Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING: N233L

DATE: 12/21/2022

REPORT SUBMITTED BY: Grace Escudero TITLE: Semester 3 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 0630 each clinical day.
	• Receive a grade of satisfactory on:
	  ○ Nursing Care plan & Reflection Paper
	  ○ PassPoint Competency
	  ○ Cultural Assessment Interview
	  ○ Process recording following guidelines provided
	  ○ Formal Teaching Project
	• Research medications and present findings to instructor and/or clinical group for all rotations.
	• Complete research on a mental health support group and complete a report on the observation/research.
	• Complete written documents and participate in discussion regarding:
	  ○ Legal and regulatory policies during clinical post conference
	  ○ Court Hearing procedures or research on the LAC Mental Health Court system in post conference
	  ○ Research on NAMI 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 Medical Surgical rotation.
	• 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>8/16/2022 – 12/15/2022</u>
Required Resources	Testing, grading, survey software, large classrooms, conference rooms, computer labs, photocopier, clerical support, IT support, distance education, vSIMS, and eBooks. Technology equipment: computers, LCD, laptops, projectors, portable microphone, ERC educational software, clinical site and simulation/skills laboratory, MS Teams, MS Surface Pros, e-book access.

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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 • Clinical Performance Evaluation Tool summary • Clinical Site Evaluation Tools
Analysis Of Data Report	**Students:** 48 students enrolled 46 students completed 46 students passed 95.83 % students passed (%) 0 students withdrawn 2 students failed **Course Attrition:** 2 students attrited 4.16 % students attrited (%) **Course:** 4.54 course evaluation rating 4.72 average instructor rating 4.68 overall rating (Global Index) 0 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	11	84.61
4.0 – 4.4	1	8.33
3.5 – 3.9	0	
3.0 – 3.4	0	
2.0 – 2.9	0	
1.0 – 1.9	0	
Total # Items	12	Total = 100%

	* Do not round up numbers		
Additional Comments	None		

Section Three: Evaluation/Improvement/Revaluation of Outcomes Cycle

Evaluation Findings	**<u>Student Performance:</u>** The pass rate was above the threshold of 3.5 with 46 students in completing the course, with 2 failures in the course. One of the failures had an academic warning prior to the failure and one failure exceeded absences allowed in clinical. 0 petitions were filed this semester. **<u>Course performance:</u>** The 46 students that passed completed all assignments and 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 current theory courses. This term, the semester introduced and utilized a new online computer testing methodology (PassPoint Competency) in lieu of previous paper-pencil written competencies. This online exam took place in week 16 of the term and required the students to answer 130 questions within a three-hour window striving to reach Mastery Level 7 as per the utilized exam company Wolters Kluwer. This was to allow the students' exposure to NCLEX Next Gen-type questions and format to familiarize them with this exam and question style. Five of the 46 students needed to retake the online competency as they did not meet the satisfactory performance of reaching Mastery Level 7. All students met Mastery Level 7 or above after the retake, reflecting their ability to apply theories, concepts, and skills learned from semesters one through three. In addition, high-fidelity manikin simulated clinical experience (SCE) took place at varied times throughout the semester during the students' medical/surgical rotations in a student-friendly, clinically safe learning environment of the Simulation Laboratory. Small student groups and a short scenario enhanced active student participation. The clinical day included a pre-brief, the simulated clinical experience, and a student-driven, faculty-supported debrief of the experience. Students also had the opportunity to practice their skills in the skills laboratory while they awaited their turn for the simulated experience. Organized planning, including students' assignment to simulation and clinical, continue to make this simulation experience successful. Students continue to comment their desire for more simulations. The feedback for the simulated clinical experience (SCE) was overall positive and the average student evaluation was 4.52 with students stating it helped them with critical thinking. **<u>Identify items requiring action</u>:** None **<u>Identify student evaluation comments requiring attention:</u>** 1. There were only 3 comments from students. There was 1

	comment that was positive and praised the use of urgent care in the ambulatory care rotation. The other 2 comments discussed the differences among clinical experiences, including patient assignments and not having certain patients with central lines and tracheostomies. Although students understood that clinical rotations are held at different locations and patient assignments vary, they wish they could have done skills they learned on current patients. **Quality improvement needs:** 1. Faculty continues to include student feedback to improve teaching strategies. Students get the opportunity to practice central line, chest tube, and tracheostomy skills not only in the hospital setting but in skills lab. Faculty will continue to encourage students to utilize the skills lab to practice their skills. Students will continue to engage in simulated clinical experience that involves all previously learned skills including semester three skills of tracheostomy suctioning and care, IV start, blood withdrawal, and chest tube troubleshooting.
Plans For Improvement	1. Faculty will uphold the course SLO by utilizing the nursing process, critical thinking & therapeutic communication in all rotations. Due to updated DHS social distancing guidelines, skills lab courses will continue be done in person for Spring 2023. Faculty will continue to use MS Teams as an effective communication method with students. The semester will continue to make sure all students have a complete Skills Bag for the 3rd semester skills in orientation. The semester will have 1-hour appointments for students to complete their skills competency while social distancing in person in the Skills Lab. In addition, students will be allowed to do their patient research the Mondays before clinical for the first few weeks of the rotation. Faculty will continue to assist students to collaborate with members of the multidisciplinary health team in safe care for individuals, families & groups with mental health problems.
Re-evaluation Due Date	Spring 2023
Suggestions For Change in SLO and Rationale	None
Additional Comments	None

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