Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING: N233L

DATE: 2/18/19

REPORT SUBMITTED BY: G. Escudero TITLE: Semester 3 Interim Coordinator

SEMESTER 3

Section One: SLO and Assessment Method

COURSE (S)	Nursing 233L: Intermediate Medical-Surgical & Psychiatric Nursing Clinical
Student Learning Outcomes	Students incorporate concepts of professional role development through collaboration with members of the multidisciplinary health team in planning and providing safe care for individuals, families and groups with mental health problems, utilizing the nursing process, critical thinking, and therapeutic communication techniques in acute care, psychiatric, and ambulatory care settings.
Incorporation of General Education Student Learning Outcomes (SLOGE)	Students: **SLOGE 1:** Apply critical thinking to communicate effectively, collaborate with others, and demonstrate ability to research subject matter through reading, speech, demonstration, and writing **SLOGE 2:** Demonstrate knowledge of the human mind, body, and behavior through interactions with other and be accountable in the application of this knowledge and skill in an ethical and professional manner **SLOGE 3:** Demonstrate cultural sensitivity in interacting with the community through the acceptance of diverse philosophical, cultural and religious beliefs. **SLOGE 4:** Apply logical reasoning and fundamental mathematical processes and demonstrate competency in the professional setting. **SLOGE 5** Apply technological skills to access information, create and organize data, communicate information, use software programs, and operate basic technological equipment.
Correlated Student Learning Outcomes: College (SLOC)	Students: **SLOC1:** Demonstrate knowledge and skills necessary to provide safe and effective care, which enables them to adapt in a multicultural healthcare environment. **SLOC 2:** Demonstrate effective communication and collaboration to promote optimal health outcomes in a variety of healthcare settings.
Correlated Student Learning Outcomes: Program (SLOP)	Students: • **SLOP 1:** Demonstrate essential competencies when providing client-centered nursing care using the nursing process and evidence-based outcomes to accommodate societal/cultural differences.

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Method of Assessment	Students achievement of all clinical Performance Evaluation criteria listed below indicates attainment of the student learning outcome:
	• Complete clinical worksheet/concept map by 0700 each clinical day.
	• Receive a grade of satisfactory on:
	  ○ Nursing Care plan & Reflection Paper
	  ○ Clinical competency examination
	  ○ Cultural Assessment Interview
	  ○ Process recording following guidelines provided
	  ○ Formal Teaching Project
	• Research medications and present findings to instructor and/or clinical group
	• Attend a support group meeting and complete a report on the observation
	• Participate in discussion regarding:
	  ○ Legal and regulatory policies during clinical post conference
	  ○ Court Hearing procedures in post conference
	  ○ The communication process of the family and group during clinical post conference
	  ○ Cultural differences in health care
	• Perform a satisfactory physical assessment within the first 2 weeks of the Medical/Surgical rotation
	• Satisfactorily provide care to 2 to 3 patients in the clinical setting
	• Receive a score of 70% or greater in the written competency to achieve a grade of satisfactory
	• Absences not exceeding:
	  Three clinical days (1 per rotation) and four hours of clinical laboratory time (2 days)
	• Receive a score of 85% or greater in the Drug Dosage Calculation Competency
	
	<u>Performance Indicators:</u>
	• The student course survey threshold average score of 3.5 or higher.
	• Institutional Effectiveness indicator course pass rate of 85%.

Data Collection Schedule	Period: <u>8/14/2018 – 12/12/2018</u>
Required Resources	Testing, grading, survey software, large classrooms, conference rooms, computer labs, photocopier, clerical support, IT support. Technology equipment: computers, LCD, laptops, projectors, portable microphone, ERC educational software, clinical sites, and skills laboratory.

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Section Two: Analysis of Assessment Results

Outcomes Evaluation Method	Check all that apply: 1. ☒ Formative Evaluation ☒ Summative 2. ☒ Direct Evidence ☒ Indirect Evidence 3. ☒ Quantitative ☒ Qualitative
Evaluation Tools	• Student grade sheet • Student course evaluation results • Attendance Sheet • Student status report
Analysis of Data Report	**Students:** 57 students enrolled 49 students completed 49 students passed 85.97% students passed (%) 6 students withdrawn 2 students failed **Course Attrition:** 8 students attrited 14.03% students attrited (%) **Course:** 4.16 course evaluation rating 4.32 average instructor rating 4.2 overall rating (Global Index) 1 petition filed 0 petition advanced to grievance yes pass rate threshold achieved (yes or no) yes all items achieved threshold (yes or no)

Course/Program Rating Scale	Number of Items at this Rating Scale	Percent of Items at this Rating Scale*
4.5 – 5.0	0	
4.0 – 4.4	10	90.91%
3.5 – 3.9	1	9.09%
3.0 – 3.4		
2.0 – 2.9		
1.0 – 1.9		
Total # Items	11	Total = 100%
* Do not round up numbers		

Additional Comments	None

Section Three: Evaluation/Improvement/Revaluation of Outcomes Cycle

Evaluation Findings	**<u>Student Performance:</u>** Pass rate was above threshold with 49 students passing the course, 6 withdrawing and 2 failing. **<u>Course performance:</u>** All students that passed received a satisfactory grade for this course. Teaching methodologies have been effective in meeting objectives of the course. Faculty continues to strive to make the course organized in its content to the theory courses. **<u>Identify items requiring action</u>:** None **<u>Identify student evaluation comments requiring attention:</u>** 1. Two comments regarding other students being allowed to exceed absences was made. 2. Two comments were made regarding the skills lab needing more supplies and that the time in the skills lab was not helpful most of the time. The comment also pointed out that there are not enough mannequins for all students to work on during our lab time. 3. A comment was made that instructors should write out every procedure in an organized step by step fashion. 4. A student felt that the paperwork for the psych rotation was just busy work. 5. A remark was made that instructors should have given more of a description of what was expected of the Written Competency. 6. A student felt that instructors had the attitude of "let the students figure it out" and with this attitude came a lack of teaching students. **<u>Quality improvement needs:</u>** 1. While student issues are kept confidential, faculty strive to adhere to the Clinical Attendance Policy, but when a tragedy strikes a student, we give due process. 2. Faculty feel that the skills lab has made great strides in providing equipment needed for students to use. Students are given time in class (the first clinical orientation day) to watch videos on each skill and they are given a 2-hour lab for all students to practice each skill for a total of 8 hours. We currently use 6 mannequins for labs and will discuss with the skills lab coordinator the possibility of setting up more. Students are encouraged to visit the skills lab as often as possible to work on their skills rather than

	just relying on the hours of class time given. Having extra supplies for students will have to be discussed with the skills lab coordinator as students already purchase a skills bag with supplies. 3. Our syllabus has a rubric for each skill as well as a list of videos (You Tube, Taylor, and hospital education videos) that can assist students. These videos are shown to students the first day of the course. They are then encouraged to continue watching the videos and go to skills lab if they feel they need to practice. 4. The psych rotation does not have a care plan but does require a process recording which covers the entire goal of the rotation which is Therapeutic Communication. Other assignments are that of a short description of Interdisciplinary Collaboration, a short synopsis of their time at NAMI, a short review of a psych film, and medication sheets. No paperwork is done for the Court Hearing day. These assignments are pertinent to the rotation and needed to invoke a robust discussion of the plight of people with mental illness during post conference which is done daily. 5. The Clinical Scenarios are given to students 7 weeks prior to the exam. They are given a short instruction on how to study for the competency and it is also written on the cover sheet. Four weeks prior to the competency, a 2 hour lab is dedicated to a Q and A session for the Written Competency at which time students are again told that 4 scenarios will be chosen and each will have 25 points worth of questions that can be in the form of essay, multiple choice, fill in, matching and/or definition. This semester students had very little questions to ask as they confessed that they did not study enough at this point to ask valid questions. Faculty will prepare the next semester students and bring the Q and A closer to the time of the competency. 6. All faculty teach as many students as possible that come to ~~us~~ outside class time. After the 2-hour skills lab for each skill, students are encouraged to continue to practice on their own time utilizing the skills lab coordinator to assist. This semester the coordinator was pulled away to cover clinical so students may have felt that they were on their own. Faculty will attempt to make it clear to students that if they need extra assistance in the skills lab and the coordinator is not available, they can make an appointment with as needed.
Plans for Improvement	All semester 3 faculty attending the Written Competency Q & A will give a description of how and what type of questions will be asked. The Q & A session will be done closer to the competency itself to allow enough time for students to study the material in order to ask pertinent questions. All instructors are available to tutor students for the Written Competency and skills by appointment.
Re-evaluation Due Date	Spring 2019

Suggestions for Change in SLO and Rationale	None
Additional Comments	None

Contributors:

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