

## Assurance of Student Learning Report 2023-2024

College of Health and Human Services

School of Nursing and Allied Health

MSN- Family Nurse Practitioner Concentration - 0149

Dr. Tonya Bragg-Underwood, Graduate Nursing Program Coordinator

**Is this an online program?** ☐ Yes ☒ No

Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here  
☒ Yes, they match! The three Program Student Learning Outcomes identified here match courseleaf; however, there are a total of seven program outcomes. See **Assessment Cycle**.

*Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.*

**Program Student Learning Outcome 1: The student will integrate theoretical knowledge of health promotion and maintenance and illness/disease prevention to achieve optimal health.**

**Instrument 1** Direct: Subjective Objective Assessment Plan (SOAP) Note

**Instrument 2** Indirect: Analysis of Preceptor Clinical Evaluation on the item “implements health promotion and disease prevention education”

**Instrument 3**

Based on your results, check whether the program met the goal Student Learning Outcome 1. (students have not enrolled in NURS 554 because they are not far enough in their course progression yet).

☐ Met

☐ Not Met

**Program Student Learning Outcome 2: The student will integrate theory and research from nursing and related disciplines as a foundation for advanced practice.**

**Instrument 1** Direct: Family Nurse Practitioner (FNP) National Certification Pass Rate – (students have not completed MSN-FNP and not yet eligible to test)

**Instrument 2**

**Instrument 3**

Based on your results, check whether the program met the goal Student Learning Outcome 2.

☐ Met

☐ Not Met

**Program Student Learning Outcome 3: The student will demonstrate an understanding and appreciation of human diversity**

**Instrument 1** Direct: Analysis of Cultural Subjective Objective Assessment Plan Note in NURS 547 and NURS 549

**Instrument 2** Direct: Analysis of Patient Centered Assessment Method (PCAM) Assignment

**Instrument 3**

Based on your results, check whether the program met the goal Student Learning Outcome 3.

☒ Met

☐ Not Met

**Assessment Cycle Plan:**

All program outcomes (7) will be addressed in future cycles. In 2021, the American Association of Colleges of Nursing (AACN) adopted competency based learning identifying core competencies for professional nursing education and these are to be adopted within the next three years. The Level 2 AACN sub-competencies have been incorporated by the National Organization of Nurse Practitioner Faculties (NONPF) into the NP role core competencies. For accreditation we must implement competency based learning and evaluate the competencies longitudinally. For each program outcome a potential competency has been identified in the plans for next cycle.

Program Student Learning Outcome 1				
Program Student Learning Outcome	The student will integrate theoretical knowledge of health promotion and maintenance and illness/disease prevention to achieve optimal health			
Measurement Instrument 1	Direct: Subjective Objective Assessment Plan (SOAP) Note			
Criteria for Student Success	Students will score an average of $\geq 42$ of 45 pts on NURS 554 (Primary Care Practicum) on four clinical SOAP notes.			
Program Success Target for this Measurement	92%	Percent of Program Achieving Target		N/A
Methods	NURS 554 SOAP note scores are reviewed each semester. Student clinical documentation includes SOAP notes which include: Subjective (chief complaint, history of present illness, past medical history, family history, personal/social history, and review of systems); Objective (vital signs, physical examination, laboratory and radiology tests; Assessment (differential diagnosis, final diagnosis, and screenings appropriate for age); Plan ( non-pharmacologic, pharmacologic, health promotion/patient education, follow-up visit, and referral); Pharmacology Note, and Ethical, Genetic, Cultural or Spiritual considerations. NURS 554 SOAP notes (n = 0) in Sp24 were not reviewed due no students enrolled in Fa23 or Sp24. MSN-FNP was re-started after 11 years in Fall 2023. These students did not take NURS 554 in the 23-24AY.			
Measurement Instrument 2	Indirect: Analysis of Preceptor Clinical Evaluation on the item “implements health promotion and disease prevention education”			
Criteria for Student Success	Students enrolled in NURS 554 (Primary Care Practicum) will score $\geq 9$ pts on the preceptor clinical evaluation section of “Plan of care and implementation of treatment.”			
Program Success Target for this Measurement	100%	Percent of Program Achieving Target		N/A
Methods	NURS 554 is the final clinical course for family nurse practitioner certificate students. Final preceptor evaluations are completed by the clinical preceptor and reviewed each semester by clinical faculty and the program coordinator. Each student is assessed on a 4 point Likert scale with <i>competency not met (1); inconsistent performance, preceptors assistance more than expected (2); consistently improving in this area, preceptor assistance as expected (3); and consistently demonstrates competency (4)</i> by the clinical preceptor on the preceptor evaluation form. Students are expected to score $\geq 3$ pts on each clinical evaluation item. The preceptor evaluation section of plan of care and implementation of treatment includes three items: “formulates patient care management plan in collaboration with preceptor”; “implements health promotion and disease prevention education”; and “recommends referral for those patients beyond the NP scope of practice” for a maximum score of 12 pts. Preceptor evaluations for NURS 554 (Primary Care Practicum) were not reviewed for 23-24AY as no students were enrolled. MSN-FNP concentration restarted after 11 years in Fall 2023.			
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.			<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)				
Results: No results were expected for 23-24AY since MSN-FNP concentration only restarted in Fa23. Students enrolled in this concentration have not reached NURS 554 in their progression.				
Conclusions: Evaluation of 24-25AY.				
Plans for Next Assessment Cycle: AACN and NONPF have identified core competencies for professional nursing education and these are to be adopeted within the next three years. One role core competency related to outcome 1 is “The nurse practitioner integrates, translates, and applies established and evolving scientific knowledge from diverse sources as the basis for ethical clinical judgement, innovation, and diagnostic reasoning.”				

Program Student Learning Outcome 2			
<b>Program Student Learning Outcome</b>	The student will integrate theory and research from nursing and related disciplines as a foundation for advanced practice.		
<b>Measurement Instrument 1</b>	<b>Direct: FNP Certification Exam First Time Pass Rates</b>		
<b>Criteria for Student Success</b>	Post-MSN FNP Certificate students will successfully pass the FNP national certification on the first attempt.		
<b>Program Success Target for this Measurement</b>	<b>92%</b>	<b>Percent of Program Achieving Target</b>	<b>N/A- No MSN-FNP students have completed degree to test yet</b>
<b>Methods</b>	FNP certification scores from American Nurses Credentialing Center and the American Academy of Nurse Practitioner are reviewed. Family nurse practitioner certification first time pass rates are reviewed each semester for Post Graduate Certificate family nurse practitioner students.		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>		<input type="checkbox"/> <b>Met</b>	<input type="checkbox"/> <b>Not Met</b>
<b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>			
<p><b>Results:</b> N/A – No students have completed MSN-FNP yet.</p> <p><b>Conclusions:</b> Evaluate 24-25AY.</p> <p><b>Plans for Next Assessment Cycle:</b></p> <p>AACN and NONPF have identified core competencies for professional nursing education and these are to be adopted within the next three years. One core competency related to outcome 2 is “The nurse practitioner generates, appraises, synthesizes, translates, integrates, and disseminates knowledge to improve person-centered health and systems of care.”</p>			

Program Student Learning Outcome 3				
<b>Program Student Learning Outcome</b>	The student will demonstrate an understanding and appreciation of human diversity.			
<b>Measurement Instrument 1</b>	Direct: Analysis of Cultural Subjective Objective Assessment Plan Note (see attached).			
<b>Criteria for Student Success</b>	Students will score $\geq 42$ of 45 pts on the cultural SOAP note completed in NURS 547 and NURS 549.			
<b>Program Success Target for this Measurement</b>	<b>92 %</b>	<b>Percent of Program Achieving Target</b>	<b>100%</b>	
<b>Methods</b>	All NURS 547 and NURS 549 SOAP notes with a cultural focus are reviewed each semester. The cultural consideration section includes the student prompts of "Clearly state the consideration in this patient, support your discussion with evidence-based literature, discuss how the consideration was addressed, and how it influenced the care of the patient." Three FNP certificate students were enrolled in NURS 547 or 549 in F23(n=1) or SP24 (n=4) all scored $\geq 42/45$ pts.			
<b>Measurement Instrument 2</b>	Direct: Patient Centered Assessment Method (PCAM) Assignment: Health Literacy and Communication			
<b>Criteria for Student Success</b>	Students will complete PCAM reflection and share with preceptor			
<b>Program Success Target for this Measurement</b>	<b>92%</b>	<b>Percent of Program Achieving Target</b>	<b>100%</b>	
<b>Methods</b>	PCAM assessments are completed in the clinical courses of NURS 547 (Primary Care of the Infant, Child, and Adolescent), NURS 549 (Primary Care of the Adult), and NURS 554 (Primary Care Practicum.). The PCAM item "how well does the client now understand their health and well-being and what do they need to do to manage their health" prompts the student to assess the patient, document potential issues, and report their findings to the clinical preceptor. All (100%) students (n = 5) completed reflections identifying their assessment of the patient's understanding and engagement in their health care, identified barriers to care, and reviewed the assessment with their clinical preceptor receiving 100% agreement.			
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>			<input checked="" type="checkbox"/> <b>Met</b>	<input type="checkbox"/> <b>Not Met</b>
<b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>				
<b>Results:</b> These results were as expected and included the small number of students enrolled in the FNP program.				
<b>Conclusions:</b> The SOAP note assignment/rubric may need revision, will continue to assess rubric.				
<b>Plans for Next Assessment Cycle:</b> AACN and NONPF have identified core competencies for professional nursing education and these are to be adopted within the next three years. One role core competency related to outcome 3 is "The nurse practitioner collaborates with the interprofessional team to provide care through meaningful communication and active participation in person-centered and population-centered care."				

\*\*\* Please include Curriculum Map (below/next page) as part of this document

### Program Learning Outcomes –MSN Family Nurse Practitioner 0149 (*crosswalk*)

<b>COURSES</b>	Demonstrate proficiency in the utilization of research and quality improvement, including problem identification, awareness of outcomes, evaluation, and dissemination of research.	Analyze emerging organizational, financial, political, and technological issues confronting nursing and society as a basis for enacting change.	Practice from an ethical perspective that acknowledges conflicting values and rights.	Assume and develop practice and professional roles to meet societal needs to promote high quality, safe, patient care.	Integrate theory and research from nursing and related disciplines as a foundation for advanced practice.	Demonstrate an understanding and appreciation of human diversity.	Integrate theoretical knowledge of health promotion and maintenance and illness/disease prevention to achieve optimal health.
NURS 500		D/A	D/A	D/A	D/A	D/A	
NURS 503	I/R		I/D/A	I/D/A	I/D/A	I/D/A	I/D/A
NURS 505			I/D/A	I/D/A	I/D/A	I/D/A	I/D/A
NURS 504	R/A				D/A		D/A
NURS 510	R/A						
NURS 512	R/M/A				R/M/A		R/M/A
NURS 515		D/A		D/A		R/A	D/A
NURS 521	R/A	R/A					
NURS 501		R/A	R/A				
NURS 508		D/A	D/A	D/A	D/A	D/A	
NURS 509		D/A		D/A			
NURS 546	R	D/A	D/A			D/A	D/A
NURS 547	D/A	D/A	D/A			D/A	D/A
NURS 548	R	D/A	D/A			D/A	D/A
NURS 549	D/A	D/A	D/A			D/A	D/A
NURS 554	M/A	M/A	M/A			M/A	M/A

I = Introduced; R = Reinforced; M = Mastered; A = Assessed; D= Demonstrated

## Clinical SOAP Note

**Patient age:**

**Gender:**

All SOAP notes need to include one of the following considerations. Please indicate which of your notes includes the consideration.

**SOAP Note Considerations (denote the focus of each note submitted):**

**Clinical Note #1    Ethical    Genetic    Cultural    Spiritual**

**Clinical Note #2    Ethical    Genetic    Cultural    Spiritual**

**Clinical Note #3    Ethical    Genetic    Cultural    Spiritual**

**Clinical Note #4    Ethical    Genetic    Cultural    Spiritual**

Clinical Notes are required to be presented on the topics in NURS 548 that are chronic conditions. All clinical notes should observe HIPAA requirements for confidentiality. Clinical notes are based on *Seidel's Guide to Physical Examination*

	Possible Points	Points Earned
<b><u>Subjective:</u></b>  <b>CC:</b> "Patient/informants own words"  <b>HPI:</b> Narrative form, include each component in parentheses. Onset, Location, Duration, Character, Aggravating/Associated factors, Relieving factors, Temporal factors, and Severity of symptoms.  The HPI is specific to the patient and the chief complaint. Refer to Seidel for specific information to contain.	6	
<b>PMH/PSH:</b> PMH for all patients must include patient allergies with reactions, current prescribed and OTC medications with the corresponding diagnosis. Last menstrual period in women. Immunizations should be included for all patients. Other relevant information as listed in Seidel.	2	
<b>FH:</b> (Must include 3 generations)	1	
<b>Personal and Social History:</b> Minimum of the following information. Other relevant history listed in Seidel. Occupation – Education – Marital status – Tobacco – Alcohol – Drugs – Spiritual – Cultural – Environmental – Nutrition – Fitness – Sleep –	4	
<b>ROS:</b> (Must be pertinent to the CC and contain short succinct statements. Do not use sentences. Must contain all the components for the differential diagnosis rationale). <b>Please include the bolded systems in all clinical notes:</b> <b>General:</b> <b>HEENT:</b> <b>CV:</b> <b>RESP:</b> <b>GI:</b> <b>GU:</b> <b>MS:</b> <b>NEURO:</b>	5	

<b>PSYCH:</b> <b>SKIN:</b> <b>ENDOCRINE:</b> <b>HEMATOLOGIC:</b>		
<b>Objective:</b> <b>VS:</b> B/P, Pulse, Respirations, and Pulse oximetry (if completed) <b>PE:</b> (Must be pertinent to your CC and differential. List the PE in the order in noted in the text. Positives are listed first, negatives follow). <b>Please include the systems bolded below in all notes:</b> <b>General:</b> <b>HEENT:</b> <b>CV:</b> <b>RESP:</b> <b>ABD:</b> <b>GU:</b> <b>MS:</b> <b>NEURO:</b> <b>PSYCH:</b> <b>SKIN:</b>	5	
<b>LABS:</b> (Must include name of test(s) and results) <b>RADIOLOGY:</b> (Must include name of test(s) and results) (Briefly describe what the results indicate. If no test were done, list what test could help with diagnosis. If results are not back, list what you are expecting to find and the significance.)	2	
<b>ASSESSMENT:</b> List 3 differential diagnoses (Must include the actual diagnosis as one of the 3 differential diagnoses). <b><u>Please, do not list more than 3 differentials.</u></b> <b>Differential Diagnosis #1:</b> <b>Differential Diagnosis #2:</b> <b>Differential Diagnosis #3:</b> <i>Describe under each of the 3 differential diagnoses, the <u>subjective symptoms and objective findings</u> that *support this potential diagnosis. Then describe how the potential diagnosis was ruled in or ruled out as the actual diagnosis for this patient.</i> <i>*Must include APA citation(s) in this section and include reference(s) under reference section.</i> <b>Final Diagnoses: List all with CPT code.</b>	3	
<b>SCREENINGS APPROPRIATE FOR AGE:</b> (Document age appropriate screenings even if you did not screen this patient.) <i>*Document screenings appropriate for this patient's age and how often the screenings need to be performed. Document your patient's Risk Factors and *any necessary additional or more frequent screening(s) that need to be done. Use the following website:</i> <a href="http://www.uspreventiveservicestaskforce.org/recommendations.htm">http://www.uspreventiveservicestaskforce.org/recommendations.htm</a> <i>*Must include APA citation(s) in this section and include reference(s) under reference section.</i>	1	
<b>PLAN:</b> Report the plan developed by the preceptor, include references. <b>Non-pharmacologic: *</b> <b>Pharmacologic:</b> <b>Health Promotion/Patient Education: *</b> <b>Follow up visit:</b> <b>Referral/Consult:</b>	5	
Patient Care Team List all appropriate team members (actual referral and potential referral) and discuss how collaboration will impact care. This is based on patient centered care model. <i>*Must include APA citation(s) in this section and include reference(s) under reference section.</i>	1	
<b>PHARMACOLOGY NOTE: *</b> Trade and generic name of medication: Class of medication: Medication used for patient's diagnosis of:	4	

Educate patient on the following adverse medication reactions: Medication interactions with patient's other medication(s): Pregnancy category (if patient is female and of child bearing age): Pharmacology of medication: (metabolized by liver and/or kidney; half-life of medication) Estimated cost of medication (treatment regiment for short-term treatment or monthly for long term treatment): Can the patient afford this medication? (will insurance cover or can afford out of pocket cost): (If you did not prescribe any medications for this patient, what could you have given?) <i>*Must include APA citation(s) in this section and include reference(s) under reference section.</i>		
<b><u>Ethical, Genetic, Cultural, or Spiritual Consideration:</u></b> <b>Clearly state</b> the ethical, genetic, cultural or spiritual consideration associated with this patient. Discuss stated consideration in depth and support your discussion with evidenced-based literature. <u>Describe how this was addressed with the patient and how it influenced care. If, it did not influence care, you may not use the situation.</u> (Must address each one of these considerations within the four SOAP notes during the semester; if not 4 points will be deducted from the final SOAP note for each consideration not addressed.)	4	
<b>References:</b> <i>All references should be in APA format.</i> <i>1 reference should be from an EBP article.</i>	2	
Total points	45 points	

<b>ROS:</b> (Must be pertinent to the CC and contain short succinct statements. Do not use sentences. Must contain all the components for the differential diagnosis rationale). <b>Please include the bolded systems in all clinical notes:</b> <b>General:</b> <b>HEENT:</b> <b>CV:</b> <b>RESP:</b> <b>GI:</b> <b>GU:</b> <b>MS:</b> <b>NEURO:</b> <b>PSYCH:</b> <b>SKIN:</b> <b>ENDOCRINE:</b> <b>HEMATOLOGIC:</b>	5	
<b>Objective:</b> <b>VS:</b> B/P, Pulse, Respirations, and Pulse oximetry (if completed) <b>PE:</b> (Must be pertinent to your CC and differential. List the PE in the order in noted in the text. Positives are listed first, negatives follow). <b>Please include the systems bolded below in all notes:</b> <b>General:</b> <b>HEENT:</b> <b>CV:</b> <b>RESP:</b> <b>ABD:</b> <b>GU:</b> <b>MS:</b> <b>NEURO:</b> <b>PSYCH:</b> <b>SKIN:</b>	5	
<b>LABS:</b> (Must include name of test(s) and results) <b>RADIOLOGY:</b> (Must include name of test(s) and results)	2	



(Briefly describe what the results indicate. If no test were done, list what test could help with diagnosis. If results are not back, list what you are expecting to find and the significance.)		
<b>ASSESSMENT:</b> List 3 differential diagnoses (Must include the actual diagnosis as one of the 3 differential diagnoses). <b><u>Please, do not list more than 3 differentials.</u></b> <b>Differential Diagnosis #1:</b> <b>Differential Diagnosis #2:</b> <b>Differential Diagnosis #3:</b> Describe under each of the 3 differential diagnoses, the <u>subjective symptoms and objective findings</u> that *support this potential diagnosis. Then describe how the potential diagnosis was ruled in or ruled out as the actual diagnosis for this patient. *Must include APA citation(s) in this section and include reference(s) under reference section. <b>Final Diagnoses: List all with CPT code.</b>	3	
<b>SCREENINGS APPROPRIATE FOR AGE:</b> (Document age appropriate screenings even if you did not screen this patient.) <i>*Document screenings appropriate for this patient's age and how often the screenings need to be performed. Document your patient's Risk Factors and *any necessary additional or more frequent screening(s) that need to be done.</i> Use the following website: <a href="http://www.uspreventiveservicestaskforce.org/recommendations.htm">http://www.uspreventiveservicestaskforce.org/recommendations.htm</a> *Must include APA citation(s) in this section and include reference(s) under reference section.	1	
<b>PLAN:</b> Report the plan developed by the preceptor, include references. <b>Non-pharmacologic: *</b> <b>Pharmacologic:</b> <b>Health Promotion/Patient Education: *</b> <b>Follow up visit:</b> <b>Referral/Consult:</b>	5	
Patient Care Team List all appropriate team members (actual referral and potential referral) and discuss how collaboration will impact care. This is based on patient centered care model. *Must include APA citation(s) in this section and include reference(s) under reference section.	1	
<b>PHARMACOLOGY NOTE: *</b> Trade and generic name of medication: Class of medication: Medication used for patient's diagnosis of: Educate patient on the following adverse medication reactions: Medication interactions with patient's other medication(s): Pregnancy category (if patient is female and of child bearing age): Pharmacology of medication: (metabolized by liver and/or kidney; half-life of medication) Estimated cost of medication (treatment regiment for short-term treatment or monthly for long term treatment): Can the patient afford this medication? (will insurance cover or can afford out of pocket cost): (If you did not prescribe any medications for this patient, what could you have given?) *Must include APA citation(s) in this section and include reference(s) under reference section.	4	
<b><u>Ethical, Genetic, Cultural, or Spiritual Consideration:</u></b> <b>Clearly state</b> the ethical, genetic, cultural or spiritual consideration associated with this patient. Discuss stated consideration in depth and support your discussion with evidenced-based literature. <u>Describe how this was addressed with the patient and how it influenced care. If, it did not influence care, you may not use the situation.</u> (Must address each one of these considerations within the four SOAP notes during the semester; if not 4	4	

points will be deducted from the final SOAP note for each consideration not addressed.)		
<b>References:</b> <i>All references should be in APA format.</i> <i>1 reference should be from an EBP article.</i>	2	
Total points	45 points	

## Journal

Students are required to submit one journal with each soap note. The journal should be 1-2 paragraphs in length and discuss students' individual clinical experience including, challenges, accomplishments, observations, and/or self-assessment. The journal should serve as a reflection of your clinical journey

Western Kentucky University

### Family Nurse Practitioner Track Preceptor Evaluation Form Nursing 554 Final Evaluation

Student Name \_\_\_\_\_ Date of Evaluation \_\_\_\_\_  
Preceptor Name and Clinical Site \_\_\_\_\_ Total number of hours \_\_\_\_\_

Directions: In each section please rate the student's performance based on these four levels of performance:

4 - Consistently demonstrates competency

2 - Inconsistent performance

Preceptor assistance more than expected

3 - Consistently improving in this area

Preceptor assistance as expected

1 - Competency not met

		Circle number to indicate rating:			
I.	Professional Role				
	A. Communicates effectively with patients, families, and health professionals	4	3	2	1
	B. Demonstrates professionalism in appearance and demeanor	4	3	2	1
II.	Assessment of Health Status				
	A. Obtains and accurately documents a relevant history	4	3	2	1
	B. Performs and accurately documents expected physical examination	4	3	2	1
	C. Analyzes client data	4	3	2	1
III.	Diagnosis of Health Status				
	A. Identifies clinical presentation of primary care problems in children	4	3	2	1
	B. Selects appropriate diagnostic tests and screening procedures	4	3	2	1
	C. Formulates comprehensive differential diagnosis	4	3	2	1
IV.	Plan of Care and Implementation of Treatment				
	A. Formulates patient care management plan in collaboration with preceptor	4	3	2	1
	B. Implements health promotion and disease prevention education	4	3	2	1
	C. Recommends referral for those patients beyond the NP scope of practice	4	3	2	1
V.	Clinical Judgment and Decision-making				
	A. Demonstrates sound clinical judgment	4	3	2	1
	B. Collaborates with other health professionals appropriately	4	3	2	1

Comments: \_\_\_\_\_

Preceptor signature \_\_\_\_\_

Student signature \_\_\_\_\_

**Additional Comments:**

## Assurance of Student Learning Report 2023-2024

College of Health and Human Services

School of Nursing and Allied Health

Psychiatric Mental Health Nurse Practitioner, MSN 0149

Rhonda Quenzer, MSN-ED, APRN, PMHNP-BC

Is this an online program? ☒ Yes ☐ No

Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here ☒ Yes, they match! (If they don't match, explain on this page under **Assessment Cycle**)

**\*\*\* Please include Curriculum Map as part of this document (at the end), NOT as a separate file.**

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.

**Program Student Learning Outcome 1:** The student will integrate theoretical knowledge of health promotion and maintenance and illness/disease prevention to achieve optimal health.

**Instrument 1** Direct: Analysis of Patient Centered Assessment Method (PCAM)

**Instrument 2**

**Instrument 3**

Based on your results, check whether the program met the goal Student Learning Outcome 1.

☒ Met

☐ Not Met

**Program Student Learning Outcome 2:** The student will integrate theory and research from nursing and related disciplines as a foundation for advanced practice.

**Instrument 1** Direct: Psychiatric Mental Health Nurse Practitioner Certification pass rate.

**Instrument 2**

**Instrument 3**

Based on your results, check whether the program met the goal Student Learning Outcome 2.

☒ Met

☐ Not Met

**Program Student Learning Outcome 3:** The student will demonstrate an understanding and appreciation of human diversity

**Instrument 1** Direct: Analysis of Culturally Competent Mental Health Care Group Discussion

**Instrument 2**

**Instrument 3**

Based on your results, check whether the program met the goal Student Learning Outcome 3.

☒ Met

☐ Not Met

**Assessment Cycle Plan:**

American Association of Colleges for Nursing (ANCC), nursing program accrediting body, has established The Essentials: Core Competencies For Professional Nursing Education to bridge the gap between education and practice. Nursing education is moving to competency based learning. The PMHNP program is being evaluated to identify gaps in the

curriculum in meeting The Essentials Core competencies. Over the next year activities, assignments, and rubrics will be modified to meet the advance-level nursing education competences and sub-competences. The SLOs will not change. Will continue to assess the same three SLOs.

Program Student Learning Outcome 1			
<b>Program Student Learning Outcome</b>	The student will integrate theoretical knowledge of health promotion and maintenance and illness/disease prevention to achieve optimal health.		
<b>Measurement Instrument 1</b>	Direct: Patient Centered Assessment Method (PCAM)		
<b>Criteria for Student Success</b>	NURS 527 MSN students will score at least 9/12 (75%) average on PCAM. PCAM is a tool used to measure the physical health, mental health, social support, social needs, health literacy and engagement of patients from the point of view of the clinician		
<b>Program Success Target for this Measurement</b>	96% of the MSN PMHNP students will score 9/12 (75%) average on PCAM.	<b>Percent of Program Achieving Target</b>	100% of MSN PMHNP students scored at least 9/12 (75%) average on PCAM
<b>Methods</b>	Annual review of 50% PCAM forms (n=20) in summer 23. Students are required to complete four (4) PCAM assessments during NURS 527. A rubric evaluating assessment of “problems with lifestyle behaviors that are impacting physical and mental well-being?”, identification of barriers to receiving services, and collaboration with preceptor regarding patient assessment was used for grading by course faculty.		
<b>Measurement Instrument 2</b>			
<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Measurement Instrument 3</b>			
<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			

Based on your results, highlight whether the program met the goal Student Learning Outcome 1.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
<b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>	
<u>Results:</u> Score are as expected on assessment of patient needs.	
<u>Conclusions:</u> The assessment tool, PCAM, is specific regarding individual questions. PCAM was introduced in NURS 507 with indepth explanation of purpose and expectations for completion during summer 23 to incoming students. The impact of introducing and discussing PCAM early in the program will be evaluated summer 24.	
<u>Plans for Next Assessment Cycle:</u> Will continue utilizing PCAM to assess lifestyle behaviors impacting physical and mental health, identify barriers to care, and collaboration with preceptor to address patient needs. Plan to return PCAM to students for remediation if needs are not identified and addressed. Plan to revise rubric used for grading.	

Program Student Learning Outcome 2			
Program Student Learning Outcome	The student will integrate theory and research from nursing and related disciplines as a foundation for advanced practice.		
Measurement Instrument 1	Direct: Psychiatric Mental Health Nurse Practitioner Certification pass rate There are 175 question on the examination. Of these, 150 are scored questions and 25 are pretest questions that are not scored. PMHNP certification examination outline includes: 20% scientific foundation; 25% advance practice skills; diagnosis and treatment; psychotherapy and related theories; and ethical and legal principles.		
Criteria for Student Success	MSN students will pass their first attempt of the Psychiatric Mental Health Nurse Practitioner Certification Exam.		
Program Success Target for this Measurement	90% of the MSN PMHNP students in the program will pass the PMHNP certification exam on their first attempt .	Percent of Program Achieving Target	100% of 5 MSN PMHNP students passed the PMHNP certification examination on their first attempt. (n=5)
Methods	Psychiatric Mental Health Nurse Practitioner Certification Examination first time pass rates are reviewed each semester for MSN students with a concentration of PMHNP. In 20223-2024 there were 5 MSN students enrolled. 5 MSN students graduating in summer of 23 passed the PMHNP examination on their first attempt. The Average 2023 ANCC National pass rate on the PMHNP certification exam was 90%		
Measurement Instrument 2			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Measurement Instrument 3			
Criteria for Student Success			

<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>			<input checked="" type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
<b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>			
<p><u><b>Results:</b></u> The 100 % pass rate was expected. As a general rule the MSN student do well on the entry level PMHNP certification exam.</p> <p><u><b>Conclusions:</b></u> A student survey is conducted each semester asking student what is working well for them and what could be changed to meet their needs. Course adjustment were made to students need, an additional on-line class meeting was scheduled.</p> <p><u><b>Plans for Next Assessment Cycle:</b></u> Plan to continue mid-semester surveys to evaluate what student feel is working and assess for potential changes needed to met student needs. Plan to continue incorporating both group and individual student assignments. Plan to add simulation activities to the program.</p>			

<b>Program Student Learning Outcome 3</b>			
<b>Program Student Learning Outcome</b>	The student will demonstrate an understanding and appreciation of human diversity.		
<b>Measurement Instrument 1</b>	Direct: Analysis of Culturally Competent Mental Health Care Group Discussion		
<b>Criteria for Student Success</b>	<p>Students will score greater than or equal to 12 out of 16 points on the Culturally Competent Mental Health Care group discussion. Students will be able to integrate cultural factors into their evaluation and treatment of patients with behavioral health disorders.</p> <p>The student discussion session allows students to demonstrate how to assess a patient cultural point of view regarding mental health illness, cause of mental health illness, coping with mental health illness, and concerns about mental health illness.</p>		
<b>Program Success Target for this Measurement</b>	96% of the MSN PMHNP students in the program will earn 12 out of 16 points on the Culturally Competent Mental Health Care group discussion.	<b>Percent of Program Achieving Target</b>	100% of MSN PMHNP students in the program earned 12 out of 16 points on the Culturally Competent Mental Health group discussion.
<b>Methods</b>	Annual review of Culturally Competent Mental Health Care Group discussions (n=4) in fall 23. A rubric identifying the use of the 4C's (Call, Cause, Cope, and Concerns) to obtain cultural information important to providing competent mental health care to culturally diverse patients was used for grading by course faculty. All students received a score greater than or equal to 12 on the Culturally Competent Mental Health Care Group Discussion.		
<b>Measurement Instrument 2</b>	Direct: Analysis of Culturally Competent Mental Health Group Assignment		
<b>Criteria for Student Success</b>	Students will score greater than or equal to 20 out 25 points on the Culturally Competent Mental Health Group Assignment. Students will be able to identify and discuss examples of communication, family support, high-risk behaviors, and health care practices as related to		

	mental health of an assigned cultural group. Specific topics to consider are: cultural values, knowledge base, beliefs, relationships, orientation to time, causes of illness beliefs, learning modes, health practices, and Cytochrome P4550 system. Student will be able discuss how he/she, as the PMHNP would respectfully address each cultural norm in the interview process.		
<b>Program Success Target for this Measurement</b>	96% of the MSN PMHNP students in the program will earn 20 out of 25 points on the Culturally Competent Mental Health Care group assignment	<b>Percent of Program Achieving Target</b>	100% of MSN PMHNP students in the program earned at least 20 out of 25 points on the Culturally Competent Mental Health Care Assignment.
<b>Methods</b>	Annual review of Culturally Competent Mental Health Care Group assignment (n=4) in spring 23. A rubric identifying the student's application of culturally competent care to culturally diverse populations was used for grading by course faculty. All students received a score greater than or equal to 20 on the Culturally Competent Mental Health Care Group assignment.		
<b>Measurement Instrument 3</b>			
<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>		<input checked="" type="checkbox"/> <b>Met</b>	<input type="checkbox"/> <b>Not Met</b>
<b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>			
<p><b>Results:</b> The Program outcome as measured by the Culturally Competent Mental Health Care Group Discussion (direct measure) was examined in relation to the student learning outcomes in fall 23. The Culturally Competent Mental Health Care Group Discussion rubric was used to ensure consistency in grading. As expected all students met the SLO. The Program outcome as measured by the Culturally Competent Mental Health Assignment (direct measure) was examined in relation to the student learning outcomes in spring 24. The Culturally Competent Mental Health Care Group Assignment Rubric was used to ensure consistency in grading. As expected all students met the SLO.</p> <p><b>Conclusions:</b> Students are given material covering cultural competency a week prior to the virtual class meeting held to review material and assess application in case studies. Students were able to engage in knowledgeable discussion. They were able to apply learned skills to work through case studies. To further enhance student understanding of the importance of cultural competency, a module in NURS 525 (Spring semester) has been modified to focus on student self-awareness and application of culturally competent health care in specific cultural groups. Students were given material covering Core Cultural Formulation, Cultural Competency, and a video demonstrating Core Cultural Formulation Interviewing one month prior to the due date. Student groups were assigned a specific culture to research and succinctly discuss their self awareness of culturally competent mental health care. Students were to include how, as a PMHNP, they would respectfully address each cultural norm in the interview process.</p> <p><b>Plans for Next Assessment Cycle:</b> Plan to continue fall and spring assessment of cultural competency. Plan to add simulation utilizing clinical vignettes from SymptomMedia to promote cultural competency in NURS 523, Adv Psych NP Assessment I: Culturally Rspnsive Therapy with Clients Exposed to Community Violence and Culturally Responsive Therapy with Clients who Experience Discrimination.</p>			



**Master of Nursing Program and Post-MSN Program Outcomes**  
**Psychiatric Mental Health Nurse Practitioner**

MSN	Post-MSN	Demonstrate proficiency in the utilization of research and quality improvement, including problem identification, awareness of outcomes, evaluation, and dissemination of research	Analyze emerging organizational, financial, political, and technological issues confronting nursing and society as a basis for enacting change.	Practice from an ethical perspective that acknowledges conflicting values and rights.	Assume and develop practice and professional roles to meet societal needs to promote high quality, safe, patient care.	Integrate theory and research from nursing and related disciplines as a foundation for advanced practice.	Demonstrate an understanding and appreciation of human diversity.	Integrate theoretical knowledge of health promotion and maintenance and illness/disease prevention to achieve optimal health.
NURS 500						X		X
NURS 501		X	X	X	X		X	X
NURS 503			X	X	X		X	X
NURS 504				X	X	X	X	X
NURS 505			X		X	X	X	X
NURS 508			X		X	X	X	X
NURS 510		X	X		X	X	X	X
NURS 512		X	X		X	X	X	X
NURS 507	NURS 507	X		X	X	X	X	X
NURS 536	NURS 536	X				X	X	X
NURS 523	NURS 523	X		X	X	X	X	X
NURS 524	NURS 524	X		X	X	X	X	X
NURS 525	NURS 525	X		X	X	X	X	X
NURS 526	NURS 526	X		X	X	X	X	X
NURS 527	NURS 527	X		X	X	X	X	X
NURS 511	NURS 511	X			X	X	X	

## Assurance of Student Learning Report 2023-2024

College of Health and Human Services

School of Nursing and Allied Health

Master of Science in Nursing (MSN) 0149

Tonya Bragg-Underwood for the Master's Entry Professional Nurse (MEPN) Concentration

**Is this an online program?** ☐ Yes ☒ No

Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here  
☒ Yes, they match! (If they don't match, explain on this page under **Assessment Cycle**)

*Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.*

**Program Student Learning Outcome 4:** The student will assume and develop practice and professional roles to meet societal needs to promote high quality, safe, patient care. (MEPN Concentration)

**Instrument 1** Direct: National Council Licensure Examination (NCLEX-RN) first time pass rates.

**Instrument 2**

**Instrument 3**

Based on your results, check whether the program met the goal Student Learning Outcome 4.

☒ Met

☐ Not Met

**Program Student Learning Outcome 5:** The student will integrate theory and research from nursing and related disciplines as a foundation for advanced practice. (MEPN Concentration)

**Instrument 1** Direct: Analysis of NURS 512 evidence-based paper.

**Instrument 2**

**Instrument 3**

Based on your results, check whether the program met the goal Student Learning Outcome 5.

☒ Met

☐ Not Met

**Program Student Learning Outcome 6:** The student will integrate theoretical knowledge of health promotion and maintenance and illness/disease prevention to achieve optimal health. (MEPN Concentration)

**Instrument 1** Direct: Analysis of Capstone paper in NURS 621.

**Instrument 2**

**Instrument 3**

Based on your results, check whether the program met the goal Student Learning Outcome 6.

☒ Met

☐ Not Met

**Assessment Cycle Plan:**

Master Entry Professional Nursing (MEPN) concentration (SLOs 4-6):

The MEPN in the MSN is designed for students who already have a baccalaureate degree and wish to pursue the Registered Nurse credential and a master's degree. Students are admitted into the Bachelor of Science in Nursing program and the Joint Undergraduate Master's Program for the MSN-MEPN. Student learning outcomes 5 and 6 were achieved and assessed by rubrics developed in 2019 – 2020 for NURS 621 capstone and NURS 512 evidenced-based papers. The rubrics facilitated consistency in grading as well as content supplied by the student. NCLEX pass rate data for learning outcome 4 were assessed in May 2024 by evaluating NCLEX first time pass rates. The student learning outcome results will be evaluated by graduate nursing faculty for any actions for improvement. The MEPN Program Survey results will also be reported to the SONAH program evaluation committee.

Program Student Learning Outcome 4			
<b>Program Student Learning Outcome</b>	The student will assume and develop practice and professional roles to meet societal needs to promote high quality, safe, patient care. (MEPN Concentration)		
<b>Measurement Instrument 1</b>	National Council Licensure Examination (NCLEX-RN) first time pass rates.		
<b>Criteria for Student Success</b>	Students will pass on their first attempt of the National Council Licensure Examination (NCLEX-RN).		
<b>Program Success Target for this Measurement</b>	100%	<b>Percent of Program Achieving Target</b>	100% Total students for 23-24 AY were 2/11 students graduating have taken NCLEX and passed on first attempt. Nine students have not tested yet – will update in late August 2024
<b>Methods</b>	National Council Licensure Examination (NCLEX-RN) first time pass rates will be reviewed each semester for all MEPN students after completion of the program. The National Council of State Boards of Nursing (NCSBN) reviews and approves the NCLEX-RN test plan every 3 years. Their website ( <a href="https://www.ncsbn.org/2019_RN_TestPlan-English.pdf">https://www.ncsbn.org/2019_RN_TestPlan-English.pdf</a> ) provides the following information regarding the NCLEX-RN. The exam is organized into four major client needs categories which includes: Safe and effective care environment, health promotion and maintenance, psychosocial integrity, and physiological integrity. The exam is designed to measure critical thinking abilities and is further divided into subcategories: Management of care, safety and infection control, basic care and comfort, pharmacological and parenteral therapies, reduction of risk potential and physiological adaptation. Integrated processes measured include the nursing process, caring, communication and documentation, teaching/learning, and culture and spirituality.		
<b>Measurement Instrument 2</b>	N/A		
<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Measurement Instrument 3</b>	N/A		
<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			

Based on your results, highlight whether the program met the goal Student Learning Outcome 4.	<input checked="checked" type="checkbox"/> Met <input type="checkbox"/> Not Met
<b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b> <u>Results:</u> Data obtained through Kentucky and Tennessee Boards of Nursing licensure validation databases. These databases display licensed RNs and the initial date of licensure.  <u>Conclusions:</u> No changes at this time. This data will be shared with graduate and undergraduate faculty committees in September 2024 to review for continued success in this learning outcome. <u>Plans for Next Assessment Cycle:</u> Annually	

Program Student Learning Outcome 5			
Program Student Learning Outcome	The student will integrate theory and research from nursing and related disciplines as a foundation for advanced practice. (MEPN Concentration)		
Measurement Instrument 1	Analysis of EBP Paper in NURS 512.		
Criteria for Student Success	Students will score greater than or equal to 80/100 points on EBP Paper in NURS 512.		
Program Success Target for this Measurement	92%	Percent of Program Achieving Target	100% (7 students) of MSN MEPN earned between 80-100. The average score was 93.8%.
Methods	Analysis of EBP Paper. In this paper students integrate theory and research from nursing and related disciplines as a foundation for advanced nursing practice. A rubric identifying the paper sections of background, critical appraisal of the literature review, clinical practice implications, was used for grading by course faculty.		
Measurement Instrument 2	N/A		
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Measurement Instrument 3	N/A		
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 5.	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
<b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>		
<p><u>Results:</u> No actions will be taken at this time. Continuing evaluation annually as class sizes increase to make a better determination of any actions needed.</p> <p><u>Conclusions:</u> The evaluation and analysis of NURS 512 Evidenced-based practice paper in relation to SLO 5 was completed and will be shared with the Graduate Faculty Committee in Sept 24. SLO5 outcome results will be evaluated by graduate nursing faculty for any actions for improvement. The MSN-MEPN concentration survey results will also be reported in the SONAH program evaluation committee.</p> <p><u>Plans for Next Assessment Cycle:</u> Annually</p>		

Program Student Learning Outcome 6			
Program Student Learning Outcome	The student will integrate theoretical knowledge of health promotion and maintenance and illness/disease prevention to achieve optimal health. (MEPN Concentration)		
Measurement Instrument 1	Analysis of Capstone Paper in NURS 621.		
Criteria for Student Success	Students will score greater than or equal to 80/100 points on Capstone Paper in NURS 621. In this paper students integrate theoretical knowledge and research from nursing and related disciplines regarding a chronic disease process. A rubric identifying the paper sections of background/significance, literature review including health promotion maintenance/disease prevention, and nursing process including nursing interventions was used for grading by course faculty.		
Program Success Target for this Measurement	92%	Percent of Program Achieving Target	100% of 8 students scored between 80-100 points on the on NURS 621 -Capstone paper. The average score was 93.75%.
Methods	Analysis of Capstone Paper. In this paper students integrate theoretical knowledge, nursing process, health promotion, maintenance, and disease prevention. A rubric identifying the paper sections was used by faculty to facilitate grading.		
Measurement Instrument 2	N/A		
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Measurement Instrument 3	N/A		
Criteria for Student Success			

<b>Program Success Target for this Measurement</b>			<b>Percent of Program Achieving Target</b>	
<b>Methods</b>				
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 6.			<input checked="" type="checkbox"/> <b>Met</b>	<input type="checkbox"/> <b>Not Met</b>
<b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>				
<p><u>Results:</u> No actions will be taken at this time. Continuing evaluation annually as class sizes increase to make a better determination of any actions needed</p> <p><u>Conclusions:</u> The annual evaluation and analysis of NURS 621 Capstone paper in relation to SLO 6 was completed and will be shared with the Graduate Faculty Committee in Sept 24. SLO6 outcome results will be evaluated by graduate nursing faculty for any actions for improvement. The MSN-MEPN concentration survey results will also be reported in the SONAH program evaluation committee.</p> <p><u>Plans for Next Assessment Cycle:</u> Annually</p>				

**\*\*\* Please include Curriculum Map (below/next page) as part of this document**

Program Learning Outcomes – Master Entry to Professional Nursing 149 ( <i>crosswalk</i> )								
I= Introduced, R=Reinforced, M=Mastered, A=Assessed		1. Demonstrate proficiency in the utilization of research and quality improvement, including problem identification, awareness of outcomes, evaluation, and dissemination of research.	2. Analyze emerging organizational, financial, political, and technological issues confronting nursing and society as a basis for enacting change.	3. Practice from an ethical perspective that acknowledges conflicting values and rights.	4. Assume and develop practice and professional roles to meet societal needs to promote high quality, safe, patient care.	5. Integrate theory and research from nursing and related disciplines as a foundation for advanced practice.	6. Demonstrate an understanding and appreciation of human diversity.	7. Integrate theoretical knowledge of health promotion and maintenance and illness/disease prevention to achieve optimal health.
Course number & description								
NURS 501	Nursing Politics and Health Policy	R/A	I/R/A	I/R/A			R	
NURS 510	Graduate Nursing Research	I/R/A	I/R	I/R	I/R/A	I/R/A		
NURS 512	Research Applications	R/M/A	R/M/A	R/M/A	R/M/A	R/M/A		
NURS 521	Statistics in Health Care	I/R/A						I/R/A
NURS 528	Leadership and Management in Nursing Administration	R/A	R/M/A				R/M/A	
NURS 535	Health Assessment for the Master Entry Professional Nurse	I/R/A		I/R	I/R	I/R/A	I/R	I/R/A
NURS 605	Leadership in Nursing Practice	R/A	R/M/A	R	R/M/A		R	R/M/A
NURS 621	High Acuity Nursing for the Master Entry Professional Nurse	R/M/A		R/M/A	R/M/A		R/M/A	R/M/A
NURS 624	Pathophysiology for the Master Entry Professional Nurse	I/R/A		R/A		I/R/A	I/R	I/R
NURS 629	Pharmacology for the Master Entry Professional Nurse	R/A	R/A	R/A			R/A	I/R
NURS 755	Quality Improvement in Healthcare	R/M/A	R/A		R/M/A			



<b>EBP RUBRIC – NURS 512</b>		
<b>Section of Paper</b>	<b>Points Possible</b>	<b>Points Awarded</b>
<b>ABSTRACT (10 pts)</b> (Background/Significance, Critical Appraisal of the Literature, and Clinical Practice Implications should be included)	<b>10</b>	
<b>BACKGROUND / SIGNIFICANCE (15 pts)</b>		
• Identify the research topic selected.	<b>3</b>	
• Discuss the nursing problem that requires solution and why	<b>5</b>	
• Discuss the importance of the topic to nursing and health care,	<b>3</b>	
• Discuss the relationship of the topic to the components of the Advanced Practice Nurse role (clinician/practitioner, educator, researcher, administrator, change agent etc.)	<b>2</b>	
• Specifically identify the clinical question investigated	<b>2</b>	
<b>CRITICAL APPRAISAL OF THE LITERATURE (35 pts)</b>		
• Identify the search strategy for the literature review	<b>5</b>	
Analyze, synthesize, and evaluate the evidence		
• Identify similarities	<b>10</b>	
• Identify differences	<b>10</b>	
• Identify gaps and problems in the literature	<b>10</b>	
<b>CLINICAL PRACTICE IMPLICATIONS</b>		
• Describe clinical practice implications, based on the evidence in the literature.	<b>15</b>	
<b>LITERATURE REVIEW EVALUATION TABLE / PINCH GRID</b>		
• See template on p. 724 in the Melnyk & Fineout-Overholt text and a template is attached to this assignment	<b>10</b>	
<b>FORMATTING and APA</b>		
• Spelling, Grammar, Sentence structure, Paragraph structure	<b>6</b>	
• APA Formatting	<b>6</b>	
• Maximum length of paper should be 8 pages excluding title page, abstract, and references	<b>3</b>	
• <b>DO NOT USE QUOTATIONS</b>		

<b>CAPSTONE PAPER RUBRIC – MEPN – NURS 621</b> <b>This Pass/Fail with 80 points required to Pass.</b>	
Section of Paper	Points Possible
<b>ABSTRACT (150-250 words)</b>	<b>8</b>
<b>BACKGROUND / SIGNIFICANCE (2-3 pages)</b>	<b>22</b>
<ul style="list-style-type: none"> <li>Identify a chronic disease as topic of interest.</li> </ul>	
<ul style="list-style-type: none"> <li>Discuss the problem that disease presents to patients.</li> </ul>	
<ul style="list-style-type: none"> <li>Discuss the importance of the disease to nursing and health care,</li> </ul>	
<ul style="list-style-type: none"> <li>Identify state, national, and global prevalence.</li> </ul>	
<ul style="list-style-type: none"> <li>Discuss cost to healthcare/patient.</li> </ul>	
<b>LITERATURE REVIEW (2 pages)</b>	<b>22</b>
<ul style="list-style-type: none"> <li>Discuss current literature regarding disease (include health promotion, maintenance/disease prevention to achieve optimal health) by analysis, synthesis, and evaluation. May also include quality/cost/policy.</li> </ul>	
<b>NURSING PROCESS (1-2 pages)</b>	<b>18</b>
<ul style="list-style-type: none"> <li>Describe what might be expected on assessment, based on the evidence in the literature.</li> </ul>	
<ul style="list-style-type: none"> <li>Formulate three probable nursing diagnosis for a patient presenting with this chronic disease.</li> </ul>	
<ul style="list-style-type: none"> <li>Planning/goals/outcomes – include nursing interventions being sensitive to culture, ethics, and safety.</li> </ul>	
<b>FUTURE OF DISEASE (1-2 pages)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Discuss insight that literature suggests that might be upcoming assessment/treatment/prevention, etc of disease (may include genetics, technology, etc).</li> </ul>	
<b>CONCLUSION/DISCUSSION (1/2 page)</b>	<b>5</b>
<b>FORMATTING and APA</b>	
<ul style="list-style-type: none"> <li>Spelling, Grammar, Sentence structure, Paragraph structure, No use of first person</li> </ul>	<b>6</b>

<ul style="list-style-type: none"> <li>• APA Formatting including use of level headings</li> </ul>	<b>6</b>
<ul style="list-style-type: none"> <li>• Length of paper should be 8-10 pages excluding title page, abstract, and references. (maximum length 11 pages)</li> <li>• <b>DO NOT USE QUOTATIONS</b></li> </ul>	<b>3</b>