

## Post Master Certificate in Nursing Program

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

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**Northwestern Mission.** Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

**College of Nursing's (CON) Mission.** Northwestern State University College of Nursing serves the people of Louisiana and in so doing improves the health of its citizens while advancing the mission of Northwestern State University through excellence in accessible undergraduate, graduate, and continuing education programs that are designed to assist individuals in achieving their professional goals as responsible and contributing members of their profession and society.

**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: Family or Psychiatric Mental Health. Upon successful completion of the certificate program, candidates are eligible to sit for the appropriate accreditation exam (PMHNP candidates take the American Nurses Credentialing Center [ANCC] exam and the FNP candidates take the American Academy of Nurse Practitioners [AANP] 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 competence of the nurse practitioner role within the legal scope and standards of the chosen concentration.
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. Manage resources within a health care delivery system through collaboration with other health care providers, community, and clients.

## AC 2019 Assessment

5. 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.

### Student Learning Outcomes:

**Note<sup>1</sup>:** The Student Learning Outcome measures for the PMC were developed in 2019 during the Spring and Fall semesters. SLO 5 measure 1 is a question on the PMC Exit Survey, which had already been administered for the Spring semester. That question was not on the PMC Exit Survey. There were no PMC completers in the Summer or Fall semesters, therefore, there is no data for SLO 5.

**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.

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

Item	2019		2020		2021	
Question #22	FNP n = 2/2	100%	FNP n = XX/XX			
	PMHNP n = 16/16	100%	PMHNP n = x/x			
	N/A	N/A	AGACNP n = 0/0			

## AC 2019 Assessment

Total	18/18	100%				
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**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. The first cohort of 16 PMC PMHNP students completed coursework in 2019. Two PMC FNP students completed coursework in 2019. One PMC FNP student and two PMC PMHNP students were not nurse practitioners. These students enrolled in courses to learn the role of the nurse practitioner in practice and in business (NURG 5810, 5820, 5830). Role courses include the delivery of culturally sensitive care to clients, families, and communities.

In 2019 100% (18/18) students achieved a score of 3 or higher on question #22 of the Graded Final Practicum. Fifteen of 18 students were nurse practitioners pursuing a PMC in a new population. These students were not enrolled in role courses but receive a three or higher score in delivering culturally sensitive care. Objectives for NURG 5910 were reduced from 22 in 2018 to nine in 2019. The nine objectives were further revised to five objectives between January 2019 and January 2020.

**Decision.** Based on the analysis of the 2019 results, in 2020, the plan will be to: 1) continue to require role courses for non-nurse practitioner PMC students, 2) develop a study guide or packet to prepare nurse practitioners PMC students for the comprehensive role exam in their new population, and 3) update culture references/resources in the didactic portion of the clinical courses.

### 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.

**2019:** 100% (11/18)

Item	2019		2020		2021	
Question #3.1	FNP Avg. - 3 n = 2/2	100%	FNP n = XX/XX			
	PMHNP Avg - 3 n = 9/9	100%	PMHNP n = x/x			
	N/A	N/A	AGACNP n = 0/0			
Total	11/11 Avg. - 3	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 were 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, in 2019 CONSAH hosted a free seminar on LGBT+ advocacy for all students and faculty.

In 2019, 11 of 18 PMC students answered question 3.1 on the PMC Exit Survey. Of those eleven respondents, 100% scored a three or higher on Question 3.1 Total score for this question from two PMC FNP students was six, which is an average of three. The total score for the nine PMC PMHNP students was 27, which is an average of three.

**Decision.** In the 2019 assessment year, the target was met. Based on the analysis of the 2019 results, in 2020, the plan will be to: 1) update cultural resources in clinical/didactic courses, and 2) incorporate additional resources in NURG 5830 Role of the NP in Clinical Practice (e.g., the AACN Cultural Competence Toolkit to promote culturally competent nursing care).

### **SLO 2. Demonstrate competence of the nurse practitioner role within the legal scope and standards of the chosen concentration**

#### **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.**

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

**Analysis.** A total of 18 post master’s students completed the PMC program in the spring of 2019. Of these 18 students, only 3 were required to take the role comprehensive exam, as this is not a requirement for students who are already NPs. All degree seeking NP and non-NP PMC students are required to take corequisite role courses (NURG 5820, 5830, 5840). In the last semester of clinical coursework, these students are required to pass a role comprehensive exam.

This examination serves to demonstrate the student’s knowledge of his/her new role as an APRN in a specified population.

In 2019, two out of three PMC students achieved a score of 80% or better on the role comprehensive examination. This did not meet the expected outcome of 90%. In Fall 2019, the MSN/PMC curriculum committee members voted to require all PMC students (NP and non-NP) to take the role comprehensive exam during their last clinical course to demonstrate competency in their new focus populations.

## AC 2019 Assessment

**Decision.** Based on the analysis of the 2019 results, in 2020, the plan will be to: 1) administer the role comprehensive exam to all PMC students in their final clinical course, 2) develop a study guide or 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.

**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.**

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

Item	2019		2020		2021	
Question #3.2	FNP Avg. - 3.5 n = 2/2	100%	FNP n = XX/XX			
	PMHNP Avg.- 3.0 n = 9/9	100%	PMHNP n = x/x			
	N/A	N/A	AGACNP n = 0/0			
Total	11/18 Avg.- 3.1	100%				

**Analysis.** In 2019 students applied 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 included 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 5820, 5830, & 5840). The PMC Exit Survey is offered to all PMC students at the end of their last clinical semester. In 2019, 11/11 or 100% of students scored a 3 for higher on Question 3.2 of the PMC Exit Survey. Based on the results, students feel prepared to practice within the scope and standards of their specified role.

**Decision.** In 2019 the target was met. Based on the analysis of the 2019 results, in 2020, the plan will be to: 1) ensure the use of current scope and standards of practice specific to each population, 2) develop and incorporate resources and references to facilitate understanding and application of the scope and standards of care, and 3) continue to incorporate written assignments to guide the student in the use and the application of scope of practice and standards.

**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

**Finding.** Target was met.

**Trending.**

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

Item	2019		2020		2021	
Question #8	FNP n = 2/2	100%	FNP n = XX/XX			
	PMHNP n = 16/16	100%	PMHNP n = x/x			
	N/A	N/A	AGACNP n = 0/0			
Total	18/18	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 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 through preceptor and faculty performance evaluations, identification and application of evidence-based competency (Hamric) in clinical practice, and noted in clinical logs, SOAP notes, and narratives/self-reflections. In 2019, 18/18 or 100% of students achieved a score of 3 or higher on question #8 of the Graded Final Practicum.

**Decision.** In 2019 the target was met. Based on the analysis of the 2019 results, in 2020, the plan will be to: 1) ensure the use of current evidence-based practice guidelines, 2) develop and incorporate resources and references to facilitate understanding and application of evidence-based guidelines used in the clinical setting such as electronic applications, and 3) continue to incorporate logs, narratives, SOAPs to demonstrate proficiency in delivering evidence-based care.

**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

Item	2019		2020		2021	
Question #3.3	FNP Avg. - 3.11 n = 2/2	100%	FNP n = XX/XX			
	PMHNP Avg - 3.5 n = 9/9	100%	PMHNP n = x/x			
	N/A	N/A	AGACNP n = 0/0			
Total	11/11 Avg. - 3	100%				

**Trending.**

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

**Analysis.** In 2019 students applied evidence-based recommendations in delivering care to patient care in the clinical setting. This is demonstrated in written assignments such as the Signature Assignment – Case Study Paper (NURG 5910), unfolding case studies and 4 required SOAP notes (NURG 5800), and the clinical evaluations by preceptors and faculty

In 2019, 11/11 or 100% of students scored a three for higher on Question 3.3 of the PMC Exit Survey. Eleven of 18 PMC students answered the PMC Exit Survey. Total score for this question from two PMC FNP students was 7, average 3.5 Total score for 9 PMC PMHNP students was 28, average 3.11. Based on the results, students feel prepared to evidence-based recommendations in the delivery of care to clients.

**Decision.** In 2019 the target was met. Based on the analysis of the 2019 results, in 2020, the plan will be to: 1) ensure the use of current evidence-based practice guidelines 2) develop and incorporate resources and references to facilitate understanding and application of evidence-based guidelines used in the clinical setting such as electronic applications 3) continue to incorporate logs, narratives, SOAPs to demonstrate proficiency in delivering evidence-based care.

**SLO 4. Manage resources within a health care delivery system through collaboration with other health care providers, community, and clients.**

**Measure 4.1.**

*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)

## AC 2019 Assessment

**Finding.** Target was met.

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

**Trending:**

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

**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 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 18/18 or 100% students achieved a score of 3 or higher on question #8 of the Graded Final Practicum.

**Decision.** In 2019 the target was met. Based on the analysis of the 2019 results, in 2020, the plan will be to: 1) continue to use current resources/references related to APRN competencies in clinical didactic courses, and 2) further incorporate interprofessional educational collaborative (IPEC) resources in role and clinical didactic courses.

**Measure 4.2.**

*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 Avg. - 3 n = 2/2	100%	FNP n = XX/XX			
	PMHNP Avg. - 3.22 n = 9/9	100%	PMHNP n = x/x			
	N/A	N/A	AGACNP n = 0/0			
Total	11/11	100%				

**Trending:**

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

**Analysis.** In 2019 students applied 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 included devising a plan of care in the written SOAP note and verbal presentation of the plan of care to the preceptor.

In 2019, 11/11 or 100% of students scored a 3 for higher on Question 3.4 of the PMC Exit Survey. Based on the results, students feel proficient in consulting and collaborating with healthcare providers in the community.

**Decision.** In 2019 the target was met. Based on the analysis of the 2019 results, in 2020, faculty will: 1) keep abreast of updates and trends in interprofessional collaborative practice and education in advanced practice nursing, 2) continue to incorporate the APN competencies of collaboration and consultation in the role and clinical courses, 3) provide current examples, lectures, resources, materials, etc. to assure student engagement and comprehension of the collaborative competency, and 4) consider the integration of 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.

**SLO 5. Contribute to the continued professional development and improvement of self, client, community and healthcare delivery systems.**

**Measure 5.1. See Note<sup>1</sup>**

*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 not measured. The question was not asked on the exit survey.

**Trending:**

**2019:** XX% (XX/XX)

**Analysis.**

**Decision.** The question will be added to future exit surveys.

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

In the 2019 assessment year, the first cohort of Psychiatric Mental Health PMC students completed the program. Of these graduates, 100% pass the certification

## AC 2019 Assessment

exam and 100% were employed. Changes were made based on student evaluations, data collected in the SLO measures, student feedback, faculty assessment of students, and implementation of best practices. Below is the evidence of improvements based on data analysis.

- MSN/PMC PCC voted to require all PMC students to take and pass the Role Comprehensive exam to complete the program.
- Developed a role comprehensive study packet for NP - PMC students who were not required to take role courses.
- Implemented the curriculum change: Role courses were condensed and combined from three courses totaling four credit hours into two courses (Role of the NP in Clinical Practice and Role of the NP in Business) totaling four hours.
- Revised Role courses to incorporate population focus of Psychiatric Mental Health Across the Lifespan.
- Updated the MSN Student Handbook to reflect PMC programs.
- Developed SLO measures for the PMC program.
- Developed online clinical application form for PMC students.
- Updated gap analysis forms to include requirement of role comprehensive exam
- Streamlined the process for requesting and conducting gap analyses, sending documents for Director's approval, and contacting the student for discussion of the results.
- Planned for the first PMC Alumni Survey to be sent to graduates from 2019 PMC programs.
- Invited PMC students to a presentation by the LSBN Director of APRN
- Launched the Genomics and Informatics courses in Fall 2019 – required for PMC FNP students.
- Made NURG 5960 Psychopharmacology and Neurobiology available in more than one semester to allow PMC students to begin coursework.
  - Made NURG 5960 a non-clinical course so that it could be taken prior to beginning clinical courses.

The MSN PMC program received approval to admit students for the PMC in Adult/Gerontological Acute Care NP program in 2020.

PMC measures were met in all categories except for SLO 2.1 *Assessment Method*:  
Role Comprehensive Examination

- *Expected Outcome*: 90% of students will score 80% or higher on the first attempt. Two of three students passed the exam on the first try for a pass rate of 67%. All passed by the second attempt.
- Role comprehensive exam will be required for all PMC students
- Developed a role comprehensive study packet for NP - PMC students who are not required to take role courses.

## AC 2019 Assessment

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

For the 2020 assessment year based on the analysis of the 2019 results the following actions will be taken:

- The first cohort of AGACNP students will be admitted to spring clinicals in January 2020.
- The Alumni Survey will be sent to PMC completers.
- The addition of Will SLO Measure 5.2 inquiring about membership in professional nursing organizations on the role comprehensive exam.
- All PMC students will take a role comprehensive exam beginning in 2020
- The PMC program will continue to develop and update resources, along with references for all courses.