| Assurance of Student Learning Report 2022-2023 | |
|---|---|
| College of Health and Human Services | School of Nursing and Allied Health |
| Nursing, MSN 0149 | |
| Rhonda Quenzer,, Psychiatric Mental Health Nurse Practitioner (PMHNP) Concentration Tonya Bragg-Underwood, Master's Entry Professional Nurse (MEPN) Concentration | |
| **Is this an online program**? XYes ☐ No | Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here XYes, 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 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 |
|---|---|---|

**Program 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 |
|---|---|---|

**Program 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 |
|---|---|---|

**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:**

PMHNP Concentration (SLOs 1-3):
SLOs will be updated for implementation in 2023-24.

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 was assessed in August 2023 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 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=24) in summer 22. 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.** | | <mark>X</mark>Met | ☐ 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. Some students need to provide more information in the comments to provide a clear picture of a patient.

**<u>IMPORTANT</u> - Plans for Next Assessment Cycle</u>:**  Plan to provide more indepth explaination of expectations for completion of the PCAM during the summer team during NURS 507, Adv Psych Assessment. This course is focused on how to perform and document a psychiatric assessment.Will not rely strictly on video explain the PCAM.

| 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<br>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 11 MSN PMHNP students passed the PMHNP certification examination on their first attempt. 1 MSN PMHNP student has not taken the certification exam at this time. (n=12) |
|---|---|---|---|
| **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 2021-2022 there were 12 MSN students enrolled. 11 out of 12 MSN students graduating in summer of 22 passed the PMHNP examination on their first attempt. Currently 1 student has not taken the certification exam, however the student is registered for the exam.<br>The Average 2022 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. | **XMet** | ☐ **Not Met** |
|---|---|---|

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

<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.

<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. During the past year students requested more individual assignments over group assignments. Students were given more individual assignments and quizzes. Also, an additional virtual meeting was held to allow for student questions and content review.

<u>Plans for Next Assessment Cycle</u>:  Plan to continue mid-semeser 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 assignnments.

| 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** | 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.<br>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 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 |
|---|---|---|---|
| **Methods** | Annual review of Culturally Competent Mental Health Care Group discussions (n=5) in fall 22. 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. | **X Met** | ☐ **Not Met** |
|---|---|---|

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

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 22. The Culturally Competent Mental Health Care Group Discussion rubric was used to ensure consistency in grading. As expected all student met the SLO.

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 enhace student understanding of the importance cultural competency, a module in NURS 525 (Spring semester) has been modified to focus on student self-awareness of culturally competent health care in specific cultural groups.

Plans for Next Assessment Cycle:  During the next assessment cycle, data will be collected from the NURS 525 module on cultural competent health care. The content focuses on student unstanding of cultural communication, family support, high-risk behaviors, and health practices as related to mental health. Students are asked to discuss how as a PMHNP they would respectfully address each cultural norm in the interview process.

| Program Student Learning Outcome 4 |
|---|

| Program 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** | 92%  Total students for 22-23 AY were 12 students graduating and taking NCLEX, with 11 passing on first attempt. |
|---|---|---|---|---|
| **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.** | ☒ **Met** | ☐ **Not Met** |
|---|---|---|

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

<u>Results</u>: Data obtained through Kentucky, Tennessee, and Texas 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 2023 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% (12 students) of MSN MEPN earned between 80-100. The average score was 92.5%. |
| 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. | ☒ Met | ☐ Not Met |
|---|---|---|

| Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward) |
|---|
| Results: No actions will be taken at this time. Continuing evaluation annually as class sizes increase to make a better determination of any actions needed. |
| Conclusions: 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 23. 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. |
| Plans for Next Assessment Cycle: Annually |

| 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 12 students scored between 80-100 points on the on NURS 621 -Capstone paper. The average score was 94.3%. |
| 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. | | | ☒ Met | ☐ Not Met |
| Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward) | | | | |

**Results**: No actions will be taken at this time. Continuing evaluation annually as class sizes increase to make a better determination of any actions needed

**Conclusions**:  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 23. 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.

**Plans for Next Assessment Cycle**:  Annually

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

## 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 |  |

| CAPSTONE PAPER RUBRIC – MEPN – NURS 621<br>**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** |
| • Identify a chronic disease as topic of interest. | |
| • Discuss the problem that disease presents to patients. | |
| • Discuss the importance of the disease to nursing and health care, | |
| • Identify state, national, and global prevalence. | |
| • Discuss cost to healthcare/patient. | |
| | |
| **LITERATURE REVIEW (2 pages)** | **22** |
| • 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** |
| • Describe what might be expected on assessment, based on the evidence in the literature. | |
| • Formulate three probable nursing diagnosis for a patient presenting with this chronic disease. | |
| • Planning/goals/outcomes – include nursing interventions being sensitive to culture, ethics, and safety. | |
| | |
| **FUTURE OF DISEASE (1-2 pages)** | **10** |
| • 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** | |
| • Spelling, Grammar, Sentence structure, Paragraph structure, No use of first person | **6** |

| | |
|---|---|
| • APA Formatting including use of level headings | **6** |
| • Length of paper should be 8-10 pages excluding title page, abstract, and references. (maximum length 11 pages)<br>• **DO NOT USE QUOTATIONS** | **3** |

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 | | | | |

| Program Learning Outcomes – Master Entry to Professional Nursing 149 (*crosswalk*) | | | | | | | |
|---|---|---|---|---|---|---|---|
| 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 | | | |

# 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<br>• **DO NOT USE QUOTATIONS** | **3** | |