Name of Program/Department: Department of Nursing/RN to BSN Option

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Program Mission Statement

The School of Health Sciences at FMU is committed to providing interprofessional learning opportunities to a diverse student body. The faculty strives to inspire students to become lifelong learners and competent and caring healthcare professional leaders who use evidence-based practice to deliver safe, ethical, and value-based care to diverse patient populations.

The nursing and physician assistant programs are fully accredited. Faculty in the School of Health Sciences are active in teaching, scholarship/ research, and service and the majority are doctorally prepared. Many faculty hold certifications in specialties recognized by national professional healthcare organizations. The School of Health Sciences programs require a variety of targeted clinical experiences in many different healthcare environments. The School of Health Sciences promotes diversity, tolerance, and respect among faculty, students, and healthcare partners.

Program Learning Outcomes (PLOs)
The baccalaureate generalist program in nursing prepares the graduate to:
1. Utilize the *liberal education* courses as the cornerstone for study and practice of professional nursing.
2. Incorporate the knowledge and skills in *leadership, quality improvement, and client safety* in the provision of high quality health care.
3. Provide *safe, effective, and compassionate care* to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice, understand the research process, have the ability to retrieve, evaluate, and synthesize evidence in collaboration with healthcare team members to practice in a manner that improves client outcomes.
4. Incorporate *information management*, client care technologies, and communication devices in providing safe and effective client care.
5. Incorporate information on *healthcare policies*, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional nursing practice.
6. Demonstrate effective *inter-professional communication and collaboration* through verbal, nonverbal and written communication skills to practice individual accountability, client advocacy, conflict resolution principles, and teambuilding strategies.
7. Integrate *knowledge and skill* derived from the physical sciences, bio-psycho-social sciences, humanities, and nursing in the provision of holistic care to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.
8. Demonstrate and utilize *principles of legal ethical core values* of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity and social justice in the delivery of care to all clients across the lifespan.

9. Utilize the ***roles of provider of care, manager/coordinator of care***, and member of the profession in developing and providing safe, effective, and compassionate care to all clients across the lifespan with diverse multicultural needs. This includes but is not limited to cultural, spiritual, ethnic, gender and sexual orientation to diversity (AACN, 2008).

Student Learning Outcomes (SLOs)

The nursing PLOs are used for the final SLOs. Expected Levels of Achievement (ELAs) are the baseline (minimal competency measure) and the benchmark for achievement.

1. Utilize the ***liberal education*** courses as the cornerstone for study and practice of professional nursing.
    a. **ELA = 80% grading score**
2. Incorporate the knowledge and skills in ***leadership, quality improvement, and client safety*** in the provision of high quality health care.
    a. **ELA = 80% grading score**
3. Provide ***safe, effective, and compassionate care*** to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice, understand the research process, have the ability to retrieve, evaluate, and synthesize evidence in collaboration with healthcare team members to practice in a manner that improves client outcomes.
    a. **ELA = 80% grading score**
4. Incorporate ***information management***, client care technologies, and communication devices in providing safe and effective client care.
5. Incorporate information on ***healthcare policies***, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional nursing practice.
    a. **ELA = 80% grading score**
6. Demonstrate effective ***inter-professional communication and collaboration*** through verbal, nonverbal and written communication skills to practice individual accountability, client advocacy, conflict resolution principles, and teambuilding strategies.
    a. **ELA = 80% grading score**
7. Integrate ***knowledge and skill*** derived from the physical sciences, bio-psycho-social sciences, humanities, and nursing in the provision of holistic care to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.
    a. **ELA = 80% grading score**
8. Demonstrate and utilize ***principles of legal ethical core values*** of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity and social justice in the delivery of care to all clients across the lifespan.
    a. **ELA = 80% grading score**

9. Utilize the ***roles of provider of care, manager/coordinator of care***, and member of the profession in developing and providing safe, effective, and compassionate care to all clients across the lifespan with diverse multicultural needs. This includes but is not limited to cultural, spiritual, ethnic, gender and sexual orientation to diversity (AACN, 2008).
   a. **ELA = 80% grading score**

Assessment Methods
1. Utilize the ***liberal education*** courses as the cornerstone for study and practice of professional nursing.
   - Students will demonstrate understanding of topics by analyzing and discussing case scenarios in discussion boards (NRN 332 and NRN 445)
2. Incorporate the knowledge and skills in ***leadership, quality improvement, and client safety*** in the provision of high quality health care.
   - Students will identify, explain, and justify a healthcare need by creating a stakeholder letter and developing a quality improvement project (NRN 449)
3. Provide ***safe, effective, and compassionate care*** to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice, understand the research process, have the ability to retrieve, evaluate, and synthesize evidence in collaboration with healthcare team members to practice in a manner that improves client outcomes.
   - Students will perform a physical assessment check-off to demonstrate proficiency (NRN 333)
4. Incorporate ***information management***, client care technologies, and communication devices in providing safe and effective client care.
   - Students will demonstrate understanding of topics through explanation and analysis in discussion boards (NRN 448)
5. Incorporate information on ***healthcare policies***, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional nursing practice.
   - Students will locate, investigate, and analyze data to demonstrate understanding of healthcare systems (NRN 448 and NRN 449)
6. Demonstrate effective ***inter-professional communication and collaboration*** through verbal, nonverbal and written communication skills to practice individual accountability, client advocacy, conflict resolution principles, and teambuilding strategies.
   - Students will collaborate with other professionals to investigate populations in the community and identify demographic and epidemiological data (NRN 445)
7. Integrate ***knowledge and skill*** derived from the physical sciences, bio-psycho-social sciences, humanities, and nursing in the provision of holistic care to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.
   - Student will develop, analyze, and synthesize a case study to demonstrate understanding of a disease/disorder (NURS 302)

8. Demonstrate and utilize *principles of legal ethical core values* of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity and social justice in the delivery of care to all clients across the lifespan.
   - Students will complete the Institutional Review Board (IRB) online modules to recognize unethical and unprofessional behaviors in healthcare delivery (NRN 334)
   - Students will describe and analyze an ethical dilemma in written assignment to demonstrate understanding of the ethical core values of professionalism (NRN 332)
9. Utilize the *roles of provider of care, manager/coordinator of care*, and member of the profession in developing and providing safe, effective, and compassionate care to all clients across the lifespan with diverse multicultural needs. This includes but is not limited to cultural, spiritual, ethnic, gender and sexual orientation to diversity (AACN, 2008).
   - Students will collaborate with a manager and staff in the development of a quality improvement project that addresses the needs of a patient population (NRN 449)

Assessment Results:
1. Utilize the liberal education courses as the cornerstone for study and practice of professional nursing.
   - > 90% of students demonstrated understanding of topics by analyzing and discussing case scenarios in discussion boards. The target of 80% was achieved.
2. Incorporate the knowledge and skills in leadership, quality improvement, and client safety in the provision of high quality health care.
   - > 90% of students identified, explained, and justified a healthcare need after creating a stakeholder letter and developing a quality improvement project. The target of 80% was achieved.
3. Provide safe, effective, and compassionate care to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice, understand the research process, have the ability to retrieve, evaluate, and synthesize evidence in collaboration with healthcare team members to practice in a manner that improves client outcomes.
   - > 90% of students demonstrated proficiency in performing a physical assessment check-off. The target of 80% was achieved.
4. Incorporate information management, client care technologies, and communication devices in providing safe and effective client care.
   - > 90% of students demonstrated understanding of topics through explanation and analysis in discussion boards. The target of 80% was achieved.
5. Incorporate information on healthcare policies including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional nursing practice.
   - > 90% of students understood healthcare systems after locating, investigating, and analyzing data. The target of 80% was achieved.

6. Demonstrate effective inter-professional communication and collaboration through verbal, nonverbal and written communication skills to practice individual accountability, client advocacy, conflict resolution principles, and teambuilding strategies.
   - > 90% of students identified demographic and epidemiological data in populations in the community through collaboration with other professionals. The target of 80% was achieved.
7. Integrate knowledge and skill derived from the physical sciences, bio-psycho-social sciences, humanities, and nursing in the provision of holistic care to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.
   - > 90% of students demonstrated understanding of a disease/disorder through the development, analysis, and synthesis of a case study. The target of 80% was achieved.
8. Demonstrate and utilize principles of legal ethical core values of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity and social justice in the delivery of care to all clients across the lifespan.
   - 100% of students recognized unethical and unprofessional behaviors in healthcare delivery after completion of the Institutional Review Board (IRB) online modules. The target of 80% was achieved.
   - > 90% of students demonstrated understanding of the ethical core values of professionalism through description and analysis of an ethical dilemma in a written assignment. The target of 80% was achieved.
9. Utilize the roles of provider of care, manager/coordinator of care, and member of the profession in developing and providing safe, effective, and compassionate care to all clients across the lifespan with diverse multicultural needs. This includes but is not limited to cultural, spiritual, ethic, gender and sexual orientation to diversity (AACN, 2008).
   - > 90% of students addressed the needs of a patient population after developing a quality improvement project with input from a manager and staff. The target of 80% was achieved.

Action Items

- Clinical courses were changed to project-based courses to accommodate the schedules of the working RN to BSN student. This gave faculty the opportunity to expand upon innovative ways to meet the student and program learning outcomes.

- The format of classes will change to a weekly format instead of a five block format. The weekly format setting will make the student more aware of what assignments are due, so that assignments will not be missed.

- For Health Assessment, students were able to demonstrate physical assessment proficiency via You-tube demonstration via a privacy setting feature, or video tape submission. The students also had the option of coming to campus to demonstrate proficiency face-to-face with the instructor.