

Institutional Effectiveness Report

Department of Nursing 2016-2017

Name of Program/Department:	Department of Nursing in the School of Health Sciences MSN Nurse Educator
Year:	2016-2017
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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.”

Program Learning Outcomes (PLOs) - Baccalaureate

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).

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 Nurse Educator 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 classroom teaching, clinical post-conference teaching, scholarly papers, clinical evaluations, teaching plans, statements of philosophy, and discussion boards.

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 2016-2017. There are no plans to change the targets for 2017-2018.

Student Learning Outcomes (SLOs) – Nurse Educator

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.
 - a. **ELA = 90% of students will achieve an 80% grading score**
2. Appraise current interdisciplinary evidence to identify gaps in nursing education knowledge and formulate research questions based on the tenets of evidence-based teaching practice.
 - a. **ELA = 90% of students will achieve an 80% grading score**
3. Develop interdisciplinary teamwork and collaboration in the advanced practice nurse educator role in order to promote positive change in people, educational systems, and excellence in the nursing profession.
 - a. **ELA = 90% of 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.
 - a. **ELA = 90% of students will achieve an 80% grading score**
5. Apply advanced concepts in science and educational knowledge to implement evidence-based teaching practice.
 - a. **ELA = 90% of students will achieve an 80% grading score**
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.
 - a. **ELA = 90% of students will achieve an 80% grading score**
7. Engage in ethical decision-making and utilization of theoretical knowledge in order to provide educational concepts related to cost- effective care.
 - a. **ELA = 90% of students will achieve an 80% grading score**
8. Value cultural and ethnic diversity and caring in order to provide holistic learning to promote patient-centered care.
 - a. **ELA = 90% of students will achieve an 80% grading score**

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.
 - Teaching Experience (APRN 708)

- Students teach a 1 hour class in the practicum setting.
 - ELA – Students will achieve a minimum grade of 80 on the criteria used to evaluate their classroom teaching.
 - Post Conference Teaching Session (APRN 709)
 - 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 education knowledge and formulate research questions based on the tenets of evidence-based teaching practice.
 - Research Paper on Teaching Strategy (APRN 604)
 - Students research a teaching strategy and write at minimum a 7 page paper.
 - ELA – Students will achieve a minimum grade of 80.
 - Contemporary Educational Issue Paper (APRN 710)
 - Students research a current issue in nursing education and write at minimum a 10 page paper.
 - ELA – Students will achieve a minimum grade of 80.
- 3. Develop interdisciplinary teamwork and collaboration in the advanced practice nurse educator role in order to promote positive change in people, educational systems, and excellence in the nursing profession.
 - Academic Practicum Evaluation (APRN 708)
 - Students are evaluated by their preceptors on criteria important for the nurse educator using the clinical evaluation tool.
 - 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.
 - Teaching Plan (APRN 604)
 - Students develop a teaching plan that incorporates active teaching-learning strategies.
 - ELA – Students will achieve a minimum grade of 80 using the Teaching Plan rubric.
- 5. Apply advanced concepts in science and educational knowledge to implement evidence-based teaching 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 708)
 - Students develop a teaching plan based on the learning assessment of their learners.

- ELA – Students will achieve a minimum grade of 80 using the Teaching Plan rubric.
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.
 - Discussion Board (APRN 710)
 - Students discuss high-stakes testing and progression policies, including any ethical and/or legal issues and will be graded using the discussion board rubric.
 - 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.
 - Discussion Board (APRN 604)
 - Students discuss the attributes of learners and the relevance to nurse educators, including gender, culture, and socioeconomic factors and will be graded using the discussion board rubric.
 - ELA – Students will achieve a minimum grade of 80.
 - Statement of Nursing Philosophy (APRN 605)
 - Students develop their personal statement of philosophy, addressing the concepts of human beings, society or environment, health, and nursing.
 - ELA – Students will achieve a minimum grade of 80 based on criteria set forth for the assignment.

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 (100%) achieved a grade higher than the target of 80 on the criteria from APRN 708 and 709. Target achieved.
2. Appraise current interdisciplinary evidence to identify gaps in nursing education knowledge and formulate research questions based on the tenets of evidence-based teaching practice.
 - All students (100%) achieved a grade higher than the target of 80 on the criteria from APRN 604 and 710. Target achieved.

3. Develop interdisciplinary teamwork and collaboration in the advanced practice nurse educator role in order to promote positive change in people, educational systems, and excellence in the nursing profession.
 - All students (100%) achieved a grade of 4/5 or higher on the criterion from APRN 708. Target achieved.
4. Use informatics to analyze educational disparities, and knowledge; formulate research questions for educational quality improvement.
 - All students (100%) achieved a grade higher than the target of 80 on the criterion from APRN 604. Target achieved.
5. Apply advanced concepts in science and educational knowledge to implement evidence-based teaching practice.
 - All students (100%) achieved a grade higher than the target of 80 on the criteria from APRN 503 and 708. 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 (100%) 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 (100%) achieved a grade higher than the target of 80 on the criterion from APRN 710. Target achieved.
8. Value cultural and ethnic diversity and caring in order to provide holistic learning to promote patient-centered care.
 - All students (100%) achieved a grade higher than the target of 80 on the criteria from APRN 604 and 605. Target achieved.

Action Items

- No curriculum changes needed.
- Recruitment efforts increased.