



## Los Angeles County College of Nursing and Allied Health

### STUDENT LEARNING OUTCOMES ASSESSMENT REPORT EDUCATION AND CONSULTING SERVICES: EMERGENCY NURSING

**DATE:** September 2017

**REPORT SUBMITTED BY:** Mark Hollinger, RN

**TITLE:** Program Coordinator

**Section One:** SLO and Assessment Method: Emergency Nursing Training Program

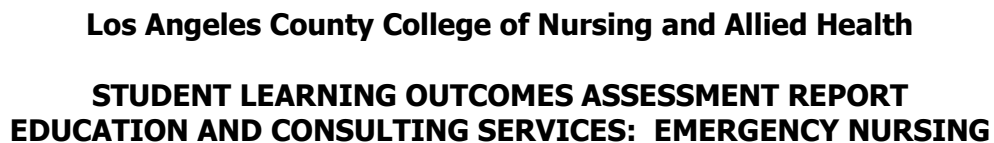
Course(s)	Emergency Nursing: Programs
Student Learning Outcomes	<p>The registered nurse safety and effectively manages the care of patients, of all age groups and chief complaints, presenting to the emergency department, to include:</p> <ol style="list-style-type: none"><li>1. Initial assessment, triage, and management</li><li>2. Ongoing assessment and management of a minimum of four patients throughout their emergency department stay, until admission, transfer, or discharge</li><li>3. Accurate, timely, and safe administration of emergency medications and procedures.</li></ol>
Incorporation of Student Learning Outcomes: General Education (SLOGE)	<p>Students:</p> <p><b>SLOGE 1:</b> Apply critical thinking to communicate effectively, collaborate with others, show comprehension, and research subject matter through reading, speech, demonstration, and writing.</p> <p><b>SLOGE 2:</b> Demonstrate knowledge of the human mind, body, behavior and responses to internal and external stressors through interactions with others and the provision of care. Demonstrate accountability in the application of this knowledge and skill in an ethical and professional manner.</p> <p><b>SLOGE 3:</b> Incorporate a legal/ethical approach in dealing with the community through the acceptance of diverse philosophical, cultural, and religious beliefs, and the application of cultural sensitivity, which prepares the students to live and work in a multicultural and global environment.</p> <p><b>SLOGE 4:</b> Incorporate fundamental mathematical processes and reasoning and demonstrate competency in applying mathematical formulas, conveying knowledge, evaluating mathematical information, and problem solving.</p> <p><b>SLOGE 5:</b> Develop competency in the application of technological skills to access information online, create and organize data, communicate information, use learning software programs, and operate basic technological equipment.</p>
Correlated Student Learning Outcomes: College (SLOC)	<p>Students:</p> <p><b>SLOC1:</b> Possess knowledge and life skills necessary to provide safe, effective and efficient care, which enables them to adapt to living and working in a multicultural environment and provide health maintenance and promotion in a global context.</p> <p><b>SLOC 2:</b> Utilize critical thinking, problem-solving skills, and evidence-based strategies in effectively communicating and collaborating with others to promote and maintain optimal</p>



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	<p>health in their area of practice.</p> <p><b>SLOC 3:</b> Pursue lifelong learning to enrich personal and professional development; enjoy the benefits of inquiry and self-discovery; and embrace change in the fast-paced world of technological advances and health innovations.</p>
<b>Correlated Student Learning Outcomes: Program (SLOP)</b>	<p><b>SLOP:</b> Upon completion of EDCOS programs, the nurse will demonstrate ongoing professional development through application of academic, technical, collaborative, communication and critical thinking skills in the safe care of culturally diverse patients in a variety of settings.</p>
<b>Method of Assessment</b>	<p><b><u>Written exams:</u></b> The student must obtain a minimum score of 75% on all exams. The program has 3 written exams, as follows:</p> <ol style="list-style-type: none"> <li>1. Comprehensive Final Exam (Part 1 and Part 2)</li> <li>2. Basic Arrhythmia exam</li> </ol> <p>Exams test the concepts related to the basic understanding of the conditions for which patients present to the emergency department, and the provision of safe emergency care to those patients.</p> <p>Students are evaluated, by written exam, at the end of the didactic portion of Part 1 and 2 of the program.</p> <p>Passing scores indicate student attainment of competency.</p> <p><b><u>Certifications:</u></b> The student must obtain/possess the following certification exams by completion of Preceptorship:</p> <ol style="list-style-type: none"> <li>1. Advanced Cardiac Life Support (ACLS)</li> <li>2. Basic Cardiac Life Support (BLS)</li> <li>3. Pediatric Advanced Life Support (PALS)</li> <li>4. Nonviolent Crisis Intervention (NVCIP)</li> </ol> <p><b><u>Clinical Evaluation:</u></b> The student must show competence in the clinical setting, as evaluated by a College instructor, to include:</p> <ol style="list-style-type: none"> <li>1. Assessments, both initial and ongoing</li> <li>2. Care planning, including prioritization and organization</li> <li>3. Emergency nursing interventions</li> <li>4. Evaluation of emergency care provided</li> <li>5. Documentation of care Provided</li> <li>6. Professional responsibility in the emergency department</li> <li>7. Proper use of emergency equipment</li> </ol> <p>The student is evaluated through the clinical portion.</p> <p><b><u>Preceptorship:</u></b> The student must show competency in providing emergency care for 4 patients in DEM- North, incorporating everything they learned during the course. They must provide safe care in a timely manner and document that care.</p> <p><b><u>Performance Indicators:</u></b></p> <ul style="list-style-type: none"> <li>• Institutional effectiveness (IE) indicator III.E: Course pass rate of 80%</li> <li>• IE indicator III.F: Student evaluations of Instructors meet or exceed threshold of 3.5</li> <li>• IE indicator III.G: Student evaluations of Program meet</li> </ul>



## Section Two: Analysis of Assessment Results

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	* Do not round up numbers		

### Section Three: Evaluation/Improvement/Re-evaluation of Outcomes Cycle

<p><b>Evaluation Findings/Program Changes</b></p>	<p><u>Student performance:</u> 1 student dropped after Part 1 and prior to Part 2. All students passed the written exams and met clinical criteria.</p> <p><u>Course performance:</u> All items met threshold. Instructor evals were all very good to excellent.</p> <p><u>Identify items requiring action:</u> none</p> <p><u>Identify student evaluation comments requiring attention:</u> none</p> <p><u>Quality improvement needs:</u> Over the past few years, the program has gone through major changes. This program has been revised to meet Department of Health Services (DHS) standardization of emergency nursing training. Each county facility (LAC/USC, Harbor-UCLA, Olive View), if providing a program on-site, is required to provide a standardized program, meeting the following requirements:</p> <ol style="list-style-type: none"> <li>(1) Standardized topics and objectives based on Emergency Nurses Association (ENA) curriculum</li> <li>(2) Standardized length of program (didactic and clinical hours)</li> <li>(3) Standardized testing, student evaluation, and passing criteria</li> </ol> <p>New hires from LAC/USC, Harbor-UCLA or Olive View can attend the lecture series provided by another county hospital (if desired and requested by ED management) or attend at their own home facility (preferred). Clinical experience and evaluation is done at their own facility.</p> <p>Each facility is flexible in tailoring lectures to meet their patient population, as long as overall objectives are met. The clinical supervised rotation is arranged by the facility, and is flexible regarding shift hours (8, 10, 12 hours / day, eve, night), as long as the minimum required hours are met.</p> <p>The program is divided into Parts 1 and 2, with Part 1 being designed for nurses assigned to the Psychiatric ED. The psych ED nurses attend Part 1 only.</p> <p>The lecture days have been changed after student and instructor feedback. Most lecture days do not consist of 8 hours of straight lecture. The lecture is done until lunch, and then workshops are provided in the afternoon. This keeps the students' attention and allows for hand-on practice prior to clinical.</p> <p>Final evaluation of the student is made by EDCOS, with feedback from DEM management/educators and DEM clinical coaches/preceptors.</p>
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<b>Plans for Improvement</b>	The standardization of the program began in June 2017. This came out of a need and request from DHS to standardize the ED training throughout the county hospitals. An upcoming meeting will be held with the educators and management from each facility to evaluate the program and make changes as needed.
<b>Re-evaluation Due Date</b>	September 2018
<b>Suggestions for Change in SLO and Rationale</b>	none
<b>Additional Comments</b>	none

**Contributors:** Mark Hollinger, RN, Program Coordinator