SAINT LOUIS UNIVERSITY.

Program-Level Assessment: Annual Report

Program: Family Psychiatric Mental Health Nurse Practitioner OUTCOME 1	Department: Nursing
Degree or Certificate Level: MSN & Post-Graduate Certificate Programs	College/School: Trudy Busch Valentine School of Nursing
Date (Month/Year): March 2021	Primary Assessment Contact: Dr. Joanne Thanavaro
In what year was the data upon which this report is based collected? 2020	
In what year was the program's assessment plan most recently reviewed/updated? 2020	

1. Student Learning Outcomes

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

Outcome #1 Implement collaborative strategies to provide ethical, high quality, safe, effective patient-centered care

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.

Direct Measure for 4 Clinical Courses Appendix E = Clinical Evaluation form completed by preceptor/s

NURS 5340 FPMHNP Clinical Studies 1 [Fall 2020] N = 6 completions of 8 – two have Incomplete grade & LOA

NURS 5350 FPMHNP Clinical Studies 2 [Spring 2020] N = 15

NURS 5810 FPMHNP Nursing Practicum [Summer 2020 & Fall 2020] = There was a total of 15 students whose target program completion was December 2020. However, due to pandemic, only 8 of the 15 were able to complete NURS 5810 Fall 2020

Course details include -- a) Didactic component of course offered online with precepted clinical experience in student state of origin; b) no students were from Madrid campus; and c) precepted clinical experiences were off-site

Artifacts: 90% of students will achieve a satisfactory clinical evaluation based on direct preceptor or faculty observation [Appendix E]

Skyfactor 11 (interprofessional teamwork) goal above 5.5/ 7
Skyfactor 18 (patient care) goal above 5.5/7

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

For each of the 4 courses identified above:
Appendix E includes evaluative criteria in Professionalism, Skills, Therapeutic Planning, & Outcomes, along with a single yes-no question, "In your opinion, did this student appropriately apply the knowledge and skills during this clinical experience?" A 4-point scale + N/A option formed the basis for checklist ratings by preceptors. The ratings were:
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

Process:
Student provided each preceptor with copy of clinical evaluation form **[Appendix E]** at the beginning of clinical rotation, got verbal feedback on rating areas from each preceptor midway clinical experience, and got final feedback/grading from each preceptor at conclusion of clinical rotation. Copy of each preceptor's final feedback/grading of Appendix E was then provided to clinical faculty supervisor for review and inclusion in each student's final clinical evaluation form in respective course.

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

Artifacts: 90% of students will achieve a satisfactory clinical evaluation based on direct preceptor or faculty observation **[Appendix E]**

For each of the 4 courses identified above:
All students provided a completed copy of Appendix E to their clinical faculty supervisor.
Clinical experiences may have included one or both face-to-face and telepsychiatry, but no differences noted in preceptor scoring. Results in each course showed preceptors' rating/scoring students with a mixture of mostly '4 = above average' with some few items being '3 = average/satisfactory'. There were no ratings/scores of '2= Needs improvement' or '1= Unsatisfactory'. Pre-existing N/A areas are on Appendix E because the evaluative criteria for those 3 N/A areas were generally not physical exam performance areas in most PMH clinical sites by PMH providers

NURS 5340 = final course grades were 5 with A and 1 with B plus
NURS 5350 = final course grades were 11 with A minus 3 with B plus, and 1 B
NURS 5810 [Summer 2020] = final course grades were 13/15 since pandemic led to incomplete for 2 = 12 A & 1 B
NURS 5810 [Fall 2020] = final course grades were 7 with A and 1 with A minus

Skyfactor 11 (interprofessional teamwork) rated above goal of 5.5/7 at 6.0
Skyfactor 18 (patient care) rated above goal of 5.5/7 at 5.9

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

Appendix E = As a tool developed to be broadly used by all specialty coordinators since the areas assessed cut across all specialty-expected outcomes, it is a useful tool especially for statistical purposes.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

Outcomes are shared yearly with graduate faculty via the Advanced Nursing Practice Program Committee [ANPPC]. This document will first be reviewed and discussed in the MSN Coordinator's meeting with revisions as needed before being viewed at the next ANPPC meeting.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites
- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Artifacts of student learning
- Evaluation process
- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

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

Appendix E = No further action needed. Due to impact of endeavors implemented due to pandemic and finding no significant difference in use of onsite & telepsychiatry strategies, both onsite encounter clinical learning experiences and telepsychiatry encounter clinical learning experiences will be continued.

If no changes are being made, please explain why.

Outcomes are shared yearly with graduate faculty via the Advanced Nursing Practice Program Committee [ANPPC]. This document will first be reviewed and discussed in the MSN Coordinator's meeting with revisions as needed before being viewed at the next ANPPC meeting.

7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

For years, this specialty has used a separate preceptor evaluation form that has very specialty specific measurement areas. Dr. Rita Tadych, Specialty Coordinator for FPMHNP program, added **Appendix E,** to facilitate data collection that was consistent with other Specialty Coordinators. Preceptors have been very generous with their time and expertise to complete both FPMHNP evaluation forms.

B. How has this change/have these changes been assessed?

Each semester, comparisons have been made by Specialty Coordinator between the two preceptor completed evaluations when reviewing the two differently generated data – **Appendix E** is a checklist while the separate specialty-specific preceptor evaluation form has grade plus remarks for each criteria area.

C. What were the findings of the assessment?

Comparisons generally show that there is more detail generated about the student being evaluated in the specialty-specific preceptor evaluation form because preceptors tend to write comments about student behavior for each of the outcome areas assessed. In the **Appendix E** checklist there is an opportunity at the end to make comments and some preceptors do make a single comment. The usefulness of **Appendix E** are the general behavioral areas in each section, namely, Professionalism; Skills; Therapeutic Planning; and Outcomes. A final question, "In your opinion, did this student appropriately apply the knowledge and skills during this clinical experience", asks for a yes or no. All preceptors have indicated 'yes' in each course's students.

D. How do you plan to (continue to) use this information moving forward?

Specialty Coordinator will continue to ask preceptors to complete the two preceptor evaluations in each of the three courses.

IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.

03/24/2021 Enhancement post feedback from ANPPC meeting this day

SAINT LOUIS UNIVERSITY.

Program-Level Assessment: Annual Report

Program: Family Psychiatric Mental Health Nurse Practitioner OUTCOME 7	Department: Nursing
Degree or Certificate Level: MSN & Post-Graduate Certificate Programs	College/School: Trudy Busch Valentine SON
Date (Month/Year): March 2021	Primary Assessment Contact: Dr. Joanne Thanavaro
In what year was the data upon which this report is based collected? Fall 2020	
In what year was the program's assessment plan most recently reviewed/updated? 2020	

1. Student Learning Outcomes

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

Outcome #7 Utilize health care informatics and technologies to support practice

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.

Direct Measure for 4 Clinical Courses
Appendix E = Clinical Evaluation form completed by preceptor/s; data completed under separate cover for Outcome #1 and same data applicable herein
Appendix K = Typhon Log Faculty Evaluation Form
Appendix L = Comprehensive Report Summary Log Grading Rubric

NURS 5340 FPMHNP Clinical Studies 1 [Fall 2020] N = 6 completions of 8 – two have Incomplete grade & LOA; Appendix E, Appendix K

NURS 5350 FPMHNP Clinical Studies 2 [Spring 2020] N = 15; Appendix E, Appendix K

NURS 5810 FPMHNP Nursing Practicum [Summer & Fall 2020] = There was a total of 15 students whose target program completion was December 2020. However, due to pandemic, only 8 of the 15 were able to complete NURS 5810 Fall 2020; Appendix E & Appendix K for NURS 5810 Summer 2020 & NURS 5810 Fall 2020; Appendix K for 8 of 15 who completed NURS 5810 Fall 2020 and thus program completion

Course details include -- a) Didactic component of course offered online with precepted clinical experience in student state of origin; b) no students were from Madrid campus; and c) precepted clinical experiences were off-site

Artifacts:

- 90% of students achieve a satisfactory or greater score on their clinical evaluation for use of electronic resources for evidence-based care (Appendix E) – which is completed under separate cover for Outcome #1 and same data applicable herein
- 90% of students will achieve a grade of B or higher on Typhon notes grade by faculty in clinical courses (Appendix K)
- 90% of students demonstrate competency with electronic health records by creating and downloading a comprehensive summary of all patient encounters using the available software system. (Appendix L)

Direct Measure point 1 = Appendix E = Clinical Evaluation form completed by preceptor/s at end of each course

Direct Measure point 2 = Appendix K = Typhon Log Faculty Evaluation form completed by clinical faculty supervisor at end of each course.
Direct Measure point 3 = Appendix L = Comprehensive Report Summary Log Faculty Scored Grading Rubric completed by Specialty Course Coordinator after students' submission of Typhon Excel Spreadsheet data at end of NURS 5810 Fall 2020

Skyfactor 9 (Health care technology) goal above 5.5/7

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

- **Direct Measure point 1 = Appendix E** -- Student provided each preceptor with copy of clinical evaluation form [Appendix E] at the beginning of clinical rotation, got verbal feedback on rating areas from each preceptor midway clinical experience, and got final feedback/grading from each preceptor at conclusion of clinical rotation. Copy of each preceptor's final feedback/grading of Appendix E was then provided to clinical faculty supervisor for review and inclusion in each student's final clinical evaluation form in respective course. Outcome #1, under separate cover, addressed Appendix E data outcomes for each respective course. Measure: 90% of students will achieve a satisfactory clinical evaluation based on direct preceptor or faculty observation [Appendix E]

- **Direct Measure point 2 = Appendix K** -- Typhon notes are electronic logs of clinical encounters that are evaluated by clinical faculty according to the requisite schema & assessed areas identified in Appendix K. In each respective course, formative and summative evaluation feedback strategies using Appendix K provided by clinical faculty supervisor who saw student every 2 weeks via Skype/Zoom; Measure: 90% of students will achieve a grade of B or higher on Typhon notes grade by faculty in clinical courses **(Appendix K)**

Direct Measure point 3 = Appendix L -- Directions provided by Dr. Rita Tadych, Specialty & Course Coordinator

- Appendix L addresses students' ability to download and submit an electronic report of all student clinical log encounters from the Typhon database at the end of the Fall NURS 5810 final clinical course. Four elements are evaluated as to being 'Included' or 'Not Included'. The four elements are age, gender, diagnosis, and student participation. Students' ability to provide Excel spread sheet of all Typhon documentation of client clinical encounters over course of their entire program [all courses with clinical component] was reviewed by Specialty & Course Coordinator after submission using grading rubric [Appendix L]. Measure: 90% of students demonstrate competency with electronic health records by creating and downloading a comprehensive summary of all patient encounters using the available software system. **(Appendix L)**

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

Direct Measure point 1 = Appendix E -- Due to impact of pandemic, clinical experiences may have included one or both face-to-face and telepsychiatry, but no differences noted in scoring. Outcome #1, under separate cover, addressed Appendix E data outcomes for each respective course.

Direct Measure point 2 = Appendix K -- Scores in each of the 4 courses were a mixture of excellent coverage [rating 4 = A minus] and outstanding coverage [rating 5= A] of requisite schema assessed areas pertaining to their Typhon log entries

Direct Measure point 3 = Appendix L -- There was a total of 15 students whose target program completion was December 2020. However, due to pandemic, only 8 of the 15 were able to complete NURS 5810 Fall 2020 which enabled ability to provide a complete Excel spread sheet of all Typhon documentation of client clinical encounters over course of entire program. Students demonstrated their ability to capture and analyze electronic health care data by capturing and downloading an electronic report summarizing Typhon health care notes documented for every

student/patient encounter. Each of the 8 successfully provided their Excel spread sheets that included the 4 elements of age, gender, diagnosis, and student participation. Written directions were sufficient to achieve appropriate outcome.

NURS 5340 = final course grades were 5 with A and 1 with B plus
NURS 5350 = final course grades were 11 with A minus 3 with B plus, and 1 B
NURS 5810 [Summer 2020] = final course grades were 13/15 since pandemic led to incomplete for 2 = 12 A & 1 B
NURS 5810 [Fall 2020] = final course grades were 7 with A and 1 with A minus

Skyfactor 9 (health care technology) rated above goal of 5.5/7 at 5.8

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

Outcomes of data collection in the 3 Direct Measure areas [Appendix E, Appendix K, Appendix L] demonstrated that all these students' ability and willingness to complete the requisite activity was accomplished at an excellent or outstanding performance level.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

Outcomes are shared yearly with graduate faculty via the Advanced Nursing Practice Program Committee [ANPPC]. This document will first be reviewed and discussed in the MSN Coordinator's meeting with revisions as needed before being viewed at the next ANPPC meeting.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies	• Course content • Teaching techniques • Improvements in technology • Prerequisites	• Course sequence • New courses • Deletion of courses • Changes in frequency or scheduling of course offerings
Changes to the Assessment Plan	• Student learning outcomes • Artifacts of student learning • Evaluation process	• Evaluation tools (e.g., rubrics) • Data collection methods • Frequency of data collection

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

No action is needed.

If no changes are being made, please explain why.

Direct Measure point 1 = [Appendix E] Clinical Evaluation form completed by preceptor/s consists of broadly designed criteria that will allow a collective examination of students' outcomes in all specialties if the need arises.

Direct Measure point 2 = [Appendix K] The requisite schema students are expected to use for their Typhon clinical notes and the now present patient demographic and other specialty-specific entry areas are sufficient to assess students' use of the nursing process.

Direct Measure point 3 = [Appendix L] Significant is that each students' Excel spread sheets also provided evidence of students' having met both requisite program and ANCC certification requirements for clinical hours needed.

7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

Direct Measure points 2 & 3 = [Appendix K, Appendix L] Years ago, specialty-pertinent additions were made to Typhon to enhance use of this data base by FPMHNP program since specific data needs related to this specialty were not present.

B. How has this change/have these changes been assessed?

Direct Measure points 2 & 3 = [Appendix K, Appendix L] -- Since those specialty-pertinent additions were incorporated, the students' entries into Typhon are, in each clinical course, reviewed by oversight faculty who have met every 2 weeks with students wherein feedback concerning Typhon entries are provided. The specialty-pertinent additions provide more client-centered depth pertaining to mental health issues and concerns – assist with assessments and interventions

C. What were the findings of the assessment?

Direct Measures 2 & 3 = [Appendix K, Appendix L] -- The specialty-pertinent additions remain viable. Students benefit from securing the Typhon Excel data base and preserving it in their own files in the event client encounter data is needed after program completion as evidence of securing all age population encounters and showing achievement of client encounters well beyond minimum.

D. How do you plan to (continue to) use this information moving forward?

Direct Measure points 2 & 3 = [Appendix K, Appendix L] -- Will continue to expect students' submission of Excel spread sheets at the end of NURS 5810 Fall that document entire clinical program courses' clinical encounters; will continue use of formative and summative evaluation strategies provided by clinical faculty that is embedded in every two-week Skype/Zoom faculty-student supervision sessions

IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.

03/24/2021 Enhancements post ANPPC meeting based on faculty feedback this day

APPENDIX E

Saint Louis University School of Nursing Student Clinical Evaluation Family Psychiatric Mental Health Masters NP and Family Psychiatric Mental Health Post-Graduate 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 staff					
Relates well with preceptor					
Articulates the scope of NP practice					
SKILLS					
Uses appropriate interviewing techniques (obtains history)					
Performs organized & timely physical exam					N/A
Performs appropriate physical exam					N/A
Uses exam equipment properly					N/A
Identifies appropriate ancillary test (labs/ imaging)					
Presents findings to preceptor accurately					
Uses correct medical terminology					
Utilizes electronic resources (web-based; apps) for evidence-based care (standards, medications, practice guidelines)					
Readily identifies normal and abnormal findings					
Develops reasonable differential diagnosis					

Therapeutic Planning					
Demonstrates knowledge in the treatment and evaluation of patients					
Formulates appropriate plan using evidence based practice					
Identifies appropriate indications for specific diagnosis					
Implements appropriate strategies for health promotion and patient education					
Identifies therapeutic pharmacological and non-pharmacological treatment (patient education)					
Recommends appropriate follow up and referral					
Outcomes					
Demonstrates culturally sensitive care					
Demonstrates appropriate developmental care					
Provides patient centered safe care					

In your opinion, did this student appropriately apply the knowledge and skills during this clinical experience? Yes _____ No_____

Preceptor comments/ suggestions:

Preceptor Signature / Date

_____

APPENDIX K
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 after clinical experience begun. A summative evaluation will be compiled at the end of clinical experience. A copy will be provided to student to support enhancement of academic and FPMHNP becoming provider role.

Requisite Schema & Assessed Areas	**5**	**4**	**3**	**2**	**1**	**0**	**Minus**
Student Information, Patient Demographics, & Clinical Information • Each area is covered with entries consistent with course, clock hour verification forms, & Clinical Note data entries							
ICD-10 Diagnostic Codes • Uses appropriate diagnostic codes in accord with what is delineated in Clinical Note							
CPT Billing Codes • Demonstrates increasing accuracy in making appropriate entries							
Medications • Enters accurate data pertaining to each of the three (3) entry areas in accord with what is delineated in Clinical Note							
Other Questions About This Case • Specifies a single primary PMHNP Therapy Goals & TX Foci in first of 4 areas • Lists # of each therapy goal & TX foci including above as well as others supported by Clinical Note entry							
Organization Uses requisite Clinical Note Schema as follows [in this order] **Note** **Referral** **Current Encounter HX & Content** **Past Psych HX** **Past/Current Med HX** **Lab Work** **RX HX** **Current RX** **DSM -5 [ICD-10 Code] Diagnostics: The following are based on currently available info & may change as additional info becomes available:** **Applicable Z codes** **Encounter Therapeutic & Medical/Medication Management Interventions** **Sub-headed as** **Non-Pharmacological** **Pharmacological** **Disposition, Instructions, & Recommendations, Plan for Follow Up** **Sub-headed as** **Disposition & Follow Up** **Instructions** **Recommendations** **Other [e.g., Referrals]** **Own Observations & Impressions**							
Clinical Notes Style Evidences ongoing use of course-provided 'Typhon Clinical Note Guidelines for Required Schema' for schema-related entries delineated in notes							
Accountability, Responsibility, Professionalism 1. Each face-to-face contact/encounter, whether client seen in group session or seen individual sessions, is recorded according to requisite clinical note schema delineated in course and in this form. 2. Typhon evidence shows entries being done weekly to reflect prior week's case load and encounter data 3. Student responds to redirection and/or correction appropriately and in a timely manner 4. Student demonstrates being attentive to precision, accuracy, and legal defensibility in Typhon work product entries							
FORMATIVE EVALUATION: OVERALL PEN SCORE FOR MONTH OF _____ [AVERAGE OF ABOVE RATINGS: _____] SUMMATIVE EVALUATION: OVERALL PEN SCORE FOR LAST TYPHON WORK PRODUCT EVALUATION MONTH _____ [AVERAGE OF ABOVE RATINGS]							

Grade Distribution (All Students)		Point Conversion	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

COMPREHENSIVE REPORT SUMMARY LOG GRADING RUBRIC (Appendix L)

Students will download and submit an electronic report of all student clinical log encounters from the Typhon database at the end of the fall N5810 (final course).

Expected level of achievement: ≥ 90 % of students will submit a complete report.

Complete report: 4/4 items completed.

Rubric includes 4 elements: Age, Gender, Diagnosis, and Student Participation

Report Elements	***Included***	***Not Included***
Age		
Gender		
Diagnosis (ICD 10 Codes)		
Student Participation		

Corrected copy