

Institutional Effectiveness Report

Department of Nursing 2017-2018

Name of Program/Department:	Department of Nursing in the School of Health Sciences MSN Family Nurse Practitioner
Year:	2017-2018
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Program Mission Statement

The mission of the Department of Nursing is “FMU Nursing prepares graduates to function competently as caring, professional nurses in a variety of healthcare settings. The program endeavors to instill in learners the value of lifelong learning” (<https://www.fmarion.edu/healthsciences/nursing/>).

Program Learning Outcomes (PLOs) – Master’s

The master’s program in nursing prepares the graduate to:

- Leadership
- Health Policy
- Professionalism
- Research
- Informatics Acquisition
- Knowledge Acquisition
- Evidence-Based Practice
- Delivery of Quality Care
- Interprofessional Collaboration
- Ethics
- Cultural Diversity Awareness
- Quality Improvement

Executive Summary of Report

The Nursing Department in the School of Health Sciences has a master’s program with two degree options, the Nurse Educator and Family Nurse Practitioner. The mission of the nursing program is consistent with that of the School of Health Sciences and Francis Marion University.

There are general program learning outcomes for the master's program and additionally outcomes that are slightly altered to be more specific to the Family Nurse Practitioner option. In the language of nursing accreditation, these program learning outcomes are referred to as student learning outcomes, which the students must achieve by the end of the program of study.

Student Learning Outcomes with ELAs

An expected level of achievement (ELA) was set for each of the eight student learning outcomes. The ELA of "90% of students will achieve an 80% grading score" was determined by the nursing faculty.

Assessment Methods

Various methods were used to assess the eight student learning outcomes. Different methods included evidence-based projects, physical assessment, PowerPoint presentations, pamphlets, scholarly papers, case studies, clinical evaluations, research appraisals, analysis of ethical dilemmas, and quality improvement projects.

Assessment Results

The Expected Level of Achievements (ELAs) were met for the eight student learning outcomes. The targets were met and no further action required.

Summary

All targets were met for 2017-2018. The plans are for 80% of the students to make the minimum grade of 80% or better on the majority of the required assignments for 2018-2019.

Student Learning Outcomes (SLOs)

The nursing Program Learning Outcomes are evaluated as the final end-of-program Student Learning Outcomes. Expected Levels of Achievement (ELAs) are the baseline (minimal competency measure) and the benchmark for achievement.

1. Demonstrate leadership and integrity in an advanced practice role that effects and changes educational systems to promote learner-centered knowledge thereby enhancing human flourishing.
2. Appraise current interdisciplinary evidence to identify gaps in nursing knowledge and formulate research questions based on the tenets of evidence-based teaching practice.
3. Develop interdisciplinary teamwork and collaboration in the advanced practice family nurse practitioner role in order to promote positive change in people, educational systems, and excellence in the nursing profession.
4. Use informatics to analyze educational disparities, and knowledge; formulate research questions for educational quality improvement.
5. Apply advanced concepts in science and educational knowledge to implement evidence-based clinical practice.

6. Employ knowledge in health policy and financing of health care in order to educate learners about healthcare access and availability to promote human flourishing.
7. Engage in ethical decision-making and utilization of theoretical knowledge in order to provide educational concepts related to cost- effective care.
8. Value cultural and ethnic diversity and caring in order to provide holistic learning to promote patient-centered care.

Assessment Methods

1. Demonstrate leadership and integrity in an advanced practice role that effects and changes educational systems to promote learner-centered knowledge thereby enhancing human flourishing.
 - (APRN Internship I & II 705, 706)
 - Students develop an evidence-based project in a site where they have clinical experience in their final semester.
 - **ELA** – Students will achieve a minimum grade of 80.
 - Students develop teaching pamphlets at a 5th grade reading level (APRN 507)
 - Students lead a clinical post conference and perform a self-evaluation.
 - **ELA** – Students will achieve a minimum grade of 80.
2. Appraise current interdisciplinary evidence to identify gaps in nursing knowledge and formulate research questions based on the tenets of evidence-based teaching practice.
 - Research Paper (APRN 503)
 - Students research an evidence-based question that they have and appraise the current evidence. They write a scholarly paper including current research available.
 - **ELA** – Students will achieve a minimum grade of 80.
 - Students research a current healthcare topic (APRN 504, 703, 705, 706)
 - Students research a current healthcare topic and write a case study based on current evidence.
 - **ELA** – Students will achieve a minimum grade of 80.
3. Develop interdisciplinary teamwork and collaboration in the advanced practice nurse practitioner role in order to promote positive change in people, educational systems, and excellence in the nursing profession.
 - Internship I & II (APRN 705 & 706)
 - Students are evaluated by their clinical preceptors on criteria important for the family nurse practitioner. Interdisciplinary teams are expected and incorporated in the evaluation.
 - **ELA** – Students will achieve a minimum grade of 4/5 on relevant criteria.
4. Use informatics to analyze educational disparities, and knowledge; formulate research questions for educational quality improvement.
 - Analysis of a healthcare Disparity and formulation of research question (APRN 503)

- Students develop a research question that incorporates active teaching-learning strategies. Students engage in formulating a research, evidence-based question and seek to improve healthcare with the evidence available. A Scholarly paper is evaluated for all areas in research.
 - **ELA** – Students will achieve a minimum grade of 80.
5. Apply advanced concepts in science and educational knowledge to implement evidence-based clinical practice.
 - Appraisal of Research Article (APRN 503)
 - Students complete an in depth appraisal of a research article relevant to their discipline.
 - **ELA** – Students will achieve a minimum grade of 80.
 - Teaching Plan (APRN 507)
 - Students develop a teaching pamphlet based on the learning assessment of their learners. This is a current healthcare need of the patients.
 - **ELA** – Students will achieve a minimum grade of 80.
 6. Employ knowledge in health policy and financing of health care in order to educate learners about healthcare access and availability to promote human flourishing.
 - Scholarly paper and presentation on a National Health Policy Topic (APRN 504)
 - Students research a variety of topics related to health policy.
 - **ELA** – Students will achieve a minimum grade of 80.
 7. Engage in ethical decision-making and utilization of theoretical knowledge in order to provide educational concepts related to cost- effective care.
 - Clinical Decision-making (APRN 707)
 - Students discuss ethical problems in healthcare and include legal issues. A review of an ethical dilemma in healthcare is discussed and a paper is written.
 - **ELA** – Students will achieve a minimum grade of 80.
 8. Value cultural and ethnic diversity and caring in order to provide holistic learning to promote patient-centered care.
 - Scholarly papers and Case Studies (APRN 504, 703, 705, 706) demonstrate meeting this outcome.
 - Students discuss the attributes of patients including gender, culture, and socioeconomic factors.
 - **ELA** – Students will achieve a minimum grade of 80.

Assessment Results

1. Demonstrate leadership and integrity in an advanced practice role that effects and changes educational systems to promote learner-centered knowledge thereby enhancing human flourishing.

- All students achieved a grade higher than the target of 80 on the criteria from APRN 705, 706. **Target achieved.**
- 2. Appraise current interdisciplinary evidence to identify gaps in nursing knowledge and formulate research questions based on the tenets of evidence-based teaching practice.
 - All students achieved a grade higher than the target of 80 on the criteria from APRN 503. **Target achieved.**
- 3. Develop interdisciplinary teamwork and collaboration in the advanced practice family nurse practitioner role in order to promote positive change in people, educational systems, and excellence in the nursing profession.
 - All students achieved a grade higher than the target of 80 on the criterion from APRN 705, 706. **Target achieved.**
- 4. Use informatics to analyze educational disparities, and knowledge; formulate research questions for educational quality improvement.
 - All students achieved a grade higher than the target of 80 on the criterion from APRN 503. **Target achieved.**
- 5. Apply advanced concepts in science and educational knowledge to implement evidence-based teaching practice.
 - All students achieved a grade higher than the target of 80 on the criteria from APRN 503, 507. **Target achieved.**
- 6. Employ knowledge in health policy and financing of health care in order to educate learners about healthcare access and availability to promote human flourishing.
 - All students achieved a grade higher than the target of 80 on the criterion from APRN 504. **Target achieved.**
- 7. Engage in ethical decision-making and utilization of theoretical knowledge in order to provide educational concepts related to cost- effective care.
 - All students achieved a grade higher than the target of 80 on the criterion from APRN 707. **Target achieved.**
- 8. Value cultural and ethnic diversity and caring in order to provide holistic learning to promote patient-centered care.
 - All students achieved a grade higher than the target of 80 on the criteria from APRN 504, 703, 705, 706. **Target achieved.**

Action Items

- The classes meeting in a face-to-face format will remain at the requests of students.
- Due to changes in grants more emphasis will be added in pharmacology regarding opioid and substance abuse.
- Due to changes in the requirements of the National Organization of Nurse Practitioner Faculties (NONPF) the use of telehealth will be added to APRN 603 Advanced Physical Assessment.

- To better prepare graduate family nurse practitioner (FNP) students in the clinical arena health assessment was moved from a five week course to a ten week course.