SAINT LOUIS UNIVERSITY.

Program-Level Assessment: Annual Report

Program: Adult Gerontological Acute Care Nurse Practitioner AND Adult Gerontological Acute Care Post Masters certificate NP	Department: Nursing
Degree or Certificate Level: MSN, Post Master's Certificate	College/School: Trudy Busch Valentine School of Nursing
Date (Month/Year): February, 2021	Primary Assessment Contact: 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? 2021	

1. Student Learning Outcomes

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

Outcome #1 (spring semester): Implement collaborative strategies to provide, ethical, high quality, safe, effective patient centered care.
Outcome #7 Fall semester): Use 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.

Outcome #1 N5270, N5260, N5810 (online courses)
-clinical grading rubric form (appendix E)
- Completion of Aquifer learning modules (15 in total) for N5270 and N5270 course to facilitate clinical objectives and required hours

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

Outcome #7 N5270, N5260, N5810
-Students demonstrated their ability to capture and analyze electronic health care data by capturing and downloading an electronic report summarizing health care notes documented for every student/patient encounter (See Appendix K

Skyfactor 9 (health care technology) goal above 5.5/7
No Madrid students are in the AGACNP program

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.

Outcome #1
Local students were observed in the clinical area by their clinical faculty during the semester. Due to the Pandemic restrictions the "residency" workshop experience was conducted virtually. Four students that were distant were not evaluated by clinical faculty but were evaluated by their preceptors at their practice sites. Board certified APRNs and physicians scored the students ability to implement collaborative strategies for patent centered care. (Appendix E)
No standardized cases were utilized. Preceptors scored the NP students using the patient(s) they were assigned to on that day. Student performance was scored as above average, average/satisfactory, needs improvement, and/or unsatisfactory. Greater than 90% of the student's achieved a satisfactory clinical evaluation in their clinical courses.
Personal feedback was given to each student by the preceptor after the evaluation was completed.
Results were reviewed by the AGACNP coordinator and were reviewed at the ANPPC meeting in February.

Outcome #7
The electronic report (Typhon) for all adult gerontology acute care masters NP and post masters certificate NP programs were reviewed by the specialty coordinator (appendix K). 100% of the students submitted an electronic report of all student log encounters that included the 7 essential elements (appendix K).
For all clinical courses (N5260, N5270, N5810) clinical faculty reviewed and critiqued individual encounter clinical notes in typhon (appendix J)
The AGACNP coordinator summarized this data and presented it at the February ANPPC meeting for discussion.

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)?

Outcome #1 (N5260, N5270, N5810) Appendix E
Greater than 95% of AGACNP students scored above average level on their clinical evaluation. One student had some ratings in the average level (skills set) but other categories were in the above average level
Three students in N5810 took an incomplete to finish remaining clinical hours due to COVID.

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

Outcome #7
100% of the students were able to use healthcare informatics technology by capturing and analyzing an electronic record drawn from the Typhons records spanning their entire clinical time during the NP program. Four elements of healthcare technology information were gathered by the student including: age, gender, health conditions addressed and student's perceived level of independence during each clinical visit. A complete report was 4/4 items were downloaded properly and captured as a summary portfolio page. Three students were exempted at this time due to program plan (DNP). (Appendix K)
AGACNP: N=19, completed portfolios =16 (3 incompletes)

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?

Outcome#1
Clinical evaluations closely correlated with critical thinking exercises in the classroom. Alternative learning experiences had a positive outcome on program outcomes. Preceptor evaluations and clinical adjunct faculty evaluations were consistent from one clinical course to another.

Outcome #7
Students were able to use their knowledge of technology to produce a portfolio that summarized patient encounters. Faculty agree that annual monitoring is indicated and helpful to ensure that students can demonstrate beginning technology involved in patient care management. Typhon entries continue to demonstrate the scope of practice for the AGACNP within the various specialties and student's benefit from the faculty feedback.

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?

Outcome #1:
The formalized assessment tools will be discussed with adjunct faculty as to the areas of strengths and weakness to facilitate future learning experiences
Outcome #7: This assignment is very consistent over the past 10 years. Students benefit from the feedback they receive on each documented patient encounter and this helps ensure competence needed after graduation.

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.

Due to the pandemic and closures of clinical sites nationally a set number of Aquifer learning modules (standardized) were used to facilitate virtual clinical learning experiences with favorable results.

If no changes are being made, please explain why.

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?

Standardized rubrics and evaluation tools, integration of content in genetics, EKG interpretation, and disaster planning to facilitate competencies.

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

The process of review is done at the end of each semester. The AGACNP coordinator collaborates with clinical faculty with the results of the course evaluations to make assure the content is delivered in the best way and that students feel supportive.

C. What were the findings of the assessment?

Continue with present assessments and evaluations. Due to the pandemic additional Zoom meetings were held to support the student learning needs.

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

Continue to evaluate alternative clinical learning experiences that meet the NONPF guidelines for direct practice hours and to evaluate student competencies.

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

EVALUATION
Adult Gerontology Acute Care Masters NP and Adult Gerontology Acute Care Post Masters Certificate NP

Appendix E

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					
Performs appropriate physical exam					
Uses exam equipment properly					
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

_____

Rubric for Faculty Grading of Typhon Logs

Adult Gerontology Acute Care Masters NP and Adult Gerontology Acute Care Post Masters Certificate NP

Appendix J

EXPECTATION: All Typhon entries should include: patient demographics, student participation, reason for visit, type of H & P, ICD and CPT codes and prescriptions for all patients that they are responsible for.
All Typhons should be completed within 14 days of the stated clinical time and must be turned in on time according to the predetermined dates on the course calendar. All entries on the Typhon log should be reconcilable to the date and time log presented for evaluation.

Clinical notes:

Subjective • HPI • ROS	15	
Objective • Focused physical exam	15	
Assessment • Medical decision making	30	
Plan • Medical management • Preventative measures	40	
Total grade	100	

COMPREHENSIVE REPORT SUMMARY LOG

Adult Gerontology Acute Care Masters NP and Adult Gerontology Acute Care Post Masters Certificate NP

APPENDIX K

Rubric for Faculty Grading of Comprehensive Summary Log

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: 7/7 items completed.

Rubric includes 7 elements: Course Number, Date, Age, Gender, Diagnosis, Clinical Notes, and Student Participation)

Report Elements	*Included*	*Not Included*
Course Number		
Date		
Age		
Gender		
Student Participation		
Diagnosis (ICD 10 Codes)		
Clinical Notes		