

## Course Assessment- Part B: Your Results &amp; Analysis

COMPLETE

#482

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact the Curriculum and Assessment Administrative Assistant, 541-506-6037 or swade@cgcc.edu.

NRS 111 - Foundations of Nursing in Chronic Illness I - 1096440- Winter 2021

\* **Part B: Your Results** **DIRECTIONS** 1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below.

1. Use therapeutic communication skills in the development of therapeutic relationships with patients and families. 75 % of students will receive 3 or 4 (meeting or exceeding competency) on competencies 7 and 8, or if a score falls below a 3, is meeting or exceed the competency by the end of the term. (100%)  
75% of students will complete satisfactorily the Pain Assessment Concept-based learning activity (100%)

2. Conduct a health assessment that is patient- and family-centered and both developmentally and culturally appropriate, interpret, and use the resulting health data.

75 % of students will receive a 3 or 4 (meeting or exceeding competency) on competency 9, or if the score falls below a 3, is meeting or exceed the competency by the end of the term. (100%)

75% of students satisfactorily completed competency-based learning activities (CBLA) on oxygenation, diabetes and day of care.

(100%)

3. Apply ANA Code of Ethics and nursing values in the care of persons with a chronic illness or disability.

75 % of students will receive 3 or 4 (meeting or exceeding competency) on competencies 1, 8, and 9, or if a score falls below a 3, is meeting or exceeding the competency by the end of the term. (100%)

\* **Outcome #1**

Use therapeutic communication skills in the development of therapeutic relationships with patients and families.

100 % of students received a 3 or 4 (meeting or exceeding competency) on competencies 7 and 8, or if a score fell below a 3, was meeting or exceeding the competency by the end of the term.

100% of students satisfactorily completed the competency -based learning activity on pain assessment in the clinical setting.

\* **% of students who successfully achieved the outcome (C or above)**

100%

\* **Outcome #2**

Conduct a health assessment that is patient- and family-centered and both developmentally and culturally appropriate, interpret, and use the resulting health data.

100 % of students received a 3 or 4 (meeting or exceeding competency) on competency 9, or if the score fell below a 3, was meeting or exceeding the competency by the end of the term.

100% of students satisfactorily completed competency-based learning activities (CBLA) on oxygenation, diabetes and day of care.

\* **% of students who successfully achieved the outcome (C or above)**

100%

**\* Outcome #3**

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Apply ANA Code of Ethics and nursing values in the care of persons with a chronic illness or disability.

100 % of students received a 3 or 4 (meeting or exceeding competency) on competencies 1, 8, and 9, or if the score fell below a 3, was meeting or exceeding the competency by the end of the term. 100% of students achieved a score of 3 or 4 (meeting or exceeding competency) on competencies 1,8 and 9. \*

**\* % of students who successfully achieved the outcome (C or above)**

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100%

**\* ANALYSIS 3. What contributed to student success and/or lack of success?**

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Therapeutic communication skills are emphasized and discussed throughout the curriculum, with dedicated theory content and readings, questions on exams, in theory sessions and in clinical practice. Ethical issues and nursing values are found and emphasized in theory, skills lab, and in the clinical setting. We used case-based learning, virtual simulation and in-person simulation to prompt students to plan focused nursing assessments for people with various chronic illnesses. Students were required to do patient assessments in clinical weekly during clinical practice and consider plans of care based on their assessments. Students developed communication skills through case-based learning activities in class.

Nursing students continue to be highly motivated in the classroom and clinical setting to learn things pertinent to their future nursing practice.

**\* 4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Please compare your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes.**

Outcome 1-from a score of 2.5 pre-course to 3.5 post-course.

Outcome 2- from a score of 2.25 pre-course to 3.25 post-course.

Outcome 3- from a score of 2.0 pre-course to 2.75 post-course.

Students felt they achieved 75% in developing skills in these areas by the end of the course.

**\* 5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A)**

Yes

**\* 6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)?**

Due to COVID-19 pandemic restrictions on clinical activity, this term was the students' first exposure to hands-on clinical practice. Clinical activities continue to be refined to provide a consistent clinical practice experience for all students. Going forward, increasing focus on psychosocial assessment skills will be included in clinical and theory.

**7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?**

Consider seeking additional clinical instructor staff to accommodate increased class size

**\* 8. Describe the results of any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes.**

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Introduction of a rubric for assessing student performance in Concept-Based Learning Activities provides a more consistent feedback for students. The Concept-Based Outcomes tool continues to be refined to provide clearer assessment criteria for students and clinical instructors. Theory faculty have used flipped classroom and case-based learning approach to increase student engagement. Use virtual simulation software helped transition students from online to in-person learning. Faculty continue to try innovative ways to engage students in the remote learning environment necessitated by the COVID-19 pandemic.

**9. Describe how you explain information about course outcomes and their relevance to your students.**

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Information about course outcomes are scaffolded throughout the curriculum across the 2 years of nursing. The competencies for OCNE-prepared nurses follow students from the first through the 6th term, with increasing competency expectations to meet benchmarks. Course outcomes are competency-based, and are threaded throughout courses across the curriculum, as well as in clinical evaluations. Specific theory content and clinical assignments are designed to assist students to meet the outcomes. Activities and assignments tend to have easily identifiable clinical relevance, such as the ethics assignment and health assessment assignments, which spanned the entire year. Course outcomes are clinically relevant, which works well with the adult learner.

**10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Core Learning Outcomes: CLO #1: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation" and CLO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving). CLO #4: Cultural Awareness. The area that faculty is focusing on is: "Curiosity" - Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions" CLO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems" CLO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"**

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CLO #1. Source and Evidence is a thread woven throughout the curriculum. Both student assignments and clinical documentation emphasize the importance of evidence-based practice and use of scholarly sources. A student assignment in this course focused on accessing scholarly resources on dementia and organizing the information in a care plan.

CLO#2: Critical thinking and problem-solving are themes in the curriculum. Student performance in both critical thinking and problem-solving have markedly improved, as reported by community partners and second-year faculty.

CLO#3: Students address cultural awareness in theory and in clinical practice. The clinical concept map and care plan documents developed for this and next term will highlight psychosocial/cultural/spiritual assessment, along with holistic nursing concepts structure on Gordon's Functional Health patterns.