College of Health and Human Sciences

School of Nursing

Master of Science

Family Nurse Practitioner & Nursing Education

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**Introduction**

The School of Nursing at Northern Illinois University currently offers a master's degree with a specialization in Nursing Education or as a Family Nurse Practitioner. The program also offers a post-master's certificate in Nursing Education. A decision to suspend admissions to the Adult Gerontology Primary Care Nurse Practitioner and Adult Clinical Nurse Specialist programs was made in spring 2015 due to a decrease in interest for these specializations. In fall 2015, the master's curriculum was revised to reflect the current version of *The Essentials of Master's Education in Nursing* in accordance with the American Association of College of Nursing (AACN). Student learning outcomes were updated at that time to match the new recommendations from AACN. In addition, the program responded to student and industry demand to offer an on-line course delivery.

**Purpose**

The purpose of the Northern Illinois University's Master of Science (MS) in Nursing program is to prepare students with broad knowledge and practice expertise in advanced practice nursing and nursing education. The Master's prepared nurse from NIU is able to effectively integrate nursing and related sciences in the delivery of healthcare to promote health and well-being to diverse populations. The Master's prepared nurse from NIU implements ethical, evidence-based healthcare using technology, collaboration, and leadership skills within an interprofessional team. Our core values are commitment, responsiveness, integrity, and social justice.

**Program Goals**

1. Build on the knowledge and skills of Baccalaureate-prepared nurses to provide ethical, evidence-based practice at a Master's level.

2. Prepare students to promote health and well-being of patients, aggregates, and populations through the use of technology, collaboration, leadership, and service.

3. Foster life-long learning.

**Student Learning Outcomes (SLOs)**

Master of Science (M.S.) in Nursing Student Learning Outcomes

1.    Integrate nursing with related sciences and the humanities to promote health and well-being. (Essential I)

2.    Apply organizational leadership skills to improve healthcare environments. (Essential II)

3.    Apply principles of quality initiatives to improve safety in healthcare environments. (Essential III)

4.    Integrate evidence-based scholarship into advanced nursing practice. (Essential IV)

5.    Analyze technology to promote quality healthcare processes and outcomes. (Essential V)

6.    Integrate legal and regulatory policies to promote health and well-being. (Essential VI)

7.    Function as a professional nurse leader collaborating within interprofessional teams to promote health and well-being. (Essential VII)

8.    Implement effective clinical prevention and health promotion in population-based, culturally diverse settings. (Essential VIII)

9.    Demonstrate master's-level nursing practice. (Essential IX)

*Approved by NURS GFC 12/2/13*

*\*\*American Association of Colleges of Nursing (2011).  The Essentials of Master's Education in Nursing.*

## Assessment Methods

| Assessment Method | Explanation | | | | | |
|---|---|---|---|---|---|---|
| | Description | Student-Level Achievement [a] | Program-Level Target [b] | When Data Will be Collected | Person Responsible | SLOs |
| Physical Assessment Course-Mid-curricular assessment | Demonstrate a complete head-to-toe physical assessment at the end of NURS 607 Advanced Health Assessment course. | The student will score 85% or higher when demonstrating an advanced head to toe assessment. | Students will achieve 85% or higher when demonstrating an advanced head to toe assessment. | At the end of each course in the fall and spring semester | Course Instructor and Director of Nursing Graduate Studies | 1, 4, 8, 9 |
| Standardized Patient Assessment | Standardized Patient is a simulation involving the use of individuals who portray the role of a patient and allow students to practice mock scenarios in the primary care setting. The purpose of the standardized patient (SP) is to verify that each student is prepared to start at the clinical site. Standardized Patient is completed during the final three semesters in the following internship courses: NURS 653 (Pediatrics), NURS 663 (Women's Health) and NURS 673 (Adult Health). | Students will pass Standardized Patient with a score of 85% or above. | Students enrolled in an internship course will achieve 85% or higher on the standardized patient assessment. | At the end of each course in the fall and spring semester | Course Instructor and Director of Nursing Graduate Studies | 1, 3, 4, 8, 9 |

| Assessment Method | Explanation | | | | | |
|---|---|---|---|---|---|---|
| | Description | Student-Level Achievement [a] | Program-Level Target [b] | When Data Will be Collected | Person Responsible | SLOs |
| APEA 3P Exam | Advanced Practice Education Associates (APEA) 3P exam is designed to determine clinical readiness by accessing student's knowledge in the 3 core courses: Pathophysiology, Pharmacology, and Physical Assessment as they relate to the body systems. The 3P exam contains 75 questions and is administered over 90 minutes. A score of 67% or higher indicates student clinical readiness. | The student will achieve a 67% or higher in each domain of the 3P exam. | Students will average 67% or higher in each domain: Pathophysiology, Pharmacology and Physical Assessment. | At the end of fall and spring semester | Course Instructor and Director of Nursing Graduate Studies | 1, 4, 8, 9 |
| Certification Pass Rates | The American Nurses Credentialing Center (ANCC) and the American Academy of Nurse Practitioners Certification Program (AANPCP) offer credentialing for nurse practitioners (NPs) by examination. The certification test plan incorporates the AACN Master's Essentials and program student learning outcomes. | A student will be successful on their first attempt of the APN certification exam. | Overall, 80% or more of students will be successful on the ANCC or AANPCP certification examination on their first attempt. | Annually each spring | Director of Nursing Graduate Studies | 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| Student Exit Survey | Students graduating from the program will be asked how well they have met the student learning outcomes. | Students will agree or strongly agree they have achieved the student learning outcomes. | Overall, 85% of students will agree or strongly agree that students have achieved student learning outcomes at time of graduation. | Annually each spring | Director of Nursing Graduate Studies | 1, 2, 3, 4, 5, 6, 7, 8, 9 |

*Note.* [a] Student-level target is the score or performance an individual student must demonstrate to say the student met the student learning outcome.
[b] Program-level target is the percent of all students that must demonstrate they meet the student learning outcome.

# Assessment Methods by Outcome

| Assessment Method | Program Student Learning Outcome | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Integrate nursing with related sciences and the humanities to promote health and well-being | Apply organizational leadership skills to improve healthcare environments | Apply principles of quality initiatives to improve safety in healthcare environments | Integrate evidence-based scholarship into advanced nursing practice | Analyze technology to promote quality healthcare processes and outcomes | Integrate legal and regulatory policies to promote health and well-being | Function as a professional nurse leader collaborating within interprofessional teams to promote health and well-being | Implement effective clinical prevention and health promotion in population-based, culturally diverse settings | Demonstrate master's-level nursing practice |
| Physical Assessment Course-Mid-curricular assessment | F, D | | | F, D | | | | F, D | F, D |
| Standardized Patient Assessment | F, D | | F, D | F, D | | | | F, D | F, D |
| APEA 3P Exam | S, D | | | S, D | | | | S, D | S, D |
| Certification Pass Rates | S, D | S, D | S, D | S, D | S, D | S, D | S, D | S, D | S, D |
| Student Exit Survey | S, I | S, I | S, I | S, I | S, I | S, I | S, I | S, I | S, I |
| *Note.* F=formative assessment, S=summative assessment, D=direct assessment, and I=indirect assessment. See the paragraph above for an explanation of each type of assessment. | | | | | | | | | |