

**Assurance of Student Learning  
2018-2019**

College of Health and Human Services

School of Nursing and Allied Health

Nursing, Psychiatric Mental Health Nurse Practitioner concentration, MSN 0149

**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.

<b>Instrument 1</b>	<b>Direct: Analysis of Patient Centered Assessment Method (PCAM)</b>
<b>Instrument 2</b>	
<b>Instrument 3</b>	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	<b>Met</b>	<b>Not Met</b>
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**Student Learning Outcome 2:** The student will integrate theory and research from nursing and related disciplines as a foundation for advanced practice.

<b>Instrument 1</b>	<b>Direct: Analysis of Comprehensive Exam Paper.</b>
<b>Instrument 2</b>	<b>Direct: Psychiatric Mental Health Nurse Practitioner Certification first time pass rate.</b>
<b>Instrument 3</b>	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	<b>Met</b>	<b>Not Met</b>
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**Student Learning Outcome 3:** The student will demonstrate an understanding and appreciation of human diversity.

<b>Instrument 1</b>	<b>Direct: Analysis of Culturally Competent Mental Health Care Group Discussion</b>
<b>Instrument 2</b>	
<b>Instrument 3</b>	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	<b>Met</b>	<b>Not Met</b>
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**Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)**

The Program outcomes as measured by PCAM, Comprehensive Exam Paper, PMHNP certification first time pass rate, and Culturally Competent Mental Health Care Group Discussion were evaluated in relation to student learning outcomes for 18-19. All student learning outcomes were met. A rubric for PCAM, and the Culturally Competent Mental Health Group Discussion was developed to facilitate a consistency in grading.

No changes are required in the current student learning outcomes. Will continue to evaluate the student outcomes by appraising PCAM, Comprehensive Exam Paper, PMHNP certification first time pass rates, and Culturally Competent Mental Health Care Group Discussions.



**Student Learning Outcome 1**

<b>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%	<b>Percent of Program Achieving Target</b>	100%
<b>Methods</b>	Annual review all PCAM forms (n=12) in summer 18. 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 11.67/12 pts and all three students scored greater than or equal to 9 pts on the 4 required PCAM submissions.		
<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>			
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.</b>			<input checked="" type="radio"/> <b>Met</b> <input type="radio"/> <b>Not Met</b>
<b>Actions</b> The program outcomes as measured by the PCAM was evaluated in relation to the student learning outcome in summer 18. Evaluation and analysis of PCAM in			

relation to SLO 1 was completed and shared with the Graduate Faculty Committee. A rubric was created for PCAM to facilitate 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.)

No changes are required in SLO1. Will continue to evaluate the student outcome SLO 1 by evaluating student completion of PCAM in NURS 527 during the summer term.

### Student Learning Outcome 2

<b>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>	Direct: Analysis of Comprehensive Exam Paper.		
<b>Criteria for Student Success</b>	Students will receive greater than or equal to 80 out of 100 points on the Comprehensive Exam Paper completed in NURS 527 to receive a passing grade. The Comprehensive Exam Paper is an evidence-based project for the Psychiatric Nurse Practitioner specialty. Students are required to document a comprehensive psychotherapy plan for a patient that is appropriate for an evidence-based mental health diagnosis		
<b>Program Success Target for this Measurement</b>	96%	<b>Percent of Program Achieving Target</b>	100%
<b>Methods</b>	Annual review of all Comprehensive Exam Papers (n=3) in Summer 18. A rubric identifying the paper sections of title, abstract, introduction, presenting chief complaint, pertinent history of present mental illness, DSM diagnostic analysis, psychotherapy treatment plan, theory and model application, specific interventions, expected therapeutic outcomes, and references was used for grading by the course faculty. Students are assigned either a passing and failing grade. In order to receive a passing grade, students must receive at least 80 out of 100 points. 100% on the students received a passing grade.		
<b>Measurement Instrument 2</b>	Direct: Psychiatric Mental Health Nurse Practitioner Certification pass rate		
<b>Criteria for Student Success</b>	MSN students will pass their first attempt of the Psychiatric Mental Health Nurse Practitioner Certification Exam		
<b>Program Success Target for this Measurement</b>	92%	<b>Percent of Program Achieving Target</b>	100%
<b>Methods</b>	Psychiatric Mental Health Nurse Practitioner Certification Exam first time pass rates are reviewed each semester for MSN students with a concentration of PMHNP. 100% of MSN students graduating in summer of 18 passed the PMHNP examination on their first attempt.		
<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 2.</b>			<b>Met</b>
<b>Actions</b>			<b>Not Met</b>

The program outcomes as measured by the Comprehensive Exam Paper and the Psychiatric Mental Health Nurse Practitioner exam first time pass rates were evaluated in relation to the student learning outcomes for summer 18.

Results of the evaluation of Comprehensive Exam Papers and PMHNP Certification Exam first time pass rates in relation to SLO 2 were 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.)

No revisions to SLO 2 are required at this time. Will continue to evaluate SLO 2 using the Comprehensive Exam Paper in summer course NURS 527 and PMHNP Certification Examination first time pass rates each semester.

### Student Learning Outcome 3

<b>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>	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.		
<b>Program Success Target for this Measurement</b>	96%	<b>Percent of Program Achieving Target</b>	100%
<b>Methods</b>	Annual review of Culturally Competent Mental Health Care Group discussions (n=3) in spring 18. 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>			
<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>			
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>			<b>Met</b>
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
<p>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 18.</p> <p>The evaluation and analysis of Culturally Competent Mental Health Group Discussion in relation to SLO 3 was completed and shared with the Graduate Faculty Committee in the spring 18. Rubric was created for the Culturally Competent Mental Health Group Discussion to facilitate consistency in grading.</p>			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
<p>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 18.</p> <p>The evaluation and analysis of Culturally Competent Mental Health Group Discussion in relation to SLO 3 was completed and shared with the Graduate Faculty Committee in the spring 18. Rubric was created for the Culturally Competent Mental Health Group Discussion to facilitate consistency in grading.</p>			

### 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				



## Psychotherapy Paper Rubric

**Purpose:**

The purpose of this assignment is to examine the process of choosing an appropriate theory, model, and psychotherapy treatment plan with intervention(s) to achieve expected therapeutic outcomes for a patient (pt) with a well-diagnosed DSM diagnosis.

In this assignment, students should choose one (1) pt from their clinical site(s). Students are to use **only** the **pt's initials** in the paper. *Pt confidentiality is a mandatory requirement in psychiatric mental health!*

**Grading:**

While the point system below is used to objectively grade your Psychotherapy paper, emphasis will be on your ability to clearly present pertinent information and integrate what you have learned through readings, class materials, and other scholarly sources.

- Writing in APA is a requirement in this paper and also a requirement of WKU's graduate programs. See APA rubric.
- Page limits are included in this paper to assist students in writing parsimoniously and including required information.

This Psychotherapy paper meets course objectives 1, 2, 3, and 4.

<u>NURS 526</u> <u>Psychotherapy</u> <u>Paper</u>	Criteria	Levels of Achievement
<b>APA</b>	See APA Rubric	0 – 10 Points
<b>Title</b>  <b>Abstract</b>	<p><b>NURS 526:</b> Add <b>title</b> of your paper Example: NURS 526: Cognitive Behavioral Therapy in A Person with Depression</p> <p><b>One (1) page in length – See APA book.</b></p> <hr/> <p><b>Abstract</b> is in paragraph form and includes one (1) Summary sentence of each of the following sections:</p> <ul style="list-style-type: none"> <li>• <b><i>Introduction,</i></b></li> <li>• <b><i>Presenting Chief Complaint,</i></b></li> <li>• <b><i>Pertinent History,</i></b></li> <li>• <b><i>DSM Diagnostic Analysis,</i></b></li> <li>• <b><i>Psychotherapy Treatment Plan,</i></b></li> <li>• <b><i>Theory and Model Application,</i></b></li> <li>• <b><i>Specific Interventions, and</i></b></li> <li>• <b><i>Expected Outcomes.</i></b></li> </ul> <p><b>Be parsimonious – 1 page in length.</b></p>	0 – 5 Points

## Psychotherapy Paper Rubric

<p><b>Introduction</b></p>	<p><b>Introduces the paper</b> by discussing a brief overview of the <u>psychiatric diagnosis</u>, which includes</p> <ul style="list-style-type: none"> <li>• <b>global, national, and state</b> prevalence information to support your discussion.</li> </ul> <p><b>Be parsimonious – 1/2 page in length.</b></p>	<p>0 – 10 Points</p>
<p><b>Presenting Chief Complaint</b></p>	<p>Discusses the basics of what brought the patient into treatment at your clinical site.</p> <ul style="list-style-type: none"> <li>• The focus should be both from the pt's perspective (one sentence with quotes) and the PMHNP perspective.</li> </ul> <p><b>Be parsimonious – 1/2 page in length.</b></p>	<p>0 – 10 Points</p>
<p><b>Pertinent History of Present Mental-Illness</b></p>	<p>Discuss <b>pertinent</b> psychiatric information related to patient's chief complaint and include only</p> <ul style="list-style-type: none"> <li>• <b>pertinent significant events,</b></li> <li>• <b>psychiatric medication(s),</b></li> <li>• <b>past psychiatric history,</b></li> <li>• <b>family history, and</b></li> <li>• <b>social history.</b></li> </ul> <p><b>Be parsimonious – 1/2 page in length.</b></p>	<p>0 – 10 Points</p>
<p><b>DSM Diagnostic Analysis</b></p>	<p>Explores the <b>primary DSM</b> diagnostic features and discusses how you <u>ruled-out</u> differential diagnoses to obtain the primary DSM diagnosis.</p> <ul style="list-style-type: none"> <li>• This analysis discusses how this patient's symptoms <b>met the diagnostic criteria</b> for your final primary DSM diagnosis, and how your ruled-out other differential diagnoses.</li> <li>• The primary diagnosis needs to <b>include disorder subtypes and/or specifiers as appropriate.</b></li> </ul> <p><b>Be parsimonious – 1 page in length.</b></p>	<p>0 – 10 Points</p>
<p><b>Psychotherapy Treatment Plan</b></p>	<p>Discuss you chosen psychotherapy and overarching treatment plan for the patient's DSM primary diagnosis.</p> <ul style="list-style-type: none"> <li>• This analysis exemplifies your evidence-based understanding of your psychotherapy treatment plan for your patient with her/his primary DSM diagnosis.</li> </ul> <p><b>Be parsimonious – 1 page in length.</b></p>	<p>0 – 10 Points</p>

## Psychotherapy Paper Rubric

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<b>Theory and Model Application</b>	Discuss <b>both the theoretical and model underpinnings</b> for this patient's psychotherapy. <ul style="list-style-type: none"><li>• Discuss how your chosen psychotherapy method is the most appropriate choice based on current evidence-based practice.</li></ul> <b>Be parsimonious – 1 page in length.</b>	0 – 10 Points
<b>Specific Interventions</b>	<b>Restate</b> your overarching psychotherapy treatment plan <b>in one sentence</b> , followed by a <u>discussion of specific interventions</u> for your treatment plan. <b>Be parsimonious – 1 page in length.</b>	0 – 10 Points
<b>Expected Therapeutic Outcomes</b>	Discuss you expected therapeutic outcomes for each of your specific interventions. <ul style="list-style-type: none"><li>• Then, discuss you overarching psychotherapy treatment outcome.</li></ul> <b>Be parsimonious – 1 page in length.</b>	0 – 10 Points
<b>References</b>	This section should contain appropriate references from your course readings, <ul style="list-style-type: none"><li>• At least two (2) relevant scholarly articles less than 5 years old,</li><li>• At least one (1) psychiatric practice guideline(s). <i>Guidelines for psychiatric practice can be found in a variety of disciplines such as nursing, psychiatry, social work, and/or psychology.</i></li></ul>	0 – 5 Points

Total Points – \_\_\_/100

Instructor's Comments:

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				