1. Name(s) and Number(s) of Course being assessed for Oral Communication: (e.g. ENGL 4444; Capstone in Literature)

NURS 3220 EBP, NURS 4810, Ldrship Microsystems, NURS 4912 Preceptorship

2. Number of Students enrolled per year AND number of those students whose work was assessed for oral communication (SLO 7) competency:

3220: F12-54 students, SP13-62 students. 4810: F12-56 students, SP13-45 students. 4921: SU12-51 Students, SP13-57 students

3. Assessment Method(s): Explain how assessment for this SLO - not grading for the course as a whole was conducted. You may cut/paste rubrics for inclusion here, identify faculty reviewing committees, or identify specific kinds of test questions important to your method.)

NURS 3220 includes an evidence based practice group project where small groups of students analyze available evidence to address a specific clinical question and present their findings at a professional meeting with a professional poster. The presentation is 25% of the entire project grade, which is 25% of the course grade. It is graded with the NURS 3220 Evidence Based Practice Project Presentation Guidelines by course faculty, the NURS 3220 Evidenced Based Practice Project Presentation by group members and the NURS 3220 Poster Presentation Criteria by SON faculty attending the professional meeting. (See attached rubrics) NURS 4810 – Student teams present a Nursing Unit Assessment for 10% of the grade. The presentation is graded by course faculty using the Nursing Unit Assessment and Presentation Grade Tool (See attached rubric). Each student completes a Learning Team Evaluation Tool (See attached rubric) to rate team members. These two tools comprise the grade for the Nursing Unit Assessment Presentation. NURS 4921- While in their professional Preceptorship, students present an individual staff education project which includes teaching aids such as posters or handouts. The preceptor or charge nurse evaluates the student’s presentation (see evaluation tool for inservice presentation). Results are reported to course faculty.

4. If the Assessment methods differ from those initially proposed to the CCGEC, identify the differences and explain the rationale for those changes:

Based on feedback, details about evaluation of communication in clinical and through HESI exams are included in comments.

Attachment File Name:  SLO 7 SON rubrics_table.pdf

5. Based on the comprehensive rubric for the appropriate SLO7, indicate the extent of competency of the average student who has completed this course:

intermediate

6. Findings: (what add assessment data tell you about student proficiency in this outcome?)

Grades on the NURS 3220 presentations for Fall 2012 were 92-98; Spring 2013 88-100 (29% Bs). Grades on NURS 4810 presentations were all A’s in Summer 2012; Spring 2013 also all A’s.
NURS 4921- All students completed the staff education project with a satisfactory.
7. How did you (or will you) use the findings for improvement? (What questions /issues/concerns did your data raise for the faculty teaching the course? What discussion did the faculty have about the findings? What future actions to improve student attainment of this outcome will the department / program take as a result of this

NURS 3220-Fall students in this course have always done better than spring. They have been in nursing longer, appreciate the content better and have more time to work on it. More time in nursing leads to a better appreciation of EBP.

NURS 4810- Quality of presentations were excellent. A variety of technologies were utilized by teams. Evidence based research was incorporated effectively.

8. Additional Comments: (What else would you like the Committee to know about your assessment of this course or plans for the future?)

Oral communication practice and assessment is integrated throughout the professional nursing curriculum with a focus on professional and therapeutic communication with health care team members, patients, and family members. These skills are evaluated in at least three ways. One is the evaluation of oral presentations in theory courses. For the 2012-13 assessment, three have been selected and reported in this document: NURS 3220 – Evidence Based Practice: Group Poster Presentation, NURS 4810 – Professional Nursing Leadership in Microsystems: Nursing Unit Assessment, and NURS 4921-Professional Preceptorship: Unit Inservice Presentation.

A second method of evaluation is examining the AUSON clinical evaluation tool results, which includes 10 behaviors that address communication and collaboration skills. Communication skills were assessed this year by examining the clinical evaluation tools for behaviors in communication in three major clinical courses: NURS 3231 Acute Care Across the Lifespan Clinical, NURS 4231 Chronic Conditions Across the Lifespan Clinical and NURS 4911 Leadership Practicum. Method: The AUSON clinical evaluation tool (Attached) are reviewed at the end of each semester by the course faculty for scores and comments on the 10 behaviors that assess communication and collaboration in clinical settings. Clinical instructors complete this evaluation tool on each student and the results are summarized by the course leader in the course report and reported in the annual evaluation retreat. The benchmark for clinical evaluation in NURS 3231 is that all students will score at least 1- meets minimum standards on each criteria, with no more than two 0- does not meet standards in NURS 3231. For NURS4231/4911 the benchmark is that all students will score at least 1 –meets minimum standards on each criteria with no more than one 0-does not meet standards. Findings: All students scored a 1 or better on communication criteria. Comments from clinical instructors, though sparse, indicated progressive improvement in communication as students advanced through the clinical courses. Use of findings: Although the benchmarks were met, it was noted that there were few comments specifically addressing assessment of communication in the clinical setting. The faculty in charge of the clinical associate (part – time clinical instructor orientation) plan to emphasize the importance of documenting observations related to student’s communication abilities in clinical.

The third method is assessing the Therapeutic Communication scores on the nationally-normed HESI specialty and exit exams. The scores on the specialty exams in NURS 4230 Chronic Conditions Across the Lifespan (peds/medsurg/psych) and the exit exam #1 in NURS 4920 Transition to Professional Nursing were assessed for this year. Methods: The HESI exam Professional and Therapeutic Communication Scores on specialty and exit exams are trended and analyzed by the course faculty and Curriculum Committee. The results are reported and discussed in the annual evaluation retreat. Findings: Benchmark is 850 or better HESI Score. See results in the attached table.Use of findings: As noted in the table, the HESI score benchmark of 850 or higher was generally
met with only 4 exceptions and 3 of those four score were 836 or higher. In order to give students an opportunity to practice the principles of therapeutic communication especially with psychiatric patients, the psychiatric nursing faculty member has introduced a small group activity in the second semester of the professional curriculum where students watch a video and practice appropriate therapeutic communication responses.

NURS 4921- The in-service education presentations are an excellent way for students to give back to the staff. Students generally donate their audiovisual aids to the unit. The findings are used to assess the assignment at the end of each semester the course is taught. First, we assure that the student completed the project in a satisfactory manner and secondly, we assure that the evaluation criteria are clear and capture the intent of the project, which is to allow the student an opportunity to teach (inform) nurses.

9. Committee Comments