

INDIANA STATE UNIVERSITY

Second Degree Accelerated Track Graduate Competencies Assessment Plan 2016-17

Department of Baccalaureate Nursing Assessment Committee
Approved October, 2016

<p>Graduate Competencies: The baccalaureate prepared student will provide safe and holistic patient centered care.</p>				<p>Operational Definition: Students shall score a 61% minimum score on the <u>Kaplan Secure Predictor A Exam</u>.</p> <p>Expected Level of Achievement/Decision Rule of Action: 90% of students shall meet or exceed a 61% minimum score on the first attempt of the <u>Kaplan Secure Predictor A Exam</u>.</p> <p>Outcome: _____ Not Met _____ Met _____ Partially Met</p>		
Process				Implementation		
Knowledge Skill or ability Attitude/Disposition	Documentation Located	Who has Responsibility	Time/ Frequency of Assessment	Assessment Method	Results of Data Collection and Analysis including actual levels of achievement	Actions For program Development, Maintenance, or Revision
<p>Integrate patients' differences, values preferences, and expressed needs with an awareness of how personal values and beliefs can impact care delivery.</p> <p>Conduct comprehensive and focused bio-psychosocial and environmental assessments of health and illness in diverse settings.</p> <p>Formulate plans of care for diverse populations across the health care continuum.</p> <p>Communicate effectively with patients, families, groups, and communities.</p> <p>Demonstrate appropriate patient teaching that reflects holistic patient preferences and fosters the informed engagement in care.</p>	<p>Collected by Department assessment committee representative and stored in Department Chair or Program Director's office.</p>	<p>Assessment committee representative in conjunction with ATI coordinator.</p>	<p>Yearly</p>	<p>Evaluation of Kaplan RN Secure Predictor exam as defined by the operational definition. 61.% is the min % score.</p>		

<p>Graduate competencies: The baccalaureate prepared student will provide safe and holistic patient centered care.</p>				<p>Operational Definition: <u>Kaplan Secure Predictor A</u> scores will be at the group mean program score or higher on all 8 major content subscores including Management of Care, Safety, Health Promotion, Psychosocial Integrity, Basic Care, Pharmacological Therapies, Reduction of Risk, and Physiological Adaptation.</p> <p>Expected Level of Achievement/Decision Rule of Action: Student group score on each of the 8 major content areas will be at the group mean program score or higher on the first attempt on <u>Kaplan Secure Predictor A</u> exam</p> <p>Outcome: _____ Not Met _____ Met _____ Partially Met</p>		
Process				Implementation		
Knowledge Skill or ability Attitude/Disposition	Documentation Located	Who has Responsibility	Time/ Frequency of Assessment	Assessment Method	Results of Data Collection and Analysis including actual levels of achievement	Actions For program Development, Maintenance, or Revision
<p>Integrate patients' differences, values preferences, and expressed needs with an awareness of how personal values and beliefs can impact care delivery.</p> <p>Conduct comprehensive and focused bio-psychosocial and environmental assessments of health and illness in diverse settings.</p> <p>Formulate plans of care for diverse populations across the health care continuum.</p> <p>Communicate effectively with patients, families, groups, and communities.</p> <p>Demonstrate appropriate patient teaching that reflects holistic patient preferences and fosters the informed engagement in care.</p>	<p>Collected by Department assessment committee representative and stored in Department Chair or Program Director's office.</p>	<p>Assessment committee representative in conjunction with ATI coordinator.</p>	<p>Yearly</p>	<p>Evaluation of <u>Kaplan RN Secure Predictor A</u> report as defined by the operational definition.</p> <p>Underlined is group mean score.</p>	<p>Management of care:</p> <p>Safety and infection control:</p> <p>Health promotion and maintenance:</p> <p>Psychosocial integrity:</p> <p>Basic care and comfort:</p> <p>Pharmacological and Parenteral therapies</p> <p>Reduction of risk potential:</p> <p>Physiological adaptation:</p>	

<p>Graduate Competencies: The baccalaureate prepared student will provide safe and holistic patient centered care.</p>				<p>Operational Definition: Clinical Evaluation shall reflect a satisfactory or better score on clinical assessment evaluation tool in the senior reflective nursing course</p> <p>Expected Level of Achievement/Decision Rule of Action: 100% students shall achieve a satisfactory or better score on clinical assessment evaluation tool in the senior reflective nursing course</p> <p>Outcome: _____ Not Met _____ Met _____ Partially Met</p>		
Process				Implementation		
Knowledge Skill or ability Attitude/Disposition	Documentation Located	Who has Responsibility	Time/ Frequency of Assessment	Assessment Method	Results of Data Collection and Analysis including actual levels of achievement	Actions For program Development, Maintenance, or Revision
<p>Integrate patients' differences, values preferences, and expressed needs with an awareness of how personal values and beliefs can impact care delivery.</p> <p>Conduct comprehensive and focused bio-psychosocial and environmental assessments of health and illness in diverse settings.</p> <p>Formulate plans of care for diverse populations across the health care continuum.</p> <p>Communicate effectively with patients, families, groups, and communities.</p> <p>Demonstrate appropriate patient teaching that reflects holistic patient preferences and fosters the informed engagement in care.</p>	<p>Collected by Department assessment committee representative and stored in Department Chair or Program Director's office.</p>	<p>Assessment committee representative in conjunction with Reflective nursing course faculty</p>	<p>Yearly</p>	<p>Evaluation of clinical assessment evaluation tool of senior reflective nursing course as defined by the operational definition.</p>		

<p>Graduate Competencies: The baccalaureate prepared student will work effectively in inter-professional teams.</p>				<p>Operational Definition: Students will demonstrate appropriate interprofessional teamwork in simulated experience in the NURS 380 course.</p> <p>Expected Level of Achievement/Decision Rule of Action: 100% of seniors will demonstrate acceptable interprofessional teamwork with an evaluation score of 3.75 or higher of 5 point Likert Scale (instructor graded)</p> <p>Outcome: _____ Not Met _____ Met _____ Partially Met</p>		
Process				Implementation		
Knowledge Skill or ability Attitude/Disposition	Documentation Located	Who has Responsibility	Time/ Frequency of Assessment	Assessment Method	Results of Data Collection and Analysis including actual levels of achievement	Actions For program Development, Maintenance, or Revision
<p>Contribute the unique nursing perspective to inter-professional teams to enhance patient outcomes.</p> <p>Incorporate effective inter-professional communication, negotiation, and conflict resolution to deliver evidence-based and patient-centered care.</p>	<p>Collected by Department assessment committee representative and stored in Department Chair or Program Director's office.</p>	<p>Assessment committee representative in conjunction with course faculty</p>	<p>Yearly</p>	<p>Instructor's evaluation of student demonstration of interprofessional teamwork.</p>		

Graduate Competencies: The baccalaureate prepared student will employ evidence-based practice.				Operational Definition: Student in the Community Nursing practice course will complete an EBP paper scoring at or above a 85% Expected Level of Achievement/Decision Rule of Action: 90% of students will score at or above 85% on the EBP project and paper as defined in the operational definition Outcome: _____ Not Met _____ Met _____ Partially Met		
Process				Implementation		
Knowledge Skill or ability Attitude/Disposition	Documentation Located	Who has Responsibility	Time/ Frequency of Assessment	Assessment Method	Results of Data Collection and Analysis including actual levels of achievement	Actions For program Development, Maintenance, or Revision
<p>Integrate best research with clinical expertise and patient values for optimum safe care.</p> <p>Implement methods of retrieval, appraisal, and synthesis of evidence-based learning and research activities to improve patient outcomes.</p> <p>Propose mechanisms to resolve identified discrepancies between standards and practices that impact patient outcomes.</p>	<p>Collected by Department assessment committee representative and stored in Department Chair or Program Director's office.</p>	<p>Assessment committee representative in conjunction with course faculty</p>	<p>Yearly</p>	<p>Evaluation of cores on EBP paper will be examined in the Community course as defined by the operational definition</p>		

<p>Graduate Competencies: The baccalaureate prepared student will apply quality improvement principles.</p>				<p>Operational Definition: Students in the Reflective Practice course will complete an CQI project and paper scoring at or above a 85%</p> <p>Expected Level of Achievement/Decision Rule of Action: 90% of students will score at or above 85% on the CQI project and paper as defined in the operational definition</p> <p>Outcome: _____ Not Met _____ Met _____ Partially Met</p>		
Process				Implementation		
Knowledge Skill or ability Attitude/Disposition	Documentation Located	Who has Responsibility	Time/ Frequency of Assessment	Assessment Method	Results of Data Collection and Analysis including actual levels of achievement	Actions For program Development, Maintenance, or Revision
<p>Demonstrate leadership skills to effectively implement patient safety in the identification of variances and hazards in health care.</p> <p>Analyze quality improvement processes and safety design principles such as standardization and simplification.</p> <p>Evaluate quality of care in terms of structure, process, and outcomes in relation to patient and community needs.</p> <p>Design interventions to change the processes and system of care with the objective of improving quality.</p>	<p>Collected by Department assessment committee representative and stored in Department Chair or Program Director's office.</p>	<p>Assessment committee representative in conjunction with course faculty</p>	<p>Yearly</p>	<p>Scores on CQI assignment will be examined in the Reflective Practice course as defined by the operational definition</p>		

<p>Graduate Competencies: The baccalaureate prepared student will utilize Informatics.</p>				<p>Operational Definition: Students will demonstrate effective use of informatics to store, retrieve and input information as reflected in the clinical evaluation tool in the adult health II course.</p> <p>Expected Level of Achievement/Decision Rule of Action: 100% of students shall achieve a satisfactory or better score regarding informatics on clinical assessment evaluation tool in the final adult health course.</p> <p>Outcome: _____ Not Met _____ Met _____ Partially Met</p>		
Process				Implementation		
Knowledge Skill or ability Attitude/Disposition	Documentation Located	Who has Responsibility	Time/ Frequency of Assessment	Assessment Method	Results of Data Collection and Analysis including actual levels of achievement	Actions For program Development, Maintenance, or Revision
<p>Integrate information systems, communication, and technology methods in the management of safe nursing practice.</p> <p>Evaluate data from all relevant sources, including technology, to deliver care.</p> <p>Uphold ethical principles when using patient care technologies.</p>	<p>Collected by Department assessment committee representative and stored in Department Chair or Program Director's office.</p>	<p>Assessment committee representative in conjunction with course faculty.</p>	<p>Yearly</p>	<p>Evaluation of clinical assessment evaluation tool of final adult health course as defined by the operational definition.</p>		

<p>Graduate Competencies: The baccalaureate prepared student will demonstrate leadership skills.</p>				<p>Operational Definition: Student shall score at or above level proficiency or higher on the <u>Kaplan Management/Professional Issues A exam</u>.</p> <p>Expected Level of Achievement/Decision Rule of Action: 90% of students will achieve at or above the operational definition on the <u>first attempt</u> of the <u>Kaplan Management/Professional Issues A exam</u>.</p> <p>Outcome: _____ Not Met _____ Met _____ Partially Met</p>		
Process				Implementation		
Knowledge Skill or ability Attitude/Disposition	Documentation Located	Who has Responsibility	Time/ Frequency of Assessment	Assessment Method	Results of Data Collection and Analysis including actual levels of achievement	Actions For program Development, Maintenance, or Revision
<p>Appraise the impact of health care policies, including financial, regulatory, and organizational mission, vision, and value statements.</p> <p>Apply leadership concepts, skills, and decision-making in the provision of high quality safe nursing care and emergency preparedness.</p> <p>Participate in the development and implementation of imaginative and creative strategies to enable systems to change.</p> <p>Discuss the role of the nurse as a leader in the delivery of safe and effective healthcare.</p>	<p>Collected by Department assessment committee representative and stored in Department Chair or Program Director's office.</p>	<p>Assessment committee representative in conjunction with NURS 490 (licensure prep) course faculty and ATI coordinator.</p>	<p>Yearly</p>	<p>Collection and evaluation of the Kaplan <u>Management Professional Issues A</u> exam scores as defined by the operational definition.</p>		

<p>Graduate Competencies: The baccalaureate prepared student will demonstrate health promotion.</p>				<p>Operational Definition: Student will score a grade of 85% or better on Health Promotion Project in Community Nursing course.</p> <p>Expected Level of Achievement/Decision Rule of Action: 90% of students will score a grade of 85% or better on Health Promotion Project in Community Nursing course.</p> <p>Outcome: _____ Not Met _____ Met _____ Partially Met</p>		
Process				Implementation		
Knowledge Skill or ability Attitude/Disposition	Documentation Located	Who has Responsibility	Time/ Frequency of Assessment	Assessment Method	Results of Data Collection and Analysis including actual levels of achievement	Actions For program Development, Maintenance, or Revision
<p>Advocate for health promotion and disease prevention at the individual and population level necessary to improve population health, wellness, and the promotion of healthy lifestyles.</p> <p>Collaborate with other healthcare professionals and patients to provide spiritual and cultural appropriate health promotion.</p>	<p>Collected by Department assessment committee representative and stored in Department Chair or Program Director's office.</p>	<p>Assessment committee representative in conjunction with Community nursing course faculty</p>	<p>Yearly</p>	<p>Collection and evaluation of the Community Health Promotion project as defined by the operational definition.</p>		

<p>Graduate Competencies: The baccalaureate prepared student will display professional behaviors.</p>				<p>Operational Definition: Clinical Evaluation shall reflect a satisfactory score on midterm clinical assessment evaluation tool in the senior reflective nursing course.</p> <p>Expected Level of Achievement/Decision Rule of Action: 100% students shall achieve a satisfactory or better score on clinical assessment evaluation tool in the senior reflective nursing course for the following areas: professional, timeliness, attitude, and accountability.</p> <p>Outcome: _____ Not Met _____ Met _____ Partially Met</p>		
Process				Implementation		
Knowledge Skill or ability Attitude/Disposition	Documentation Located	Who has Responsibility	Time/ Frequency of Assessment	Assessment Method	Results of Data Collection and Analysis including actual levels of achievement	Actions For program Development, Maintenance, or Revision
<p>Incorporate nursing values into daily practice.</p> <p>Demonstrate accountability and responsibility for one's own academic, professional, and public actions.</p> <p>Demonstrate ethical and legal decisions surrounding health care dilemmas.</p> <p>Serve as an advocate for the nursing profession.</p>	<p>Collected by Department assessment committee representative and stored in Department Chair or Program Director's office.</p>	<p>Assessment committee representative in conjunction with Reflective nursing course faculty</p>	<p>Yearly</p>	<p>Evaluation of clinical assessment evaluation tool of senior reflective nursing course as defined by the operational definition.</p>		