Colorado State University Pueblo

Academic Program Assessment Report for AY 2017-2018   Program:___Nursing-MS_____

(Due: June 1, 2018) Date report completed: 05/30/18__

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Please describe the 2017-2018 assessment activities and follow-up for your program below. Please complete this form for each undergraduate major, 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, save and submit it to both the Dean of your college/school and to the Assistant Provost as an email attachment before June 1, 2018. You'll also find this form on the assessment website at https://www.csupueblo.edu/assessment-and-student-learning/resources.html. Thank you.

I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for 2018-2019 based on the assessment process.

A. Which of the program SLOs were assessed during this cycle? **Please include the outcome(s) verbatim from the assessment plan.**	B. When was this SLO last assessed? (semester and year)	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 and how many or what proportion of students should be at that level?	F. What were the results of the assessment? Include the proportion of students meeting proficiency.	G. What were the department's conclusions about student performance?	H. What changes/improvements to the program are planned based on this assessment?
Linked to NSG 562L Course Objective End-of-Program SLO 1 A Key Element: Practice Follows Standards and Guidelines (Formative)	Collection: Annually Spring Analysis: Annually Fall	Shadow Health-In NSG 562L, instructor collects data and sends to graduate nursing program coordinator.	N=42	**Direct Measure revised based on faculty decision from 2015-2016 to drop the focused exam checklist and add Shadow**	2016-2017 N=42 Cough (Pediatrics)1st time 100% Chest pain (Adult) 1st time 75%; 2nd time 100% Abdominal	Benchmark met. All students after the second attempt received a 100%; no students completed 100% on the first attempt. Pediatric cough assessment although met the benchmark was the	Maintain Decision to continue the measure and will add a lecture on focused exam with upper respiratory for a pediatric patient in NSG 562L Advanced Health Assessment Lab in spring 2018.

				Health Complaint Assessments: 100% of nurse practitioner and nurse educator students will score 100% after 2 attempts on three separate	Pain (Geriatric) 1st time 80%; 2nd time 100%	lowest first time score. Students may need more practice with review of systems and history and physical for focused exams in pediatric patients	
Linked to NSG 551 Course Objective End-of -Program SLO 1 A Key Element: Practice Follows Standards and Guidelines (Formative)	Collection: Annually Spring Analysis: Annually Fall	Healthy People 2020 guidelines- In NSG 551, instructor collects data and sends to grad nursing program coordinator.	**2016-2017** N=43	**Direct Measure added based on Fall 2016 faculty decision to start this measure in Spring 2017:** 80% of NP and nurse educator students will score 84% or better on a health promotion presentation using Healthy People guidelines.	**2016-2017** N=43 95 % scored 84% or better on their oral presentation on selected topics using 2020 guidelines.	Benchmark met. Discussed if the 80% benchmark should be raised. This is the first year of data collection will monitor.	Maintain.
Linked to NSG 506 Course Objective End-of-Program SLO 1 B Key Element:	Collection: Annually Fall Analysis:	Ethical Dilemma case Study- In NSG 506, instructor collects data and	N=42	**Direct Measure:** 100% of NP and nurse educator	**2016-2017 New tool based on 2015-2016 faculty**	Fifth year that benchmark met. Discussion of assignment in NSG 506, faculty felt	Value of the assignment has been established, so will be added to course and content map and will no longer be used as a measurement.

Apply ANA Code of Ethics to Patient Care	Annually Spring	sends to grad nursing program coordinator.		students will score 84% or better on an ethical decision-making assignment on key elements of the ANA Code of Ethics.	**decision** to use a paper instead of a blog: 100% of students (N=42) scored 84% or better on an ethical decision-making assignment paper assignment.	content and assignment important to maintain but not continued as a measurement.	
Linked to NSG 633 & 683 Course Objective End-of-Program SLO 2 A Key Element: Provide Effective Care for Vulnerable Populations (Formative)	Collection: Annually Summer Analysis: Annually Spring	Group Case Study on a Vulnerable Population- In NSG 633 & 683, instructors collect data and send to graduate nursing program coordinator.	N=26,	**Direct Measure:** 100% of NP students will score 84% or better on a group case study/paper.	**2016-2017** NSG 633 100% of students (N=26) scored 84% or better. Average grade was 98.8%.	Family benchmark met. One group received a 92% because they missed an important differential diagnosis.	Fifth year of data collection Faculty decided: the Value of the assignment has been established, so will be added to content map and will no longer be used as a measurement.
Linked to NSG 621 & 682 Course Objective End-of-Program SLO 2 A Key Element: Provide Effective Care for Vulnerable Populations (Formative)	Collection: Annually Spring Analysis: Annually Fall	Examination- In NSG 621 & 682, instructors will collect data and send to grad nursing program coordinator	N=42	**Direct Measure:** 80% of NP students will answer 3 final exam questions on LGBTQ health issues & disparities correctly.	**2016-2017** NSG 621 - **New Measurement** N=42 Question 1 Correct- 96.6% Question 2 Correct- 53.3% Question 3 Correct- 83.3% ------------	Acute Care/Dual Benchmark not met. Content delivered in the same semester as tested, discussion to add material to fall semester prior to being tested in spring semester. ------------ Psych-Mental Health benchmark not met. Content delivered in the same semester as tested, discussion	Faculty will provide additional resources on LGBTQ health issues for student use fall of 2017 in NSG 620. -------------- Development: Psych-mental health instructor will introduce LGBTQ health issues in NSG 679 summer and NSG 681 fall criteria in rubric for sexual history-taking to ensure that students are aware of health disparities.

					2016-2017 - **New Measurement** NSG 682 N=6 Question 1 Correct- 50% Question 2 Correct- 66.6% Question 3 Correct- 83.3%	to add material to summer and fall semesters prior to being tested in spring semester.	
Linked to NSG 622 Course Objective End-of-Program SLO 2 B Key Element: Demonstrate Respect for Patients' Preferences, Values, and Needs (Formative)	Collection: Annually Summer Analysis: Annually Spring	Post-Simulation Survey- In NSG 622, instructor collects data and sends to grad nursing program coordinator.	N=31	**Indirect Measure:** 100% of NP students will select 5- strongly agree or 4- slightly agree on a post neuro simulation survey.	**2016-2017** N=31 Selection 1 & 2 (n=0)-0% Selection 3- (n=1)-4% Selection 4 & 5-(n=30)-96%	Benchmark not met. Analysis of survey tool revealed that there was not a consistent use of the Likert scale and format. Consequently the data may not be valid.	Revision: Starting Summer 2018 instructor in NSG 622 will standardize the order of the questions and the Likert scale for consistent data collection. Continue to collect a pre and post survey and compare data statistically for all 6 questions. In addition will analyze comment section related to previous training and related nursing experience. **In addition: New Direct Measure added based on faculty decision from Spring 2018 to add exam questions in Summer 2018 to further evaluate this SLO.** Decision was made to add direct measurement evaluate and analyze 3 Final Exam Questions in NSG 622 with Adult-Geriatric role specific and NSG 633 for pediatric role specific emphasis summer 2018. 80% of NP students will answer 3 final exam questions on patient

							preferences correctly. **Collection:** Annually Summer **Analysis:** Annually Fall Exam Questions- In NSG 633, instructor collects data and sends to grad nursing program coordinator. Data will be collected NSG 622 and 633 Summer 2018
Summative Assessment of All End-of-Program SLOs	Collection: Annually Summer Analysis: Annually Spring	At end-of-program oral comprehensive exam, comp advisors use the Master's Comprehensive Oral Examination Evaluation Rubric and sends ratings to the graduate nursing program coordinator who compiles results.	N=34	**Direct Measure** 100% of NP students will score 84% or better (17 points out of 20) on the evidence-based practice section of the Oral Comprehensive Exam.	**2016-2017 Individual Student Performance:** N=36 82% scored higher than 84%	Benchmark not met with a 6% improvement noted from 2016. The six students who did not meet the 84% benchmark on this section of the exam, did pass the overall exam.	Development: Starting Spring 2018 faculty broke down the 20 point Evidence –Based Practice section into 4 criteria areas: Standards and Guidelines, Advocacy, Theoretical Framework and Leadership. This will allow analysis of specific areas of weakness. Each criteria area will be worth 5 points. In addition the oral comprehensive exam process was changed to a video submission with electronic grading for the renamed Graduate Nursing Oral Comprehensive Examination.
Summative Assessment of All End-of-Program SLOs	Collection: Annually Summer Analysis: Annually Spring	At end-of-program oral comprehensive exam, comp advisors use an end of program SLO attainment rubric and sends ratings to the graduate nursing program coordinator who compiles results.	N=36	**Direct Measure** 100% of NP and nurse educator students will score 'competent' or 'proficient' on Analytic Rubric for the oral comprehensive exam.	**2016-2017 End-of-Program Aggregated Results:** N=36 97% of students achieved a 'competent' or 'proficient' rating. ------------------ SLO1- 2% did	Benchmark not met. On revised analytic rubric form, SLO's were individually identified. --------------------- SLO1- Faculty discussed that students know about ethics but are not demonstrating content during the exam. ----------------------	Development: -------------------- SLO1-OCE chairs will remind students about all the elements and emphasize ethics. Will continue evaluate ethics on the rubric for trends. -------------------- SLO2-In NSG 562 an exercise for communication is currently being utilized and will be modified to include more IPC activities. In 620, 633 and 681 an assignment for IPC will be added. 3 Lead instructors

					not meet ethical decision making (EDM) benchmark. ------------------ SLO 2- 2% did not meet interprofessional collaboration (IPC) benchmark. ------------------ SLO 3- 3% did not meet quality improvement (QI) benchmark.	SLO2- Faculty discussed that students are focused on their upcoming role as NP vs their role as NP in collaborative team during the OCE. Students may not be making the connection between the two. AACN/Benchworks Master's Level Nursing Exit Assessment (formerly EBI), results verified that students have a perception of weakness in IPC. --------------------- SLO 3- Faculty did not make QI a priority across the curriculum in all synthesis courses. --------------------- Faculty decided to move the OCE to spring due to number of students and faculty availability in summer semester. Faculty concerned end of program outcomes need to be measured during the final semester of the	will meet to decide how to integrate during the summer for the fall semester. -------------------- SLO3- A QI on-line assignment will be added in the first course of the last year for each emphasis. -------------------- **New Direct Measurements:** For the final exams in the last emphasis semester, the lead instructors for the all emphases areas will work together to identify and develop 12 new questions total (4 in EDM, 4 in IPC, and 4 in QI) with 75% pass rate. In addition will add 28 questions that are from the core courses NSG 550-4 NSG 551-4 NSG 552-5 NSG 561-6 NSG 562-5 NSG 571-4 And 10 role specific professional competencies questions for each emphasis; will use the same questions for 3 years. 80% of students will answer these 50 questions correctly.

					program in each emphasis to evaluate data to determine if summative benchmarks are being met.		
Summative Assessment of All End-of-Program SLOs	Collection: Annually Summer Analysis: Annually Spring	At end-of-program thesis defense, thesis committee uses rubric and send results to grad nursing program coordinator.	N=1	**Direct Measure:** 100% of student electing to do a thesis will score 3 or better on the Thesis Presentation Rubric (4-piont scale) at the thesis defense.	**2016-2017** N=1 100% of thesis students received a 3 or better.	Benchmark met.	Maintain. Students infrequently exercise the thesis option but faculty decided to measure the outcome of any student who chooses this option.
Summative Assessment of All End-of-Program SLOs	Collection: Annually Summer Analysis: Annually Spring	At end of program, associate dean opens exit survey for students' use, collects data, and shares with faculty.	N=19	**Indirect Measure:** 80% of students will rate AACN/Bench works Master's Level Nursing Exit Assessment Exit Survey items, 'resolve practice problems using research' (SLO 1),	**2016-2017** AACN/Bench works Master's Level Nursing Exit Assessment Exit Survey: SLO 1- Data from Factor 8 Learning Outcomes From Core Masters: Research. Question 67,'resolve practice problems	Benchmark met. SLO 1- decrease of 5% from 2015-2016 Discussion to use Masters Essential because AACN/Benchworks Master's Level Nursing Exit Assessment questions may change from year to year, while the essentials tend to change infrequently. ------------ Benchmark not met.	Revise. Faculty decided to use the Masters Essential IV: Translating and Integrating Scholarship into Practice starting Summer 2018 and each essential typically has 3 or 4 questions. ----------- Revise. Will monitor future data. Faculty decided to use the Masters Essentials VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes starting Summer 2018 and each essential typically has 3 or 4 questions. --------------

| | | | | | 'consulting with other health professionals' (SLO 2), and 'apply performance measures to quality improvement' (SLO 3) as 4 or better (on a 7-point scale). | using research' N=19, 90% rated as 4 or better ---------- **2016-2017** SLO 2- Data from Factor 11 Learning Outcomes From Core Masters: Interprofessional Teamwork Question 78 'consulting with other health professionals' N=19, 79% rated as 4 or better ---------- **2016-2017** SLO 3- Data from Factor 7 Learning Outcomes From Core Masters: Quality Improvement and Safety Question 64'apply performance measures to quality | SLO 2- decrease of 16% from 2015-2016, unclear reason for decrease, however IPC being emphasized more in NSG 562. Discussion to use Masters Essential because AACN/Benchworks Master's Level Nursing Exit Assessment questions may change from year to year, while the essentials tend to change infrequently. ------------- Benchmark met. SLO 3 an improvement of 3% from 2015-2016 Discussion to use Masters Essential because AACN/Benchworks Master's Level Nursing Exit Assessment questions may change from year to year, while the essentials tend to change infrequently. | Revise. Faculty decided to use the Masters Essential III: Quality Improvement and Safety starting Summer 2018 and each essential typically has 3 or 4 questions. |

					improvement' N=17, 94% rated as 4 or better.		
Program Outcome: Achievement on Certification Exams	Collection: Annually Summer Analysis: Annually Spring	Associate dean/Graduate coordinator receives NP certification exam results and shares with faculty.	N=31	**Direct Measure:** 80% of graduates will pass the national certification exam the first time. (The annual pass rate for all first-time test takers will be at or above the national mean for the same three year period).	**Summer 2016 Program Completion Aggregated:** N=31; 94 % ---------- Adult/Gerontology Acute Care **2016** N= 15; 94% ---------- Family **2016** N= 12; 100% ---------- Psychiatric-Mental Health **2016** N=4; 75%	Benchmark met. ---------- Adult/Gero Benchmark met. ---------- Family Benchmark met. ---------- PMH benchmark not met. Faculty discussed options to improve in Foundations for APN and Profession Role and Policy competencies which were below the national raw score on the ANCC certification exam aggregate data report. Anecdotal information shared feedback from students who did not pass the exam PMH instructor found that students were weak in role transition and QI on the certification exam.	Review by Emphasis Option ---------- Benchmark met. ---------- PMH Development: Spring 2018 Data obtained for Summer 2017 graduates and N=6, 1st time pass rate 67.67%. Immediately introduce a Peer review process in NSG 682 as part of a psych evaluation to assimilate foundational and role concepts. Spring 2018: Will add: on these areas and a role-transition paper with a peer review process with grading rubric Will add questions as follows: Summer 2018 APN foundations and profession role in HC Policy questions will be developed from the NSG 550 HC policy course discussion board assignment in test questions in NSG 681, NSG 682, NSG 683. Summer 2018: Will add test questions related to APN foundations and role transition in the last PMH course NSG 683

Program Outcome: Program Completion	Collection: Annually Summer & Fall Analysis: Annually Spring	Graduate nursing program coordinator tracks program completion and shares with faculty.	N=42	80% of graduates will complete the program within 1 ½ times (9 semesters) the length of the program.	**2015** N=42; 93%	Benchmark met for aggregate, overall improvement for retention.	Monitor trends.
Program Outcome: Graduate Satisfaction	Collection: Annually Summer Analysis: Annually Fall	Associate dean sends out link to exit survey, results given to graduate nursing program coordinator, and shares with faculty	N=20	80% of graduates responding to the AACN/Bench works Master's Level Nursing Exit Assessment Exit Survey will rate 'overall satisfaction' as 4 or better (7-point scale).	**2017** N=20, Program Satisfaction rated 4.13 (7-point scale).	Benchmark met. Faculty noted there was a drop in 2017. Some concern with decreased faculty resources with 1 unfilled position in this timeframe.	Monitor for an ongoing trend.
Program Outcome: Employer Satisfaction	Collection: Annually Summer Analysis: Annually Fall	**New Measure starting summer 2108:** Preceptor will express satisfaction by answering yes on the Evaluation of Graduate Nursing Student	N=Pending	80% of employers will express satisfaction with student preparation.	Peniing	Pending	Pending

		by Preceptor the question, "Would you be willing to hire a CSU-Pueblo NP or Nurse Educator graduate in the future". Students notify the graduate program assistant one week before completion of clinical hours. The graduate program assistant emails evaluation after these courses are completed; 583L, 622L, 638L, 683L.					
Job Placement	Collection: Annually March Analysis: Annually Fall	Graduate nursing program coordinator sends out Graduation Satisfaction/Job Placement Survey, collect results and shares with faculty.	N=30	80% of graduates will be employed in role-related professional practice within one year.	**2016** N=30 with 11 responses; 100% employed full-time	Benchmark met. Response rates still about 36%. Sent survey to graduate personal emails during last semester; asked graduates for permanent contact person who would have access to current email address, impressed upon graduates' importance of responding to the survey; followed up	Maintain. Continue to encourage students to respond and join alumni association at graduation. Faculty will look at social media to identify employed students.

				with phone calls and posted survey on SON Facebook page.	

Comments on part I: Many areas are stable and new evaluation areas are being developed.

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2017-2018 cycle. These are those 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 to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
Summative Assessment of All End-of-Program SLOs Direct Measure of All End-of-Program SLOs: 100% of students will score Competent or Proficient on the Oral Comprehensive Examination. **2016-2017 End-of-Program Aggregated Results:**	Collected Summer Annually Analysis: Annually Spring	Electronic process developed for spring 2018 attached with clearer instructions/definitions and will use this method for 3 years.	Electronic form was completed and initiated this year for measuring outcomes, clearer data was developed for possible areas of improvement. Copy of form attached below.	Benchmark not met. On revised analytic rubric form, SLO's were individually identified. --------------------- SLO1- Faculty discussed that students know about ethics but are not demonstrating content during the exam. OCE chairs will remind students about all the elements and emphasize ethics. Will continue evaluate ethics on the rubric for trends. -------------------- SLO2- Faculty discussed that students are focused on their upcoming role as NP vs their role as NP in collaborative team during the OCE. Students may not be making the connection between the two. AACN/Benchworks Master's Level Nursing Exit Assessment (formerly EBI), results verified that students have a perception of weakness in IPC. In NSG 562 an exercise for communication is currently being utilized and will be modified to

N=36 97% of students achieved a 'competent' or 'proficient' rating. ------------------ SLO1- 2% did not meet ethical decision making (EDM) benchmark. ------------------ SLO 2- 2% did not meet interprofessional collaboration (IPC) benchmark. ------------------ SLO 3- 3% did not meet quality improvement (QI) benchmark.				include more IPC activities. In 620, 633 and 681 an assignment for IPC will be added. 3 Lead instructors will meet to decide how to integrate during the summer for the fall semester. ------------------- SLO 3- Faculty did not make QI a priority across the curriculum in all synthesis courses. A QI on-line assignment will be added in the first course of the last year for each emphasis.
Summative Assessment of All End-of-Program SLOs Direct Measure: 100% of NP students will score 84% or better on the evidence-based practice section of the oral comp exam. **2016-2017** Individual Student Performance:	Collection: Annually Summer & Fall Analysis: Annually Spring	Will monitor at this time, changes to strengthen research skills are being developed with the transition to the DNP curriculum so no other current change at this time.	Benchmark not met with a 6% improvement noted from 2016. The six students who did not meet the 84% benchmark on this section of the exam, did pass the overall exam.	Development: Starting Spring 2018 faculty broke down the 20 point Evidence –Based Practice section into 4 criteria areas: Standards and Guidelines, Advocacy, Theoretical Framework and Leadership. This will allow analysis of specific areas of weakness. Each criteria area will be worth 5 points. In addition the oral comprehensive exam process was changed to a video submission with electronic grading for the renamed Graduate Nursing Oral Comprehensive Examination.

N=36 82% scored higher than 84%			

Comments on part II: SLO Elements are monitored for three years for trends and actions.

Graduate Nursing Oral Comprehension Examination Evaluation

The comprehensive oral examination provides an opportunity for the student to demonstrate synthesis of the knowledge and skills required of an advanced practice nurse. Each presenter will be graded by at least 3 faculty. Faculty scores will be compiled. A compiled _nal score of 84 or higher out of a possible 100 points is required to pass the exam.

* Required

What is the presenter's _rst name? *

Your answer

What is the presenter's second name? *

Your answer

What is the faculty's _rst name? *

Your answer

What is the faculty's last name? *

Your answer

Quality of Presentation

Practice Problem

What is the email that you would like your con_rmation of submitted information sent to? *

Your answer

What is the date? *

Date

mm/dd/yyyy

Out of 10 possible points, how did the presenter score in Quality of Presentation? *

Your answer

Comments / Speci_c Examples

Your answer

Evidence-Based Practice - Interpretation and Use of Research, Standards and/or Guidelines

Out of 20 possible points, how did the presenter score in Practice Problem? *

Your answer

Comments / Speci_c Examples

Your answer

Out of 5 possible points, how did the presenter score in Evidence-Based Practice - Interpretation and Use of Research, Standards and/or Guidelines? *

Your answer

Evidence-Based Practice - Advocacy

Evidence-Based Practice - Theoretical Framework

Comments / Speci_c Examples

Your answer

Out of 5 possible points, how did the presenter score in Evidence-Based Practice - Advocacy? *

Your answer

Comments / Speci_c Examples

Your answer

Evidence-Based Practice - Leadership

Ethical Decision Making (ANA Code of Ethics)

Out of 5 possible points, how did the presenter score in Evidence-Based Practice - Theoretical Framework? *

Your answer

Comments / Speci_c Examples

Your answer

Out of 5 possible points, how did the presenter score in Evidence-Based Practice - Leadership? *

Your answer

Comments / Speci_c Examples

Your answer

Technology

Out of 20 possible points, how did the presenter score in Ethical Decision Making (ANA Code of Ethics)? *

Your answer

Comments / Speci_c Examples

Your answer

Patient Centered Care (NONPF, NP Competencies)

Out of 10 possible points, how did the presenter score in Technology? *

Your answer

Comments / Speci_c Examples

Your answer

TOTAL SCORE

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Out of 20 possible points, how did the presenter score in Patient Centered Care (NONPF, NP Competencies)? *

Your answer

Comments / Speci_c Examples

Your answer

Please total your _nal score out of 100 points. If total score is less than 84% please email the Graduate Nursing Program Coordinator. *

Your answer

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Comprehensive Exam Analytic Rubric

This analytic rubric is designed from the Summative Systematic Evaluation Plan to evaluate the CSU-Pueblo Master's degree Expected Level of Achievement for the program Student Learning Outcomes during comprehensive exams. The information provided on the following pages will be complied for all students, not individual students and used in multiple assessment and accreditation reports. The information provided is not connected to individual students' grades for comprehensive exams. The "Masters Comprehensive Oral Examination Evaluation Rubric" completed by a minimum of three graduate faculty for each student during the comprehensive exam determines their grade.

First Name of Graduate Faculty Evaluator: *

Your answer

Last Name of Graduate Faculty Evaluator: *

Your answer

What email do your want your evaluation submission con_rmation sent to? *

Your answer

(AGACNP) Adult / Gerontology Acute Care Nurse Practitioner
(AGACNP/FNP) Adult / Gerontology Acute Care / Family Nurse Practioner
(PMHNP) Psychiatric-Mental Health Nurse Practitoner
Nurse Educator

SLO 1 - Integrate Evidence-Based Practice (EBP) into advanced nursing practice

Student Emphasis: *

Date: *

Date

mm/dd/yyyy

SLO 1 - Integrate Ethical Decision Making (EDM) into advanced
nursing practice

Using the table above, what Level of Achievement did the student
achieve for SLO 1 - Integrate Evidence-Based Practice (EBP) into
advanced nursing practice *

Advanced Beginner Competent Pro_cient

Integrate Evidence-
Based Practice (EBP)

SLO 1 - Integrate Technology (Tech) into advanced nursing
practice

Using the table above, what Level of Achievement did the student
achieve for SLO 1 - Integrate Ethical Decision Making (EDM) into
advanced nursing practice *

Advanced Beginner Competent Pro_cient

Integrate Ethical
Decision Making (EDM)

SLO 2 - Interprofessional Collaboration (IPC) into advanced
nursing practice

Using the table above, what Level of Achievement did the student
achieve for SLO 1 - Integrate Technology (Tech) into advanced
nursing practice *

Advanced Beginner Competent Pro_cient

Integrate Technology
(Tech)

SLO 2 - Safety and Quality (SQ) into advanced nursing practice

Using the table above, what Level of Achievement did the student
achieve for SLO 2 - Interprofessional Collaboration (IPC) into
advanced nursing practice *

Advanced Beginner Competent Pro_cient

Interprofessional
Collaboration

Using the table above, what Level of Achievement did the student achieve for SLO 2 - Safety and Quality (SQ) into advanced nursing practice *

Advanced Beginner Competent Pro_cient

Safety and Quality (SQ)

SLO 2 - Patient-centered care (PCC) into advanced nursing practice

Using the table above, what Level of Achievement did the student achieve for SLO 2 - Patient-centered care (PCC) into advanced nursing practice *

Advanced Beginner Competent Pro_cient

Patient-centered Care
(PCC)

SLO 3 - Explore quality improvement initiatives that affect delivery of advanced nursing practice (QI for ANP)

Using the table above, what Level of Achievement did the student achieve for SLO 3 - Explore quality improvement initiatives that affect delivery of advanced nursing practice (QI for ANP) *

Advanced Beginner Competent Pro_cient

Explore quality
improvement initiatives
that affect delivery of
advanced nursing
practice (QI for ANP)

SLO 3 - Explore quality improvement initiatives that affect delivery of health services (QI HCS) into advanced nursing practice

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Using the table above, what Level of Achievement did the student achieve for SLO 3 - Explore quality improvement initiatives that

affect delivery of health services (QI HCS) into advanced nursing practice *

Advanced Beginner Competent Pro_cient

Explore quality
improvement initiatives
that affect delivery of
health services (QI HCS)

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Healthy People 2020 Rubric

N551 – Fall 2016

You all have your selected topic from the list of Healthy People 2020. This assignment will consist of a power point presentation that you will post in Blackboard along with a brief oral summary done during class. The combined assignment is worth 30% of your grade; 20% for the PPT and 10% for the oral summary in class.

As for the power point portion (worth 100 points), you will need the following:

- a cover slide with your topic, name, date, course (Health Promotion N551), & Professor's name (Professor Howard) - 10 points
- Goal & Overview of Topic (1-3 slides) - 20 points
- Summary of Objectives of Topic (1-3 slides) - 20 points
- Interventions & Resources to include the following three components: Summary of Evidence-Based Resources; Clinical Recommendations of Screenings (when & why) if applicable to your topic - some topics do not have clinical recommendations; Summary of Consumer Information (8 slides or less) - 40 points
- Reference slide containing at least one reference from website where you accessed information (APA format on reference slide) - 10 points

The PPT will be due prior to your presentation date. I will have a sign-up sheet in class Thursday so you can select the date you present. Oral presentations of your topic will be brief (8 minutes or less) and will just be summary of what you learned about your topic in regard to Health Promotion.

Oral Presentation (8 minutes or less): Worth 50 points

- PPT submitted Wednesday prior to presentation by MN - 10 points
- Business casual attire for presentation - 10 points
- Summary of topic orally (hand held notes allowed if needed) - 25 points
- Completed presentation in 6 minutes or less - 5 points

The Healthy People 2020 Topics you selected to present on are listed below:

- Access to Health Services
- Adolescent Health
- Arthritis, Osteoporosis and Chronic Back
- Blood Disorders and Blood Safety
- Cancer
- Chronic Kidney Disease
- Dementias, Including Alzheimer's Disease

- Diabetes
- Disability and Health
- Early and Middle Childhood
- Educational and Community-Based Programs
- Environmental Health
- Family Planning
- Food Safety
- Genomics
- Global Health
- Healthcare-Associated Infections
- Health Communication and Health Information Technology
- Health-Related Quality of Life and Well-Being
- Hearing and Other Sensory or Communication Disorders
- Heart Disease and Stroke
- HIV
- Immunization and Infectious Disease
- Injury and Violence Prevention
- Lesbian, Gay, Bisexual, and Transgender Health
- Maternal, Infant, and Child Health
- Medical Product Safety
- Mental Health and Mental Disorders
- Nutrition and Weight Status
- Occupational Health
- Older Adults
- Oral Health
- Physical Activity
- Preparedness
- Public Health Infrastructure
- Respiratory Diseases
- Sleep Health
- Social Determinants of Health
- Substance Abuse
- Tobacco Use
- Vision

Grand Round Case Study Assignments Instructions and Grading Rubric

<u>Online Week:</u> In Blackboard your group will be given a brief synopsis to guide your case study for the focused topics during the online week for your group Grand Round Case Study. You will use a Wiki tool to develop your group case study. Everyone in the group will use the Wiki page I create for you. Do not create another Wiki page without direction from instructor. Please contact the HELP desk at 719-549-2002 and email the course instructor if your group has any technical issues. Use the Wiki page to develop your case study. Discuss, ask questions and make decisions by making comments *below* the Wiki, not in the Wiki page. If you put your name in the Wiki page make sure to erase it for the final product. This is a group grade and I can see who did what (added, deleted, altered or changed) submitted content in the Wiki and in what chronological order during the online week. This assignment will require you to access and contribute to the grand round case study at least 3 days during the 7 days of the assignment period. You can divide up sections 2-5 but make sure all sections flow with content and accuracy with the synopsis I give you and the case study your group creates. The group needs to complete the case study before completing the other requirements. You will be in the same group for all three grand round case studies this semester. Each student needs to complete a different section for each case study. For example: Molly completes Differential Diagnoses or the majority of this section for case study number one. In case study number two she completes the APN Role section and case study number three she completes the most likely diagnosis and treatment plan section. In all three Molly made corrections, additions and asked questions and make other comments below the Wiki page to contribute to the overall Grand Round assignment at least three different days out of the seven days of the assignment. **This is about one specific patient.** Do not try to cover every possibility, commit to a plan.

<u>Grading Rubric</u>

- **35/35 points for all group members if:**
    - ✓ All group members participate nearly equal in assignment in the Wiki page during online week
    - ✓ All group members participate in the comments section to plan, discuss and finalize assignment at least 3 different days during the online week to finalize assignment
    - ✓ All required elements listed below are included in the Wiki page before the assignment deadline
- **30/35 points for all group members if:**
    - ✓ Lacking required elements in one area or lacking detail for required elements in any 2 areas listed below. No corrections or regrading will be allowed after the due date this semester.
- **25/35 points or less for all group members if:**
    - √ Lacking required elements in 2 or more areas or lacking detail for required   elements in any 3 or more areas listed below. No corrections or regrading will   be allowed after the due date this semester.

Grand Round Case Study Required Elements

Keep the required elements in order. You can format so certain elements are separated in your write-up to avoid duplication and emphasize important topics by addressing them individually within your assignment.

1.   **Case Study:** Add relevant chief complaints, history, Review of systems, physical exam findings, vital signs, personal/family history, previous or recent diagnostics, etc.

2.   **Etiology/Epidemiology/Pathophysiology/Genetics/Genomics:** Concise but complete   including patient education, referrals as needed, etc. and only significant content related to the patient in your Case Study, differentials and clearly identify the most likely diagnosis and any comorbidities. *This semester is about complex patients you must address all of the patient's needs. Pathophysiology should be specific to how the different disease processes are influencing each other and considerations for pharmacology and non-pharmacology treatments (adverse reactions, potential toxicity, decreased effectiveness, etc. You may want to use the P-Drug tables you used in pharmacology)*

3.   **Cultural/Health Disparities/Family Theory/Associated Family History**: Concise but   specific to the content in your case study and your APN role for this specific patient.   *Application to practice.*

4.   **Differential diagnoses:** List <u>top 5</u> differential diagnoses and associated distinguishing history, physical exam, diagnostic testing or other diagnostic *information (don't forget lab values and other test results that are typical for this type of patient in the case study)*   that assists the NP to accurately differentiate the diagnoses from one another. Use a table with headings to quickly differentiate between differentials, not all the details for each.

5.   **Most Likely Diagnosis, Treatment plan with Developmental considerations**: be specific to the patient in your case study and use bullet points for your evidence-based treatment plan (reference current Practice Guidelines and at least two additional peer reviewed journal articles related to treatment plan). Be specific what pharmacological and/ or non-pharmacological interventions you would order for this patient. Do not list options, you have to commit to a specific evidence-based treatment and follow-up plan. Your follow-up plan needs to include more than just when you will have the patient return to see you. The APN implications in this section need to include any labs you will follow or community resources you will refer to the patient to utilize, etc. Whatever is applicable for the patient you create. List in parentheses after applicable content for your patient the associated NP competencies. Just listing the competencies and stating you are using them is not enough this semester. You must be specific in what you do for the patient demonstrating the competency and identifying the competency in parentheses.

6.   **APN Role/Implications**: Discuss any local, state or national rules, regulations, health-care policy or other barriers to providing quality and safe patient care for the patient in your patient in the case study. *Does insurance cover the tests you did in the differential   diagnosis section? (ie: genetic testing in the pregnancy case study). What codes would you bill for the visit you describe in the grand round?*

7.   List all **references** APA format at the end of the Wiki page (Don't forget in textreferences and a reference list at the end of your Wiki page)

Criteria: To what extent do students demonstrate respect for patient preferences, values, and needs?

BB Survey: Evaluate pre and post simulation survey/each cohort/ every Summer semester in NSG 622

Instructions:

The purpose of this pre and post simulation survey is to assess your comfort and confidence level related to: respect for patient preferences, values and needs before and after the simulation activities. The results from the surveys will be compiled and reported to the accreditation organization as part of our student learning assessment process. The surveys will not be included as part of your participation grade or evaluation of your skill performance. Please answer to the best of your beliefs.

Likert Scale:

1=Disagree

2= Slightly Disagree

3= Not sure

4= Slightly Agree

5=Agree

Question 1:

I feel confident caring for patients when their values are significantly different from my own.

Question 2:

I feel comfortable caring for critically ill patients whose religious beliefs differ significantly from my own beliefs.

Question 3:

I feel confident communicating with family members to make end of life decisions.

Question 4:

I feel comfortable discussing patient and family preferences in critical situations.

Question 5:

I am confident in my role as a Nurse Practitioner to respectfully assess and meet the needs for my critically ill patients.

Question 6:

I understand what resources are available to assist me when the family's wishes conflict with the patient's preferences.

NSG 683

Group project – This will be a WIKI online project. Divide portions of the assignment and enter your input into WIKI.

    A. Define the problem and client population affected and statistics.

    B Literature review for current knowledge of problem

    C. Legislation that may affect area (eg, patient's rights, state statutes)

    D. When problem emerged: is it getting better or worse?

    E. Include summary of an interview with a professional who is involved in the

       area: Identify by role, not by name.

    F. Barriers to solving the problem – economic, tradition, etc.

    G. Is the problem solvable in your estimation?

    H. What could you do as a change agent?

    I. Describe one or more of the QSEN competencies to improve patient care in your

N506 Advanced Practice Roles, Issues & Ethics

Ethical Decision Making Assignment

Grading Rubric

Each student will individually complete this assignment. It should be no more than 2 typed pages. You are asked to answer the following questions after reviewing the material in Module 3, week 6. Resources should be cited using APA format. Please be sure to label with course, your name, the date and please virus check before uploading to Blackboard.

1. List the key elements of the ANA Code of Ethics
2. How will these elements help to guide you as you embark on your journey in advanced practice nursing?
3. Review the ethical models. How would you use a model to work through and ethical dilemma you have experienced in practice?

Grading:

1. Student lists the key elements of the ANA Code of Ethics (20 points)
2. Student describes how the key elements in the ANA Code of Ethics will help guide them in their journey in advanced practice nursing (30 points)
3. Student will utilize an ethical model to work through an ethical dilemma they have experienced (30 points)
4. Sources will be cited in APA format and correct grammar and spelling will be utilized (10 points)