

General Education Assessment Pilot for Health Related Sciences Academy, Spring 2014

Subject: General Education Objective #5

One of the College's educational objectives for all students graduating with an Associate Degree is for them to "integrate knowledge and skills in their program of study." The Health Related Sciences faculty coordinator chose that particular objective because it is such an important one for students graduating from the College's Nursing Program. Upon graduating, nursing students must be able to make connections across disciplines and perspectives as they are caring for a diverse population and administer care on multiple levels. They must be able to adapt their skills and knowledge in a variety of settings. They need to also be aware of their own strengths and weaknesses and any judgmental feelings they may have towards their patients.

The tool to assess this general education objective was an assignment given to nursing students who rotated through an in-patient psychiatric unit during their last semester. These students had experiences in medical/surgical units, pediatrics, maternity and community health. Their knowledge and skills from previous clinical experiences and classroom teaching needed to be transferred to their current experience. They also had to make connections with psychology, pharmacology, culture, socioeconomic status and relevant medical issues of psychiatric patients that may impact on their care.

Method used for analysis was for four nursing faculty with different disciplines (psychiatric, medical/surgical and community) to score nursing process summaries (attached are several examples of student work). Forty-nine students' works were scored independently by two faculty members. Scoring was relatively consistent – no one needed to have a third scorer (as recorded on the attached excel sheet of rubric scores). Out of a possible high score of 12, the lowest score was 7 and the highest was 12. Most students fell between 8 and 11.

It was the consensus of the participating faculty that all students scored met the Colleges general objective #5. Additionally, faculty who teach in disciplines other than psychiatry expressed that it was helpful for them to become more aware of students' experiences during their psychiatric rotation and how students integrated their knowledge and skills in their last semester.

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