

**Post-Master Certificate in Nursing Program (051, 053, 054)**

**Division or Department: College of Nursing (CON)**

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**Northwestern Mission.** Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

**College of Nursing's and School of Allied Health (CONSAH) Mission.** Northwestern State University College of Nursing and School of Allied Health serves an increasingly diverse student population while advancing the mission of the University by offering excellent and innovative undergraduate, graduate, certificate, and continuing education programs that are designed to assist individuals in achieving their goals to become responsible and contributing members of an interprofessional global community that improves the health of our region, state, and nation.

**Post Master Certificate in Nursing's Mission Statement:** Same as the CON

**PMC Purpose:** The post master's certificate program provides master's prepared registered nurses (RNs) the didactic and clinical education necessary to expand or change their career as a nurse practitioner in one of three populations: Adult Gerontology Acute Care (AGACNP), Family (FNP), or Psychiatric Mental Health (PMHNP). Upon successful completion of the certificate program, candidates are eligible to sit for the appropriate accreditation exam (PMHNP and AGACNP candidates take the American Nurses Credentialing Center [ANCC] exam and the FNP candidates take the American Academy of Nurse Practitioners [AANP] or the American Nurses Credentialing Center [ANCC] credentialing exam).

**PMC Student Learning Outcomes:** The post master's nursing completer will:

1. Integrate theories, knowledge, skills, and findings from nursing science, scientific disciplines, and humanities to guide the delivery of culturally sensitive care to client, families, and communities within the professional scope and standards of the advanced practice of nursing.
2. Demonstrate responsibility and accountability as a practitioner of advanced nursing and consumer advocate to affect relevant change that will improve the health of citizens at a local, state, and national level.

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3. Utilize a scholarly inquiry process, grounded in evidence-based practice to become a producer and consumer of research evidence which contributes to the development and improvement of nursing theory, nursing practice and ultimately client and healthcare outcomes.
4. Analyze the effect of historical, cultural, economic, ethical, legal, and political influence on nursing and health care delivery.
5. Manage resources within a health care delivery system through collaboration with other health care providers, community, and clients.
6. Contribute to the continued professional development and improvement of self, client, community, and healthcare delivery systems.

**Methodology:** The assessment process for the PMC program is as follows:

- (1) Data from assessment tools (both direct & indirect, quantitative & qualitative) are collected and reviewed by the MSN/PMC Program and Curriculum Committee (PCC).
- (2) The PCC committee discusses data analysis, interpretation, and trends. Actions and future plans to enhance student learning are discussed and forwarded to the PCC Director of Assessment and Program Director for review.
- (3) The Director of Assessment and Program Director review the completed SLO report for clarity and needed revisions/additions.
- (4) The Assessment committee findings are discussed in the program curriculum committee (PCC) meetings.
- (5) Significant findings are reported by the Program Director in the Administrative Council meeting.

**Note:** Throughout the 2021 Assessment Cycle, the COVID-19 virus pandemic required students to adapt to changing requirements for masking and social distancing in the clinical settings. Some FNP students experienced delays in entering pediatric clinics and extended care facilities but ultimately were able to complete the required hours. PMHNP students completed clinical hours that included telehealth visits with patients. In-person classes for AGACNP students resumed in spring 2021. All other courses were online.

### **Student Learning Outcomes:**

**SLO 1. Integrate theories, knowledge, skills, and findings from nursing science, scientific disciplines, and humanities to guide the delivery of culturally sensitive care to client, families, and communities within the professional scope and standards of the advanced practice of nursing.**

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### Measure 1.1.

*Assessment Method:* Final Clinical Evaluation: Question 22 “Recognizes cultural issues and interacts with clients in a culturally sensitive and ethical manner.”

*Expected Outcome:* 100% of students will score 3 or higher (Scale 1-4)

**Finding.** Target was met.

### Trending.

**2021:** 100% (9/9)

**2020:** 100% (9/9)

**2019:** 100% (18/18)

Item	2019		2020		2021	
Question #22	FNP n = 2/2	100%	FNP n = 5/5	100%	FNP n = 2/2	100%
	PMHNP n = 16/16	100%	PMHNP n = 4/4	100%	PMHNP n = 5/5	100%
	N/A	N/A	AGACNP n = 0/0	N/A	AGACNP n = 2/2	100%
Total	18/18	100%	9/9	100%	9/9	100%

**Analysis.** The final clinical evaluation is administered in the last course of the PMC clinical courses. This practicum is a comprehensive clinical evaluation with specific criteria, which includes culturally sensitive care within the scope and standards for advanced practice nursing. The graded final practicum involves faculty evaluation of student performance in the clinical setting and accurately reflects the culmination of students’ clinical knowledge. Students who are not already a NP enroll in courses to learn the role of the nurse practitioner in practice and in business (NURG 5830, 5840). Role courses include the delivery of culturally sensitive care to clients, families, and communities.

Based on the analysis of the 2019 results, in 2020, PMC students who were nurse practitioners received a study guide/packet developed by MSN faculty who teach the role courses. The study guide helped students prepare for the comprehensive role exam in their new population. Resources were updated for clinical and non-clinical courses. As a result, in 2020, 100% (9/9) of students achieved a score of 3 or higher on question 22 of the Graded final Practicum, meeting the expected outcome. Seven of these 9 students were nurse practitioners pursuing a PMC in a new population. These students were not enrolled in role courses but received a score of 3 or higher on question 22 assessing delivery of culturally sensitive care.

Based on the analysis of the 2020 results, in 2021, faculty: 1) included one discussion board assignment (NURG 5910, NURG 5810) that facilitated the development and enhancement of knowledge and skills needed to deliver culturally sensitive and ethical care to vulnerable populations, and 2) provided access to speakers who presented topics related to providing culturally sensitive care to diverse clients, and provided new lecture material related to the delivery of cultural sensitivity care to the LGBTQIA

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community in primary care settings to PMC students enrolled in NURG 5700 Methods of Clinical Nursing Assessment

As a result, in 2021, 100% (9/9) of students achieved a score of 3 or higher on question 22 of the Graded final Practicum, meeting the target/expected outcome. Six of these 9 students were nurse practitioners pursuing a PMC in a new population. These students were not enrolled in role courses but received a score of 3 or higher on question 22 assessing delivery of culturally sensitive care. The trended results are consistent with previous year's results of 100%.

**Decision.** In 2021 the target was met. Based on the analysis of the 2021 results, in 2022, the plan will be to: 1) update the role comprehensive study guide with evolving culturally applicable information to enhance students' knowledge and skills needed to deliver culturally sensitive and ethical care to vulnerable populations, and 2) create a post-test to evaluate student assumptions of LGTBQIA after completion of the module activities for Cultural Health (NURG 5700).

### Measure 1.2.

*Assessment Methods:* PMC Exit Survey. Question 3.1 "How well do you feel the PMC program prepared you to: design and deliver culturally sensitive care to diverse clients."  
*Expected Outcome:* 80% of students will score 3 or higher (scale 1-4).

**Finding.** Target was met.

### Trending.

**2021:** 100% (5/5)

**2020:** 100% (7/7)

**2019:** 100% (11/11)

Item	2019		2020		2021	
Question #3.1	FNP n = 2/2	100%	FNP n = 4/4	100%	FNP n = 2/2	100%
	PMHNP n = 9/9	100%	PMHNP n = 3/3	100%	PMHNP n = 3/3	100%
	N/A	N/A	AGACNP n = X/X	N/A	AGACNP n = 0/0	0
Total	9/9	100%	7/7	100%	5/5	100

**Analysis.** Students who are already nurse practitioners have previously shown the ability to design and deliver culturally sensitive care to diverse clients through successfully completing didactic and clinical courses, as well as passing a certification exam. Non-nurse practitioner PMC students are required to take corequisite courses to learn the role of the NP. Content in role courses includes assigned readings, such as "Making Primary Care Competent", that relate cultural sensitivity to the delivery of care. Additionally, PMC students who do not have prior coursework in family systems theory, take NURG 5810 Family Dynamics. This course incorporates theories drawn from sociology, family therapy, and nursing. Cultural issues are integrated in a case scenario.

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Family values, coping strategies, and adaptation are evaluated using scenarios of families who are from varying cultures.

In 2019, the target was met. Based on the analysis of the 2019 results, in 2020 the PMC faculty: 1) updated cultural resources in clinical/didactic courses, and 2) incorporated the AACN Cultural Competence Toolkit to promote culturally competent nursing care. Seven PMC students answered question 3.1 on the PMC Exit Survey. The target was met with 100% (7/7) scoring a three or higher on Question 3.1.

In 2020 the target was met. Based on the analysis of the 2020 results, in 2021, faculty: 1) incorporated discussions on diversity, anti-racism, and LGBTQIA within NURG 5830 Role of the Nurse Practitioner in Clinical Practice; 2) presented new lecture material directly related to delivering culturally sensitive care to the LGBTQIA community in primary care settings in NURG 5700 Methods of Clinical Nursing Assessment, and 3) updated references and resources for NURG 5100 Social Forces in Nursing and NURG 5830 Role of the NP in Clinical Practice that included information on evolving social issues in LGBTQIA, civil rights, anti-racism, and health care delivery disparities.

In 2021, five of nine PMC students answered question 3.1 on the PMC Exit Survey. The target was met with 100% (5/5) of respondents scoring a three or higher on Question 3.1; therefore, the target was met. The trended results are consistent with previous year's results of 100%.

**Decision.** In 2021 the target was met. Based on the analysis of the 2021 results, in 2022 the plan will be to: 1) update the sources related to cultural content within clinical courses, role courses NURG 5910, 5920, 5930, and 5940 (PMHNP 1-4); NURG 5770, 5780, 5790, and 5800 (FNP1-4), NURG 5830 and 5840 (Role of the NP); and 2) assess students' learning and attitudes related to delivering culturally sensitive care to the LGBTQIA community through a post-test after completion of the Cultural Health module activities (NURG 5700).

**SLO 2. Demonstrate responsibility and accountability as a practitioner of advanced nursing and consumer advocate to affect relevant change that will improve the health of citizens at a local, state, and national level.**

### **Measure 2.1.**

*Assessment Method:* Role Comprehensive Examination

*Expected Outcome:* 90% of students will score 80% or higher on the first attempt.

**Finding.** Target was met.

### **Trending.**

**2021:** 100% (9/9)

**2020:** 67% (6/9)

**2019:** 67% (2/3)

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Item	2019		2020		2021	
Question	FNP n = 1/1	100%	FNP n = 5/5	100%	FNP n=2/2	100%
	PMHNP n = 1/2	50%	PMHNP n = 1/4	25%	PMHNP n=5/5	100%
	N/A	N/A	AGACNP n = 0/0	N/A	AGACNP n=2/2	100%
Total	2/3	67%	6/9	66%	9/9	100%

**Analysis.** All non-NP PMC students are required to take corequisite role courses (NURG 5830, 5840). Students who are already NPs have previously earned credit for these courses. In the last semester of clinical coursework, all PMC students are required to pass a comprehensive role exam. This examination serves to demonstrate the student's knowledge of his/her new role as an APRN in a specified population.

Based on the analysis of the 2019 results, in 2020, the MSN/PMC Program and Curriculum Committee (PCC) voted to: 1) administer/require the role comprehensive exam for all PMC students (non-NP and NPs) in their final clinical course, 2) develop a study guide/review packet to facilitate student preparation for the role comprehensive exam in their new population, and 3) revise the gap analysis documents to reflect the role comprehensive exam requirement in the last clinical semester.

In 2020, 67% (6/9) of PMC students passed the final role comprehensive exam on their first attempt. 100% (5/5) of PMC FNP students passed on their first attempt and 25% (1/4) of PMC PMHNP students passed on their first attempt. PMC PMHNP students who were not successful on the first attempt (n=3) passed the exam on the second attempt. In 2020, the target was not met.

In 2020 the target was not met. Based on the analysis of the 2020 results, in 2021 faculty: 1) reviewed the role comprehensive study guide to assure content encompassed the information provided in the role courses that was necessary for non-NP PMC students to successfully pass the role comprehensive exam; 2) revised the study guide to include live updated links for accessing information; 3) placed greater emphasis on and added content that addresses the role of the population-specific NP throughout the program, especially in the clinical course; and 4) emphasized the importance of the role comprehensive exam to ALL students and reiterated the importance of using the study guide and of successfully completing the role comprehensive exam.

As a result, in 2021, 100% (9/9) of PMC students passed the final role comprehensive exam on their first attempt. One hundred percent of PMC FNP (2/2), PMHNP (5/5), and AGACNP (2/2) students, the first group of AGACNP PMC completers, passed on their first attempt. The target was met. This result was a substantial increase from 2019 and 2020 results demonstrating that the interventions implemented in 2021 were successful and students were knowledgeable of their new role.

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**Decision:** In 2021 the target was met. Based on the analysis of 2021 results, the faculty will: 1) review the role comprehensive study guide to ensure that all content necessary for successfully passing the role comprehensive exam is provided to non-NP students; 2) update the links for accessing current information; 3) include discussion of the role comprehensive requirement during the advising session in which the gap analysis is discussed with incoming PMC students; and 4) emphasize the importance of preparing for the role comprehensive exam by using the study guide to successfully compete the exam on the first attempt.

### Measure 2.2.

*Assessment Method:* PMC Exit Survey. Question 3.2 “How well do you feel the PMC program prepared you to: practice within your nurse practitioner role scope and standards?”

*Expected Outcome:* 80% of students will score 3 or higher (scale 1-4)

**Finding.** Target was met.

### Trending.

**2021:** 100% (5/5)

**2020:** 100% (7/7)

**2019:** 100% (11/11)

Item	2019		2020		2021	
Question #3.2	FNP n = 2/2	100%	FNP n = 4/4	100%	FNP n = 2/2	100%
	PMHNP n = 9/9	100%	PMHNP n = 3/3	100%	PMHNP n = 3/3	100%
	N/A	N/A	AGACNP n = 0/0	N/A	AGACNP n = 0/0	0
Total	11/18	100%	7/7	100%	N=5/5	100%

**Analysis.** Students apply specific scope and standards of care to patient care in the clinical setting, as evidenced by written assignments and clinical performance evaluations by preceptors and faculty. Written assignments include the Signature Assignment – Case Study Paper (NURG 5910 PMHNP I: Assessment and Diagnostic Reasoning Across the Lifespan), unfolding case studies, and four required SOAP notes (NURG 5800 FNP IV: Clinical Preceptorship). Students who are not NPs are required to take the role courses (NURG 5830 & 5840). The PMC Exit Survey is offered to all PMC students at the end of their last clinical semester.

In 2019 the target was met. Based on the analysis of the 2019 results, in 2020, the PMC faculty: 1) ensured the use of current scope and standards of practice specific to each population, 2) developed and incorporated resources and references to facilitate understanding and application of the scope and standards of care, and 3) continued to incorporate written assignments to guide the student in the use and the application of scope of practice and standards.

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As a result of the actions in 2020, the target was met. Seven PMC students answered question 3.2 on the PMC Exit Survey. All students (100%; 7/7) responding scored a three (well prepared) or higher (very well prepared). Based on the results, students felt prepared to practice within the scope and standards of their specified role.

In 2020 the target was met. Based on the analysis of the 2020 results, in 2021 faculty: 1) incorporated written assignments within NURG 5830 and NURG 5840 (Role courses) that assisted students in locating sources of information, such as the Nurse Practice Act, Standards of Practice, and applying the current scope and standards of practice specific to each population; 2) reviewed and updated resources and references to facilitate understanding and application of the scope and standards of care; 3) invited all students to an annual review of the APRN scope of practice, and standards and regulatory issues presented by the APRN Director for the Louisiana State Board of Nursing which is held each fall; and 4) informed students of the Louisiana NP Health Policy Conference and encouraged their attendance as part of their final clinical semesters, NURG 5940 (PMHNP 4) and NURG 5800 (FNP 4). Additionally, PMC faculty (PMHNP) integrated telehealth training and added more time for discussion of professional responsibilities.

As a result, in 2021 100% of PMC students (5/5) scored a 3 or higher on question 3.2 of the PMC Exit Survey. The target was met. Five of the nine PMC students answered the PMC Exit Survey. Based on the results, students felt prepared to practice within their new nurse practitioner role scope and standards.

**Decision.** In 2021, the target was met. Based on the analysis of the 2021 results, the plan for 2022 will be to: 1) continue telehealth training, eliminate one professional paper, and add more time for discussion of professional responsibilities within PMHNP NURG 5920; 2) incorporate a PowerPoint presentation from the American Society of Clinical Psychopharmacology pertaining to diagnostic criteria for multiple DSM V diagnoses covered in the course; and 3) incorporate live WebEx meetings with case simulations and student debriefing to assist with learning experiences.

**SLO 3. Utilize a scholarly inquiry process, grounded in evidence-based practice, to become a producer and consumer of research evidence which contributes to the development and improvement of nursing theory, nursing practice and ultimately client and healthcare outcomes.**

**Measure 3.1.** Final Clinical Evaluation: Question 8 “Formulates a treatment plan based on scientific rationale, evidence-based standards of care and practice guidelines. Resources are verbalized.”

*Expected Outcome:* 80% of the students will score a 3 or higher (scale 1-4)

**Finding.** Target was met.

**Trending.**



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**2021:** 100% (9/9)  
**2020:** 100% (9/9)  
**2019:** 100% (18/18)

Item	2019		2020		2021	
Question #8	FNP n = 2/2	100%	FNP n = 5/5	100%	FNP n = 2/2	100%
	PMHNP n = 16/16	100%	PMHNP n = 4/4	100%	PMHNP n = 5/5	100%
	N/A	N/A	AGACNP n = 0/0	N/A	AGACNP n = 2/2	100%
Total	18/18	100%	9/9	100%	N=9/9	100%

**Analysis.** The final clinical evaluation is administered in the last clinical course of the PMC program. This practicum is a comprehensive clinical evaluation with specific criteria, which includes formulating a treatment plan based on scientific rationale, evidence-based standards of care, and practice guidelines. The graded final practicum involves faculty evaluation of student performance in the clinical setting and accurately reflects the culmination of students' clinical knowledge.

Throughout the clinical experience, students are required to develop a plan of care based on current guidelines. Evaluation of this skill is determined through student performance evaluations by the preceptor and faculty, identification, and application of the evidence-based competency (Hamric) in clinical practice, and documentation in clinical logs, SOAP notes, and narratives/self-reflections.

Based on the analysis of the 2019 results, in 2020, the PMC faculty: 1) ensured the use of current evidence-based practice guidelines; 2) developed and incorporated resources and references to facilitate understanding and application of evidence-based guidelines used in the clinical setting, such as electronic applications; and 3) continued to incorporate logs, narratives, SOAPs to demonstrate proficiency in delivering evidence-based care.

As a result of these changes, in 2020 the target was met with 100% (9/9) of PMC students achieving a score of 3 or higher on question 8 of the Graded final Practicum. Based on the results, the students demonstrated their ability to formulate a treatment plan according to evidence based standards of care and treatment guidelines.

In 2020 the target was met. Based on the analysis of the 2020 results, in 2021, faculty: 1) incorporated digital library resources (UpToDate, Epocrates) with current evidence-based guidelines for students in clinical courses (UpToDate is a digital clinical guideline clearinghouse available to healthcare providers for a subscription fee. Students obtained subscriptions at a substantially reduced rate. Epocrates is a telephone app available to providers at no charge or an annual charge for quickly referencing clinical guidelines); 2) incorporated modules related to technology used in the clinical setting (webinars on telehealth, electronic applications); 3) assisted students in delivering evidence-based care by providing coaching to students during clinical site visits, and written feedback on their clinical logs, narratives, and SOAP notes; 4) telehealth was

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incorporated into PMHNP clinical courses. Students received verbal and written feedback on their clinical narratives and SOAP notes; and 5) students and faculty asked for access to UpToDate through the University. Currently, there is no subscription.

As a result, in 2021, 100% (9/9) PMC students scored 3 or higher on question #8 of the Graded Final Practicum. Therefore, the target was met. Based on this result, students were able to formulate and verbalize a treatment plan based on scientific rationale, evidence-based standards of care, and practice guidelines.

**Decision.** Based on the analysis of the 2021 results, in 2022 the plan will be to: 1) pursue an institutional subscription to UpToDate for use by faculty and students, and 2) review and update the SOAP format for FNP clinical courses.

### Measure 3.2.

*Assessment Method:* PMC Exit Survey. Question 3.3 “How well do you feel the PMC program prepared you to: use evidence-based recommendations in delivery of care to clients?”

*Expected Outcome:* 80% of students will score 3 or higher (scale 1-4)

**Finding.** Target was met.

### Trending.

**2021:** 100 (5/5)

**2020:** 100% (7/7)

**2019:** 100% (11/11)

Item	2019		2020		2021	
Question #3.3	FNP n = 2/2	100%	FNP n = 4/4	100%	FNP n = 2/2	100%
	PMHNP n = 9/9	100%	PMHNP n = 3/3	100%	PMHNP n = 3/3	100%
	N/A	N/A	AGACNP n = X/X	N/A	AGACNP n = 0/0	N/A
Total	11/11	100%	7/7	100%	5/5	100%

**Analysis.** Throughout the PMC program, students apply evidence-based recommendations in the assessment, diagnosis, and management of healthcare. This competency is demonstrated in written assignments, such as the Signature Assignment/ Case Study Paper (NURG 5910), unfolding case studies (NURG 5800) required SOAP notes (NURG 5770, 5780, 5790, 5910, 5920, 5930, 5940), and the clinical evaluations by preceptors and faculty.

In 2019 the target was met. Based on the analysis of the 2019 results, in 2020, PMC faculty: 1) ensured the use of current evidence-based practice guidelines; and 2) developed and incorporated resources and references to facilitate understanding and application of evidence-based guidelines used in the clinical setting, such as electronic applications. Examples of assignments in which students developed resources and

applied evidence-based guidelines include: 1) clinical FNP students had assignments in which they developed a set of clinical pearls or treatment summaries based on current clinical guidelines for common disease processes seen in practice; 2) clinical PMHNP students were required to write papers on quality improvement practices, diagnosis and treatment of psychiatric disorders, and integrated care using current guidelines and literature to expand their knowledge and application of evidence-based care; and 3) PMHNP and FNP clinical students participated in telehealth delivery for health care during the pandemic.

As a result, in 2020, 100% (7/7) of the PMC students scored a three or higher, meeting the target. Based on these scores, PMC students felt prepared to use evidence-based recommendations in delivering care to clients.

In 2020 the target was met. Based on the analysis of 2020 results, in 2021, faculty: 1) provided expanded modules on telehealth in Informatics (NURG 5690) and clinical courses to develop telehealth competency; 2) reviewed and updated resources and references to facilitate students' understanding and application of evidence-based guidelines in the clinical setting, such as electronic applications (i.e., telehealth, electronic health records); and 3) reviewed and provided feedback to students via their logs, narratives, self-evaluations, and SOAPs related to developing proficiency in delivering evidence-based care. Students were provided with opportunities to learn and practice skills related to telehealth and documenting within electronic records. Students received written and verbal feedback about their SOAPs, narratives and self-evaluations related to proficiency in delivering evidence-based care.

As a result, in 2021, 100% (5/5) of the PMC students scored a three or higher, meeting the target. Based on these scores, PMC students felt prepared to use evidence-based recommendations in delivering care to clients. Five of the nine completing PMC students answered the PMC Exit Survey.

**Decision.** In 2021, the target was met. Based on the analysis of the 2021 results, in 2022, the plan will be to: 1) eliminate one professional paper (NURG 5910) and add discussion and a Power Point presentation from the American Society of Clinical Psychopharmacology pertaining to diagnostic criteria for multiple DSM V diagnoses covered in the course; and 3) to incorporate live WebEx meetings with case simulations and student debriefing to assist with learning experiences.

#### **SLO 4. Analyze the effect of historical, cultural, economic, ethical, legal, and political influence on nursing and health care delivery.**

##### **Measure 4.1.**

*Assessment Method:* History portion of the Final Clinical Evaluation. Final clinical performance evaluation Question 1 "Obtains a comprehensive history from the client to include PMH, medications, family and social history."

*Expected Outcome:* 80% of students will score a 3 or higher (Scale 1-4).

**Finding.** Target was met.

**Trending:**

**2021:** 100% (9/9)

**2020:** 89% (8/9)

Item	2020		2021	
Question #15	FNP n = 4/5	80%	FNP n = 2/2	100%
	PMHNP n = 4/4	100%	PMHNP n = 5/5	100%
	AGACNP n = 0/0	N/A	AGACNP n = 2/2	100%
Total	8/9	89%	9/9	100%

**Analysis.** Students demonstrate their ability to obtain a comprehensive history from the client that includes PMH, medications, and family and social history during the final practicum. The graded final practicum includes faculty evaluation of student performance of assessing the patient’s history in the clinical setting. The practicum also accurately reflects the culmination of students’ clinical knowledge that began in NURG 5700 Methods of Clinical Nursing Assessment and continued through each clinical level.

In 2020, 89% (8/9) of PMC students scored a 3 or higher on the final clinical performance evaluation Question 1. In 2020, the target was met. Based on these results, students demonstrated their ability to obtain a comprehensive history from the client.

In 2020 the target was met. Based on the analysis of 2020 results, in 2021, faculty: 1) incorporated updated simulation experiences through Shadow Health (digital platform) in NURG 5700 to assist students in eliciting a comprehensive health history; 2) implemented a redesigned open lab for NURG 5700 in which students interacted with scripted patients to practice eliciting the health history and receive faculty feedback; 3) assessed student progress in population focused clinicals in obtaining a comprehensive history by conducting two clinical performance evaluations per semester via on site visit or by telecommunication (FaceTime, WebEx, Zoom); and 4) provided feedback on written SOAP notes to ensure student’s understanding of data collection and organization of the health history.

As a result, in 2021, 100% (9/9) PMC students scored 3 or higher on Question 1 of the final clinical performance evaluation. In 2021, the target was met. Based on the results, students demonstrated competency in obtaining a comprehensive history from the client.

**Decision.** In 2021 the target was met. Based on the analysis of 2021 results, in 2022, the plan will be to: 1) expand the use of scripted patients for open labs in NURG 5700 to

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assist students with obtaining a comprehensive health history; and 2) conduct a minimum of two performance evaluations per semester to evaluate student ability to collect a comprehensive history – either by personal visit or telehealth (WebEx, Zoom, FaceTime).

### **SLO 5. Manage resources within a health care delivery system through collaboration with other health care providers, community, and clients.**

#### **Measure 5.1.**

*Assessment Method:* Final Clinical Evaluation: Question 15 “Initiates/Discusses appropriate consultation and/or collaboration. Able to verbalize when it is indicated.”

*Expected Outcome:* 100% of students will score 3 or higher (scale 1-4)

**Finding.** Target was met.

#### **Trending:**

**2021:** 100% (9/9)

**2020:** 100% (9/9)

**2019:** 100% (18/18)

Item	2019		2020		2021	
Question #15	FNP n = 2/2	100%	FNP n = 5/5	100%	FNP n = 2/2	100%
	PMHNP n = 16/16	100%	PMHNP n = 4/4	100%	PMHNP n = 5/5	100%
	N/A	N/A	AGACNP n = 0/0	N/A	AGACNP n = 2/2	100%
Total	18/18	100%	9/9	100%	N=9/9	100%

**Analysis.** The final clinical evaluation is administered in the last clinical course of the PMC program. This practicum is a comprehensive clinical evaluation with specific criteria, which includes consultation, collaboration and referral of appropriate healthcare services and providers. The graded final practicum involves faculty evaluation of student performance of these skills in the clinical setting and accurately reflects the culmination of students’ clinical knowledge. Students demonstrate and document the application of the APRN competencies of collaboration and consultation (Hamric) in clinical logs, SOAP notes, and narratives/self-reflections.

In 2019 the target was met. Based on the analysis of the 2019 results, in 2020, the PMC faculty: 1) reviewed and updated current resources/ references related to APRN competencies in clinical didactic courses, and 2) updated and incorporated interprofessional educational collaborative (IPEC) resources in role and clinical didactic courses. Additionally, faculty precepted students in nurse led clinics at two community health centers (MLK in Shreveport and Healthworx in Alexandria). Faculty model the competencies of consultation and collaboration in their role of health care provider.

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As a result, in 2020, 100% (9/9) of PMC students scored 3 or higher on Question 8 of the Graded Final Practicum. In 2020, the target was met. Based on the results, students demonstrated their ability to initiate the discussion for consultation, collaboration, and referral of appropriate healthcare services.

In 2020 the target was met. Based on the analysis of 2020 results, in 2021 faculty: 1) incorporated updated resources and references related to the APRN competencies in the role courses (NURG 5830, 5840), the study guide/packet, and clinical courses (adoption of Hamric and Hanson’s Advanced Practice Nursing 6<sup>th</sup> edition); 2) encouraged students to join state NP organization and attend meetings and conferences to increase exposure to competencies and to develop relationships with experienced NPs who model competencies; and 3) provided information in role and clinical courses to address collaboration among all disciplines.

As a result, in 2021, 100% (9/9) of PMC students scored 3 or higher on Question 8 of the Graded Final Practicum. In 2021, the target was met. Based on the results, students demonstrated their ability to initiate the discussion for consultation, collaboration, and referral of appropriate healthcare services.

**Decision.** In 2021 the target was met. Based on the analysis of 2021 results, the plan in 2022 will be to: 1) incorporate updated resources and references related to the APRN competencies in the role courses (NURG 5830, 5840), the study guide/packet, and clinical courses (adoption of Hamric and Hanson’s Advanced Practice Nursing 6<sup>th</sup> edition); 2) increase student exposures to competencies by encouraging membership in state and local NP organizations; 3) assist student development of professional relationships by inviting them to attend local NP meetings; and 4) incorporate updated interprofessional collaboration exercises and opportunities into clinical courses.

### Measure 5.2.

*Assessment Method:* PMC Exit Survey. Question 3.4 “How well do you feel the PMC program prepared you to: manage resources within a health care delivery system through collaboration with other health care providers, community, and clients?”

*Expected Outcome:* 80% of students will score 3 or higher (scale 1-4)

**Finding.** Target was met.

Item	2019		2020		2021	
Question #3.4	FNP n = 2/2	100%	FNP n = 4/4	100%	FNP n = 2/2	100%
	PMHNP n = 9/9	100%	PMHNP n = 3/3	100%	PMHNP n = 3/3	100%
	N/A	N/A	AGACNP n = X/X	N/A	AGACNP n = 0	0
Total	11/11	100%	7/7	100%	5/5	100%

### Trending:

**2021:** 100% (5/5)

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**2020:** 100% (7/7)

**2019:** 100% (11/11)

**Analysis.** Students apply the APN competency of collaboration (Hamric) in delivering patient care in the clinical setting, as demonstrated in written assignments and clinical performance evaluations by preceptors and faculty. Assignments include devising a plan of care in the written SOAP note and verbal presentation of the plan of care to the preceptor.

In 2019 the target was met. Based on the analysis of the 2019 results, in 2020, faculty: 1) incorporated updates and trends in interprofessional collaborative practice and education in advanced practice nursing, 2) incorporated the APN competencies of collaboration and consultation in the role and clinical courses, 3) provided current examples, lectures, resources, materials, etc. to assure student engagement and comprehension of the collaborative competency, and 4) integrated projects that challenge students to apply and extend these learned interprofessional collaborative competencies that enable them to manage healthcare resources in improving the health of patients and communities.

As a result, in 2020, 100% (7/7) of PMC students scored a 3 or higher on Question 3.4 of the PMC Exit Survey. Therefore, the target was met. Based on these results, students felt proficient in consulting and collaborating with healthcare providers in the community.

In 2020 the target was met. Based on the analysis of 2020 results, in 2021 faculty: 1) incorporated updated resources and references related to the APRN competencies in the role courses (NURG 5830, 5840), the study guide/packet, and clinical courses (adoption of Hamric and Hanson's Advanced Practice Nursing 6<sup>th</sup> edition); 2) encouraged students to join state NP organization and attend meetings and conferences to increase exposure to competencies and to develop relationships with experienced NPs who model competencies; and 3) facilitated improvement in students' skills in managing resources by increasing their interaction with the interprofessional teams at MLK and Healthworx.

As a result, in 2021, 100% (5/5) of PMC students scored a 3 or higher on Question 3.4 of the PMC Exit Survey. Therefore, the target was met. Five of the nine completing PMC students answered the PMC Exit Survey. Based on these results, students felt proficient in consulting and collaborating with healthcare providers in the community.

**Decision.** In 2021 the target was met. Based on the analysis of 2021 results, the plan in 2022 will be to: 1) update resources and references related to the APRN competencies in the role courses (NURG 5830, 5840), the study guide/packet, and clinical courses; 2) provide students with information about joining the state NP

organization; and 3) include students in interprofessional education during clinicals at MLK in Shreveport.

**SLO 6. Contribute to the continued professional development and improvement of self, client, communities and healthcare delivery systems.**

**Measure 6.1.**

*Assessment Method:* PMC Exit Survey Question 3.5 “How satisfied are you that the PMC program prepared you to contribute to the continued professional development and improvement of self, client, community, and healthcare delivery systems?”

*Expected Outcome:* 80% of students will score 3 or higher (scale 1-4)

**Finding.** Target was met.

Item	2020		2021	
Question #3.5	FNP n = 4/4	100%	FNP n = 2/2	100%
	PMHNP n = 3/3	100%	PMHNP n = 3/3	100%
	AGACNP n = X/X	N/A	AGACNP n = 0/0	0
Total	7/7	100%	5/5	100%

**Trending:**

**2021:** 100% (5/5)

**2020:** 100% (7/7)

**Analysis.** PMC Exit Survey Question 3.5 assesses student satisfaction with the PMC program’s contribution to continued professional development. Throughout the PMC program, students receive instruction on contributing to their continued professional development and improvement of self, client, community, and healthcare delivery in their clinical courses (NURG 5770, 5780, 5790, 5910, 5920, 5930, 5940). Written assignments to assess professional development include the Signature Assignment – Case Study Paper (NURG 5910 PMHNP I: Assessment and Diagnostic Reasoning Across the Lifespan) and case work assignments (NURG 5790 FNP 3 and NURG 5800 FNP 4). Students who are non-NPs had additional instruction in the role courses (NURG 5830 and NURG 5840). PMC-FNP students had the option to attend clinical one day per semester at community safety net clinics in Shreveport or Alexandria working with faculty who model professional development. All PMC students were invited to attend the regulatory presentation by the APRN Director from the Louisiana State Board of Nursing that is offered every fall. All students are encouraged to join a professional nursing organization, especially the state nurse practitioner organization (LANP).

In 2020, 7/7, or 100%, of students responding scored a 3 or higher on Question 3.5 on the PMC Exit Survey. Seven of the nine PMC students answered the PMC Exit Survey. In 2020, the target was met. Based on these results, PMC students felt the program



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prepared them to contribute to the continued professional development and improvement of self, client, communities, and healthcare delivery systems.

In 2020 the target was met. Based on the 2020 results, in 2021 faculty: 1) incorporated a discussion board/forum in NURG 5100, NURG 5830 and NURG 5840 discussing the benefits of joining professional organizations, 2) encouraged students who are non-NPs to join the state NP association upon entering NURG 5100 and/NURG 5700, 3) posted information on how to join the state NP association in all clinical courses, and 4) encouraged students to attend the annual health policy conference held each spring.

In 2021, 100% (5/5) of students responding scored a 3 or higher on Question 3.5 on the PMC Exit Survey. Five of the nine completing PMC students answered the PMC Exit Survey. In 2021, the target was met. Based on these results, PMC students felt the program prepared them to contribute to the continued professional development and improvement of self, client, communities, and healthcare delivery systems.

**Decision.** In 2021 the target was met. Based on the 2021 results, the plan for 2022 will be to: 1) expand the discussion board/forum in NURG 5100, NURG 5830 and NURG 5840 discussing the benefits of joining professional organizations, 2) provide student membership information for PMC students who are non-NPs in NURG 5100 and NURG 5700, and 3) invite all students to attend the annual regulatory presentation for NPs given by LSBN APRN Director each fall.

### Measure 6.2.

*Assessment Method:* Membership in a professional nursing organization. (Role Comprehensive exam)

*Expected Outcome:* 50% of students taking the role comprehensive examination are members of a professional nursing organization.

**Finding.** Target was met.

### Trending:

**2021:** 100% (9/9)

**2020:** 83% (5/6)

Item	2020		2021	
Question #7	FNP n = 4/4	100%	FNP n = 2/2	100%
	PMHNP n = 2/3	66.7%	PMHNP n = 5/5	100%
	AGACNP n = X/X	N/A	AGACNP n = 2/2	100%
Total	6/7	86%	9/9	100%

**Analysis.** This question was added to the role comprehensive exam to gather information as all PMC students are required to complete the exam. The question was not assigned a point value and was not graded. Based on the addition of this measurement for PMC completers, the question was added to the exit survey for 2020.

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Students are encouraged to join a professional nursing organization during the program, especially the state nurse practitioner organization (LANP).

In 2020, 6/7 or 86% of PMC students affirmed membership in a professional nursing organization. In 2020, the target was met.

In 2020 the target was met. Based on the analysis of 2020 results, in 2021 faculty: 1) encouraged students to join the state NP association upon entering NURG 5100 and/NURG 5700, 2) posted information on how to join the state NP association in all clinical courses, and 3) encouraged students to attend the annual health policy conference held each spring.

As a result, in 2021, 9/9 or 100% of PMC students indicated that they were members of a professional nursing organization. In 2021, the target was met.

**Decision.** In 2021 the target was met. Based on the analysis of 2021 results, the plan for 2022 will be to: 1) provide student membership information for PMC students who are non-NPs in NURG 5100 and NURG 5700, 2) invite all PMC students to attend the annual regulatory presentation for NPs given by LSBN APRN Director each fall, and 3) invite all PMC students to attend local NP meetings to meet and network with APRNs.

### **Comprehensive summary of key evidence of improvements based on analysis of the results.**

Based on the analysis of the 2020 results, in the 2021 assessment year, the PMC program implemented many plans to enhance student learning. Changes were made based on student evaluations, data collected in the SLO measures, student feedback, faculty assessment of students, and implementation of best practices. The following reflects all the changes implemented to drive the continuous process of seeking improvement in the 2021 assessment cycle. These changes are based on the knowledge gained through the analysis of the 2020 results.

- PMC students who were nurse practitioners received an updated study guide/packet with links to role information that was developed by MSN faculty who teach the role courses to assist in preparing for and passing the Role Comprehensive exam.
- Cultural resources in clinical/didactic courses were updated. A new lecture was added to NURG 5700 related to cultural competence in delivering primary care to the LGBTQIA community
- The MSN/PMC Program and Curriculum Committee (PCC) voted on incorporating disclosure of the requirement for the role comprehensive exam during the advising appointment/gap analysis discussion. All PMC advisors now ensure that advisees know about the role comprehensive exam requirement.

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- Faculty updated resources and references to ensure the use of current evidence-based practice guidelines in the clinical setting including electronic applications. The use of daily logs, narratives, SOAP notes and course assignments to demonstrate proficiency in delivering evidence-based care was maintained.
- Faculty incorporated written assignments such as clinical treatment pearls for common diseases processes.
- MSN Faculty attended a webinar on current trends in delivery healthcare via telehealth.
- Faculty and students participated in interprofessional education with Ochsner/LSU medical students and Master of Public Health students at MLK Health Center and Pharmacy in Shreveport.
- Faculty precepted students in nurse led clinics at two community health centers (MLK in Shreveport and Healthworx in Alexandria).
- Faculty adopted the 6<sup>th</sup> edition of Hanson and Hamric's APRN Competencies for the role courses and updated the role study guide packet.
- Faculty encouraged students to join a professional nursing organization.
- Faculty implemented a redesigned practice lab for NURG 5700 in which students interacted with scripted patients to practice eliciting the health history and received faculty feedback.

Other key evidence of improvements or success in the 2021 assessment year include:

- The third cohort of PMC PMHNP students completed the program. All completers passed the certification exam.
- SLO 4 analyzing the effect of historical, cultural, economic, ethical, legal, and political influence on nursing and health care delivery was reinstated. The goal was met with 100% of students scoring 3 or higher on Q1 of the Graded Final Practicum. The MSN faculty voted to reinstate SLO 4 by measuring the scores of Q1 on the Graded Final Practicum. The goal was met with 100% of students scoring 3 or higher on Q1 of the Graded Final Practicum.
- The first cohort of PMC AGACNP students completed the program Spring 2021. All passed the certification exam.

### Plan of action moving forward.

Based on the analysis of the 2021 results, the following actions will be taken during the 2022 assessment year:

- Review and update current resources and references for all courses.
- PMHNP: decrease the number of written papers and incorporate WebEx discussions with students aimed at enhancing their understanding of diagnosing and treating patients with mental health issues.
- Incorporate evolving information on diversity and inclusion within clinical and non-clinical courses (NURG 5810, NURG 5830, NURG 5910, 5920, 5930, 5940, NURG 5770, 5780, 5790, 5800).
- Review and update the role comprehensive study guide to ensure that content encompasses the information from the role courses that is necessary for PMC students who are NPs to successfully pass the role comprehensive exam. Update live links within the study guide for ease of accessing information.
- Discuss the importance of successful completion of the role comprehensive exam with all students during advising, clinical and role courses.
- Continue to invite ALL students to an annual review of the APRN scope of practice, and standards and regulatory issues presented by the APRN Director for the Louisiana State Board of Nursing which is held each fall.
- Encourage all PMC clinical students to attend the annual Louisiana NP Health Policy Conference held each spring and encourage attendance as part of the final clinical semester.
- Obtain an institutional subscription to UpToDate for faculty and students to provide current evidence-based guidelines for students in clinical courses.
- Assist students in delivering evidence-based care by provide coaching and mentoring to students during clinical site visits (in person or via technology), and written and verbal feedback on clinical logs, narratives, and SOAP notes.
- Revise clinical hour requirements for NURG 5700 to include 16-24 hours of simulation experiences via Shadow Health digital platform within the 48 hours of clinical experience.
- Refine the NURG 5700 open lab to maximize learning opportunities for students interacting with scripted patients to elicit a comprehensive health history.

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- Assess student progress in population focused clinicals in obtaining a focused history and performing a focused physical exam by conducting two clinical performance evaluations per semester via on site visit or by telecommunication e.g., FaceTime, WebEx, Zoom.
- Provide written and/or verbal feedback on written SOAP notes to ensure students' understanding of data collection and organization of the health history.
- Invite students to join the state NP association. Post information on joining the Louisiana Association of Nurse Practitioners in all MSN NP courses.
- Improve student skills in managing resources by increasing their interaction with the interprofessional teams at MLK and Healthworx (social work, pharmacy, dietary, etc.).
- Encourage students to attend local NP meetings and state NP conferences to increase exposure to NP competencies and to develop relationships with experienced NPs who model competencies.
- Provide information in role and clinical courses to address interprofessional collaboration among all disciplines.
- Incorporate updated resources and references related to the APRN competencies in the role courses (NURG 5830, 5840), the study guide/packet, and clinical courses.
- Integrate projects that challenge students to apply and extend the learned interprofessional collaborative competencies that enable them to manage healthcare resources in improving the health of patients and communities.

### Additional Plan of action moving forward.

- MSN faculty will attend NONPF conferences to learn about incorporating the new MSN Essentials and competency-based learning.
- MSN faculty will host the second annual skills event for all MSN and PMC students in the spring of 2022. The event will provide prerecorded and live sessions in ECG reading, interpreting X-rays, suturing, fluid resuscitation, lab interpretation and certification for Implanon contraceptive insertion.