



LACCNAH

Dear Mr./Dear Ms N113L - Introduction to Medical Surgical Nursing C (as private and confidential)

Course Evaluation Results

This email contains evaluation results for N113L - Introduction to Medical Surgical Nursing Clinical / N113L - Introduction to Medical Surgical Nursing C / School of Nursing Sem. One

The question categories are listed first, followed by the individual question values, consisting of the following topics:

L. Patricio - Instructor Performance

The remainder of the reports include:

Line Profiles

Comments

Detailed Analysis

Your Class Climate Administrator

N113L - Introduction to Medical Surgical Nursing C

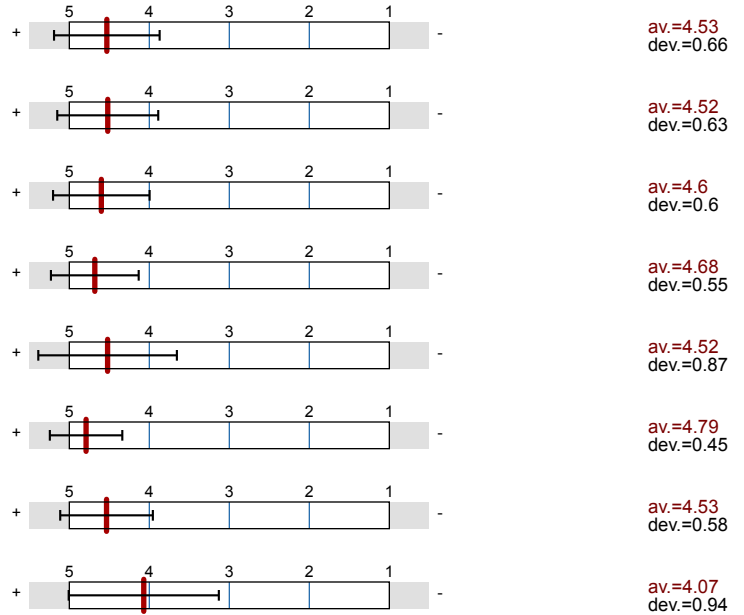


Fall 2017
 N113L - Introduction to Medical Surgical Nursing Clinical ()
 No. of responses = 45

Overall indicators

Global Index

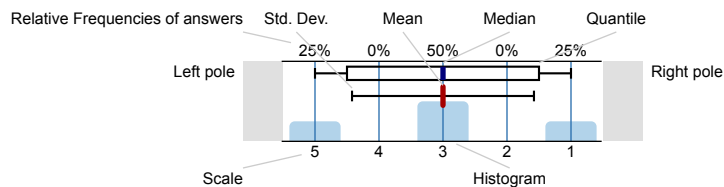
1. N113L Introduction to Medical Surgical Nursing Clinical - Clinical Course Evaluation ($\alpha = 0.94$)
2. Student Learning ($\alpha = 0.89$)
3. N. Bachman - Instructor Performance ($\alpha = 1$)
4. F. Cervantes - Instructor Performance ($\alpha = 1$)
5. M. Gonzales - Instructor Performance ($\alpha = 0.88$)
6. R. Nott - Instructor Performance ($\alpha = 0.95$)
7. L. Patricio - Instructor Performance ($\alpha = 0.99$)



Survey Results

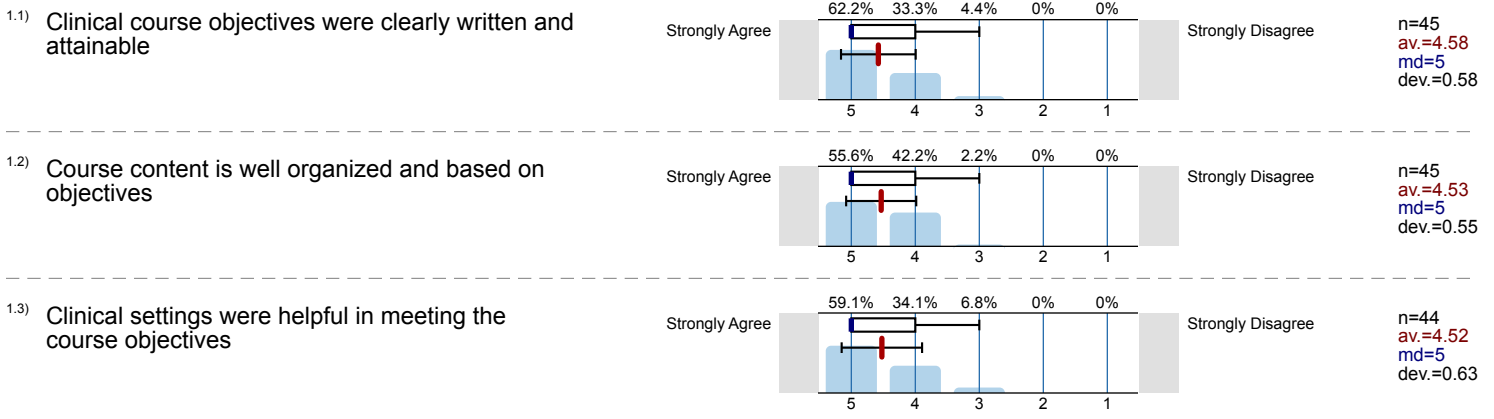
Legend

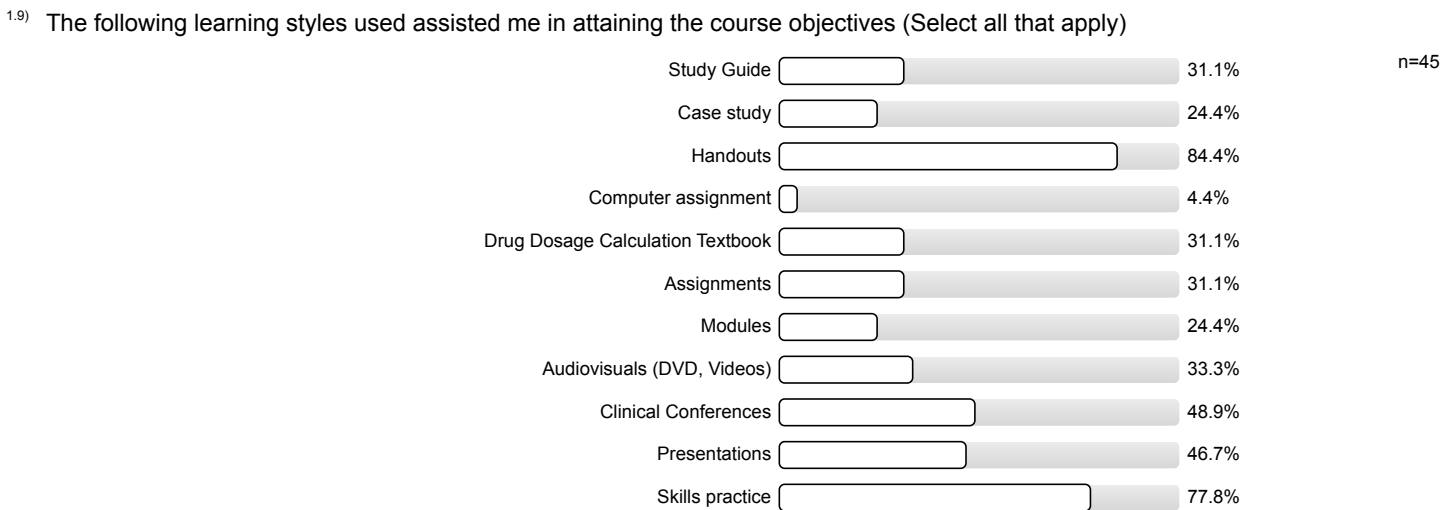
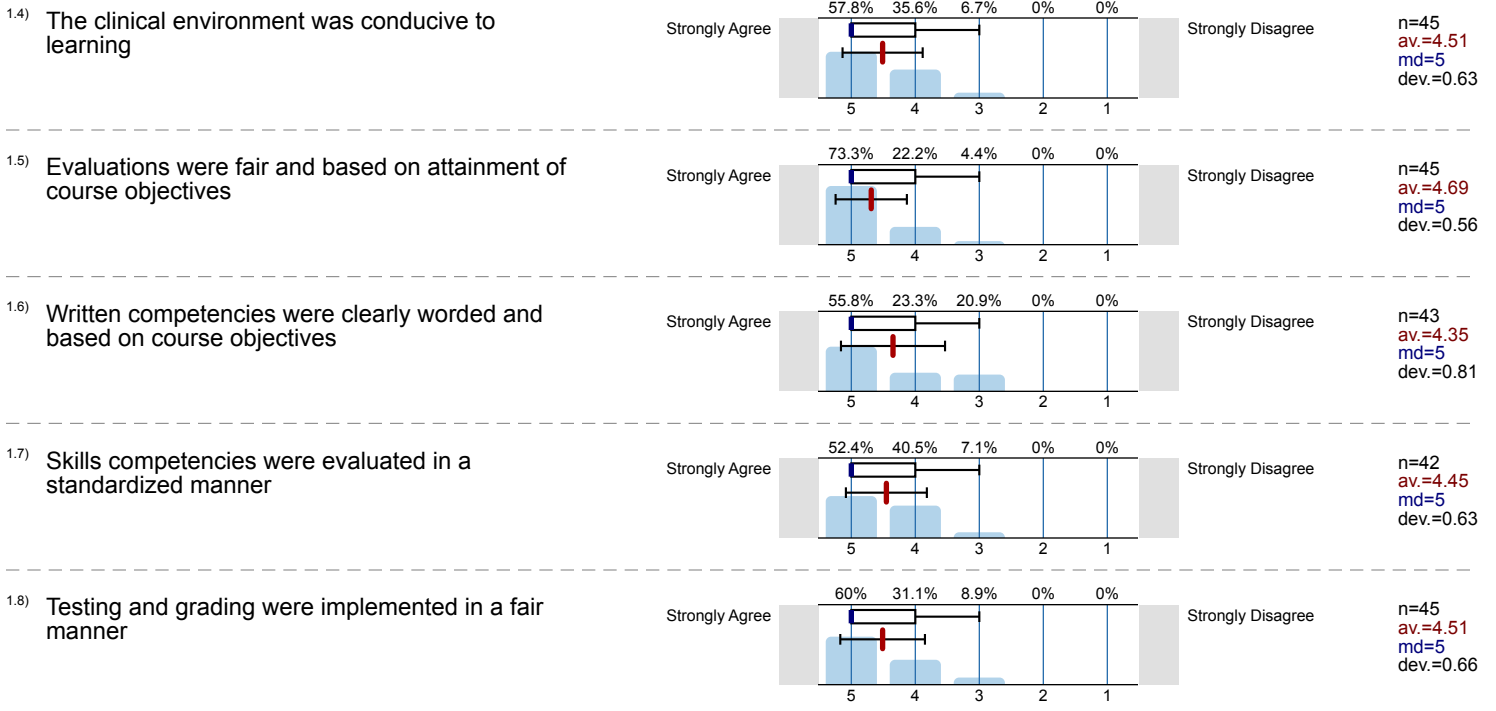
Question text



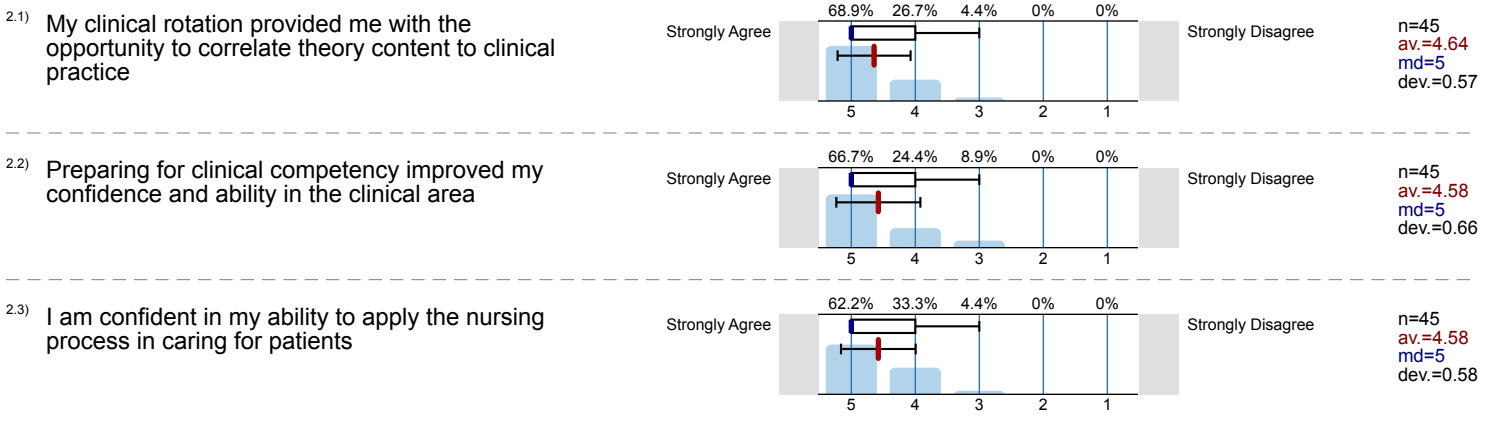
n=No. of responses
 av.=Mean
 md=Median
 dev.=Std. Dev.
 ab.=Abstention

1. N113L Introduction to Medical Surgical Nursing Clinical - Clinical Course Evaluation



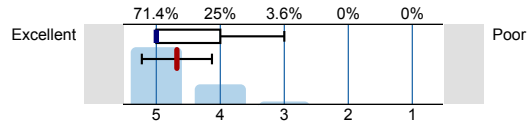


2. Student Learning



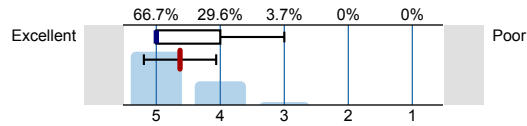
3. N. Bachman - Instructor Performance

3.1) Facilitates the integration of theoretical knowledge into clinical practice using a variety of learning strategies



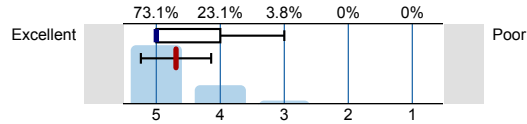
n=28
av.=4.68
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dev.=0.55

3.2) Collaborates with students in selecting clinical experiences based on course objectives



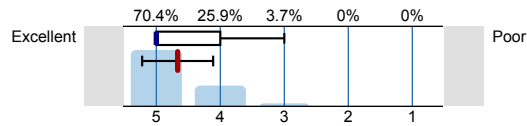
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3.3) Keeps students informed of their progress and facilitates student recognition of learning needs



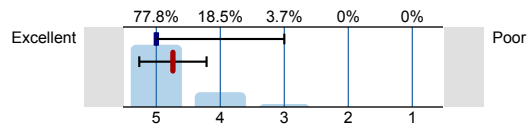
n=26
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dev.=0.55

3.4) Provides students with opportunities for discussion of concerns and issues



n=27
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dev.=0.55

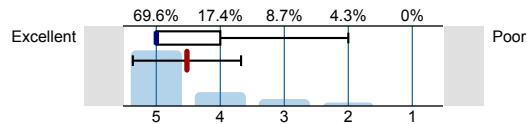
3.5) Provides guidance to students



n=27
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dev.=0.53

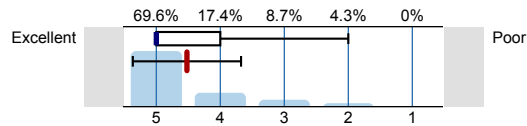
4. F. Cervantes - Instructor Performance

4.1) Facilitates the integration of theoretical knowledge into clinical practice using a variety of learning strategies



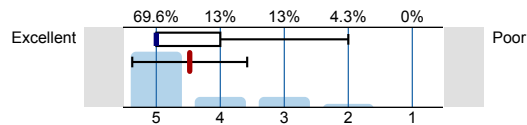
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dev.=0.85

4.2) Collaborates with students in selecting clinical experiences based on course objectives



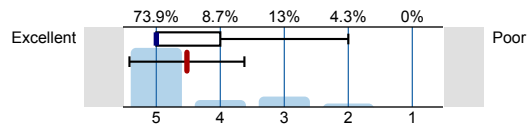
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dev.=0.85

4.3) Keeps students informed of their progress and facilitates student recognition of learning needs



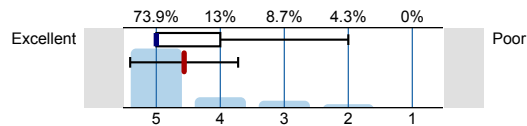
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4.4) Provides students with opportunities for discussion of concerns and issues



n=23
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dev.=0.9

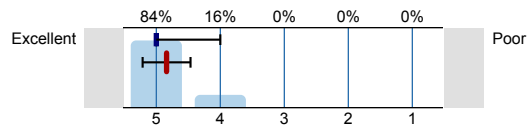
4.5) Provides guidance to students



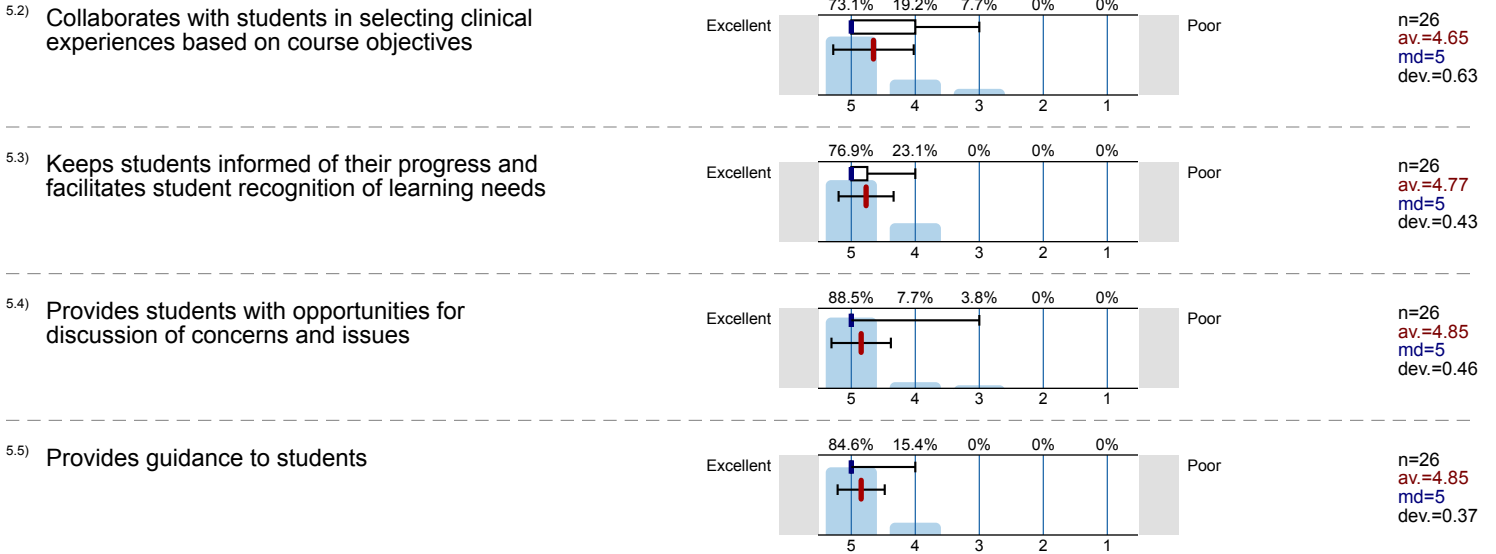
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dev.=0.84

5. M. Gonzales - Instructor Performance

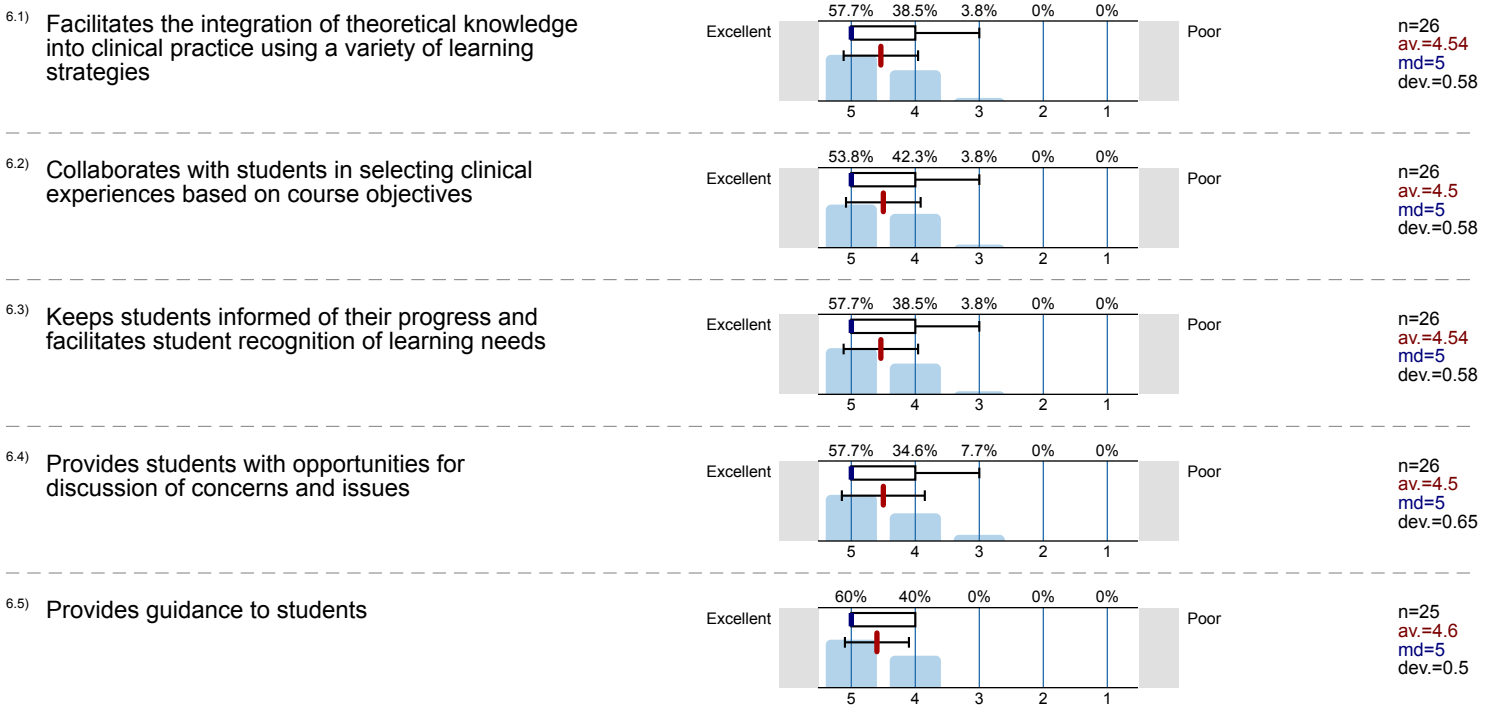
5.1) Facilitates the integration of theoretical knowledge into clinical practice using a variety of learning strategies



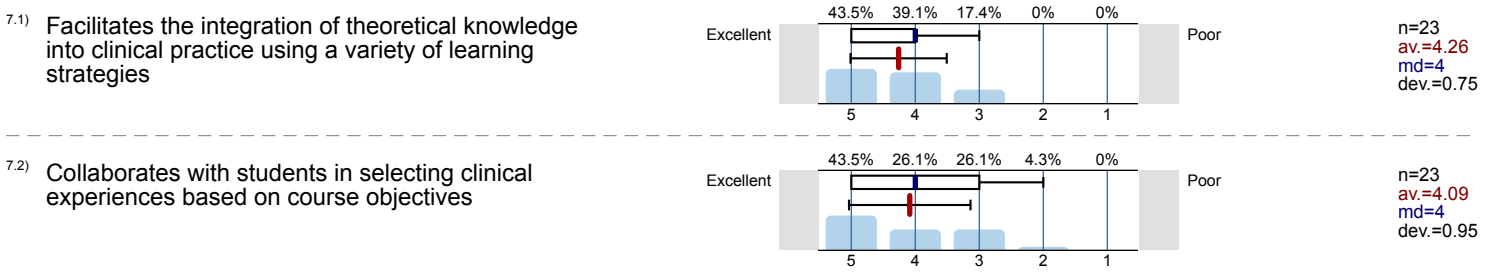
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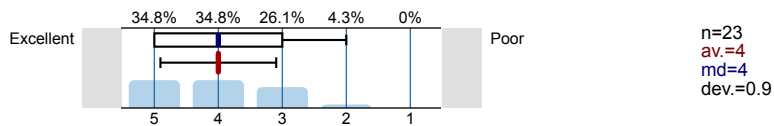
6. R. Nott - Instructor Performance



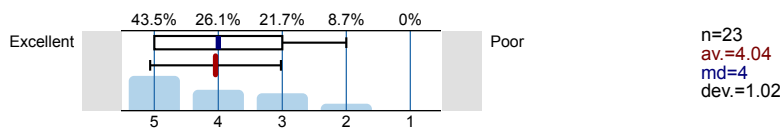
7. L. Patricio - Instructor Performance



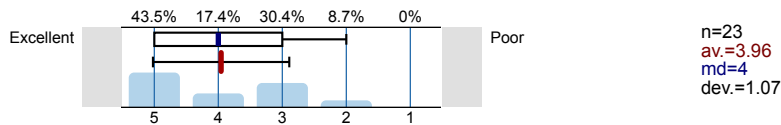
7.3) Keeps students informed of their progress and facilitates student recognition of learning needs



7.4) Provides students with opportunities for discussion of concerns and issues

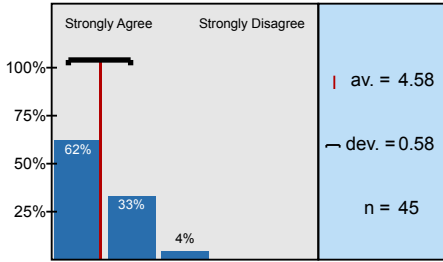


7.5) Provides guidance to students

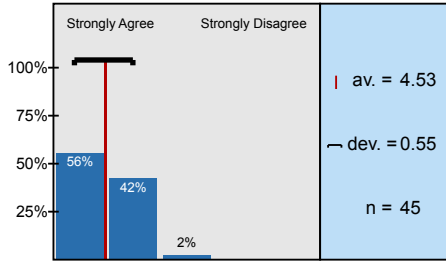


Histogram for scaled questions

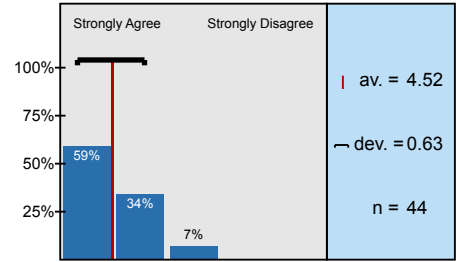
Clinical course objectives were clearly written and attainable



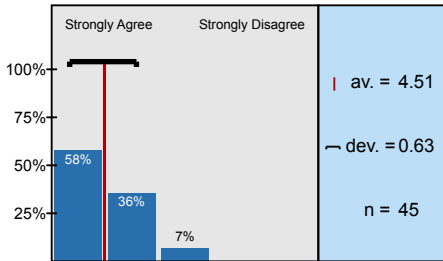
Course content is well organized and based on objectives



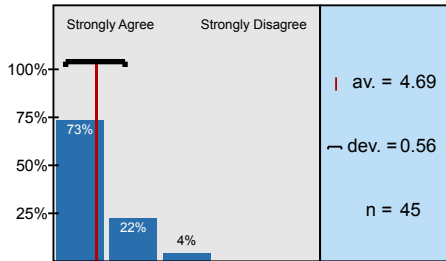
Clinical settings were helpful in meeting the course objectives



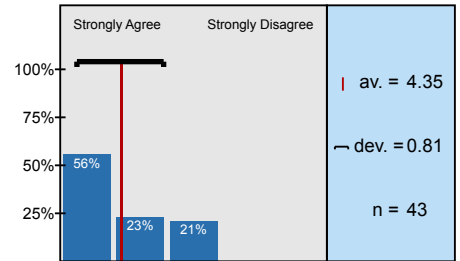
The clinical environment was conducive to learning



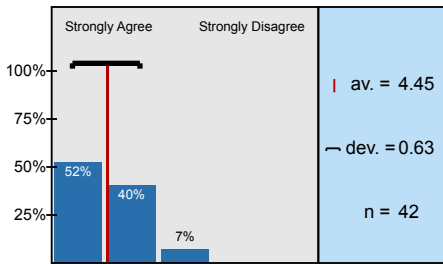
Evaluations were fair and based on attainment of course objectives



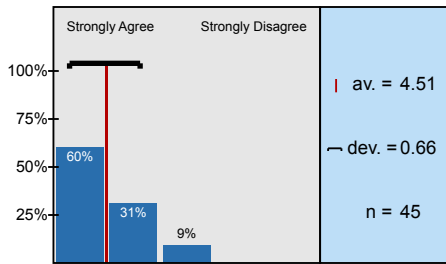
Written competencies were clearly worded and based on course objectives



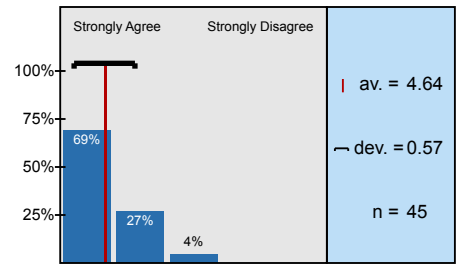
Skills competencies were evaluated in a standardized manner



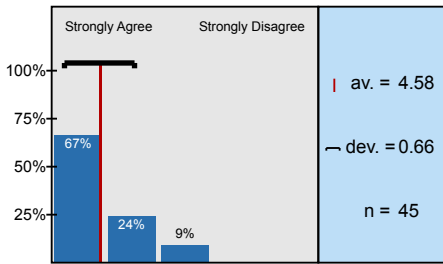
Testing and grading were implemented in a fair manner



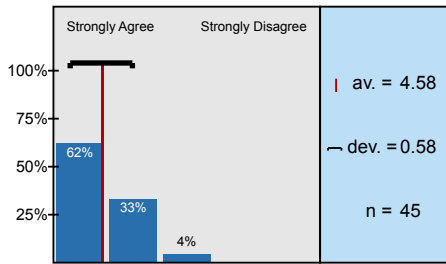
My clinical rotation provided me with the opportunity to correlate theory content to clinical practice



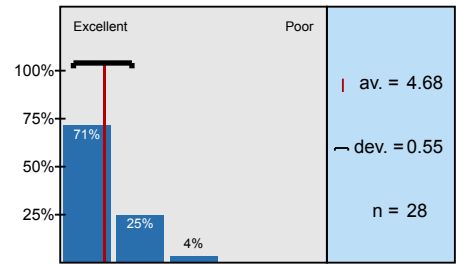
Preparing for clinical competency improved my confidence and ability in the clinical area



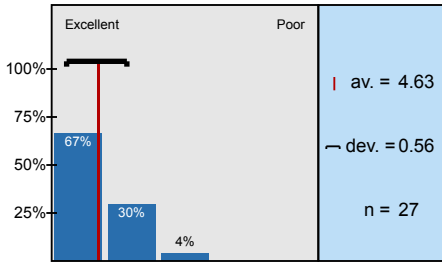
I am confident in my ability to apply the nursing process in caring for patients



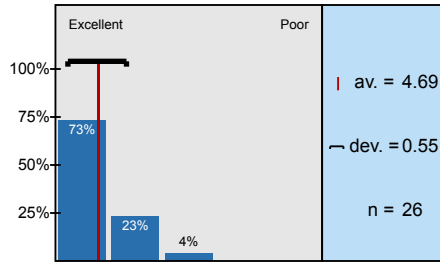
Facilitates the integration of theoretical knowledge into clinical practice using a variety of learning strategies



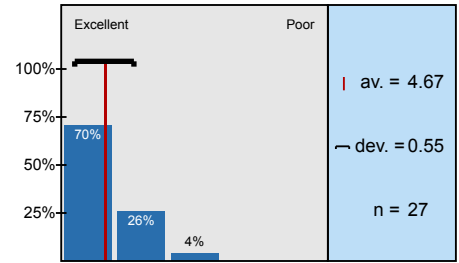
Collaborates with students in selecting clinical experiences based on course objectives



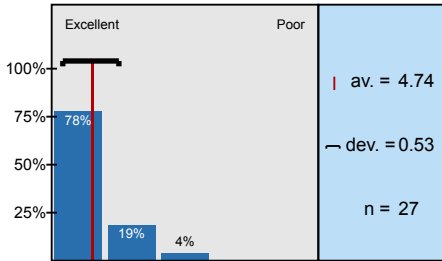
Keeps students informed of their progress and facilitates student recognition of learning needs



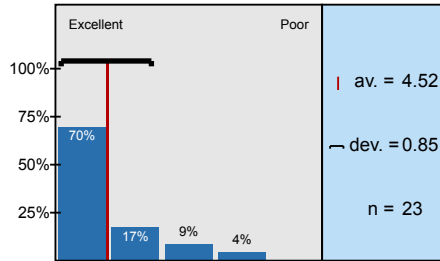
Provides students with opportunities for discussion of concerns and issues



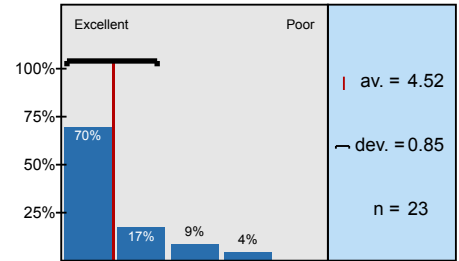
Provides guidance to students



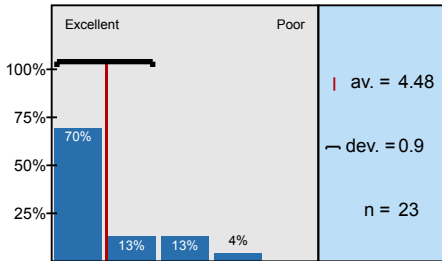
Facilitates the integration of theoretical knowledge into clinical practice using a variety of learning strategies



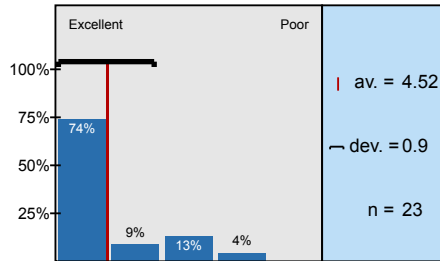
Collaborates with students in selecting clinical experiences based on course objectives



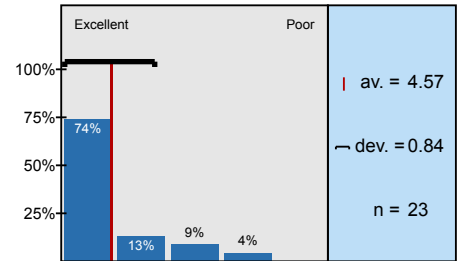
Keeps students informed of their progress and facilitates student recognition of learning needs



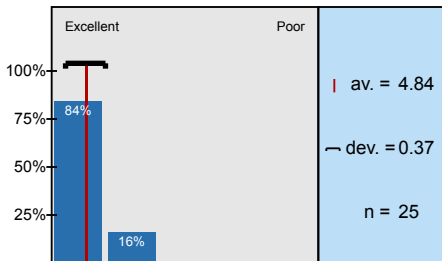
Provides students with opportunities for discussion of concerns and issues



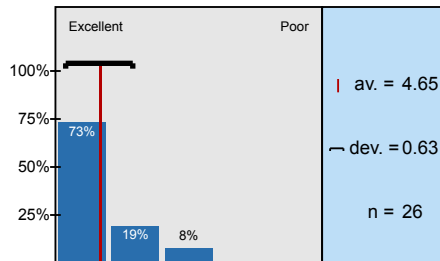
Provides guidance to students



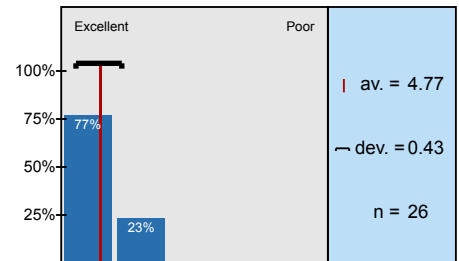
Facilitates the integration of theoretical knowledge into clinical practice using a variety of learning strategies



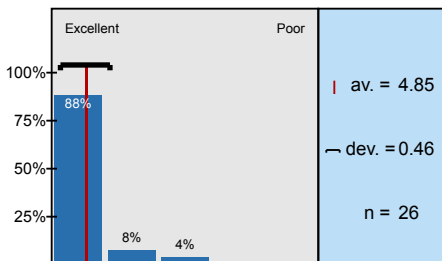
Collaborates with students in selecting clinical experiences based on course objectives



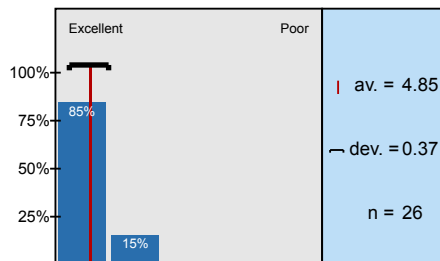
Keeps students informed of their progress and facilitates student recognition of learning needs



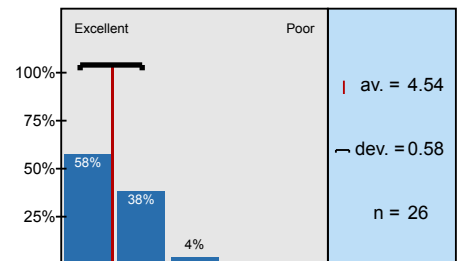
Provides students with opportunities for discussion of concerns and issues



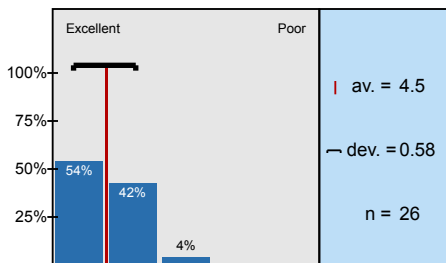
Provides guidance to students



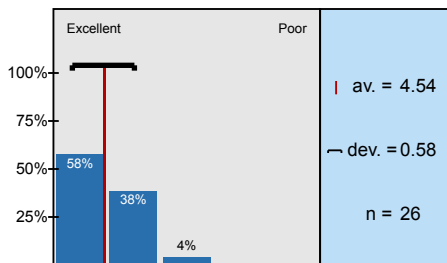
Facilitates the integration of theoretical knowledge into clinical practice using a variety of learning strategies



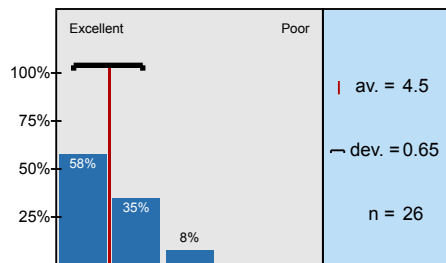
Collaborates with students in selecting clinical experiences based on course objectives



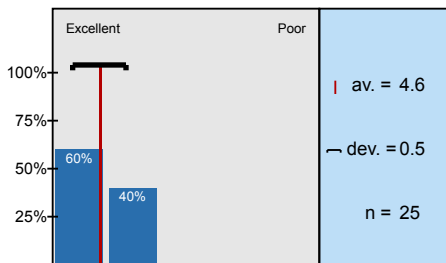
Keeps students informed of their progress and facilitates student recognition of learning needs



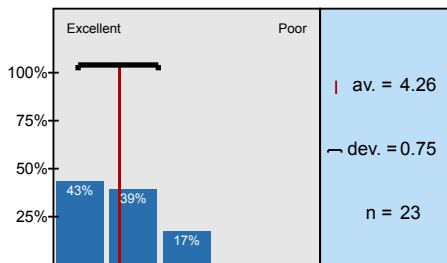
Provides students with opportunities for discussion of concerns and issues



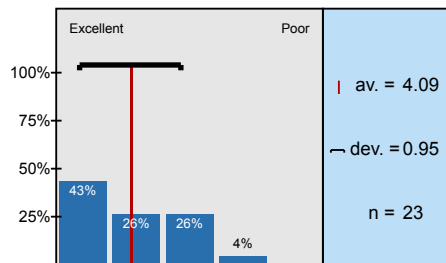
Provides guidance to students



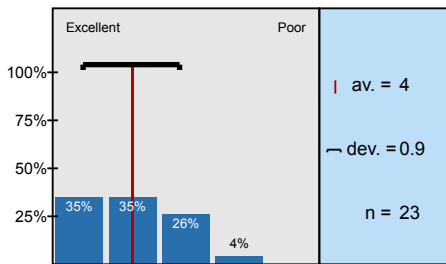
Facilitates the integration of theoretical knowledge into clinical practice using a variety of learning strategies



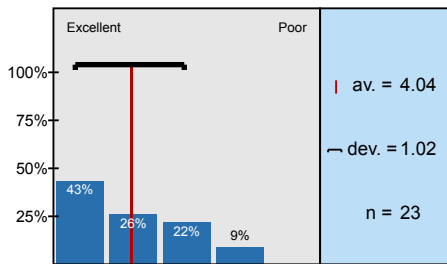
Collaborates with students in selecting clinical experiences based on course objectives



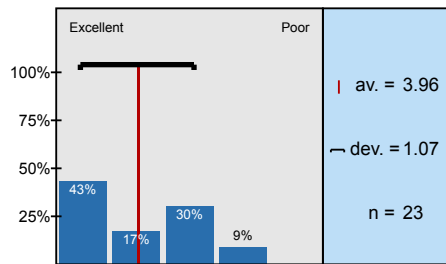
Keeps students informed of their progress and facilitates student recognition of learning needs



Provides students with opportunities for discussion of concerns and issues



Provides guidance to students



Profile

Subunit: School of Nursing Sem. One
 Responsible for modules: N113L - Introduction to Medical Surgical Nursing C
 Name of the course: N113L - Introduction to Medical Surgical Nursing Clinical
 (Name of the survey)

Values used in the profile line: Mean

1. N113L Introduction to Medical Surgical Nursing Clinical - Clinical Course Evaluation

Item	Strongly Agree	Strongly Disagree	n	av.	md	dev.
1.1) Clinical course objectives were clearly written and attainable	Strongly Agree	Strongly Disagree	n=45	av.=4.58	md=5.00	dev.=0.58
1.2) Course content is well organized and based on objectives	Strongly Agree	Strongly Disagree	n=45	av.=4.53	md=5.00	dev.=0.55
1.3) Clinical settings were helpful in meeting the course objectives	Strongly Agree	Strongly Disagree	n=44	av.=4.52	md=5.00	dev.=0.63
1.4) The clinical environment was conducive to learning	Strongly Agree	Strongly Disagree	n=45	av.=4.51	md=5.00	dev.=0.63
1.5) Evaluations were fair and based on attainment of course objectives	Strongly Agree	Strongly Disagree	n=45	av.=4.69	md=5.00	dev.=0.56
1.6) Written competencies were clearly worded and based on course objectives	Strongly Agree	Strongly Disagree	n=43	av.=4.35	md=5.00	dev.=0.81
1.7) Skills competencies were evaluated in a standardized manner	Strongly Agree	Strongly Disagree	n=42	av.=4.45	md=5.00	dev.=0.63
1.8) Testing and grading were implemented in a fair manner	Strongly Agree	Strongly Disagree	n=45	av.=4.51	md=5.00	dev.=0.66

2. Student Learning

Item	Strongly Agree	Strongly Disagree	n	av.	md	dev.
2.1) My clinical rotation provided me with the opportunity to correlate theory content to clinical practice	Strongly Agree	Strongly Disagree	n=45	av.=4.64	md=5.00	dev.=0.57
2.2) Preparing for clinical competency improved my confidence and ability in the clinical area	Strongly Agree	Strongly Disagree	n=45	av.=4.58	md=5.00	dev.=0.66
2.3) I am confident in my ability to apply the nursing process in caring for patients	Strongly Agree	Strongly Disagree	n=45	av.=4.58	md=5.00	dev.=0.58

3. N. Bachman - Instructor Performance

Item	Excellent	Poor	n	av.	md	dev.
3.1) Facilitates the integration of theoretical knowledge into clinical practice using a variety of learning strategies	Excellent	Poor	n=28	av.=4.68	md=5.00	dev.=0.55
3.2) Collaborates with students in selecting clinical experiences based on course objectives	Excellent	Poor	n=27	av.=4.63	md=5.00	dev.=0.56
3.3) Keeps students informed of their progress and facilitates student recognition of learning needs	Excellent	Poor	n=26	av.=4.69	md=5.00	dev.=0.55
3.4) Provides students with opportunities for discussion of concerns and issues	Excellent	Poor	n=27	av.=4.67	md=5.00	dev.=0.55
3.5) Provides guidance to students	Excellent	Poor	n=27	av.=4.74	md=5.00	dev.=0.53

4. F. Cervantes - Instructor Performance

4.1) Facilitates the integration of theoretical knowledge into clinical practice using a variety of learning strategies	Excellent		Poor	n=23	av.=4.52	md=5.00	dev.=0.85
4.2) Collaborates with students in selecting clinical experiences based on course objectives	Excellent		Poor	n=23	av.=4.52	md=5.00	dev.=0.85
4.3) Keeps students informed of their progress and facilitates student recognition of learning needs	Excellent		Poor	n=23	av.=4.48	md=5.00	dev.=0.90
4.4) Provides students with opportunities for discussion of concerns and issues	Excellent		Poor	n=23	av.=4.52	md=5.00	dev.=0.90
4.5) Provides guidance to students	Excellent		Poor	n=23	av.=4.57	md=5.00	dev.=0.84

5. M. Gonzales - Instructor Performance

5.1) Facilitates the integration of theoretical knowledge into clinical practice using a variety of learning strategies	Excellent		Poor	n=25	av.=4.84	md=5.00	dev.=0.37
5.2) Collaborates with students in selecting clinical experiences based on course objectives	Excellent		Poor	n=26	av.=4.65	md=5.00	dev.=0.63
5.3) Keeps students informed of their progress and facilitates student recognition of learning needs	Excellent		Poor	n=26	av.=4.77	md=5.00	dev.=0.43
5.4) Provides students with opportunities for discussion of concerns and issues	Excellent		Poor	n=26	av.=4.85	md=5.00	dev.=0.46
5.5) Provides guidance to students	Excellent		Poor	n=26	av.=4.85	md=5.00	dev.=0.37

6. R. Nott - Instructor Performance

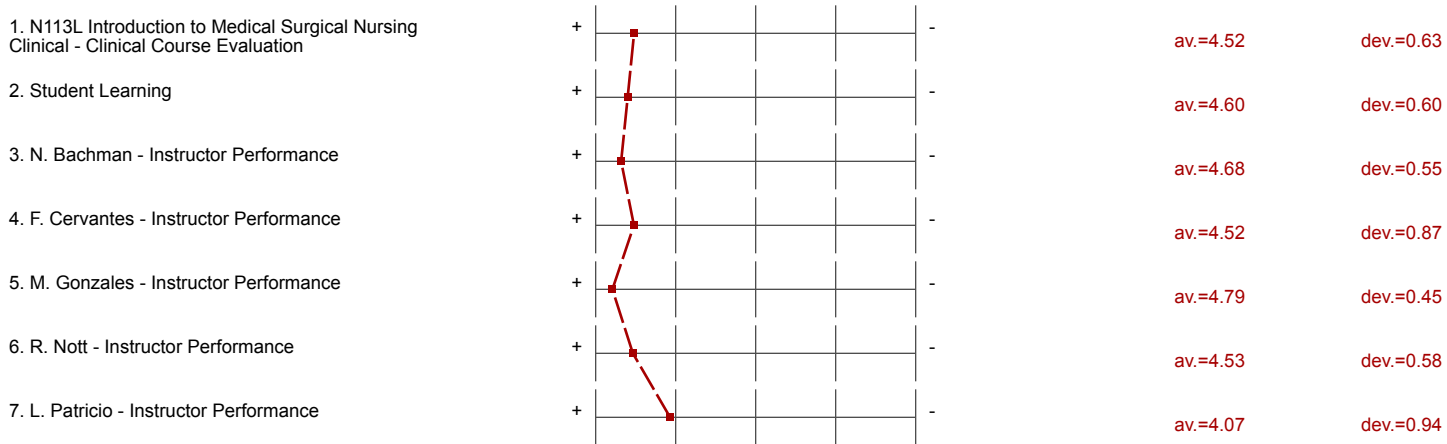
6.1) Facilitates the integration of theoretical knowledge into clinical practice using a variety of learning strategies	Excellent		Poor	n=26	av.=4.54	md=5.00	dev.=0.58
6.2) Collaborates with students in selecting clinical experiences based on course objectives	Excellent		Poor	n=26	av.=4.50	md=5.00	dev.=0.58
6.3) Keeps students informed of their progress and facilitates student recognition of learning needs	Excellent		Poor	n=26	av.=4.54	md=5.00	dev.=0.58
6.4) Provides students with opportunities for discussion of concerns and issues	Excellent		Poor	n=26	av.=4.50	md=5.00	dev.=0.65
6.5) Provides guidance to students	Excellent		Poor	n=25	av.=4.60	md=5.00	dev.=0.50

7. L. Patricio - Instructor Performance

7.1) Facilitates the integration of theoretical knowledge into clinical practice using a variety of learning strategies	Excellent		Poor	n=23	av.=4.26	md=4.00	dev.=0.75
7.2) Collaborates with students in selecting clinical experiences based on course objectives	Excellent		Poor	n=23	av.=4.09	md=4.00	dev.=0.95
7.3) Keeps students informed of their progress and facilitates student recognition of learning needs	Excellent		Poor	n=23	av.=4.00	md=4.00	dev.=0.90
7.4) Provides students with opportunities for discussion of concerns and issues	Excellent		Poor	n=23	av.=4.04	md=4.00	dev.=1.02
7.5) Provides guidance to students	Excellent		Poor	n=23	av.=3.96	md=4.00	dev.=1.07

Profile Line for Indicators

Subunit: School of Nursing Sem. One
 Responsible for modules: N113L - Introduction to Medical Surgical Nursing C
 Name of the course: N113L - Introduction to Medical Surgical Nursing Clinical
 (Name of the survey)



Comments Report

1. N113L Introduction to Medical Surgical Nursing Clinical - Clinical Course Evaluation

1.10) Comments

- I would like to see more simulation lab experiences available. Those were more helpful in applying clinical skills outside the hospital setting; they're an excellent supportive learning experience to the regular skills lab.
- It is unfair that Mr. Bachman's group had to do their skills competencies without a mannequin, and for being the only group that did not have a mannequin. It was unfair and put the group at a slight disadvantage, with their being no mannequin or bed. Competencies were not fairly evaluated.
- ORCHID training should be longer and a mock patient should be assigned to all of us to help determine how well we understood lecture and apply in documentations for ORCHID.
- Often times the floor did not provide an opportunity to actually be able to do task that were on the competencies. It seems a little unfair to be tested on things we may or not be able to actually practice on the floor. Often times skills lab is booked and you can't make and I think it could be suggested to have days where clinical groups are assigned the skills lab to practice once a new competency is introduced not just during a lecture when we initially learn the skill
- The week prior to competency testing should be at least one session in skills lab for practice, because some of us did not get any pt to perform the skill in clinical. I think it would be helpful to add one more simulation into the semester. I would like more detailed guidance on the specifics of the ADPIE, clinical worksheets/concept maps, and nursing care plans, maybe a special tutoring session, because I am still having problems completing them.
- Unfortunately, the Skills Lab was not readily available during the entire semester for one reason or another. Please, address this issue in the near future.

3. N. Bachman - Instructor Performance

3.6) Comments

- Always provides students with opportunities to discuss concerns and issues, provides guidances and comfort regarding any anxiety or nervousness we may be experiencing ! He is excellent !
- Amazing instructor! Very approachable, challenges you to think and be the best you can be, helps with any questions and doesn't make you feel dumb for asking. His demeanor and attitude were great, and helped to make me feel at ease. Could not have asked for a better Semester 1 instructor. Wish we could have the same instructor throughout the program
- It was a pleasure to have professor Bachman, approachable and professional.
- Mr. Bachman is very helpful and supportive to all students. He is very approachable and will not appear condescending or intimidating. He provides guidance without making you feel dumb and is very therapeutic. You can genuinely tell he cares and wants you to succeed.
- Very mindful of realistic situations, very helpful and available to the clinical group. I appreciate his willingness to help and approachable nature.

4. F. Cervantes - Instructor Performance

4.6) Comments

- Mrs. Cervantes's support extended beyond school/clinical hours; from the beginning, she made it clear that she'd be available to answer questions/ offer needed support any time up to a certain hour in the day, but if she didn't answer right away, she followed up. Communication is very important to her.
- Ms. Cervantes' demeanor, experience, and teaching provided motivation and enthusiasm. She showed love and passion for the profession and is a true role model to follow.

5. M. Gonzales - Instructor Performance

5.6) Comments

- Dr Gonzales was a wonderful clinical instructor! She was prompt in grading assignments, honest about your clinical performance, and very knowledgeable about medications, various disease process, and overall bedside care! I'm very satisfied with her teaching, and

grateful to have had the opportunity to have her as my clinical instructor!!! I'm more confident in patient care thanks to Dr G.

- Dr. Gonzales has been nothing short of amazing. Her confidence building and knowledge of the nursing process is a tremendous advantage to the students in her clinical group.
- Dr. Gonzales was an amazing clinical instructor. The dedication to us students was highly noted. She constantly helped us complete many skills and pushed all of us to our limits to be the best and most confident version of ourselves. She was patient but was firm when she needed to be. Absolutely amazing instructor.
- I feel so privileged to have someone like Dr. Gonzales as my clinical instructor. I really enjoyed the learning and knowledge I gained from our experience at the clinical setting and will keep it dear to my heart for a life time. I appreciate her and all her patients and understanding.

6. R. Nott - Instructor Performance

6.6) Comments

- A pleasant to have as an instructor. she was extremely supportive and understanding.
- Mrs. Nott is a very caring person who truly wants to see her students succeed. She is very understanding and knowledgeable on the floor. Anyone who has Mrs. Nott as an clinical instructor will be very fortunate to have her.

7. L. Patricio - Instructor Performance

7.6) Comments

- As a first semester student, being in Mrs. Patricio's group initially felt very solitary - with a feeling that we were on our own and a hesitancy to ask questions. As the semester progressed, her teaching style became more clear and understood; but, looking back, it would have been helpful to have that information at the beginning. That being said, I truly feel I was challenged, pushed to try harder and, overall, I would not have changed my clinical experience. I appreciate Mrs. Patricio's unspoken insistence on rising to a higher level. I think, if Mrs. Patricio returns/stays with first semester, better communication of her expectations and teaching style would benefit students (and herself) so there is better understanding for both and less intimidation on students' parts.
- I am really thankful to have had such a strong, knowledgeable and experienced nurse as my instructor for 1st semester clinicals. My progress, confidence, critical thinking, and overall knowledge has come so far since the first day in the hospital and I really owe that to Mrs. Patricio. Thank you so much Mrs. Patricio, for all of your patience and help this semester, I truly appreciate everything you've done for us.
- I feel like more constructive criticism, instead of simply criticism, would have benefited me more in the beginning. I felt very negative, defeated and overwhelmed in the beginning. I appreciated that our instructor was willing to listen to our concerns and make changes that made me feel more comfortable in the clinical setting. She was more approachable and understanding which made the learning environment better for me.
- Ms. Patricio is an instructor that will push you. She doesn't communicate well with her clinical group. She makes you think critical and you won't forget what she has told you. Her communication is very poor. When questions were asked she would not guide you towards the answer. She is a tough instructor. The 1st week of clinical there wasn't any guidance.