



SLO Assessment Cycle for NURS 81

Fundamental Nursing (Non Acute/Sub Acute Care)

Assessment Initiated by: [Catherine Hrycyk](#) (5529) in NURS

Outcomes:

Outcome 1: Statement

Incorporate patient teaching into the plan of care for a health-deviation of a non-acute elderly client.

Assessment Cycle Records:

Outcome 1: Assessment Planning Modified: [01/31/2011]

Assessment Strategy Used:

Quarter: Fall 2010

Assessors: Catherine Hrycyk

Assessment Tools: Performances/Demonstrations • Rubric, Poster Presentation Evaluation, Teaching Brochure Evaluation

Sections being assessed: 01

Outcome 1: Reflect & Enhance Modified: [01/31/2011]

Number of people involved in Reflection and Enhancement: 1

Changes:

Per student comments, I assigned this 'Patient Teaching Project' earlier in the quarter, before course requirements became too heavy.

I changed the assignment requirements and evaluation rubric slightly to direct the students to produce a more patient-centered teaching project.

Methods:

A scoring rubric (which is given to students with the assignment) is utilized for the class presentation, the poster and the teaching brochure.

Summary:

Students exceeded my expectations. They utilized more teaching techniques (role play, Power Point presentation) to provide information that patients and families could easily understand.

Since students have to work in groups and this is the first quarter of the nursing program, I felt that this assignment helped to facilitate a collegial work environment, which is so important in nursing.

The one area of need that was revealed was that ESL students felt 'awkward' in standing up in front of others to present material.

Enhancement (Part I):

At present, I will continue to use the present assignment and evaluation process as I feel it will take a couple more quarters to reveal any further areas needing adjustment.

Since teaching is such a big part of nursing, I will include information on how to be an effective teacher/presenter when introducing the class assignment, in order to address the concerns of all students and especially the ESL students.

Enhancement (Part II):

Outcome 2: Statement

Incorporate cultural assessment as part of a wholistic approach to assessment of client biopsychosocial healthcare needs.

Outcome 2: Assessment Planning Modified: [01/31/2011]

Assessment Strategy Used:

Quarter: Fall 2010

Assessors: Catherine Hrycyk

Assessment Tools: Papers/Essays

Sections being assessed: 01

Outcome 2: Reflect & Enhance Modified: [02/01/2011]

Number of people involved in Reflection and Enhancement: 1

Changes:

There were no changes to the statement or course materials.

Per student request, I changed the due date for the assignment to earlier in the quarter. In this regard, students will have the client interview and complete the written assignment BEFORE they start their first clinical rotation.

Methods:

Students write a culture assessment paper on an elderly client that they interview. The paper is evaluated per a rubric (that they receive with the assignment information).

Summary:

The papers, for the most part, are well done.

Students seemed to embrace the intended idea of learning about an individual from another culture and how it might affect or influence nursing care.

Unfortunately, ESL students continue to have many problems with grammar, spelling and in general, writing a clear and effective paper.

Enhancement (Part I):

I think I will spend more time clarifying how to write a scholarly paper when presenting the assignment.

I think the assignment is a valuable one, and am not willing to change it at this point.

Enhancement (Part II):

I will encourage students to utilize of the Basic Skills offerings as they relate to writing of papers.

Some students may be referred back to ESL classes for improvement of their written and verbal skills.

[Number of Outcomes for NURS 81: 2]