

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

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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				
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: Patient Centered Assessment Method (PCAM)			
Criteria for Student Success	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			
Program Success Target for this Measurement	96% of the MSN PMHNP students will score 9/12 (75%) average on PCAM.	Percent of Program Achieving Target	100% of MSN PMHNP students scored at least 9/12 (75%) average on PCAM	
Methods	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.			
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				
Program Success Target for this Measurement		Percent of Program Achieving Target		
Methods				

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
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)	
<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			

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 2.			<input checked="" 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)			
<p><u>Results:</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>Conclusions:</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>Plans for Next Assessment Cycle:</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>			

Program Student Learning Outcome 3			
Program Student Learning Outcome	The student will demonstrate an understanding and appreciation of human diversity.		
Measurement Instrument 1	Direct: Analysis of Culturally Competent Mental Health Care Group Discussion		
Criteria for Student Success	<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>		
Program Success Target for this Measurement	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.	Percent of Program Achieving Target	100% of MSN PMHNP students in the program earned 12 out of 16 points on the Culturally Competent Mental Health group discussion.
Methods	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.		
Measurement Instrument 2	Direct: Analysis of Culturally Competent Mental Health Group Assignment		
Criteria for Student Success	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.		
Program Success Target for this Measurement	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	Percent of Program Achieving Target	100% of MSN PMHNP students in the program earned at least 20 out of 25 points on the Culturally Competent Mental Health Care Assignment.
Methods	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.		
Measurement Instrument 3			
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 3.			<input checked="checked" 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)			
<p>Results: 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>Conclusions: 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>Plans for Next Assessment Cycle: 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	

PMHNP PCAM Summary Rubric

	Exemplary (4)	Good (3)	Competent (2)	Needs Remediation (1)
Assessed for “problems with lifestyle behaviors that are impacting physical or mental well-being?”				
Identified barriers to receiving services.				
Collaborated with preceptor regarding patient assessment				

Cultural Competency in Mental Health

Understanding the patient's point of view can help the healthcare provider deal with potential cultural barriers to care of patients. In discussion board, students are evaluated on use of the 4 C's to assess cultural barriers to patient care based on provided case study.

	Exemplary (4)	Good (3)	Competent (2)	Needs Remediation (1)
Call- Ask the patient. -What do you Call your problem? (What do you think is wrong?) How to obtain the patient's point of view				
Cause- Ask the patient- What do you think Caused your problem? Evaluates the patient's beliefs regarding source of problem.				
Cope- Ask the patient- How do you Cope with your condition? Practitioner remembers to assess what patient does to try to make the problem better. Assess alternative healers and treatments.				
Concerns – Ask the patient. – What Concerns do you have regarding your condition? Allows practitioner to understand/assess patient's perception of the course of the illness and fears/misconceptions				