

IUS School of Nursing Assessment of Student Learning Plan

2012-2015

This plan will assess if the Indiana University School of Nursing program is producing graduates who have mastered the Program Outcomes, which were developed in partnership by all of the Indiana University Schools of Nursing. It will measure student attainment during their senior year of Competencies that delineate mastery of each Program Outcome. It will also measure student's ability to pass the required NCLEX examination post-graduation.

Goal (Outcome)	Outcome (Competency)	Where or when assessed	Tool utilized	Success Criteria	Results	Criteria met?	Comments
1. A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making.	A. Integrates theories and concepts from nursing and liberal education to apply nursing processes and evaluate outcomes of care.	Post graduation	NCLEX	85% of graduates will pass NCLEX on first attempt			
	B. Utilizes research from nursing and multiple disciplines to select the best practice when caring for individuals, families and communities.	8 th Semester -S484	Completion of form for submission of abstract to student conference	100%			
	C. Uses a systematic approach for clinical reasoning and decision making.	7 th Semester -S471	S471 – Simulation Performance Objectives on Reassessment S471 – ANA ACLS Performance Objectives for Mega Code	75% of the students achieve performance of objective 100% of the students achieve performance of objective			
2. A culturally sensitive individual who provides holistic individual, family, community, and population-centered nursing care.	A. Applies knowledge of social and cultural factors that affect nursing and health care across multiple contexts.	8 th Semester – S483	S483 – Clinical Performance Objective	75% of the students achieve performance of objective			
	B. Advocates for social	7 th Semester – S472	S472 – Social	100% of students			

Fourth Year Nursing Learning Plan Example

David Boud



Fourth Year Nursing Learning Plan Example:

Army JROTC leadership education & training ,2002 **Developing Student Autonomy in Learning** David Boud,2012-11-12 First Published in 1987 The assumption about the purpose of education to which the authors of this book subscribe is that it is to produce autonomous lifelong learners This book is about a very important goal of education and how it can be translated into practice It concerns ways in which teachers in higher education can enable students to become more autonomous in their learning that is assist students to learn more effectively without the constant presence or intervention of a teacher **Leadership, Education, and Training** United States. Army. Junior ROTC.,2005 Community Resources for Older Adults Robbyn R. Wacker,Karen A. Roberto,2013-03-14 Community Resources for Older Adults Programs and Services in an Era of Change Fourth Edition by Robbyn Wacker and Karen Roberto provides an in depth review of policy and programs for the aging network answering such key questions as How have programs for older adults evolved Who uses these resources How are they delivered and What challenges do service providers face in meeting the needs of the aging baby boom generation To give students the foundational knowledge they need to meet the needs of their older clients the authors provide a theoretical framework for understanding the forces that shape older adults likelihood to seek assistance include in depth reviews of the current body of empirical literature in each program area and discuss the challenges programs and services will face in the future *Creativity, innovation, and entrepreneurship in healthcare and service systems* Fu-Sheng Tsai,Gang Li,Xiao-Bing Zhang,Jianhong He,Eugene Mutuc,2023-03-30 *Foundations for success* ,2005

Curriculum Development in Practical Nurse Education United States. Office of Education,1961 **Value-Added Roles for Medical Students, E-Book** Jed D. Gonzalo,Maya M. Hammoud,Gregory W. Schneider,2021-07-29 Providing real life clinical experiences and context to medical students is an essential part of today s medical education and the partnerships between medical schools and health systems are an integral part of this approach Value Added Roles for Medical Students the second volume in the American Medical Association s MedEd Innovation Series is a first of its kind instructor focused field book that inspires educators to transform the relationship between medical schools and health systems with authentic workplace roles for medical students adding relevance to medical education and patient care Gives instructors the tools needed to create roles for medical students in the health system that benefit the student s growth empathy and understanding of patient needs develop a working knowledge of the health system itself and provide true value to both the health system and patient experience Contains both theoretical and practical material for instructors and administrators including guidance on how to implement value added roles for medical students in today s institutions Explains how to apply a framework to implement value added clinical systems learning roles for students develop meaningful medical school health system partnerships and train a generation of future physicians prepared to lead health systems change Provides numerous examples from schools with successful implementation of value added medical student roles such as patient navigators

community based health care programs involving medical students and more Describes real world strategies for building mutually beneficial medical school health system partnerships including developing a shared vision and strategy and identifying learning goals and objectives empowering broad based action and overcoming barriers in implementation and generating short term wins in implementation Helps medical school faculty and instructors address gaps in physician training and prepare new doctors to practice effectively in 21st century health care systems One of the American Medical Association Change MedEd initiatives and innovations written and edited by members of the Accelerating Change in Medical Education Consortium a unique innovative collaborative that allows for the sharing and dissemination of groundbreaking ideas and projects [Resources in Education](#) ,2000 **Mastering Concept-Based Teaching** Jean Foret Giddens,Linda Caputi,Beth L. Rodgers,2019-02-02 Get all the strategies and guidance you need successfully implement conceptual learning with Mastering Concept Based Teaching 2nd Edition Written specifically for nursing faculty renowned educators Dr Jean Foret Giddens Dr Linda Caputi and Dr Beth Rodgers walk you through the background and benefits of using a concept based learning approach how to plan develop and deliver an effective concept based course and how to improve and evaluate student learning with concepts This new second edition also features two new chapters one on how to conduct concept based clinical experiences and another chapter on the future of concept based interprofessional learning You ll also find updated content and more of the highly helpful Misconceptions and Clarifications boxes So whether you re teaching in an LPN ADN BSN or MSN program this insightful book is here to ensure a smooth execution concept based teaching Framework for developing a concept based curriculum provides guidance throughout the general steps associated with developing a CBC Strong foundation in how to teach within a concept based curriculum dives into the nature of concepts their function in the process of learning and the importance of being consistent in the selection and implementation of concepts Balanced teaching strategies illustrate ways to enhance the conceptual approach through engaging learning activities and an open environment Success evaluation criteria explains the importance of analyzing evaluation data to determine the effectiveness of a new curriculum on meeting program learning outcomes NEW Updated content reflects the latest research in the neuroscience of learning insightful illustrations and best practices in concept based curriculum design and instruction NEW Expanded use of Misconceptions and Clarifications boxes also reflects the latest research in conceptual learning to help clarify important concepts NEW Added color improves teaching and learning value UNIQUE New chapter on concept based clinical experiences includes simulation and lab experiences live clinical experiences and clinical learning activities for inpatient outpatient community and health systems level experiences UNIQUE New chapter on thinking conceptually and the future of concept based interprofessional learning covers both the ways CBC is spreading beyond just nursing and how to encourage faculty to shift their thinking to develop reasoning and critical thinking skills in students versus rote learning of content

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