

## Student Learning Outcomes for NURS 83L

*Perinatal Nursing (Clinical)*

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### Team Members:

**Team Leader:**

[Olga Libova](#) (5494) in NURS

**Other members:**

1. [Jeff Schinske](#) (xext. 8750) BIOL
2. [Cassie Hanna](#) (x) NURS

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

Jeff Schinske, Anita Khandula,

**Additional Notes:**

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### Outcomes:

**Outcome 1 Phase I: Statement**

Employ the nursing process in assisting clients to meet universal, developmental and health deviations self-care requisites during the perinatal period.

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

Assessment Quarter: Winter 2011

Assessors: Olga Libova, Cassie Hanna

Assessment Tools: •

Sections being assessed: 55F, 56F

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

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

**Changes:**

**Methods:**

The clinical performance evaluation tool is used to evaluate student's performance in the clinical area. Students are required to achieve 100% satisfactory marks on all critical areas.

Two written care plans have to be completed with 90% accuracy.

**Findings and Conclusions:**

All students were able to pass the course meeting the critical elements requirements with 100% accuracy. Approximately 50% of the students were able to successfully complete the required care plans on the first try and 100% of students were able to complete it by the deadline.

**Enhancement (Planned Actions)**

**Part I:**

I will continue to work on care effective care planning, goal setting and performance evaluation with student through the six week rotation. I am planning to introduce peer-review approach when students are reviewing and critiquing their peer's care plans, helping each other to make it as patient specific as possible. Student's ability to successfully demonstrate critical elements has been enhanced in my opinion and the students' opinion by using the simulation equipment on the first day of the clinical rotation. Continuing the use of simulation equipment throughout the quarter would further enhance students' performance.

**Part II:**

Having a simulation instructor available on campus to do simulation with small groups of students during clinical days would significantly increase students' performance in clinical areas. This is becoming increasingly important as we have a decreasing number of available clinical spots.

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