

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 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] 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.
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.

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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.

Note¹: The Student Learning Outcome measures for the PMC were developed in 2019 during the Spring and Fall semesters. Originally, there were 6 SLOs. SLO 4 was removed before the PMC Exit Survey was administered in Spring, leaving 5 SLOs. In 2019, a question for SLO 5 measure 1 was added after the Spring semester PMC Exit Survey had been administered. There were no PMC completers in the Summer or Fall semesters, therefore, there is no data for SLO 5. In 2020, SLO 4 was restored. Questions for SLO 4 measures 1 and 2 were added to the PMC Exit Survey. SLO 5 and its measures became SLO 6.

Note²: During Assessment Cycle 2020-2021, the COVID-19 virus forced Northwestern State University to reevaluate how to execute its mission. Through deliberate planning, the College of Nursing substantially modified courses, programs, facilities, services, and resources to enhance learning while protecting the health and safety of students, faculty, and staff.

Assignments and student learning assessments were modified to maximize the principles of equitable evaluation and assure the highest quality in-person classes, online delivery of courses, and hybrid face-to-face and virtual studies. Technological equipment and resources were updated and expanded to provide high academic quality and flexibility while using lower bandwidth.

Student learning outcomes guide the design and delivery of instruction to ensure student learning. While the assessment process continues, it would be naïve to assume this academic program assessment has not been affected – the degree of which is

based on individual courses and student. However, because of the tireless efforts of the faculty and staff, we continue strive to provide extraordinary academic and experiential student learning opportunities despite these trying times.

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.

2020: 100% (9/9)

2019: 100% (18/18)

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

The first cohort of 16 PMC PMHNP students completed coursework in 2019. Two PMC FNP students completed coursework in 2019. 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 and received a three or higher score in delivering culturally sensitive care. Objectives for NURG 5910 were reduced from 22 in 2018 to

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nine in 2019. The nine objectives were further revised to five objectives between January 2019 and January 2020.

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.

In 2020, 100% (9/9) of students achieved a score of 3 or higher on question 22 of the Graded final Practicum. 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.

Decision. In 2020 the target was met. Based on the analysis of the 2020 results, in 2021, the plan will be to: 1) include at least one discussion board assignment (NURG 5910, NURG 5810) that will facilitate the development and enhancement of knowledge and skills needed to deliver culturally sensitive and ethical care to vulnerable populations, and 2) to provide access to speakers presenting topics related to providing culturally sensitive care to diverse clients. Example: Living Library hosted by NSU on LGBTQIA topics.

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.

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%		
	PMHNP n = 9/9	100%	PMHNP n = 3/3	100%		
	N/A	N/A	AGACNP n = X/X	N/A		
Total	9/9	100%	7/7	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.

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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 2019, CONSAH hosted a free seminar on LGBT+ advocacy for all students and faculty. As a result, in 2019, 11 PMC students answered question 3.1 on the PMC Exit Survey. Of the eleven respondents, 100% (9/9) scored a three or higher on Question 3.1

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. In 2020, 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.

Decision. In 2020 the target was met. Based on the analysis of the 2020 results, in 2021, the plan will be to: 1) incorporate discussions on topics of diversity, anti-racism, and LGBTQIA within clinical and non-clinical courses: NURG 5810 Family Dynamics; NURG 5830 Role of the Nurse Practitioner in Clinical Practice; clinical courses NURG 5910, 5920, 5930 and 5940 (PMHNP 1-4); NURG 5770, 5780, 5790, and 5800 (FNP); and 2) update references and resources for NURG 5100 Social Forces in Nursing, NURG 5830 Role of the NP in Clinical Practice, NURG 5810 Family Dynamics, and clinical courses to include new information obtained as social changes continue to evolve (LGBTQIA, civil rights, anti-racism, and health care delivery disparities).

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.

2020: 67% (6/9)

2019: 67% (2/3)

Item	2019		2020		2021	
Question	FNP n = 1/1	100%	FNP n = 5/5	100%		
	PMHNP n = 1/2	50%	PMHNP n = 1/4	25%		
	N/A	N/A	AGACNP	N/A		

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			n = 0/0			
Total	2/3	67%	6/9	66%		

Analysis. All non-NP PMC students are required to take corequisite role courses (NURG 5830, 5840). All students who are 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.

In 2019 (the first cohort of PMC PMHNP students), only students who were non-NPs were required to complete NP-specific role courses (NURG 5830, NURG 5840) and pass a final role comprehensive exam (score $\geq 80\%$). Students who were already nurse practitioners were not required to take the role comprehensive exam. In 2019, 67% (2/3) PMC students (non-NP) passed the final role comprehensive exam by achieving a score of 80% or better. However, this finding did not meet the expected outcome of 90%. 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.

Decision: In 2020 the target was not met. Based on the analysis of the 2020 results, in 2021 faculty will: 1) review the role comprehensive study guide to assure content encompasses the information provided in the role courses that is necessary for non-NP PMC students to successfully pass the role comprehensive exam; 2) revise the study guide to include live updated links for accessing information; 3) place greater emphasis and add content that addresses the role of the population-specific NP throughout the program, especially in the clinical course; 4) explain 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.

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.

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Trending.

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%		
	PMHNP n = 9/9	100%	PMHNP n = 3/3	100%		
	N/A	N/A	AGACNP n = 0/0	N/A		
Total	11/18	100%	7/7	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, 11 PMC students answered question 3.2 of the PMC Exit Survey. On Question 3.2 of the PMC Exit survey 100% of students (N=11) scored a 3 or higher. Based on the results, students felt prepared to practice within the scope and standards of their specified role.

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. 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 or higher. Based on the results, students felt prepared to practice within the scope and standards of their specified role.

Decision. In 2020 the target was met. Based on the analysis of the 2020 results, the plan for 2021 will be: 1) to incorporate written assignments within NURG 5830 and NURG 5840 (Role courses) that assist 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) to review and update resources and references to facilitate understanding and application of the scope and standards of care; 3) 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; and 4) to inform students of the Louisiana NP Health Policy Conference and encourage their attendance as part of their final clinical semesters, NURG 5940 (PMHNP 4) and NURG 5800 (FNP 4).

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.

2020: 100% (9/9)

2019: 100% (18/18)

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

In 2019, 100% (18/18) of PMC students scored 3 or higher on question #8 of the Graded Final Practicum. Therefore, the target was met.

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.

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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.

Decision. In 2020 the target was met. Based on the analysis of the 2020 results, in 2021, the plan will be to: 1) incorporate digital library resources (UpToDate, Epocrates) with current evidence-based guidelines for students in clinical courses; 2) incorporate modules related to technology used in the clinical setting (telehealth, electronic applications); and 3) assist 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.

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.

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%		
	PMHNP n = 9/9	100%	PMHNP n = 3/3	100%		
	N/A	N/A	AGACNP n = X/X	N/A		
Total	11/11	100%	7/7	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, 11 PMC students answered the PMC Exit Survey. On Question 3.3 of the PMC Exit Survey, 100% (11/11) of students scored a three or higher. Based on these results, students felt prepared to make evidence-based recommendations in the delivery of care to clients.

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.

Decision. In 2020 the target was met. Based on the analysis of 2020 results, in 2021, the plan will be to: 1) provide expanded modules on telehealth in Informatics (NURG 5690) and clinical courses to develop telehealth competency; 2) review and update 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) review and provide feedback to students via their logs, narratives, self-evaluations, and SOAPs related to developing proficiency in delivering evidence-based care.

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:

2020: 89% (8/9)

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

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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.

Decision. In 2020 the target was met. Based on the analysis of 2020 results, in 2021, the plan will be to: 1) incorporate updated simulation experiences through Shadow Health (digital platform) in NURG 5700 to assist students in eliciting a comprehensive health history; 2) implement a redesigned practice lab for NURG 5700 in which students will interact with scripted patients to practice eliciting the health history and receive faculty feedback; 3) assess 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) provide feedback on written SOAP notes to ensure student’s understanding of data collection and organization of the health history.

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:

2020: 100% (9/9)

2019: 100% (18/18)

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

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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, 100% (18/18) of PMC students scored 3 or higher on question #8 of the Graded Final Practicum. 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.

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.

Decision. In 2020 the target was met. Based on the analysis of 2020 results, the plan in 2021 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 6th edition); 2) encourage 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) provide information in role and clinical courses to address collaboration among all disciplines.

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%		
	PMHNP	100%	PMHNP	100%		

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	n = 9/9		n = 3/3			
	N/A	N/A	AGACNP n = X/X	N/A		
Total	11/11	100%	7/7	100%		

Trending:

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

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.

Decision. In 2020 the target was met. Based on the analysis of 2020 results, the plan in 2021 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 6th edition); 2) encourage 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) to increase student skills in managing resources by increasing their interaction with the interprofessional teams at MLK and Healthworx.

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

Measure 6.1. See Note¹

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%		
	PMHNP n = 3/3	100%		
	AGACNP n = X/X	N/A		
Total	7/7	100%		

Trending:

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

Decision. In 2020 the target was met. Based on the 2020 results, the plan for 2021 will be to: 1) incorporate a discussion board/forum in NURG 5100, NURG 5830 and NURG

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5840 discussing the benefits of joining professional organizations, 2) encourage students who are non-NPs to join the state NP association upon entering NURG 5100 and/NURG 5700, 3) post information on how to join the state NP association in all clinical courses, and 4) encourage students to attend the annual health policy conference held each spring.

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:

2020: 83% (5/6)

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

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 graded. Based on the addition of this measurement for PMC completers, the question was added to the exit survey for 2020. 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. Seven of nine PMC students completed the PMC Exit Survey. In 2020, the target was met.

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

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

Based on the analysis of the 2019 results, in the 2020 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 2020 assessment cycle. These changes are based on the knowledge gained through the analysis of the 2019 results.

- PMC students who were nurse practitioners received a study guide/packet 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, and the AACN Cultural Competence Toolkit was incorporated to promote culturally competent nursing care.
- The MSN/PMC Program and Curriculum Committee (PCC) voted to administer/ require the role comprehensive exam for all PMC students (non-NP and NPs) in their final clinical course, and to revise the gap analysis documents to reflect the role comprehensive exam requirement.
- Resources and references were developed and incorporated to ensure student use of current APRN scope and standards of practice specific to each population focus. Written assignments were incorporated to guide students in the application of the APRN scope and standards of practice.
- Faculty developed and incorporated 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 and SOAP to demonstrate proficiency in delivering evidence-based care was maintained.
- Faculty developed written assignments to demonstrate the students' understanding of applying evidence-based guidelines (clinical pearls/treatment summaries for common diseases processes, quality improvement practice papers for the diagnosis and treatment of psychiatric disorders)
- PMHNP and FNP clinical students participated in telehealth delivery for health care during the pandemic.
- Interprofessional educational collaborative practice (IPEC) resources were incorporated in role and clinical didactic courses.

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- Faculty precepted students in nurse led clinics at two community health centers (MLK in Shreveport and Healthworx in Alexandria).
- Faculty reviewed and updated current resources/ references related to APRN competencies in clinical didactic courses.
- Management of healthcare resources by students was enhanced through the incorporation of updates and trends in IPEC education and the APN competencies of collaboration and consultation into clinical courses.
- Students were encouraged to join a professional nursing organization.

Other key evidence of improvements or success in the 2020 assessment year include:

- The very first CCNE evaluation of the PMC program was conducted. There were no concerns on any standard expressed in the exit meeting.
- The second cohort of PMC PMHNP students completed the program. Results of certification exams/employment – four PMC PMHNP students completed the program in 2020. Three have taken and passed the certification exam. The fourth student has not tested.
- The MSN faculty voted to reinstate SLO 4 to analyze the effect of historical, cultural, economic, ethical, legal, and political influence on nursing and health care delivery by measuring the scores of Q1 on the Graded Final Practicum. The goal was met with 89% of students scoring 3 or higher on Q1 of the Graded Final Practicum.
- The question “Are you a member of a professional nursing organization?” was added to the Role Comprehensive exam to assess the number of PMC students who were members of a professional nursing organization. The goal was met with 85.7% of students indicating that they were members of a professional nursing organization.
- Curriculum change: NURG 5960 Psychopharmacology and Neurobiology was moved to a permanent spot in the spring semester. The change included the requirement for students to pass the course with a grade of “B” or better to progress.
- The first cohort of PMC AGACNP students was admitted to clinicals in Spring 2020.

Plan of action moving forward.

Based on the analysis of the 2020 results, the following actions will be taken during the 2021 assessment year:

- Review and update current resources and references for all courses.
- Include a discussion board assignment (NURG 5910, NURG 5810) to facilitate the development and enhancement of knowledge and skills needed to deliver culturally sensitive and ethical care to vulnerable populations.
- Provide access to speakers presenting topics related to providing culturally sensitive care to diverse clients e.g., Living Library hosted by NSU on LGBTQIA topics.
- Incorporate discussions on topics of diversity, anti-racism, and LGBTQIA within clinical and non-clinical courses (NURG 5810, NURG 5830, NURG 5910, 5920, 5930, 5940, NURG 5770, 5780, 5790, 5800).
- Incorporate new information/resources obtained as social changes continue to evolve (LGBTQIA, civil rights, anti-racism, and health care delivery disparities).
- Role comprehensive study guide: review/revise to ensure content encompasses the information from the role courses that is necessary for PMC students who are NPs to successfully pass the role comprehensive exam. Include updated live links within the study guide for ease of accessing information.
- Place greater emphasis on the role comprehensive exam adding content that addresses the role of the population-specific NP throughout the program, especially in the clinical courses.
- Explain the importance of the role comprehensive exam to ALL students, reiterating the importance of using the study guide and successfully completing the role comprehensive exam.
- Incorporate written assignments within the role courses that assist students in locating sources of information i.e., the Nurse Practice Act, Standards of Practice, and applying the current scope and standards of practice specific to each population.
- 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.
- Inform students of the Louisiana NP Health Policy Conference held each spring

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and encourage attendance as part of the final clinical semesters, NURG 5940 (PMHNP 4) and NURG 5800 (FNP 4).

- Incorporate digital library resources (UpToDate, Epocrates) with current evidence-based guidelines for students in clinical courses.
- Incorporate modules related to trends in technology used in the clinical setting (telehealth, electronic applications) in clinical courses.
- Assist 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.
- Provide expanded modules on telehealth in Informatics (NURG 5690) and clinical courses to develop telehealth competency.
- Review and update resources and references to facilitate students' understanding and application of evidence-based guidelines in the clinical setting, using electronic applications (i.e., telehealth, electronic health records).
- NURG 5700: incorporate updated simulation experiences through Shadow Health (digital platform) to assist students in eliciting a comprehensive health history.
- Implement a redesigned practice lab for NURG 5700 in which students will interact with scripted patients to practice eliciting the health history and receive faculty feedback.
- Assess 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 e.g., FaceTime, WebEx, Zoom.
- Provide feedback on written SOAP notes to ensure students' understanding of data collection and organization of the health history.
- Post information on joining the Louisiana Association of Nurse Practitioners in all MSN 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 meetings and conferences to increase exposure to

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NP competencies and to develop relationships with experienced NPs who model competencies.

- Provide information in role and clinical courses to address 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 (adoption of Hamric and Hanson's Advanced Practice Nursing 6th edition).
- Encourage 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.
- Provide information in role and clinical courses to address collaboration among all disciplines.
- Integrate 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.

Additional Plan of action moving forward.

- The addition of Dr. Snowden as Vice President of Diversity and Inclusion has resulted in opportunities for students to become aware of cultural barriers to success. Including anti-racism information within the role courses will provide student NPs with information needed to learn the role of the nurse practitioner in meeting the needs of individuals and communities in our complex multicultural society.
- The Executive Order to suspend the collaborative practice agreement for NPs and the pending legislation to abandon the collaborative practice has created teachable moments for NP students. Attendance at the LANP Legislative Conference (in the spring), APN Day at the Legislature (in the spring) will be encouraged as part of NURG 5830 Role of the NP in Clinical Practice (taught only in the spring) and NURG 5100 Social Forces in Nursing.
- MSN faculty will attend a telehealth certification course in the spring.
- MSN faculty will attend NONPF conferences in spring to learn about the new MSN Essentials and competency-based learning.
- MSN faculty will attend online learning certification courses to improve the online teaching/learning experience and to leverage current digital resources to

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maximum student engagement.

- MSN faculty will host a skills event for all MSN and PMC students in the spring of 2021. The event was scheduled for fall of 2020 but cancelled because of the pandemic. 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.