development section of the Clinical Evaluation Tool

80% of students will achieve =3 on the Advocacy section of the Clinical Evaluation Tool

**Notes:** This course will cover the clinical competencies related to accountability, responsibility, professional role development, and advocacy.

## Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

04/26/2018

# SMHS (Course SLOs) - Nursing

**Criterion/Target Met:** Yes

39/40 students (98 %) achieved =3 on Accountability and Responsibility section of Clinical Evaluation Tool

40/40 students (100%) achieved =3 on Professional Role Development section of Clinical Evaluation Tool

40/40 students (100%) achieved =3 on Advocacy section of Clinical Evaluation Tool

**Actions**

**Action:** 04/26/2018 Will continue this method of assessment for the next semester as this is the third semester of the new curriculum implementation. Faculty will consider increasing to =4 as a target but will continue to monitor at this time as this is still a relatively new course.

## NRN 162: Pharmacological Concepts

### Course SLO: NRN 162, Pharmacological Concepts (Section #45959) = Thinking/Reasoning & Life Skills\_1

By the end of the Pharmacological Concepts Course, the student will:

A. Discuss real or potential problems and develop, evaluate and test possible solutions using the nursing process in the introductory nursing course.

B. Describe habits of intercultural exploration and inter-professional collaboration.

The student learning outcome is achieved by completing the following objectives:

1. Relate pharmacological concepts and their application to the nursing process.
2. Discuss the challenges associated with drug therapy in current times & calculate accurate drug dosages for adults and children.
3. Demonstrate knowledge gain about medications when working in teams as compared from the beginning to the end of the course.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 04/02/2018

### Methods of Assessment

**Written Assignment - Vsim Scenario (Mary Richards)**

This virtual simulation is about a patient with multiple medications for hypertension and heart failure.

The student learning outcomes will be evaluated by having students complete a virtual simulation on a patient with the goals of:

- Recognize the signs & symptoms of digoxin toxicity
- Recognize the relationship between potassium levels and digoxin therapy
- Initiate appropriate treatment for a patient with digoxin therapy (Active)

**Criterion/Target:** 85% of students will score 80% or higher on the VSim

**Notes:** This course utilizes multiple resources to teach about the concept of perfusion and how it relates to medication administration.

### Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

05/15/2018

**Criterion/Target Met:** No

35 students completed the virtual simulation with the following scores:

6 students completed the virtual simulation with a score of 75-79%

12 students completed the virtual simulation with a score of 80-89%

17 students completed the virtual simulation with a score of 90-100%

Analysis: 82% of the students scored 80% or higher on the VSim and therefore, the benchmark was not met.



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## Actions

**Action:** 05/15/2018 More time will be spent on class regarding the use of various medications and their nursing implications for side effects of these medications used to treat heart failure and hypertension. The faculty will continue to use this method of evaluating the Thinking and Reasoning Student Learning Outcome and keep the benchmark the same.

## Course SLO: NRN 162, Pharmacological Concepts (Section #45959) = Communication & Information Management\_1

By the end of the course, the student will:

- A. Apply skills of listening, speaking, reading, and writing as they engage in interpersonal and inter-professional communication in the pharmacology course.
- B. Utilize technological learning tools and applications while engaging in health care to achieve discipline-specific course requirements and standard in the pharmacology course.

The student learning outcome is achieved by completing the following objectives:

1. Discuss therapeutic communication needs of patients, families and health care team.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 04/02/2018

## Methods of Assessment

**Written Assignment - Vsim Scenario** (Mary Richards)

This virtual simulation is about a patient with multiple medications for hypertension and heart failure.

The student learning outcome will be evaluated by having students complete a virtual simulation on a patient with the goal of:

- Providing appropriate patient-centered patient education on medication (at the appropriate level, including side effects, interactions, etc.) (Active)

**Criterion/Target:** Of the four opportunities available regarding medication education, at least 75% of students will have performed the education.

**Notes:** This course utilizes multiple resources to teach content related to the concept of communication.

## Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

05/15/2018

**Criterion/Target Met:** No

Education regarding adverse effects of medication – 80% (28) of students performed this action

Education regarding digoxin – 17% (6) of students performed this action

Education regarding ondansetron – 83% (29) of students performed this action

Education regarding potassium – 89% (31) of students performed this action

Analysis: Not Met.

The benchmark was met on only 3 out of the 4 questions.

## Actions

**Action:** 05/15/2018 This is the first time this assessment method is being used to evaluate this student learning outcome. Emphasis will be placed on the importance of educating/ communicating with patients regarding new medications as well as medications that are currently taken at home.

The faculty will continue to use this method of evaluating Thinking and Reasoning Student Learning Outcome and keep the benchmark the same.

## Course SLO: NRN 162, Pharmacological Concepts (Section #45959) =

# SMHS (Course SLOs) - Nursing

## Careers, Civic Responsibility & Diversity\_1

By the end of the Pharmacology course, the student will:

- Describe how to function knowledgeably, safely, and effectively in nursing practice.
- Recognize responsibility for becoming informed, ethical and active nurses in their community.
- Develop individual responsibility, personal integrity, and respect for culturally diverse patient population.

The student learning outcome is achieved by completing the following objectives:

- Relate the legal/ethical aspects of drug administration.
- Identify the role of the nurse as a patient advocate.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 04/02/2018

### Methods of Assessment

#### Written Assignment - Vsim Scenario (Mary Richards)

This virtual simulation is about a patient with multiple medications for hypertension and heart failure.

This student learning outcome was evaluated by having students complete a virtual simulation on a patient with the goal of:

- Evaluate the appropriateness of the medication order for the particular patient
- Calculate the medication dosages as appropriate
- Administer medications, ensuring safety in the pharmacological process and applying rights of medication administration (Active)

administration (Active)

**Criterion/Target:** 80% of students will score above 75% on the post simulation quiz

**Notes:** In this course multiple resources are used to teach the concept of perfusion as it relates to this student learning outcome.

### Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

05/15/2018

**Criterion/Target Met:** No

35 students completed the post simulation quiz with the following scores:

- 9 students completed the quiz with a score of 60%
- 12 students completed the quiz with a score of 70%
- 9 students completed the quiz with a score of 80%
- 5 students completed the quiz with a score of 90-100%

Analysis: 14/36 (40%) students scored 75% or higher and therefore the benchmark was not met.

### Actions

**Action:** 05/15/2018 This student learning outcome is being assessed by a different assignment than previous semesters.

The assignment did not specify that a certain score needed to be obtained on the post simulation quiz in order for students to receive credit. More education will be done on the specific medications that are used during the scenario. The benchmark will be lowered to 70% in the future.

A different form of assessment is being used as the benchmark has been consistently met in the past.

## NRN 163: Simple Concepts

### Course SLO: NRN 163, Simple Concepts (Section #45960) = Thinking/Reasoning & Life Skills\_1

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The student nurse will distinguish the nursing process and best current evidence to provide safe care related to simple nursing concepts while advocating for patients and families across the lifespan.

These student learning outcomes are achieved by completing the following objectives:

- generalize use of the nursing process to meet the patient's biological and psychosocial system needs, which are influenced by the interaction of the physical, social, cultural, and spiritual environments, in order to maximize health and wellness
- Interpret theories related to natural, behavioral, and social sciences that influence a patient's biological and psychosocial system needs in order to provide individualized nursing care
- Discuss delegation of care between the student nurse and the healthcare team.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 04/09/2018

## Methods of Assessment

**Group Project** - In class assignment:

Group activity that requires the use of the nursing process to complete a large concept map to delineate and describe the priority care for patient's within the scope of the exemplar (Perfusion)

Journal assignment: Diversity

Role play scenarios that represent opportunities and methods for delegating as a nursing student. (Active)

**Criterion/Target:** In class concept map assignment:

80% of the students will receive full credit for each assignment

Journal assignment on diversity:

80% of students will achieve full credit for this journal entry

In class assignment on role playing:

80% of students will participate and achieve full credit for this assignment

**Notes:** For the identified biological concepts as evidenced by the associated exemplars, the student will be able to:

Describe the pathophysiology, etiology, clinical manifestations, and direct and indirect causes

Identify associated risk factors and prevention methods

Interpret the relationship of diagnostic tests to the deficit

Apply the nursing process in providing culturally competent care across the life span

## Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

06/12/2018

**Criterion/Target Met:** Yes

100% students actively participated in the concept map activity and were able to achieve full credit for the activities.

84% of students achieved full credit for the journal entry.

100% of the student fully participated and received full credit for their participation in the role playing scenarios activity.

### Actions

**Action:** 06/12/2018 The concept map activity is an excellent method of group study, review, and application of the concepts. This activity will be continued into the fall semester in order to establish validity of this activity as a tool for assessment.

The diversity concept was continued from 161. Some of the current students in 163 were not in 161 this semester and therefore may not have met requirements. The plan will be to present this topic to these late admit students in a more thorough way so that they can self-study and be prepared for this assignment more thoroughly.

The role playing scenarios activity worked well. After performing the exercise it is apparent that in the future the scenarios

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can be more in depth.

## Course SLO: NRN 163, Simple Concepts (Section #45960) = Communication & Information Management\_1

The student nurse will distinguish communication skills and technology to support decision making, education, and documentation of care related to simple nursing concepts.

These student learning outcomes are achieved by completing the following objectives:

- Recognize effective, accurate, and congruent transfer of information using therapeutic verbal and non-verbal communication with the patient, family and health care team
- Recognize teaching implementations to assist the patient and family to recover optimal fulfillment of system needs.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 04/09/2018

### Methods of Assessment

**Exam/Quiz - In Course** - Exam questions

Exam #2 Question #23

Exam #2 Question #26 (Active)

**Criterion/Target:** 80% of students will select the correct answer on the exams.

**Notes:** This course will include the following topics:

The communication process as it relates to interpersonal and intraprofessional communication.

Effective, accurate, culturally competent, and congruent transfer of information using therapeutic verbal, non-verbal, and written (i.e. electronic or otherwise) communication with the patient, family, and health care team.

### Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

06/12/2018

**Criterion/Target Met:** Yes

96.5% of students selected the correct answer on question #23.

97.3% of students selected the correct answer on question #26.

### Actions

**Action:** 06/12/2018 Faculty will continue to use the same questions next semester to see the validity of it as a tool to measure knowledge.

## Course SLO: NRN 163, Simple Concepts (Section #45960) = Careers, Civic Responsibility & Diversity\_1

The student nurse will evaluate accountability and responsibility for nursing practice, employing professionalism in the role of the registered nurse.

These student learning outcomes are achieved by completing the following objectives:

- Explain accountability and responsibility for nursing care within legal/ethical boundaries
- Explain behaviors for the development of professional awareness, commitment, education, and growth
- Discuss the role of the nurse as an advocate in the care of patients with biological and psychosocial system needs.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 04/09/2018

### Methods of Assessment

**Exam/Quiz - In Course** - Essay:

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A personal account of responsibility and accountability of nursing care within legal/ethical boundaries

Journal Entry:  
Professional behaviors

Exam question:  
Exam #2 Question #24 (Active)

**Criterion/Target:** Essay:  
80% of the students will receive full credit on their essay submission

Journal Entry:  
90% of the students will complete this journal entry and receive full credit

Exam question:  
80% of the students will select the correct answer  
**Notes:** This course will include the following topics:  
Behaviors that promote professionalism in nursing.  
The stages of the nursing process as they relate to nursing care.  
Strategies for providing culturally competent care across the lifespan.  
The National Patient Safety Goals as they relate to improving patient safety.  
Measures for decreasing risk for injury and infection

## Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

06/12/2018

**Criterion/Target Met:** No

98% of students received full credit on the essay assignment.  
95% of students completed and received full credit on the journal assignment.  
32.4% of students selected the correct answers on the exam.

## Actions

**Action:** 06/12/2018 The essay assignment is a great opportunity for students to reflect on their accountability and responsibility and relate it to personal experience. This assignment will be kept and used to assess critical reasoning and judgment as it relates to legal and ethical boundaries.

The journal topic can be enriched to increase the depth of application

The exam question was an alternative form question and historically students do poor when presented with these form of questions. So perhaps the question can be made into a more simple format to determine the value as a measurement of nursing advocacy.

## NRN 163L: Simple Concepts Lab

### Course SLO: NRN 163L, Simple Concepts Lab (Section #45961, #45962, #45963, #45964) = Thinking/Reasoning & Life Skills\_1

By the end of this course the student will apply the nursing process and best current evidence to provide safe care while advocating for patients and families across the lifespan.

This student learning outcome is achieved by completing the following objectives:

- Apply the nursing process to meet the patient's biological and psychosocial system needs, which are influenced by the interaction of the physical, social, cultural, and spiritual environments, in order to maximize health and wellness
- Apply theories related to natural, behavioral, and social sciences that influence a patient's biological and psychosocial system needs in order to provide individualized nursing care
- Relate appropriate delegation of care between the student nurse and the healthcare team.

**Course SLO Status:** Active

# SMHS (Course SLOs) - Nursing

Course Assessment Cycle: 2017 - 2018 (Spring 2018)

Start Date: 04/09/2018

## Methods of Assessment

**Performance/Presentation** - Clinical evaluation tool. Students are rated as follows:

- 0 = Never
- 1 = Rarely
- 2 = Sometimes
- 3 = Usually
- 4 = Consistently

The scores were evaluated on the following sections:

- Nursing Process
- Application of Theory
- Delegation of Care (Active)

**Criterion/Target:** 80% of students will score at least a 3 in the aforementioned sections

**Notes:** This course will cover the following topics:

Module – Nursing Process

Performs age-specific accurate and complete assessments. Develops correct nursing diagnoses for the patient's condition. Develops goals related to the plan of care. Evaluates the plan of care.

Module – Application of Theory

Explains theories for practice. Demonstrates application of prior learning. Demonstrates problem solving ability. States rationale for actions.

Module – Delegation of Care

Recognizes when delegation of care is required. Demonstrates effective time management, organizational skills, and prioritization. Performs care within scope of preparation and knowledge. Seeks assistance from appropriate health care team members.

## Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

06/12/2018

**Criterion/Target Met:** Yes

38 students completed the course and scored the following on their evaluations:

Nursing Process

- 24 students received a score of "3"
- 14 students received a score of "4"

Application of Theory

- 28 students received a score of "3"
- 10 students received a score of "4"

Delegation of Care

- 1 student received a score of "3"
- 37 students received a score of "4"

Analysis:

- 100% of students scored at least a "3" on the nursing process portion of their evaluation
- 100% of students scored at least a "3" on the application of theory portion of their evaluation
- 100% of students scored at least a "3" on the delegation of care process of their evaluation

## Actions

**Action:** 06/12/2018 Benchmark has repeatedly been met and therefore a new method of assessment may need to be used. Scores from portions of concept maps are another possible assessment. Will discuss with team about changes to method of assessment.

# SMHS (Course SLOs) - Nursing

**Type of resource requested:** Staff

**Resource Request:** Clinical Teaching Assistants are needed to assist with the teaching and application of clinical skills in the clinical arenas.

**Follow-Up:** 06/12/2018 Follow-up from Fall:

Again benchmark was kept the same as course is still relatively new in implementation. More discussion must occur before possibly changing assessment method

## Course SLO: NRN 163L, Simple Concepts Lab (Section #45961, #45962, #45963, #45964) = Communication & Information Management\_1

The student nurse will apply communication skills and technology to support decision making, education, and documentation of care related to simple concepts of nursing.

This student learning outcome is achieved by completing the following objectives:

- a. Apply effective, accurate, and congruent transfer of information using therapeutic verbal and non-verbal communication with the patient, family and health care team
- b. Apply teaching implementations to assist the patient and family to recover optimal fulfillment of system needs.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 04/09/2018

### Methods of Assessment

**Performance/Presentation** - Clinical evaluation tool. Students are rated as follows:

- 0 = Never
- 1 = Rarely
- 2 = Sometimes
- 3 = Usually
- 4 = Consistently

The scores were evaluated on the following sections:

- Communication
- Health Care Teaching (Active)

**Criterion/Target:** 80% of students will score at least a 3 in the aforementioned sections

**Notes:** This course will cover the following topics:

Module – Communication

Maintains professional interpersonal and interprofessional communication. Demonstrates effective verbal communication. Demonstrates effective non-verbal communication. Demonstrates accurate written communication.

Module – Health Care Teaching

Identifies patient and/or family learning needs. Develops a simple teaching plan. Provides basic patient teaching and education.

### Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

06/12/2018

**Criterion/Target Met:** Yes

38 students completed the course and scored the following on their evaluations:

Communication

25 of the students received a score of "3"

13 of the students received a score of "4"

# SMHS (Course SLOs) - Nursing

## Health Care Teaching

36 of the students received a score of "3"

2 of the students received a score of "4"

## Analysis:

100 % of students scored at least a "3" on the communication portion of their evaluation

100% of students scored at least a "3" on the health care teaching portion of their evaluation

## Actions

**Action:** 06/12/2018 Benchmark has repeatedly been met and therefore a new method of assessment may need to be used. Scores from well elder assignment are another possible assessment. Will discuss with team about changes to method of assessment.

**Follow-Up:** 06/12/2018 Follow-up from Fall:

Again benchmark was kept the same as course is still relatively new in implementation. More discussion must occur before possibly changing assessment method.

## Course SLO: NRN 163L, Simple Concepts Lab (Section #45961, #45962, #45963, #45964) = Careers, Civic Responsibility & Diversity\_1

The student nurse will evaluate accountability and responsibility for nursing practice, employing professionalism in the role of the registered nurse.

This student learning outcome is achieved by completing the following objectives:

- Apply accountability and responsibility for nursing care within legal/ethical boundaries;
- Demonstrate behaviors for the development of professional awareness, commitment, education, and growth;
- Demonstrate the role of the nurse as an advocate in the care of patients with biological and psychosocial system needs.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 04/09/2018

## Methods of Assessment

**Performance/Presentation** - Clinical evaluation tool. Students are rated as follows:

0 = Never

1 = Rarely

2 = Sometimes

3 = Usually

4 = Consistently

The scores were evaluated on the following sections:

- Accountability & Responsibility
- Professional Role Development
- Advocacy (Active)

**Criterion/Target:** 80% of students will score at least a 3 in the aforementioned sections

**Notes:** This course will cover the following topics:

Module – Accountability & Responsibility

Demonstrates evidence of preparation for patient care. Assumes responsibility for actions. Reports errors to staff/instructor. Remediate as specified in the Skills Lab Referral/ Anecdotal Note. Adheres to the Nursing Student Guidebook and the Code of Conduct. Explains accountability and responsibility. Applies legal, moral, and ethical principles to practice

Module – Professional Role Development

Recognizes behaviors for professional role development. Demonstrates initiative in the learning process. Demonstrates respect for others. Adapts to new/stressful situations. Participates in clinical conferences. Maintains a professional



# SMHS (Course SLOs) - Nursing

appearance.

Module – Advocacy

Maintains patient privacy/confidentiality. Advocates for the patient's rights. Respects the patient's legal/moral/ethical decisions.

## Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

06/12/2018

**Criterion/Target Met:** Yes

38 students completed the course and scored the following on their evaluations:

Accountability & Responsibility

6 of the students received a score of "3"

32 of the students received a score of "4"

Professional Role Development

11 of the students received a score of "3"

27 of the students received a score of "4"

Advocacy

28 of the students received a score of "3"

10 of the students received a score of "4"

Analysis:

100% of students scored at least a "3" on the accountability & responsibility portion of their evaluation

100% of students scored at least a "3" on the professional role development portion of their evaluation

100% of students scored at least a "3" on the advocacy portion of their evaluation

## Actions

**Action:** 06/12/2018 Benchmark has repeatedly been met and therefore a new method of assessment may need to be used. Scores from a concept map or another assignment are another possible assessment. Will discuss with team about changes to method of assessment.

**Follow-Up:** 06/12/2018 Follow-up from Fall:

Again benchmark was kept the same as course is still relatively new in implementation. More discussion must occur before possibly changing .

## NRN 164: Family Health Concepts

### Course SLO: NRN 164, Family Health Concepts (Section #45965, #45966) = Thinking/Reasoning & Life Skills\_1

The student will compare the application of the nursing process and best current evidence to provide safe care related to family health concepts while advocating for patients and families across the lifespan.

These student learning outcomes will be achieved by completing the following objectives:

- Apply concepts of the nursing process while integrating environmental, cultural, spiritual and psychosocial influences
- Compare and contrast the application of relevant theoretical concepts to patient care
- Apply appropriate patient care implementations under supervision of the instructor or licensed nurse.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 02/12/2018

## Methods of Assessment

**Written Assignment** - Virtual simulations known as VSims = In VSim #1, the post quiz was used to evaluate thinking and

# SMHS (Course SLOs) - Nursing

reasoning. (Active)

**Criterion/Target:** Our benchmark will be 90% class average.

**Notes:** This course will cover the following:

Concept: Physical Growth & Development

Exemplar: Physiological Process of Growth and Development

Concept: Psychosocial Development

Exemplar: Psychosocial Process of Growth and Development

Concept: Cognitive Development

Exemplar: Cognitive Process of Growth and Development

Concept: Metabolism

Exemplar: Nutrition

Exemplar: Diabetes Mellitus - Gestational

Concept: Cellular Regulation

Exemplar: Breast Cancer

Concept: Perfusion

Exemplar: Hypertension - Preeclampsia

Concept: Reproduction

Exemplar: Family Planning

Exemplar: Antepartum Needs

Exemplar: Intrapartum Needs

Exemplar: Postpartum Needs

Exemplar: Newborn Needs

Concept: Infection

Exemplar: Sexually-Transmitted Infections

Concept: Comfort

Exemplar: Pain: Acute and Chronic

Concept: Emergencies

Exemplar: Interpersonal Violence- (Child Abuse, Partner Abuse, Youth Violence)

Identify commonly occurring alterations in violent acts and related therapies.

Explain prevention efforts for violence.

Concept: Safety & Infection Control

Exemplar: National Patient Safety Goals

Exemplar: Institutional Security/Safety

Exemplar: Point of Care Safety

Describe nursing interventions that reduce risk of injury and infection.

Concept: Diversity

Exemplar: Vulnerable populations

Exemplar: Cultural and Spiritual Healthcare Practices/Beliefs

Concept: Health Promotion

Exemplar: Health Promotion/Disease Prevention

Exemplar: Patient Education

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Describe the nurse's role in health promotion and disease prevention and patient education.

Concept: Communication

Exemplar: Interpersonal

Exemplar: Interprofessional

Identify therapeutic techniques used in interpersonal and interprofessional communication.

Describe barriers to successful communication with strategies to decrease the risk of each barrier.

Concept: Professional Behaviors

Exemplars: Time Management and Priority Setting

Exemplar: Quality and Safety Education for Nurses (QSEN)

Exemplar: Delegation

Describe professional behaviors related to time management, priority setting, QSEN standards and delegation.

Concept: Clinical Reasoning/Judgment

Exemplar: Nursing Process

Concept: Ethics

Exemplars: Ethical Decision Making

Integrate the ANA Code of Ethics in providing individual patient care.

Apply ethical principles in situations involving ethical dilemmas.

## Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

04/05/2018

**Criterion/Target Met:** Yes

37/40 (92.5%) students reached the benchmark of 90%. One of the students who did not reach the benchmark failed the course. Another student who did not reach the benchmark barely passed the course with a 75.

17/18 (94.4%) students in the ECP cohort reached the benchmark. One student failed to complete the VSim post quiz.

## Actions

**Action:** 04/05/2018 In reviewing the VSim #1 data, in the fall 2018 semester, the VSim score itself will be evaluated with a benchmark of 70%.

## Course SLO: NRN 164, Family Health Concepts (Section #45965, #45966) ) = Communication & Information Management\_1

The student will examine the application of communication skills and technology to support decision making, education, and documentation of care related to family health concepts.

These student learning outcomes will be achieved by completing the following objectives:

- Employ effective verbal and non-verbal therapeutic communication.
- Demonstrate a simple health teaching plan that provides for prevention, maintenance, and rehabilitation.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 02/12/2018

## Methods of Assessment

**Performance/Presentation** - Students will be evaluated based on campus-wide student feedback regarding their professional communication style and techniques used during STD campus oral presentations.

The NRN 164 team, developed an STD teaching intervention on the SAC campus. Three large tables were set up with

# SMHS (Course SLOs) - Nursing

posterboards and flyers. Two large flag banners and one large canvas poster were used to draw attention to “STD Awareness.”

Pre and Post surveys were launched through the oas.rscdd site. As SAC students came by, they were given a pre and post survey by cell phone. In the post survey participants evaluated the students regarding their communication. A likert scale of 1 to 5 was used. (Active)

**Criterion/Target:** No benchmark noted.

**Notes:** This course will cover the following:

Concept: Physical Growth & Development

Exemplar: Physiological Process of Growth and Development

Concept: Psychosocial Development

Exemplar: Psychosocial Process of Growth and Development

Concept: Cognitive Development

Exemplar: Cognitive Process of Growth and Development

Concept: Metabolism

Exemplar: Nutrition

Exemplar: Diabetes Mellitus - Gestational

Concept: Cellular Regulation

Exemplar: Breast Cancer

Concept: Perfusion

Exemplar: Hypertension - Preeclampsia

Concept: Reproduction

Exemplar: Family Planning

Exemplar: Antepartum Needs

Exemplar: Intrapartum Needs

Exemplar: Postpartum Needs

Exemplar: Newborn Needs

Concept: Infection

Exemplar: Sexually-Transmitted Infections

Concept: Comfort

Exemplar: Pain: Acute and Chronic

Concept: Emergencies

Exemplar: Interpersonal Violence- (Child Abuse, Partner Abuse, Youth Violence)

Identify commonly occurring alterations in violent acts and related therapies.

Explain prevention efforts for violence.

Concept: Safety & Infection Control

Exemplar: National Patient Safety Goals

Exemplar: Institutional Security/Safety

Exemplar: Point of Care Safety

Describe nursing interventions that reduce risk of injury and infection.

Concept: Diversity

Exemplar: Vulnerable populations

Exemplar: Cultural and Spiritual Healthcare Practices/Beliefs

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Concept: Health Promotion  
Exemplar: Health Promotion/Disease Prevention  
Exemplar: Patient Education

Describe the nurse's role in health promotion and disease prevention and patient education.

Concept: Communication  
Exemplar: Interpersonal  
Exemplar: Interprofessional

Identify therapeutic techniques used in interpersonal and interprofessional communication.  
Describe barriers to successful communication with strategies to decrease the risk of each barrier.

Concept: Professional Behaviors  
Exemplars: Time Management and Priority Setting  
Exemplar: Quality and Safety Education for Nurses (QSEN)  
Exemplar: Delegation

Describe professional behaviors related to time management, priority setting, QSEN standards and delegation.

Concept: Clinical Reasoning/Judgment  
Exemplar: Nursing Process

Concept: Ethics  
Exemplars: Ethical Decision Making

Integrate the ANA Code of Ethics in providing individual patient care.  
Apply ethical principles in situations involving ethical dilemmas.

## Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

04/05/2018

**Criterion/Target Met:** Yes

On day one, 103 participants completed a pre survey and 97 participants completed the post survey. The average score for communication was 4.6.

On day two, 105 participants completed a pre survey and 73 participants completed the post survey. The average score was 4.6.

**Related Documents:**

[NRN 164 STD Awareness Pre Survey S18.html](#)

[NRN 164 STD Awareness Post Survey S18.html](#)

## Actions

**Action:** 04/05/2018 In the fall semester, we will do an "STD Awareness" table on campus again. We will use iPads to help assist students in completing the post survey.

## Course SLO: NRN 164, Family Health Concepts (Section #45965, #45966) = Careers, Civic Responsibility, and Diversity\_1

The student nurse will evaluate accountability and responsibility for nursing practice, employing professionalism in the role of the Registered Nurse.

These student learning outcomes will be achieved by completing the following objectives:

- Demonstrate accountability and responsibility for increasing complex patient care implementations within appropriate legal and ethical parameters.
- Use appropriate behaviors of the Associate Degree Nursing student with increasing understanding of professional role progression
- Demonstrate actions appropriate to the nurse's role as patient advocate.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

# SMHS (Course SLOs) - Nursing

Start Date: 02/12/2018

## Methods of Assessment

**Exam/Quiz - In Course** - Course retention striving for 95% retention. (Active)

**Criterion/Target:** 95% retention.

**Notes:** This course will cover the following:

Concept: Physical Growth & Development

Exemplar: Physiological Process of Growth and Development

Concept: Psychosocial Development

Exemplar: Psychosocial Process of Growth and Development

Concept: Cognitive Development

Exemplar: Cognitive Process of Growth and Development

Concept: Metabolism

Exemplar: Nutrition

Exemplar: Diabetes Mellitus - Gestational

Concept: Cellular Regulation

Exemplar: Breast Cancer

Concept: Perfusion

Exemplar: Hypertension - Preeclampsia

Concept: Reproduction

Exemplar: Family Planning

Exemplar: Antepartum Needs

Exemplar: Intrapartum Needs

Exemplar: Postpartum Needs

Exemplar: Newborn Needs

Concept: Infection

Exemplar: Sexually-Transmitted Infections

Concept: Comfort

Exemplar: Pain: Acute and Chronic

Concept: Emergencies

Exemplar: Interpersonal Violence- (Child Abuse, Partner Abuse, Youth Violence)

Identify commonly occurring alterations in violent acts and related therapies.

Explain prevention efforts for violence.

Concept: Safety & Infection Control

Exemplar: National Patient Safety Goals

Exemplar: Institutional Security/Safety

Exemplar: Point of Care Safety

Describe nursing interventions that reduce risk of injury and infection.

Concept: Diversity

Exemplar: Vulnerable populations

Exemplar: Cultural and Spiritual Healthcare Practices/Beliefs

Concept: Health Promotion

# SMHS (Course SLOs) - Nursing

Exemplar: Health Promotion/Disease Prevention

Exemplar: Patient Education

Describe the nurse's role in health promotion and disease prevention and patient education.

Concept: Communication

Exemplar: Interpersonal

Exemplar: Interprofessional

Identify therapeutic techniques used in interpersonal and interprofessional communication.

Describe barriers to successful communication with strategies to decrease the risk of each barrier.

Concept: Professional Behaviors

Exemplars: Time Management and Priority Setting

Exemplar: Quality and Safety Education for Nurses (QSEN)

Exemplar: Delegation

Describe professional behaviors related to time management, priority setting, QSEN standards and delegation.

Concept: Clinical Reasoning/Judgment

Exemplar: Nursing Process

Concept: Ethics

Exemplars: Ethical Decision Making

Integrate the ANA Code of Ethics in providing individual patient care.

Apply ethical principles in situations involving ethical dilemmas.

## Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

04/05/2018

**Criterion/Target Met:** Yes

NRN164 started with 40 students in traditional. Of the 40, 38 passed the course = 95% retention rate. Two students failed with a 73% and a 69%.

Of the ECP cohort, 18/18 passed the course with 75% or higher = 100% retention rate

## Actions

**Action:** 04/05/2018 We will continue to assess retention striving for 95%.

## NRN 164L: Family Health Concepts Lab

### Course SLO: NRN 164L, Family Health Concepts Lab (Section #45967, #45968, #45969, #45971, #45972, #45973) = Thinking/Reasoning & Life Skills\_1

The student will compare the application of the nursing process and best current evidence to provide safe care related to family health concepts while advocating for patients and families across the lifespan.

These student learning outcomes will be achieved by completing the following objectives:

- Apply concepts of the nursing process while integrating environmental, cultural, spiritual and psychosocial influences
- Compare and contrast the application of relevant theoretical concepts to patient care
- Apply appropriate patient care implementations under supervision of the instructor or licensed nurse.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 02/12/2018

# SMHS (Course SLOs) - Nursing

## Methods of Assessment

**Written Assignment** - Newborn Case Study Assignment. (Active)

**Criterion/Target:** 80% of the students will develop the appropriate nursing diagnosis, related to factors and defining characteristics in the Newborn Case Study Assignment.

**Notes:** This course will cover clinical competency of required skills:

- A. Patient care
- B. Community nursing
- C. Simulation

## Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

04/05/2018

**Criterion/Target Met:** Yes

100% of the students were able to develop appropriate nursing diagnosis related to factors and defining characteristics in the Newborn Case Study.

**Related Documents:**

[NRN164L Newborn Case Study Assignment Rubric\(1\) \(1\).pdf](#)

## Actions

**Action:** 04/05/2018 For the fall 2018 semester, students will set an appropriate goal for the NANDA of the Newborn Case Study.

## Course SLO: NRN 164L, Family Health Concepts Lab (Section #45967, #45968, #45969, #45971, #45972, #45973) = Communication & Information Management\_1

The student will examine the application of communication skills and technology to support decision making, education, and documentation of care related to family health concepts.

These student learning outcomes will be achieved by completing the following objectives:

- a. Employ effective verbal and non-verbal therapeutic communication.
- b. Demonstrate a simple health teaching plan that provides for prevention, maintenance, and rehabilitation.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 02/12/2018

## Methods of Assessment

**Performance/Presentation** - Bedside teaching assignment to an actual maternal-newborn patient. (Active)

**Criterion/Target:** 100% of the students will conduct a bedside teaching assignment to an actual maternal-newborn patient.

**Notes:** This course will cover clinical competency of required skills:

- A. Patient care
- B. Community nursing
- C. Simulation

## Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

04/05/2018

**Criterion/Target Met:** No

81% (47/58) of students were able to assess the learning needs of the patient and family and then spontaneously develop the teaching plan.

**Related Documents:**

[NRN164L Patient Teaching Assignment Grading Rubric \(1\).pdf](#)



# SMHS (Course SLOs) - Nursing

## Actions

**Action:** 04/05/2018 Students will continue to assess the learning needs of the patient and family and then spontaneously develop the teaching plan. Faculty will emphasize the cultural and spiritual aspects of postpartum and newborn care which helps to delineate how environmental factors impact the patient's care

## Course SLO: NRN 164L, Family Health Concepts Lab (Section #45967, #45968, #45969, #45971, #45972, #45973) = Careers, Civic Responsibility, & Diversity\_1

The student nurse will evaluate accountability and responsibility for nursing practice, employing professionalism in the role of the Registered Nurse.

These student learning outcomes will be achieved by completing the following objectives:

- Demonstrate accountability and responsibility for increasing complex patient care implementations within appropriate legal and ethical parameters.
- Use appropriate behaviors of the Associate Degree Nursing student with increasing understanding of professional role progression
- Demonstrate actions appropriate to the nurse's role as patient advocate.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 02/12/2018

## Methods of Assessment

**Performance/Presentation** - Staff Input sheets. (Active)

**Criterion/Target:** 90% of the clinical students will receive a score a "5" on the staff input sheets.

**Notes:** This course will cover clinical competency of required skills:

- Patient care
- Community nursing
- Simulation

## Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

04/05/2018

**Criterion/Target Met:** No

75% (44/58) of students received a "5" on their staff input sheets.

**Related Documents:**

[NRN 164L Staff Input on Student Nurses.pdf](#)

## Actions

**Action:** 04/05/2018 Students will continue to strive for excellence in their professional behavior. Students who did not receive consistent "5"s were coached by their individual instructor at the clinical site. Students were encouraged to reflect about their behavior and analyze what may be deemed as unprofessional by the staff. Faculty will continue to gather data from staff in the fall 2018 semester.

## NRN 165: Health Illness Concepts

### Course SLO: NRN 165, Health Illness Concepts (Section #45974, #45975) = Thinking/Reasoning & Life Skills\_1

The student will compare and contrast the nursing process and best current evidence to provide safe care related to health illness concepts while advocating for patients and families across the lifespan.

These student learning outcomes are achieved by completing the following objectives:

- Employ concepts of the nursing process while integrating environmental, cultural, spiritual and psychosocial influences.
- Examine and relate relevant theoretical concepts to patient care.

# SMHS (Course SLOs) - Nursing

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 04/09/2018

## Methods of Assessment

**Written Assignment - Virtual Simulation (Active)**

**Criterion/Target:** 100% of students will complete a vSim and pass the vSim post-quiz with an average score of 75%.

**Notes:** This course further develops the concepts within the four domains of Person, Health and Illness, Environment, and Nursing. Emphasis is placed on the concepts within each domain including: psychosocial and cognitive deficits, metabolism, cellular regulation, oxygenation, infection, comfort, safety and infection control, health promotion, communication, professional behaviors and ethics. Upon completion, students should be able to differentiate safe nursing care incorporating the concepts discussed in this course.

## Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

06/16/2018

**Criterion/Target Met:** No

98% (56/57) students completed all vSims and the vSim post-quiz. One student in traditional class did not complete a vSim assignment or post-quiz. The average score for all vSim post-quizzes was 100%. Students achieved well above the bench mark of 75%.

Important to note, that students may take the vSim quiz as many times as necessary online to achieve the highest score-100%. And each vSim quiz only consists of 10 questions total. Therefore, it is conceivable that students simply retake the quiz over and over again, memorizing the answers to the questions, and possibly not really understanding and retaining the important conceptual information.

## Actions

**Action:** 06/16/2018 For Fall 2018 semester, students will take both a Kaplan and PrepU standardized online comprehensive course test. Students will achieve both exams with an average score of 75% or higher. These exams will be proctored and students will only have one attempt to take the exams. Faculty will also compare/contrast students' scores between the (2) different standardized exam software to determine if perhaps Kaplan vs. PrepU is able to better measure student success effectively and reliably.

**Follow-Up:** 06/16/2018 This was the second time this course was offered utilizing the new concept-based curriculum. This semester the Prep U assignment was exchanged out for a vSim assignment. Improvement was noted in student achievement scores with vSim compared to the Prep U scores of Fall 2017.

## Course SLO: NRN 165, Health Illness Concepts (Section #45974, #45975) = Communication & Information Management\_1

The student will compare communication skills and technology to support decision making, education, and documentation of care related to health illness concepts.

These student learning outcomes will be achieved by completing the following objectives:

- Employ effective verbal and non-verbal therapeutic communication.
- Create a simple to moderately complex health teaching plan that provides for prevention, maintenance, and rehabilitation.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 04/09/2018

## Methods of Assessment

**Performance/Presentation - Self-made patient case-study. (Active)**

**Criterion/Target:** 100% of students will demonstrate effective professional communication when presenting a self-created patient group case-study on an exemplar for the concept of Metabolism.

# SMHS (Course SLOs) - Nursing

**Notes:** This course further develops the concepts within the four domains of Person, Health and Illness, Environment, and Nursing. Emphasis is placed on the concepts within each domain including: psychosocial and cognitive deficits, metabolism, cellular regulation, oxygenation, infection, comfort, safety and infection control, health promotion, communication, professional behaviors and ethics. Upon completion, students should be able to differentiate safe nursing care incorporating the concepts discussed in this course.

## Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

06/16/2018

**Criterion/Target Met:** No

98% of students demonstrated effective professional communication when presenting their self-created patient group case-study on an exemplar for the concept of Metabolism.

One student in the traditional program failed to make eye contact with the audience the entire time during the presentation and strictly read from note cards.

**Related Documents:**

[Oral Presentation Rubric 1.doc](#)

## Actions

**Action:** 06/16/2018 For Fall 2018 semester, 100% of students will demonstrate both professional verbal and non-verbal communication.

Faculty will stress the importance that students conduct themselves and communicate verbally in an effective and professional manner.

**Follow-Up:** 06/16/2018 In Fall 2017, 85% of the students demonstrated effective professional communication. In Spring 2018, there was an 13% increase in student achievement of this student learning outcome,

## Course SLO: NRN 165, Health illness Concepts (Section #45974, #45975) = Careers, Civil Responsibility, Diversity.\_1

The student nurse will evaluate accountability and responsibility for nursing practice, employing professionalism in the role of the Registered Nurse.

These student learning outcomes will be achieved by completing the following objectives:

- Demonstrate accountability and responsibility for increasing complex patient care implementations within appropriate legal and ethical parameters.
- Use appropriate behaviors of the Associate Degree Nursing student with increasing understanding of professional role progression.
- Demonstrate actions appropriate to the nurse's role as patient advocate.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 04/09/2018

## Methods of Assessment

**Exam/Quiz - In Course** - Overall class grade to include, exams, quizzes, written assignments, and oral presentations. (Active)

**Criterion/Target:** 100% of students will complete RN 165 with a grade of 75% or higher.

100% of students will dress professionally when presenting exemplar topics for Metabolism concept.

**Notes:** This course further develops the concepts within the four domains of Person, Health and Illness, Environment, and Nursing. Emphasis is placed on the concepts within each domain including: psychosocial and cognitive deficits, metabolism, cellular regulation, oxygenation, infection, comfort, safety and infection control, health promotion, communication, professional behaviors and ethics. Upon completion, students should be able to differentiate safe nursing care incorporating the concepts discussed in this course.

## Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

06/16/2018

# SMHS (Course SLOs) - Nursing

**Criterion/Target Met:** No

94% (35/37) students in the Traditional program passed NRN 165 with a grade of 75% or higher.

100% (20/20) Extended Campus Program (ECP) students passed NRN 165 with a grade of 75% or higher.

Two students in the Extended Campus Program (ECP) did not dress professionally for the presentation wearing either jeans or sweatpants and T-shirts.

Upon review of the grading rubric, faculty realized that professional dress was not explicitly outlined. Although, faculty had verbally emphasized the expectation for students to dress professionally for all presentations, and this was written on assignment instructions, some students may not have taken it seriously when it was not outlined on the grading rubric. Faculty will revise/update the grading rubric of this group case-study assignment to emphasize professional dress.

### Actions

**Action:** 06/16/2018 For Fall 2018 semester, 100% of students will pass RN 165.

100% of students will also identify ethical/legal implications specific to culturally diverse patients created in group case-study assignments.

**Follow-Up:** 06/16/2018 In Fall 2017, 100% of the students achieved this outcome. This semester, there was a 6% drop in student achievement compared to Fall 2017.

## NRN 165L: Health Illness Concepts Lab

### Course SLO: NRN 165L, Health Illness Concepts Lab (Section #45977, #45978, #45979, #45980, #45981, #45983) = Thinking/Reasoning & Life Skills\_1

The student will compare and contrast the application of the nursing process and best current evidence to provide safe care related to health illness concepts while advocating for patients and families across the lifespan.

These student learning outcomes will be achieved by completing the following objectives:

- Apply concepts of the nursing process while integrating environmental, cultural, spiritual and psychosocial influences
- Employ relevant theoretical concepts to patient care
- Apply delegation of care between the student nurse and the healthcare team.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 04/09/2018

### Methods of Assessment

**Performance/Presentation** - Oral clinical mystery presentation (Active)

**Criterion/Target:** 100% of students will recognize and develop appropriate goals/final outcomes for the clinical mystery patient selected.

**Notes:** Emphasis is placed on the concepts within each domain including: physical, psychosocial, and cognitive development, fluid and electrolyte balance, metabolism, cellular regulation, perfusion, reproduction, infection, comfort, emergencies, safety and infection control, health promotion, communication, professional behaviors, and ethics. Upon completion, students should be able to employ safe nursing care incorporating the concepts identified in this course.

### Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

06/16/2018

**Criterion/Target Met:** No

98% (56/57) students successfully developed appropriate goals/final outcomes for the clinical mystery patient. However, faculty found that students struggled to identify appropriate interventions with rationales specific to the patient and NANDA/goal selected for the concept map assignment.

### Actions

# SMHS (Course SLOs) - Nursing

**Action:** 06/16/2018 For the Fall 2018 semester, 85% of students will select appropriate interventions with detailed and concise rationales connecting correctly to the goal and NANDA.

**Follow-Up:** 06/16/2018 In Fall 2017, 70% of students were challenged in recognizing a realistic outcome/goal for the patient. This semester, there was a 23% increase in student achievement with this outcome.

## Course SLO: NRN 165L, Health Illness Concepts Lab (Section #45977, #45978, #45979, #45980, #45981, #45983) = Communication & Information Management\_1

The student nurse will compare and contrast the application of communication skills and technology to support decision making, education, and documentation of care related to health illness concepts.

These student learning outcomes will be achieved by completing the following objectives:

- Employ and analyze effective verbal and non-verbal therapeutic communication.
- Demonstrate a simple to complex health teaching plan that provides for prevention, maintenance, and rehabilitation.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 04/09/2018

### Methods of Assessment

**Performance/Presentation** - Interprofessional communication with another health care professional. (Active)

**Criterion/Target:** 100% of students will participate in physician/team patient rounds. Students will be highly encouraged to communicate more directly with physicians along with other health care professionals.

**Notes:** Emphasis is placed on the concepts within each domain including: physical, psychosocial, and cognitive development, fluid and electrolyte balance, metabolism, cellular regulation, perfusion, reproduction, infection, comfort, emergencies, safety and infection control, health promotion, communication, professional behaviors, and ethics. Upon completion, students should be able to employ safe nursing care incorporating the concepts identified in this course.

### Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

06/16/2018

**Criterion/Target Met:** No

91% of students participated in physician/team patient rounds. Students who were unsuccessful struggled with confidence to ask health care team members questions. Other students stated it was difficult for them to participate with rounds due to the challenge of time managing the gathering of necessary data for concept map assignments.

### Actions

**Action:** 06/16/2018 For Fall 2018 semester all students will participate in patient bedside teaching of medications ordered and administered. Students will explain what the purpose of the medication is, side effects, and important patient/family education to include.

**Follow-Up:** 06/16/2018 In Fall 2017, 100% of students practiced inter-professional communication with another healthcare professional. This was a different assignment. Students were allowed to practice with any healthcare professional, not necessarily the physicians. This semester, there is a 9% drop in the student success of this student learning outcome. This may be attributed to the specific assignment of communicating directly with physicians during patient rounds.

## Course SLO: NRN 165L, Health Illness Concepts Lab (Section #45977, #45978, #45979, #45980, #45981, #45983) = Careers, Civic Responsibility, & Diversity\_1

The student will be able to evaluate accountability and responsibility for nursing practice, employing professionalism in the role of the registered nurse.

# SMHS (Course SLOs) - Nursing

These student learning outcomes will be achieved by completing the following objectives:

- Demonstrate accountability and responsibility for increasing complex patient care implementations within appropriate legal and ethical parameters.
- Use appropriate behaviors of the Associate Degree Nursing student with increasing understanding of professional role progression.
- Demonstrate actions appropriate to the nurse's role as patient advocate.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 04/09/2018

## Methods of Assessment

**Written Assignment** - 1 page reflection paper outlining examples of how the student has grown professionally over the course. (Active)

**Criterion/Target:** 100% of students will complete the self-reflection paper on meeting SLOs for this course. Students will reflect on how they have successfully met the course SLOs by completing a 1 page reflection paper outlining examples of how the student has grown professionally over the course.

**Notes:** Emphasis is placed on the concepts within each domain including: physical, psychosocial, and cognitive development, fluid and electrolyte balance, metabolism, cellular regulation, perfusion, reproduction, infection, comfort, emergencies, safety and infection control, health promotion, communication, professional behaviors, and ethics. Upon completion, students should be able to employ safe nursing care incorporating the concepts identified in this course.

## Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

06/16/2018

**Criterion/Target Met:** Yes

100% of students completed the reflection assignment. Major themes for areas of growth identified included: self-confidence, med administration, communication, time management, organization skills, patient advocacy, and collaboration/team-work.

Majority of students reflected that their self-confidence (40%) improved, felt more comfortable with IV medication administration (47%) and improved their communication skills (37%).

All areas of growth listed above are integral to becoming a safe and competent Registered Nurse.

30% of students also felt their time management had improved during the course. Instructors must encourage students to practice time management and organizational skills even more during the clinical rotation by challenging students to take care of 2-3 patients with full care including all charting documentation. Often documentation in the Electronic Medical Record (EMR) is an area that many students feel they need more exposure to and practice with.

## Actions

**Action:** 06/16/2018 For Fall 2018 semester, all students will continue to held accountable for completing the self-reflection on meeting SLOs for this course. Instructors will be encouraged to place more emphasis with challenging student's time management and organizational skills in the clinical setting.

**Follow-Up:** 06/16/2018 In Fall 2017, 63% of students successfully completed the reflection paper outlining examples of how they grew professionally over the course. This semester, there was a 37% increase in student response to completing this assignment. This can be attributed to faculty holding all students accountable for completing the self-reflection on meeting the SLOs for this course. Instructors placed a hold on completing the student's final clinical evaluation until the reflection paper was submitted.

## NRN 261 : Mental Health Concepts

### Course SLO: NRN 261, Mental Health Concepts (Section #45984) = Thinking/Reasoning & Life Skills

# SMHS (Course SLOs) - Nursing

By the end of this course the student will be able to analyze the identified theoretical course concepts used in the nursing process to care for the critically ill adult mental health patient.

This student learning outcome will be achieved by completing the following course objectives:

- Apply the nursing process for critical adult and older adult patients in mental health while monitoring environmental, cultural, and spiritual influences. Psychosocial needs focus upon community, psychopathology, and treatment modalities.
- Employ theories that apply in the care of adult and geriatric patients with mental health needs in a variety of settings.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 02/12/2018

## Methods of Assessment

**Exam/Quiz - In Course - Exams (Active)**

**Criterion/Target:** 80% of students will be able to correctly answer questions from exams that are representative of selected phases of the Nursing Process.

**Notes:** This course will cover the following:

Concept: Metabolism

Exemplar: Nutrition

Concept: Emergencies

Exemplar: Interpersonal Violence- Suicide

Concept: Stress & Coping

Exemplar: Panic/Generalized Anxiety Disorders, Phobias

Exemplar: Obsessive-Compulsive Disorders

Exemplar: Post-Traumatic Stress Syndrome

Exemplar: Eating Disorders

Concept: Mood & Affect

Exemplar: Depressive Disorders

Exemplar: Bipolar Disorders

Concept: Cognition

Exemplar: Delirium

Exemplar: Psychotic Disorders

Exemplar: Personality Disorders

Concept: Addictive Behaviors

Exemplar: Behavioral & Substance Addictions

Concept: Safety & Infection Control

Exemplar: National Patient Safety Goals

Exemplar: Institutional Security/Safety

Exemplar: Point of Care Safety

Concept: Diversity

Exemplar: Vulnerable Populations

Exemplar: Cultural and Spiritual Healthcare Practices/Beliefs

Concept: Health Promotion

Exemplar: Health Promotion/Disease Prevention

Exemplar: Patient Education

# SMHS (Course SLOs) - Nursing

Concept: Communication  
Exemplar: Interpersonal  
Exemplar: Interprofessional

Compare and contrast different communication techniques in mental health.

Concept: Professional Behaviors  
Exemplar: Time Management and Priority Setting  
Exemplar: Quality and Safety Education for Nurses (QSEN)  
Exemplar: Delegation

Concept: Health Care System  
Exemplar: Health Care Law

Concept: Clinical Reasoning/Judgment  
Exemplar: Nursing Process

Concept: Ethics  
Exemplar: Ethical Decision Making

Distinguish ethical decision making in mental health care settings.

## Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

04/05/2018

**Criterion/Target Met:** No

Question #1 Assessment = 78%

Question #2 Planning = 50%

Question #3 Implementation = 68%

Question #4 Evaluation = 78%

69% of students correctly answered selected questions dealing with thinking and reasoning. The benchmark of 80% was not achieved. Since this is the first semester with the concept-based curriculum, with a reduced number of class hours, the team will continue to monitor the 4 questions closely for achieving the benchmark in ongoing classes. All previous SLO questions for third semester utilized questions from medical/surgical nursing. This is the first class in third semester in which the questions will be from mental health curriculum. All four questions have a baseline of less than 80% to encourage rigorous performance to achieve and exceed the benchmark.

## Actions

**Action:** 04/05/2018 Since this is the first semester with the concept-based curriculum, with a reduced number of class hours, the team will continue to monitor the 4 questions closely for achieving the benchmark in ongoing classes.

## Course SLO: NRN 261, Mental Health Concepts (Section #45984) = Communication & Information Management

By the end of this course the student will be able to analyze written communication in relationship to the mental health settings.

This student learning outcome will be achieved by completing the following course objectives:

- Employ written and verbal communication skills with patients, family, and the health care team in the performance of patient care.
- Utilize methodologies of teaching to assist patients/families to attain and maintain an optimal level of wellness.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 02/12/2018



# SMHS (Course SLOs) - Nursing

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## *Methods of Assessment*

**Exam/Quiz - In Course** - Written Exams (Active)

**Criterion/Target:** 80% of students will be able to correctly answer selected questions dealing with therapeutic communication.

**Notes:** This course will cover the following :

Concept: Metabolism

Exemplar: Nutrition

Concept: Emergencies

Exemplar: Interpersonal Violence- Suicide

Concept: Stress & Coping

Exemplar: Panic/Generalized Anxiety Disorders, Phobias

Exemplar: Obsessive-Compulsive Disorders

Exemplar: Post-Traumatic Stress Syndrome

Exemplar: Eating Disorders

Concept: Mood & Affect

Exemplar: Depressive Disorders

Exemplar: Bipolar Disorders

Concept: Cognition

Exemplar: Delirium

Exemplar: Psychotic Disorders

Exemplar: Personality Disorders

Concept: Addictive Behaviors

Exemplar: Behavioral & Substance Addictions

Concept: Safety & Infection Control

Exemplar: National Patient Safety Goals

Exemplar: Institutional Security/Safety

Exemplar: Point of Care Safety

Concept: Diversity

Exemplar: Vulnerable Populations

Exemplar: Cultural and Spiritual Healthcare Practices/Beliefs

Concept: Health Promotion

Exemplar: Health Promotion/Disease Prevention

Exemplar: Patient Education

Concept: Communication

Exemplar: Interpersonal

Exemplar: Interprofessional

Compare and contrast different communication techniques in mental health.

Concept: Professional Behaviors

Exemplar: Time Management and Priority Setting

Exemplar: Quality and Safety Education for Nurses (QSEN)

Exemplar: Delegation

Concept: Health Care System

# SMHS (Course SLOs) - Nursing

Exemplar: Health Care Law

Concept: Clinical Reasoning/Judgment

Exemplar: Nursing Process

Concept: Ethics

Exemplar: Ethical Decision Making

Distinguish ethical decision making in mental health care settings.

## Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

04/05/2018

**Criterion/Target Met:** No

Question #1 = 93%

Question #2 = 63%

Question #3 = 73%

Question #4 = 65%

Question #5 = 78%

74% of students correctly answered selected questions dealing with therapeutic communication. The Fall 2017 cohort also answered the same 5 questions with the same accuracy of 74%. The benchmark of 80% was not achieved. Since this is the first semester with the concept-based curriculum, with a reduced number of class hours, the team will continue to monitor the questions closely for achieving the benchmark in ongoing classes. It is significant that this cohort, Spring 2018, answered with the same 74% accuracy as the Fall 2017 cohort despite the reduced number of class hours. Question #1 has consistently met the benchmark for several semesters.

## Actions

**Action:** 04/05/2018 Since this is the first semester with the concept-based curriculum, with a reduced number of class hours, the team will continue to monitor the questions closely for achieving the benchmark in ongoing classes.

## Course SLO: NRN 261, Mental Health Concepts (Section #45984) = Careers, Civic Responsibility, & Diversity.

By the end of this course the student will be able to implement the role of the professional nurse within the community as defined by the California Nurse Practice Act and the Standards of Nursing Practice.

This student learning outcome will be achieved by completing the following course objectives:

- Operate in the role of patient care organizer as a member of the health care team under the supervision of an instructor and/or delegated licensed staff.
- Employ accountability for one's actions and increasing complexity of nursing care within legal and ethical boundaries.
- Organize a personal plan for maintaining professional responsibilities inherent in the expanding role of the Registered Nurse in a variety of health care settings.
- Operate in the role of patient advocate with increasing independence.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 02/12/2018

## Methods of Assessment

**Exam/Quiz - In Course - Exam Questions** (Active)

**Criterion/Target:** 80% of students will correctly answer selected test questions that reflect the professional role of the nurse in careers.

**Notes:** This course will cover the following:

Concept: Metabolism

# SMHS (Course SLOs) - Nursing

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Exemplar: Nutrition

Concept: Emergencies

Exemplar: Interpersonal Violence- Suicide

Concept: Stress & Coping

Exemplar: Panic/Generalized Anxiety Disorders, Phobias

Exemplar: Obsessive-Compulsive Disorders

Exemplar: Post-Traumatic Stress Syndrome

Exemplar: Eating Disorders

Concept: Mood & Affect

Exemplar: Depressive Disorders

Exemplar: Bipolar Disorders

Concept: Cognition

Exemplar: Delirium

Exemplar: Psychotic Disorders

Exemplar: Personality Disorders

Concept: Addictive Behaviors

Exemplar: Behavioral & Substance Addictions

Concept: Safety & Infection Control

Exemplar: National Patient Safety Goals

Exemplar: Institutional Security/Safety

Exemplar: Point of Care Safety

Concept: Diversity

Exemplar: Vulnerable Populations

Exemplar: Cultural and Spiritual Healthcare Practices/Beliefs

Concept: Health Promotion

Exemplar: Health Promotion/Disease Prevention

Exemplar: Patient Education

Concept: Communication

Exemplar: Interpersonal

Exemplar: Interprofessional

Compare and contrast different communication techniques in mental health.

Concept: Professional Behaviors

Exemplar: Time Management and Priority Setting

Exemplar: Quality and Safety Education for Nurses (QSEN)

Exemplar: Delegation

Concept: Health Care System

Exemplar: Health Care Law

Concept: Clinical Reasoning/Judgment

Exemplar: Nursing Process

Concept: Ethics

Exemplar: Ethical Decision Making

# SMHS (Course SLOs) - Nursing

Distinguish ethical decision making in mental health care settings.

## Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

04/05/2018

**Criterion/Target Met:** No

Question #1 = 80%

Question #2 = 75%

Question #3 = 80%

78% of students correctly answered selected questions dealing with the professional role of the nurse in careers. Questions #1 and #2 had previously been utilized for SLO analysis. Question #3 has been added for enhanced triangulation analysis. This question concerns registered nursing delegation which is a major component of a nurse's career. The benchmark of 80% was not achieved. Since this is the first semester with the concept-based curriculum, with a reduced number of class hours, the team will continue to monitor the questions closely for achieving the benchmark in ongoing classes.

## Actions

**Action:** 04/05/2018 Since this is the first semester with the concept-based curriculum, with a reduced number of class hours, the team will continue to monitor the questions closely for achieving the benchmark in ongoing classes.

## NRN 261L: Mental Health Concepts Lab

### Course SLO: NRN 261L, Mental Health Concepts Lab (Section #45985, #45990, #45991, #45992) = Thinking/Reasoning & Life Skills

By the end of this course the student will be able to employ the identified theoretical course concepts using the nursing process to care for the critically ill adult mental health patient.

This student learning outcome will be achieved by completing the following course objectives:

- Apply the nursing process for critical adult and older adult patients in mental health while monitoring environmental, cultural, and spiritual influences. Psychosocial needs focus upon community, psychopathology, and treatment modalities.
- Employ theories that apply in the care of adult and geriatric patients with mental health needs in a variety of settings.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 02/12/2018

## Methods of Assessment

**Written Assignment** - 90% of students will receive a score of 3 or above when identifying the interventions and rationales for the NANDA on the Communication Analysis (Active)

**Criterion/Target:** 90% of students will receive a score of 3 or above when identifying the interventions and rationales for the NANDA on the Communication Analysis

**Notes:** This course will cover the following:

Module - Nursing Process

Assess the patient's biological and psychosocial system assets and deficits.

Formulate priority nursing diagnoses according to NANDA format for patients with psychosocial deficits.

Employ nursing implementations.

Module - Application of Theory

Apply knowledge of theoretical concepts to mental health patients with various psychosocial deficits

Identify alterations in mental health function.

Apply nursing interventions for patients with mental health deficits.

## Results

# SMHS (Course SLOs) - Nursing

**Semester of Assessment:** 2017-2018 (Spring 2018)

04/05/2018

**Criterion/Target Met:** Yes

Clinical Group #1 = 19/20

Clinical Group #2 = 9/10

Clinical Group #3 = 10/10

95% of the students met the criteria. Since this is the first semester with the concept-based curriculum with a reduced number of clinical hours, the team will continue to monitor this parameter closely in the upcoming classes.

## *Actions*

**Action:** 04/05/2018 Since this is the first semester with the concept-based curriculum with a reduced number of clinical hours, the team will continue to monitor this parameter closely in the upcoming classes.

## **Course SLO: NRN 261L, Mental Health Concepts Lab (Section #45985, #45990, #45991, #45992) = Communication & Information Management**

By the end of this course the student will be able to employ written and verbal communication skills with patients, families, and the healthcare team in the care of critically ill mental health patients.

This student learning outcome will be achieved by completing the following course objectives:

- Employ written and verbal communication skills with patients, family, and the health care team in the performance of patient care.
- Utilize methodologies of teaching to assist patients/families to attain and maintain an optimal level of wellness.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 02/12/2018

## *Methods of Assessment*

**Written Assignment - Communication Analysis (Active)**

**Criterion/Target:** 90 % of students will correctly analyze their Communication Analysis with 80% accuracy indicated by 16 out of 20 exchanges labeled correctly.

**Notes:** This course will cover the following:

Module - Health Teaching

Identify knowledge deficits in patients and family members.

Develop a health-teaching plan based on principles of the teaching-learning process.

Module - Communication

Interpret verbal and written orders correctly.

Employ effective verbal and written communication with the patient and the health care team.

Module - Delegation of Care

Operate in the student nurse role delegating tasks to appropriate health care team members.

Manage care of assigned patients safely and effectively.

## *Results*

**Semester of Assessment:** 2017-2018 (Spring 2018)

04/05/2018

**Criterion/Target Met:** No

Clinical Group #1 = 18/20

Clinical Group #1 = 9/10

Clinical Group #1 = 8/10

# SMHS (Course SLOs) - Nursing

88% of the students met the criteria.

## Actions

**Action:** 04/05/2018 Since this is the first semester with the concept-based curriculum with a reduced number of clinical hours, the team will continue to monitor this parameter closely in the upcoming classes.

## Course SLO: NRN 261L, Mental Health Concepts Lab (Section #45985, #45990, #45991, #45992) = Careers, Civic Responsibility, & Diversity

By the end of this course the student will be able to implement the role of the professional nurse within the community as defined by the California Nurse Practice Act and the Standards of Nursing Practice.

This student learning outcome will be achieved by completing the following course objectives:

- Operate in the role of patient care organizer as a member of the health care team under the supervision of an instructor and/or delegated licensed staff.
- Employ accountability for one's actions and increasing complexity of nursing care within legal and ethical boundaries.
- Organize a personal plan for maintaining professional responsibilities inherent in the expanding role of the Registered Nurse in a variety of health care settings.
- Operate in the role of patient advocate with increasing independence.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 02/12/2018

## Methods of Assessment

**Portfolio Review** - SAC Nursing department sponsored extracurricular activity. (Active)

**Criterion/Target:** 90% of students will attend at least one SAC Nursing department sponsored extracurricular activity.

**Notes:** This course will cover the following:

Module – Professional Role Development

Operate within the standards as defined by the California Nurse Practice Act and the American Nurses Association Code for Nurses.

Module – Advocacy

Operate as a patient advocate.

Maintain patient privacy and confidentiality.

Module - Accountability and Responsibility

Demonstrate responsibility for nursing interventions including any error or omission in care

Evaluate one's feelings, behaviors, and nursing practice objectively

Interpret legal, ethical, and confidentiality issues.

## Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

04/05/2018

**Criterion/Target Met:** Yes

Clinical Group #1 = 19/20

Clinical Group #1= 10/10

Clinical Group #1 = 8/10

93% of the students met the criteria.

## Actions

**Action:** 04/05/2018 Since this is the first semester with the concept-based curriculum with a reduced number of clinical hours, the team will continue to monitor this parameter closely in the upcoming classes.

# SMHS (Course SLOs) - Nursing

## NRN 262: Acute Concepts

### Course SLO: NRN 262, Acute Concepts (Section #46838) = Thinking/Reasoning & Life Skills

By the end of this course, the student will differentiate the nursing process and best current evidence to provide safe care related to acute nursing concepts while advocating for patients and families across the lifespan.

These student learning outcomes will be achieved by completing the following course objectives:

- Analyze the nursing process for critical adult and older adult patients while monitoring environmental, cultural, and spiritual influences.
- Analyze theories that apply in the care of adult and geriatric patients in a variety of settings.
- Analyze the role of patient care organizer as a member of the healthcare team under the supervision of an instructor and/or delegated licensed staff.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 03/26/2018

### Methods of Assessment

**Exam/Quiz - In Course** - Final exam questions that are representative of the assessment, planning, implementation, and evaluation phases of the Nursing Process (Active)

**Criterion/Target:** 80% of students will be able to correctly answer questions from the final exam that are representative of the assessment, planning, implementation, and evaluation phases of the Nursing Process

**Notes:** Nursing Concepts:  
Perfusion, Cellular Regulation

### Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

06/03/2018

**Criterion/Target Met:** No

Assessment = 58% of the students answered Question # 33 related to "What assessment information is of most concern S/P carotid angiography" correctly.

Planning = 76% of the students answered the question related to "What intervention to include in the plan of care for patient with impaired physical mobility" correctly.

Implementation = 53% of the students answered the question related to "Priority action for patient with emphysema" correctly.

Evaluation = 48% of the students answered the question related to "Evaluating the response to medication for a heart failure patient" correctly.

None of the chosen questions achieved the benchmark, however when looking at the breakdown of the upper 27% of the class versus the lower 27% of the class, the majority of the upper 27% of the class was able to answer the question correctly.

### Actions

**Action:** 06/03/2018 These questions all have a higher level of difficulty and will continue to be utilized until the benchmark is achieved. Faculty will look for critical thinking exercises and case studies to enhance the ability of the students to apply their theoretical knowledge to the nursing scenario described in the question.

### Course SLO: NRN 262, Acute Concepts (Section #46838) = Communication & Information Management

# SMHS (Course SLOs) - Nursing

By the end of this course, the student will differentiate communication skills and technology to support decision making, education, and documentation of care related to acute nursing concepts.

These student learning outcomes will be achieved by completing the following course objectives:

- Analyze written and verbal communication skills with patients, family, and the health care team in the performance of patient care.
- Analyze methodologies of teaching to assist patients/families to attain and maintain an optimal level of wellness.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 03/26/2018

## Methods of Assessment

**Exam/Quiz - In Course** - Exam questions dealing with communication. (Active)

**Criterion/Target:** 80% of students will be able to correctly answer selected questions dealing with communication.

**Notes:** Nursing Concepts:

Perfusion and Cellular Regulation

## Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

06/03/2018

**Criterion/Target Met:** No

On Exam #1, 77% of the students answered question # 30 related to "What statement requires further teaching" correctly.

On Exam #2, 80% of the students answered question # 37 related to "Teaching about antiplatelet agents" correctly.

Both questions had scenarios that required teaching by the nurse. The students performed relatively well on relation to communication questions.

## Actions

**Action:** 06/03/2018 Since the combined percentage is 78.5 %, the benchmark was not achieved. Also since this is the first time these questions have been utilized, faculty will continue to use these questions for several more cohorts to validate the results.

## Course SLO: NRN 262, Acute Concepts (Section #46838) = Careers, Civic Responsibility & Diversity

By the end of this course, the student nurse will evaluate accountability and responsibility for nursing practice, employing professionalism in the role of the Registered Nurse.

These student learning outcomes will be achieved by completing the following course objectives:

- Employ accountability for one's actions with increasing complexity of nursing care within legal and ethical boundaries.
- Organize a personal plan for maintaining professional responsibilities inherent in the expanding role of the Registered Nurse in a variety of health care settings.
- Operate in the role of patient advocate with increasing independence.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 03/26/2018

## Methods of Assessment

**Exam/Quiz - In Course** - Exam questions that reflect the professional role of the nurse. (Active)

**Criterion/Target:** 80% of students will correctly answer selected test questions that reflect the professional role of the nurse.

**Notes:** Nursing Concepts:



# SMHS (Course SLOs) - Nursing

Perfusion, Cellular Regulation

## Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

06/03/2018

**Criterion/Target Met:** Yes

On Exam #1, 85% of the students answered question # 20 correctly.

On Exam #2, 82% of the students answered question # 11 correctly and 75% of the students answered question #34 correctly.

(All three of these questions are prioritization questions asking which patient to see first after receiving shift report.)

The combined percentage for these questions is 80.7 %, which meets the benchmark.

## Actions

**Action:** 06/03/2018 Since these are the best questions that reflect the professional role of the nurse, faculty will continue to utilize the same questions, but increase the benchmark to 85 %.

## NRN 262L: Acute Concepts Lab

### Course SLO: NRN 262L, Acute Concepts Lab (Section #46839, #46840, 346841, #46842) = Thinking/Reasoning & Life Skills

By the end of this course, the student will integrate the nursing process and best current evidence to provide safe care related to acute nursing concepts while advocating for patients and families across the lifespan.

These student learning outcomes will be achieved by completing the following course objectives:

- Employ the nursing process for critical adult and older adult patients while monitoring environmental, cultural, and spiritual influences.
- Employ theories that apply in the care of adult and geriatric patients in a variety of settings.
- Operate in the role of patient care organizer as a member of the healthcare team under the supervision of an instructor and/or delegated licensed staff.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 03/26/2018

## Methods of Assessment

**Written Assignment** - Concept Map #2 (Active)

**Criterion/Target:** 95% of students will identify 90% of appropriate interventions related to the NANDA on their 2nd Concept Map

**Notes:** This course will emphasize the following:

Module - Nursing Process

Assess the patient's biological and psychosocial system assets and deficits

Formulate priority nursing diagnoses according to NANDA format for patients with psychosocial and medical-surgical deficits

Employ nursing implementations

Module - Application of Theory

Apply knowledge of theoretical concepts to mental health patients with various psychosocial deficits

Identify alterations in normal body structure and function

Apply nursing interventions for patients with physiological deficits

Module - Delegation of Care

Operate in the student nurse role delegating tasks to appropriate health care team members

# SMHS (Course SLOs) - Nursing

Manage care of assigned patients safely and effectively

## Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

06/03/2018

**Criterion/Target Met:** Yes

Robert's Clinical Group = 9/10 students identified appropriate interventions related to the NANDA on concept map #2.

JoAnn's Clinical Group = 7/10 students identified appropriate interventions related to the NANDA on concept map #2.

Rowena's Clinical Group = 20/20 students identified appropriate interventions related to the NANDA on concept map #2.

Class Average: 36/40 = 90 % students identified appropriate interventions related to the NANDA on concept map #2.

This activity remains an appropriate measure of the thinking and reasoning abilities of the students. This result is the same as the last reporting period.

**Related Documents:**

[Concept Map Evaluation Form.docx](#)

## Actions

**Action:** 06/03/2018 Faculty will continue to dedicate a clinical conference to reviewing the instructions for the third semester Concept Map. Faculty will require a minimum of 15 interventions on the Concept Maps. This information will be added to the instructions.

## Course SLO: NRN 262L, Acute Concepts Lab (Section #46839, #46840, 346841, #46842) = Communication & Information Management

By the end of this course, the student will integrate communication skills and technology to support decision making, education, and documentation of care related to acute nursing concepts.

These student learning outcomes will be achieved by completing the following course objectives:

- Employ written and verbal communication skills with patients, family, and the health care team in the performance of patient care.
- Utilize methodologies of teaching to assist patients/families to attain and maintain an optimal level of wellness.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 03/26/2018

## Methods of Assessment

**Performance/Presentation** - Clinical Mystery (Active)

**Criterion/Target:** 90 % of students will achieve at least 13 points on the clinical mystery assignment.

**Notes:** This course will emphasize the following:

Module - Communication

Interpret verbal and written orders correctly

Employ effective verbal and written communication with the patient and the health care team

Module - Health Teaching

Identify knowledge deficits in patients and family members

Develop a health teaching plan based on principles of the teaching-learning process

## Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

06/03/2018

**Criterion/Target Met:** Yes

# SMHS (Course SLOs) - Nursing

Robert's Clinical Group = 10/10 of the students achieved at least 13 points on the clinical mystery assignment.  
JoAnn's Clinical Group = 6/10 of the students achieved at least 13 points on the clinical mystery assignment.  
Rowena's Clinical Group = 20/20 of the students achieved at least 13 points on the clinical mystery assignment.

Class Average: 36/40 = 90 % of the students achieved at least 13 points on the clinical mystery assignment.  
This result is a 2% increase over the last reporting period

## Related Documents:

[clinical mystery evaluation tool.doc](#)

## Actions

**Action:** 06/03/2018 Since the benchmark has been achieved faculty will increase the benchmark going forward to 95%. The grading rubrics will be reassessed for clarity in terms of completing the assignment.

## Course SLO: NRN 262L, Acute Concepts Lab (Section #46839, #46840, 346841, #46842) = Careers, Civic Responsibility, & Diversity

By the end of this course, the student nurse will evaluate accountability and responsibility for nursing practice, employing professionalism in the role of the Registered Nurse.

These student learning outcomes will be achieved by completing the following course objectives:

- Employ accountability for one's actions with increasing complexity of nursing care within legal and ethical boundaries.
- Organize a personal plan for maintaining professional responsibilities inherent in the expanding role of the Registered Nurse in a variety of health care settings.
- Operate in the role of patient advocate with increasing independence

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 03/26/2018

## Methods of Assessment

**Performance/Presentation** - Discharge teaching as evidenced by direct observation by instructor or facility RN utilizing a discharge checklist. (Active)

**Criterion/Target:** 90% of students will demonstrate appropriate discharge teaching as evidenced by direct observation by instructor or facility RN utilizing a discharge checklist.

**Notes:** This course will emphasize the following:

Module – Professional Role Development

Operate within the standards as defined by the California Nurse Practice Act and the American Nurses Association Code for Nurses

Module – Advocacy

Operate as a patient advocate

Maintain patient privacy and confidentiality

Module - Accountability and Responsibility

Demonstrate responsibility for nursing interventions including any error or omission in care

Evaluate one's feelings, behaviors, and nursing practice objectively

Interpret legal, ethical, and confidentiality issues

## Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

06/03/2018

**Criterion/Target Met:** No

Robert's Clinical Group = 8/10 of the students demonstrated appropriate discharge teaching utilizing a discharge checklist.

JoAnn's Clinical Group = 9/10 of the students demonstrated appropriate discharge teaching utilizing a discharge

# SMHS (Course SLOs) - Nursing

checklist.

Rowena's Clinical Group = 18/20 of the students demonstrated appropriate discharge teaching utilizing a discharge checklist.

Class Average: 35/40 = 88 % of the students demonstrated appropriate discharge teaching utilizing a discharge checklist.

This result is a 2% decrease from the last reporting period. One unit at Anaheim Regional Medical Center had no discharges due to high acuity. In other instances, nurses on the units are not comfortable allowing students to complete the discharge of a patient.

## *Actions*

**Action:** 06/03/2018 Faculty from the third semester team will consider other options for evaluating the Career SLO.

## NRN-106: Health Sciences Skills Laboratory -First Year

### Course SLO: NRN-106 - Health Sciences Skills Laboratory -First Year (Sections #45949, #45950, #45951, #45952) = Thinking/Reasoning & Life Skills\_1

By the end of this course, the student will be able to think critically by applying the nursing process in clinical situations related to nursing fundamentals, maternal-child nursing, and/or principles of nursing in a simulated environment.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 02/12/2018

## *Methods of Assessment*

**Survey** - Two online anonymous surveys- a pre-lab survey and a post-lab survey asked of all students participating in the lab activities. This survey will include questions on gender and ethnicity.

The survey will also include the following question:

“Upon entering into the skills lab course” (pre-lab survey) or “After participating in the skills lab directed learning activities” (post-lab survey), I am more confident in my ability to:

- a) Demonstrate critical thinking skills in the delivery of patient-centered care to well and ill patients;
- b) Participate with the patient, family, significant others, and members of the healthcare team to utilize the nursing process in the provision of patient-centered care. (Active)

**Criterion/Target:** The overall target would be to have 100% of the students demonstrate the ability of applying critical thinking skills in a simulated healthcare environment consistently.

**Notes:** Simulated patient care experiences, with an emphasis on nursing fundamentals, maternal-child health issues, and basic to intermediate principles of nursing practice, with the use of high or mid-fidelity mannequins and electronic devices. Case-based scenarios, emphasizing the nursing process in the care of adult and geriatric patients, women, parents, and children, of diverse cultures with non-critical biological and psychosocial system needs deficits, with the use of mid-fidelity mannequins.

## *Results*

**Semester of Assessment:** 2017-2018 (Spring 2018)

04/27/2018

**Criterion/Target Met:** No

The pre-lab online survey was launched in week 1 of the semester and students were asked to complete the survey via email.

The post-lab online survey was launched in week 9 of the semester and students were asked to complete the survey via email.

Pre-lab survey results =

# SMHS (Course SLOs) - Nursing

In reference to the question: "Upon entering into the skills lab course, I am more confident in my ability to demonstrate critical thinking skills in the delivery of patient-centered care to well and ill patients", 39% (62) strongly agreed and 57% (90) agreed. 4% (7) disagreed and 1% (1) strongly disagreed. The seven respondents that disagreed were 3 Asian female, 3 Hispanic female, and one Filipino male. The one respondent that strongly disagreed, was Hispanic female.

Pre-lab survey results =

In reference to the question: "Upon entering into the skills lab course, I am more confident in my ability to participate with the patient, family, significant others, and members of the healthcare team to utilize the nursing process in the provision of patient-centered care", 44% (70) strongly agreed and 51% (80) agreed. 4% (6) disagreed and 1% (2) strongly disagreed. Of the six respondents that disagreed 5 were Hispanic females and one was Asian female. Of the two respondents that strongly disagreed, both were Hispanic females.

Post-lab survey results =

In reference to the question: "After participating in the skills lab directed learning activities, I am more confident in my ability to demonstrate critical thinking skills in the delivery of patient-centered care to well and ill patients", 56% (42) strongly agreed and 44% (39) agreed. 0% disagreed and 0% strongly disagreed

Post-lab survey results =

In reference to the question: "After participating in the skills lab directed learning activities, I am more confident in my ability to participate with the patient, family, significant others, and members of the healthcare team to utilize the nursing process in the provision of patient-centered care", 57% (50) strongly agreed and 42% (37) agreed. 1% (1) disagreed and 0% strongly disagreed. The one respondent that disagreed was Hispanic females Asian female.

When comparing the pre and post survey results for these two questions, the findings show a 4% increase in the "strongly agree" and "agree" responses. It is difficult to say why 1 student (Asian female) reported no improvement in her ability to apply critical thinking skills clinically. Perhaps additional resources need to be incorporated into the lab activities to address more critical thinking exercises.

Based on these results, the majority of students utilizing the healthcare lab are able to apply critical thinking skills to clinical situations.

The overall goal would be to have 100% of the students demonstrate the ability of applying critical thinking skills in a simulated healthcare environment consistently.

## *Actions*

**Action:** 04/27/2018 This is an ongoing outcome that will need to be assessed every semester. The staff in the lab will continue to offer experiences, such as high fidelity simulation and mid-fidelity case scenarios, and other learning activities, that necessitate applying critical thinking with the decision making process. Additionally, resources will be sought out to support ESL students.

**Type of resource requested:** Staff

**Resource Request:** Learning Facilitators are needed in lab to assist with the large volume of students in the lab.

## Course SLO: NRN-106 - Health Sciences Skills Laboratory -First Year (Sections #45949, #45950, #45951, #45952) = Communication & Information Management\_1

By the end of the course, the student will be able to demonstrate effective, accurate, and congruent transfer of information related to nursing fundamentals, maternal-child nursing, and/or principles of nursing, using therapeutic verbal and non-verbal communication in a simulated healthcare environment.

**Course SLO Status:** Active

# SMHS (Course SLOs) - Nursing

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 02/12/2018

## Methods of Assessment

**Survey** - Two anonymous online surveys- one pre-lab survey and one post-lab survey asked of all students participating in the lab activities. This survey will include questions on gender and ethnicity.

The survey will also include the following question:

“Upon entering into the skills lab course” (pre-lab survey) or “After participating in the skills lab directed learning activities” (post-lab survey), I am more confident in my ability to:

a) communicate with patients, families, significant others, and other professionals within the context of the healthcare environment

b) use technology in the management of patient care. (Active)

**Criterion/Target:** The target is to have 100% of the students demonstrate and differentiate effective and accurate transfer of healthcare information. This is an outcome that will be ongoing.

**Notes:** Simulated patient care experiences, with an emphasis on nursing fundamentals, maternal-child nursing, and/or principles of nursing, with the use of high or mid-fidelity mannequins and electronic devices. Case-based scenarios, emphasizing the nursing process in the care of adult and geriatric, maternal-child patients of diverse cultures with non-critical biological and psychosocial system needs deficits, with the use of mid-fidelity mannequins.

## Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

04/27/2018

**Criterion/Target Met:** No

The pre-lab online survey was launched in week 1 of the semester and students were asked to complete the survey via email.

The post-lab online survey was launched in week 9 of the semester and students were asked to complete the survey via email.

Pre-lab survey results =

In reference to the question: “Upon entering into the skills lab course, I am more confident in my ability to communicate with patients, families, significant others, and other professionals within the context of the healthcare environment”, 48% (77) strongly agreed and 50% (79) agreed. 3% (5) disagreed and 1% (1) strongly disagreed. Of the five respondents that disagreed one was Asian female, two were Hispanic females, one was Filipino female and one was Filipino male. The one respondent that strongly disagreed was Hispanic female.

Pre-lab survey results =

In reference to the question: “Upon entering into the skills lab course, I am more confident in my ability to use technology in the management of patient care”, 43% (69) strongly agreed and 50% (80) agreed. 7% (11) disagreed and 0% strongly disagreed. Of the eleven respondents that disagreed there was one Asian female, six Hispanic females, two Hispanic males, and two Filipino males.

Post-lab survey results =

In reference to the question: “After participating in the skills lab directed learning activities, I am more confident in my ability to communicate with patients, families, significant others, and other professionals within the context of the healthcare environment”, 59% (52) strongly agreed and 43% (38) agreed. 0% disagreed and 0% strongly disagreed.

Post-lab survey results =

In reference to the question: “After participating in the skills lab directed learning activities, I am more confident in my ability to use technology in the management of patient care”, 59% (51) strongly agreed and 40% (35) agreed. 1% (1) disagreed and 0% strongly disagreed. The one respondent that disagreed was Hispanic male.

When comparing the pre and post survey results for these two questions, the findings show a 2%-6% increase in the “strongly agree” and “agree” responses. It is difficult to say why 1 student (Hispanic male) reported no

# SMHS (Course SLOs) - Nursing

improvement in his ability to use technology in the management of patient care. Perhaps, additional resources need to be incorporated into the lab activities to address possibly ESL students.

Based on these results, the majority of students utilizing the healthcare lab are able to communicate appropriately within the context of the healthcare environment

The overall goal would be to have 100% of the students apply strong communication skills within a simulated healthcare environment consistently.

## *Actions*

**Action:** 04/27/2018 This outcome will need to be assessed every semester. The skills lab staff will continue to provide simulated experiences that promote effective communication skills such as the delivery and receiving of a patient care report, verbalization of lab and diagnostic findings, articulation of teaching plan to patient and family members. Additionally, resources will be sought out to support ESL students.

**Type of resource requested:** Supplies

**Resource Request:** Updated supplies are needed in the skills lab to reflect the current healthcare environment.

## Course SLO: NRN-106 - Health Sciences Skills Laboratory -First Year (Sections #45949, #45950, #45951, #45952 ) = Careers, Civic Responsibility, & Diversity\_1

By the end of this course, the student will apply the principles of the role of the professional nurse within the simulated fundamentals, maternal-child nursing, and/or principles of nursing lab setting as defined by the California Nurse Practice Act and Standards of Nursing Practice.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 02/12/2018

## *Methods of Assessment*

**Survey** - Two anonymous online surveys - one pre-lab survey and one post-lab survey asked of all students participating in the lab activities. This survey will include questions on gender and ethnicity.

The survey will also include the following question:

“Upon entering into the skills lab course” (pre-lab survey) or “After participating in the skills lab directed learning activities” (post-lab survey), I am more confident in my ability to:

- Demonstrate behaviors consistent with the legal and ethical framework of nursing;
- Create an environment that promotes caring and professionalism with consideration for the patient’s cultural/societal beliefs and practices;
- Demonstrate commitment, accountability, integrity, and discretionary judgment in my nursing practice. (Active)

**Criterion/Target:** One hundred percent of students who complete the Registered Nursing Program for Santa Ana College need to be able to function knowledgeably, safely, and effectively in nursing practice within a variety of health care settings and will be qualified for the licensure examination.

**Notes:** Simulated patient care experiences, with an emphasis on nursing fundamentals, maternal-child nursing, and/or principles of nursing, with the use of high or mid-fidelity mannequins and electronic devices. Case-based scenarios, emphasizing the nursing process in the care of adult, geriatric, and maternal-child patients of diverse cultures with non-critical biological and psychosocial system needs deficits, with the use of mid-fidelity mannequins

## *Results*

**Semester of Assessment:** 2017-2018 (Spring 2018)

04/27/2018

**Criterion/Target Met:** No

The pre-lab online survey was launched in week 1 of the semester and students were asked to complete the survey via email.

The post-lab online survey was launched in week 9 of the semester and students were asked to complete the

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survey via email.

Pre-lab survey results =

In reference to the question: "Upon entering into the skills lab course, I am more confident in my ability to demonstrate behaviors consistent with the legal and ethical framework of nursing", 57% (90) strongly agreed and 42% (67) agreed. 1% (2) disagreed and 0% strongly disagreed. Of the two respondents that disagreed, one was Hispanic female and one was Hispanic male.

Pre-lab survey results =

In reference to the question: "Upon entering into the skills lab course, I am more confident in my ability to create an environment that promotes caring and professionalism with consideration for the patient's cultural/societal beliefs and practices", 58% (92) strongly agreed and 40% (63) agreed. 2% (3) disagreed and 0% strongly disagreed. Of the three respondents who reported a "disagree" was a non-white female, one was a Hispanic female, and one was Hispanic male.

The question Pre-lab survey results =

In reference to the question: "Upon entering into the skills lab course, I am more confident in my ability to demonstrate commitment, accountability, integrity, and discretionary judgment in my nursing practice", 59% (94) strongly agreed and 40% (64) agreed. 1% (1) disagreed and 0% strongly disagreed. The one respondent that disagreed was Hispanic female

Post-lab survey

Results =

In reference to the question: "After participating in the skills lab directed learning activities, I am more confident in my ability to demonstrate behaviors consistent with the legal and ethical framework of nursing", 57% (50) strongly agreed and 43% (38) agreed. 0% disagreed and 0% strongly disagreed.

Post-lab survey results =

In reference to the question: "After participating in the skills lab directed learning activities, I am more confident in my ability to create an environment that promotes caring and professionalism with consideration for the patient's cultural/societal beliefs and practices", 62% (55) strongly agreed and 36% (32) agreed. 1% (1) disagreed and 0% strongly disagreed. The one respondent who reported a "disagree" was Hispanic male.

The question Post-lab survey results =

In reference to the question: "After participating in the skills lab directed learning activities, I am more confident in my ability to demonstrate commitment, accountability, integrity, and discretionary judgment in my nursing practice", 65% (57) strongly agreed and 35% (31) agreed. 0% disagreed and 0% strongly disagreed.

When comparing the pre and post survey results for these three questions, the findings show a 1% increase in the "strongly agree" and "agree" responses. It is difficult to say why 1 student (Hispanic male) disagreed with creating a caring and professional environment with consideration to cultural beliefs. Perhaps additional resources need to be incorporated into the lab activities to address possibly ESL students and the multicultural beliefs that exist in healthcare.

Based on these results, the majority of students utilizing the healthcare lab are able to function knowledgeably, safely, and effectively in nursing practice within a variety of health care settings.

The overall goal is all students who complete the Registered Nursing Program for Santa Ana College need to be able to function knowledgeably, safely, and effectively in nursing practice within a variety of health care settings and will be qualified for the licensure examination.

## *Actions*

**Action:** 04/27/2018 This outcome will be assessed every semester. The skills lab staff will continue to provide simulated experiences that will allow the students to immerse themselves in the principles of the role of the professional nurse, while



# SMHS (Course SLOs) - Nursing

demonstrating behaviors in alignment with the legal and ethical framework of nursing, accountability, integrity and discretionary judgment required of a practicing nurse.

**Type of resource requested:** Equipment

**Resource Request:** Updated equipment is required in the skills lab to reflect best current practice in the healthcare settings.

## NRN-202: Nursing Process: Critical Biological And Psychosocial System Needs II

### Course SLO: NRN-202 - Nursing Process: Critical Biological And Psychosocial System Needs II (Section #45993) = Thinking and Reasoning\_1

By the end of this course the student will be able to examine the identified theoretical concepts in using the nursing process to care for hemodynamically unstable adult/geriatric patients.

This student learning outcome will be achieved by completing the following course objectives:

- Modify the nursing process to meet the patient's biological and psychosocial system needs
- Select theories related to natural, behavioral, and social sciences that influence a patient's biological and psychosocial system needs in order to provide individualized nursing care;
- Demonstrate appropriate delegation of care to members of the health care team in various health care settings.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 02/12/2018

### Methods of Assessment

**Exam/Quiz - In Course** - The RN 202 team chose to look at the 4 unit exams plus the final exam and randomly selected 5 questions from each exam. The questions were at the analysis, implementation & synthesis level. One question on each exam was selected for each of the 5 phases of the nursing process: Assessing

Diagnosing

Planning

Implementing

Evaluating

Once the questions were selected we looked at the statistical outcomes of each question to look at the percent of students who chose the correct response in each of the 5 areas. (Active)

**Criterion/Target:** 80% of the questions related to the nursing process will be answered correctly.

**Notes:** Multiple resources are used to teach content related to advanced deficits in :

Circulation

Neurosensory

Oxygenation

Hormone Regulation

Emergency Care, & Leadership

These deficits are discussed in the course using the nursing process.

### Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

05/09/2018

**Criterion/Target Met:** No

Results:

Assessing (#23, 1, 1, 12, 38) 72% of the students chose the correct response.

Diagnosing (#18, 34, 26, 41, 84) 68.5% of the students chose the correct response.

Planning (#35, 10, 18, 45, 6) 79.66% of the students chose the correct response.

Implementing (#27, 39, 7, 22, 34) 71.45% of the students chose the correct response.

# SMHS (Course SLOs) - Nursing

Evaluating (# 17, 26, 42, 50, 10) 87.28% of the students chose the correct response.

Overall the students achieved:

75.78% correct selection of the questions related to the Nursing Process.

Evaluation: The benchmark was not met. Faculty looked at a variety of factors that may have contributed to these outcomes, such as:

1. Comparison of exams cores in 4th semester to scores in other semesters.

A pattern of low exam scores was noted for a group of students since the first semester. These findings were presented at the curriculum meeting.

2. New teaching team and introduction of alternative format questions to reflect NCLEX test blue print.

Action:

During the course of semester students were advised of different studying strategies to accommodate their diverse learning styles, invited for consultation with instructors, encouraged to practice NCLEX style questions.

## *Actions*

**Action:** 05/09/2018 The faculty team will evaluate the existing method of measuring this student learning outcome as we move to a concept-based curriculum by selecting engaging activities in the classroom, and spending valuable class time helping students with higher-level learning

**Follow-Up:** 05/09/2018 In Fall 2018, with the concept based curriculum, faculty will carefully select in-class activities to build thinking /reasoning and life skills.

## Course SLO: NRN-202 - Nursing Process: Critical Biological And Psychosocial System Needs II (Section #45993) = Communication

By the end of the course, the student will be able to formulate effective, accurate and congruent transfer of information using therapeutic verbal and nonverbal communication with the patient, family, and health care team.

This student learning outcome will be achieved by completing the following course objectives:

- Manage effective, accurate and congruent transfer of information;
- Design health care teaching plans to assist the patient and family to recover optimal fulfillment of system needs.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 02/12/2018

## *Methods of Assessment*

**Exam/Quiz - In Course** - The RN 202 team selected 4 random communication questions from each of the 4 exams + the cumulative final examination.

These questions were at the analysis, implementation & synthesis level. (Active)

**Criterion/Target:** An average of 80% of communication questions will be answered correctly.

**Notes:** Multiple resources are used to teach content related to advanced deficits in :

Circulation

Neurosensory

Oxygenation

Hormone Regulation

Emergency Care, & Leadership.

These deficits are discussed in the course highlighting effective communication with the patient, family, and health care team.

## *Results*

**Semester of Assessment:** 2017-2018 (Spring 2018)

05/09/2018

# SMHS (Course SLOs) - Nursing

## Criterion/Target Met: Yes

Results:

Exam 1

Average: 75.71% of the students chose the correct response.

Exam 2

Average:

92% of the students chose the correct response.

Exam 3

Average: 66.1% of the students chose the correct response.

Exam 4

Average: 92.66 % of the students chose the correct response.

Final

Average: 75.71 % of the students chose the correct response.

Overall, an average of

80.44% of the selected communication questions were answered correctly.

Evaluation:

The benchmark was met. However, scores varied from exam to exam. Students stated that communication was easier when they discussed familiar subjects, like perfusion, diabetes, vs. blood products, IV pushes or mechanical ventilation.

## Actions

**Action:** 05/09/2018 Faculty will continue this benchmark.

With the concept based curriculum, faculty will carefully select in-class activities to build communication skills.

**Follow-Up:** 05/09/2018 In Fall 2018, with the concept based curriculum, faculty will carefully select in-class activities to build communication skills.

## Course SLO: NRN-202 - Nursing Process: Critical Biological And Psychosocial System Needs II (Section #45993) = Careers\_1

By the end of this course the student will be able to implement the role of the professional nurse within the community as defined by the California Nurse Practice act and the standards of nursing practice.

This student learning outcome will be achieved by completing the following course objectives:

- Evaluate one's own account-ability and responsibility for nursing practice within legal/ ethical boundaries;
- Evaluate one's own development of professional awareness, commitment, education and growth;
- Operate as an advocate in the care of patients with biological and psychosocial system needs.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 02/12/2018

## Methods of Assessment

**Exam/Quiz - In Course** - The students who complete RN 202 will move into the final section of RN 202L Preceptorship.

Successful completion of the preceptorship will equate to success in graduating from the Nursing Program and being eligible for the NCLEX-RN examination. This will lead to a career as a registered nurse. (Active)

**Criterion/Target:** 80% of the students who will pass both courses, NRN 202 and NRN 202L .

**Notes:** Multiple resources are used to teach content related to advanced deficits in :

Circulation

Neurosensory

Oxygenation

Hormone Regulation

# SMHS (Course SLOs) - Nursing

Emergency care, & Leadership

Discussion of content in these areas will emphasize accountability, responsibility, professionalism and patient advocacy.

## Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

05/09/2018

**Criterion/Target Met:** Yes

Spring 2018 RN 202 and RN 202L started with a class of 59 students enrolled in both classes.

Following the final exam in RN 202 at the end of week twelve (12), 55 students passed RN 202 and moved forward into the RN 202L Preceptorship.

At the end of the four (4), week Preceptorship 55 students successfully completed the Preceptorship and the nursing program.

Success rate = 93%

## Actions

**Action:** 05/09/2018 Faculty will review this benchmark since the clinical course will be taught as two separate courses under the new curriculum change to concept based curriculum. Preceptorship will be a stand-alone course with increased number of hours.

Follow-up:

The team will continue to select preceptors who meet the Program's qualifications to precept and are willing to work with students.

**Follow-Up:** 05/09/2018 In Fall 2018, with the concept based curriculum, faculty will carefully select in-class activities to build skills necessary to function as a knowledgeable and safe practicing nurse.

## NRN-202L: Nursing Action: Critical Biological and Psychosocial System Needs II

### Course SLO: NRN-202L - Nursing Action: Critical Biological and Psychosocial System Needs II (Section #45994, 345995, 345996, #45997, #45998, #45999) = Thinking and Reasoning\_1

By the end of this course the student will be able to apply the identified theoretical concepts in using the nursing process to care for hemodynamically unstable adult/geriatric patients.

This student learning outcome will be achieved by completing the following course objectives:

- Modify the nursing process to meet the patient's biological and psychosocial system needs
- Select theories related to natural, behavioral, and social sciences that influence a patient's biological and psychosocial system needs in order to provide individualized nursing care;
- Demonstrate appropriate delegation of care to members of the health care team in various health care settings.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 02/12/2018

## Methods of Assessment

**Written Assignment - Concept Mapping Skills:** Using the Concept Map Evaluation Tool, the students are evaluated focusing on the topics of:  
Nursing diagnosis (NANDA),  
Planning (goal),  
Implementation of plan

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Once the nursing diagnosis has been determined, the student writes a plan & develops implementations to accomplish the plan.

Of 2 concept maps, evaluations from the 1st map, 1st submission are compared to the 2nd map, 1st submission.

The mean score for all students is determined to see if there is a difference in scores after receiving instructor feedback from map #1.

Computation method: On each concept map, the total points in each area (NANDA, Goal, Implementations) are divided by the number of maps submitted. This result for map 1 is compared to the same result for map 2. (Active)

**Criterion/Target:** 80% of the students will show improvement in all 3 areas from the 1st to the 2nd concept map.

**Notes:** This course will cover the following topics:

Application of leadership theory and nursing process to adult and geriatric patients of diverse cultures with critical psychosocial and biological system needs deficits.

Application of cognitive content and practice of psychomotor skills with emphasis in the areas of:

Nursing Process

Application of Theory

Delegation of Care

## Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

05/16/2018

**Criterion/Target Met:** Yes

59 students were evaluated on Map #1 first submission, and 59 students on Map #2 first submission. Three areas were evaluated and the results below are based on the below grading scale:

0= unsatisfactory

1= needs improvement

2= satisfactory

3= excellent

Concept Map 1

NANDA = 1.91

Goal = 1.71

Implementations = 1.81

Concept Map 2

NANDA = 2.29

Goal = 2.20

Implementations = 2.41

Evaluation:

NANDA improved from a mean score of 1.91 to a mean score of 2.29. 86% of the students showed improvement from 1st map to 2nd map.

Goal improved from a mean score of 1.71 to a mean score of 2.20. 87% of the students showed improvement from 1st map to 2nd map.

Implementations improved from a mean score of 1.81 to a mean score of 2.4. 93% of the students showed improvement from 1st map to 2nd map.

## Actions

**Action:** 05/16/2018 Although this course will transition to a new course NRN 263L with the introduction of Concept-Based Curriculum in Fall 2018, the team will continue to evaluate this student learning outcome using the same criteria as well as maintaining the same Benchmark.

Follow-up: Several factors contributed to an increase in scores such as:

1. Introduction of collaborative problems and encouraging students to address Risk for Complications instead of NANDA. This allowed students to address a wider range of issues facing patients.
2. Instructors ensured that goals were discussed with students during clinical ensuring that goals were listed in a smart

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format: (specific, measurable, attainable, relevant and timely).

3. More emphasis was placed on implementations whereas students were expected to provide in-depth rationale for each action.

**Follow-Up:** 05/16/2018 In Fall 2018, this course will no longer be offered. It will be transitioned into a new course NRN 263L which will include the new concept-based curriculum.

## Course SLO: NRN-202L - Nursing Action: Critical Biological and Psychosocial System Needs II (Section #45994, 345995, 345996, #45997, #45998, #45999) = Communication\_1

By the end of this course the student will be able to manage effective, accurate and congruent transfer of information using therapeutic verbal and nonverbal communication with the patient, family, and health care team.

This student learning outcome will be achieved by completing the following course objectives:

- a. Manage effective, accurate and congruent transfer of information;
- b. Design health care teaching plans to assist the patient and family to recover optimal fulfillment of system needs.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 02/12/2018

### Methods of Assessment

**Performance/Presentation** - The Clinical Mystery project is used focusing on the topics of: Report, Leadership, & Organization.

The students are paired up to work on a research-based patient case presentation to their fellow students. Using the Clinical Mystery Evaluation Tool, the students are evaluated in 3 areas:

Interactions between the two students presenting,

Leadership: how the two students control the activity for the group during the presentation, &

Their ability to present the clinical mystery in an organized manner. (Active)

**Criterion/Target:** 80% of students will score at the satisfactory level or higher in all 3 areas being evaluated.

**Notes:** This course will cover the following topics:

Application of leadership theory and nursing process to adult and geriatric patients of diverse cultures with critical psychosocial and biological system needs deficits.

Application of cognitive content and practice of psychomotor skills with emphasis in the areas of:

Communication & Health Care Teaching.

### Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

05/16/2018

**Criterion/Target Met:** No

59 students were evaluated in 3 graded areas with using this key:

0 = unsatisfactory,

1 = needs improvement

2 = satisfactory,

3 = excellent

Report:

0 = 0

1 = 17 students received a score of 1

2 = 30 students received a score of 2

3 = 12 students received a score of 3

71% of the students were graded at satisfactory level or higher.

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## Leadership:

0 = 0

1 = 17 students received a score of 1

2 = 24 students received a score of 2

3 = 18 students received a score of 3

71% of the students were graded at satisfactory level or better.

## Organization:

0 = 0

1 = 10 students received a score of 1

2 = 27 students received a score of 2

3 = 22 students received a score of 2

83% of the students were graded at satisfactory level or better.

Goal was not met in two areas namely: Report and Leadership.

Goal was met in organization.

## Actions

**Action:** 05/16/2018 Continue using the clinical mystery to evaluate communication skills.

## Follow-up:

To increase scores and meet the goal in all three areas the following strategies will be applied in Fall 2018:

1. Provide additional, more detailed written and verbal instructions on developing the clinical mystery assignment.
2. Encouraging greater participation of students in group discussions.
3. Using SBAR reports, patient teaching regarding medications, sharing daily goals/objectives with nurses.

**Follow-Up:** 05/16/2018 In Fall 2018, this course will no longer be offered. It will be transitioned into a new course NRN 263L which will include the new concept-based curriculum.

## Course SLO: NRN-202L - Nursing Action: Critical Biological and Psychosocial System Needs II ( Section #45994, 345995, 345996, #45997, #45998, #45999) = Careers\_1

By the end of this course the student will be able to implement the role of the professional nurse within the community as defined by the California Nurse Practice act and the standards of nursing practice.

This student learning outcome will be achieved by completing the following course objectives:

- a. Evaluate one's own account-ability and responsibility for nursing practice within legal/ ethical boundaries;
- b. Evaluate one's own development of professional awareness, commitment, education and growth;
- c. Operate as an advocate in the care of patients with biological and psychosocial system needs.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 02/12/2018

## Methods of Assessment

**Performance/Presentation** - The students who complete RN 202 will move into the final section of RN 202L Preceptorship.

Completion of the Preceptorship will give the student a passing grade in RN 202L, thus making the graduate eligible for the NCLEX-RN examination. This will lead to a career as a registered nurse. (Active)

**Criterion/Target:** 80% of students who entered RN 202 and RN 202L will pass these courses.

**Notes:** This course will cover the following topics:

Application of leadership theory and nursing process to adult and geriatric patients of diverse cultures with critical psychosocial and biological system needs deficits.

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Application of cognitive content and practice of psychomotor skills with emphasis in the areas of:

Accountability & Responsibility  
Professional Role Development  
Advocacy

## Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

05/16/2018

**Criterion/Target Met:** Yes

Spring 2018 RN 202 and RN 202L started with a class of 59 students enrolled in both classes. Following the final in RN 202 at the end of week 12, 55 students moved forward into the RN 202L Preceptorship. 4 students did not complete RN 202. These students were dropped from RN 202L at that point.

At the end of the four (4) week Preceptorship 55 students, or 93% of those starting the course, successfully completed the preceptorship and graduated from the nursing program and are now eligible to sit for the NCLEX-RN examination.

## Actions

**Action:** 05/16/2018 Continue to use 80% completion rate as the benchmark.

Follow-up: The team will continue to mentor all students toward success in RN NRN 263 as we transition to concept-based curriculum in Fall 2018.

**Follow-Up:** 05/16/2018 In Fall 2018, this course will no longer be offered. It will be transitioned into a new course NRN 263L which will include the new concept-based curriculum.

## NRN-206: Health Sciences Skills Laboratory -Second Year

### Course SLO: NRN-206 - Health Sciences Skills Laboratory -Second Year (Sections #46001, #46002, #46003) = Thinking and Reasoning and Life Skills\_1

By the end of this course, the student will be able to think critically by integrating the nursing process in clinical situations related to mental health nursing, advanced medical/surgical nursing concepts, and/or nursing theoretical knowledge necessary for transition into clinical practice, in a simulated environment.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 02/12/2018

## Methods of Assessment

**Survey** - Anonymous online pre-lab and post-lab survey asked of all students participating in the lab activities. This survey will include questions on gender and ethnicity.

The survey will also include the following question:

“Upon entering into the skills lab course” (pre-lab survey) or “After participating in the skills lab directed learning activities” (post-lab survey), I am more confident in my ability to:

- Demonstrate critical thinking skills in the delivery of patient-centered care to well and ill patients;
- Participate with the patient, family, significant others, and members of the healthcare team to utilize the nursing process in the provision of patient-centered care. (Active)

**Criterion/Target:** 100% of the students will report that they can think critically by integrating the nursing process in clinical situations.

**Notes:** Participating in simulated patient care experiences, with an emphasis on mental health nursing, advanced medical/surgical nursing concepts, and/or advanced to complex principles of nursing practice, with the use of high or mid-fidelity mannequins and electronic devices. Participating in case-based scenarios, emphasizing the nursing process in the care of adult and geriatric patients of diverse cultures with mental health needs deficits, with the use of mid-fidelity



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mannequins.

## Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

04/27/2018

**Criterion/Target Met:** No

The pre-lab online survey was launched in week 1 of the semester and students were asked to complete the survey via email.

The post-lab online survey was launched in week 9 of the semester and students were asked to complete the survey via email.

Pre-lab survey results =

In reference to the question: "Upon entering into the skills lab course, I am more confident in my ability to demonstrate critical thinking skills in the delivery of patient-centered care to well and ill patients", 39% (62) strongly agreed and 57% (90) agreed. 4% (7) disagreed and 1% (1) strongly disagreed. The seven respondents that disagreed were 3 Asian female, 3 Hispanic female, and one Filipino male. The one respondent that strongly disagreed, was Hispanic female.

Pre-lab survey results =

In reference to the question: "Upon entering into the skills lab course, I am more confident in my ability to participate with the patient, family, significant others, and members of the healthcare team to utilize the nursing process in the provision of patient-centered care", 44% (70) strongly agreed and 51% (80) agreed. 4% (6) disagreed and 1% (2) strongly disagreed. Of the six respondents that disagreed 5 were Hispanic females and one was Asian female. Of the two respondents that strongly disagreed, both were Hispanic females.

Post-lab survey results =

In reference to the question: "After participating in the skills lab directed learning activities, I am more confident in my ability to demonstrate critical thinking skills in the delivery of patient-centered care to well and ill patients", 56% (42) strongly agreed and 44% (39) agreed. 0% disagreed and 0% strongly disagreed

Post-lab survey results =

In reference to the question: "After participating in the skills lab directed learning activities, I am more confident in my ability to participate with the patient, family, significant others, and members of the healthcare team to utilize the nursing process in the provision of patient-centered care", 57% (50) strongly agreed and 42% (37) agreed. 1% (1) disagreed and 0% strongly disagreed. The one respondent that disagreed was Hispanic females Asian female.

When comparing the pre and post survey results for these two questions, the findings show a 4% increase in the "strongly agree" and "agree" responses. It is difficult to say why 1 student (Asian female) reported no improvement in her ability to apply critical thinking skills clinically. Perhaps additional resources need to be incorporated into the lab activities to address more critical thinking exercises.

Based on these results, the majority of students utilizing the healthcare lab are able to apply critical thinking skills to clinical situations.

The overall goal would be to have 100% of the students demonstrate the ability of applying critical thinking skills in a simulated healthcare environment consistently.

## Actions

**Action:** 04/27/2018 This is an ongoing outcome that will need to be assessed every semester. The staff in the lab will continue to offer experiences, such as high fidelity simulation and mid-fidelity case scenarios, and other learning activities, that necessitate applying critical thinking with the decision making process. Additionally, resources will be sought out to support ESL students.

**Type of resource requested:** Staff

**Resource Request:** Learning Facilitators are needed in the skills lab to assist students with questions on directed learning activities, concept mapping, dimensional analysis.

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## Course SLO: NRN-206 - Health Sciences Skills Laboratory -Second Year (Sections #46001, #46002, #46003) = Communication & Information Management\_1

By the end of this course, the student will be able to differentiate between effective, accurate, and congruent transfer of healthcare information and non-effective, inaccurate, and incongruent transfer of healthcare information related to mental health nursing concepts, advanced medical/surgical nursing concepts, and/or nursing theoretical knowledge necessary for transition into clinical practice in a simulated healthcare environment.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 02/12/2018

### Methods of Assessment

**Survey** - Anonymous online pre-lab and post-lab survey asked of all students participating in the lab activities. This survey will include questions on gender and ethnicity.

The survey will also include the following question:

“Upon entering into the skills lab course” (pre-lab survey) or “After participating in the skills lab directed learning activities” (post-lab survey), I am more confident in my ability to:

- communicate with patients, families, significant others, and other professionals within the context of the healthcare environment
- use technology in the management of patient care. (Active)

**Criterion/Target:** 100% of the students will report they can differentiate effective, accurate, and congruent transfer of information.

**Notes:** Intermediate psychomotor nursing skills such as EKG rhythm identification, suctioning thru a closed ventilatory system, changing peripheral venous access dressings, wound care, initiation of peripheral intravenous access, intravenous medication administration- changing IV solutions container and administration sets.

Simulated patient care experiences, with an emphasis on advanced medical/surgical nursing concepts, and advanced to complex principles of nursing practice, with the use of high or mid-fidelity mannequins and electronic devices.

Participating in case-based scenarios, emphasizing the nursing process in the care of adult and geriatric patients of diverse cultures with critical biological and psychosocial system needs deficits, with the use of mid-fidelity mannequins

### Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

04/27/2018

**Criterion/Target Met:** No

The pre-lab online survey was launched in week 1 of the semester and students were asked to complete the survey via email.

The post-lab online survey was launched in week 9 of the semester and students were asked to complete the survey via email.

Pre-lab survey results =

In reference to the question: “Upon entering into the skills lab course, I am more confident in my ability to communicate with patients, families, significant others, and other professionals within the context of the healthcare environment”, 48% (77) strongly agreed and 50% (79) agreed. 3% (5) disagreed and 1% (1) strongly disagreed. Of the five respondents that disagreed one was Asian female, two were Hispanic females, one was Filipino female and one was Filipino male. The one respondent that strongly disagreed was Hispanic female.

Pre-lab survey results =

In reference to the question: “Upon entering into the skills lab course, I am more confident in my ability to use technology in the management of patient care”, 43% (69) strongly agreed and 50% (80) agreed. 7% (11) disagreed and 0% strongly disagreed. Of the eleven respondents that disagreed there was one Asian female, six Hispanic females, two Hispanic males, and two Filipino males.

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Post-lab survey results =

In reference to the question: "After participating in the skills lab directed learning activities, I am more confident in my ability to communicate with patients, families, significant others, and other professionals within the context of the healthcare environment", 59% (52) strongly agreed and 43% (38) agreed. 0% disagreed and 0% strongly disagreed.

Post-lab survey results =

In reference to the question: "After participating in the skills lab directed learning activities, I am more confident in my ability to use technology in the management of patient care", 59% (51) strongly agreed and 40% (35) agreed. 1% (1) disagreed and 0% strongly disagreed. The one respondent that disagreed was Hispanic male.

When comparing the pre and post survey results for these two questions, the findings show a 2%-6% increase in the "strongly agree" and "agree" responses. It is difficult to say why 1 student (Hispanic male) reported no improvement in his ability to use technology in the management of patient care.

Perhaps, additional resources need to be incorporated into the lab activities to address possibly ESL students.

Based on these results, the majority of students utilizing the healthcare lab are able to communicate appropriately within the context of the healthcare environment

The overall goal would be to have 100% of the students apply strong communication skills within a simulated healthcare environment consistently.

## *Actions*

**Action:** 04/27/2018 This outcome will need to be assessed every semester. The skills lab staff will continue to provide simulated experiences that promote effective communication skills such as the delivery and receiving of a patient care report, verbalization of lab and diagnostic findings, articulation of teaching plan to patient and family members. Additionally, resources will be sought out to support ESL students.

**Type of resource requested:** Supplies

**Resource Request:** Updated supplies are needed in the skills lab to reflect current best practices out in the healthcare settings.

## Course SLO: NRN-206 - Health Sciences Skills Laboratory -Second Year (Sections #46001, #46002, #46003) = Careers, Civic Responsibility, & Diversity\_1

By the end of this course, the student will put into practice the principles of the role of the professional nurse within the simulated mental health, and/or advanced medical surgical nursing lab setting as defined by the California Nurse Practice Act and Standards of Nursing Practice.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2017 - 2018 (Spring 2018)

**Start Date:** 02/12/2018

## *Methods of Assessment*

**Survey** - Anonymous online pre-lab and post-lab survey asked of all students participating in the lab activities. This survey will include questions on gender and ethnicity.

The survey will also include the following question:

"Upon entering into the skills lab course" (pre-lab survey) or "After participating in the skills lab directed learning activities" (post-lab survey), I am more confident in my ability to:

- Demonstrate behaviors consistent with the legal and ethical framework of nursing;
- Create an environment that promotes caring and professionalism with consideration for the patient's cultural/societal

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beliefs and practices;

c) Demonstrate commitment, accountability, integrity, and discretionary judgment in my nursing practice. (Active)

**Criterion/Target:** 100% of the students will report that they are able to identify some principles of the role of the professional nurse.

**Notes:** Intermediate psychomotor nursing skills such as EKG rhythm identification, suctioning thru a closed ventilatory system, changing peripheral venous access dressings, wound care, initiation of peripheral intravenous access, intravenous medication administration- changing IV solutions container and administration sets.

Simulated patient care experiences, with an emphasis on advanced medical/surgical nursing concepts, and/or advanced to complex principles of nursing practice, with the use of high or mid-fidelity mannequins and electronic devices.

Participating in case-based scenarios, emphasizing the nursing process in the care of adult and geriatric patients of diverse cultures with critical biological and psychosocial system needs deficits, with the use of mid-fidelity mannequins

## Results

**Semester of Assessment:** 2017-2018 (Spring 2018)

04/27/2018

**Criterion/Target Met:** No

The pre-lab online survey was launched in week 1 of the semester and students were asked to complete the survey via email.

The post-lab online survey was launched in week 9 of the semester and students were asked to complete the survey via email.

Pre-lab survey results =

In reference to the question: "Upon entering into the skills lab course, I am more confident in my ability to demonstrate behaviors consistent with the legal and ethical framework of nursing", 57% (90) strongly agreed and 42% (67) agreed. 1% (2) disagreed and 0% strongly disagreed. Of the two respondents that disagreed, one was Hispanic female and one was Hispanic male.

Pre-lab survey results =

In reference to the question: "Upon entering into the skills lab course, I am more confident in my ability to create an environment that promotes caring and professionalism with consideration for the patient's cultural/societal beliefs and practices", 58% (92) strongly agreed and 40% (63) agreed. 2% (3) disagreed and 0% strongly disagreed. Of the three respondents who reported a "disagree" was a non-white female, one was a Hispanic female, and one was Hispanic male.

Pre-lab survey results =

In reference to the question: "Upon entering into the skills lab course, I am more confident in my ability to demonstrate commitment, accountability, integrity, and discretionary judgment in my nursing practice", 59% (94) strongly agreed and 40% (64) agreed. 1% (1) disagreed and 0% strongly disagreed. The one respondent that disagreed was Hispanic female

Post-lab survey results =

In reference to the question: "After participating in the skills lab directed learning activities, I am more confident in my ability to demonstrate behaviors consistent with the legal and ethical framework of nursing", 57% (50) strongly agreed and 43% (38) agreed. 0% disagreed and 0% strongly disagreed.

Post-lab survey results =

In reference to the question: "After participating in the skills lab directed learning activities, I am more confident in my ability to create an environment that promotes caring and professionalism with consideration for the patient's cultural/societal beliefs and practices", 62% (55) strongly agreed and 36% (32) agreed. 1% (1) disagreed and 0% strongly disagreed. The one respondent who reported a "disagree" was Hispanic male.

Post-lab survey results =

In reference to the question: "After participating in the skills lab directed learning activities, I am more confident in my ability to demonstrate commitment, accountability, integrity, and discretionary judgment in my nursing practice", 65% (57) strongly agreed and 35% (31) agreed. 0% disagreed and 0% strongly disagreed.

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When comparing the pre and post survey results for these three questions, the findings show a 1% increase in the “strongly agree” and “agree” responses. It is difficult to say why 1 student (Hispanic male) disagreed with creating a caring and professional environment with consideration to cultural beliefs. Perhaps additional resources need to be incorporated into the lab activities to address possibly ESL students and the multicultural beliefs that exist in healthcare.

Based on these results, the majority of students utilizing the healthcare lab are able to function knowledgeably, safely, and effectively in nursing practice within a variety of health care settings.

The overall goal is all students who complete the Registered Nursing Program for Santa Ana College need to be able to function knowledgeably, safely, and effectively in nursing practice within a variety of health care settings and will be qualified for the licensure examination.

### *Actions*

**Action:** 04/27/2018 This outcome will be assessed every semester. The skills lab staff will continue to provide simulated experiences that will allow the students to immerse themselves in the principles of the role of the professional nurse, while demonstrating behaviors in alignment with the legal and ethical framework of nursing, accountability, integrity and discretionary judgment required of a practicing nurse.

**Type of resource requested:** Equipment

**Resource Request:** Updated equipment that mirrors the healthcare setting equipment is needed in the skills lab.