Frederick Community College

Assessment of Student Learning

Allied Health and Wellness Department

Assessment Cycle 2012-2015

Assessment Plan

Registered Nursing Clinical Program

Assessment of Simulations impact on Critical Thinking Skills

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January, 2013 to December 2014

Background

High Fidelity patient simulators have been described as tools to enhance critical thinking. Through a state nurse support grant, the Frederick Community College Nursing Program obtained the High Fidelity patient simulator, Sim Man 3. Simulation has been incorporated throughout the nursing program.

The nursing faculty determined an Outcomes Assessment Project could confirm the use of simulation in the nursing program and its improvement of critical thinking skills.

The RN-NCLEX (the national nursing licensure examination administered by the National Council of State Boards of Nursing) exam requires an understanding and depth of knowledge and analytical ability reflecting critical thinking in tested material. Pre and post-tests with NCLEX style questions will be used to evaluate critical thinking and simulation.

Ineffective communication has been directly correlated to mistakes in the clinical setting. Utilizing a standardized communication tool reduces this risk. The Frederick Community College Nursing Program utilizes the tool SBAR (situation, background, assessment, recommendation) to teach effective communication. This tool will be used to assess the nursing student's proficiency in communication.

The nursing faculty approved this Outcomes Assessment Plan

Methodology

All registered nursing program faculty will be involved in implementing the assessment plan and collection of data. All nursing clinical courses will be utilized for overall improvement of student learning for Health Promotion and Maintenance concepts. The nursing courses to be included in the assessment plan are:

1. NU 101 – Introduction to Clinical Nursing
2. NU210 – Reproductive Health Nursing
3. NU211 – Medical Surgical Nursing I
4. NU212 – Medical Surgical Nursing II
5. NU213 – Medical Surgical Nursing III
6. NU214 – Psychiatric/Mental Health Nursing
7. NU215 – Nursing Care of Children
8. NU 216 – Preparation for Nursing Practice

The assessment plan will be undertaken by both the Day and Weekend/Evening options of the RN program. During the Spring, 2013 semester, faculty will develop baseline data on the initial clinical simulations by reporting student scoring on ten multiple-choice examination NCLEX style questions related to the simulation scenario. In each course of simulation, students will receive a group of NCLEX style questions pre-scenario and post-scenario. The assessment question is; Will critical thinking be improved after simulation evidenced by an improvement in NCLEX questions after simulation?

After each scenario, the students will be recorded providing information to the simulation patient provider using the standardized communication tool SBAR. Utilizing a rubric, the students will be graded on their proficiency in communication. The rubric distinguishes skills as developing, novice, proficient, and distinguished. Students' will be measured in their communication skill with subsequent simulations and SBAR reports. The assessment question is; Will students communication skill improve with continued practice after each scenario?

After review of the baseline data statistical analysis is complete, faculty will review the data adjust simulation instruction or method of administering the NCLEX questions if necessary, to improve the assessment project. Reporting of data and statistical analysis for each semester will continue, applying the assessment to all scenarios throughout the nursing program.

Analysis of Data

- In the pediatric simulation this summer yes/no questions were used to try to establish improvement in critical thinking.

- This fall alternative style questions were used for pre/post simulation questions.

- Scantrons were used this semester to improve data collection.

- Separating the pre and the post tests by the first question asking "Have you had this simulation before?"

- Each scenario needs defined learning outcomes in order to evaluate critical thinking; this standard will balance the difference between different instructors doing simulation.

- Communication was evaluated with the nursing communication tool; SBAR

- An SBAR rubric was used during simulation de-briefing. Students evaluated the interaction of the different players that occurred during the simulation using the SBAR rubric.

- The Medical Surgical III nursing course had one simulation at the beginning of the semester. The course coordinator was on medical leave last semester and did not participate in the OAC project.

- The Assistant Director of Nursing and the lab manager have already created the simulation schedule for next semester. This will ensure all simulations participate in the OAC project.

Recommendations

1- Use the scheduled simulation to remind course coordinators of OAC expectations
2. Consistency in the Simulation even though different through defined learning outcomes
3. Data collection- Rubric changes for scanning

Assessment Timeline

Semester	Assessment Objectives
Fall 2009	1. Design and present a plan to OAC. 2. Deploy initial **Pilot Assessment.** 3. Design, Research and Implement an effective assessment tool. 4. **Collect data**.
Spring 2010	1. Deploy **Pilot Assessment** if not completed in the fall. 2. **Analyze** initial Pilot Data. 3. Implement instructional and organizational strategies to improve the assessment project. 4. **Reassess** students and **collect data**.
Fall 2010	1. **Analyze** Pilot Data. 2. Develop strategies based on that data to help improve student learning. 3. **Begin 1st Assessment**. 4. **Collect data**.
Spring 2011	1. **Analyze** Assessment Data. 2. Develop strategies based on that data to help improve student learning. 3. **Reassess students**. 4. **Collect data**. 5. Present a **progress report** to the OAC.
Fall 2011	1. **Analyze** Assessment Data. 2. Develop final strategies based on lessons learned over the course of the assessment. 3. **Conduct Final Assessment.** 4. **Collect Data.**
Spring 2012	1. **Analyze** Data Collected over the course of the entire assessment. 2. **Prepare Final Assessment Report**.