

Community College of Denver

Nurse Aide – Assessment Plan 2017-2018

Developed By: Derek Patton, Nurse Aide Program Director

Vision:

To train and develop extraordinary Nurse Aides
CCD's vision of everyone will attain the education (s)he desires – and if this student is seeking to be a nurse aide, they will be the best nurse aide that CCD has to offer.

Mission:

Our mission is to comprehensively cultivate nurse aides who will provide the highest quality of compassionate care for the clients/residents in long-term care and assisted-living facilities, private homes, hospice and those who are in hospitals.

Program Student Learning Outcomes:

Students will define and examine the importance of client's rights (Effective Communicator & Globally Aware)

1. **What:** Cognitive/Knowledge
 - a. **When:** class 2 – Chapter 3: Legal and Ethical Issues
 - i. Nurse Aide Practice Act
 - ii. Residents Rights
 - iii. Types of Abuse & Neglect
 - iv. Elder Justice Act
 - b. **How:** Assessments
 - i. NAPA quiz (open book with the Nurse Aide Practice Act)
 - ii. Chapter 3 quiz
2. **What:** Affective
 - a. **When:** all classes
 - i. Patient is at ease and is comfortable
 - ii. The dignity of the patient is maintained
 - iii. Develop an environment of trust
 - iv. No overexposure while providing care
 - v. Provide privacy
 - vi. Communicate all actions that are being performed
 - vii. Knock and introduce self before entering client's/resident's room
 - b. **How:** Rubric
 - i. Patient feedback as to how they felt during the exercise
 - ii. Were the steps above addressed
 - iii. 2 levels – Yes or No

Students will identify Protected Health Information (PHI) and be able to practice confidentiality around this information. (Personally Responsible, Effective & Ethical User of Technology, Complex Thinker)

1. **What:** Cognitive/Knowledge
 - a. **When:** Introduced – class 2 but reinforced throughout all classes including NUA 170
 - i. Students maintains all patient records
 - ii. Students do not discuss patient matters to uninvolved parties
 - iii. Students do not share information without the direct consent of the patient
 - b. **How:** Assessment / Rubric
 - i. In class 2, students will be quizzed on the material that was discussed in class regarding HIPAA. Students will be able to identify what the acronym stands for and to describe what HIPAA is.
 - ii. Throughout the rest of NUA 101 – students will be indirectly assessed on their knowledge of HIPAA through their peer-to-peer interactions while performing skills.
 - iii. Finally, in NUA 170 – students will be evaluated via a rubric to determine that they are meeting the rules and regulations while working in a clinical setting. This will be assessed by the clinical instructor.

Students will demonstrate mastery over the 22 NAAPA skills as outlined by the Colorado – State Board of Nursing (SBON) (Complex Thinker, Effective Communicator, Globally Aware, Numeric Thinker)

1. **What:** Behavioral / Psychomotor
 - a. **When:** Every class period (15 wk. course) or once-a-week (7 wk. course)
 - i. Skill is first introduced by instructor and demonstrated to class
 - ii. Students are granted time to practice skill
 - iii. Student demonstrates competency of skill to instructor
 - iv. Final skills demo performed at end of class
 1. 5 skills randomly selected from list
 2. Student has 25 minutes to perform all 5 skills
 3. One (1) measurement skill
 4. Hand hygiene
 - b. **How:** Rubric
 - i. Instructor will be evaluating skill based on rubric. Each step in a skill is assigned points
 - ii. Critical steps are in bold and if missed, students fails the skill and will have to re-attempt
 - iii. Only three (3) attempts are allowed per-skill

Students will employ an exceptional level of professionalism while in the workplace/classroom (Effective Communicator, Personally Responsible)

2. **What:** Affective
 - a. **When:** all class meetings and during clinicals
 - i. Students will be given a student handbook with all expectations outlined within at the beginning of class – they will sign an agreement

- ii. Students will be introduced to what a professional looks, acts and sounds like in the first class meeting.
 - b. **How:** Rubric
 - i. Consistent communication with instructors and chair to facilitate effective learning
 - ii. Student treats all classmates, patients, residents, staff, and faculty with respect
 - iii. Student acts in a collegial manner with everyone with whom they interact
- 3. **What:** Behavioral/ Psychomotor
 - a. **When:** all class meetings and during clinicals
 - i. Students will be given a student handbook with all expectations outlined within at the beginning of class – they will sign an agreement
 - ii. Students will be introduced to what a professional looks, acts and sounds like in the first class meeting.
 - b. **How:** Rubric
 - i. Student is on time to all scheduled meetings/classes
 - ii. Student is comes prepared with appropriate attire (scrubs, wristwatch with second hand, closed-toed shoes, ID, gait belt)
 - iii. Student is presentable with clean, non-wrinkled scrubs, hair tied back, tattoos are covered up, finger-nails are trimmed, jewelry and perfume/cologne are moderately applied

PSLOs and the Vision & Mission

PSLOs Revisited

1. Students will define and examine the importance of client's rights
2. Students will identify PHI and be able to practice confidentiality around this
3. Students will demonstrate mastery over the 22 NAAPA skills as outlined by the SBON
4. Students will employ an exceptional level of professionalism while in the workplace/classroom

Tied Together

Each of our PSLOs are matched directly to our vision and mission in that if we are to achieve exceptional results in all levels of our identified PSLOs then we are a Nurse Aide program will in fact train and develop extraordinary nurse aides. We will do this through a comprehensive and inclusive educational training program that will focus on client's rights, patient/resident confidentiality, mastery of skill and doing this all while exuding an exceptional level of professionalism.

Curriculum

Curriculum Map

The aforementioned PSLOs and associated description of each will serve as the curriculum map.

Assessment

Methods

As you will see the two main methods of assessment that we will be using will be the use of a rubric and also the use of quizzes/exams. With the brevity of the program and the resources available, it makes sense that we use these two assessment methods as they will provide the most concrete of feedback as well as allow us to keep consistent, particularly with so many different faculty who will be performing the assessments.

The methods will be clearly explained and reviewed with all students and the students will have all rubrics prior to assessment so as to know what is expected of them. These rubrics will be located in the syllabus for the students to have access to beginning the first day of class.

Rubric development will be initiated by the Chair and then reviewed by faculty and professional advisory committee.