Program Assessment Plan

Program:	**Accelerated MSN (AMSN)**
Department:	**Undergraduate, Pre-licensure**
College/School:	**Nursing**
Date:	**January 23 2018**

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Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Program Learning Outcomes	Assessment Mapping	Assessment Methods	Use of Assessment Data
	What do the program faculty expect all students to know, or be able to do, as a result of completing this program? ▪ *Note: These should be measurable, and manageable in number (typically 4-6 are sufficient).*	From what specific courses (or other educational/professional experiences) will artifacts of student learning be analyzed to demonstrate achievement of the outcome? Include courses taught at the Madrid campus and/or online as applicable.	What specific artifacts of student learning will be analyzed? How, and by whom, will they be analyzed? ▪ *Note: the majority should provide direct, rather than indirect, evidence of achievement.* Please note if a rubric is used and, if so, include it as an appendix to this plan.	How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work? How and when will the program evaluate the impact of assessment-informed changes *made in previous years*?
SLO 1	Student Learning Outcomes (SLO): Relate to people as unique individuals possessing worth, dignity, and potential for self-actualization.	Clinical courses: Level one NURS 5035 Foundations in Nursing Care NURS 5010 Nursing Strategies in Physiological Health Alterations Level two NURS 5015 Nursing Strategies in Psychosocial Health Alterations, NURS 5601 Clinical Studies I NURS 5602 Clinical Studies II Level three NURS 5603: Clinical Studies III Level four NURS 5604: Advanced Clinical Studies NURS 5605: Practicum in Clinical Leadership	Direct measures: 5035, 5010, 5015, 5601, 5602, 5603, 5604, 5605: Clinical evaluation tools in the Behavior category of: Patient Centered Care (SLO 1) **Rubric: Appendix A-D** *Evaluations are completed by course faculty, analyzed by course and option coordinator.* HESI exit exam (last semester of program): Category: NLN Educational Competencies: Human Flourishing. *HESI performance is reviewed by course faculty, analyzed by course and option coordinator.* Indirect measures: EBI (survey to program graduates): Q061 & 087 (provide culturally competent care); Q 064 & 090 act as an	Course faculty will aggregate results of clinical evaluation tools, course assignments, final grades, and HESI scores annually. Associate dean will analyze results of NCLEX pass rates and EBI graduation surveys annually. Results will be compared to trends from previous course offerings. The results, analysis, and recommendations for improvement will be discussed at an annual dedicated MSN CNL curriculum meeting and reported at an annual Pre-licensure curriculum meeting. The Associate Dean of the Pre-licensure programs will convene a task force to develop recommendations if aggregate results are: 1) < 90% of students achieve satisfactory grades on Patient-centered care (SLO 1) for Levels 1-4 of the clinical evaluation tools

			advocate for vulnerable patients, Q 066 & 092 (honor rights of patients). *EBI results are analyzed by Associate Dean and reviewed with option faculty.*	2) The mean HESI exit examination component score for NLN Education Competencies *Human Flourishing* is ≤850. 3) The mean scores on EBI items 61, 87, 64, 90,66 and 92 are ≤5.0 Recommended changes will be implemented into the curriculum the following academic year and changes will be evaluated at the next annual dedicated MSN CNL curriculum meeting.
2	Synthesize theoretical and empirical knowledge from the humanities and natural, social, behavioral, and nursing sciences to provide safe, effective nursing care.	Clinical courses: Level one NURS 5035 Foundations in Nursing Care NURS 5010 Nursing Strategies in Physiological Health Alterations Level two NURS 5015 Nursing Strategies in Psychosocial Health Alterations, NURS 5601 Clinical Studies I NURS 5602 Clinical Studies II Level three NURS 5603: Clinical Studies III Level four NURS 5604: Advanced Clinical Studies NURS 5605: Practicum in Clinical Leadership Didactic Courses: NURS 5205: EBP for the Advanced Generalist Nurse NURS 5607: Nursing Synthesis	Direct measures: 5035, 5010, 5015, 5601, 5602, 5603, 5604, 5605: Clinical evaluation tools in the Behavior category of: Promoting Adaptation (SLO 2) **Rubric: Appendix A-D** *Evaluations are completed by course faculty, analyzed by course and option coordinator.* NURS 5205: Student presentation/ literature appraisal assignment in which students determine literature usefulness to nursing practice **Rubric: Appendix E.** *Research appraisal assignment is graded by course faculty, reviewed by option coordinator.* HESI Exit Exam: Category: Client Needs: Safe/effective environment and Category: AACN Curriculum: Liberal Education for BSN Generalist *HESI performance is reviewed by course faculty, analyzed by course and option coordinator.* NCLEX exam *NCLEX pass rates reviewed by UPPC and AMSN faculty.*	Course faculty will aggregate results of clinical evaluation tools, course assignments, final grades, and HESI scores annually. Associate dean will analyze results of NCLEX pass rates and EBI graduation surveys annually. Results will be compared to trends from previous course offerings. The results, analysis, and recommendations for improvement will be discussed at an annual dedicated MSN CNL curriculum meeting and reported at an annual Pre-licensure e curriculum meeting. The Associate Dean of the Pre-licensure programs will convene a task force to develop recommendations if aggregate results are: 1) < 90% of students achieve satisfactory grades on Promoting Adaptation (SLO 2) for Levels 1-4 of the clinical evaluation tools 2) <90% of students achieve a grade of 80% or higher on 5205 research appraisal assignment. 3) The mean HESI exit examination component score for Client Needs *Safe/Effective Environment* and- AACN Curriculum *Liberal Education for BSN Generalist* is ≤850. 4) The NCLEX-RN first time pass rate

			Indirect measures:	is < 90%.
			NURS 5607: NCLEX preparation/study plan and portfolio reflection **No rubric**	5) <90% of students achieve 85% or higher grade on NCLEX portfolio assignment in 5607.
			Course faculty grade portfolios.	6) The mean scores on EBI items 48, 52, 74 and 78 is ≤5.0
			EBI: Q 048 &074 (integrate theories and concepts from liberal education into nursing practice); Q 052 & 078 (integrate theory to develop a foundation for practice)	Recommended changes will be implemented into the curriculum the following academic year and changes will be evaluated at the next annual dedicated MSN CNL curriculum meeting.
			EBI results are analyzed by Associate Dean and reviewed with option faculty.	
3	Establish relationships based on understanding of self and others and of interpersonal and group dynamics.	Clinical courses: Level one NURS 5035 Foundations in Nursing Care NURS 5010 Nursing Strategies in Physiological Health Alterations Level two NURS 5015 Nursing Strategies in Psychosocial Health Alterations, NURS 5601 Clinical Studies I NURS 5602 Clinical Studies II Level three NURS 5603: Clinical Studies III Level four NURS 5604: Advanced Clinical Studies NURS 5605: Practicum in Clinical Leadership	Direct measures: 5035, 5010, 5015, 5601, 5602, 5603, 5604, 5605: Clinical evaluation tools in the Behavior category of: Promoting Adaptation (SLO 3) **Rubric: Appendix A-D** *Evaluations are completed by course faculty, analyzed by course and option coordinator.*	Course faculty will aggregate results of clinical evaluation tools, course assignments, final grades, and HESI scores annually. Associate dean will analyze results of NCLEX pass rates and EBI graduation surveys annually. Results will be compared to trends from previous course offerings. The results, analysis, and recommendations for improvement will be discussed at an annual dedicated MSN CNL curriculum meeting and reported at an annual Pre-licensure curriculum meeting. The Associate Dean of the Pre-licensure programs will convene a task force to develop recommendations if aggregate results are:
		Didactic courses: NURS 5605: Practicum in Clinical Leadership	Indirect measures: EBI: Q 070 & 096 Provide emotional support; Q 058 & 084 Communicate with healthcare professionals to deliver high quality patient care *EBI results are analyzed by Associate Dean and reviewed with option faculty.* NURS 5605: Section 8 of Clinical progress notes which includes a reflection on interprofessional team function and collaboration from a CNL perspective. **Rubric: Appendix F** *Reflections are graded by course faculty, analyzed by course and option coordinator.*	1) < 90% of students achieve satisfactory grades on Promoting Adaptation (SLO 3) for Levels 1-4 of the clinical evaluation tools. 2) The mean scores on EBI item 58, 70, 84, 96 is ≤5.0 3) <90% of students achieve less than 10 out of 15 points on section 7 of clinical progress note rubric in 5605. Recommended changes will be implemented into the curriculum the

			following academic year and changes will be evaluated at the next annual dedicated MSN CNL curriculum meeting.
4	Use the nursing process to design, coordinate, implement and evaluate the care given to individuals across the lifespan, families, groups, communities and populations with particular emphasis on health promotion and the assessment and reduction of risk.	Clinical courses: Level one NURS 5035 Foundations in Nursing Care NURS 5010 Nursing Strategies in Physiological Health Alterations Level two NURS 5015 Nursing Strategies in Psychosocial Health Alterations, NURS 5601 Clinical Studies I NURS 5602 Clinical Studies II Level three NURS 5603: Clinical Studies III Level four NURS 5604: Advanced Clinical Studies NURS 5605: Practicum in Clinical Leadership Didactic Courses: NURS 5145: Nursing Strategies for Health Promotion	Direct measures: 5035, 5010, 5015, 5601, 5602, 5603, 5604, 5605: Clinical evaluation tools in the Behavior category of: Promoting Adaptation (SLO 4) **Rubric: Appendix A-D** *Evaluations are completed by course faculty, analyzed by course and option coordinator.* HESI Exit Exam: Categories: AACN Curriculum: Clinical prevention & population health, Designer, manager, coordinator of care *HESI performance is reviewed by course faculty, analyzed by course and option coordinator.* NCLEX exam *NCLEX pass rates reviewed by UPPC and AMSN faculty.* NURS 5145: Health promotion paper on client or family assessment, health barriers, and suggested health promotion strategies. **Rubric: Appendix G** *Course faculty grade papers.* Indirect measures: EBI items Q060 & 086 (assess predictive factors that influence the health of patients); Q063 & 089 (assist patients to interpret the meaning of health information); Q072 & 098 (assist patient to achieve a peaceful end of life)	Course faculty will aggregate results of clinical evaluation tools, course assignments, final grades, and HESI scores annually. Associate dean will analyze results of NCLEX pass rates and EBI graduation surveys annually. Results will be compared to trends from previous course offerings. The results, analysis, and recommendations for improvement will be discussed at an annual dedicated MSN CNL curriculum meeting and reported at an annual Pre-licensure curriculum meeting. The Associate Dean of the Pre-licensure programs will convene a task force to develop recommendations if aggregate results are: 1) < 90% of students achieve satisfactory grades on Promoting Adaptation (SLO 4) for Levels 1-4 of the clinical evaluation tools. 2) The mean HESI exit examination component score for AACN Curriculum categories of Clinical prevention & population health, and Designer, manager, coordinator of care is ≤850. 3) The NCLEX-RN first time pass rate is < 90%. 4) <90% of students achieve 85% or higher grades on 5145 health promotion paper. 5) The mean scores on EBI items 60, 63, 72, 86, 89, and 98 are ≤5.0 Recommended changes will be implemented into the curriculum the following academic year and changes will be evaluated at the next annual

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| 5 | Use knowledge of political and regulatory process, evidence based practice and sociocultural diversity to advocate for high quality health care for individuals, families and communities. | **Clinical courses:**
Level one
NURS 5035 Foundations in Nursing Care
NURS 5010 Nursing Strategies in Physiological Health Alterations
Level two
NURS 5015 Nursing Strategies in Psychosocial Health Alterations,
NURS 5601 Clinical Studies I
NURS 5602 Clinical Studies II
Level three
NURS 5603: Clinical Studies III
Level four
NURS 5604: Advanced Clinical Studies
NURS 5605: Practicum in Clinical Leadership

Didactic Courses:

NURS 5020: Health Care Systems and Policy | Direct measures:

5035, 5010, 5015, 5601, 5602, 5603, 5604, 5605: Clinical evaluation tools in the Behavior category of:
Patient Safety & Care Quality (SLO 5)
Rubric: Appendix A-D

Evaluations are completed by course faculty, analyzed by course and option coordinator.

HESI Exit Exam: Categories:
AACN Curriculum: Clinical prevention & population health, Health Care Policy

HESI performance is reviewed by course faculty, analyzed by course and option coordinator.

NCLEX exam

NCLEX pass rates reviewed by UPPC and AMSN faculty.

NURS 5020: Students write a letter to their legislator on a health care issue, using evidence to advocate for their position. **Rubric: Appendix H**

Legislator letter assignments are graded by course faculty, reviewed by option coordinator.

Indirect measures:

EBI items: Q055 & 081 (understand the effects of health policies on diverse populations); Q061 & 087(provide culturally competent care), Q064 & 090 (act as an advocate for vulnerable patients), Q051 & 077 (Apply research based knowledge as basis for practice); Q 062 & 088 (support fairness in the delivery of care) | dedicated MSN CNL curriculum meeting.

Course faculty will aggregate results of clinical evaluation tools, course assignments, final grades, and HESI scores annually. Associate dean will analyze results of NCLEX pass rates and EBI graduation surveys annually. Results will be compared to trends from previous course offerings. The results, analysis, and recommendations for improvement will be discussed at an annual dedicated MSN CNL curriculum meeting and reported at an annual Pre-licensure curriculum meeting.
The Associate Dean of the Pre-licensure programs will convene a task force to develop recommendations if aggregate results are:
1) < 90% of students achieve satisfactory grades on Patient Safety & Care Quality (SLO 5) for Levels 1-4 of the clinical evaluation tools.
2) The mean HESI exit examination component score for AACN Curriculum categories of Clinical prevention & population health, and Health Care Policy is ≤850.
3) The NCLEX-RN first time pass rate is < 90%.
4) <90% of students achieve 85% or higher grades on 5020 letter to legislator assignment.
5) The mean scores on EBI items 51, 55, 61, 62, 64, 77, 81, 87, 88, 90 are ≤5.0
Recommended changes will be implemented into the curriculum the following academic year and changes will be evaluated at the next annual dedicated MSN CNL curriculum meeting. |

| 6 | Synthesize systems data, information and evidence based and theoretical knowledge to reduce risk, improve safety, and achieve optimal client adaptation and outcomes. | Clinical courses:
Level one
NURS 5035 Foundations in Nursing Care
NURS 5010 Nursing Strategies in Physiological Health Alterations
Level two
NURS 5015 Nursing Strategies in Psychosocial Health Alterations,
NURS 5601 Clinical Studies I
NURS 5602 Clinical Studies II
Level three
NURS 5603: Clinical Studies III
Level four
NURS 5604: Advanced Clinical Studies
NURS 5605: Practicum in Clinical Leadership

Didactic Courses:

NURS 5020: Health Care Systems and Policy | Direct measures:

5035, 5010, 5015, 5601, 5602, 5603, 5604, 5605: Clinical evaluation tools in the Behavior category of:
Promoting Adaptation: (SLO 6) **Rubric: Appendix A-D**

Evaluations are completed by course faculty, analyzed by course and option coordinator.

HESI Exit Exam: AACN Curriculum: Scholarship for Evidence Based Practice, Clinical Prevention and Population Health

HESI performance is reviewed by course faculty, analyzed by course and option coordinator.

NURS 5020: Students prepare a case study presentation on a health care system, discussing services provided, financing, delivery of care, and other nursing issues. **Rubric: Appendix I**

Presentation- assignments are graded by course faculty, reviewed by option coordinator.

Indirect measures:

EBI items: Q050 & 076 (understand how health care delivery system is organized); Q051 & 077 (Apply research based knowledge as basis for practice) | Course faculty will aggregate results of clinical evaluation tools, course assignments, final grades, and HESI scores annually. Associate dean will analyze results of NCLEX pass rates and EBI graduation surveys annually. Results will be compared to trends from previous course offerings. The results, analysis, and recommendations for improvement will be discussed at an annual dedicated MSN CNL curriculum meeting and reported at an annual Pre-licensure curriculum meeting.
The Associate Dean of the Pre-licensure programs will convene a task force to develop recommendations if aggregate results are:

1) < 90% of students achieve satisfactory grades on Patient Promoting Adaptation: (SLO 6) for Levels 1-4 of the clinical evaluation tools.
2) The mean HESI exit examination component score for AACN Curriculum categories of Clinical prevention & population health, and Health Care Policy is ≤850.
3) The NCLEX-RN first time pass rate is < 90%.
4) <90% of students achieve 85% or higher grades on 5020 letter to legislator assignment.
5) The mean scores on EBI items 50, 51, 76, 77 are ≤5.0

Recommended changes will be implemented into the curriculum the following academic year and changes will be evaluated at the next annual dedicated MSN CNL curriculum meeting. |

7	Utilize appropriate information and health care technologies to improve health care outcomes.	Clinical courses:	Direct measures:	Course faculty will aggregate results of clinical evaluation tools, course assignments, final grades, and HESI scores annually. Associate dean will analyze results of NCLEX pass rates and EBI graduation surveys annually.

Clinical courses:
Level one
NURS 5035 Foundations in Nursing Care
NURS 5010 Nursing Strategies in Physiological Health Alterations
Level two
NURS 5015 Nursing Strategies in Psychosocial Health Alterations,
NURS 5601 Clinical Studies I
NURS 5602 Clinical Studies II
Level three
NURS 5603: Clinical Studies III
Level four
NURS 5604: Advanced Clinical Studies
NURS 5605: Practicum in Clinical Leadership

Didactic Courses:

NURS 5025 Informatics and Quality Improvement

Direct measures:

5035, 5010, 5015, 5601, 5602, 5603, 5604, 5605: Clinical evaluation tools in the Behavior category of:
Patient Safety & Care Quality (SLO 7).
Rubric: Appendix A-D

Evaluations are completed by course faculty, analyzed by course and option coordinator.

NURS 5605: Students participate in poster presentation describing implementation and evaluation of a process improvement project in their clinical setting. **Rubric: Appendix J**

Presentations are graded by course faculty.

HESI Exit Exam: Category: AACN Curriculum: Information management and patient care technology, Designer, manager, coordinator of care

HESI performance is reviewed by course faculty, analyzed by course and option coordinator.

NURS 5025: Students present final report on a personal improvement project applying quality improvement tools and concepts discussed in course. **Rubric: Appendix K**

Presentations are graded by course faculty.

Indirect measures:

EBI items: Q054, 080 (use appropriate technologies to assess patients); Q057, 083 (Incorporate knowledge of cost factors when delivering care)

Course faculty will aggregate results of clinical evaluation tools, course assignments, final grades, and HESI scores annually. Associate dean will analyze results of NCLEX pass rates and EBI graduation surveys annually. Results will be compared to trends from previous course offerings. The results, analysis, and recommendations for improvement will be discussed at an annual dedicated MSN CNL curriculum meeting and reported at an annual Pre-licensure curriculum meeting. The Associate Dean of the Pre-licensure programs will convene a task force to develop recommendations if aggregate results are:

1) < 90% of students achieve satisfactory grades on Patient Safety & Care Quality (SLO 7) for Levels 1-4 of the clinical evaluation tools.

2) <90% of students achieve less than 85% or higher grade on process improvement poster presentation.

3) The mean HESI exit examination component score for AACN Curriculum categories of Information management and patient care technology, Designer, manager, coordinator of care is ≤850.

4) <90% of students achieve 85% or higher grade on 5025 personal improvement final report.

5) The mean scores on EBI items 54, 57, 80 and 83are ≤5.0

Recommended changes will be implemented into the curriculum the following academic year and changes will be evaluated at the next annual

| 8 | Serve as a leader and partner in the interprofessional health care team | Clinical courses:
Level one
NURS 5035 Foundations in Nursing Care
NURS 5010 Nursing Strategies in Physiological Health Alterations
Level two
NURS 5015 Nursing Strategies in Psychosocial Health Alterations,
NURS 5601 Clinical Studies I
NURS 5602 Clinical Studies II
Level three
NURS 5603: Clinical Studies III
Level four
NURS 5604: Advanced Clinical Studies
NURS 5605: Practicum in Clinical Leadership

Didactic Courses:
5606: Clinical Leadership for Advanced Generalists | Direct measures:
5035, 5010, 5015, 5601, 5602, 5603, 5604, 5605: Clinical evaluation tools in the Behavior category of: Interprofessional Collaboration & Communication, (SLO 8).
Rubric: Appendix A-D
Evaluations are completed by course faculty, analyzed by course and option coordinator.
HESI Exit Exam: Category: AACN Curriculum: Leadership for Quality and patient Safety
HESI performance is reviewed by course faculty, analyzed by course and option coordinator.

Indirect measures:
NURS 5605: Clinical progress notes – students reflect on interprofessional team function by observing interprofessional collaboration and describing their role on the team (5605)
Rubric: Appendix F, section 8
Progress reports are graded by clinical faculty, analyzed by course and option coordinator.
NURS 5605: Interprofessional Team Seminar (IPTS) end of course surveys which reflect on leadership experiences of course. **No rubric**
Reflections are analyzed by option coordinator.
EBI items: Q058 & 084 (Communicate with healthcare professionals to deliver high quality patient care); Q059 & 085(Work with interprofessional teams) | Course faculty will aggregate results of clinical evaluation tools, course assignments, final grades, and HESI scores annually. Associate dean will analyze results of NCLEX pass rates and EBI graduation surveys annually. Results will be compared to trends from previous course offerings. The results, analysis, and recommendations for improvement will be discussed at an annual dedicated MSN CNL curriculum meeting and reported at an annual Pre-licensure curriculum meeting. The Associate Dean of the Pre-licensure programs will convene a task force to develop recommendations if aggregate results are:

1) < 90% of students achieve satisfactory grades on Interprofessional Collaboration & Communication, (SLO 8) for Levels 1-4 of the clinical evaluation tools.
2) The mean HESI exit examination component score for AACN Curriculum categories of Leadership for Quality and patient Safety is ≤850.
3) <90% of students achieve less than 10 or more out of 15 points or higher grade on 5605 clinical progress note section 7 on interprofessional collaboration and the role of team.
4) <90% of students report positive experiences of leadership in participation of IPTS.
5) The mean scores on EBI item 58, 59, 84, & 85 is ≤5.0

Recommended changes will be implemented into the curriculum the |

dedicated MSN CNL curriculum meeting.

			EBI results are analyzed by Associate Dean and reviewed with option faculty.	following academic year and changes will be evaluated at the next annual dedicated MSN CNL curriculum meeting.
9	Manage human and fiscal nursing team resources.	Clinical courses: Level one NURS 5035 Foundations in Nursing Care NURS 5010 Nursing Strategies in Physiological Health Alterations Level two NURS 5015 Nursing Strategies in Psychosocial Health Alterations, NURS 5601 Clinical Studies I NURS 5602 Clinical Studies II Level three NURS 5603: Clinical Studies III Level four NURS 5604: Advanced Clinical Studies NURS 5605: Practicum in Clinical Leadership Didactic Course: NURS 5605: Practicum in Clinical Leadership -	Direct measures: 5035, 5010, 5015, 5601, 5602, 5603, 5604, 5605: Clinical evaluation tools in the Behavior category of: Patient Safety & Care Quality (SLO 9) **Rubric: Appendix A-D** *Evaluations are completed by course faculty, analyzed by course and option coordinator.* NURS 5605: Students apply knowledge of team resources to QI project implementation and evaluation, discussed in final MSN capstone paper. **Rubric: Appendix L** HESI Exit Exam: Category: AACN Curriculum: Leadership for Quality and patient Safety *HESI performance is reviewed by course faculty, analyzed by course and option coordinator.* Indirect measures: EBI items: Q057 & 083 (Incorporate knowledge of cost factors when delivering care)	Course faculty will aggregate results of clinical evaluation tools, course assignments, final grades, and HESI scores annually. Associate dean will analyze results of NCLEX pass rates and EBI graduation surveys annually. Results will be compared to trends from previous course offerings. The results, analysis, and recommendations for improvement will be discussed at an annual dedicated MSN CNL curriculum meeting and reported at an annual Pre-licensure curriculum meeting. The Associate Dean of the Pre-licensure programs will convene a task force to develop recommendations if aggregate results are: 1) < 90% of students achieve satisfactory grades on Patient Safety & Care Quality (SLO 9) for Levels 1-4 of the clinical evaluation tools. 2) < 90% of students achieve 85% or higher grade on 5605 final capstone paper. 3) The mean HESI exit examination component score for AACN Leadership for Quality and patient Safety is ≤850. 4) The mean scores on EBI item 57 & 83 is ≤5.0 Recommended changes will be implemented into the curriculum the following academic year and changes will be evaluated at the next annual dedicated MSN CNL curriculum meeting.

| 10 | Use appropriate teaching/learning principles and strategies as well as current information, materials and technologies to facilitate learning of clients, groups and other health care professionals. | Clinical courses: Level one NURS 5035 Foundations in Nursing Care NURS 5010 Nursing Strategies in Physiological Health Alterations Level two NURS 5015 Nursing Strategies in Psychosocial Health Alterations, NURS 5601 Clinical Studies I NURS 5602 Clinical Studies II Level three NURS 5603: Clinical Studies III Level four NURS 5604: Advanced Clinical Studies NURS 5605: Practicum in Clinical Leadership Didactic Courses: NURS 5601: Clinical Studies 1; theory portion of course | Direct measures: 5035, 5010, 5015, 5601, 5602, 5603, 5604, 5605: Clinical evaluation tools in the Behavior category of: Promoting Adaptation: (SLO 10) **Rubric: Appendix A-D** *Evaluations are completed by course faculty, analyzed by course and option coordinator.* NURS 5601: Students complete a teaching project presentation describing a maternity or child health practice, procedure, or nursing intervention. **Rubric: Appendix M** *Presentations are graded by course faculty.* HESI Exit Exam: Categories: AACN Curriculum: Leadership for quality and patient safety, Professionalism, Professional values, Member of profession, Interprofessional Communication, and Designer, manager, coordinator of care *HESI performance is reviewed by course faculty, analyzed by course and option coordinator.* Indirect measures: EBI items: Q063 & 089 (assist patients to interpret the meaning of health information); Q058 & 084(communicate with health care professionals); Q 059 & 085 (Work with interprofessional teams) | Course faculty will aggregate results of clinical evaluation tools, course assignments, final grades, and HESI scores annually. Associate dean will analyze results of NCLEX pass rates and EBI graduation surveys annually. Results will be compared to trends from previous course offerings. The results, analysis, and recommendations for improvement will be discussed at an annual dedicated MSN CNL curriculum meeting and reported at an annual Pre-licensure curriculum meeting. The Associate Dean of the Pre-licensure programs will convene a task force to develop recommendations if aggregate results are: 1) < 90% of students achieve satisfactory grades on Patient Promoting Adaptation: (SLO 10) for Levels 1-4 of the clinical evaluation tools. 2) < 90% of students achieve 85% or higher grade on 5601 teaching project. 3) The mean HESI exit examination component score for AACN curriculum categories: Leadership for quality and patient safety, Professionalism, Professional values, Member of profession, Interprofessional Communication, and Designer, manager, coordinator of care is ≤850. 4) The mean scores on EBI items 58, 59, 63, 84, 85, and 89 is ≤5.0 Recommended changes will be implemented into the curriculum the following academic year and changes will be evaluated at the next annual dedicated MSN CNL faculty meeting. |

| 11 | Provide leadership in the application of the professional code of ethics and professional standards of practice to nursing clinical practice. | Clinical courses:
Level one
NURS 5035 Foundations in Nursing Care
NURS 5010 Nursing Strategies in Physiological Health Alterations
Level two
NURS 5015 Nursing Strategies in Psychosocial Health Alterations,
NURS 5601 Clinical Studies I
NURS 5602 Clinical Studies II
Level three
NURS 5603: Clinical Studies III
Level four
NURS 5604: Advanced Clinical Studies
NURS 5605: Practicum in Clinical Leadership | Direct measures:
5035, 5010, 5015, 5601, 5602, 5603, 5604, 5605: Clinical evaluation tools in the Behavior category of:
Professional Leadership (SLO 11)
Rubric: Appendix A-D
Evaluations are completed by course faculty, analyzed by course and option coordinator.
HESI Exit Exam: Category: AACN Curriculum: Leadership for Quality and patient Safety, Professionalism, Professional values, and Member of profession
HESI performance is reviewed by course faculty, analyzed by course and option coordinator.

Indirect measures:
EBI items (indirect measure): Q066 & 0092 (honor rights of patients to make decisions); Q067 & 093 (incorporate nursing standards into practice); Q068 & 094 (apply an ethical decision making framework) Q062 & 088 (Support fairness in the delivery of care) | Course faculty will aggregate results of clinical evaluation tools, course assignments, final grades, and HESI scores annually. Associate dean will analyze results of NCLEX pass rates and EBI graduation surveys annually. Results will be compared to trends from previous course offerings. The results, analysis, and recommendations for improvement will be discussed at an annual dedicated MSN CNL curriculum meeting and reported at an annual Pre-licensure curriculum meeting. The Associate Dean of the Pre-licensure programs will convene a task force to develop recommendations if aggregate results are:
1) < 90% of students achieve satisfactory grades on Professional Leadership (SLO 11) for Levels 1-4 of the clinical evaluation tools.
2) The mean HESI exit examination component score for AACN curriculum categories: Leadership for Quality and patient Safety, Professionalism, Professional values, and Member of profession is ≤850.
3) The mean scores on EBI items 62, 66, 67, 68, 88, 92, 93, and 94 is ≤5.0
Recommended changes will be implemented into the curriculum the following academic year and changes will be evaluated at the next annual dedicated MSN CNL curriculum meeting. |
| 12 | Demonstrate personal and professional responsibility, accountability and self-direction in nursing practice and lifelong | Clinical courses:
Level one
NURS 5035 Foundations in Nursing | Direct measures:
5035, 5010, 5015, 5601, 5602, 5603, 5604, 5605: Clinical evaluation tools in the Behavior category of: | Course faculty will aggregate results of clinical evaluation tools, course assignments, final grades, and HESI scores annually. Associate dean will |

learning.	Care NURS 5010 Nursing Strategies in Physiological Health Alterations Level two NURS 5015 Nursing Strategies in Psychosocial Health Alterations, NURS 5601 Clinical Studies I NURS 5602 Clinical Studies II Level three NURS 5603: Clinical Studies III Level four NURS 5604: Advanced Clinical Studies NURS 5605: Practicum in Clinical Leadership	Professional Leadership (SLO 12) **Rubric: Appendix A-D** *Evaluations are completed by course faculty, analyzed by course and option coordinator.* HESI Exit Exam: Category: AACN Curriculum: Professionalism, Professional values, and Member of profession *HESI performance is reviewed by course faculty, analyzed by course and option coordinator.* Indirect measures: EBI items: Q065 & 091 (demonstrate accountability for your own actions, Q073 & 099 (delegate nursing care while retaining accountability), Q067 & 093 (incorporate nursing standards into practice), Q068 & 094 (apply an ethical decision making framework)	analyze results of NCLEX pass rates and EBI graduation surveys annually. Results will be compared to trends from previous course offerings. The results, analysis, and recommendations for improvement will be discussed at an annual dedicated MSN CNL curriculum meeting and reported at an annual Pre-licensure curriculum meeting. The Associate Dean of the Pre-licensure programs will convene a task force to develop recommendations if aggregate results are: 1) < 90% of students achieve satisfactory grades on Professional Leadership (SLO 12) for Levels 1-4 of the clinical evaluation tools. 2) The mean HESI exit examination component score for AACN curriculum categories: Professionalism, Professional values, and Member of profession is ≤850. 3) The mean scores on EBI items 65, 67, 68, 73, 91, 93, 94, and 99 is ≤5.0 Recommended changes will be implemented into the curriculum the following academic year and changes will be evaluated at the next annual dedicated MSN CNL curriculum meeting.

APPENDIX:

A Clinical Evaluation Level ONE Rubric
B Clinical Evaluation Level TWO Rubric
C Clinical Evaluation Level THREE Rubric
D Clinical Evaluation Level FOUR Rubric
E NURS 5205 Literature appraisal assignment Rubric
F NURS 5605 Clinical Progress Note Rubric
G NURS 5145 Health Promotion Paper Rubric
H NURS 5020 Letter to Legislator Rubric

I NURS 5020 Health System Case Study Rubric
J NURS 5605 Poster Presentation Rubric
K NURS 5025 QI personal improvement Rubric
L NURS 5605 MSN capstone paper Rubric
M NURS 5601 teaching project presentation Rubric

Additional Questions

1. On what schedule/cycle will faculty assess each of the above-noted program learning outcomes? *(It is <u>not recommended</u> to try to assess every outcome every year.)*

Year One (2017-2018): Outcome # 1, 2, 3, 7
Year Two (2018-2019): Outcome # 4, 5, 6, 8
Year Three (2019-2020): Outcome # 9, 10, 11, 12

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

This plan was written by the AMSN option coordinator in consultation with course faculty, and presented for discussion at an MSN CNL option faculty meeting. The outcomes were reviewed and an assessment plan was made. All faculty members received a copy of the assessment plan.

3. On what schedule/cycle will faculty review and, if needed, modify this assessment plan?

The AMSN Program Assessment Plan will be placed on yearly agenda for August MSN CNL faculty meeting. Any changes in the planned approach will be discussed and revisions will be made for the upcoming academic year. Recommended changes will be implemented into the curriculum the following academic year and changes will be evaluated at the next annual dedicated AMSN faculty meeting as well as the UPPC meeting.

IMPORTANT: Please remember to submit any assessment rubrics (as noted above) along with this report.

Saint Louis University School of Nursing

AMSN Clinical Evaluation Tools
Course Title

| S = Satisfactory |
| I = Improvement Needed |
| U = Unsatisfactory |
| NA = Not Applicable |

Level 1 (Basic introductory) Choose a course: AMSN (NURS 5005, 5010)

Student: _____   Agency/Agencies: _____

Behaviors	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Final
Patient Centered Care *(Student Learning Outcomes 1, 3)*							
1. Begins to relate to people as unique individuals, possessing worth, dignity, and potential for self-actualization. (SLO 1)	___	___	___	___	___	___	___
2. With faculty guidance, begins to form relationships based on understanding of self and others, and of interpersonal and group dynamics. (SLO 3)	___	___	___	___	___	___	___
Behaviors	**Wk 1**	**Wk 2**	**Wk 3**	**Wk 4**	**Wk 5**	**Wk 6**	**Final**
Promoting Adaptation *(Student Learning Outcomes 2, 4, 6, 10)*							
1. Begins to use theoretical and empirical knowledge from the humanities and natural, social, behavioral, and nursing sciences to provide safe, effective nursing care. (SLO 2) • Safely performs nursing care.	___	___	___	___	___	___	___
2. Begins to demonstrate critical thinking and problem solving skills, in application of the nursing process to achieve optimal client adaptation. (SLO 4) • Assessment • Developing a plan of care • Implementing a plan of care • Evaluating a plan of care	___	___	___	___	___	___	___
3. With faculty guidance, begins to identify systems data, information and evidence based and theoretical knowledge to reduce risk and achieve optimal client adaptation and outcomes. (SLO 6)	___	___	___	___	___	___	___
4. With faculty guidance, begins to use appropriate teaching / learning principles and strategies as well as current information, materials and technologies to facilitate patient learning. (SLO 10)	___	___	___	___	___	___	___

Approval Body: UPPC
Approved on: 7-30-14

Behaviors	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Final
Interprofessional Collaboration and Communication (Student Learning Outcomes 8)							
1. Begins to collaborate with interprofessional colleagues, community representatives, and consumers to enhance health care. (SLO 8)	____	____	____	____	____	____	____
Behaviors	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Final
Patient Safety & Quality Care (Student Learning Outcomes 5, 7, 9)							
1. With faculty guidance, begins to develops awareness of how political and regulatory processes, evidence based practice and sociocultural diversity impact health care for individuals, families and communities. (SLO 5)	____	____	____	____	____	____	____
2. With faculty guidance, begins to utilize appropriate information and healthcare technologies to improve health care outcomes. (SLO 7)	____	____	____	____	____	____	____
3. With faculty guidance, begins to identify ways in which human and fiscal nursing team resources impact quality care. (SLO 9)	____	____	____	____	____	____	____
Behaviors	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Final
Professional Leadership: (Student Learning Outcomes 11, 12)							
1. Identifies the professional code of ethics and professional standards as the basis to clinical practice. (SLO 11)	____	____	____	____	____	____	____
2. Demonstrate personal and professional responsibility, accountability and self-direction. (SLO 12)	____	____	____	____	____	____	____
Student Initials/Date: ____ ____	____	____	____	____	____	____	____

Approval Body: UPPC
Approved on: 7-30-14

AMSN Clinical Evaluation Tool WEEKLY SUMMARY

Week 1 Date:	
Nursing care/Skill performed:	
Strengths:	
Suggestions for improvement:	
Week 2 Date:	
Nursing care/Skill performed:	
Strengths:	
Suggestions for improvement:	
Week 3 Date:	
Nursing care/Skill performed:	
Strengths:	
Suggestions for improvement:	

Approval Body: UPPC
Approved on: 7-30-14

AMSN Clinical Evaluation Tool FINAL SUMMARY

Faculty comments:

Overall assessment of student strengths: _____
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Plan for improvement of clinical performance: _____
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Student comments: _____
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Faculty:_____ **Date:** _____
Student: _____ **Date:** _____

Approval Body: UPPC
Approved on: 7-30-14

Saint Louis University
School of Nursing

AMSN Clinical Evaluation Tool
Course Title

S = Satisfactory
I = Improvement Needed
U = Unsatisfactory
NA = Not Applicable

Level 2 Choose a course: AMSN (NURS 5015, 5601, 5602)

Student: _____   Agency/Agencies: _____

Behaviors	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Final
***Patient Centered Care** (Student Learning Outcomes 1, 3)*							
1. Demonstrates the ability to relate to people as unique individuals, possessing worth, dignity, and potential for self-actualization. (SLO 1)	___	___	___	___	___	___	___
2. With faculty guidance, establishes relationships based on understanding of self and others, and of interpersonal and group dynamics. (SLO 3)	___	___	___	___	___	___	___
Behaviors	**Wk 1**	**Wk 2**	**Wk 3**	**Wk 4**	**Wk 5**	**Wk 6**	**Final**
***Promoting Adaptation** (Student Learning Outcomes 2, 4, 6, 10)*							
1. Applies theoretical and empirical knowledge from the humanities and natural, social, behavioral, and nursing sciences to provide safe, effective nursing care. (SLO 2) • Safely performs nursing care.	___	___	___	___	___	___	___
2. Demonstrates critical thinking and problem solving skills, in application of the nursing process to achieve optimal client adaptation. (SLO 4) • Assessment • Developing a plan of care • Implementing a plan of care • Evaluating a plan of care	___	___	___	___	___	___	___
3. Collaborates to seek out systems data, information and evidence based and theoretical knowledge to reduce risk and achieve optimal client adaptation and outcomes. (SLO 6)	___	___	___	___	___	___	___
4. With faculty guidance, uses appropriate teaching/learning principles and strategies as well as current information, materials and technologies to facilitate patient learning. (SLO 10)	___	___	___	___	___	___	___

Approval Body: UPPC
Approved on: 7-30-14

Behaviors	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Final
Interprofessional Collaboration and Communication *(Student Learning Outcomes 8)*							
1. Collaborates with interprofessional colleagues. (SLO 8)	___	___	___	___	___	___	___
Behaviors	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Final
Patient Safety & Quality Care *(Student Learning Outcomes 5, 7, 9)*							
1. With faculty guidance demonstrates awareness of how political and regulatory processes, evidence based practice and sociocultural diversity in providing high quality health care for individuals, families and communities. (SLO 5)	___	___	___	___	___	___	___
2. With faculty guidance, utilizes appropriate information and healthcare technologies to improve health care outcomes. (SLO7)	___	___	___	___	___	___	___
3. With faculty guidance identifies issues ways in which human and fiscal nursing team resources impact quality care. (SLO9)	___	___	___	___	___	___	___
Behaviors	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Final
Professional Leadership: *(Student Learning Outcomes 11, 12)*							
1. Applies the professional code of ethics and professional standards to clinical practice. (SLO 11)	___	___	___	___	___	___	___
2. Applies personal and professional responsibility, accountability, and self-direction. (SLO 12)	___	___	___	___	___	___	___
Student Initials/Date: _____ _____	___	___	___	___	___	___	___

AMSN Clinical Evaluation Tool WEEKLY SUMMARY

Week 1 Date: **Nursing care/Skill performed:** **Strengths:** **Suggestions for improvement:**	
Week 2 Date: **Nursing care/Skill performed:** **Strengths:** **Suggestions for improvement:**	
Week 3 Date: **Nursing care/Skill performed:** **Strengths:** **Suggestions for improvement:**	

Approval Body: UPPC
Approved on: 7-30-14

AMSN Clinical Evaluation Tool FINAL SUMMARY

Faculty comments:

Overall assessment of student strengths:

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Plan for improvement of clinical performance:

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Student comments:

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Faculty:_____   **Date:**_____
Student:_____   **Date:**_____

Approval Body: UPPC
Approved on: 7-30-14

Saint Louis University
School of Nursing

AMSN Clinical Evaluation Tools
Course Title

| S = Satisfactory |
| I = Improvement Needed |
| U = Unsatisfactory |
| NA = Not Applicable |

Level 3 Choose a course: AMSN (NURS 5603)

Student: _____   Agency/Agencies: _____

Behaviors	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Final
***Patient Centered Care** (Student Learning Outcomes 1, 3)*							
1. Consistently relates to people as unique individuals, possessing worth, dignity, and potential for self-actualization. (SLO 1)	___	___	___	___	___	___	___
2. Becomes increasingly independent in establishing relationships based on understanding of self and others, and of interpersonal and group dynamics. (SLO 3)	___	___	___	___	___	___	___
Behaviors	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Final
***Promoting Adaptation** (Student Learning Outcomes 2, 4, 6, 10)*							
1. Synthesizes theoretical and empirical knowledge from the humanities and natural, social, behavioral, and nursing sciences to provide safe, effective nursing care. (SLO 2) • Safely performs nursing care.	___	___	___	___	___	___	___
2. Consistently utilizes critical thinking and problem solving skills, in application of the nursing process to achieve optimal client adaptation. (SLO 4) • Assessment • Developing a plan of care • Implementing a plan of care • Evaluating a plan of care	___	___	___	___	___	___	___
3. Consistently seeks out systems data, information and evidence based and theoretical knowledge to reduce risk and achieve optimal client adaptation and outcomes. (SLO 6)	___	___	___	___	___	___	___
4. With increasing independence, uses appropriate teaching/learning principles and strategies as well as current information, materials and technologies to facilitate learning of patients and groups. (SLO 10)	___	___	___	___	___	___	___

Approval Body: UPPC
Approved on: 7-30-14

Behaviors	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Final
Interprofessional Collaboration and Communication (Student Learning Outcomes 8)							
1. With increasing independence, collaborates with interprofessional colleagues. (SLO 8)	___	___	___	___	___	___	___
Behaviors	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Final
Patient Safety & Quality Care (Student Learning Outcomes 5, 7, 9)							
1. Begins to use knowledge of political and regulatory processes, evidence based practice and sociocultural diversity in providing high quality health care for individuals, families and communities. (SLO 5)	___	___	___	___	___	___	___
2. With increasing independence utilizes appropriate information and healthcare technologies to improve health care outcomes. (SLO7)	___	___	___	___	___	___	___
3. With increasing independence identifies issues in management of human and fiscal nursing team resources. (SLO9)	___	___	___	___	___	___	___
Behaviors	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Final
Professional Leadership: (Student Learning Outcomes 11, 12)							
1. Consistently applies the professional code of ethics and professional standards to clinical practice. (SLO 11)	___	___	___	___	___	___	___
2. Consistently demonstrates personal and professional responsibility, accountability, and self-direction. (SLO 12)	___	___	___	___	___	___	___
Student Initials/Date: ___ ___	___	___	___	___	___	___	___

Approval Body: UPPC
Approved on: 7-30-14

AMSN Clinical Evaluation Tool WEEKLY SUMMARY

Week 1 Date: Nursing care/Skill performed: Strengths: Suggestions for improvement:	
Week 2 Date: Nursing care/Skill performed: Strengths: Suggestions for improvement:	
Week 3 Date: Nursing care/Skill performed: Strengths: Suggestions for improvement:	

Approval Body: UPPC
Approved on: 7-30-14

AMSN Clinical Evaluation Tool FINAL SUMMARY

Faculty comments:

Overall assessment of student strengths: _____
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Plan for improvement of clinical performance: _____
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Student comments: _____
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Faculty: _____ **Date:** _____
Student: _____ **Date:** _____

Saint Louis University
School of Nursing

AMSN Clinical Evaluation Tools
Course Title

S = Satisfactory
I = Improvement Needed
U = Unsatisfactory
NA = Not Applicable

Level 4 Choose a course: AMSN (NURS 5604, 5605)

Student: _____   Agency/Agencies: _____

Behaviors	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Final
Patient Centered Care *(Student Learning Outcomes 1, 3)*							
1. Consistently relates to people as unique individuals, possessing worth, dignity, and potential for self-actualization.	____	____	____	____	____	____	____
2. Demonstrates high degree of autonomy in establishing relationships based on understanding of self and others, and of interpersonal and group dynamics.	____	____	____	____	____	____	____
Behaviors	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Final
Promoting Adaptation *(Student Learning Outcomes 2, 4, 6, 10)*							
1. Consistently synthesizes theoretical and empirical knowledge from the humanities and natural, social, behavioral, and nursing sciences to provide safe, effective nursing care. • Safely performs nursing care.	____	____	____	____	____	____	____
2. Consistently utilizes the nursing process to provide care to individuals across the lifespan, families, groups, communities and populations with particular emphasis on health promotion and risk reduction. • Assessment • Developing a plan of care • Implementing a plan of care • Evaluating a plan of care	____						____
3. Synthesizes systems data, information, evidence based and theoretical knowledge to reduce risk and achieve optimal client adaptation and outcomes.	____	____	____	____	____	____	____
4. With increasing independence, uses appropriate teaching/learning principles and strategies, as well as current information, materials, and technologies to facilitate learning of	____	____	____	____	____	____	____

Approval Body: UPPC
Approved on: 7-30-14

patients, groups, and other health care professionals.							
Behaviors	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Final
Interprofessional Collaboration and Communication *(Student Learning Outcomes 8)*							
1. Demonstrates beginning ability to serve as a leader and partner in the interprofessional health care team.	_____	_____	_____	_____	_____	_____	_____
Behaviors	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Final
Patient Safety & Quality Care *(Student Learning Outcomes 5, 7, 9)*							
1. With increasing independence uses knowledge of political and regulatory processes, evidence based practice and sociocultural diversity, to advocate for high quality health care for individuals, families, and communities.	_____	_____	_____	_____	_____	_____	_____
2. Demonstrates increasing autonomy in utilizing appropriate information and healthcare technologies to improve health care outcomes.	_____	_____	_____	_____	_____	_____	_____
3. Demonstrates increasing ability to manage human and fiscal nursing team resources.	_____	_____	_____	_____	_____	_____	_____
Behaviors	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Final
Professional Leadership*: (Student Learning Outcomes 11, 12)*							
1. Begins to demonstrate leadership in the application of the professional code of ethics and professional standards of practice to nursing clinical practice.	_____	_____	_____	_____	_____	_____	_____
2. Consistently demonstrates personal and professional responsibility, accountability, and self-direction.	_____	_____	_____	_____	_____	_____	_____
Student Initials/Date: _____ _____	_____	_____	_____	_____	_____	_____	_____

AMSN Clinical Evaluation Tool WEEKLY SUMMARY

Week 1 Date: **Nursing care/Skill performed:** **Strengths:** **Suggestions for improvement:**	
Week 2 Date: **Nursing care/Skill performed:** **Strengths:** **Suggestions for improvement:**	
Week 3 Date: **Nursing care/Skill performed:** **Strengths:** **Suggestions for improvement:**	

Approval Body: UPPC
Approved on: 7-30-14

AMSN Clinical Evaluation Tool FINAL SUMMARY

Faculty comments:

Overall assessment of student strengths: _____
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Plan for improvement of clinical performance: _____
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Student comments: _____
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Faculty:_____   **Date:** _____
Student: _____   **Date:** _____

NURS 5025   EVALUATION OF THE RESEARCH APPRAISAL

Name_____

Article appraised_____

APPRAISAL OF:	Possible points	Actual Points
Background/ Review of Literature/Theoretical framework	10	
Purpose of the study	10	
Research design	10	
Sample	10	
Human Subjects Protection	5	
Methods	5	
Data Collection Instruments	5	
Data Analysis	5	
Results/ findings	5	
Discussion/ Nursing Implications / Conclusions	5	
Limitations of the study	5	
Recommendations for future nursing research	5	
Appraisal Summary	10	
Literature search printout—appropriate database & limits	5	
Format: APA 6th ed. format for references Organization/ spelling/ grammar Overall quality/ attractiveness of slide presentation	5	
TOTAL	100	

NURS 5605 Practicum in Clinical Leadership

Student Name: **Date:**

Criterion: See syllabus for detailed progress report assignment description	Points Possible	Points Earned
1. Clinical Performance and Goals • Summarize clinical experience thus far (hours spent in direct care) • Evaluate your performance for the past 4-5 weeks. • What went well and what would you do differently? • Reflect on the progress you have made toward meeting your goals. • Describe how you will revise your goals for future clinical hours.	15	
2. Clinical experiences from nursing perspective: • Nursing process: Summarize assessment data and list 3 priority nursing diagnoses	10	
3. State priority nursing diagnosis • Correctly stated in NANDA format • Validated and prioritized from written assessment data	10	
4. List the goal and projected outcome criteria • Measureable and specific to patient • Appropriate to diagnosis	10	
5. Interventions • Appropriate to diagnosis • Thorough • Interdisciplinary as appropriate • Incorporates patient teaching • Rationale for each intervention from literature (minimum 2 professional nursing journal sources) • Source for rationale is cited in APA format (include a reference list) • Delegation (CNA, NA, PCT, etc)	15	
6. Evaluation of Outcomes and Achievement of Goal • Documents actual outcomes • Specific to patient • All outcome criteria addressed	10	
7. Observations from a CNL perspective • CNL role exemplar • Discuss the CNL role in practice • Discuss difference between RN and CNL perspective • Process or issue that needed a masters prepared CNL	15	
8. Observations from an interprofessional (IP) perspective • Discuss examples of interprofessional collaboration & your role on the team • Discuss interprofessional collaboration from CNL perspective	10	
9. Discuss progress on Capstone project	5	
Total points earned: Note: APA format is expected. *A 5 point deduction will be enforced if APA format is not utilized.*		

NURS 5145 Nursing Strategies for Health Promotion

Health Promotion Client/Family Assessment Grading Rubric

Name_____

Criterion	Points possible	Points earned
Summary of final patient interaction	5	
Assessment of risk - Discussion of health barriers and facilitators to adapting the change	5	
Discussion of ethical, cultural, patient centered considerations	5	
Health promotion strategies suggested by nurse, and resources provided for maintenance	5	
Quality of paper - APA format - Readability, spelling, grammar - Conciseness (≤ 10 pages)	5	
Total	**25**	

NURS 5020 Health Care Systems and Policy

Advocacy Assignment

Rubric for Advocacy / Legislator Letter

Letter to your Legislator	Points
Addressed Properly	5
Introduction Introduce yourself and the organization you are supporting	5
Statement of the health care outcome issue or concern Brief reason why you support the position. How does it relate to the health of the public and the profession of nursing? Includes well-thought-out arguments that include/reflect evidence of investigation, facts, and statistics.	10
Relevance Does the author successfully attempt to relate the issue to the legislator's constituents?	10
Follow up Include contact information	5
Overall Quality Formal, professional language is used. Proper punctuation present. Correct state representative chosen for the district of residence.	10
Literature Include 2 sources of evidence that was used to support the arguments on a separate page.	5
Total	_____ / 50

NURS 5020 Health Care Systems and Policy

Point Breakdown for Case Study Assignment

Name: _____

Name of Health System Analyzed: _____

Category	Detail	Points Possible
Major Features of Health Care System Discussed	Community Issues: Location, population served, affiliations, services provided, financing, service delivery policies	40
Case Study on system	Project or initiative that affects delivery of care, patient safety and/or quality of care	30
References Present on separate slide	Minimum of 3 references from published literature relevant to selected topic	10
Two Discussion Questions	Discussion questions related to your case study and prepared to respond	10
Presentation Quality	Presentation was clear, concise, well organized and easy to follow. Demonstrated time management and preparation for presentation	10
Total		100

NURS 5605: Capstone Project Poster Presentation

The poster presentation:
- Each student will participate in a professional poster presentation of their capstone project on **date TBA** on the ground floor of the SON.
- All students must be present for the poster presentations.
- Professional dress is mandatory.
- The poster presentation accounts for 10% of the grade in NURS 5605 and will be graded by clinical faculty.

Evaluation of the Poster Presentation:

Area of Evaluation	Possible Points	Earned Points

1.   Overall appearance of poster
  • Design/Flow of content/Ease of reading (10)
  • Attractive color and style/creativity (10)
  • Free of identifiers (10)
  • Spelling/grammar (10)
	30	

2. Incorporates all components of Capstone Project assignment
  • Background Data
  • Aim: Identifies Purpose of project
  • Methods: Describes implementation of project
  • Outcome: Displays data and explains results
  • Conclusion: Summarizes impact on health care outcomes
  • References
	30	

3.   Presentation of poster
  • Communicates information in a clear, well-organized, professional manner (20)
  • Interacts with attendees and answers questions (10)
  • Takes initiative to engage audience (10)
	30	

4.   Professionalism
  • Professional attire
  • Participates in set up, break down, and clean up
  • Takes initiative to engage audience
	10	

Total	100	
COMMENTS:		

NURS 5025: Quality Improvement and Informatics	
Final QI Report Presentation **Project Components** **Note:** *For the Presentation, highlight differences and lessons learned*	**Points Possible**
Revised KDD Illustrates meaningful updates based on learning and analysis from previous cycle, which are individualized from team experience.	10
Revised FMEA Illustrates meaningful updates based on learning (Failures and successes) and analysis from previous cycle.	5
Root Cause Analysis Completes a thorough 5-why or cause and effect diagram to support possible root cause to challenges to overcome improvement (should get to a cause that you can influence)	10
Feedback Loop (Optional) Demonstrates a basic understanding of the components of a feedback loop, by illustrating at least 4 feedback steps.	1 extra credit
Process Flow Compiles a basic process flow, using either a SIPOC or flow diagram.	10
Revised Change Concepts Enhanced interventions or updated categories based on learning (changes should be highlighted)	10
Data Collection revised (run chart or control chart) Process & Outcome measures All data represented in a run chart with annotations and median shifts were appropriate (must have a theory + special cause), analysis of run chart rules should be included	15
Applying Deming's System of Profound Knowledge (IHI QI 101 Lesson 4) Discuss the four areas of profound knowledge and how they impact your project and generalize it to future QI work	10
Lessons Learned from PDSA cycles Chose most significant tests and reflect on take away learning. Describe the impact on making a prediction to your intervention.	10
Application to bedside Discuss how you might teach your preceptor or future nursing peers the QI process (model of improvement) in order to gain support on improvement work you will do when you are working at the bedside?	10
Presentation Quality Presentation was clear, concise, well organized and easy to follow. Demonstrated time management and preparation for presentation, appropriate attire was worn for presenting.	10
Total	_____ / 100

NURS 5605: Evaluation of Final Capstone Thesis Paper

Name _____

Project Title: _____

Criterion	Points Possible	Points Earned
Abstract		
• Pertinent information presented in appropriate depth	10	
• Guidelines followed		
Revisions from 5604 first draft and 5605 second draft		
• Revisions of chapter ONE (unit overview, human and fiscal team	5	
resources, clinical problem, unit assessment)	5	
• Revisions of chapter TWO (Literature review/use of research and EBP)	5	
• Revisions of chapter THREE (Project prospectus, timeline)	5	
• Revisions of chapter FOUR (Evaluation Plan)		
Chapter FIVE		
Summary of Implementation	10	
• Summary of actual project implementation		
• Use of appropriate information and health care technology		
• Identification of those involved in implementation		
• Discussion of required human or fiscal resources		
• Identification of challenges or challenges needed from original plan		
Outcomes	15	
• Presentation of outcome data and description of findings		
• Description of feedback on project		
Evaluation	10	
• Summary evaluation of how goals or objectives were met		
• Factors that did or could have increased success		
• Conclusions and recommendations for future projects		
Sustainability	10	
• Discuss sustainability issues		
• Recommendations		
CNL role	10	
• Preparation for project		
• CNL role components identified		
• Impact on CNL role development		
• Recommendations		
Conclusions	5	
Format		
• Typed and formatted according to APA (6th ed.) format	10	
• Readability and organization		
• Spelling and grammar		
• Concise (<25 pages of text)		
Comments:		
Total	100	

NURS 5601: Clinical Studies ONE Teaching Project Guidelines

1. Each student will complete a maternity or child health teaching project as a component of the course seminar. Students will select a practice, procedure, or nursing intervention that is of interest to them and appropriate to the clinical specialty of maternity or child health.
2. Students will conduct a literature review of the evidence to support or refute the selected topic and disseminate their findings to peers on the Group Discussion Board.
3. Evidence: Five resources that are RESEARCH based.
4. Findings should be presented via a student-recorded Tegrity in PowerPoint format.
5. Your presentation should be 8-12 slides.
6. The teaching projects will be graded using the following criteria.

STUDENT NAME _____ **DATE** _____

TOPIC											
Appropriate for project			5	4	3	2	1	0			
PICO QUESTION											
Population identified			5	4	3	2	1	0			
Intervention identified			5	4	3	2	1	0			
Comparison identified			5	4	3	2	1	0			
Outcome identified			5	4	3	2	1	0			
SIGNIFICANCE											
Describes why this is important to nursing practice	10	9	8	7	6	5	4	3	2	1	0
EVIDENCE											
Appropriate search strategy (database, search terms, limits)	10	9	8	7	6	5	4	3	2	1	0
Appropriate number and source of evidence	10	9	8	7	6	5	4	3	2	1	0
Relevant to the PICO question			5	4	3	2	1	0			
Study outcomes synthesized	10	9	8	7	6	5	4	3	2	1	0
RECOMMENDATIONS											
Reflect findings from the literature	10	9	8	7	6	5	4	3	2	1	0
Appropriate to the unit/population			5	4	3	2	1	0			
PEER RESPONSES											
Responds to at least 3 of peers' presentations with meaningful discussion			5	4	3	2	1	0			
Responds to peers' responses to their presentation			5	4	3	2	1	0			
APA FORMAT											
Sources cited appropriately within the presentation and on the references slide			5	4	3	2	1	0			

TOTAL _____