General Education Annual Course Assessment Form

Course Number/Title _NURS 138_________________________ GE Area ___S_________________________

Results reported for AY _2016-2017________ # of sections ___5_________ # of instructors ___5____

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Department Chair: Dr. Colleen O'Leary-Kelley____ College: ___CASA____________________________

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted to <curriculum@sjsu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What GELO(s) were assessed for the course during the AY?

GELOs 1-4 were assessed for AY 2016 – 2017.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

This course meets the requirements for a GE Area S course and the standards and rigors of the nursing program.

A) This course continues to require intensive faculty time. In addition to class preparation, faculty workload is impacted by the need to review student reflections and to provide thoughtful, meaningful feedback on the major papers. Reflective papers often involve some aspect of self-disclosure and may include extremely sensitive personal information. Thus, faculty must temper constructive criticism with sensitivity to the student’s circumstances.

B) Students once again reported that the reflection activities took a “lot of time.”

C) Students reported that they found it difficult to deal with vulnerable populations with mental health disorders. Students were not able to see improvement as a result of their interventions as these occur over time. The lack of immediate results and the inability to quickly “fix” issues emerged as a stressor for students.

D) All students successfully completed the course. Mean course grades = 3.7 – 3.9. Range = 2.5 - 4.0. Class size ranged from 13 (Summer Study Abroad 2016) to 38.

What modifications to the course, or its assessment activities are planned for the coming year? (If no modifications are planned, the course coordinator should indicate this.)

A) Plan on maximum class size of N = 35
B) Maintain student reflective activity. This activity, although time-intensive, is valuable and appropriate for these senior nursing students. Students who have taken this class report that the class discussion topics (e.g. prioritization, moral dilemmas, quality indicators) and related reflective exercises have helped prepare them for new hire interviews for their crucial first nursing position.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?

Yes – all sections utilize the same syllabus.

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE GELOs for writing.

Written feedback is provided via Canvas. Faculty meet one on one with students to provide additional verbal feedback on paper. Paper rubric is used by all faculty to help ensure consistency in the evaluation process. Completing the literature review for their final paper requires students to utilize quantitative reasoning skills to correctly analyze and interpret data in order to apply it to nursing practice.

GELO 1. Student will: describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality. [Assignment 1.1]

Students complete a Cultural Competence and Discordance Activity and paper (1500-2000 words) over a 10 week period. This paper builds on class reading assignments, discussion, and relevant videos. Students are asked to describe their own cultural identity in Part 1 of the paper to promote reflection and self-awareness. Our students consistently describe rich and varied cultural backgrounds. Students are able to describe how they were shaped by both their own family culture (with many interpretations of family) and the broader American culture. Most students have personally experienced issues related to inequality, feeling less than, and exclusion. Part 2 of the paper requires students to discuss a patient they may have had difficulty caring for. Students consider religious gender, ethnic, racial, class, sexual orientation, disability or age that may affect their ability to deliver care to the patient. Students are able to identify other populations that may be marginalized as well – for example, people with mental health issues, substance abuse, and the homeless. Students’ papers suggest that it is not always differences in backgrounds and beliefs that affect their ability to deliver unbiased quality care. Students have discovered that caring for patients of similar ethnic backgrounds, age, etc. may produce feelings of unease in the clinical setting.

GELO 2. Student will: describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.; [Assignment 5.1, 6.1] Students complete a 9 hour online course from the U.S. Department of Health and Human Services and earn a Certificate
of Cultural Competence. This course covers the National Standards for Culturally and Linguistically Appropriate Services (CLAS) in Health and Health Care. Multiple examples are given within these modules which describe processes producing diversity, equality and structured inequalities. This is done through stories, case presentation, historical data, information on cultural preferences, health disparities, and preferred health practices.

GELO 3. Students will be able to describe social actions which have led to greater equality and social justice in the U.S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age); [Assignment 5.1, 6.1] Students complete a 9 hour online course from the US Department of Health and Human Services. Upon completion they receive a Certificate of Cultural Competence. The students are not only asked to describe, but the profession mandates certain behaviors. Excerpts: As stated in the Code of Ethics for Nurses adopted by the American Nurses Association, “the nurse’s primary commitment is to the patient, whether an individual, family, group, community, or population” (American Nurses Association [ANA], 2015).

As stated by the Institute of Medicine, patient-centered care “establishes a partnership among practitioners, patients, and their families (when appropriate) to ensure what decisions respect patients’ wants, needs, and preferences and solicits patients’ input on the education and support they need to make decisions and participate in their own care” (IOM, 2001). Patient-centered care embraces a holistic approach and emphasizes the cultural and social influences on a person’s health and health beliefs.

Students' papers reflect an issue in their nursing practice relating to a violation of the Nursing Code of Ethics that resulted in moral distress. Students then determine a course of action to rectify the breach of ethical comportment (e.g. discuss with charge nurse, refer to ethics board, etc.).

GELO 4. Students will be able to recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S. [Assignment 10.1, 15.1] This GELO was completely met The final and largest section of the cultural competence paper requires that the write about the following: 1. Identify an approach to support patient-centered care for individuals and groups whose values differ from own 2. Elicit patient values, preferences and expressed needs as part of clinical interview, implementation of care plan and evaluation of care 3. Describe how diverse cultural, ethnic and social backgrounds function as sources of patient, family, and community values 4. Analyze differences in communication style preferences among patients and families, nurses and other members of the health team.