



SLO Assessment Cycle for NURS 81L

Fundamental Nursing (Non Acute/Sub Acute Care Clinical)

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

Outcomes:

Outcome 1: Statement

Following college regulations and facility protocols, provide safe and client-centered nursing care for one or two patients in a non-acute care setting.

Assessment Cycle Records:

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

Assessment Strategy Used:

Quarter: Fall 2010

Assessors: Catherine Hrycyk, Elizabeth Lawson-Gill

Assessment Tools: Performances/Demonstrations • Clinical Evaluation Tool

Sections being assessed: 01, 02

Outcome 1: Reflect & Enhance Modified: [02/01/2011]

Number of people involved in Reflection and Enhancement: 2

Changes:

Methods:

The clinical assessment tool utilized reflects the elements that the nursing faculty has decided are critical for beginning students in the performance of clinical nursing care. It was developed in accordance with the California Board of Nursing's scope of practice for nurses in the provision of safe care.

Students are evaluated in their delivery of client care in a skilled nursing facility.

Students evaluate themselves in addition to the instructor evaluation, utilizing the same assessment tool. I

Summary:

Students progressed nicely over the clinical period, in both ability and confidence in providing client care.

As expected, those students with any previous 'medical-related' experience, achieved proficiency quicker and to a greater degree than those who have never been in a care-giver role.

Students who were shy or had poorly developed communication skills (ESL students often) had a more difficult time in feeling comfortable in the establishment of the professional relationships necessary for the provision of care.

Enhancement (Part I):

At present, I review the evaluation tool with the students briefly, in order that they are acclimated to the critical elements listed on it. In future, I think I will review the evaluation criteria weekly so that students will know what constitutes 'safe and client-centered care'. Clear expectations hopefully begets expected performance.

In addition to skill demonstration and role-playing in the nursing lab, time-permitting I would like to incorporate use of nursing simulation (using the simulation manikin) for clinical experience in a stress-free environment.

Enhancement (Part II):

We would need a simulation specialist to facilitate the simulation experiences for a class of this size. (in conjunction with the assigned faculty).

Outcome 2: Statement

Using Orem's model of nursing and the nursing process,

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

Assessment Strategy Used:

determine client-specific plans of care.

Quarter: Fall 2010

Assessors: Catherine Hrycyk, Elizabeth Lawson-Gill

Assessment Tools: *No tools assigned.*

Sections being assessed: 01, 02

Outcome 2: Reflect & Enhance Modified: [01/31/2011]

Number of people involved in Reflection and Enhancement: 2

Changes:

Methods:

A 'Documented Client Care Plan' Evaluation Rubric will be used for assessment of this clinical assignment. Students are given a template to use for this assignment, and a sample Documented Client Care Plan is included in the course syllabus.

Students must submit 2 successful Documented Client Care Plans in order to obtain a satisfactory grade in this clinical course.

Summary:

Because students practice writing a simpler version of Client Care Plans throughout this clinical course, all students achieve a satisfactory grade in this course.

A few students struggle with this assignment and concept, and those students are instructed to resubmit the assignment after further instruction has been offered. In addition, these students are often referred to peer tutors for help.

ESL students seem to have the hardest time with this assignment as it requires critical thinking and expression in 'nursing language'.

Enhancement (Part I):

Earlier introduction of Client Care Planning and time allotted for instructor-facilitated practice sessions during lab time will hopefully improve student abilities in this regard.

I would appreciate having a video that students could watch as a review or a step-by-step instruction as to Client Care Planning the "De Anza" way. (There are many care planning resources available, but none utilize Orem's model of nursing and those elements the De Anza faculty has deemed essential).

Enhancement (Part II):

I would like to make a video that students could use as a resource for Client Care Planning. The TV center would need to make available time, equipment and support staff.

[Number of Outcomes for NURS 81L: 2]