Academic Program Assessment Report for AY 2019-2020   Program:___Nursing-MS_____

Date report completed: __11/3/2020__

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Please describe the 2019-2020 assessment activities and follow-up for your program below. Please complete this form for each undergraduate major, minor, certificate, and graduate program (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 Executive Director as an email attachment before June 1, 2020. 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 program are planned based on this assessment?
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	N=41	**Direct Measure** *100% of NP & Nurse Educator students will score 84% or better (16.7 points out of 20) on the evidence-based practice*	**2018-2019 Aggregated all EBP sections:** N=41 total n=36 88% scored higher than 84% (16.7) Aggregated	Benchmark not met, with an 4% reduction adding the Nurse Educator cohort and 3 new faculty evaluators this year from 2017-2018. Discussion:	Action Inter-rater reliability tool and standardized method to train faculty will be developed by the Graduate Nursing Faculty. Prior to Spring 2020 OCE evaluation, Graduate Faculty

		graduate nursing program coordinator who compiles results. The EBP section consists of 4 domains; EBP Interpretation, Advocacy, Theoretical Framework, and Leadership.		*section of the Oral Comprehensive Exam (OCE).* *Post Master Certificate students are not required to do an OCE. Nurse educator students will do OCE Summer 2019.	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 Interpretation:** 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, n=2,	PSCOT Required Textbook NSG 512 Process reviewed and changes in curriculum with roles, informatics and other specific courses merged to reduce credits. Nursing Educator started online Fall 2019. The revisions to the courses were significant with changes from 48 to 30 credits over 4 semesters to now 3 semesters all online. The curriculum needs to be evaluated for content related to the Master's Essentials. Content evaluation for each emphasis.	will review the process and rubrics.

					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	**Collection:** Annually Spring **Analysis:**	In the OCE in the semester prior to graduation, comprehensive exam chairs use	N= 41	**Direct Measure:** *90% of NP and nurse educator students will score*	2018-2019 N= 41 students, n= 38 93% --------------------	Fall 2019 Benchmark met. All emphasis specific	Action Faculty decided to revise the current content map to allow for identification of content

& Technology into Advanced Nursing Practice	Annually Fall	the Master's OCE Analytic Rubric and send ratings to the graduate nursing program coordinator who compiles results.		'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.	EOPSLO 1 92% of students achieved a 'competent' or 'proficient' rating. Emphasis Specific; -AGACNP 92% -AGACNP/FNP 95% -PMHNP 93% -Nurse ED 75%	areas met the measure except Nurse Educator with only one of the three SLO1 measurements below 90% / three nurse educator: integrating technology using EBP at 53%	gaps and duplication for each emphasis. The OCE tool will be evaluated for all MS students. The technology content will be evaluated in the current curriculum and develop an action plan to address lowest score on the EBP section
EOPSLO 1- Integrate Evidenced-Based Practice Ethical Decision Making & Technology into Advanced Nursing Practice	**Collection**: Annually Summer **Analysis:** Annually Fall	At end of program, associate dean opens exit survey for students' use, collects data, and shares with faculty.	N=25	Indirect Measure: *80% of respondents* will rate AACN/ Benchworks Master's Level Nursing Exit Assessment items, Masters Essential IV: Translating and Integrating Scholarship into Practice (EOPSLO 1) as 4 or better (7-point scale), * includes PMCs*	**2018-2019** Masters Essential IV: Q1 84 %, N= 25, Q2 84 %, N= 25, Q3 80 %, N= 25, Q4 88 %, N= 25,	Benchmark met 2nd year monitoring Discussion noted improvement especially in Q 3 and Q4. Faculty used "change agent" and other research terminology in courses. Standardized communication to students about anonymous but new this year, administrator is able to tell who submitted and who didn't submit. Concerns voiced about trust with discussion that it was new this year on EBI.	Action Maintain that the students will complete the exit assessment as part of class time. Alter anonymous statement related to participation with aggregated data reports several months after completing. No way to link individual responses in the reports. Faculty will evaluate annually the benefit EBI and evaluate other satisfaction survey tools related to program changes

						Implemented end of each course self-evaluation with examples of course work related to the Master's Essentials and course objectives	
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=41,	**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	2018-2019 End-of-Program Aggregated Results: N= 41 students, n= 39 95% -------------------- EOPSLO 2- 95% of students achieved a 'competent' or 'proficient' rating. Emphasis Specific; -AGACNP 97% -AGACNP/FNP 95% -PMHNP 94% -Nurse ED 94%	Benchmark met. Discussion Reviewed exam policy, decided to change to 90% expectation. Reviewed curriculum map for correlation of expectations with rubric for each emphasis. Faculty decided to continue monitoring due to program changes.	Action Prior to Spring 2020 OCE evaluation, Graduate Faculty will review the process and rubrics. (rubric definitions for clarity)
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: Interprofessiona*	2018-2019 Masters Essential VII: Q1 77 %, N= 26 Q2 77 %, N= 26 Q3 76 %, N= 25	Benchmark not met 2nd year Faculty noted similar scores with a slight decrease in scores on all three questions with a higher response rate. Discussion about	Action Faculty will revise or implement discussion boards, case studies and other assignments to include the importance of scope of practice, referrals, collaboration and team work to improve patient outcomes.

				*l Collaboration for Improving Patient and Population Health (EOPSLOs 2) as 4 or better (7-point scale), * includes PMCs*		current issues related to referrals and maintaining scope of practice.	
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 compiles results	N=41	**Direct Measure** *90% 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.	2018-2019 End-of-Program Aggregated Results: N= 41 students, n= 36 EOPSLO 3- 88% of students achieved a 'competent' or 'proficient' rating. Emphasis Specific; -AGACNP 88% -AGACNP/FNP 94 %- PMHNP 86 % -Nurse ED 67 %	Benchmark not met. Discussion Question interrater reliability. Noted has written instructions. Family group did not significantly decrease. Possibly reflective journal with practice improvement.	Action Will institute annual training. Will try to use language around quality improvement for all emphases. Will review next fall for trends in all emphases.
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	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*	**2018-2019 Masters Essential III: Q1 89 %, N= 26 Q2 88 %, N= 26 Q3 88 %, N= 26 Q4 89 %, N= 26 Q5 85 %, N= 26**	Benchmark met. Noted improvement from previous year	Action Monitor.

		compiles results.		*(EOPSLO 3) as 4 or better (7-point scale), * includes PMCs*			
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=41	**Direct Measure:** *All students will score 75% or better on standardized core content multiple-choice final exam questions.**	2018-2019 MS & PMC Aggregate N=41, Correct: 80% scored a 75% or better ------------------ NSG 622 (40 Questions) AGACNP/ FNP N= 20, Correct: (NSG 633) 77.5% N= 26 , n=22 (NSG 622) 82.5%) PMC N= 1, Correct: 100% ---------- NSG 683 (40 Questions) PMHNP N= 11, n= 8; Correct: 74.36% PMC N= 0, Correct: N/A?% ---------- NSG 583 (40 Questions) Nurse Educator N= 4, n=3 Correct: 93% PMC N= 1, Correct: 100%	Benchmark not met. Content across questions may not be balanced.	Action Review content topics across the questions. Core content needs to be blueprinted.
Summative Assessment of All End-of-	**Collection** Annually Summer	Instructors in NSG 583, 622, 633, and 683	N=26	**Direct Measure:** *All students will score 75% or*	**2018-2019 AGACNP Role Specific (25**	Benchmark not met Discussion: faculty	Revision: Faculty will revise the test items and categorize each

| 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. | | *better on standardized role-specific multiple-choice final exam questions.* | **Questions): N=26, Correct: 83% PMC N=NA, Correct NA%** ------------------ **FNP Role Specific Specific (25 Questions): N=20, Correct: 76% PMC N=1, 100?%** ------------- **PMHNP: Role specific (25 Questions): N=11, Correct: 76% PMC N=0, N/A%** ----------------- **Nurse Educator: Role specific (10 Questio Specific (10 Questions): N=4, Correct: 80% PMC N=1 Correct 100%** | need to review the questions and performance measures to determine | question to the EOPSLOs. Nurse educator students will take the exam starting Summer 2019. |

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?
EOPSLO 1- Integrate Evidenced-Based Practice Ethical Decision Making & Technology into Advanced Nursing Practice **Direct Measure** *90% 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.	Collected Annually Spring Analysis: Annually Summer	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.	Changing the measurement to a realistic resulted in the benchmark being met..	Benchmark met 2nd year monitoring Discussion noted improvement especially in Q 3 and Q4. Faculty used "change agent" and other research terminology in courses. Standardized communication to students about anonymous but new this year, administrator is able to tell who submitted and who didn't submit. Concerns voiced about trust with discussion that it was new this year on EBI. Implemented end of each course self-evaluation with examples of course work related to the Master's Essentials and course objectives
EOPSLO-3 Explore Quality Improvement Initiatives that Affect Delivery of Advanced Nursing Practice and Health Care Services *Indirect Measure*	Collection: Annually Summer Analysis: Annually Fall	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.	Benchmark met. Noted improvement from previous year..	95% of students responded to the survey giving a clearer representation for the measurement. Action Monitor

*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*			

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

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

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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

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)

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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

<u>Online Week:</u> 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.

<u>Grading Rubric</u>

- **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)

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)