

Institutional Effectiveness Report

Department of Nursing 2016-2017

Name of Program/Department:	Department of Nursing in the School of Health Sciences RN-BSN
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)

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 baccalaureate program with two degree options, the pre-licensure BSN and RN-BSN options. The mission of the nursing program is consistent with that of the School of Health Sciences and Francis Marion University.

There are program learning outcomes listed but 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 nine 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 nine student learning outcomes. Different methods included discussion boards, quality improvement projects, physical assessment, mobile health applications, case studies, and analysis of ethical dilemmas.

Assessment Results

The Expected Level of Achievements (ELAs) were met for the nine student learning outcomes. The targets were met with some general action items determined.

Summary

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

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. Utilize the liberal education courses as the cornerstone for study and practice of professional nursing.

- a. ELA = 90% of students will achieve an 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 = 90% of students will achieve an 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 = 90% of students will achieve an 80% grading score**
4. Incorporate information management, client care technologies, and communication devices in providing safe and effective client care.
 - a. ELA = 90% of students will achieve an 80% grading score**
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 = 90% of students will achieve an 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 = 90% of students will achieve an 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 = 90% of students will achieve an 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 = 90% of students will achieve an 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).

ELA = 90% of students will achieve an 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 (IPHC 450).
 - Students will research and develop a mobile health application to improve healthcare outcomes for clients (IPHC 450).
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 by students in NRN 332, but one student did not meet the target of 80% in NRN 445.
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 in 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.
 - > 90% of students demonstrated proficiency in performing a physical assessment check-off. The target of 80% was not achieved by one student for NRN 333.
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 and research and development of a mobile healthcare application. The target of 80% was not achieved by two students for IPHC 450.
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 was not achieved by one student for NRN 448. The target of 80% was achieved for 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.
 - > 90% of students identified demographic and epidemiological data in populations in the community through collaboration with other professionals. The target of 80% was not achieved by one student for 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.
 - > 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 for 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.
 - 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 for NRN 334.
 - > 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 for 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, 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 for NRN 449.

Action Items

- The format of classes will remain a weekly format so that students are aware of what assignments are due, so that assignments will not be missed or submitted late. This action item will pertain to all courses in the RN to BSN Plan of Study as it relates to the nine student learning outcomes.
- Communicate to students every week via the announcement link in the Blackboard Learning System of assignments that will be due. This action item will pertain to all courses in the RN to BSN Plan of Study as it relates to the nine student learning outcomes.
- Encourage students to carefully plan their weekly routine at home and to follow an established assignment/study schedule. This action item will pertain to all courses in the RN to BSN Plan of Study as it relates to the nine student learning outcomes.