Colorado State University PUEBLO

Academic Program Assessment Report for AY 2018-2019

(Due: May 1, 2019)

Program:___Nursing-MS_____

Date report completed: __05/24/19__

Completed by:__Joe Franta_____

Assessment contributors (other faculty involved): _Dr. Belport, Carla Howard, Cladia Imes, Leslie Murtagh,_____
Dr. Rooney, Jennifer VanWinkle, Dr. Ann Holthaus, Dr. Coram,__
Dr. Heintzelman_____

Please describe the 2017-2018 assessment activities and follow-up for your program below. Please complete this form for <u>each undergraduate major, minor, certificate, and graduate program</u> (e.g., B.A., B.S., M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, save and submit it to both the Dean of your college/school and to the Assistant Provost as an email attachment before May 1, 2019. You'll also find this form on the assessment website at https://www.csupueblo.edu/assessment-and-student-learning/resources.html. Thank you.

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

A. Which of the program SLOs were assessed during this cycle? **Please include the outcome(s) verbatim from the assessment plan.**	B. When was this SLO last assessed? (semester and year)	C. What method was used for assessing the SLO? **Please include a copy of any rubrics used in the assessment process.**	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved.	E. What is the expected achievement level and how many or what proportion of students should be at that level?	F. What were the results of the assessment? Include the proportion of students meeting proficiency.	G. What were the department's conclusions about student performance?	H. What changes/improvements to the <u>program</u> are planned based on this assessment?
Formative Student Learning Outcomes							
Linked to NSG 562L Course Objective End-of-Program *SLO 1.A.ii* **Key Element: Practice Follows**	**Collection:** Annually Spring **Analysis:** Annually Fall	Shadow Health-In NSG 562L, instructor collects data and sends to graduate nursing program		*100% of nurse practitioner and nurse educator students will score 100% after 2*	**2017-2018** N=41 Cough (Pediatrics)1st time 68% Chest pain (Adult) 1st	Benchmark not met. Computer software technology issue during assignment on campus; the second test was not done. The value of the	**Key Element:** 'Research and use evidence to drive daily practice' (Formative) New Direct Measure starting Summer 2019: 80% of NP and nurse educator students will score 84% on the WHO P-Drug Paper to

Created by IEC Jan 2011, Revised Oct 2011, Revised July 2012, Revised Apr 2016, Revised Sept 2017

Standards and Guidelines (Formative)		coordinator.		*attempts on three separate complaint assessments using Shadow Health.*	time 90%; Abdominal Pain (Geriatric) 1st time 92%	assignment has been proven. The measurement has been evaluated over four years, with noted technology issues in 2018. Data stable. Faculty agreed to end this measure and add a new measure.	demonstrate research and use evidence to drive daily practice
Linked to NSG 551 Course Objective End-of -Program SLO 1.A.ii Key Element: Practice Follows Standards and Guidelines (Formative)	**Collection:** Annually Summer **Analysis:** Annually Fall	Healthy People 2020 guidelines- In NSG 551, instructor collects data and sends to grad nursing program coordinator	N= 41	**Direct Measure:** *80% of NP and nurse educator students will score 84% or better on a health promotion presentation using Healthy People 2020 topics.*	**2017-2018** 100% scored 84% or better on their oral presentation on selected topics using the HP 2020 guidelines.	Measure has been met consistently. Use a new key element.	**SLO 1.A.vi Key Element: Advocacy (Formative)** In fall 2018, the health promotion EOPSLO 1.A.ii element had been evaluated over three years. Faculty maintained this class assignment, but dropped it as a measure. A new key element EOPSLO 1.A.vi "Advocacy" was selected as a measure. The health promotion presentation will continue to use Healthy People 2020 topics, utilizing a new grading rubric focusing on patient advocacy.
Linked to NSG 622L, NSG 638L, NSG 683L. Course Objectives End-of -Program SLO 1.A.ii Key Element: Practice Follows Standards and Guidelines	**Collection:** Annually Summer **Analysis:** Annually Fall	Preceptor Final Evaluation- In NSG 622L, 638L & 683L, the graduate nursing program coordinator will collect preceptor evaluations at the end of each course and share	N=39	**Direct Measure** *100% of NP students will score 8 (on an 8-point scale) on the preceptor evaluation sections regarding*	**2017-2018** Aggregate N=39 Mean 7.3 Range5.33-8 ---------------- Results by Program Option: AGACNP n=4 Mean 7.1	Benchmark not met for all 3 emphases.	Faculty decided to decrease the direct measure to 6.5 (on an 8-point scale). This would allow for variability in preceptor perception and individual clinical practicum experiences.

(Formative)		with the instructors of those courses.		*pharmacological decision-making.*	Range 6.29-8 SD 0.81 ---------------- AGACNP/FNP n=26 Mean 7.2 Range 5.33-8 S.D 0.79 ---------------- PMHNP n= 9 Mean 7.5 Range 6-8		
Linked to NSG 621 & 682 Course Objective End-of-Program SLO 2.C.ii Key Element: Provide Effective Care for Vulnerable Populations (Formative)	**Collection:** Annually Spring **Analysis: Annually Fall**	Examination- In NSG 621 & 682, instructors will collect data and send to grad nursing program coordinator.	N=30	**Direct Measure:** *80% of NP students will answer 3 final exam questions on LGBTQ health issues & disparities correctly.*	**2017-2018** NSG 621 N=30 Question 1 Correct- 88% PBI=0 Question 2 Correct- 27% PBI= (- 0.13) Question 3 Correct- 100% PBI=0 **2017-2018 NSG 682** N=9 Question 1 Correct- 50% PBI=(- 0.25) Question 2 Correct- 75% PBI= 0.15 Question 3 Correct- 100% PBI=0	A/GACNP/FNP and PMHNP Benchmarks not met. Faculty instituted measures in last year's SPE, and this year looked at the PBI for individual questions. Results revealed that questions should be revised.	Revision. Course instructors will revise all three questions and evaluate in the fall of 2019.
Linked to NSG 622 Course Objective End-	**Collection:** Annually Summer	In NSG 622, Instructor will collect pre/post	N=33	**Indirect Measure:** *100% of NP*	**2017-2018** % of Strongly Agree and	Benchmark not met. This is the first time to analyze all 6	Revise. Change to **90%** of NP students will select 5 =strongly agree or 4= agree on the on a post

of-Program *SLO 2.C.iii* **Key Element: Demonstrate Respect for Patients' Preferences, Values, and Needs (Formative)**	**Analysis:** Annually Fall	data on all 6 survey questions with a comment question from neuro simulation and sends to graduate nursing program coordinator.		*students will select strongly agree (5) or agree (4) slightly agree {5-point scale} on a post neuro end-of-life simulation survey.*	Agree Question 1: N=33 Pre n=33, 64% / Post n= 33, 91% -------------- Question 2: N=33 Pre n=33, 91% / Post n= 33, 94% --------------- Question 3: N=33 Pre n=33, 79% / Post n= 33, 97% ----------------- Question 4: N=33 Pre n=33, 88% / Post n= 33, 91% ------------------ Question 5: N=33 Pre n=33, 64% / Post n= 33, 85% ------------------ Question 6: N=33 Pre n=33, 70% / Post n= 33, 97%	survey questions individually using the pre and post survey. Results do show students perception improved from *pre to post rating* following participation in the neuro trauma simulation. The lowest post rating was 85% *I feel confident communicating with family members to make end of life decisions (*Q. 5). Lengthy discussion related to the benefit of the simulation learning experience and utilizing data collected before and after. Faculty decided that 100% is an unrealistic goal. Faculty reviewed the 27 pre survey and 24 post survey comments related to *…previous training and related nursing experiences…* with additional comments on the post survey suggesting an overall positive simulation.	neuro end-of-life simulation survey. Graduate Faculty agreed to develop new measurement related to communication at end of life (Q#3). Will continue to review comments.
Linked to NSG 633 Course Objective End-	**Collection:** Annually Summer	Exam Questions- In NSG 633, instructor	N=29	**Direct Measure:** *80% of NP*	**2017-2018** N= 29 90% of the	Benchmark met.	Maintain.

of-Program *SLO 2.C.iii* **Key Element: Demonstrate Respect for Patients' Preferences, Values, and Needs (Formative)**	**Analysis:** Annually Fall	collects data and sends to grad nursing program coordinator.		*students will answer 3 final exam questions on patient preferences correctly in the final semester of the Family NP didactic course.*	students answered 3 final exam questions correctly on patient preferences		

End of Program Student Learning Outcomes (EOPSLO)

EOPSLO 1- Integrate Evidenced-Based Practice Ethical Decision Making & Technology into Advanced Nursing Practice	**Collection:** Annually Spring **Analysis:** Annually Fall	In the OCE in the semester prior to graduation, comprehensive exam chairs use the Master's OCE Evaluation Rubric, and send ratings to the graduate nursing program coordinator who compiles results. The EBP section consists of 4 domains; EBP Interpretation, Advocacy, Theoretical Framework, and Leadership.	N=40	**Direct Measure** *100% of NP & Nurse Educator students will score 84% or better (16.7 points out of 20) on the evidence-based practice section of the Oral Comprehensive Exam (OCE).* *Post Master Certificate students are not required to do an OCE. Nurse educator students will do OCE	**2017-2018 Aggregated all EBP sections:** N=40 total n=37 93% scored higher than 84% (16.7) Aggregated Emphasis Specific: -AGACNP N=4, n=0, 100% -AGACNP/FNP N=27, n=1, 96% -PMHNP N=9, n=2, 78% -Nurse ED N/A ----------------- **EBP Interpretatio**	Benchmark not met, with an 8% improvement noted from 2016-2017. Unrealistic to expect 100% will pass the EBP section. The three students who did not meet the 84% benchmark on this section of the exam, one inter-rater reliability with new instructor scoring 0/5 with a 4/5 and a 5/5 from the other two experienced faculty evaluators (in the interpretation section). A second student failed the multimedia	Revision: Change the measurement to 90% NP and nurse educator students will score 84% or better (16.7 points out of 20) on the evidence-based practice section of the Oral Comprehensive Exam. A formal orientation and mentoring plan will be developed with each new faculty member participating in the OCE evaluation process to improve inter-rater reliability. The internal procedure for presentation review for quality of video and time will be reviewed by faculty spring 2019 by the submission due date. Faculty decided to review leadership content in the current curriculum and develop an action plan to address lowest score on the EBP section.

| | | | | | Summer 2019. | **n:** Aggregate; N=40 n=33 83% scored higher than 84% (4.2 or higher)

Emphasis Specific; -AGACNP N=4, n=0, 100% -AGACNP/FNP N=27, n=4, 85% -PMHNP N=9, n=3, 67% -Nurse ED-N/A

EBP Advocacy: Aggregate; N= 36/40 90% scored higher than 84% (4.2 or higher)

Emphasis Specific; -AGACNP N=4, n=0, 100% -AGACNP/FNP N=27, n=2, 93% -PMHNP N=9, | video presentation and successfully passed oral comprehensive exam defense.

The last student had video (audio) issues, and the student successfully passed the OCE after completing face- to-face defense.

The Leadership section for EBP was identified and discussed as the lowest achievement component area of EOPSLO1 for all degree emphasis (track option) specific. | |

					n=2, 78% -Nurse ED- N/A **EBP Theoretical Framework:** Aggregate; N= 36/40 90% scored higher than 84% (4.2 or higher) Emphasis Specific; -AGACNP N=4, n=0, 100% -AGACNP/FNP N=27, n=2, 93% -PMHNP N=9, n=2, 78% -Nurse ED-N/A **EBP Leadership:** Aggregate; N= 29/40 73% scored higher than 84% (4.2 or higher) Emphasis Specific; -AGACNP N=3, n=1, 75%		

					-AGACNP/FNP N=27, n=5, 81% -PMHNP N=9, n=4, 56% -Nurse ED- N/A		
EOPSLO 1- Integrate Evidenced-Based Practice Ethical Decision Making & Technology into Advanced Nursing Practice	**Collection:** Annually Spring **Analysis:** Annually Fall	In the OCE in the semester prior to graduation, comprehensive exam chairs use the Master's OCE Analytic Rubric and send ratings to the graduate nursing program coordinator who compiles results.	N= 40	**Direct Measure:** *100% of NP and nurse educator students will score 'competent' or 'proficient' on the Analytic Rubric for the oral comprehensive exam.* EOPSLO *1* *Post Master Certificate students are not required to do an OCE.*	**2017-2018** N= 40 students ---------------------- EOPSLO 1- 95% of students achieved a 'competent' or 'proficient' rating. Emphasis Specific; -AGACNP 96% -AGACNP/FNP 97% -PMHNP 94% -Nurse ED N/A	Benchmark not met. Review exam policy, decide whether to keep 100% expectation. Review rubric definitions for clarity. Review curriculum map for correlation of expectations with rubric.	Revise: Change measure to **90%** of NP and nurse educator students will score 'competent' or 'proficient' on the analytic rubric for the OCE starting Spring 2019. Faculty will collect NP data at Spring and Nurse Educators Summer 2019 OCE. Data analysis Fall 2019.
EOPSLO 1- Integrate Evidenced-Based Practice Ethical Decision Making & Technology into Advanced Nursing Practice	**Collection:** Annually Fall **Analysis:** Annually Fall	Ethical Dilemma case Study- In NSG 506, instructor collects data and sends to grad nursing program coordinator.	N=13	**Indirect Measure:** *80% of respondents* will rate AACN/ Benchworks Master's Level Nursing*	**2017-2018 Masters Essential IV:** Q1 85%, N= 13, Q2 85%, N= 13 Q3 69%, N= 13	Benchmark met for Q1 and Q2 and not met for Q3 "work as a change agent" and Q4 "disseminate research results". Discussion related to low response rates.	Development: Plan to improve response rate by having students complete exit assessment 1 week prior to finals in Summer. Faculty will use language consistent with the Master's Essentials in each course.

				*Exit Assessment items, Masters Essential IV: Translating and Integrating Scholarship into Practice (EOPSLO 1) as 4 or better (7-point scale), * includes PMCs*	Q4 75%, N= 12	Questions about whether students understand what questions related to program structure and curriculum actually mean. First time collecting this Masters Essentials data.	
EOPSLO-2 Utilize Interprofessional Collaboration to Provide Safe, Quality, Patient-Centered Care.	**Collection:** Annually Spring **Analysis:** Annually Fall	In the OCE in the semester prior to graduation, comprehensive exam chairs use the Master's OCE Analytic Rubric and send ratings to the graduate nursing program coordinator who compiles results.	N=40,	**Direct Measure:** *100% of NP and nurse educator students will score 'competent' or 'proficient' on the Analytic Rubric for the oral comprehensive exam.*Post-Master Certificate	**2017-2018** End-of-Program Aggregated Results: N= 40 students, 98% ---------------------- EOPSLO 2- 6% of students achieved a 'competent' or 'proficient' rating. Emphasis Specific; -AGACNP 98% -AGACNP/FNP 97% -PMHNP 99% -Nurse ED N/A	Benchmark not met. Review exam policy, decide whether to keep 100% expectation. Review rubric definitions for clarity. Review curriculum map for correlation of expectations with rubric.	Revise: Change measure to 90% of NP and nurse educator students will score 'competent' or 'proficient' on the analytic rubric for the OCE starting Spring 2019. Faculty will collect NP data at Spring and Nurse Educators Summer 2019 OCE. Data analysis Fall 2019.

EOPSLO-2 Utilize Interprofessional Collaboration to Provide Safe, Quality, Patient-Centered Care.	**Collection** Graduates Annually Summer **Analysis:** Annually Fall	At end of program, associate dean opens exit survey for students' use, collects data, and shares with faculty.	N=14		***Indirect Measure*** *80% of respondents will rate AACN/ Benchworks Master's Level Nursing Exit Assessment items, Masters Essentials VII: Interprofessional Collaboration for Improving Patient and Population Health (EOPSLOs 2) as 4 or better (7-point scale), * includes PMCs*	**2017-2018 Masters Essential VII:** Q1 78%, N= 14 Q2 78% N= 14 Q3 78% N= 14	Benchmark not met for Q1 "communicating with team members; Q2 "collaborating with team members"; Q3 "consulting other professionals". Discussion related to low response rates. Questions about whether students understand what questions related to program structure and curriculum actually mean. First time collecting this Masters Essentials data	Development: Plan to improve response rate by having students complete exit assessment 1 week prior to finals in Summer. Faculty will use language consistent with the Master's Essentials in each course. Faculty will consistently use terminology associated with the master's essentials to reinforce this for students.
EOPSLO-3 Explore Quality Improvement Initiatives that Affect Delivery of Advanced Nursing Practice and Health Care Services	**Collection:** Annually Spring **Analysis:** Annually Fall	In the OCE in the semester prior to graduation, comprehensive exam chairs use the Master's OCE Analytic Rubric and send ratings to the graduate nursing program coordinator who	N=40		**Direct Measure** *100% of NP students will score 'competent' or 'proficient' on the Analytic Rubric for the oral comprehensiv*	**2017-2018** End-of-Program Aggregated Results: N= 40 students EOPSLO 3- 95% of students achieved a 'competent'	Benchmark not met. Review exam policy, decide whether to keep 100% expectation. Review rubric definitions for clarity. Review curriculum map for correlation of expectations with rubric.	Revise: Change measure to 90% of NP and nurse educator students will score 'competent' or 'proficient' on the analytic rubric for the OCE starting Spring 2019. Faculty will collect NP data at Spring and Nurse Educators Summer 2019 OCE. Data analysis Fall 2019. Review rubric definitions for clarity. Review curriculum map for correlation of expectations with

		compiles results		*e exam.**Post Master Certificate students are not required to do an OCE.	or 'proficient' rating. Emphasis Specific; -AGACNP 92% -AGACNP/FNP 97% -PMHNP 93% -Nurse ED N/A		rubric.
EOPSLO-3 Explore Quality Improvement Initiatives that Affect Delivery of Advanced Nursing Practice and Health Care Services	**Collection** Graduates Annually Summer **Analysis:** Annually Fall	At end-of-program oral comprehensive exam, comp advisors use the Master's Comprehensive Oral Examination Evaluation Rubric and sends ratings to the graduate nursing program coordinator who compiles results.	N=13	*Indirect Measure: 80% of respondents will rate AACN/ Benchworks Master's Level Nursing Exit Assessment items, Masters Essential III: Quality Improvement and Safety (EOPSLO 3) as 4 or better (7-point scale), * includes PMCs*	**2017-2018 Masters Essential III:** Q1 77%, N= 13 Q2 75%, N= 12 Q3 69%, N= 13 Q4 69%, N= 13 Q5 69%, N= 13	Benchmark not met for Q1 "use appropriate methods to measure quality"; Q2 use appropriate tools to measure quality", Q3 "apply performance measure to quality improvement"; Q4 "apply standards to quality improvement"; Q5 "apply quality principles within an organization". Discussion related to low response rates. Questions about whether students understand what questions related to program structure and curriculum actually mean.	Development: Plan to improve response rate by having students complete exit assessment 1 week prior to finals in Summer. Faculty will use language consistent with the Master's Essentials in each course.

						First time collecting this Masters Essentials data.	
Summative Assessment of All End-of-Program EOPSLOs 1, 2, 3	**Collection** Annually Summer **Analysis:** Annually Fall	Instructors in NSG 583, 622, and 683 add 40 standardized multiple-choice questions as part of a cumulative final exam in ExamSoft, collect data, and send to graduate nursing program coordinator.	N=42	**Direct Measure:** *All students will score 75% or better on standardized core content multiple-choice final exam questions.**	**2017-2018** MS & PMC Aggregate N=42, Correct: 66% -------------------- NSG 622 (40 Questions) AGACNP/ FNP N= 32, Correct: 72% PMC N=1, Correct 75% ---------- NSG 683 (40 Questions) PMHNP N=9, Correct 66% PMC N=0, Correct N/A ---------- NSG 583 (40 Questions) Nurse Educator N=0, Correct N/A PMC N=0, Correct N/A	Benchmark not met. First time this measurement used and Faculty decided to analyze the questions and the *p*-value (difficulty), and PBI for each of the 40 test items. Multiple questions were identified that needed revision.	Revision: Faculty will revise the test items, and categorize each question to the EOPSLOs.
Summative Assessment of All End-of-	**Collection** Annually Summer	Instructors in NSG 583, 622, 633, and 683	N=1	**Direct Measure:** *All students*	**AGACNP Role Specific** (10 Questions):	Benchmark met. First time this	Revision: Faculty will revise the test items and categorize each question to

Program RSPCs (EOPSLOs 1, 2, 3)	**Analysis:** Annually Fall	administer 10 written standardized question as part of a multiple-choice cumulative final exam on role-specific professional competencies using ExamSoft, collect data, and send to graduate nursing program coordinator.		*will score 75% or better on standardized role-specific multiple-choice final exam questions.*	N=32, Correct: 84% PMC N=1, Correct 80% ------------------ **FNP Role Specific** (10 Questions) N=29, Correct: 72% PMC N=1, Correct 96% ------------- **PMHNP: Role specific** (10 Questions) N=9, Correct: 79% PMC N=0, Correct N/A ----------------- **Nurse Educator: Role specific** (10 Questions) N=0, Correct: N/A PMC N=0, Correct N/A	measurement was used. Faculty decided to analyze the questions and the *p*-value and PBI for each of the 10 test items. Several questions were identified for revision.	the EOPSLOs. Nurse educator students will take the exam starting Summer 2019.
Summative Assessment of All End-of-Program EOPSLOs 1, 2, 3	**Collection:** Annually Summer **Analysis:**	At end of program, associate dean opens exit survey for	N=19	**Direct Measure:** *100% of student electing to do*	**2017-2018 No students selected thesis option.**	N/A	Maintain for students electing to do a thesis.

| | Annually Spring | students' use, collects data, and shares with faculty. | | *a thesis will score 3 or better on the Thesis Presentation Rubric (4-piont scale) at the thesis defense.* | | | |

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

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2017-2018 cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) did you address? **Please include the outcome(s) verbatim from the assessment plan.**	B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
Direct Measure *100% of NP & Nurse Educator students will score 84% or better (16.7 points out of 20) on the evidence-based practice section of the Oral Comprehensive Exam (OCE).* *Post Master Certificate	Annually spring semesters.	To break down the 20 point Evidence –Based Practice section into 4 criteria areas: Standards and Guidelines, Advocacy, Theoretical Framework and Leadership. This will allow analysis of specific areas of weakness.	Sections were divided and evaluated.	The Leadership section for EBP was identified and discussed as the lowest achievement component area of EOPSLO1 for all degree emphasis (track option) specific.

Faculty dicussed leadership content in the current curriculum and develop an action plan to address lowest score on the EBP section. Ad-hoc committee will meet in May to update reccomendations for curriculum content for the next cohort and bring to graduate faculty fall committee in 2019. |

students are not required to do an OCE. Nurse educator students will do OCE Summer 2019.				
Direct Measure *100% of NP students will score 'competent' or 'proficient' on the Analytic Rubric for the oral comprehensive exam.**Post Master Certificate students are not required to do an OCE.	**Collected** Summer Annually **Analysis:** Annually Spring	SLO1- Faculty discussed that students know about ethics but are not demonstrating content during the exam. OCE chairs will remind students about all the elements and emphasize ethics. Will continue evaluate ethics on the rubric for trends. -------------------- SLO2- Faculty discussed that students are focused on their upcoming role as NP vs their role as NP in collaborative team during the OCE. Students may not be making the connection between the two. AACN/Benchworks Master's Level Nursing Exit Assessment (formerly EBI), results verified that students have a perception of weakness in IPC. In NSG 562 an exercise for communication is currently being utilized and will be modified to include more IPC activities. In 620, 633 and 681 an assignment for IPC will be added. 3 Lead instructors will meet to decide how to integrate during the summer for the fall semester. --------------------	End-of-Program Aggregated Results: N= 40 students EOPSLO 3- 95% of students achieved a 'competent' or 'proficient' rating. Emphasis Specific; -AGACNP 92% -AGACNP/FNP 97% -PMHNP 93% -Nurse ED N/A	Revise: Change measure to 90% of NP and nurse educator students will score 'competent' or 'proficient' on the analytic rubric for the OCE starting Spring 2019. Faculty will collect NP data at Spring and Nurse Educators Summer 2019 OCE. Data analysis Fall 2019.

		SLO 3- Faculty did not make QI a priority across the curriculum in all synthesis courses. A QI on-line assignment will be added in the first course of the last year for each emphasis.		

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

Graduate Nursing Oral Comprehension Examination Evaluation

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

* Required

What is the presenter's _rst name? *

Your answer

What is the presenter's second name? *

Your answer

What is the faculty's _rst name? *

Your answer

What is the faculty's last name? *

Your answer

Quality of Presentation

Practice Problem

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

Your answer

What is the date? *

Date
mm/dd/yyyy

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

Your answer

Comments / Speci_c Examples

Your answer

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

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

Your answer

Comments / Speci_c Examples

Your answer

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

Your answer

Evidence-Based Practice - Advocacy

Evidence-Based Practice - Theoretical Framework

Comments / Speci_c Examples

Your answer

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

Your answer

Comments / Speci_c Examples

Your answer

Evidence-Based Practice - Leadership

Ethical Decision Making (ANA Code of Ethics)

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

Your answer

Comments / Speci_c Examples

Your answer

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

Your answer

Comments / Speci_c Examples

Your answer

Technology

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

Your answer

Comments / Speci_c Examples

Your answer

Patient Centered Care (NONPF, NP Competencies)

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

Your answer

Comments / Speci_c Examples

Your answer

TOTAL SCORE

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

Your answer

Comments / Speci_c Examples

Your answer

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

Your answer

SUBMIT

Forms

Comprehensive Exam Analytic Rubric

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

First Name of Graduate Faculty Evaluator: *

Your answer

Last Name of Graduate Faculty Evaluator: *

Your answer

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

Your answer

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

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

Student Emphasis: *

Date: *
Date
mm/dd/yyyy

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

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

Advanced Beginner Competent Pro_cient
Integrate Evidence-
Based Practice (EBP)

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

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

Advanced Beginner Competent Pro_cient
Integrate Ethical
Decision Making (EDM)

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

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

Advanced Beginner Competent Pro_cient
Integrate Technology
(Tech)

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

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

Advanced Beginner Competent Pro_cient

Interprofessional
Collaboration

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

Advanced Beginner Competent Pro_cient

Safety and Quality (SQ)

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

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

Advanced Beginner Competent Pro_cient

Patient-centered Care
(PCC)

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

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

Advanced Beginner Competent Pro_cient

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

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

Never submit passwords through Google Forms.
This content is neither created nor endorsed by Google. Report Abuse - Terms of Service - Additional Terms

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

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

Advanced Beginner Competent Pro_cient

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

SUBMIT

Forms

Healthy People 2020 Rubric

N551 – Fall 2016

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

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

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

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

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

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

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

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

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

Grand Round Case Study Assignments Instructions and Grading Rubric

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

Grading Rubric

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

Grand Round Case Study Required Elements

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

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

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

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

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

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

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

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

<u>**Post-Neurosimulation Survey Results: NSG 622**</u>

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

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

Instructions:

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

Likert Scale:

1=Disagree

2= Slightly Disagree

3= Not sure

4= Slightly Agree

5=Agree

Question 1:

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

Question 2:

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

Question 3:

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

Question 4:

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

Question 5:

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

Question 6:

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

NSG 683

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

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

    B   Literature review for current knowledge of problem

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

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

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

       area: Identify by role, not by name.

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

    G. Is the problem solvable in your estimation?

    H.   What could you do as a change agent?

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

N506 Advanced Practice Roles, Issues & Ethics

Ethical Decision Making Assignment

Grading Rubric

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

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

Grading:

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