

## Student Learning Outcomes for NURS 83AL

*Pediatric Nursing (Clinical)*

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### Team Members:

**Team Leader:**

[Cassie Hanna](#) () in NURS

**Other members:**

1. [Jeff Schinske](#) (xext. 8750) BIOL

**Additional team members/notes about team:**

Jeff Schinske, Anita Khandula,

**Additional Notes:**

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### Outcomes:

**Outcome 1 Phase I: Statement**

Construct a concept map for a child diagnosed with head trauma from a motor vehicle accident (MVA).

**Outcome 1 Phase II: Assessment Strategy Used:**

Assessment Quarter: Winter 2011

Assessors: Susan Bruch

Assessment Tools: *No tools assigned.*

Sections being assessed: 55F, 56F

**Outcome 1 Phase III: Reflect & Enhance**

**Number of people involved in Phase III:** 2

**Changes:**

Explained MVA as motor vehicle accident

**Methods:**

Student write a concept map based on a care for a child who has suffered a head trauma from a motor vehicle accident (MVA). This is either an acute injury or permanent injury. Students are given the primary categories such as: medications, teaching, signs and

symptoms, nutrition to concentrate on plus they add their own information based on the specific patient.

**Findings and Conclusions:**

Concept maps allow many different learning styles to be used by the students. Some "maps are linear, others are more "artistic" incorporating color, shapes to emphasize different points. All students are able to do it

**Enhancement (Planned Actions)****Part I:**

no changes planned

**Part II:**

no resources needed.

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**Outcome 2 Phase I: Statement**

Demonstrate a focused physical assessment of an infant admitted with respiratory distress.

**Outcome 2 Phase II: Assessment Strategy Used:**

Assessment Quarter: Winter 2011

Assessors: Susan Bruch

Assessment Tools:

Sections being assessed: 55F, 56F

**Outcome 2 Phase III: Reflect & Enhance**

**Number of people involved in Phase III: 2**

**Changes:****Methods:**

Written report(nursing notes). Review and critique each one before the student enters the information into the patient's chart. Either the primary nurse or the instructor observe the student doing the actual assessment.

**Findings and Conclusions:**

The more assessments the student does the better the assessment and written charting. All of the students are able to demonstrate a focused assessment and correctly chart it by the end of the clinical rotation. It is not always possible to have the student assess an infant but the focused assessment is similar despite age differences.

**Enhancement (Planned Actions)****Part I:**

Use of the Simulation Baby has greatly improved the students ability. I have moved the the simulation experience to the beginning of the rotation instead of at the end.Change SLO to Demonstrate a focused physical assessment of a child admitted with a respiratory illness.

**Part II:**

No additional resources are needed.

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