

Program-Level Assessment: Annual Report

Program: MSN NP FPMH-NP & FPMH (PM)

Department:

School of Nursing

Degree or Certificate Level:

College/School:

FPMH MSN-NP & PMC-NP

Saint Louis University Trudy Busch Valentine School of Nursing (SLUTBVSON)

Date (Month/Year):

Primary Assessment Contact:

02/2023

Joanne Thanavaro, Associate Dean Graduate Nursing Ed

In what year was the data upon which this report is based collected? Spring 2022 and Fall 2022

In what year was the program's assessment plan most recently reviewed/updated? Outcome #2 was last reviewed in 2016-2017.

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle?

Outcome #2 will be assessed in this program-level assessment report.

Outcome#2 = "Use scholarly inquiry including evidence-based practice and research application to improve decision-making and health outcomes."

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

The artifact used to determine achieved student outcomes was the health promotion research paper. All NP and PM certificate students take this course in health promotion. 80% of all students will achieve a grade of B (>

semesters. During the spring and fall semesters students have additional time one week before the paper is due where they do not have any discussion board or other coursework obligations to finish perfecting their papers.

The health promotion research paper artifact was collected in the three-credit hour course titled Health Promotion (NURS 5140-20) that students participated in spring 2022 and fall 2022. NURS 5140-20 analyzes evidence-based clinical prevention activities for their use to improve the health of individuals, families, and populations. NURS 5140-20 also explores methods for providing leadership in the conceptualization and implementation of clinical prevention and population health for individuals and populations. Additionally, the impact of lifestyle, genetics, cultural, and environmental factors on health and/or health disparity are discussed.

NURS 5140-20 is only offered online spring and fall semesters.

The MSN-NP program is not offered at the Madrid, Spain campus.

3.

Data for spring 2022 semester demonstrates eighteen out of twenty-three (78%) students received a grade of B or higher and five out of twenty-three (22%) received a grade of less than a B. A complete breakdown of fall 2022 student performance is provided in Appendix H.

Data for fall 2022 semester demonstrates eleven out of seventeen (65%) students received a grade of B or higher and six out of seventeen (35%) students received a grade of less than a B. A complete breakdown of spring 2022 student performance is provided in Appendix I.

The SKYfactor 13 data on the MSN exit survey for 2022 revealed an N of 29 with a mean of 5.54 out of 7 which met our goal of 5.5 or greater.

Please describe the actions you are taking as a result of these findings.

followed to demonstrate that the student has learned how to properly search for evidence-based research and use APA format appropriately. This is specifically stated in the assignment. As you discuss the paper and discussion participation, you will absolutely need to learn how to search and find appropriate references using MEDLINE, CINAHL, etc. You will want to explore the research, and evidence-based work on your topic. There will be several resources provided in this paper to help you if you do not have prior experience writing a manuscript. The following is an overview of the directions – refer to the health promotion paper rubric for full directions/expectations:

1. The paper is to be population of interest. This should be the health promotion topic.
2. Use APA format for the entire paper, reference list, and for reference citations in the text. You must cite the sources for information you put in the paper. You should have a minimum of 10 relevant evidence-based research journal references (not counting textbooks & websites). References should have been published with

Saint Louis University
Trudy Busch Valentine School of Nursing Student Clinical Evaluation
 Family Psychiatric Mental Health Masters NP and
 Family Psychiatric Mental Health Post Masters Certificate NP

Student: _____ Site: _____

Preceptor: _____ Date: _____

Course: _____

Please rate your student using the following:

4= Above average 3= Average/Satisfactory 2= Needs improvement
 1= Unsatisfactory N/A=No Opportunity or Non-Applicable

PROFESSIONALISM	4	3	2	1	N/A
Arrives to clinic prepared and professionally dressed					
Demonstrates self-directed learning					
Respects patients privacy					
Relates well with reference					

Utilizes electronic resources (web-based; apps) for evidence-based care (standards, medications, practice guidelines)					

Readily identifies normal
and abnormal findings

NURS 5140 – Health Promotion Research Paper Topic Directions

Paper Topic (**Due Month & Date at 11:59pm**)

The topic needs to focus on health promotion &/or prevention and **NOT** on treatment. This submission is to make sure you are choosing an appropriate topic related to health promotion/prevention/health education/screening. A list of topics will be posted the under the health promotion research paper topic tab within the assignments tab. Topics are on a first come first serve basis or you can select a topic not on the list that pertains to health promotion. Your topic **MUST** be approved by your faculty group leader before submitting to the assignments tab. You need to research the topic before submitting to your faculty group leader to make sure you can address all the requirements of the paper (review the health promotion directions & rubric(icsris a3b9)(e)4

**Family Psychiatric Mental Health Nurse Practitioner Student
TYPHON LOG FACULTY EVALUATION FORM**

Each face-to-face contact/encounter, whether client seen in group session or in individual sessions, must be recorded according to requisite clinical note schema delineated in course and in this form. TYPHON evidence must show entries being done weekly to reflect prior week's case load and encounter data. Formative evaluation of student's use of requisite clinical note schema will be graded by faculty once a month using this form

**Family Psychiatric Mental Health Nurse Practitioner Student
TYPHON LOG FACULTY EVALUATION FORM**

Grade Distribution (All Students)		Pens	Descriptors
A	93-100%	5	Outstanding Coverage
A-	91-92%	4	Excellent Coverage
B+	89-90%	3	Above Average Coverage
B	85-88%	2	Average Coverage
B-	83-84%	1	Below Average Coverage
C+	80-82%	0.5	Fair Coverage
C	77-79%	0	Poor Coverage
C-	75-76%	minus 0.25	Very Poor Coverage
D	70-74%	minus 0.50	Extremely Poor Coverage
F	<70%	minus 0.75	No Coverage

1. Smoking Cessation
2. Physical activity
3. Responsible sexual behavior
4. Dental health
5. Stress management
6. Environmental health factors
7. Alcohol use
8. Depression/anxiety
9. Substance abuse
10. Violence prevention
11. Immunizations
12. Fall prevention
13. Nutrition
14. Obesity
15. Osteoporosis
16. Breast cancer
17. Cervical cancer
18. Colon cancer
19. Lung cancer
20. Prostate cancer
21. Hyperlipidemia
22. Metabolic syndrome
23. Stroke
24. Hypertension
25. Diabetes
26. Skin cancer
27. Oral cancers
28. Asthma /Allergies
29. Heart Disease
30. Sleep Apnea
31. Sleep Hygiene

****Most topics will require a more narrowed focus for researching purposes (i.e. obesity – prevention of childhood obesity in the school-aged child).**

APPENDIX D
NURS 5160: PRINCIPLES OF PRACTICE MANAGEMENT
HEALTH POLICY AND LEADERSHIP PAPER
FACULTY GRADING RUBRIC

Section	Points
<p>A. What is the problem/ topic? Why is this important? What are the implications to practice, economy, and patient care? Who are the stakeholders that the policy affects and how?</p>	30
<p>B. What is the current legislation? What are the recent or proposed changes? What are the barriers to change? Who are the legislative stakeholders? Describe your leadership analysis and its impact on the recent/proposed policy change</p>	30
<p>C. Your suggestions: What would be your suggestions for implementing change to the policy/ legislation? How would you accomplish this? (include specific persons that may need to be contacted ie. Representatives, congress persons, associations) Based upon your leadership analysis how would you recommend to impact recent/proposed policy change?</p>	30
<p>D. APA format, critical thinking, spelling/ wording</p>	10
TOTAL	
<p>Comments:</p> <p style="margin-left: 40px;">A 93-100 •</p> <p style="margin-left: 40px;">A- 91-92</p> <p style="margin-left: 40px;">B+ 89-90</p> <p style="margin-left: 40px;">B 85-88</p> <p style="margin-left: 40px;">B- 83-84</p> <p style="margin-left: 40px;">C+ 80-82</p> <p style="margin-left: 40px;">C 77-79</p> <p style="margin-left: 40px;">C- 75-76</p> <p style="margin-left: 40px;">D 70-74</p> <p style="margin-left: 40px;">F 69 and below</p>	

APPENDIX D1

NURS 5160: PRINCIPLES OF PRACTICE MANAGEMENT HEALTHCARE NURS 51 51

Thoughts	30 to >25 pts Exemplary Consistently shared well-considered thoughts and introduced new ideas, discussing and responding to others posts	25 to >20 pts Accomplished Often shared well-considered thoughts. occasionally added feedback to advance discussion to other student's posts	20 to >0 pts Developing Sometimes shared well-considered thoughts. did not provide feedback to other students to advance discussion	0 pts Not Addressed No additional information added to discussion or not all questions answered	" ____ " /30
Critical thinking: Application, analysis, synthesis & evaluation	50 to >45 pts Exemplary Excellent, clear display of critical thinking skills thoroughly discusses topic	45 to >40 pts Accomplished Very good display of critical thinking skills but room to add additional information to fully develop topic	40 to >0 pts Developing Satisfactory development of critical thinking skills covers minimum if the required information with limited depth	0 pts Not Addressed Limited or no additions to discussion	" ____ " / 50
Discussion entered promptly & Participation	20 to >18 pts Exemplary Always entered discussion promptly; posted original insights and responded appropriately to classmates; postings nearly always elicit	18 to >16 pts Accomplished Usually entered discussion promptly; posted original insights and responded appropriately to classmates; sometimes			

classmate or instructor response and responds to those responses, Cites references other than textbook	classmate or instructor response Cites textbook or one single article only	references. does not follow up on feedback
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APA Tips

- x These brief tips are not meant to replace the 2020 Edition APA Manual or be used as a complete guide for writing the Health Promotion paper.
- x APA updates can be found at <https://owl.english.purdue.edu/owl/resource/503269-2> (a1/)]TJ
APA format NOTE: this example paper is a few years old so some of the references are greater than 5 years old. Your references MUST be 5 years old.

- x Avoid using direct quotes. Paraphrase all information being used & cite source.
- x Any idea used from an article, website, book, ect. MUST be cited. If it is not your idea/words, it needs to be cited. You cannot write an entire paragraph using someone else's ideas and only cite the first and last sentence of the paragraph. YOU MUST CITE EACH PARAPHRASED IDEA.
- x Margins are 1 inch all around.
- x Fonts that may be used include Calibri 11-point, Arial 11-point, Lucida Sans Unicode 10-point, Times New Roman 12-point, Georgia 11-point, & Computer Modern 10-point. When cutting and pasting web addresses or other information make sure you correct the font and size. Please use the same font throughout your paper.
- x The title page includes page number (top right corner), title of paper (centered & bolded), name, name of university, course number & name, instructor name, & assignment due date.
- x All pages, including title page, need to be numbered. You should number manually, but by using the inset tab in word and then page number. This will automatically number every page of your paper.
- x The introduction paragraph does not require a heading, it is assumed that the first paragraph is the introduction. The remainder of the paper requires headings and they must be bolded (first letter of each word capitalized, and centered) examples: Background Data, Screening, Behavior Theory, Interventions/Barriers, Conclusion)
- x The title of the paper belongs on the title page (bolded) and before the first paragraph on the second page (not bold)
- x Refer to the charts provided below on how to correctly cite and reference work.

Using the Author/Date System

	comprehending non-native speech is familiarity with the topic.
Author's name in parentheses	One study found that the most important element in comprehending nonative speech is familiarity with the topic

	(Gass & Varonis, 1984).
Multiple works (separate each work with semi colons)	Research shows that listening to a particular accent improves comprehension of accented speech in general (Gan gene4 (l)-6 EMC /P <

NURS 5140 –Health Promotion Research Paper Rubric

Paper Component	Possible Points	Student Points
Introduction : Detailed Intro (3 points) Level of Prevention Stated (1 point) Purpose Statement Provided (1 point)	5	
Background Data: Detailed Significance (5 points each = 15 points) Epidemiology Incidence Prevalence Risk Factors Cultural Implications Outcomes	15	
Case Finding/Screening Problem Identification (3 points each = 15 points) Screenings Diagnostics History Physical Other Measures Interventions: (This section of paper must include ethical implications to care) 3-4 Specific Interventions (10 points)	15	

Spring 2022 Health Promotion Research Paper Grade Breakdown

Student	Group1 n=12	Group2 n=11
Student 1	72% (<B)	
Student 2	70% (<B)	
Student 3		97% (>B)
Student 4		98% (>B)
Student 5		97% (>B)
Student 6		

	83% (<B)	
Student 10	96% (>B)	
Student 11	91% (>B)	
Student 12		91% (>B)
Student 13		94% (>B)
Student 14		88% (>B)
Student 15		90% (>B)
Student 16	73% (<B)	
Student 17	92% (>B)	
Student 18	92% (>B)	
Student 19		77% (<B)
Student 20		89% (>B)
Student 21	91% (>B)	
Student 22		90% (>B)
Student 23	88.5% (>B)	

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Fall