Associate Degree Nursing Program

Program Learning Outcomes

Outcome Assessment – Spring 2013

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| **PLO** | **Outcome Assessment Analysis** |
| #1 – Provide competent nursing care based on scientific principles, the Roy Adaptation Model, and the nursing process, reflecting an ethic of caring evidenced by respect for patients and families, self, colleagues, and the profession. | Data for care conference presentations scores gathered from all 4th semester students (n=58). Max score possible 10.0. Average score 9.34 |
| #2 – Identify a nursing diagnosis following an assessment of the patient’s physical condition, behavior, and analysis of information obtained from the patient and others, including members of the health care team. | Prep form scores at week 8 of clinical rotation during 4th semester. Based on scores of all students (N=58). Scores based on rubric for max possible score of 85. Average score 74.4 (88%) |
| #3 – Formulate a care plan, in collaboration with the patient, that ensures direct and indirect nursing care services provide for the following patient needs: safety, comfort, hygiene, protection, disease prevention, and restorative measures.  | Prep form care plan, including reprioritizing care after caring for patient for one day, from week 8 of clinical rotation during 4th semester. Based on scores gathered from all of 4th semester students (N=58). Scores based on rubric for max score of 85. Average score 74.4 (88%)  |
| #4 – As a provider of care and manager of care, establish priorities, perform skills required to carry out nursing interventions, explain the plan of care to the patient and family, and teach the patient and family how to care for identified health care problems. | Percent of students who passed head to toe assessment. (N=57) 79% passed 1st attempt. 96% passed with combination of 1st and 2nd attempt. |
| #5 – Manage and prioritize care for groups of patients; delegate tasks to subordinates based on legal scope of practice of the subordinates and on the preparation and competence needed for the tasks to be delegated, and effectively supervise the nursing care provided by subordinates. | Percent of students who received a satisfactory score from preceptor (staff nurse) evaluation of preceptee (student nurse) asking “Utilizes basic principles of communication in the delegating aspects of nursing care to other healthcare workers, according to scope of practice.” (N=57) 95% of student nurses received satisfactory score. |
| #6 – Evaluate the effectiveness of the care plan through observation of the patient’s condition and behavior, signs and symptoms of illness, reaction to treatment, and through communication with the patient and health care team; modify plan as needed. | Percent of students who received a satisfactory score from preceptor (staff nurse) evaluation of preceptee (student nurse) asking ““Evaluates patient outcomes to determine if plan of care is effective. Modifies plan as needed.”(N=57) 95% of student nurses received satisfactory score. |

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| #7 – Advocate for the rights of patients by initiating actions to improve health care, facilitate changes in decisions or activities which conflict with the patient’s self-determination, and provide the opportunity to make decisions about their health care. | Used two assessment tools:#1) Requested preceptor to evaluate if preceptee (4th semester student) “Consistently and appropriately advocates for patient needs appropriate the discipline when patient condition/desires warrants nursing interventions.” (N=53) 100% of preceptors strongly agreed or agreed with above statement.#2) Requested 4th semester students to identify activities they initiated that demonstrated patient advocacy. (N=53) 89% were able to document patient advocacy activities they carried each day during the last 5 days of preceptorship. 92% were able to document patient advocacy activities they carried out 3 or more days during the last 5 days of preceptorship. |
| #8 – Recognize that each person is a unique individual with biological, psychological, social, and spiritual needs. Understand how a person’s self-concept, role function, and interdependence are affected by values, attitudes, life experiences, culture, ethnicity, and support systems of each person. | Used two assessment tools:#1) Requested preceptor to evaluate if preceptee (4th semester student) “Consistently demonstrates ability to provide, and adapt nursing care along with therapeutic communication, both verbal and nonverbal, according to individual patient needs.” (N=53) 100% of preceptors strongly agreed or agreed with above statement.#2) 4th semester students were presented with a case scenario depicting a cultural dilemma. The students were requested to answer with nursing actions that meet each of this patient’s needs. (N=52)53% addressed biological needs (ADLs, pain)86% addressed psychological needs (therapeutic communication)73% addressed social needs (family)69% addressed spiritual/cultural needs  |

Do we need to set thresholds before the next semester?

Do we need to be more specific in what data we are using? For example, Does PLO #1 & #3 assessment tools need more detail?

I think we need to make assessment tool #2 for PLO #8 more clear to the students as to what needs to be included. (i.e. Please use Roy as a guide in addressing patient needs)