

Program Assessment: Annual Report

Program(s): Family Nurse Practitioner (Master's and Post-Master's)

Department: Nursing

College/School: School of Nursing

Date: May, 2020

Primary Assessment Contact: Joanne Thanavaro

1. Which program student learning outcomes were assessed in this annual assessment cycle?

Outcome #4:

Design culturally sensitive patient care that includes health promotion and disease prevention.

2. What data/artifacts of student learning were collected for each assessed outcome? Were Madrid student artifacts included?

There are no Madrid students included in the student artifacts as there are no Madrid students in the AGPCNP program.

Outcome #4:

90% of students achieve a grade of B or higher on a written assignment focused on evaluation of a geriatric interdisciplinary team focused on providing culturally sensitive care in the geriatric community. The grading rubric for the assignment is attached as Appendix J.

In NURS 5750 Care of Older Adults: An Interdisciplinary Approach, students were required to complete a written assignment based upon their evaluation of a geriatric interdisciplinary team. Geriatric interdisciplinary teams are tasked with reviewing plans of care, evaluating the holistic care of the patients and making patient specific recommendations to optimize care. A focus on family dynamic, cultural sensitivity and care for the whole patient and family unit are emphasized. The paper required that the student synthesize the didactic information within the course and apply it to a real life observation of a geriatric team at work. The scoring rubric specifically required that students observe and describe the professional roles, leadership, communication skills, conflict resolution, meeting process, outcomes and group dynamics. Eighty percent of students achieving a grade of B or better on the paper was viewed as evidence that outcome #4 was being satisfactorily addressed within the educational programming.

3. How did you analyze the assessment data? What was the process? Who was involved?

NOTE: If you used rubrics as part of your analysis, please include them in an appendix.

Outcome #4:

In NURS5750, students are required to write a paper that is due during Week 9 focused on an observation of a geriatric interdisciplinary team. The students participate in a group discussion during week 3 to help identify appropriate agencies or resources they may use for the observation and subsequent paper. During the meeting they receive instructions on how to properly write the observation paper, examples of groups to observe, detailed written directions, and a rubric that covers how their work will be scored. After completion all papers are compared to the rubric and graded by the course coordinator.

Aggregate results on the appropriate assignments will be analyzed and compared with trends from previous course offerings. If aggregate results are less than 80% of students achieve a grade of B on the assignments, results and analysis with recommendations for improvement will be shared at a dedicated advanced nursing practice program committee (ANPPC) curriculum meeting with all graduate nursing faculty and representative student body members. Recommended changes will be implemented into the curriculum the following academic year and changes will be evaluated at the next annual dedicated advanced nursing practice program committee (ANPPC) curriculum meeting.

Data for Spring 2020 were analyzed. There were a total of 15 students enrolled in NURS 5750, 9 nurse practitioner students and 6 geriatric certificate curriculum students. A total of 15 students (100%) earned a B or above. Maximal score was 98% on the paper and the minimal score was 95%.

4. What did you learn from the data? Summarize the major findings of your analysis for each assessed outcome.

NOTE: If necessary, include any tables, charts, or graphs in an appendix.

Outcome #4

In NURS5750 some students required quite a bit of direction and encouragement to identify an appropriate group to observe. The students within the course are either nurse practitioner students or social work students who are completing a geriatric certificate but their life experiences and work experiences were quite diverse. The communication between the various disciplines helped to facilitate a better understanding of what to expect during an interdisciplinary team meeting and the discussions were robust and insightful. The students who were not as clinically based, required more assistance but were able to synthesize and apply the information received in class to the team they observed. The rubric provided a structured approach to scoring that allowed them to achieve very good scores on their assignment regardless of their prior level of expertise.

5. How did your analysis inform meaningful change? How did you *use the analyzed data to make or implement recommendations for change* in pedagogy, curriculum design, or your assessment plan?

As this is the first time I have coordinated this course, I am unsure if this experience will be the same in future semesters. I anticipate making no changes to this assignment currently but will review and analyze further as subsequent semesters allow for more data.

6. Did you follow up (“close the loop”) on past assessment work? If so, what did you learn? (*For example, has that curriculum change you made two years ago manifested in improved student learning today, as evidenced in your recent assessment data and analysis?*)

Although this is the first time this outcome has been evaluated using this evaluation plan, the assignment and rubric has been in place for a number of years. Future evaluation will allow for discussion of the need for any changes to this component of the curriculum.

IMPORTANT: Please submit any revised/updated assessment plans to the University Assessment Coordinator along with this report.

APPENDIX J

NURS 5750: Care of the Elderly: An Interdisciplinary Approach

Interdisciplinary Team Observation Faculty Scored Grading Rubric

Component	Points	Score/Comments
1. Selection of a geriatric interdisciplinary team	5	
2. Team observation tool is completed with examples of observations (see observation tool for details)		
Professional Roles	10	
Leadership	15	
Communication and Conflict	15	
Meeting skills	10	
Outcome	10	
3. Analysis of the team dynamics	10	
4. Recommendations for team improvement	10	
5. APA, clear writing, and appropriate references	10	
Total	100	