

Institutional Effectiveness Report

Department of Nursing 2018-2019

Name of Program/Department:	MSN Family Nurse Practitioner
Year:	2018-2019
Name of Preparer:	Dr. Deborah Hopla

Program Mission Statement

The mission of the Department of Nursing is “FMU Nursing Programs 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

- Lead Change to improve quality outcomes
- Advance a culture of excellence through lifelong learning
- Build and lead collaborative interprofessional care teams
- Navigate and integrate care services across the healthcare system
- Design innovative nursing practices, and
- Translate evidence into practice

(Adapted from the AACN Essentials of Master’s Education in Nursing, 2011).

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 (SLOs)

1. Demonstrate leadership and *integrity* in an advanced practice nursing role that effects and changes healthcare systems to promote patient-centered care thereby enhancing human flourishing.
2. Appraise current interdisciplinary evidence to identify gaps in nursing practice knowledge and formulate research questions based on the tenets of *evidence-based practice*.

3. Develop interdisciplinary teamwork and collaboration in the advanced practice nursing role in order to promote positive change in people, health care systems, and *excellence* in the nursing profession.
4. Use informatics to analyze underlying disparities, and knowledge; formulate research questions; ensuring *safety and quality improvement* in advance nursing practice for patient care.
5. Apply advanced concepts in science and nursing knowledge to implement *health promotion* and disease prevention in advanced practice.
6. Employ knowledge in health policy and financing of health care in order for the advanced practice nurse to promote healthcare access and availability to promote *human flourishing*.
7. Engage in *ethical* decision-making and utilization of theoretical knowledge in order to provide patient-centered, cost-effective advanced practice nursing care.
8. Value *cultural and ethnic diversity* and *caring* in order to provide *holistic patient-centered care* by advanced practice nurse.

Assessment Methods

AACN MSN/FNP Essentials	MSN Essentials Information	FMU's SLOs	Demonstrated SLO	Baseline for 2017-2018	Benchmark	Target
Essential I: Background for Practice from Sciences and Humanities	Recognizes that the master's-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.	#1. Demonstrate leadership and <i>integrity</i> in an advanced practice nursing role that effects and changes healthcare systems to promote patient-centered care thereby enhancing human flourishing.	Students recall genetics lectures from APRN 601 pathophysiology and identify the information on tests. Students compose an evidence-based improvement project and describe the process in a scholarly paper in Internship I and II (APRN 705 and APRN 706: Cohort:32)	Students will achieve a grade of 80%.	Students will achieve a minimum grade of 82 in the section covering genetics and in the evidence-based improvement project scholarly paper.	Students Met the ELA of 82%.
Essential II: Organizational and Systems Leadership	Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe	#2. Demonstrate leadership and <i>integrity</i> in an advanced practice nursing role that effects and changes	Students develop trifold pamphlets in APRN 507, APRN 702, and APRN 703 that is written at a 5 th grade reading level. Selected pamphlets are	Students will achieve a grade of 80%.	Students will achieve a minimum grade	Students Met the ELA of 82%.

	patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective.	healthcare systems to promote patient-centered care thereby enhancing human flourishing.	distributed to practice partners. Students develop and implement an evidence-based project in APRN 705 and APRN 706 (Cohort: 32).	Students will achieve a grade of 80%.	of 82 in the pamphlet development and in the evidenced based project improvement.	
Essential III: Quality Improvement and Safety	Recognizes that a master's-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.	#4. Use informatics to analyze underlying disparities, and knowledge; formulate research questions; ensuring safety and quality improvement in advance nursing practice for patient care.	Students develop a research question in APRN 503 (Cohort: 30). Students develop the research question by appraising the current literature for current evidence-based practice and apply the information in a scholarly paper.	Students will achieve a grade of 80%.	Students will achieve a minimum grade of 82 in the scholarly paper.	Students Met the ELA of 82%.
Essential IV: Translating and Integrating Scholarship into Practice	Recognizes that the master's-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.	#5. Apply advanced concepts in science and nursing knowledge to implement health promotion and disease prevention in advanced practice.	Students create and formulate a clinical improvement project and compose a scholarly paper synthesizing: the need for the project, the implementation of the project, and the evaluation of the project including how human rights were protected, consent forms, budget, and possible funding sources (APRN 705 and APRN 706: Cohort: 32).	Students will achieve a grade of 80%.	Students will achieve a minimum grade of 82 in the scholarly paper.	Students Met the ELA of 82%.
Essential V: Informatics and Healthcare Technologies	Recognizes that the master's-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to	#4. Use informatics to analyze underlying disparities, and knowledge; formulate research questions; ensuring safety and quality improvement in advance nursing	Students appraise disparities and formulate a research question in APRN 503. Using informatics for current evidence-based practice students apply and compose the researched information into a	Students will achieve a grade of 80%.	Students will achieve a minimum grade of 82 on the research question	Students Met the ELA of 82%.

	integrate and coordinate care	practice for patient care.	scholarly paper in APRN 503.		and the research scholarly paper.	
Essential VI: Health Policy and Advocacy	Recognizes that the master's-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care.	#6. Employ knowledge in health policy and financing of health care in order for the advanced practice nurse to promote healthcare access and availability to promote <i>human flourishing</i> .	Student in APRN 504 generate letters to Senators and House members in support of APRN legislation. Students evaluate a current health policy and compose a scholarly paper about health policy in APRN 504). Student choose a health policy event to attend. (Cohort: 32).	Students will achieve a grade of 80%.	Students will achieve a minimum grade of 82 on the scholarly health policy paper.	Students Met the ELA of 82%.
Essential VII: Interprofessional Collaboration for Improving Patient and Population Outcomes	Recognizes that the master's-prepared nurse, as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.	#3. Develop interdisciplinary teamwork and collaboration in the advanced practice nursing role in order to promote positive change in people, health care systems, and <i>excellence</i> in the nursing profession.	Students develop a project improvement in the clinical site and must include interprofessional team members in the process in APRN 705 and APRN 706 (Cohort: 32).	Students will achieve a grade of 80%.	Students will achieve a minimum grade of 82 on the project improvement.	Students Met the ELA of 82%.
Essential VIII: Clinical Prevention and Population Health for Improving Health	Recognizes that the master's-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.	#5. Apply advanced concepts in science and nursing knowledge to implement <i>health promotion</i> and disease prevention in advanced practice.	Students identify health promotion with current evidence-based guidelines in APRN 701, APRN 702, APRN 703, APRN 704, APRN 705, and APRN 706. Case Studies are written to reflect this current practice in health promotion and disease prevention.	Students will achieve a grade of 80%.	Students will achieve a minimum grade of 82 on Case Studies.	Students Met the ELA of 82%.

<p>Essential IX: Master's Level Nursing Practice</p>	<p>Recognizes that nursing practice, at the master's level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master's-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components.</p>	<p>#2. Appraise current interdisciplinary evidence to identify gaps in nursing practice knowledge and formulate research questions based on the tenets of <i>evidence-based practice</i>.</p> <p>#7. Engage in <i>ethical</i> decision-making and utilization of theoretical knowledge in order to provide patient-centered, cost-effective advanced practice nursing care.</p> <p>#8. Value <i>cultural and ethnic diversity</i> and <i>caring</i> in order to provide <i>holistic patient-centered care</i> by advanced practice nurse.</p>	<p>Indirect: Students appraise clinical preceptors, clinical sites, and faculty oversight.</p> <p>Direct: Students are assessed by clinical preceptors. Clinical faculty assess each Typhon entry for use of evidence-based practice in an electronic medical record (EMR) type note. Students evaluate clinical plans for current evidence-based practice utilizing Up-To-Date information. Students create and formulate a clinical improvement project in APRN 705 and APRN 706 and compose a scholarly paper synthesizing: the need for the project, the implementation of the project, and the evaluation of the project including how human rights were protected, consent forms, budget, and possible funding sources.</p>	<p>Students will achieve a grade of 80%.</p>	<p>The Indirect evaluation will be evaluated by in 701,702, 703, 704, 705, and 706 (all clinical courses) an aggregated response of 4 to questions asked about the preceptors and site. Direct evaluation will be evaluated by faculty oversight and the course coordinators will have notified to release grades when all Typhon entries are approved.</p>	<p>Students Met the ELA of 82% for the scholarly paper. For the Direct 100% of students must have Typhon entries approved before progressing and/or graduating.</p>
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					Students will achieve a minimum grade of 82 on scholarly papers about the project improvement. Students in APRN 707 students develop written papers about ethical decision making and cultural diversity issues.
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Assessment Methods (in a linear format):

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 improvement in a site where they have clinical experience in their final semester.
 - **ELA** – Students will achieve a minimum grade of 82.
 - Students develop teaching pamphlets at a 5th grade reading level (APRN 507, APRN 702, and APRN 703)
 - **ELA** – Students will achieve a minimum grade of 82.
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 and appraise the current evidence. Students write a scholarly paper based on that question, literature review and include current evidence to support the research question.

- **ELA** – Students will achieve a minimum grade of 82.
 - 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 82.
- 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. The project improvement project ask which interdisciplinary team members are included in this process.
 - **ELA** – Students will achieve a minimum grade of 4/5 on relevant criteria in clinical evaluations. Students will achieve a minimum grade of 82 on the project improvement scholarly paper.
- 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 82.
- 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 82.
 - 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 82.
- 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 82.

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 82.
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, 707) demonstrate meeting this outcome.
 - Students discuss the attributes of patients including gender, culture, and socioeconomic factors.
 - **ELA** – Students will achieve a minimum grade of 82.

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 benchmark and target of 82 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 benchmark and target of 82 on the pamphlet criteria from APRN 503, 702, and 703. **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 benchmark and target of 82 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 benchmark target of 82 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 benchmark and target of 82 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 benchmark and target of 82 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 benchmark and target of 82 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 benchmark and target of 82 on the criteria from APRN 504, 703, 705, 706. **Target achieved.**

Assessment Results

All targets were met for 2018-2019. The plans are for 82% of the students to make the minimum grade of 82% or better on the majority of the required assignments for 2018-2019.

Action Items from 2017-2018:

- The classes meeting in a face-to-face format will remain at the requests of students. **Continuing.**
- Due to changes in grants more emphasis will be added in pharmacology regarding opioid and substance abuse. **Added in 2018.** Will increase to add Schedule II medications
- 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. **Added in 2018.**
- To better prepare graduate family nurse practitioner (FNP) students in the clinical arena health assessment APRN 603 was moved from a five week course to a ten-week course. **Added in 2018 and continuing.**

Action Items for 2019-2020:

- Change all summer courses to ten-week courses to assist students to assimilate the information in each course.
- Add high stakes clinical testing to APRN 706.
- Add review questions as a part of the evaluation in APRN 705 to ensure students have areas of weakness identified before taking national certification boards.

Grading Rubric Examples:

APRN 705 Process Improvement Project (PIP) Proposal Idea (10%)

The PIP Proposal Idea. The project proposal idea should be submitted under the Module 1 tab. You must receive approval for your project idea before you begin developing the actual project proposal or implementing your project idea.

The project proposal should answer the following questions:

- What is the issue/need you have addressed? (25%)
- What is your proposed intervention? (25%)
- How are you going to measure the effectiveness of your intervention? (25%)
- What is your PICOT (research) question? (25%)

When thinking about your project idea, consider the limited timeframe. You will only have 3-4 weeks at most for the implementation phase of the project. Be sure to consider issues that you can actually address and measure the effectiveness within this short period of time. by

Grading: To receive maximum credit (100 points), you must fully answer all 4 questions and submit by the deadline. Late submissions will result in a loss of 10 points per day.

This is to be submitted in a Word document. Simply list the above questions and provide thoughtful answers to them. Place your name in the header.

Process Improvement Project (PIP) Proposal (Part 1) (20%)

The PIP is your senior project where you will identify an area in your internship clinical site or work site that needs improvement and implement a plan to address the identified need. The project planning will occur in this course (Internship I). The project implementation and evaluation will occur in Internship II. **This project must be implemented in your internship clinical site or work site.**

Please read the PIP Proposal Guide located under the Week 1 tab so that you have a better idea of what is expected for this project. Select parts of the rubric are discussed in the PIP Proposal Guide.

The **PIP Proposal (Part 1)** Late submission result in a loss of 10 points per day. This should be submitted under the Module 1 tab. This assignment is graded based on the PIP Proposal (Part 1) Rubric below.

PIP Proposal Rubric (Part 1) – 24 points maximum				
	3 points	2 points	1 points	0 points
Clinical Issue	<ul style="list-style-type: none">• Clinical issue clearly identified	<ul style="list-style-type: none">• Clinical issue stated with some discussion	<ul style="list-style-type: none">• Clinical issue stated with minimal discussion	Not included

	and discussed • Problem statement clear	• Problem statement inferred	• Problem statement unclear	
PICOT question	Research question complete	Research question incomplete	Research question unclear	Not included
Significance	Background and context of problem clearly stated and discussed	Background and context of problem stated with some discussion	Background and context of problem stated with minimal discussion	Background not included
Literature Review	• Appraisal of at least 3 current peer-reviewed articles within the last 5 years	• Appraisal of at least 2 current peer-reviewed articles within the last 5 years	• Appraisal of at least 1 current peer-reviewed articles within the last 5 years	Not included or journals not current
Purpose	Purpose clearly stated and discussed	Purpose can be inferred but is not explicit	Purpose unclear	Purpose not included
APA format • Title page • Headings used • Reference page • Appendix/appendices	APA format correct or with 0-2 errors	APA format with 3-4 errors	APA format with 5-7 errors	APA format not used or with 8 or more errors
Scholarly writing	Professionally written communication with correct grammar (0-2 errors)	3-4 errors in written communication and in grammar	5-7 errors in written communication and in grammar	Written communication and grammar lack professionalism ; 8 or more errors
Reference requirements	At least 5 current references; 3 must be peer-reviewed journal articles within the last 5 years	Four (4) current references; 3 must be peer-reviewed journal articles within the last 5 years	Three (3) current references; 2 must be peer-reviewed journal articles within the last 5 years	Two (2) or fewer current references that may or may not be peer-reviewed journal articles

				within the last 5 years
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1. Process Improvement Project (PIP) Proposal (Part 2) (20%)

The **PIP Proposal (Part 2)**. Late submission result in a loss of 10 points per day. The PIP Proposal (Part 2) should be submitted under the Module 2 tab. This assignment is graded based on the PIP Proposal (Part 2) Rubric below. You should use the feedback provided from the PIP Proposal Outline when finalizing your plan.

PIP Proposal (Part 2) Rubric – 33 points maximum				
	3 points	2 points	1 points	0 points
Project Design and Intervention	<ul style="list-style-type: none"> Type of study identified (e.g.- quantitative, qualitative, cohort, etc...) Supports identified problem Comprehensive Timeframe identified Details of intervention described in such a way that intervention could be easily replicated 	<ul style="list-style-type: none"> Type of study identified Marginally supports identified problem Sufficient but not comprehensive Inconsistent logical flow Timeframe unclear Details of intervention described but some detail absent 	<ul style="list-style-type: none"> Does not identify type of study Does not support identified problem Limited or no logical flow No timeframe identified Details of intervention unclear, making it difficult to understand and replicate 	Not included
Setting/Sample	Both setting and sample comprehensively described	Setting and sample partially described	Setting and sample unclear/nonspecific	Not included
Instrument Scales	Described comprehensively	XXXXXX	Described poorly	Not included
Data Collection	<ul style="list-style-type: none"> Data collection plan/tools 	<ul style="list-style-type: none"> Data collection plan/tools 	<ul style="list-style-type: none"> Data collection plan/tools 	<ul style="list-style-type: none"> Data collection plan/tools

	<p>comprehensively described</p> <ul style="list-style-type: none"> • Plan/tools appropriate for project design 	<p>adequately described</p> <ul style="list-style-type: none"> • Plan/tools relate to project design 	<p>poorly described</p> <ul style="list-style-type: none"> • Plan/tools poorly relate to project design 	<p>not included</p>
Data Analysis	<ul style="list-style-type: none"> • Plan for data analysis appropriate to methodology • Comprehensively described 	<ul style="list-style-type: none"> • Plan for data analysis appropriate to methodology • Adequately described 	<ul style="list-style-type: none"> • Plan for data analysis inappropriate to methodology • Poorly described 	<ul style="list-style-type: none"> • Plan for data analysis not included
Confidentiality	<ul style="list-style-type: none"> • Described well • Included informed consent if necessary 	XXXXXX	<ul style="list-style-type: none"> • Poorly described 	Not addressed
Outcome Expected	Described well	XXXXXX	Poorly described	Not addressed
Line Item Budget	<ul style="list-style-type: none"> • Resources needed comprehensively identified • Budget proposal included with line item analysis (appendix) 	<ul style="list-style-type: none"> • Resources needed identified • Budget proposal included with line item analysis (appendix) 	<ul style="list-style-type: none"> • Resources incomplete • Budget proposal incomplete without line item analysis 	<ul style="list-style-type: none"> • Resources needed and budget not included
<p>APA format</p> <ul style="list-style-type: none"> • Title page • Headings used • Reference page • Appendix/appendices 	APA format correct or with 0-2 errors	APA format with 3-4 errors	APA format with 5-7 errors	APA format not used or with 8 or more errors
Scholarly writing	Professionally written communication with correct	3-4 errors in written communication and in grammar	5-7 errors in written communication	Written communication and grammar lack

	grammar (0-2 errors)		n and in grammar	professionalism; 8 or more errors
Reference requirements	At least 1 current reference is required; this could be a textbook or journal articles.	XXX	XXX	No references.

APRN 706

Internship Implementation and Evaluation Paper

**Included a copy of Internship I proposal	Included 10 points	Absent 0
Title page	Succinct title that peaks interest in reading and provides understanding of the project. 5 points	Title has some components of the project. 4 points	Title is average. 3 points	Title is poorly written. 2 points	Title has little, or nothing, to do with the project 0
Abstract	Concise and ranging from 150 to 300 words. Includes key words 10 points	Ranges from 150-400 words Includes key words. 8- 9 points	Average. 7-6 points	Below average 4-5 points	0
Describe implementation of project.	<ul style="list-style-type: none"> Who was involved Where was the project done? How were patients' rights protected? 	Answers most of the questions but lacks some detail.	Answers a few of the questions and lacks detail	Is below average in answering the questions in detail	Absent

	<ul style="list-style-type: none"> • What was the significance of this project? • What Leadership was needed to implement this project? • How was the project implemented? • Who were the stakeholders? • Fully describe in detail. <p>20 points</p>	15-19 points	10-14 points	5-9 points	0 points
Describe the evaluation of project.	<ul style="list-style-type: none"> • What were the positive aspects of the project? • What information was learned by doing this project • What tools were utilized to evaluate the effectiveness of the project? • What could have been done differently to improve the project. • What were the limitations? • What was the time line for completion of this project? <p>20 points</p>	Answers most of the questions but lacks some detail.	Answers a few of the questions and lacks detail	Is below average in answering the questions in detail	0 points
		15-19 points	10-14 points	5-9 points	

		4 points	3 points	2 points	0 points
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***10 points per day deduction for late submissions.**

Case Study:

5. Case Study (25%)

Please choose a patient that you have seen in clinical this semester to complete this assignment. **The chosen patient must have at least one chronic condition (i.e.-HTN, DM, GERD, etc...), and evidence of chronic disease management must be evident in the treatment plan.**

For example, if a patient presents for knee pain (acute problem) but has a history of hypertension (chronic problem), hypertension must be mentioned in the treatment plan. The treatment of hypertension could be as simple as continuing current therapy (if hypertension is controlled) or changing medications (if hypertension is uncontrolled). If a patient presents for medication refills with no complaints, then the entire visit is focused on chronic disease management.

This should be presented in a SOAP note format. Complete sentences are not necessary. I would actually prefer more of a bullet format under each section (i.e.-CC, HPI, PMH, PSH, Medications, Allergies, etc...). **This should not be a comprehensive note. It should be focused on the patient’s chief complaint and any chronic medical conditions that are pertinent to the visit.**

The treatment plan must be based on the most current evidence-based guidelines. Please do not use PowerPoint presentations as references. APA formatting required for references.

Late submissions result in a loss of 3 points per day (on a 30-point scale).

Case Study Rubric – 30 points

	Not Acceptable <i>0 points</i>	Needs Improvement <i>1 point</i>	Competent <i>2 points</i>	Excellent <i>3 points</i>
Subjective (pertinent information only)	Not addressed; grossly incomplete.	Poorly organized and/or limited summary of pertinent information	Well-organized; partial but accurate summary of pertinent information.	Complete and concise summary of pertinent information.
Objective (pertinent information only)	Not addressed; grossly incomplete	Poorly organized and/or limited summary of pertinent information	Well-organized; partial but accurate summary of pertinent information.	Complete and concise summary of pertinent information.
Problem list	Few problems or nonexistent problems identified; main problem missing or	Top diagnosis properly identified with ICD 10 code. Other pertinent diagnosis not identified.	Accurate diagnosis/diagnoses with ICD-10 codes. Prioritized incorrectly	Accurate diagnosis/diagnoses with ICD-10 codes. Prioritized correctly.

	misdiagnosed. Not prioritized correctly.			
Pathophysiology	Not addressed; grossly incomplete.	Poor description of the pathophysiology of the top diagnosis.	Partially describes the pathophysiology of the top diagnosis.	Complete and concise description of the pathophysiology of <u>top diagnosis and one chronic condition.</u>
Treatment Plan	Inappropriate recommendations for the top diagnosis (i.e.-wrong medication/dosage/frequency, etc..). Not addressed.	Plan safe for the top diagnosis but missing crucial elements of the treatment plan.	Mostly complete, justified, and appropriate for top diagnosis.	Specific, appropriate, and justified recommendations for the <u>top diagnosis and one chronic condition</u> (i.e. medications started/discontinued/adjusted, non-pharmacologic therapy addressed)
Socioeconomic Considerations	Not addressed	Socioeconomic issues mentioned but not incorporated into treatment plan	XXX	Socioeconomic issues incorporated into treatment plan
Ethical/Cultural Considerations	Not addressed	Ethical and/or cultural issues mentioned but not incorporated into treatment plan	XXX	Ethical and/or cultural issue incorporated into treatment plan
Counseling, Referral, and Follow-up	Not addressed <u>or</u> grossly incomplete <u>or</u> inaccurate information.	Very little patient education, monitoring parameters, f/u plan and, where applicable, referral plan for the top diagnosis.	Some education, monitoring parameters, f/u plan and, where applicable, referral plan for the top diagnosis.	Complete patient education, monitoring parameters, f/u plan and, where applicable, referral plan for <u>top diagnosis and one chronic condition.</u>
Health Promotion/Disease Prevention	Not addressed. Inaccurate recommendations.	Some vaccine or disease prevention recommendations, but incomplete.	Most vaccine and disease prevention screening recommendations.	Complete vaccine and disease prevention screening recommendations.
References	No references listed or only PPT presentations/textbooks/patient-based websites listed.	Some reference listed, but not current, not evidence-based, or not APA format.	Most current evidence-based guidelines utilized. APA format references and citations.	Current evidence-based guidelines utilized. APA format references and citations.

Pamphlets:

TRIFOLD BROCHURES: Educational Modules will be created for Primary Care of Women. The brochures are graded according to completeness. Be sure to do a concise but thorough summary of your understanding and insights from the assigned reading. **Please include cultural and diversity in the Module.** Write the Modules as a Trifold Brochure at a fifth grade reading level. Pictures are helpful. Some of the ideas for this module: Heart Disease Prevention for Women, Smoking Cessation for Women, Nutritional Needs for Women, Prevention of Maternal Mortality (3 students may choose this topic), Health Care Needs for Women in Rural Areas, Long-Acting Reversible Contraceptives (LARCS), Birth Control Pills, NuvaRing as a contraception, Using Condoms (Male/Female), Rhythm Method for Contraception, Being a Gestational Carrier (Surrogate), Infertility (Available Assistance), Adoption, Avoidance of Infant

Mortality, Transgender Transformation, Vaginal Health, Resources for Intimate Partner Violence, Menopause, Menstruation, Cancer Awareness for Women, Breast Health, STI Prevention in Women.

References may be done in a smaller font in APA format. These topics will be chosen on a first come basis with a WIKI sign up.

93-100	89-92	85-88	81-84	76 or below
Brochure covers the issue extremely well. Creative. One to two references cited. Correct APA format. No spelling or grammar issues possible.	Brochure is missing an essential component. Above average appearance. One reference cited. One spelling, grammar or APA issues possible.	Brochure is missing a couple of essential components. Average Appearance. Two or more spelling or APA issues.	Brochure asking information. Below average appearance. More than two spelling, grammar or APA issues.	Brochure demonstrates poor understanding of contraception or family planning information. Below average in appearance. More than four APA, spelling or grammar issues. No references cited.

Late submissions will be deducted 10 points per day.