

Introduction

Assessing student learning is one of the primary means by which institutions demonstrate their educational effectiveness. It provides valuable information about how well the students are progressing towards institutional and program objectives/outcomes.

Assessment of the student learning at the Department of Nursing is an integral part of the ongoing process of enhancing and improving curricular student learning. Assessment is the way that our department affirms their strength, and plan improvements that contribute to the UPRM overall effectiveness.

The Department of Nursing has developed the student Learning Assessment Plan based on the Institutional and Departmental vision and mission. This plan intends to provide an ongoing review of the educational effectiveness of our program. The assessment results provide us with evidence about what and how our students learn and also guide us in making purposeful changes in our academic program that directly impact and improve student learning.

Purpose of the plan

Collect data about what and how our students learn, and the use of assessment results provides the mean to make purposeful changes in our academic program that directly impact and improve student learning.

Vision

To prepare professionals accountable, competent, and committed to improving the quality of life of Puerto Rican and international society.

Mission

Prepare high qualified nursing professionals who contribute to excellence in: health promotion and maintenance, prevention and management of illness, rehabilitation and end of life care at all levels of healthcare delivery in a diverse society, and participate in health care public policy.

Profile of the Graduate

The graduates of the Baccalaureate Nursing Program of the University of Puerto Rico at Mayaguez are generalist professional nurses who possess empirical and theoretical knowledge of the biopsychosocial sciences, the humanities, and the nursing sciences. They utilize this knowledge to promote and maintain a high level of wellness among clients. They utilize the nursing process as a systematic approach to assess, diagnose, plan, intervene, and evaluate the outcome of therapeutic nursing interventions. The graduates apply leadership skills in the delivery of health services and act independently and collaboratively with other professionals and non-professionals members of the health care team. They examine research critically and evaluate its relevance to nursing

practice. The graduates gain knowledge of the behavioral science and the ethical moral values which enable them to understand the changes in a diverse social system.

The graduates are responsible for their continuous professional and personal development and aware of the dynamic changes and trends in the practice of professional nursing. They are responsible, respectful and honorable citizens in their commitment to the profession and to society. They possess the minimum requirements needed to apply for the license examination from the Board of Nurse Examiners of Puerto Rico.

STUDENT LEARNING ASSESSMENT PLAN SECOND DRAFT

Institutional Learning Outcomes/Goals	Program Objectives	Program Students Learning Outcomes	Assessment Strategies	Successful Indicators	Action Plan
<p>Develop an appreciation for the arts and humanities.</p>	<ol style="list-style-type: none"> 1. Utilize concepts and principles of the General Systems Theory and Dunn Concept of High Level of Wellness as a conceptual framework in providing care to clients. 2. Understand the human being as an open system in continuing growth and development, with values and basic needs and functioning as an integrated whole in order to maximize their level of well being. 	<ol style="list-style-type: none"> 1. Identify the human being as a system. 2. Identify the client as part of a system and his/her interaction with other systems. 	<ol style="list-style-type: none"> 1. Discussion in class related to a human being entering to al system such as family or health system and his/her relation with. <ol style="list-style-type: none"> 1.a Written paper and oral discussion about the concept of human being. 2. Plan holistic nursing care for patients with diverse needs, backgrounds and ages. 	<ol style="list-style-type: none"> 1. Provide complete care considering all their dimensions as measured by the respective evaluation criteria used in the different nursing courses. 2. Effective communication process and interpersonal relationships with clients. Accurate identification of physical, social, psychological, financial needs and values. 	<p>If the outcomes are achieved, each strategy should be maintained or reinforced.</p> <p>If the outcomes are not achieved, corrected actions should be implemented such as:</p> <ul style="list-style-type: none"> -Reconsider students learning styles and incorporate reteaching in the course. -Diversify teaching strategies. -Integrate technology as a tutorial methodology. -Reevaluates the students learning outcomes. -Evaluates evaluation criteria. -Faculty course team discussion.

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<p>Develop an appreciation for the arts and humanities.</p> <p>Recognize the need to engage in lifelong learning.</p>	<p>3. Utilize theoretical, empirical and biopsychosocial knowledge in providing care to clients.</p>	<p>3. Integrate principles from growth and development theories.</p> <p>3.a Apply concepts of Anatomy, Physiology, Microbiology, Chemistry, Psychology, Mathematics, English, Spanish and Sociohumanistics while Providing care to clients.</p>	<p>3. Nursing process paper.</p> <p>3.a. Demonstrate knowledge of:</p> <p>Anatomy and physiology: During the administration of parenteral medications, range of motion, in pathophysiologic conditions, care of the skin and others.</p> <p>Microbiology: During hand wash procedure, medical and surgical asepsis, universal precautions, communicable diseases, identification of microorganisms and others.</p> <p>Chemistry: During the identification of drugs effect and interaction, fluid and</p>	<p>3. Evaluates the synthesize how the illness may affect the growth and development of the human being in their different stages.</p> <p>3.a. Integrate effectively concepts of Anatomy and Physiology, Microbiology, Chemistry, Psychology, Mathematics, English, Spanish and Socio Humanistics in the care of the clients.</p>	<p>-Evaluates evaluation criteria.</p> <p>-Faculty course team discussion.</p> <p>-Reevaluates the exams.</p> <p>-Consider the alumni opinions acquired during informal meeting with them.</p> <p>-Analyze the evaluation committee report on:</p> <p>Courses Evaluation Survey, Program Satisfaction Survey, Alumni and Employer Survey.</p>

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			<p>electrolytes balance and others.</p> <p>Psychology: During the identification of defense mechanisms, human behavior and growth and developmental tasks along the different states. Grief or loss processes and others.</p> <p>Mathematics: During the calculus of medication procedures and safety dosage. Interpretation of</p> <p>Spanish & English: During oral and written communication in the classroom and clinical practice such as: readings and interpretation of documents, written papers, documentation in the client clinical chart. Oral presentations.</p>		

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<p>Identify and solve problems, think critically, and synthesize knowledge appropriate to their discipline. Communicate effectively. Apply ethical standards. Recognize the need to engage in lifelong learning.</p>	<p>4. Utilize theoretical, empirical and biopsychosocial knowledge in providing care to clients.</p>	<p>4. Collect relevant data. Communicate effectively. Identify problems in order of priority. Establish nursing diagnosis with the required elements. Plan client's care in realistic, accurate and individualized form. Implement therapeutic interventions with confidence. Evaluate objectively the outcomes of therapeutic interventions.</p>	<p>4. In the clinical practice the student: interviews the client using the communication process writes the client history performs physical examination to the client utilizes the client's chart to collect significant information identifies needs and problems establishes priorities establishes nursing diagnosis elaborates expected outcomes provides the nursing interventions with confidence and based on scientific principles evaluates the outcomes</p> <p>4a. Client history and physical examination tool, environment assessment tool.</p> <p>4b. Written nursing process.</p> <p>4c. Oral and written case presentations.</p> <p>4d. Clinical performance evaluation tool.</p>		

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<p>Communicate effectively. Identify and solve problems, think critically, and synthesize knowledge appropriate to their discipline. Recognize the need to engage in lifelong learning.</p>	<p>5. Utilize the nursing process as a systematic method to assess health status, diagnose, plan, implement, and evaluate therapeutic interventions while providing care to clients.</p>	<p>5. Present logical arguments with logic and based on well sound data. Promote the exchange of ideas for effective attainment of goals. Demonstrate the application of the problem solving method in the management of conflicts and in the management of conflicts and in the decision making process. Use the appropriate lines of communication to direct their actions. Critically evaluate the alternatives before making decisions. Make decisions with justice and equity. Demonstrate assertiveness and creativity in his/her role as a leader.</p>	<p>4e. Practice critical thinking after being presented with problem based learning activities. 4f. Field trips. 5. Discussion of hypothetical situations. The group is divided in small groups. A hypothetical situation is given to each group and they try to solve the situation using the concepts learned in class. Assign students to perform a clinical leadership role while supervising fellow students.</p>	<p>6. Implements leadership skills in diverse settings of health care delivery.</p>	

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<p>Identify and solve problems, think critically, and synthesize knowledge appropriate to their discipline. Apply mathematical reasoning skills, scientific inquiry methods, and tools of information technology.</p> <p>Apply mathematical reasoning skills, scientific inquiry methods, and tools of information technology. Communicate effectively. Apply ethical standards. Operate in a global context, relate to a societal context, and demonstrate respect for the cultures.</p>	<p>6. Examine research and evaluates finding and their applicability to the practice of professional nursing practice.</p> <p>7. Implement therapeutic interventions independently and in collaboration with other professionals and non professional members of the health care team in the promotion, maintenance of health, prevention and management of illness, rehabilitation and, car and comfort of the client facing end of life.</p>	<p>6. Analyze research studies in nursing. Evaluate findings and their applicability for the nursing profession and for the nursing practice.</p> <p>6a. Values the research methodology as a process which allows to improve the quality of care.</p> <p>7. Implement secure therapeutic interventions with confidence.</p> <p>7a. Promote and maintain health through a client education according to their needs.</p> <p>7b. Incorporate legal and ethical knowledge while planning and implementing care to clients.</p> <p>7c. Integrate general education and nursing skills knowledge in their intervention with clients.</p>	<p>6. Discuss research studies in front of class. Written research summaries using thematic cards. Implement research findings while ministering health care.</p> <p>7. Demonstrations in the classroom. Practice in the department skills lab. Assessment and evaluation in the clinical area.</p> <p>7a. Design and implementation of Teaching Plan.</p> <p>7b. Documentation in the client clinical chart. Implementation of the standards of practice and the Code of Ethics of the CPEPR while providing care to clients.</p> <p>7c. Written nursing process clinical practice.</p>	<p>6. Evidence of critical appraisal of a research study in front of class and in written format.</p> <p>7. Evidence of written nursing process considering legal and ethics of the nursing profession.</p> <p>Written documentation accurate and precise of nursing interventions.</p> <p>Conduct an educational activity.</p>	

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<p>Recognize the need to engage in lifelong learning.</p> <p>Recognize the Puerto Rican heritage and interpret contemporary issues.</p> <p>Apply ethical standards. Appraise the essential values of a democratic society. Operate in a global context, relate to a societal context, and demonstrate respect for other cultures.</p>	<p>8. Demonstrate individual responsibility and personal development and actively seek learning opportunities to continue a competent practice.</p> <p>9. Collaborate in the development of health care policies influenced by the interpretation of current trends and issues in the practice of nursing and health systems of care.</p> <p>10. Incorporate legal, ethical values to understand the change in a diverse social system and become a responsible citizen to fulfill nursing's commitment to society.</p>	<p>8. Value the importance of the continuing learning.</p> <p>9. Analyses the issues and trends in the health care and its effects in the nursing practice. Recognize the importance to participate in public policy.</p> <p>10. Intervenes with clients considering their values and principles within a democratic society.</p>	<p>8. Class discussion. Written work related to the importance of the continuous professional development and the impact in the quality of the client care.</p> <p>9. Discuss in class new issues and trends in health care. Attend public hearings on issues related to the profession. Support proposed changes than can benefit the profession.</p> <p>10. Discussion of the Code of Ethics and professional standards in the care of the client in a global context. Discussion of the concepts health, illness and end of life within a multicultural framework.</p>	<p>8. Becomes a members of the College of Professional Nurses of Puerto Rico.</p> <p>9. Participates in public policy and in professional organizations as student as well as alumni level.</p> <p>Conducts the practice based on the Code of Ethics and Professional Standards.</p>	