

**Assurance of Student Learning Report
2020-2021**

College of Health and Human Services

School of Nursing and Allied Health

Master of Science in Nursing, 149

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

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

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

Student Learning Outcome 2: The student will integrate theory and research from nursing and related disciplines as a foundation for advanced practice. (PMHNP Concentration)

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

Student Learning Outcome 3: The student will demonstrate an understanding and appreciation of human diversity. (PMHNP Concentration)

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

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.		<input checked="" type="checkbox"/> X Met	<input type="checkbox"/> Not Met
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.		<input checked="" type="checkbox"/> X Met	<input type="checkbox"/> Not Met
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.		<input checked="" type="checkbox"/> X Met	<input type="checkbox"/> Not Met
Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)			
<p>Psychiatric Mental Health Nurse Practitioner Concentration (SLOs 1-3): The concentration outcomes as measured by PCAM, Comprehensive Exam Paper, PMHNP certification first time pass rate, and Culturally Competent Mental Health Care Group Discuss were evaluated in relation to student learning outcomes of 2020-2021. All student learning outcomes were not met. In a comparison to 2019-2020 in which SLO 1(PCAM) was met, SLO 1 was not met in 2020-2021. SLO 2 was met. 100% of MSN students passed the certification exam on their first attempt. SLO 3 was met. The COVID pandemic of 2020-2021 had a direct impact on student access to clinical patient assessment time. The rubrics developed in 2018-2019 for PCAM and the Culturally Competent Mental Health Group Discussion were again utilized to facilitate consistency in grading. The student learning outcome results will be reported to the graduate nursing faculty in October 2021.</p> <p>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. The first group of students was admitted to the JUMP for the MEPN in Summer 2019 and then fully admitted into the graduate program in Summer 2020. In Spring 2021, MEPN MSN concentration graduated its' first class. 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 was 100%. 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.</p>			

Student Learning Outcome 1

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	60% of MSN PMHNP students scored 9/12 (75%) average on PCAM
Methods	Annual review of 50% PCAM forms (n=10) in summer 20. 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. The average score was 9.1/12 pts.		
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 type="checkbox"/> Met	<input checked="" type="checkbox"/> X Not Met
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
The program outcomes as measured by the PCAM was evaluated in relation to the student learning outcome in summer 20. Due to the COVID pandemic, student clinical time was limited. Many students were unable to meet face-to-face with patients. Interaction was conducted via telehealth and students were not able to have one-to-one interaction with patients resulting in limited time to complete all assessment information. Evaluation and analysis of PCAM in relation to SLO 1 was completed and will be shared with the Graduate Faculty Committee. The PMHNP PCAM Summary Rubric was used to ensure consistency in grading.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
SLO1 outcome results will be reported to graduate nursing faculty in October 2021.			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
SLO 1 will be evaluated in Summer 22. The evaluation and analysis of PCAM, “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, in relation to SLO 1 will be completed by the PMHNP Program Coordinator, currently Rhonda Quenzer.			

Student Learning Outcome 2			
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	95% 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 MSN PMHNP students passed the PMHNP certification exam on their first attempt.
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 2020-2021 there were 5 MSN students enrolled. 100% of the MSN PMHNP students passed the PMHNP certification exam on their first attempt. The Average 2020 ANCC National pass rate on the PMHNP certification exam was 80.5%		
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.		X Met	<input type="checkbox"/> Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
The program outcomes as measured by the Psychiatric Mental Health Nurse Practitioner exam first time pass rates were evaluated in relation to the student learning outcomes for summer 20.			
Results of the PMHNP Certification Exam first time pass rates in relation to SLO 2 will be shared with the Graduate Faculty Committee.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
SLO2 outcome results will be reported to the graduate nursing faculty in October 2021.			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
SLO 2 will be reviewed each semester during 2021-2022. The PMHNP program Coordinator, currently Rhonda Quenzer, will evaluate the first time pass rates on the PMHNP certification examination.			

Student Learning Outcome 3			
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	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. 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.		
Program Success Target for this Measurement	96% of the MSN PMHNP students in the	Percent of Program Achieving	100% of MSN PMHNP students in

	program will earn 12 out of 16 points on the Culturally Competent Mental Health Care group discussion.	Target	the program earned 12 out of 16 points on the Culturally Competent
Methods	Annual review of Culturally Competent Mental Health Care Group discussions (n=5) in spring 20. 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			
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 3.		<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
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 spring 20. The Culturally Competent Mental Health Care Group Discussion rubric was used to ensure consistency in grading.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
The evaluation and analysis of Culturally Competent Mental Health Group Discussion in relation to SLO 3 will be shared with the Graduate Faculty Committee. in October 2021.			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
The SLO 3 will be evaluated in Spring 22. The evaluation and analysis of Culturally Competent Mental Health Group Discussion in relation to SLO 3 will be completed by the PMHNP Program Coordinator, currently Rhonda Quenzer.			

Student Learning Outcome 4

Student Learning Outcome	The student will assume and develop practice and professional roles to meet societal needs to promote high quality, safe, patient care. (MEPN Concentration)		
Measurement Instrument 1	National Council Licensure Examination (NCLEX-RN) first time pass rates.		
Criteria for Student Success	Students will pass on their first attempt of the National Council Licensure Examination (NCLEX-RN).		
Program Success Target for this Measurement	92%	Percent of Program Achieving Target	100% (3 students) of MSN MEPN passed NCLEX-RN.
Methods	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 (https://www.ncsbn.org/2019_RN_TestPlan-English.pdf) 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.		
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, highlight whether the program met the goal Student Learning Outcome 4.			<input checked="" type="checkbox"/> Met
<input type="checkbox"/> Not Met			
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
Data obtained through Kentucky and Tennessee Boards of Nursing licensure validation database. This database displays licensed RNs and the initial date of licensure.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
This data will be shared with graduate faculty committees in September 2021 to review for continued success in this learning outcome.			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
This outcome will be assessed annually.			
Student Learning Outcome 5			
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% (3 students) of MSN MEPN earned between 80-100. The average score of the 3 students was 94.3%.
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
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)				
Percentage analysis consisted of only three students. No actions will be taken at this time. Continuing evaluation annually as class sizes increase to make a better determination of any actions needed.				
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)				
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 21. 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.				
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)				
Annually 21-22 AY				
Student Learning Outcome 6				
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 3 students scored between 80-100 points on the on NURS 621 -Capstone paper. The average score was 96%.	
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			
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 6.			<input checked="" type="checkbox"/> Met
<input type="checkbox"/> Not Met			
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
Percentage analysis consisted of only three students. No actions will be taken at this time. Continuing evaluation annually as class sizes increase to make a better determination of any actions needed			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
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 21. 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.			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
Annually - 21-22 AY			

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				

EBP Paper Rubric

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

Capstone Paper Rubric - MEPN

CAPSTONE PAPER RUBRIC – MEPN – NURS 621	
This Pass/Fail with 80 points required to Pass.	
Section of Paper	Points Possible
ABSTRACT (150-250 words)	8
BACKGROUND / SIGNIFICANCE (2-3 pages)	22
<ul style="list-style-type: none"> • Identify a chronic disease as topic of interest. 	
<ul style="list-style-type: none"> • Discuss the problem that disease presents to patients. 	
<ul style="list-style-type: none"> • Discuss the importance of the disease to nursing and health care, 	
<ul style="list-style-type: none"> • Identify state, national, and global prevalence. 	
<ul style="list-style-type: none"> • Discuss cost to healthcare/patient. 	
LITERATURE REVIEW (2 pages)	22
<ul style="list-style-type: none"> • 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. 	
NURSING PROCESS (1-2 pages)	18
<ul style="list-style-type: none"> • Describe what might be expected on assessment, based on the evidence in the literature. 	
<ul style="list-style-type: none"> • Formulate three probable nursing diagnosis for a patient presenting with this chronic disease. 	
<ul style="list-style-type: none"> • Planning/goals/outcomes – include nursing interventions being sensitive to culture, ethics, and safety. 	
FUTURE OF DISEASE (1-2 pages)	10
<ul style="list-style-type: none"> • Discuss insight that literature suggests that might be upcoming assessment/treatment/prevention, etc of disease (may include genetics, technology, etc). 	
CONCLUSION/DISCUSSION (1/2 page)	5
FORMATTING and APA	
<ul style="list-style-type: none"> • Spelling, Grammar, Sentence structure, Paragraph structure, No use of first person 	6
<ul style="list-style-type: none"> • APA Formatting including use of level headings 	6
<ul style="list-style-type: none"> • Length of paper should be 8-10 pages excluding title page, abstract, and references. (maximum length 11 pages) • DO NOT USE QUOTATIONS 	3