

2021 Nursing- MSN FNP LOA Report

FNP Program of Study

Program of Study Learning Outcomes Assessment Report

Assessment Cycle	2020-2021
Program of Study	MSN (Family Nurse Practitioner Program)
Department	Nursing
Date of Departmental Approval	
Name of Submitter	Sheri Hartman

Date of data distribution: __09/09/21 at Post-Licensure Curriculum Meeting_____

APEA data from previous two years was distributed to members of this committee. This data was reviewed in relation to knowledge gained by students after the three core courses (Patho, Pharm, Physical Assessment) and data of Pre-Predictor exam (likelihood that student will pass boards).

Date of meeting: __09/09/21 and 9/30/21_____

Members at this meeting further discussed the key strengths and weaknesses of the program as outlined in this document.

The participants in the meeting were:

09-09-21 Sheri Hartman, Sandy Knauf, Deb Lee, Karen Marzlin, Cindy Webner, Liz Weingart

09/30/21 Sheri Hartman, Sandy Knauf, Deb Lee, Carrie Stroup

Mission Statement:

The mission of Malone University is to provide students with an education based on biblical faith in order to develop men and women in intellectual maturity, wisdom, and Christian faith who are committed to serving the church, community and world.

Program Goals (these are broad goals rather than specific, measurable learning outcomes):

The graduate student will:

1. Demonstrate advanced knowledge and skills that build upon the undergraduate learning and equip the practitioner and clinician for all of the responsibility and accountability practices required in these advanced practice nurse roles.
2. Exhibit competence in advanced practice with selected populations including an in-depth assimilation of a specialized role, content, and related skills.
3. Integrate into one's personal and professional life the attributes needed for successful practice including the legal and ethical components required for holistic nursing.
4. Synthesize a body of knowledge whereby the inquiry skills are honed and used to conduct research, share research findings, and advance scholarly and professional goals.

Key Strengths and Challenges in Program Learning Outcomes (PLOs)

Key Strength #1:

1. PLO: Demonstrate advanced knowledge and skills that build upon the undergraduate learning and equip the practitioner and clinician for all of the responsibility and accountability practices required in these advanced practice nurse roles.

Students in the MSN program (FNP and AGACNP tracks) take the 3P examination, which “is a competency-based exam that tests clinical knowledge in the three core courses: pathophysiology, pharmacotherapeutics, and physical assessment. This exam is administered after the core courses have been completed and is used as an assessment tool to determine clinical readiness. A score of 67% or greater indicates adequate knowledge in the core courses. Exam results identify any knowledge deficits. These results assist students in creating an appropriate study plan for improving knowledge deficits” (<https://www.apea.com/3p-exam-blueprint/>)

In 2018, it was recognized that students were weak in pathophysiology and pharmacology on this standardized report, demonstrating a cohort score of 69 and 60 respectively. In 2019, faculty began to implement prep-work throughout the courses. This work encouraged the students to come to class prepared with increased knowledge in subject areas. Each course would build upon the previous courses, meaning pharmacology would now include pathophysiology content and physical assessment would have prep work that would include pharmacology and pathophysiology. This has increased scores on this standardized exam over the previous 3 years.

Year	Assessment	Pathophysiology	Pharmacology
2018	73	69	60
2019	72	75	71
2020	75	70	*63
2021	73	75	70

*It should be noted that pharmacology is offered Spring semester. Therefore, in 2020, pharmacology content and the beginning of health assessment content was being delivered during the same time the pandemic hit.

As a curriculum team, we have decided to implement prep work in all of our core MSN courses as a result of increased scores on the APEA 3 P exam.

Key Strength #2:

PLO: Synthesize a body of knowledge whereby the inquiry skills are honed and used to conduct research, share research findings, and advance scholarly and professional goals.

Benchmark

90% of students in each class will receive no lower than B in project course;

30% of students will present findings to community of interest outside of Malone University.

Our graduate level Evidence-Based Project sequence is a key strength. The students development and complete an evidence-based project throughout MSN 694 and MSN 695 courses. They are then required to present their findings from their projects at local, regional, or national meetings or via a publication.

2020-2021:

100% of the students completed the project sequence with a passing score.

100% of the students presented their project findings at a local research symposium.

2019-2020:

100% of the students completed the project with a passing grade.

0% of the students were able to present at outside agencies as many conferences were cancelled or postponed because of Covid-19. However, prior to Covid, every student had developed a poster and were prepared to present.

Key Challenge #1

PLO: Exhibit competence in advanced practice with selected populations including an in-depth assimilation of a specialized role, content, and related skills.

Similar to the APEA 3 P exam taken by students after they complete Pathophysiology, Pharmacology and Physical Assessment, the students also take the APEA Pre-Predictor Exam at the conclusion of their program. This is a standardized, 150 question exam over a 3-hour period of time, designed to simulate the FNP Boards. The test provides feedback in 16 knowledge areas and 5 testing domains, to demonstrate where the students stand.

Scores >70 indicate student is likely to successfully pass boards
Scores between 65-69 demonstrate students at risk for passing boards
Scores < 64 indicate student unlikely to be successful on the exam

Overall Cohort scores:

2020= 58%
2021=62%

Specific content of concern (demonstrating < 64) includes:

<p>2021: Cardiovascular (60) Dermatology (62) Endocrine (54) Gastroenterology (62) Orthopedics (52) Pediatrics (63) Respiratory (59) STIs (57) Women’s Health (53)</p>	<p>2020: Dermatology (51) Endocrine (56) ENT (58) Gastroenterology (53) Neurology (54) Pediatrics (60) Respiratory (63) Women’s Health (53)</p>
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Specific Domains of Concern:

<p>2021 Assessment (63) Diagnosis (62) Pharmacology (61) Planning/ Intervention (59)</p>	<p>2020 Evaluation (59) Planning/ Intervention (63)</p>
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Response:

Changes to the curriculum/Assignments

- a. In the Physical Assessment course, we front-loaded the didactic component providing an opportunity for students to hone in on the “normal” assessment. The last third of the course allows them to practice and be evaluated by use of standardized patients. This enables students to apply all of the information they learned in the first 2/3rds of the course to a “real-life” scenario with a standardized patient (trained participants) to demonstrate competence of skills in a real world experience.
- b. We added Shadow Health, a digital clinical experience, allowing students to practice skills needed to care for their patients in a safe environment. This provides each student the opportunity assess/diagnose/treat patients (via computer simulation). The students can see how they rank next to a national norm and must gain a certain percentile on the case study to demonstrate competence. The students must meet this percentile prior to entering clinicals with actual patients. This was first implemented fall of 2020 in Internship I. The students expressed positive feedback, indicating improvement in confidence and skills. Faculty preceptors also stated students were more prepared. This year (2021-2022), we are integrating Shadow Health across all of the FNP Internship courses (I, II, and III). This is being done as an attempt to improve students’ confidence and diagnostic/evaluation/planning/intervention skills throughout the program in an attempt to better prepare students for their boards as evidenced by their pre-predictor APEA scores.
- c. Prep work has been enhanced across Internship I, II, and III.

Results from the APEA Pre-Predictor will be analyzed in 2022 to evaluate if these changes were effective.

Implications for Budgeting:

Shadow Health will be \$230.01 per student over the course of Intern I, II, and III. This will be paid through student fees, so the university will not see a direct impact.

Mapping to MU Educational Goals

Category	PLO	MU Goal	MU Subgoal	Department	Program of Study	GR or UG?
Strength	Demonstrate advanced knowledge and skills that build upon the undergraduate learning and equip the practitioner and clinician for all of the responsibility and accountability practices required in these advanced practice nurse roles.	D: Attain expertise in at least one profession or academic discipline and lay the foundation for meaningful work or further studies at the graduate level.	1 Understand the content, methods, and assumptions of their chosen field(s) of expertise	Nursing	MSN-FNP	GR
Strength	Synthesize a body of knowledge whereby the inquiry skills are honed and used to conduct research, share research findings, and advance scholarly and professional goals.	C Think critically and creatively and communicate effectively in multiple contexts.	1 Read and listen to the ideas of others with understanding and discernment 4 Speak and write clearly and effectively 5 Develop skills in creative thought and expression	Nursing	Program of Study-FNP	GR
Challenge	Exhibit competence in advanced practice with selected populations	D Attain expertise in at least one profession or academic	5 Apply specialized knowledge and skills constructively	Nursing	MSN-FNP	GR

	including an in-depth assimilation of a specialized role, content, and related skills.	discipline and lay the foundation for meaningful work or further studies at the graduate level.	in collaboration with others			
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