

# AC 2023-2024 Assessment

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

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

**Prepared by: Dr. Mary Zapczynski  
Dr. Tiffany Williams**

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**Approved by: Dr. Greg Handel**

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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, communities, 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) on an annual (calendar year) basis.
- (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.

### **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.**

#### **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.**

**2023:** 100% (7/7)

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**2022:** 100% (6/6)

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

Item	2021		2022		2023	
Question #22	FNP n = 2/2	100%	FNP n = 2/2	100%	FNP n = 3/3	100%
	PMHNP n = 5/5	100%	PMHNP n = 4/4	100%	PMHNP n = 2/2	100%
	AGACNP n = 2/2	100%	AGACNP n = 0/0	N/A	AGACNP n = 2/2	100%
<b>Total</b>	9/9	100%	6/6	100%	7/7	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 not already NPs 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.

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. Trended results are consistent with the previous year's results of 100%.

In 2021 the target was met. Based on the analysis of the 2021 results, in 2022, faculty: 1) updated 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) created a post-test to evaluate student assumptions of LGBTQIA after completion of the module activities for Cultural Health (NURG 5700).

Four students who were NPs received a study packet to prepare for the role comprehensive. One student was initially in the NP tract and had taken both role courses but completed the MSN program as an Educator. That student returned for a PMC and received the study packet to prepare for the role comprehensive. One student who was not already a nurse practitioner took the role courses. One PMC student took the Methods of Clinical Nursing Assessment course (NURG 5700) which provided a downloadable PPT presentation on LGBTQIA in Module 1. (NURG 5770) FNP Module 1 included a PPT presentation and assigned textbook readings on cultural competence. (NURG 5930) PMHNP - LGBTQIA issues were addressed by students as an assigned presentation rather than a professional paper. Students had the choice of creating a PPT, Webex or Poster board presentation related to LGBTQ issues in children and or

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adolescents. Cultural expression was addressed as discussion board assignment in module 2.

In 2022 the target was met. Based on the analysis of the 2022 results, in 2023 the faculty: 1) updated and expanded the resources for addressing cultural issues and interacting with clients in a culturally sensitive and ethical manner, and 2) added PPT presentations related to diversity, equity and inclusion to FNP clinical courses (NURG 5780, 5790, and 5770).

As a result, in 2023 100% (7/7) of students achieved a score of 3 or higher on question 22 of the Graded Final Practicum, meeting the target/expected outcome.

**Decision:** In 2023 the target was met. Based on the analysis of the 2023 results, in 2024, faculty plan to: 1) update textbooks; 2) revise PPT presentations related to diversity, diverse populations, and social determinants of health; and 3) increase discussion of culture and diversity in AGACNP clinical courses.

### **Measure 1.2.**

*Assessment Methods:* PMC Exit Survey. Question 4.1 “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.**

**2023:** 80% (4/5)

**2022:** 100% (4/4)

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

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

In 2021 the target was met. Based on the analysis of the 2021 results, in 2022 faculty: 1) updated 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) assessed 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

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5700). Additionally, in NURG 5770 FNP, Module 1 included a PPT presentation and assigned textbook readings on cultural competence. In NURG 5930, cultural expression was addressed as a new discussion board assignment in module 2. In NURG 5930, the professional paper was eliminated, and students were given a choice to create a PPT, Webex or poster presentation related to LGBTQIA for children or adolescents. In NURG 5700, a post-test was not created because cultural questions were included in the first course exam. In 2022, 100% (4/4) of students reported their preparedness as a score of 3 (well prepared) or higher (very well prepared) on the PMC Exit Survey question 3.1.

In 2022 the target was met. Based on the analysis of the 2022 results, in 2023 the faculty: 1) updated and expanded the resources for addressing cultural issues and interacting with clients in a culturally sensitive and ethical manner, and 2) added PPT presentations related to diversity, equity and inclusion to FNP clinical courses (NURG 5780, 5790, and 5770).

As a result, in 2023 80% (4/5) PMC students reported their preparedness to design and deliver culturally sensitive care to diverse clients as very well prepared (score of 4). One student reported their preparedness as somewhat prepared (a score of 2). Four students were practicing as NPs before returning for a PMC in a new population. One student was not an NP before returning for a PMC.

**Decision.** In 2023, the target was met. Based on the analysis of the 2023 results, in 2024, faculty plan to: 1) update the resources for addressing the delivery of culturally sensitive care; 2) meet face-to-face every two weeks during the first three clinical semesters in AGACNP clinical courses. The faculty will expand the discussion of delivering care to the diversity of patients in the acute care setting through specific presentations; and 3) include a PPT on cultural perspectives in each FNP clinical course.

**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 not met.

### **Trending.**

**2023:** 71% (5/7)

**2022:** 100% (6/6)

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

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Item	2021		2022		2023	
<b>Students achieving 80% or higher</b>	FNP n=2/2	<b>100%</b>	FNP n=2/2	<b>100%</b>	FNP n=1/3	<b>33%</b>
	PMHNP n=5/5	<b>100%</b>	PMHNP n=4/4	<b>100%</b>	PMHNP n=2/2	<b>100%</b>
	AGACNP n=2/2	<b>100%</b>	AGACNP n=0/0	NA	AGACNP n=2/2	<b>100%</b>
<b>Total</b>	9/9	<b>100%</b>	6/6	<b>100%</b>	5/7	<b>71%</b>

**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 demonstrates the student's knowledge of his/her new role as an APRN in a specified population.

In 2021 the target was met. Based on the analysis of 2021 results, in 2022 the faculty: 1) reviewed 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) updated the links for accessing current information, 3) included discussion of the role comprehensive requirement during the advising session in which the gap analysis is discussed with incoming PMC students, and 4) emphasized the importance of preparing for the role comprehensive exam by using the study guide to successfully compete the exam on the first attempt.

In 2022, 100% (6/6) of completing PMC students passed the final role comprehensive exam on their first attempt. One hundred percent of PMC FNP (2/2) and PMHNP (4/4) students passed on their first attempt. The target was met. This result demonstrated that interventions implemented in 2022 were successful and students were knowledgeable of their new role.

In 2022 the target was met. Based on the analysis of 2022 results, in 2023 the faculty: 1) implemented a multiple-choice exam in place of the essay format that covered the basics of the role for all NPs and specifics for each role. The multiple-choice exam removed subjectivity from grading. Note: Coordinators had the option to use the essay exam; 2) updated the links for accessing current information; 3) included a discussion of the role comprehensive requirement while reviewing the gap analysis for PMC students; and 4) emphasized the importance of preparing for the role comprehensive and related resources in each clinical course. PMHNP coordinator addressed the role comprehensive exam in all clinical courses.

As a result, in 2023 71% (5/7) of PMC students successfully passed the comprehensive role exam on the first attempt. The target was not met. Two of three PMC FNP students did not pass the role comprehensive examination on the first attempt. One FNP student who was not successful was practicing as an NP and received a packet of information to prepare for the role comprehensive exam. The other FNP student who was not successful was not an NP and took the role courses. These students were remediated

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and passed on the second attempt. Note: In 2023, the role comprehensive exam was given as a multiple-choice test to PMC students in FNP and PMHNP. AGACNP students took an essay exam.

**Decision.** In 2023 the target was not met. Based on the analysis of the 2023 results, in 2024 the faculty plan to: 1) offer students a choice between multiple choice and essay exam, and 2) assess student readiness to pass the role comprehensive exam by offering a pre-test and remediation, which will be helpful to PMC students who are nurse practitioners and do not take the role courses.

### **Measure 2.2.**

*Assessment Method:* PMC Exit Survey. Question 4.2 “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.**

**2023:** 100% (5/5)

**2022:** 100% (4/4)

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

**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 2021, the target was met. Based on the analysis of the 2021 results, in 2022 the faculty: 1) added unfolding scenarios to all FNP clinical courses (NURG 5780, 5790, 5770) to assist students in transitioning from RN (Registered Nurse) to APRN; 2) provided telehealth training, eliminated one professional paper, and added more time for discussion of professional responsibilities in PMHNP course (NURG 5920); 3) incorporated a PowerPoint presentation from the American Society of Clinical Psychopharmacology pertaining to diagnostic criteria for multiple DSM V diagnoses for PMHNP course (NURG 5920); 4) incorporated live Webex meetings with case simulations and student debriefing to assist with learning experiences in PMHNP course (NURG 5940); 5) eliminated one formal paper and streamlined other papers to decrease length and facilitate students’ focus on practice and certification (NURG 5940); and 6) held Webex sessions every two weeks with students to discuss real-life practice scenarios (e.g. NURG 5940; the amount of time to assess new patients and follow-up visits, insurance reimbursement, and salary calculation.

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In 2022, 100% (4/4) of PMC students reported their preparedness as a score of 3 (well prepared) or higher (very well prepared) on question 3.2 of the PMC Exit survey. The target was met. Four of the six completing PMC students answered the PMC Exit Survey.

In 2022, the target was met. Based on the analysis of the 2022 results, in 2023 the faculty: 1) conducted Webex meetings every 2 weeks with PMHNP students which included clinical pearls, recaps of material, entry level case scenarios (NURG 5920), 2) presented advanced case scenarios to students via Webex (NURG 5930 and 5940), and 3) conducted Webex's every 2 weeks to review content for exam and certification to ensure that all students were exposed to the same content.

As a result, in 2023 100% (5/5) of PMC respondents reported their preparedness to practice as a score of 3 (well prepared) or higher (very well prepared) on question 4.2 of the PMC Exit Survey question. The target was met. PMHNP faculty meet with NURG 5910 students every 2 weeks to check on their understanding of content. Students in upper level clinicals are engaged in advanced case scenarios and meet with faculty every 2-4 weeks. AGACNP clinical courses meet face-to-face every two weeks during the first three clinical semesters. Discussion about the role of the NP is part of the didactic content. PMC students can attend in person or virtually participate in the discussion.

**Decision.** In 2023 the target was met. Based on the analysis of the 2023 results, in 2024: the faculty plan to: 1) meet with PMHNP first level clinical students every two to three weeks to ensure understanding of course content and to answer questions; 2) (PMHNP) update case studies for upper-level clinical students; and 3) All PMC students will be invited to attend the local meetings of the professional organizations such as LANP to network and learn about the role of the NP in practice.

**SLO 3. Utilize a scholarly inquiry process, grounded in evidence-based research, 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.**

**2023:** 100% (7/7)

**2022:** 100% (6/6)

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



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Item	2021		2022		2023	
Question #8	FNP n = 2/2	100%	FNP n=2/2	100%	FNP n = 3/3	100%
	PMHNP n = 5/5	100%	PMHNP n= 4/4	100%	PMHNP n =2/2	100%
	AGACNP n = 2/2	100%	AGACNP n=0/0	N/A	AGACNP n = 2/2	100%
<b>Total</b>	N=9/9	100%	6/6	100%	7/7	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.

In 2021, the target was met. Based on the analysis of the 2021 results, in 2022 the faculty 1) pursued an institutional subscription to UpToDate for use by faculty and students, and 2) reviewed and updated the SOAP format for FNP clinical courses. In 2022, 100% (6/6) of 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. The goal of obtaining an institutional subscription to UpToDate was not reached because the cost was prohibitive, and the company would not allow for a subscription for just the MSN students.

In 2022, the target was met. Based on the analysis of the 2022 results, in 2023 the faculty: 1) (PMHNP) conducted Webex sessions with students every 2 weeks that included clinical pearls, recaps of material, entry level case scenarios (NURG 5920), advanced case scenarios (NURG 5930 and 5940), and ensured that students received same content for exams and certification; 2) (NURG 5910) conducted Webex meetings to address common questions among new clinical students during Orientation and in emails; 3) (NURG 5910) encouraged new clinical students to obtain the certification exam prep book and apps such as Pocket Prep to assist with formulating a treatment plan based on evidenced based practice and practice guidelines; and 4) added specialty lectures to FNP clinical courses to enhance students' understanding of the most current clinical practice guidelines.

As a result, in 2023 100% (7/7) of students achieved a score of three or higher on question 8 of the Graded Final Practicum, meeting the target/expected outcome.

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**Decision.** In 2023 the target was met. Based on the analysis of the 2023 results, in 2024, faculty plan to: 1) add two verbal SOAP presentations for students in NURG 5780 (FNP) to increase their skill in presenting the history, physical, differentials and plan of care; and 2) encourage PMHMP students to obtain updated phone apps for access to current treatment guidelines.

### **Measure 3.2.**

*Assessment Method:* PMC Exit Survey. Question 4.3 “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.**

**2023:** 100% (5/5)

**2022:** 100% (4/4)

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

**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 2021, the target was met. Based on the analysis of the 2021 results, in 2022, faculty 1) eliminated one professional paper (NURG 5910; 2) added a Power Point presentation based on the American Society of Clinical Psychopharmacology addressing the diagnostic criteria for DSM V diagnoses covered in course NURG 5910; 3) added a discussion board assignment; 4) incorporated live Webex meetings with case simulations and student debriefings to assist with learning experiences; 5) introduced discussion board topics related to pharmacology in module 7 of NURG 5910 to provide a reiteration of the content from the Psychopharmacology and Neurobiology course (NURG 5960); and 6) added unfolding clinical scenarios and live specialty lectures in FNP clinical courses (NURG 5780, NURG 5790, NURG 5770, NURG 5800).

In 2022, 100% (4/4) of the PMC reported their preparedness as a score of 3 (well prepared) or higher (very well prepared) on the PMC Exit Survey question. Based on these scores, PMC students felt prepared to use evidence-based recommendations in delivering care to clients. Four of the six completing PMC students answered the PMC Exit Survey.

In 2022, the target was met. Based on the analysis of the 2022 results, in 2023 the PMHNP faculty engaged more with clinical students by traveling throughout the state for regional meet and greets outside of the clinical setting, one region per semester.

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Example: Met with clinical students in Shreveport in spring 2023, Alexandria in summer 2023, and Lake Charles in fall 2023, etc.

As a result, in 2023 100% (5/5) of PMC students reported their preparation as a score of 4 (very well prepared) to use evidence-based recommendations in delivery of care to clients. The target was met.

**Decision.** In 2023 the target was met. Based on the analysis of the 2023 results, in 2024, the faculty plan to: 1) (FNP) incorporate verbal presentation of the SOAP note to increase student’s skill in reporting the history and physical, differential diagnoses and plan of care; 2) (PMHNP) visit students by region to engage with them outside the clinical/classroom setting and offer support and ensure understanding of content; 2) (PMHNP) meet with PMC students virtually to discuss course content and clinical experiences that encompass the role of the NP in a new population; and 3) (AGACNP) meet face-to-face every two weeks during the first three clinical semesters. Discussion about the role of the NP is part of the didactics. PMC students can attend in person or virtually participate in the discussion.

**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:**

**2023:** 100% (7/7)

**2022:** 100% (6/6)

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

Item	2021		2022		2023	
Question #1	FNP n = 2/2	100%	FNP n=2/2	100%	FNP n =3 /3	100%
	PMHNP n = 5/5	100%	PMHNP n=4 /4	100%	PMHNP n =2/2	100%
	AGACNP n = 2/2	100%	AGACNP n=0/0	N/A	AGACNP n = 2/2	100%
<b>Total</b>	9/9	100%	6/6	100%	7/7	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

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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 2021 the target was met. Based on the analysis of 2021 results, in 2022, faculty: 1) expanded the use of scripted patients for open labs in NURG 5700 to assist students with obtaining a comprehensive health history; and 2) conducted a minimum of two performance evaluations per semester (5780, 5790, 5770, 5910, 5920, 5930, 5940) to evaluate student ability to collect a comprehensive history – either by personal visit or telehealth (Webex, Zoom, FaceTime). In 2022, 100% (6/6) of PMC students scored 3 or higher on Question 1 of the final clinical performance evaluation. In 2022, the target was met. Based on the results, students demonstrated competency in obtaining a comprehensive history from the client.

In 2022, the target was met. Based on the analysis of the 2022 results, in 2023 the faculty: 1) added unfolding clinical scenarios to NURG 5780 (first FNP clinical course), and 2) provided additional live specialty lectures in FNP clinical courses (NURG 5780, NURG 5790, NURG 5770, NURG 5800).

As a result, in 2023 100% (7/7) of PMC students scored a 3 or higher Question 1 of the graded Final Practicum. Based on the results, students demonstrated their ability to obtain a comprehensive history.

**Decision.** In 2023 the target was met. Based on the analysis of the 2023 results, in 2024: the faculty plan to: 1) update unfolding clinical scenarios for FNP clinical courses to reflect growth of skills between NURG 5780 and NURG 5800; 2) update/revise the format of the history taking session for NURG 5700 open lab to include updating the scripts for student volunteers; and 3) (FNP) add verbal SOAP assignments to each clinical course to increase skills in reporting the history & physical, differential diagnoses and plan of care.

### **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:**

**2023:** 100% (7/7)

**2022:** 100% (6/6)

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

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Item	2021		2022		2023	
Question #15	FNP n = 2/2	100%	FNP n=2/2	100%	FNP n =3 /3	100%
	PMHNP n = 5/5	100%	PMHNP n=4/4	100%	PMHNP n =2/2	100%
	AGACNP n = 2/2	100%	AGACNP n= /	N/A	AGACNP n = 2/2	100%
<b>Total</b>	N=9/9	100%	N= 6/6	100%	7/7	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 2021 the target was met. Based on the analysis of 2021 results, in 2022 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) increased student exposures to competencies by encouraging membership in state and local NP organizations; 3) assisted student development of professional relationships by inviting them to attend local NP meetings; and 4) incorporated updated interprofessional collaboration exercises and opportunities into clinical courses. All clinical students were encouraged to join LANP. PMHNP students were encouraged to join the American Psychiatric Nurses Association. In NURG 5920, an interprofessional collaboration discussion board assignment was added to module 10. In NURG 5930 cultural expression was addressed in DB in module two. In NURG 5930 the professional paper was eliminated, and students were given a choice to create a PPT, Webex, or poster presentation related to LGBTQIA for children or adolescents, and 5) added unfolding clinical scenarios to each FNP clinical course (NURG 5780, 5790, 5770) and provided live lectures of the most current clinical practice guidelines from Diabetes Medication Pharmaceutical sales rep, Pediatric NP, and Women's Health NP.

In 2022, 100% (6/6) of PMC students scored 3 or higher on Question 15 of the Graded Final Practicum. In 2022, the target was met. Based on the results, students demonstrated their ability to initiate discussions for consultation, collaboration, and referral of appropriate healthcare services.

In 2022, the target was met. Based on the analysis of the 2022 results, in 2023 the faculty: 1) invited NPs in clinical practice to provide live lectures twice a semester (NURG 5780, 5790, 5770, 5800), and 2) invited the LSBN (Louisiana State Board of Nursing) APRN Director to make a presentation on barriers to APRN practice in the spring for all clinical students.

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As a result, in 2023 100% (7/7) PMC students scored 3 or higher on Question 15 of the Graded Final Practicum. In 2023, the target was met. Based on the results, students demonstrated their ability to initiate discussions for consultation, collaboration, and referral of appropriate healthcare services.

**Decision.** In 2023 the target was met. Based on the analysis of the 2023 results, in 2024, faculty plan to: 1) update resources on NP competencies; and 2) invite students to professional meetings to facilitate networking and understanding of regulatory issues related to NP competencies.

### **Measure 5.2.**

*Assessment Method:* PMC Exit Survey. Question 4.4 “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.

### **Trending:**

**2023:** 80% (4/5)

**2022:** 100% (4/4)

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

**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 2021, 100% (5/5) of PMC students reported their preparedness as a score of 3 (well prepared) or higher (very well prepared) on the PMC Exit Survey question 3.4. 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.

In 2021 the target was met. Based on the analysis of 2021 results, in 2022 faculty: 1) updated resources and references related to the APRN competencies in the role courses (NURG 5830, 5840), the study guide/packet, and clinical courses; 2) provided students with information about joining the state NP organization; and 3) included students in interprofessional education during clinicals at MLK in Shreveport. In 2022, 100% (4/4) of PMC students reported their preparedness as a score of 3 (well prepared) or higher (very well prepared) on the PMC Exit Survey question 3.4. Four of the six 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.

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In 2022 the target was met. Based on the analysis of the 2022 results, in 2023 the faculty: 1) provided an expert speaker to assist with billing and, coding processes in the second NP role course (NURG 5840), 2) added a discussion board assignment focused on interprofessional collaboration and consultation (NURG 5840); and 3) gave FNP students the option to participate in a regional health fair by presenting an educational talk to fair participants (blood pressure management, diabetic foot care, etc.).

As a result, in 2023 80% (4/5) of PMC respondents reported their satisfaction as a score of 4 (very well prepared) indicating they felt prepared to manage resources within a health care delivery system through collaboration with other health care providers, community, and clients. One student reported their preparedness as a score of 1 (somewhat prepared). Four students indicated that they were practicing as NPs before returning for a PMC in a new population. One student was not an NP before returning for a PMC and completed the role courses.

**Decision.** In 2023 the target was met. Based on the analysis of the 2023 results, in 2024: the faculty plan to: 1) invite all NP students to the LSBN regulatory presentation; 2) encourage all NP students to attend monthly LANP meetings to network and stay current with changes affecting APRNs; and 3) encourage all NP students to attend the annual LANP Legislative Workshop.

**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 4.5 “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.

### **Trending:**

**2023:** 80% (4/5)

**2022:** 100% (4/4)

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

**Analysis.** PMC Exit Survey Question 4.5 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 [FNP] 5770, 5780, 5790, [PMHNP] 5910, 5920, 5930, 5940 [AGACNP] 5410, 5420, 5430) 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

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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 2021 the target was met. Based on the analysis of the 2021 results, in 2022 faculty: 1) expanded the discussion board/forum in NURG 5100, NURG 5830 and NURG 5840 discussing the benefits of joining professional organizations, 2) provided students with LANP membership information for PMC students who are non-NPs in NURG 5100 and NURG 5700, and 3) invited all students to attend the annual regulatory presentation for NPs given by LSBN APRN Director each fall. NURG 5840 was redeveloped to improve understanding about the licensure and certification regulations. However, no discussion board was added related to joining a professional organization.

In 2022, 4/4 or 100% of students responding reported their preparedness as a score of 3 (well prepared) or higher (very well prepared) on the PMC Exit Survey question 3.5. Four of six PMC students answered the PMC Exit Survey. 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.

In 2022 the target was met. Based on the analysis of the 2022 results, in 2023 the faculty: 1) encouraged students in NURG 5840 and clinical courses to join their state professional organization; and 2) invited students to local LANP meetings. As a result, in 2023 80% (4/5) PMC students reported their satisfaction as a score of 4 (very well prepared) indicating they felt prepared to contribute to the continued professional development and improvement of self, client, communities and healthcare delivery systems. One student reported their preparedness as a score of 1 (somewhat prepared). Four students indicated that they were practicing as NPs before returning for a PMC in a new population. One student was not an NP before returning for a PMC and completed the role courses.

**Decision.** In 2023 the target was met Based on the analysis of the 2023 results, in 2024, faculty plan: 1) to provide PMC students with information and support in the transition to the role of the NP in a new population; 2) (AGACNP clinical courses) to meet face-to-face every two weeks during the first three clinical semesters. Discussion about the role of the NP is part of the didactics. PMC students can attend in person or virtually participate in the discussion. PMHNP faculty will meet with PMC students virtually to discuss course content and clinical experiences that encompass the role of the NP in a new population; 3) to assign FNP PMC students to faculty who assist them in the transition to a new role; and 4) invite all PMC students to attend professional meetings to network and understand their role in a new population.



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### **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:**

**2023:** 100% (7/7)

**2022:** 100% (6/6)

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

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

In 2021 the target was met. Based on the analysis of 2021 results, in 2022 the faculty: 1) provided LANP membership information for PMC students who are non-NPs (NURG 5100 and NURG 5700); 2) invited all PMC students to attend the annual regulatory presentation for NPs given by the LSBN APRN Director each fall, and 3) invited all PMC students to attend local NP meetings to meet and network with APRNs. Regulatory content was increased in Role of the NP in Business (NURG 5840 for fall 2022). Faculty discussed and decided to move the LSBN meeting to the spring semester, as this served as a reminder of the information just prior to graduation, certification, and licensure. In 2022, 6/6 or 100% of PMC students indicated that they were members of a professional nursing organization. In 2022 the target was met.

In 2022 the target was met. Based on the analysis of the 2022 results, in 2023 the faculty: 1) moved the LSBN meeting to the spring semester to reinforce regulatory information prior to graduation, certification, and licensure; and 2) posted announcements for local and state LANP meetings in all courses.

As a result, in 2023 100% (7/7) of PMC students indicated that they were members of a professional nursing organization. In 2023 the target was met.

**Decision.** In 2023 the target was met. Based on the analysis of the 2023 results, in 2024 the faculty plan to: 1) expand the invitation to attend the LSBN regulatory meeting to first and 4<sup>th</sup> level NP clinical students. First level NP clinical students are taking the Role of the NP while fourth level students are completing coursework and will graduate in the spring; and 2) post professional meetings and invite students to attend. The cost of student membership is typically half the cost of regular membership. Meetings facilitate networking among colleagues and understanding of the NP role.

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

Based on the analysis of the 2022 results, in the 2023 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 changes implemented to drive the continuous process of seeking improvement in the 2023 assessment cycle. These changes are based on the knowledge gained through the analysis of the 2022 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.  
Resources relating to delivery of culturally sensitive care to diverse populations were updated across clinical courses.
- All faculty discuss the requirement for the role comprehensive exam during the review/discussion of the gap analysis.
- The faculty updated resources and references to ensure the use of current evidence-based practice guidelines in the clinical setting including electronic (and phone) applications. The use of daily logs, narratives, SOAP notes and course assignments to demonstrate proficiency in delivering evidence-based care was maintained.
- PMHNP faculty met with first level clinical students via WebEx every two - three weeks to ensure that students understand the content.
- The FNP faculty incorporated 2 verbal SOAP assignments in NURG 5780 to increase skill in reporting the history, physical, differentials, and plan of care.
- The faculty incorporated a paired interview assignment for students in NURG 5840 Role of the NP in Business to assist students in honing interview skills and in verbalizing the role of the NP to a prospective employer.
- FNP faculty precepted students in nurse led clinics at community health centers in Shreveport (MLK) and in Alexandria (Healthworx).
- The faculty encouraged students to join a professional nursing organization.
- The faculty recruited undergraduate nursing students for scripted patients in NURG 5700. This benefited MSN and introduced BSN students to the MSN

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program.

- The faculty invited students to attend monthly LANP or other professional organizational meetings.
- Faculty developed a Moodle shell for MSN students which is available from Orientation to graduation. The shell provides information on the MSN program (curriculum patterns), MSN Essentials, PILT and writing assistance, scholarship opportunities, etc.
- The faculty provided a skills workshop for all NP students that included hands on suturing, biopsy, incision and drainage, and access to videos for EKG and X-ray interpretation.
- The FNP faculty eased the requirements for obtaining clinical hours for specific populations each semester. Students may obtain clinical hours in any population required as they can find preceptors. The requirement for 10 counseling hours was removed and rolled into the population requirements.
- The FNP faculty revised the content schedule and exams so that each module focused on one physiological system.

Other key evidence of improvements or success in the 2023 assessment year include:

- Completers 2023: spring semester - 1 FNP, 2 PMHNP, and 2 AGACNP; fall semester 2 FNP.
- Certification rates for PMC: FNP 1 passed on the first attempt, 1 pending; PMHNP: 2 passed on the first attempt; AGACNP: 2 passed on the first attempt.
- Employment rates for PMC: 100% for FNP - 2 were employed as NPs, 1 as a nurse educator; PMHNP: unknown; 100% for AGACNP - 2 were employed as NPs.

### **Plan of action moving forward.**

Based on the analysis of the 2023 results, the following actions will be taken during the 2024 assessment year:

- Review and update current resources and references for all courses.
- PMHNP faculty will meet with first level clinical students at least every 2-3 weeks to ensure understanding of content and transition to clinical experience.

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- Incorporate evolving information on culture, diversity, and inclusion within clinical and non-clinical courses (NURG 5810, NURG 5830, NURG 5910, 5920, 5930, 5940, NURG 5770, 5780, 5790, 5800).
- Discuss the importance of successful completion of the role comprehensive exam with all students during advising, clinical and role courses.
- Invite ALL NP students to attend the presentation of the APRN scope of practice, and standards and regulatory issues presented by the APRN Director for the Louisiana State Board of Nursing each spring.
- 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.
- Assist students in delivering evidence-based care by providing 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 the NURG 5700 open lab to increase the amount of observed practice of physical exam skills for attending students.
- 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 and verbal 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

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competencies in the role courses (NURG 5830, 5840), the study guide/packet, and clinical courses. Offer PMC students a pre-test and remediation prior to the role comprehensive exam.

- 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.

- Faculty will incorporate the new MSN Essentials and competency-based learning into MSN courses by reviewing SLOs this summer.
- MSN faculty will host the fourth annual skills event for all MSN and PMC students in the spring of 202. The event will provide prerecorded and live sessions in ECG reading, interpreting X-rays, fluid resuscitation, lab interpretation, demonstration and practice of skin biopsies, incision and drainage and suturing techniques. Instructors for suturing are nurse practitioners with certification as First Assists in surgery.
- The PMHNP coordinator will continue to conduct in person meetings with clinical PMHNP students in their home regions. The coordinator will meet students in a relaxed environment, traveling to a different area of the state each semester.
- PMC students will apply via NursingCAS.
- The Behavioral Health Workforce Education and Training (BHWET) program grant was received in 2021. The overarching purpose of this project is to improve the supply and distribution of the behavioral health workforce, namely Psychiatric Mental Health Nurse Practitioners (PMHNP), by developing and expanding experiential learning activities that target high need and high demand populations across the life span. Objectives: 1) increase multidisciplinary training experiences for PMHNP students that integrates behavioral health care for high risk, high need youth, adolescents, and transition aged youth within primary care environments; 2) develop strategies for technology integration in the provision of behavioral healthcare by PMHNPs; and 3) recruit a PMHNP workforce that expands the diversity of the targeted geographic area(s). Sixteen students were awarded stipends of \$10,000 from the BHWET grant. A midcycle review was completed in 2023 and objectives were updated. The grant expires in 2025.