Certificate Assessment Plan: Post-Master's Pediatric Nurse Practitioner (PNP)

University of Florida

College of Nursing

M. Dee Williams, PhD, RN

willimd@ufl.edu

Table of Contents

Post-Master's Pediatric Nurse Practitioner (PNP)
College of Nursing
2012-13 Certificate Assessment Plan

A. Rationale

The Post-Master's Certificate for advanced practice nursing in the area of pediatrics is for the student who has earned a Master's Degree in Nursing and would like to pursue the pediatric focus. A Graduate Council approved concentration already exists in this area for a MSN degree. The difference between the concentration and the proposed professional certificate is that students in the Post-Master's Certificate program have already earned a Master's Degree in Nursing.

B. Mission

This certificate aligns with the College Vision Statement which includes "preparing nurses for leadership as clinicians who improve the health of individuals, families, and communities." It supports the University Mission which includes the education of "students so they are prepared to make significant contributions" that "address the needs of our societies." In keeping with the goals of The Florida Board of Governors Strategic Plan, this program address critical healthcare workforce needs for Florida.

C. Student Learning Outcomes (SLOs)

Knowledge:

1. A graduate with a Post-Master's Certificate will demonstrate a comprehensive, in-depth knowledge base for lifelong learning and professional development.

Skills:

2. A graduate with a Post-Master's Certificate will demonstrate clinical competence as an advanced practice nurse in the focus area of study.

Professional Behavior:

3. A graduate with a Post-Master's Certificate demonstrates competence in professional behavior as an advanced practice nurse in the focus area of study.

D. Assessment Timeline for Certificates
All certificates will use this timeline to map their assessments.

Post-Master's Pediatric Nurse Practitioner (PNP)   College of Nursing

SLOs	Assessment 1
#1	Pass-rates on national certification examination >80% annually.
#2	Satisfactory ratings on clinical course evaluations completed by faculty supervisors per semester (see attached example clinical evaluation tool).
#3	Satisfactory ratings on clinical course evaluations completed by faculty supervisors per semester (see attached example clinical evaluation tool).

E. Assessment Cycle Chart for Certificates

Post-Master's Pediatric Nurse   College of Nursing
Practitioner (PNP)

Analysis and Interpretation: SLO #1 after completion of program; SLO #2 & SLO #3 at the end of each semester of enrollment in clinical courses.

Improvement Actions: SLO #1 within 6 months of program completion; SLO #2 & SLO #3 at the end of the semester following completion of each clinical course.

Dissemination: SLO #1 within 2 years of completion of program; SLO #2 & SLO #3 within 1 year of completion of program.

Year SLOs	12-13	13-14	14-15	15-16
#1		X	X	X
#2	X	X	X	X
#3	X	X	X	X

Certificate Assessment Plan

F. Methods and Procedures

SLO #1: Graduates sit for the national certification examination starting 1 month – 6 weeks after program completion. Results are received and analyzed by June each year for previous calendar year graduates. (e.g. December 2013 graduates will take the exam starting in January/February 2014 and results will be analyzed by June 2014.) The College Academic Affairs Committee recommends programmatic changes to the College faculty, as appropriate, for implementation in spring term of the following year.

SLO #2 and SLO #3: Clinical course evaluation tools are used to evaluate student achievement of clinical competencies and competence in professional behavior at the end of each semester in which students are enrolled in clinical courses. Results for each cohort are analyzed during the following semester. Course faculty members consider changes in teaching methods, learning activities, and/or evaluation methods. Recommendations for improvements that require changes in course syllabi are made to the College Academic Affairs Committee and are approved by the College faculty prior to the semester in which the course is taught in the following year.

G. Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
M. Dee Williams	College of Nursing	willimd@ufl.edu	325-273-6335
Kathleen Ann Long	College of Nursing	longka@ufl.edu	352-273-6324

Clinical Evaluation Form
University of Florida
College of Nursing
Pediatric Nurse Practitioner Track

Student_____	
Faculty _____	
Preceptor _____	
Semester_____	

NGR 6301L: Advanced Child Health Nursing Clinical I

Evaluation: A student must receive a rating of satisfactory (S) performance in each of the categories by completion of the semester in order to receive a passing grade for the course. A rating of less than satisfactory in any of the categories will constitute an unsatisfactory grade (U) for the course.	Progression Date:_____ _ Initial:_____ _	Final Date:_____ Initial:_____

Areas of Evaluation	S	U	S	U
Program Objective: Evaluate scientific bases from extant and emerging areas of knowledge for advanced nursing practice. (#1) Evaluate research findings to support best practices in advanced nursing and health care systems. (#2) Develop expertise to formulate health policy and provide leadership in establishing clinical excellence and creating new models of health care delivery (#5) Apply appropriate research findings to provide positive health care outcomes, initiate credible change and improve advanced nursing practice. (#6)	**Theoretical Base** Identifies family-child interaction and family dynamics Uses knowledge of growth and development norms as a basis for child health needs Articulates knowledge of : Temperamental Variations in Children Child Development Hardiness or Resilience of Children	☐	☐	☐	☐
	Research Uses research data to support management plan Maintain evidence-based pediatric protocols/guidelines for managing common alterations in pediatric health status.	☐	☐	☐	☐
Course Objective: Apply theory, research findings, and evidence-based guidelines in the advanced nursing management of well children and children with common health problems in primary health care settings.(#1) Integrate community resources into effective and comprehensive child health care. (#8)	**Health Policy** Identifies referral resources Serves as a client advocate Makes decisions about resource allocation	☐	☐	☐	☐

	Areas of Evaluation	S	U	S	U
Program Objective: Synthesize knowledge of cultural diversity and global perspectives in delivering health care and in critiquing nursing systems. (#8) Develop ethical framework to guide practice in the advanced role and to foster leadership and growth within the nursing profession. (#9) Synthesize legal principles and ethical theories to guide decision making in advanced nursing practice and in nursing systems and organizations. (#10)	**Legal and Ethical Care** Practices within legal guidelines in decision making Practices within ethical guidelines Discusses right to treatment/informed consent Practices confidentiality and respects right to privacy Knows state statutes of limitation Knows emancipated minor	□	□	□	□
Course Objective: Implement holistic, culturally sensitive, and family-centered management plans, including pharmacologic and non-pharmacologic interventions for children with selected common health problems in collaboration with the child and family.(#5) Integrate legal and ethical principles into decision-making in the advanced nursing practice of well children and children with common health care practices.(#9)	**Cultural Diversity** Assesses culturally determined patterns of health care Identifies client health care belief and practices Interacts with clients from other cultures in culturally sensitive ways Develops client-appropriate educational materials that address language and cultural beliefs of the client	□	□	□	□
Program Objective: Develop advanced leadership skills to mobilize interdisciplinary teams to solve highly complex clinical problems. (#4) Develop an ethical framework to guide one's advanced nursing role and foster one's leadership and continued growth within the nursing profession. (#9)	**Communication** Uses technology and informatics Modifies communication for diverse populations Writes/Dictates notes that are concise, organized and articulate Effective verbal communication skills	□	□	□	□
	Collaboration with Interdisciplinary Team Uses interpersonal skills to collaborate with an interdisciplinary team Evaluates achievement of health care goals with health care team	□	□	□	□

Course Objective: Integrate legal and ethical principles into decision-making in the advanced nursing practice of well children and children with common health care practices.(#9)	Coordinates plan based upon client outcomes Consults with and refers to health team members Coordinates case management Provides and educational activity to the health care team				
	Areas of Evaluation	**S**	**U**	**S**	**U**
Course Objective (con't): Demonstrate effective professional oral and written communication skills with children, of all ages, families, other health care providers, and in health care documents.(#10) Implement an educational activity for the health care team on a topic related to child health care, using relevant theoretical and research information.(#11)	**Advanced Practice Nursing Role** Manages clinical time/activities effectively Models self-directed learning Validates practice with clients and health care team Recognized own limitations in primary care setting Evaluate effectiveness of advanced nursing practice primary care settingsngs Establishes appropriate priorities of care Demonstrates professional accountability **Leadership** Articulates clinical and professional issues	□ □	□ □	□ □	□ □
Program Objective: Evaluate decision support systems to solve clinical problems for individuals, aggregates, and systems. (#3) Develop advanced leadership skills to mobilize interdisciplinary teams to solve highly complex clinical problems. (#4) Critically assess, plan, intervene and evaluate the health experiences of individuals, aggregates, and systems. (#7) Course Objective:	**Client Assessment - History** Identifies the timing of periodic health examinations, immunizations, and screening procedures specific to the age group Identifies chief complaint for selected acute and chronic health conditions Health maintenance Medical/Psychiatric Psychosocial Nutrition Family/Social/Environment Cultural and social diversity Growth and development and health norms for ages Complimentary/alternative therapies	□	□	□	□

Apply theory, research findings, and evidence-based guidelines in the advanced nursing management of well children and children with common health problems in primary health care settings.(#1) Assess the health status of children with attention to developmental norms and health risks. (#2) Develop diagnoses and differential diagnoses based on a holistic and comprehensive health assessment. (#3)	**Physical Exam, Diagnostic Studies** Demonstrates competency in assessment techniques Uses techniques appropriate to evaluation of chief complaint Differentiates between normal and abnormal findings on physical Incorporates laboratory data in client management Uses screening procedures and developmental assessment tools and techniques	□	□	□	□
	Parenting Assessment Identifies parenting styles and skills Provides anticipatory guidance for identified needs Identifies developmental counseling need Identifies goodness of fit between child and parent temperament Suggests coping activities to deal with developmentally related stresses	□	□	□	□

Course Objective (con't) Implement a plan for wellness maintenance and promotion, including anticipatory guidance, related to developmental norms and risk prevention strategies.(#4)) Implement holistic, culturally sensitive, and family-centered management plans, including pharmacologic and non-pharmacologic interventions for children with selected common health problems in collaboration with the child and family.(#5) Formulate strategies to evaluate the effectiveness of wellness promotion, illness prevention and management plans for children with selected common health.(#6) Construct a plan to promote effective parenting skills based on knowledge, theory, research findings, and assessment of family beliefs, needs, readiness to learn, culture parenting style.(#7)	**Uses clinical reasoning skills with collected data to synthesize information and formulate prioritized, rational and accurate:** Identifies problem/forms differential diagnosis Formulates problem list	□	□	□	□
	Treatment/Management Plan Orders and/or interprets laboratory data Incorporates laboratory data in client management Consults with other members of health team regarding proposed plan of care Establishes plan of care based on client's identified problems Establishes priorities in client's care and management Initiates preventive health teaching Facilitates client decision making Incorporates preventive measures Determines need and time for follow-up Provides scientific research rationale including pharmacologic and non-pharmacologic therapies	□	□	□	□
	Health Promotion Practices within current standards of care Includes family as a participant in decision making Articulates a health promotion model as a basis for treatment Include immunization in health promotion teaching Perform or recommend age-appropriate screening procedures	□	□	□	□
	Documentation Uses standards of the practice agency Includes pertinent information Uses accurate, non-judgmental terminology Is organized in documentation	□	□	□	□
	Evaluation / Revision Evaluates effectiveness of treatment/management plan Evaluates the educational interventions provided Prioritizes plan based on changing client needs	□	□	□	□

	Determines need and time for follow up Evaluates outcomes of specific treatments Compares quality indicators with patient outcomes Evaluates cost of treatment/management plan including resources Revises plan as appropriate				

Preceptor Mid-term Assessment: **Mid-term Progress Satisfactory?**   ☐Yes ☐No (Preceptor assessment)

Identified Strengths: Specific Areas needing Improvement: How this will be accomplished:

Comments:

Signatures:
     Preceptor   Date
Faculty   Date
     Student   Date

Preceptor Final Assessment:
Has met all objectives outlined in this assessment form
Has not met all objectives outlined in this assessment form

Comments:

Signatures:

Certificate Assessment Plan

     Preceptor   Date
Faculty   Date
     Student   Date

Faculty Evaluation Summary

Faculty name:

Date of observed clinical practice:

☐Satisfactory   ☐Other

Comments:

Initials: Faculty   Student

Faculty Evaluation Summary

Faculty name:

Date of observed clinical practice:

☐Satisfactory   ☐Other

Comments:

Initials: Faculty   Student

Faculty Evaluation Summary

Faculty name:

Date of observed clinical practice:

☐Satisfactory   ☐Other

Comments:

Initials: Faculty   Student

Certificate Assessment Plan

FINAL CLINICAL GRADE: ☐SATISFACTORY ☐UNSATISFACTORY Faculty Initials_____

Reviewed by AAC: 12/09