

Assessment of Student Learning Plan (ASLP): School of Nursing

2014-2015 Academic Year

University of Southern Maine

A. College, Department, Date:

College of Science, Technology, and Health
School of Nursing
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C. Degree Program:

Baccalaureate of Science in Nursing (BSN)

D. Assessment of Student Learning...Outcomes

1a. Student Learning Outcomes Statement (relative to the examples of student learning outcomes described in this document)

At the end of the baccalaureate program, students should be able to:

- a. Recognize actual or potential human responses to health, illness, and injury
- b. Using the nursing process, intervene and apply evidence to deliver safe, quality care to clients in a variety of settings
- c. Evaluate responses to care delivered in order to recommend and to make appropriate changes to the treatment plan

1b. Student Learning Outcomes specific to two courses in the curriculum (NUR 413 and NUR 470)

Students will be able to:

1. Evaluate current evidence in the literature related to nursing practice
2. Apply current evidence in critical thinking about examples of nursing practice, leadership, management, and ethics
3. Describe and discuss evidence and critical problem solving with professional colleagues and the public

Assessment of Student Learning Outcomes—Assessment

2a. Assessment Measures:

In clinical simulations during the senior year, student will demonstrate application of critical thinking (based on current evidence) in collaboratively solving problems related to patient/client care. This includes the delivery of hands-on care based on decisions made. Evaluation of this outcome will be based on a grading rubric used in the simulation.

In the senior capstone experience, students will research a selected clinical topic and present a synthesis of the evidence in written format via paper or poster presentation. The paper/poster will be evaluated for inclusion of examples of current rigorous scientific evidence, synthesis of research findings, and implications for current and future nursing practice and research.

2b. Placement of Assessment Activities in the Academic Year:

Assessment Activities related to the aforementioned student learning outcomes will take place each semester during senior students' last clinical laboratory course, which includes high fidelity simulations (NUR 413); and NUR 470—Leadership, Management, and Ethics, the last didactic course in the program which houses the capstone project.

Outcome 1:

In the capstone project in NUR 470, students will use current evidence to discuss and present best practice in a paper or poster presentation. Assessment will include evaluation of students' ability to synthesize and present rigorous scientific evidence to support their recommendations for best practice.

Outcome 2:

In NUR 413, students will demonstrate critical thinking in practice as they work with a group of colleagues in assessing and responding to a patient who is acutely ill. Students'

abilities to respond in appropriate ways to specific clinical situations will be assessed using a grading rubric.

In NUR 470, students will use current evidence to discuss and present best practice examples in response to case study scenarios related to nursing leadership, management, and ethics. Assessment will include that evidence chosen was current research with application to the scenario assigned.

Outcome 3:

In NUR 413, students will describe and discuss their critical thinking, decision-making, and action steps in debriefings that follow each simulation. The soundness of their decisions and the prioritization of their actions related to the delivery of patient care will be assessed using a grading rubric.

In NUR 470, students will be observed and evaluated on their ability to present evidence and their recommendations for practice and leadership in a professional and convincing way, both with their colleagues and with the public (if posters are presented).

Using Assessment Results to Improve Student Learning

The assessment described above will be used to:

1. Incorporate the skills needed to retrieve and evaluate evidence into more courses that are pre-requisites to the senior level nursing courses.
2. Improve students' critical thinking skills related to the use of evidence by providing more opportunities to develop those skills in junior level nursing courses.

Examples of Community Engagement by Students

Specific to the senior semester courses described above, the 'practicum' course seniors complete during their last semester (NUR 470) incorporates the philosophy of community engagement. Students are required to complete 154 hours of clinical practice at one of a number of clinical sites throughout Maine to meet the requirements of NUR 470. Their capstone project includes development of recommendations about an aspect of clinical care based on current evidence. These recommendations are shared with their professional colleagues at their clinical site.

Nursing students' community engagement in the final semester of their senior year is just one example of ongoing community engagement in the nursing program. This engagement is most clearly illustrated in students' participation over two years in Community Partnerships—junior level courses in which students actively engage with communities in activities designed to promote knowledge and action around health-related issues.