

GBC Class/Course Assessment Report

Course Prefix, Number, and Title: NURS 253 Nursing Care of Children and Adolescents

Academic Year: Fall 2015

Department: HSHS

Section Number(s):

Instructor: Heidi Johnston & Peggy Drussel

Is this a GenEd class? Yes___ Nox___

Complete and submit your assessment report electronically to your department chair. As needed, please attach supporting documents and/or a narrative description of the assessment activities. You may use as many or as few outcomes as necessary.

Class/Course Outcomes	Assessment Measures	Assessment Results	Any Changes Made as a Result of Assessment
<p>In the boxes below, summarize the outcomes assessed in your class or course during the last year. If this is a GenEd class, include the appropriate GenEd objectives.</p>	<p>In the boxes below, summarize the methods used to assess course outcomes during the last year. Include the criterion you'll use to judge whether or not students have achieved the expected outcome.</p>	<p>In the boxes below, summarize the results of your assessment activities during the last year. Include your judgement as to whether or not the criterion for student achievement has been met.</p>	<p>In the boxes below, summarize how you plan to use the results to improve student learning.</p>
<p>Outcome #1: Apply pediatric nursing concepts to provide safe, quality, evidence-based, family-centered nursing care in a variety of healthcare environments to diverse children and adolescents with acute and chronic health problems.</p>	<p>Assessment Measure:</p> <ol style="list-style-type: none"> 1. Select clinical experiences in various community settings. 2. Focused assessment in school setting. Create care plan and teaching based on assessment that integrates best practice standards to include the patient and family. 3. Create teaching plan based on identified patient needs that includes developmental stage, age, culture, patient preferences, and health literacy considerations. 4. Accurate and timely document 	<p>Results: 100% successfully met course competencies.</p> <p>Clinical assignments associated with each community clinical rotation and graded via rubric. Simulation and PEARS course incorporated into class with successful student participation and passing on a pass/fail basis with positive feedback from students.</p> <p>Criterion Met: Yes/No</p>	<p>Action Plan: Possible revision to the ECSD assignment. Would like to collaborate with nurse supervisor to review and possible adjust the assignment. Also will remove the chronic disease seminar and replace with another simulation for a total of two simulations.</p>

GBC Class/Course Assessment Report

	<p>in various clinical settings.</p> <p>5. Attend diabetes seminar focusing on child and adolescence.</p> <p>6. Utilize SBAR communication when caring for child or adolescent.</p> <p>7. In class discussion of developmental screening tools. Student will identify expected physical, cognitive, and psychosocial stages of development.</p> <p>8. Vision and hearing screenings for preschool age child.</p> <p>9. GBC Preschool screening: Create newspaper article addressing health promotion, normal vs. abnormal, reflection of clinical experience, community resources, and communication challenges of screening preschool aged child.</p> <p>10. Students will conduct an adolescent HEEADSSS assessment and provide teaching on an at risk topic.</p> <p>11. Students will participate in diabetes seminar training. Prior to</p>		
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GBC Class/Course Assessment Report

	<p>seminar students will complete ATI real life scenario on diabetes.</p> <p>Criterion for achievement:</p> <ol style="list-style-type: none">1. Instructor evaluation using performance evaluation rubric.2, 3. Written care plan and teaching plan utilizing grading rubric.4. Completed accurate documentation.5. Active participation and hands on learning with pumps and diabetic supplies.6. Faculty observation of SBAR communication.7. Active student participation during classroom discussion and group presentations.8. Faculty observation of student clinical experience and graded group assignment via rubric.9. Written submission of article, graded with rubric.10. Written assessment and		
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GBC Class/Course Assessment Report

	<p>teaching to be submitted and graded by rubric.</p> <p>11. Active participation of students during various topics of discussion and hands on stations. Transcripts of completed ATI Real Life.</p>		
<p>Outcome #2:</p> <p>Engage in clinical reasoning to make family-centered care decisions for children and adolescents with acute and chronic health problems.</p>	<p>Assessment Measure:</p> <p>1. High fidelity simulation. Student must apply current knowledge base, analyze and synthesize factors contributing to the crises, and evaluate the effects of their actions while caring for an acute or chronically ill pediatric patient.</p> <p>2. Faculty guided in class activity and discussion to identify the unique challenges of caring for the family unit within various clinical microsystems in relation to staffing patterns and the impact on safe, quality care provided.</p> <p>3. PEARS Course: Students will identify s/s of the seriously ill infant/child and improve the quality of care provided to seriously ill or injured pediatrics resulting in improved outcomes.</p> <p>4. Demonstrates understanding of course competencies on an</p>	<p>Results: 100% Students successfully met all competencies associated with the course outcome.</p> <p>Criterion Met: Yes/No</p>	<p>Action Plan:</p> <p>Had only one simulation for this course. I would like to add another pediatric simulation in this course to account for the acute care setting, which is limited in this community. This will allow more opportunity for students to respond to pediatric crisis and continue developing clinical reasoning skills.</p> <p>Need to put PEARS towards end of course next year to allow students time to cover respiratory and cardiac content.</p>

GBC Class/Course Assessment Report

	<p>objective exam.</p> <p>5. Four ATI Real Life Clinical Reasoning Scenarios Nursing Care of Children with associated assignment.</p> <p>Criterion for achievement:</p> <ol style="list-style-type: none"> 1. Faculty led debriefing post-simulation and peer evaluation and simulation evaluation tool. 2. Faculty observation of student's participation within the classroom. 3. PEARS hands-on skills stations and written exam. 4. Student scores. 5. ATI Transcripts for each real life. Assignment linked to each real life and graded via rubric. 		
<p>Outcome #3:</p> <p>Select quality improvement processes to monitor in the care of children and adolescents with acute and chronic health problems.</p>	<p>Assessment Measure:</p> <ol style="list-style-type: none"> 1. Group presentation addressing growth and development, outcome based care, safety based on EBP. 2. Within growth and development presentation students will implement NPSG's when caring for child/adolescent in a variety of 	<p>Results:</p> <p>100% Successful group presentations on growth and development and student were able to meet defined competencies. The group theory presentation on developmental levels showed student knowledge and creativity.</p> <p>100 % Successfully met objectives of</p>	<p>Action Plan:</p> <p>Based on student feedback will plan to remove the chronic disease seminar next year. It was more of a review of content versus hands on learning of the content as was hoped for.</p>

GBC Class/Course Assessment Report

	<p>settings.</p> <p>3. Students will participate in chronic disease seminar training. Prior to seminar students will complete ATI real life scenario on diabetes.</p> <p>Criterion for achievement:</p> <p>1. Student classroom presentation at end of semester. Grading rubric.</p> <p>2. Submit final written growth and development presentation.</p> <p>3. Active participation of students during various topics of discussion and hands on stations. Transcripts of completed ATI Real Life.</p>	<p>chronic disease seminar.</p> <p>Criterion Met: Yes/No</p>	
<p>Outcome #4:</p> <p>Engage in teamwork with members of the interprofessional team, the patient, and the patient's support persons when managing patient care.</p>	<p>Assessment Measure:</p> <p>1. PEARS Course: Students will engage in teamwork when caring for the seriously ill child.</p> <p>2. In class discussion analyzing communication and applying conflict resolution techniques among various healthcare members.</p> <p>Criterion for achievement:</p> <p>1. PEARS hands-on skills stations, written exam.</p>	<p>Results: As 100% students successfully completed the PEARS course and obtained a providers card. Students engaged in team work both during course discussions and during PEARS rotation.</p> <p>Criterion Met: Yes/No</p>	<p>Action Plan: Continue current plan. PEARS is an excellent opportunity to actively engage in a highly skilled functioning team in order to provide quality and safe healthcare during a pediatric crisis.</p>

GBC Class/Course Assessment Report

	<p>2. Participation and active discussion.</p>		
<p>Outcome #5: Apply management, legal, ethical, and professional guidelines important in the care of children and adolescents with acute and chronic health problems.</p>	<p>Assessment Measure:</p> <ol style="list-style-type: none"> 1. High fidelity simulation: Students will assume role of leader during a simulation and goals include delegation, communication, and management of care for the pediatric patient. 2. In class discussion incorporating ANA standards in a pediatric patient’s plan of care while addressing advocacy for patient and family. 3. Theory discussion: Students identify resources available to the nurse in a pediatric setting. 4. Demonstrates understanding of course competencies on an objective exam. <p>Criterion for achievement:</p> <ol style="list-style-type: none"> 1. Instructor evaluation using performance evaluation rubric. 	<p>Results: 100% students successfully met outcome five as evidenced by assessment measures and meeting the criterion of achievement (student competencies).</p> <p>Criterion Met: Yes/No</p>	<p>Action Plan: Continue current plan as students evidenced success within this outcome.</p>

GBC Class/Course Assessment Report

	<p>2, 3. Written care plan and teaching plan utilizing grading rubric.</p> <p>4. Completed accurate documentation.</p> <p>5. Active participation and hands on learning with pumps and diabetic supplies.</p> <p>6. Faculty observation of SBAR communication.</p> <p>7. Active student participation during classroom discussion and group presentations.</p> <p>8. Faculty observation of student clinical experience and graded group assignment via rubric.</p> <p>9. Written submission of article, graded with rubric.</p> <p>10. Written assessment and teaching to be submitted and graded by rubric.</p> <p>11. Active participation of students during various topics of discussion and hands on stations. Transcripts of completed ATI Real Life.</p>		
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GBC Class/Course Assessment Report

<p>Outcome #6:</p> <p>Analyze the role of information management principles, techniques, and systems, and patient care technology to communicate, manage knowledge, mitigate error, and support decision-making on the pediatric unit.</p>	<p>Assessment Measure:</p> <p>1. High-fidelity simulations utilizing EMR when caring for the child or adolescent with acute and chronic health problems.</p> <p>Criterion for achievement:</p> <p>1. Faculty observation of student's ability to use EMR system safely and effectively.</p>	<p>Results: 100% students successfully completed the pediatric simulation and were able to meet the objectives for the simulation.</p> <p>Criterion Met: Yes/No</p>	<p>Action Plan:</p> <p>Had only one simulation for this course. I would like to add another pediatric simulation in this course to account for the acute care setting, which is limited in this community. This will allow more opportunity to use a simulated EMR system.</p>
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GBC Class/Course Assessment Report

I have reviewed this report:

Dean

Date _____

Department Chair *Heidi Johnston*

Date 12/15/2015

Vice President of Academic Affairs and Student Services

Date _____