

**Colorado State University – Pueblo Academic Program Assessment Report for AY 2014-2015 Due: June 2, 2015**

**Program:** Department of Nursing – MS **Date:** June 1, 2015

**Completed by:** Donna Wofford

**Assessment contributors (other faculty involved in this program's assessment):** Joe Franta, Susan Williams, Carla Howard, Dorothy DeNiro

Please complete this form for each undergraduate, minor, certificate, and graduate program (e.g., B.A., B.S., M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, and submit it to the dean of your college/school as per the deadline established. The dean will forward it to me as an email attachment before June 2, 2014. You'll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/ResultsAndReports/Pages/default.aspx>.

Please describe the 2014-2015 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2015-2016 based on the assessment process. In Part II, please describe activities engaged in during 2014-2015 designed to close-the-loop (improve the program) based on assessment activities and the information gathered in 2013-2014. Thank you.

**I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.**

A. Which of the program SLOs were assessed during this cycle?	B. When was this SLO last assessed?	C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved.	E. What is the expected achievement level (EAL) and how many or what proportion of students should be at it?	F. What were the results of the assessment?	G. What were the department's conclusions about student performance?	H. What changes/improvements to the program are planned based on this assessment?											
1. Integrate evidence-based practice, ethical decision making and technology into advanced nursing practice	Summer 2014 (New SLO fall 2013)	Final comprehensive oral exam	8 nurse practitioner students who graduated summer 2014	100% of students will score 4 or better on evidence-based (EBP) practice section of rubric (attached).	88% (N=7) of students scored $\geq 4$ on EBP	Most students accomplished SLO. Student who failed passed on second attempt. Enrollments will increase for 2016 which will impact significance of the data.	Continuing to refine rubric so that it captures performance accurately. Also, working on faculty interrater reliability. Will review 3 years of data in fall 2016.											
	Spring 2014 (New SLO fall 2013)	Focused Physical Exam	34 students enrolled in NSG 562L Advance Assessment Lab Spring 2015	After two attempts, 100% of students will pass focused exams on three separate complaints (cough, chest pain, and abdominal pain:	EAL met: <table><tr><td>Year</td><td>1<sup>st</sup> time</td><td>2<sup>nd</sup> time</td></tr><tr><td>2014</td><td>89%</td><td>100%</td></tr><tr><td>2015</td><td>65%</td><td>100%</td></tr><tr><td>2016</td><td></td><td></td></tr></table>	Year	1 <sup>st</sup> time	2 <sup>nd</sup> time	2014	89%	100%	2015	65%	100%	2016			Allowing two attempts resulted in 100% of students satisfactorily demonstrating major safety components of patient physical exam. Faculty like the competency-based aspect of this process.
Year	1 <sup>st</sup> time	2 <sup>nd</sup> time																
2014	89%	100%																
2015	65%	100%																
2016																		

	Fall 2013	Ethical dilemma case study online discussion	29 students enrolled in NSG 506 Roles, Ethics, and Issues fall 2014	100% of students will score 84% or better on case study rubric (attached).	EAL met: 100% of students scored 90% or better on case study. <table><tr><td>Year</td><td>2013</td><td>2014</td><td>2015</td></tr><tr><td>N</td><td>30</td><td>29</td><td></td></tr><tr><td>Min Value</td><td>60</td><td>90</td><td></td></tr><tr><td>Max Value</td><td>70</td><td>100</td><td></td></tr><tr><td>Range</td><td>10</td><td>10</td><td></td></tr><tr><td>Ave</td><td>68.23</td><td>96.93</td><td></td></tr><tr><td>Median</td><td>69.50</td><td>98</td><td></td></tr><tr><td>SD</td><td>2.33</td><td>2.41</td><td></td></tr><tr><td>Variance</td><td>5.45</td><td>5.79</td><td></td></tr></table>	Year	2013	2014	2015	N	30	29		Min Value	60	90		Max Value	70	100		Range	10	10		Ave	68.23	96.93		Median	69.50	98		SD	2.33	2.41		Variance	5.45	5.79		Students consistently demonstrating expected level of expertise for an advance beginner (2013 & 2014).	Continue to monitor for consistency Fall 2015 and reevaluate collection methods/ elements to be evaluated.
Year	2013	2014	2015																																								
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2. Utilize interprofessional collaboration to provide safe, quality, patient-centered care	Summer 2014 (SLO new fall 2013)	Group paper that develops a treatment plan for the case presented	Eight NSG 633L Family Practicum III students & one NSG 683L Psych/Mental Health Practicum III student	100% of groups will score 84% or better on paper rubric (attached).  <i>The one Psych/Mental Health student scored better than 84%.</i>	<i>Data is pending since 2014 blackboard course is not currently available due to IT issues.</i>  <i>The one Psych/Mental Health student scored better than 84%.</i>	<i>2015 data will be reported 2016.</i>	Important to note: Students are passing comprehensive oral exam which incorporates all SLOs (Comp Rubric attached). Since all courses are taught once/year, it is important to have 2-3 years of data before making significant changes in the program.																																				
		Simulation Survey	7 students enrolled in NSG 622L Summer 2014	100% of nurse practitioner students will score ≥4 on simulation survey.	<i>Simulation was not done during summer 2014 due to construction and relocation.</i>	<i>Simulation survey will be conducted July 2015 and this data will be reported in 2016.</i>																																					

**II. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle that were based on, or implemented to address, the results of assessment from previous cycles.**

A. What SLO(s) did you address? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment?	D. Were the recommendations for change acted upon? If not, why?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
Faculty decided to collect 3 years of data before recommending change. Therefore recommendations will be made fall 2016 and addressed in 2017 report.				

I:Nursing/grad/assessment/2014-2015/NSG MS Assessment Report 2014-2015

**Colorado State University-Pueblo**  
**Department of Nursing**  
**Masters Comprehensive Oral Examination Evaluation Rubric**

The comprehensive oral examination provides an opportunity for the student to demonstrate synthesis of the knowledge and skills required of an advanced practice nurse. The examination is based on the following questions:

1. What significant problem would you identify in your area of practice and how would you use evidence-based practice, ethical decision making, technology, and patient centered care to address the problem as an advanced practice nurse?
2. What theoretical framework have you found to be most useful in your practice? Describe this framework and how it guides you in practice.

**Scoring Procedure:**

- ✓ Mark each criterion with a rating of 5,4,3,2, or 1. Criterion scores for passing the oral exam should be predominately 4's and 5's. The overall average needs to be greater than 3.5. A score of poor (2) or lower in any criterion will result in an unsuccessful attempt for the oral examination.
- ✓ 5 = excellent
- ✓ 4 = good
- ✓ 3 = fair
- ✓ 2 = poor
- ✓ 1 = very poor or absent

Each presenter will be graded by at least 3 faculty. Faculty scores will be compiled. A compiled final score of 84% or higher out of a possible 100% is required to pass the exam.

<b>Presenter: _____ Faculty: _____ Final Score: _____</b>		
<b>Quality of Presentation (10%)</b>		
Criteria	Comments	Score 5 – 4 – 3 – 2 – 1
Grammar and Spelling Use of Multimedia Organization of Presentation Presentation Skills APA Format/ References		

<b>Practice Problem (20%)</b>		
Criteria	Comments	Score 5 – 4 – 3 – 2 – 1
Identification of Practice Problem Identification of Population Affected Significance of Problem Clarity of Roles and Intra-Professional and Inter-professional Relationships		

<b>Evidenced-Based Practice (20%)</b>		
Criteria	Comments	Score 5 – 4 – 3 – 2 –1
Interpretation and Use of Research and/or Guidelines Hierarchy of Evidence and/or Guidelines to Identified Practice Problem Identification of Gaps in Research and/or Guidelines Implications of Research and/or Guidelines for Advanced Practice Nursing Identification of Legislative, Regulatory (scope) or Standards of Practice that Guide Advanced Practice Nursing and Affect the Identified Practice Problem Description of Chosen Theory or Theoretical Framework and How It Guides Practice Application of a Theory or Theoretical Framework to the Identified Practice Problem and the Advanced Practice Role		

<b>Ethical Decision Making (20%)</b>		
Criteria	Comments	Score 5 – 4 – 3 – 2 –1
Identification of Ethical Dilemmas and/or Potential Consequences in the Identified Practice Problem Implications of Ethical Dilemmas for Advanced Practice Nursing Identification of Quality Improvement for Patient Safety		

<b>Technology (10%)</b>		
Criteria	Comments	Score 5 – 4 – 3 – 2 –1
Identification of Current Technology for Communication and Resources When Dealing with the Identified Practice Problem Application of Identified Current Technology Identification of Gaps in Technology		

<b>Patient Centered Care (20%)</b>		
Criteria	Comments	Score 5 – 4 – 3 – 2 – 1
Management Strategies for Patient and Family Treatment Strategies Application of Cultural Considerations Care Plan and Implications for Advanced Practice Nursing Identification of Health Resource Utilization and Consultation		

<b>Final Score Calculation</b>			
	Percent of Final Score	Points Received	Percent of Your Score
Quality of Presentation	10	/5	
Practice Problem	20	/5	
Evidence-Based Practice	20	/5	
Ethical Decision-Making	20	/5	
Technology	10	/5	
Patient-Centered Care	20	/5	
Total	100		

## Ethical Decision Making

Discussion questions:

Please review the 20 minute slideshow and lecture on Racial Health Disparities and read the two articles posted for this week. Consider the following as you discuss those materials:

- 1) Utilize Christopher Johns' Ethical Mapping tool and the ANA Code of Ethics to frame your discussion.

a.

Patient's/Family's Perspective	Who had the authority to make the decision/act within the situation?	The doctor's perspective.
If there is a conflict of perspectives/values, how might these be resolved?	The situation/dilemma	What ethical principles inform this situation? 'Beneficence, malevolence, autonomy, utilitarianism, duty and virtue, moral imperative'
The nurse[s]' perspective	Consider the power of relationships/factors that determined the way the decision/action was actually taken	The organization's perspective
John's, C. (2004). <i>Becoming a reflective practitioner</i> . (2 <sup>nd</sup> ed.). Malden, MA:Blackwell Publishing		

- b. Link to ANA Code of Ethics with Interpretive Statements.

<http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.pdf>

- 2) What role does choice, availability and ethical judgment play in defining and addressing health disparities?
- 3) Consider various definitions of disparity found on pp. 430-431 of the Carter-Pokras and Baquet (2002) article -- do definitions impact upon the issue and its solutions? Do they capture issues presented by Kara James in her lecture?

### Evaluation Rubric

<b>CATEGORY</b>	<b>Excellent (4 points)</b>	<b>Well Done (3 points)</b>	<b>Good Job (2 points)</b>	<b>Unsatisfactory (1 points)</b>
<b>Contributions</b> <hr/> Points-30%	-Always provides useful ideas when participating in the group or classroom discussion. -A definite leader who contributes a high quality effort. - Contributes thorough critique of appropriate outside sources - Responds accurately and respectfully to other's input documenting sources with critique -Goes beyond required readings and provides APA citation of outside sources	-Usually provides useful ideas when participating in the group or classroom discussion. -A strong group member who contributes well. - Uses minimal substantive information and documentation -Responds to others' input utilizing documented sources with minimal critique of the sources	-Sometimes provides useful ideas when participating in the group or classroom discussion. -A satisfactory group member who does what is required. -Contributes primarily personal opinion or personal observation -Primarily poses questions to other group members	-Rarely provides useful ideas when participating in the group or classroom discussion. -Reluctant or refuses to participate. -No contribution by due date -Disrespectful contribution
<b>Quality of Work</b> <hr/> 30%	Consistently Contributes and Provides work of the excellent / Superior quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.
<b>Focus on the task</b> <hr/> 15%	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
<b>Preparedness</b> <hr/> 15%	Brings needed materials into discussion or class and is always ready to interact / contribute to learning activities.	Often brings needed materials to class and is ready to contribute to learning activities.	Almost always brings needed materials but sometimes is off task or lacks contribution to learning activities.	Often forgets needed materials or is rarely ready to contribute to learning activities.
<b>Monitors Group Effectiveness</b> <hr/> 10%	Routinely monitors the effectiveness of the group, and makes suggestions to make it more effective.	Routinely monitors the effectiveness of the group and works to make the group more effective.	Occasionally monitors the effectiveness of the group and works to make the group more effective.	Rarely monitors the effectiveness of the group and does not work to make it more effective.
<b>Total Points:</b>				

## **Evidence-Based Practice/NSG 633L Family Practicum III Paper Online Group**

### **Guidelines and Grading Rubric**

**Purpose:** To incorporate evidenced based practice using a patient experience (case study). This assignment is designed to help you identify and communicate in writing the most important (concise) points of history, assessment and APN interventions (pharmacology, CAM and other treatment options) using the highest level of evidence (practice guidelines, research, and other ways of knowing) available to support your practice as a leader to identify and reduce healthcare disparities in a vulnerable population as a Family Nurse Practitioner.

A topic list will be posted in blackboard discussion board at least 2 weeks prior to the due date. Each student can reserve one topic to do their paper. Each student will complete a paper and post it in your group discussion board Tuesday at midnight of the online week. Each student will read each group members paper (3 students in a group) and add referenced substantive comments. The student who wrote the original paper has 7 days to submit their final group paper incorporating all of the changes and references suggested by group members. All group members receive an average grade of the 3 papers, this is a group paper.

**Body of paper:** Length is required to be between 8 and 10 pages double spaced (not including title, abstract, appendix and reference pages). Any additional pages added to the **body** of the paper, ***after page 10*** will not be included in the grading process using the rubric below. The paper should be in APA 6<sup>th</sup> edition format, except the title page. Use Times New Roman and 12 point font for the paper (100 points).

#### **Elements must include but are not limited to:**

- **(5 points) APA Format and Grammar** (Don't forget about the graduate writing center through RAGE)
  - Abstract: Get the reader's attention, only use specific numbers that will get a reader to want to read your paper. See the APA manual for word limits and what information should be included in an abstract
  - Reference (In text and reference page), see APA manual for order of paper, proper citation and plagiarism information
  - Post to the draft SafeAssign well before assignment due, make corrections and submit final to the discussion board for your group.
- **(10 points) Introduction (vulnerable population/treatment plan/interprofessional collaboration)**
  - Summarize direction of your paper; don't repeat Abstract but add more detail (i.e. mortality rate or prevalence etiology and/or epidemiology in the US) as to why the topic is important to the FNP role, healthcare, economics, family genetics/genomics, etc.



- **(25 Points) Review of medical topic**
  - Case Study (Concise): List all the significant history, cc, etc.- not all the normal information about the patient unless it substantiates the significance to the case to rule out differential diagnoses. The case study for the most key elements for the topic should be one to two paragraphs in length.  
**ADDITIONAL REQUIREMENT FOR THIS SECTION CONTINUED ON THE NEXT PAGE**
  - Concise review of Epidemiology & Pathophysiology for Diagnosis: include differentials with rationales and diagnostics; may use table or other in appendix and refer to in this section of the paper, see APA for page order.
- **(25 Points) Review of Literature and Research (Theory and practice)**

Current research review (<5 years old or with instructor permission)

  - Using a Practice guideline, Systematic Review and a minimum of 2 peer reviewed articles (should be referenced and summarized and concise) develop a plan of care.  
 Minimum elements that should be present in this part are: number of subjects, methodology, significant findings or pertinent significant findings with associated statistical values and the implications of the findings for the feasibility or non-feasibility for Advanced Practice Nursing
  - Identify all the key treatment plan concepts for the patient; *vulnerable population, diagnosis, developmental, interprofessional collaboration, and Family theory* or conceptual model to describe your approach to *safe, quality, patient centered treatment plan and advocacy for this vulnerable population*. (patient in your case study) Demonstrate how using the theoretical framework you choose will enhance the care you provide, identify healthcare disparities and your role as an APN Implications in the treatment plan and reducing healthcare disparities for this population.
- **(15 Points) Relevance and Implications for APN** (Must be a heading in your paper)  
 Describe the topic relevance for your practice as an APN in reference to your case
  - Suggested significant (concise) elements that may be included are:  
 Assessment, Differential Diagnoses, Holistic approaches, Interventions and Pharmacological and if applicable any alternative medicine treatments (including CAM), referrals utilizing research, evidenced based practice guidelines and theory.
- **(20 Points) Summary/Conclusion- Case and Implications**
  - Don't repeat the abstract or all the details in the body of your paper but summarize the entire paper into what you want the reader to remember (Significance of topic to APN, vulnerable population-patient, family and

summary of research including theory and APN role/competencies to collaborate interprofessionally and patient-centered care.

- Include few details about: (Concise Summary)
  - ✓ why the topic/case study is important
  - ✓ what specific patients are effected
  - ✓ what the APN should consider and/or do
  - ✓ why the APN should do it (most significant evidence to support practice)
  - ✓ how and when to apply to evidence (research and theory) into APN practice