

**Eastern West Virginia Community and Technical College
COURSE ASSESSMENT REPORT**

Course Title and Number: NU 133 Health Assessment and Diagnostics I	Academic Term and Year of Assessment Activity (Ex: Fall, 2014) Fall, 2016
Report Submitted By: Eleanor Berg	Number of Students Assessed: 20
Date Report Submitted: 12/13/2016	Number of Sections Included: 1
Course Delivery Format (list all modalities used in sections assessed. Ex: web based, VDL, traditional section, hybrid course, etc.): Traditional 15 week instruction 1 contact hour of lecture and 2 contact hours of laboratory experience	

Course Role in the Curriculum
Provide a description of the role the course serves in the curriculum (i.e. general education requirement, program technical core, restricted elective, etc.). Note all as appropriate.
<p>This course is designed to introduce the nursing student to the knowledge and skills required to perform a health assessment across the lifespan and to document appropriate findings. Emphasis is placed on detailed health history taking, differentiation, interpretation, and documentation of normal and abnormal findings. The nursing student will be introduced to normal lab values and basic diagnostic procedures. The course is designed to assist students to develop skills in history taking, psychosocial assessment, and physical assessment. The course includes lecture, discussion, and demonstration of history taking and an integrated physical assessment.</p>

Assessment Methods
Provide a description of the assessment process used. Include description of instrument and performance standards in description. Note all methods.
<p>Seven written exams and a comprehensive final were administered with a total of 442 questions with one being a group exam for 78 points. Added to this course, the students participated in an activity in which each represented a “fictional person” where they responded to multiple social commands to demonstrate how each person is different and with different resources and challenges. They also had to complete history and a head to toe exam which was worth 50 points. The students had to make an 80% or higher on the complete history and physical to successfully pass the course and they had to successfully answer 80% or more of the exam questions correctly in order to make a “C” or above in the class. The complete history and physical was performed on a fellow student and included health history, social history, developmental staging and physical excluding the reproductive system. The take home/group effort exam included multiple laboratory tests, radiological tests, different types of prevention and cultural assessments. The program learning outcomes, general education goals and the course learning outcomes were matched to exam questions, health assessment and scenarios.</p>

Assessment Results
Provide a summary of results including tables/charts. Incorporate information from previous assessments as appropriate. Append additional pages if necessary. If appending, include notation in box to “See attached”.

Of the 244 objectives, 100% were measured. The course had been assessed in 12/18/2014 and only 78% of the course objectives had been measured. Prior to teaching the course the second time, I reviewed those areas not assessed and added additional questions. Therefore, the percentage of outcomes measured improved to 100%. The students provided positive feedback about the activity in which they represented a person with unique strengths and weaknesses because it made them appreciate how psychosocial aspects during childhood and their teen years may affect a person's future and the potential to function successfully as an adult in our society. A comment included the appreciation for resiliency in human beings when I explained the scenarios were actually people I knew and who were successful, professional people. A few stated it gave them hope for their future. 100% of the students completed the course with an 80% or higher.

Course Level Assessment Summary of Outcomes, Indicators and Results Course Title and Number: Number of students in assessment sample = 20 Number of Sections in Assessment = 1 Add additional rows to table if necessary				
Learning Outcomes (Insert learning outcomes assessed during this cycle)	Indicator (Insert indicators used for each outcome: exam question, scoring rubric, etc. Be specific)	Percent of Correct Responses	Percent of Incorrect Responses	Performance Standard Met (75%)* (yes or no)
Outcome 1: Professional Identify: Recognize with assistance of the use of the nursing process of the holistic model in the assessment, analysis, planning, implementation and evaluation of nursing care for clients.	A newly admitted patient is in acute pain, has not been sleeping well lately and is having difficulty breathing. How should the nurse prioritize these problems? a) breathing, pain, sleep b) breathing, sleep, pain c) sleep, breathing, pain d) sleep, pain, breathing ANS: A	95%	5%	yes
Outcome 2: Human Flourishing: Recognize patient centered care that is respectful of and receptive to individual patient preferences, needs and values.	A 75 year old woman who has a history of diabetes and peripheral vascular disease has been trying to remove a corn on the bottom of her foot with a pair of scissors. The nurse will encourage her to stop trying to remove the corn with scissors because: a) The woman could be at increased risk for infection and poor healing of cuts because of her diabetes. b) with her diabetes, she has	100%	0%	yes

	<p>increased circulation to her foot and it could cause severe bleeding.</p> <p>c) she is 75 years old and is unable to see, so she puts herself at a greater risk for self-injury with the scissors.</p> <p>d) with her peripheral vascular disease, her range of motion is limited and she may not be able to reach the corn safely.</p> <p>Answer: A</p>			
<p>Outcome 3: Nursing Judgment: Recognize with assistance the use of the nursing process and the holistic model in the assessment, analysis, planning, implementation and evaluation of nursing care for clients.</p>	<p>During an assessment of an infant, the nurse notes that the fontanels are depressed and sunken. The nurse suspects which condition?</p> <p>a) Rickets b) Dehydration c) Mental Retardation c) Increased intracranial pressure</p> <p>Answer: B</p>	100%	0%	yes
<p>Outcome 4: Spirit of Inquiry: Recognize the importance of continued learning to maintain clinical excellence in the profession of nursing.</p>	<p>When listening to a patient's breath sounds, the nurse is unsure about at sound that is heard. The nurses' next action should be to :</p> <p>a) notify the patient's physician immediately b) document the sound exactly as it was heard. c) validate the data by asking a more experienced nurse to listen to the breath sounds d) assess again in 20 minutes to note whether the sound is still present.</p> <p>Answer: C</p>	60%	40%	no

* Please note if using a different minimum performance standard.

<p>Conclusions</p> <p>Provide a brief summary of conclusions derived based on analysis of data. Append additional pages if necessary. If appending, include notation in box to "See attached".</p>
<p>100% of the objectives were measured to ensure adequate assessment. 20 of the 20 students successfully answered 80% or more of the exam questions correctly. 20 of the 20 students scored an 80% or more on</p>

the Health Assessment and Physical. Although Spirit of Inquiry was weak, this program student learning outcome will be assessed multiple times in future nursing courses. Spirit of Inquiry or Evidenced Based Practice is not addressed very much in this course because learning to obtain a history and physical has been studied in multiple disciplines for several decades which include best practices in performing an examination Therefore, objectives were met.

Previous Assessment Reports and Results

Date of Previous Assessment: 12/18/2014 and the HESI exam was 5/6/2015.

List of Outcomes Not Met: Less than 100% of the course objectives were met.

Summary of Actions Taken to Address Unmet Learning Outcomes: Append additional pages if necessary. If appending, include notation in box to "See attached".

Fall, 2014 was the first time the course was offered and assessed. As the first part of a two part course, a HESI exam is administered at the completion of the second course. The previous cohort was the first to take the national exam on health assessment. The class average at that time was 835 and the national average was 833. Therefore, the scores were comparable to other nursing programs nationally which includes BSN and Diploma programs. 78% of the course objectives were measured with the first cohort.

Action Plan and Date for Reassessment

Identify action plan for improvement or maintaining current performance levels including outcomes identified for re-assessment, curriculum revision, LOT proposal, new or revised course activities to reinforce learning outcomes, etc. Append additional pages if necessary. If appending, include notation in box to "See attached".

All outcomes were met and no revision required at this time. Spirit of Inquiry will be addressed more strongly in the remaining nursing courses because the first Health Assessment course is more of a fundamental course instead of a research course. The course is the first of two courses in Health Assessment and at the completion of the second course, a HESI exam is administered. If the results are below national standards, the course will need to be re-assessed prior to being offered for the next cohort.

Assessment Committee Recommendation/Approval (To be posted by Assessment Committee Chair)

- Approved as presented
- Approved with recommendations for future reports (Explanation Required)
- Resubmission Required. Reason for Resubmission:

Date: 1/19/17