UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES

COLLEGE OF NURSING

SYLLABUS

NURS 5995: OUTCOMES PORTFOLIO

Master of Nursing Science Degree Program

CON Master's Faculty

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UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES
COLLEGE OF NURSING

NURS 5995: OUTCOMES PORTFOLIO

CATALOG DESCRIPTION

At the completion of the Master's degree program of study, the students are expected to successfully complete an Outcomes Portfolio. The Outcomes Portfolio is a written defense based on specific outcomes-based criteria.

COURSE CREDIT

One (1) semester hour

PRE & CO-REQUISITES

Enrolled in the final semester (of graduation) of master's level coursework. (Note: If the student's coursework is extended for any reason, this course must be taken in the semester of graduation.)

CLASS SCHEDULE

Meetings will be scheduled as needed between the student and the Portfolio Advisor.

COURSE OVERVIEW

During the last semester in the program (semester of graduation), the student will choose one faculty member to serve as the Portfolio Advisor. The student must enroll in the one credit hour course, NURS 5995 (NUSC 5961): Outcomes Portfolio that comprises the preparation and written defense of the Outcomes Portfolio. This Portfolio is submitted in APA written format, but may be submitted electronically. In place of the traditional face-to-face defense, the Outcomes Portfolio uses the process of writing and revisions guided by the Portfolio Advisor as their written defense rather than an oral defense.

The course builds upon content from all courses through initial development of the advanced practice nursing role. All appropriate specialty national standards serve as the standards for this course.

COURSE OBJECTIVES

Upon completion, the student will be able to:

1.   Demonstrate evidence that he/she has met specific outcome criteria in the following areas through written defense: **Critical Thinking**, **Therapeutic Nursing Interventions**, **Communication, Scholarship**, and **Service.**

2.   Provide evidence that he/she has modeled the characteristics of the master's graduate during the master's program through written defense (See Appendix A).

TEACHING METHODS

Individualized guided learning with oversight by the Portfolio Advisor.

EVALUATION

The course grade for the Outcomes Portfolio will be derived from the written product.
- Written Portfolio grading criteria (See Appendix B).

GRADING SCALE

Grades will be awarded according to the following scale:

A = 90% - 100%
B = 80% - 89.99%
C = 75% - 79.99%
D = 70% -74.99%
F = below 70%

***The student must earn at least 80/100 points on the written defense to pass the course.**

GRADING CRITERIA

The Portfolio Advisor will review the portfolio and evaluate it with respect to each criterion according to the following information (See Appendix B):

1.   Pieces of evidence exemplify critical thinking, communication, therapeutic nursing interventions, service, and scholarship.

2.   Description statements address criteria for critical thinking, communication, therapeutic nursing interventions, service, and scholarship.

3.   Self-reflection sections demonstrate growth in critical thinking, communication, therapeutic nursing interventions, service, and scholarship.

COURSE REQUIREMENTS

The evaluation items for each section of the Portfolio appear in Appendix B of this document. The student must earn a score of at least 80 points out of a possible 100 on the written defense. The Portfolio Advisor will determine the final grade of the written defense. If the student does not pass, the student and the Portfolio Advisor must develop a plan to complete the Portfolio requirements before graduation can occur. Students cannot take an "incomplete" in this course. They must re-register for the course. It is possible to change the Portfolio Advisor, but only with the consent of the appropriate Associate Dean.

TEXTBOOKS

Required

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC. American Psychological Association.

COMPUTERIZED WEB-BASED EVALUATIONS FOR COURSES/FACULTY MEMBERS

Web-based evaluations are conducted to assist the faculty in improving their courses and teaching strategies. Students have a professional responsibility and obligation to complete these evaluations.

Course/Faculty Evaluation Policy

All students registered for a course in the College of Nursing each semester or summer session, as a part of the course requirements, must complete the course/faculty evaluation form to ensure ongoing quality improvement in the educational program.

As members of the student body enrolled in a professional program of study, all students are required to complete the course/faculty evaluations as a part of their preparation for their professional role. The College of Nursing Scholastic Non-Cognitive Performance Standards guides the student in an understanding of these expectations. Failure to complete the evaluation process will result in a review, based on these standards, of the students' performance by administration.

PORTFOLIO GUIDELINES

Student

- Select a Portfolio Advisor.
- Schedule individual conferences with the Portfolio Advisor as needed; these may be initiated by either the student(s) or the Portfolio Advisor.
- Submit drafts to the Portfolio Advisor throughout the course of the semester as guided by the Portfolio Advisor. Three of the five criterion are due by midterm.

Portfolio Advisor

- Must be currently teaching CON master's level courses or above.
- Must be approved by the student's Specialty Coordinator.
- Provides guidance to the student in developing and/or selecting pieces of evidence.
- Reviews written documents submitted by student and provide feedback.
- Completes all evaluation forms.
- Completes all CON forms required for submission of grade to the College of Nursing Office of the Registrar.
- **The student's Specialty Coordinator must serve as Portfolio Advisor if the student is unable to identify an Advisor.**

Remediation for Unacceptable Outcomes Portfolios

The Portfolio Advisor, in conjunction with the student, develops a plan for unacceptable portfolios.

- **See the current CON student handbook for policies regarding progression.**

Deadlines

A draft of at least three sections must be turned in to the Portfolio Advisor by midterm of the semester or the student will earn an unsatisfactory score at midterm. If the student earns an unsatisfactory score, the student must meet with their Advisor to develop a plan to complete the Portfolio.

After Advisor approval, the student must submit one complete copy of the Outcomes Portfolio. The completed Outcomes Portfolio is due to the Advisor as per the due date negotiated with the Portfolio Advisor.

Scholarly Writing

Scholarly writing is a core competency of the MNSc program. If faculty identify a student to have difficulties with scholarly writing (i.e. content, logic, flow, grammar, APA, etc.), remediation *as designated by the faculty* may be a requirement of the course and may incur additional cost to the student. Failure to complete remediation during the time of the course may result in a failing grade on that assignment. Your faculty advisor will be informed if you are required to complete remediation.

If a student self-identifies as having difficulties with writing, he/she may also meet with faculty and request additional resources for remediation.

FORMAT FOR THE WRITTEN DEFENSE DOCUMENT

I.   Overview/Introduction

   A.   Cover Sheet
   B.   Table of Contents
   C.   Program of Study
   D.   Resume (See Appendix C for example)
   E.   Introduction to Outcomes Portfolio

II.   Outcome

   A.   Critical Thinking (See Appendix D)

      1.   Introduction
      2.   Descriptive statement for each of the two pieces of evidence submitted which describe how the pieces of evidence meet the outcome criteria
      3.   Self-reflection demonstrates growth in critical thinking. May include specific courses, practicum work, and/or professional practice since starting the program

   B.   Therapeutic Nursing Interventions (See Appendix E)

      1.   Introduction
      2.   Descriptive statement for each of the two pieces of evidence submitted which describe how the pieces of evidence meet the outcome criteria
      3.   Self-reflection demonstrates growth in therapeutic nursing interventions. May include specific courses, practicum work, and/or professional practice.

   C.   Communication (See Appendix F)

      1.   Introduction
      2.   Descriptive statement for each of the two pieces of evidence submitted which describe how the pieces of evidence meet the outcome criteria.
      3.   Self-reflection demonstrates growth in communication. May include specific courses, practicum work, and/or professional practice.

FORMAT FOR THE WRITTEN DEFENSE DOCUMENT (Cont'd)

D.   Service (See Appendix G)
 	
        1. Introduction
        2. Descriptive statement for each of the two pieces of evidence submitted which describe how the pieces of evidence meet the outcome criteria
        3. Self-reflection demonstrates growth in service. May include specific courses, practicum work, and/or professional practice

E.   Scholarship (See Appendix H)
 	
        1. Introduction
        2. Descriptive statement for each of the two pieces of evidence submitted which describe how the pieces of evidence meet the outcome criteria
        3. Self-reflection demonstrates growth in scholarship. May include specific courses, practicum work, and/or professional practice.

III.   Characteristics of the Master's Graduate (See Appendix A)
 	
    A. Include a paragraph on how each of the 12 characteristics has been met.
    B. May discuss coursework and/or practicum work.

IV.   Appendices
 	
    A. Two pieces of evidence for each of the five outcomes
       • A maximum of one piece of evidence may be submitted for two outcomes

V.   Format
 	
    A. 6th edition APA format for style and references
 	
      Note: (Self-reflection sections can be written in 1st person.)

APPENDIX A

**UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES
COLLEGE OF NURSING**

CHARACTERISTICS OF THE MASTER'S GRADUATE

Graduates will enact the role of the Advanced Practice Nurse, which include to:

- Promote, manage, and coordinate health care in culturally and ethnically diverse populations within areas of specialization.

- Design and implement theory and research-based health care interventions within a variety of health care systems.

- Deliver health care that is responsive and accessible to the consumer in a variety of health care systems.

- Analyze the external and internal environment of health care delivery systems, including economic, political, ethical, legal and philosophical factors.

- Analyze issues related to health policy and health economics.

- Provide leadership in the profession and community to advance nursing practice and health care systems.

- Plan, implement, and evaluate education activities using teaching and learning theories.

- Provide consultation to health care providers and consumers.

- Effectively communicate scholarly ideas through a variety of media.

- Establish collegial and collaborative relationships within health care systems.

- Develop advanced practice based on professional values and standards.

- The Master's graduate shall demonstrate the role of the APRN.

APPENDIX B

UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES
COLLEGE OF NURSING

NURS 5995 (NUSC 5961)
Evaluation of Outcomes Portfolio

In addition to completing other requirements, the MNSc candidate must take a comprehensive examination, in the form of a written Outcomes Portfolio. The examination is conducted by a Portfolio Advisor approved by the student's Specialty Coordinator.

Student Name: _____Date: _____

Specialty: _____

SIGNATURES:

Portfolio Advisor: _____

RESULTS

Please submit the score sheet for the written defense to the CON Student Services Office immediately following the examination.

Written Grade: _____ /100

This is to certify that the above referenced student has taken the Master's Comprehensive Examination and has been given a rating of: ☐ Pass   ☐ Fail

NURS 5995 (NUSC 5961)
Evaluation of Outcomes Portfolio

OUTCOMES PORTFOLIO & DEFENSE EVALUATION CRITERIA	Written Score
1. Critical Thinking: (15 points) • Incorporates multiple perspectives in the advanced practice learning process (i.e. diverse ways of thinking, roles). • Demonstrates evaluation of clinical data through observation, experience, and reflection. • Uses research and literature to support clinical decision making in the advanced practice setting. • Self-reflection demonstrates growth in critical thinking throughout the student's master's program. *Comments:*	
2. Therapeutic Nursing Interventions: (15 points) • Employs diagnostic reasoning skills, evidence based practice/theory in the application of therapeutic nursing interventions. • Develops therapeutic nursing interventions which may impact healthcare outcomes for Individuals, families, populations, and/or systems (i.e. rural and underserved areas). • Incorporates human caring values, ethical principles, and cultural and spiritual sensitivity in all • aspects of therapeutic nursing interventions. • Interventions reflect cognitive, affective, and/or psychomotor expertise consistent with a master's graduate. • Self-reflection demonstrates growth in therapeutic nursing interventions throughout the student's master's program. *Comments:*	
3. Communication: (15 points) • Provides evidence of diverse communication processes used when guiding care or making • administrative decisions. • Uses appropriate terminology, tone, and style that reflect awareness of the audience's degree of knowledge, values, need for clarity, and right to an opinion. • Engages participants in the communication process. • Self-reflection demonstrates growth in communication throughout the student's master's program. *Comments:*	
4. Service: (15 points) • Demonstrates professional expertise appropriate for advanced nursing practice. • Addresses needs of diverse populations (i.e. health fairs, screenings, etc.). • Reflects state of the art knowledge and standards of care. • Self-reflection demonstrates growth in service throughout the student's master's program. *Comments*	
5. Scholarship: (15 points) • Searches and applies the best evidence based practices. • Reflects a knowledge base in the specialty area of study. • Reflects integration and synthesis of research findings. • Reflects interaction of theory/research and practice. • Self-reflection demonstrates growth in scholarship throughout the student's master's program. *Comments:*	
6. Characteristics of the Master's Graduate (5 points) • Descriptive statement that addresses how the student achieved the characteristics	
7. Less than three (3) revisions of each Portfolio section by Portfolio Advisor conducted, completed by due date (5 points)	
8. Resume (5 points)	
9. APA (6th ed.) format, grammar, and legibility (10 points)	
Total Points* (100 Points Possible for Each Column)	

A score of 80 is required for the written portfolio.

APPENDIX C

SAMPLE GENERAL RESUME
NAME & CREDENTIALS

Current Address
Street Name & Number or P.O.
City, State Zip
Phone (including area code)
E-mail:

Objective

Optional, but you must be brief and show focus. Can include employment goals, position of interest, skills to be used, or industry you are seeking.

Education

Academic background (list most recent education first). State name of University, degree received, major, minor, or special focus areas. You may want to include your GPA (X.X/4.0), honors project, and a list of relevant coursework.

Professional Experience

List most recent experience first. Include dates, job title, name of organization, and description of responsibilities. Be action-oriented, including skills and verbs that are transferable to the work you are seeking. Use numbers to show scope of responsibility. Include both paid and unpaid work and class projects if relevant to the position sought.

Skills

Include special skills or relevant talent showing initiative, resourcefulness, leadership, or something you would like the employer to know about you: language fluency, computer knowledge, lab skills, etc.

Affiliations

State professional associations, organizations, offices held, honors or awards received.

Professional Activities

List professional activities such as conferences attended, publications, posters, and presentations (last 5 years).

Community Service or Extracurricular Activities

College or community projects indicating commitment, interests, values, teamwork, initiative, etc.

APPENDIX D

CRITICAL THINKING

A.   **Definition**

Critical thinking is a composite of attitudes, knowledge, and skills:
- Attitudes of inquiry; recognizing existence of problems and accepting supporting evidence.
- Knowledge of the nature of valid inferences, abstractions, and generalizations in light of different kinds of evidence determined to be logical and accurate.
- Skills in employment and application of the above attitudes and knowledge.

Source

Watson, G., & Glasser, M.G. (1980). Critical thinking appraisal: Manual. San Antonio, TX: The Psychological Corporation.

Abilities related to the concept of critical thinking:
- Define a problem (actual and potential) including data collection.
- Select pertinent information for the solution to or intervention for a problem.
- Recognize stated and unstated assumptions.
- Formulate and select relevant and appropriate hypotheses or nursing interventions.
- Draw conclusions and judge or evaluate the validity of interferences.

Source: Modified from

Dressel, P., & Mayhew, L. (1954). General education: Exploration in evaluation. Final Report of the Cooperative Study of Evaluation in General Education. Washington, DC: American Council on Education.

B.   **Evidence** Two (2) different examples are required for the critical thinking outcome.

C.   **Criteria**

1.   Incorporates multiple perspectives in the advanced practice learning process (i.e. diverse ways of thinking, roles).
2.   Demonstrates evaluation of clinical data through observation, experience, and reflection.
3.   Uses research and literature to support clinical decision making in the advanced practice setting.
4.   Self-reflection demonstrates growth in critical thinking throughout the student's master's program.

Self-Reflection

Self-reflection indicates growth in critical thinking. This section is the opportunity for the student to provide additional evidence that supports the student's transition from the baccalaureate prepared nurse to the advanced practice nurse. The student may use personal exemplars from any master's level coursework. Students may briefly discuss the two pieces of evidence used in the previous discussion of the outcome but should discuss overall growth in the program and include additional examples.

APPENDIX E

THERAPEUTIC NURSING INTERVENTIONS

A.   **Definition**

Purposeful, goal-directed, <u>theory-based</u> activities aimed at assisting individuals, families, groups, and communities to promote and restore maximum health or, if death is imminent, to provide support that will help the person die with dignity. These activities may include, but are not limited to, psychomotor/psychosocial components.
(04/93 Approved by Faculty Assembly)

B.   **Evidence**

Two (2) examples are required for the therapeutic nursing interventions outcome. The evidence should be culturally appropriate for the individual, group, family or community. The evidence must represent any two of the following: individual, group, family, or community. The interventions must be at the APN level and demonstrate growth from the baccalaureate level.

C.   **Criteria**

1.   Employs diagnostic reasoning skills, evidence based practice/theory in the application of therapeutic nursing interventions.

2.   Develops therapeutic nursing interventions which may impact healthcare outcomes for individuals, families, populations, and/or systems (i.e. rural and underserved areas).

3.   Incorporates human caring values, ethical principles, and cultural and spiritual sensitivity in all aspects of therapeutic nursing interventions.

4.   Interventions reflect cognitive, affective, and/or psychomotor expertise consistent with a master's graduate.

5.   Self-reflection demonstrates growth in therapeutic nursing interventions throughout the student's master's program.

Self-Reflection

Self-reflection indicates growth in therapeutic nursing interventions. This section is the opportunity for the student to provide additional evidence that supports the student's transition from the baccalaureate prepared nurse to the advanced practice nurse. The student may use personal exemplars from any master's level coursework. Students may briefly discuss the two pieces of evidence used in the previous discussion of the outcome but should discuss overall growth in the program and include additional examples.

APPENDIX F

COMMUNICATION

A.   **Definition**

A dynamic process that provides for exchange of information between individuals through any of the following means: verbal, non-verbal, written, group process, information technology, and/or media production.
(03/93 Approved by Faculty Assembly)

B.   **Evidence** Two (2) examples are required to reflect the communication outcome.

C.   **Criteria**

1.   Provides evidence of diverse communication processes used when guiding care or making administrative decisions.

2.   Uses appropriate terminology, tone, and style that reflect awareness of the audience's degree of knowledge, values, need for clarity, and right to an opinion.

3.   Engages participants in the communication process.

4.   Self-reflection demonstrates growth in communication throughout the student's master's program.

Self-Reflection

Self-reflection indicates growth in communication. This section is the opportunity for the student to provide additional evidence that supports the student's transition from the baccalaureate prepared nurse to the advanced practice nurse. The student may use personal exemplars from any master's level coursework. Students may briefly discuss the two pieces of evidence used in the previous discussion of the outcome but should discuss overall growth in the program and include additional examples.

APPENDIX G

SERVICE

A.   Definition

Service encompasses many of the activities associated with student participation in academic, professional, and community organizations. Students may practice as skilled clinicians, consultants, and professional experts in health care organizations and the community. These activities provide opportunities for students to serve as role models for other students and other health care professionals at the local, state, national, and international levels. Student service activities are enhanced through the undergraduate and graduate curricula and through extracurricular activities. (Adapted for definition accepted by faculty 01/30/95; Approved by Faculty Assembly.)

It is strongly recommended that the student begin participating in service activities early during their program of study. Service activities must be approved by the student's Specialty Coordinator. Examples of service activities may include: health screenings, teaching, brochures, presentations, organizational activities, ongoing participation in professional organizations, and others with approval of the student's Specialty Coordinator.

Students may not perform at the advanced practice level without a faculty member and/or preceptor present. The CON must have a current, signed preceptor agreement with any preceptors who serve in this role. Clinical time or employment may not be used as a service activity.

B.   Evidence

Two (2) examples are required for the service outcome.

C.   Criteria
1.   Demonstrates professional expertise appropriate for advanced nursing practice.

2.   Addresses needs of diverse populations (i.e. health fairs, screenings, etc.).

3.   Reflects state of the art knowledge and standards of care.

4.   Self-reflection demonstrates growth in service throughout the student's master's program.

Self-Reflection

Self-reflection indicates growth in service. This section is the opportunity for the student to provide additional evidence that supports the student's transition from the baccalaureate prepared nurse to the advanced practice nurse. The student may use personal exemplars from any master's level coursework. Students may briefly discuss the two pieces of evidence used in the previous discussion of the outcome but should discuss overall growth in the program and include additional examples.

APPENDIX H

SCHOLARSHIP

A.   Definition

Scholarship is:

- Bringing legitimacy to the full scope of faculty, student, and staff academic work
- Engaging in original research (discovery/research)
- Looking for connections (integration/research)
- Building bridges between theory and practice (application/service)
- Communicating one's knowledge to students (teaching)

The academic work of faculty and students has four separate, yet overlapping functions.

These are:

- The scholarship of discovery (conducting original research)
- The scholarship of integration (integrating one's own research into the larger body of knowledge)
- The scholarship of application (integrating research into practice)
- The scholarship of teaching (integrating research into patient education, classroom teaching, etc.)

The scholarship of application and teaching are the most appropriate areas for the Master's prepared nurse.

The scholarship of discovery reflects the investigative tradition of academic life, and contributes to human knowledge as well as to the intellectual climate of the university through research. Those engaged in discovery ask," What is to be known or what is to be found?"

The scholarship of integration is work that seeks to interpret, draw together, and bring new insight to bear on original research. Integration is fitting one's own research or the research of others into larger intellectual patterns. The scholarship of integration reflects the synthesizing tradition of academic life. Those engaged in integration ask "What do the findings mean and how can they be used to influence practice?"

The scholarship of application is building bridges between research and practice. To be considered scholarship, application activities are connected directly to one's particular field of specialization. The process involved in the scholarship of application is a dynamic one. New intellectual understandings flow directly out of the act of application, whether in the process of caring for a dying patient or a premature infant. In activities such as these, theory, research and practice vitally interact, and each renews the other.

The scholarship of teaching means not only transmitting knowledge, but transforming and extending it as well. According to Robert Oppenheimer (1954) "Teaching is the very heart of the scholarly endeavor."

Source

Boyer, Ernest. (1990). *Scholarship reconsidered: Priorities of the professoriate. A special report*
Princeton, NJ: The Carnegie Foundation for the advancement of teaching. (01/30/95
Approved by Faculty Assembly).

B.   Evidence

Two (2) examples are required for the scholarship outcome.

C.   Criteria

- Searches and applies the best evidence based practices.

- Reflects a knowledge base in the specialty area of study.

- Reflects integration and synthesis of research findings.

- Reflects interaction of theory/research and practice.

- Self-reflection demonstrates growth in scholarship throughout the student's master's
program.

Self-Reflection

Self-reflection indicates growth in scholarship. This section is the opportunity for the student to provide additional evidence that supports the student's transition from the baccalaureate prepared nurse to the advanced practice nurse. The student may use personal exemplars from any master's level coursework. Students may briefly discuss the two pieces of evidence used in the previous discussion of the outcome but should discuss overall growth in the program and include additional examples. (Students can write these sections in 1st person.)