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

NRS 111- Foundations of Nursing in Chronic Illness I- Deanne Salvidor-Witter

* 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.

Outcome #1. 100% of students achieved a 3 or 4 (meeting or exceeding competency) on competency 7.1 by the end of the term.
Outcome #2. 100% of students achieved a 3 or 4 (meeting or exceeding competency) on competency 7.2 and 8.3 by the end of the term.
Outcome #3. 100% of students achieved a 3 or 4 (meeting or exceeding competency) on competency 1.1 by the end of the term.

* Outcome #1

Use Therapeutic communication skills in the development of therapeutic relationships with patients and families. Competency based outcome 7.1 (Clinical evaluation by clinical faculty and student). 100% of students will achieve a 3 or 4 (meeting or exceeding competency) on competency 7.1 or if a score falls below a 3, is meeting or exceeds the competency by the end of the term.

* % 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. Competency based outcome 7.2 and 8.3 (Clinical evaluation by clinical faculty and student). 100% of students will receive 3 or 4 (meeting or exceeding competency) on competencies #7.2 and 8.3 or if a score falls below a 3, is meeting or exceeding the competencies by the end of the term.

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

100%

* Outcome #3

Apply ANA Code of Ethics and nursing values in the care of persons with a chronic illness or disability. Competency based outcome 1.1 (Clinical evaluation by clinical faculty and student). 100% of students will receive 3 or 4 (meeting or exceeding competency) on competency 1.1, or if a score falls below a 3, is meeting or exceeds the competency by the end of the term.

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

100%

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

The nursing faculty continues refining clinical and learning activities. We have continued to blend the strengths of the traditional nursing curriculum with the innovative aspects of the OCNE curriculum. The OCNE program provides a competency-based learning path which takes students from a beginning level and builds toward increasing proficiency. There were new changes in faculty this year which resulted in increased collaboration with second year faculty for preparation for the 2nd year. Assignments were reviewed and were decreased to fine tune the remaining assignments to align with outcomes.

* 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.
The 8 students who completed the evaluation rated their effectiveness at the end of the term at 3.0 (ratings were averaged: 2=fair; 3=good, 4=very good), going from fair ability to proficient
Outcome 2.
The 8 students who completed the evaluation rated their effectiveness at the end of the term at 3.75 (ratings were averaged: 3=good, 4=very good, 5=proficient), going from good ability to proficient.
Outcome 3.
The 6 students who completed the evaluation rated their effectivenss at the beginning of the term at 2.83 (ratings were averaged: 2=beginning; 3=developing; 4=proficient, 5=expert)
and 8 students rated their effectiveness at the end of the term 3.63 (ratings were averaged: 3=developing, 4=proficient; 5=expert)) going from developing to expert.

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

Yes, 100% completed all Concept Based Learning Activities and Competency Performance Evaluations satisfactorily at a 3 or 4 by the end of the term.

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

1. Rubrics: based on feedback from both students and faculty, the following items were identified which faculty are planning on fixing for next year: rubric measurements were unclear or missing for assignments, rubrics contradicted the syllabus, and some 1st year clinical faculty used a rubric from second year curriculum for an assignment.
2. Syllabus: based on feedback from both students and faculty, the following items were identified which faculty are planning on fixing for next year: syllabus had contradicting information between the syllabus and the assignment directions, grade sheet needs the category 'SLIM grade's to be moved to the bottom portion of the grade sheet, and discussion at a full time faculty meeting to discuss redundancy found in the various sections.
3. Podiums: based on feedback from both students and faculty the following items were identified, which effected the didactive learning: podium was found to be non-functional and the projector and computer were unable to be used; faculty was forced to change teaching tools and strategies at the last minute, and the WiFi would not hold each student online and they experienced constant interrupted service and loss of concentration on the lecture.
4. Assignments: based on feedback from students some assignments will be reviewed for applicability for learning content and/or restructuring of the assignment.
5. Textbooks: students and faculty are happy with the textbook "Lewis", however, faculty will review Jarvis (possibly changing to the pocketbook version vs. the textbook) and The Diagnostic Lab book (possibly changing to Kee if there's an updated version).

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

Time is needed to be able to review/revise these above identified items. In addition Time to teach one of the FT first year faculty on how to do shared governance and teaching is needed

* 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.

Since the last time this course was taught, the faculty who teach this course are both new. In reviewing the course as it was taught before, the following changes were made:
- the term calendar for students was simplified and made easier to read so they would not miss mandatory times they are to be in clinical situations.
- assignments: assignments were evaluated and eliminated if they were not felt to have benefit in meeting competenices. What assignments remained were revised to be more aligned with the OCNE competencies. In addition, to help students develop critical thinking concept maps were done weekly based on clinical patients, and the nursing care plans were evaluated for leveling up from first term.
- The Concept Based Learning Activity Pain was moved from NRS 111 to NRS 112 as students were just being exposed to pharmacology (NRS 230) in winter term and did not have the theoretical basis for discussion of pain medications.
- syllabus: The syllabus was reformatted to be like the second year syllabus format so there was consistency between the years (less confusion when going from first to second year) and it was formatted to be visually easier to find things.
- clinical faculty met prior to clinical experience to review all assignments and paperwork so that everyone would have the same infomration. To support clinical faculty, clinical notebooks were created with all clinical documents and distributed to the faculty

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

Students have an hour dedicated on their orientation day to discuss OCNE philosophy and how it is structured on a competency-based, concept-based, and spiral framework. Assignments are linked to course outcomes and OCNE competencies. Students meet each competency at the benchmark level throughout the first year. Students keep current with course and curriculum outcomes through assignments throughout the term.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Institutional Learning Outcomes: ILO #1: Communication. The areas that faculty are focusing on are: "Content Development"and/or Control of Syntax and Mechanics" and ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Evidence" (Critical Thinking) and/or "Identify Strategies" (Problem Solving). ILO #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" ILO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems" ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

ILO#1: Communication - in this term, the students posted to a discussion board on observed skits from the Dementia Project. Also, clinical and simulations utilized the SBAR technique to communicate report re: patient progress.
ILO#2: Critical Thinking/Problem Solving - the students work on Concept Based Learning Activities (CBLAs), Concept Maps, and Nursing Care Plans in which they incorporate theory re: nursing & pathophysiology which would affect a patient.
ILO#4: Cultural Awareness - Theory content, learning activities, and a group assignment focused on the cultural differences of Dementia individuals.
ILO #5: Community and Enviornmental Responsibility - Students learn environmental safety practices (biological and chemical) in the clinical setting. A core competency of the program is gaining a sense of the nurses' role in the healthcare system, including stewardship of resources (competency #6.5)
ILO #3: Quantitative Literacy - "Application/Analysis" and/or "Assumptions" - Students demonstrated analysis and application on the theory exams. This term 50% of the questions were at the analysis and application level.