



Student Learning Outcomes for NURS 150

Nursing Laboratory Skills

Team Members:

Team Leader:

[Cassie Hanna](#) () in NURS

Other members:

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Additional team members/notes about team:

Jeff Schinske, Anita Kandula,

Additional Notes:

Outcomes:

Outcome 1 Phase I: Statement

Demonstrate the nursing skills appropriate to the clinical course the student is enrolled in according to the critical elements.

Outcome 1 Phase II: Assessment Strategy Used:

Assessment Quarter: Winter 2011

Assessors:

Assessment Tools:

Sections being assessed: 01

Outcome 1 Phase III: Reflect & Enhance

Number of people involved in Phase III: 2

Changes:

Methods:

Students are tested according to "critical elements" on 2 nursing skills from their current

quarter and previous quarters. Students have the skill demonstrated in class and have a copy of the critical elements.

Findings and Conclusions:

111 students were skills tested on 2 skills during the quarter. Of these, 90 were enrolled in either Nurs 150(1/2 unit) or Nurs 150W (1 unit). Of these 15%(17 students)failed either one or both skills the first time. Four students who failed the first time had taken either Nurs150 or Nurs150W.Only 2 students failed both the first time and the second time they were tested on the same skill. Neither of these students had taken either nursing skills practice class.

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

We will continue to encourage all students to take the class because it does enhance the retention of the ability to perform the skills required for nursing.Our testing procedure seems to accurately evaluate the performance of the required skills.

Part II:

In order for students to have enough opportunities to practice these skills we need to have a lab that is open to students often enough to meet the varied schedules of all our students. We also need adequate funding to have the supplies that are needed, both the consumable items such as dressings, tape, IVs and capital equipment such as IV pumps, beds that work, models to practice on.

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