McNEESE STATE UNIVERSITY

Graduate Nursing

#7 Plan cycle - 7
Plan cycle 2021/2022
7/1/21 - 6/30/22

Performance Objective 1 Ensure viable levels of student enrollment, retention, and completion appropriate to institutional resources and goals.

1 Assessment and Benchmark

Benchmark: Increase enrollment by 5% each year, overall and in each program offered by the department.

Prior to 2018-2019: Track year three enrollments and completers in graduate nursing programs.

- FNPR - Family Nurse Practitioner
- FPNP - Family Psychiatric Nurse Practitioner
- NURG - Nursing, MSN
    - FNPR - Family Nurse Practitioner
    - FPMH - Family Psychiatric/Mental Health Nurse Practitioner
    - NEDU - Nursing Education (effective 201940)
    - NPRC - Nurse Practitioner
    - NRLA - Nursing Leadership and Admin
    - NUED - Nurse Educator (inactive effective 201940)
    - NURE - Nurse Executive (inactive effective 201740)
    - PSMH - Psychiatric Mental Health Nurse Practitioner
- PMHN - Advanced Practice Psychiatric Mental Health Nursing, DNP
- PSMH - Psychiatric Mental Health Nurse Practitioner, PMC

1.1 Data

Graduate Enrollment:

Major	Conc.	2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
		U	F	S	U	F	S	U	F	S	U	F	S	U	F	S
FNPR	(blank)	0	3	0	0	1	0	0	0	0	0	0	0	0	0	0
FPNP	(blank)	0	0	0	0	6	0	0	0	0	0	0	0	0	0	0
NURG	FNPR	11	47	69	32	128	133	22	129	127	17	126	121	13	125	114
	FMPH	2	6	9	0	19	22	3	19	22	0	0	0	0	0	0
	NPRC	9	76	54	1	0	0	0	0	0	0	0	1	0	0	0
	NRLA	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
	NUED	0	1	1	0	3	6	2	7	4	1	2	3	0	3	2
	NURE	0	1	0	0	0	1	0	1	1	0	0	0	0	0	0
	PSMH	0	0	0	0	0	0	0	0	0	7	21	24	2	22	26
	(blank)	0	0	0	0	0	0	0	0	0	0	2	2	1	2	1
	Total	*22*	*132*	*134*	*33*	*150*	*162*	*27*	*156*	*154*	*25*	*151*	*151*	*16*	*152*	*143*
PSMH	(blank)	0	0	0	0	0	7	0	12	16	0	14	21	0	12	17
Total		**22**	**135**	**134**	**33**	**157**	**169**	**27**	**168**	**170**	**25**	**165**	**172**	**16**	**164**	**160**

Major	Conc.	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
		U	F	S	U	F	S	U	F	S	U	F	S	U	F	S
NURG	FNPR	14	110	106	17	107	102	7	85	87	9	81	72			
	NEDU	0	0	0	0	0	1	0	0	0	0	7	6			
	NUED	0	4	9	3	7	7	5	5	5	1	2	1			
	PSMH	2	33	36	7	37	46	8	48	56	8	54	60			
	(blank)	0	0	0	0	0	0	0	0	0	0	0	0			
	Total	*16*	*147*	*151*	*27*	*151*	*156*	*20*	*138*	*149*	*18*	*144*	*139*			

PMHN	(blank)	—	—	—	—	—	—	—	—	—	0	6	6			
PSMH	(blank)	0	19	26	0	16	24	0	19	19	0	18	18			
Total		**16**	**166**	**177**	**27**	**167**	**180**	**20**	**157**	**168**	**18**	**168**	**163**			

Graduate Completers:

Major	Conc.	2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
		U	F	S	U	F	S	U	F	S	U	F	S	U	F	S
FNPR	(blank)	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0
FPNP	(blank)	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
NURG	FNPR	0	0	0	0	12	21	0	20	14	0	20	14	0	24	16
	FMPH	0	0	0	0	0	10	0	0	1	0	0	0	0	0	0
	NPRC	0	22	16	0	0	0	0	0	0	0	0	0	0	0	0
	NRLA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	NUED	0	0	1	0	0	0	0	0	1	0	0	1	0	1	0
	NURE	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
	PSMH	0	0	0	0	0	0	0	0	5	0	0	5	0	0	6
	(blank)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	*0*	*22*	*17*	*0*	*12*	*31*	*0*	*20*	*22*	*0*	*20*	*20*	*0*	*25*	*22*
PSMH	(blank)	0	0	0	0	3	0	0	0	1	0	0	10	0	1	2
Total		**0**	**25**	**18**	**0**	**15**	**31**	**0**	**20**	**23**	**0**	**20**	**30**	**0**	**26**	**24**

Major	Conc.	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
		U	F	S	U	F	S	U	F	S	U	F	S	U	F	S
FNPR	(blank)	0	0	0	0	0	0	0	0	0	0	0	0			
FPNP	(blank)	0	0	0	0	0	0	0	0	0	0	0	0			
NURG	FNPR	0	19	15	0	21	21	0	18	22	0	5	12			
	FMPH	0	0	0	0	0	0	0	0	0	0	0	0			
	NPRC	0	0	0	0	0	0	0	0	0	0	0	0			
	NRLA	0	0	0	0	0	0	0	0	0	0	0	0			
	NUED	0	0	2	0	0	2	0	0	3	0	0	0			
	NURE	0	0	0	0	0	0	0	0	0	0	0	0			
	PSMH	0	0	5	0	0	3	0	1	8	0	7	4			
	(blank)	0	0	0	0	0	0	0	0	0	0	0	0			
	Total	*0*	*19*	*22*	*0*	*21*	*26*	*0*	*19*	*33*	*0*	*12*	*16*			
PSMH	(blank)	0	3	6	0	0	7	0	3	2	0	6	3			
Total		**0**	**22**	**28**	**0**	**21**	**33**	**0**	**22**	**35**	**0**	**18**	**19**			

Percentage Change between 2017-2018:

Major	Fall	Total	% Change
NURG	2017	152	-3.289%
	2018	147	

PSMH	2017	12	58.333%
	2018	19	
Total	**2017**	**164**	**1.219%**
	2018	**166**	

Percentage Change between 2018-2019:

Major	Fall	Total	% Change
NURG	2018	147	2.721%
	2019	151	
PSMH	2018	19	-15.789%
	2019	16	
Total	**2018**	**166**	**0.602%**
	2019	**167**	

Percentage Change between 2019-2020:

Major	Fall	Total	% Change
NURG	2019	151	-8.609%
	2020	138	
PSMH	2019	16	18.75%
	2020	19	
Total	**2019**	**167**	**5.988%**
	2020	**157**	

Percentage Change between 2020-2021:

Major	Fall	Total	% Change
NURG	2020	138	4.347%
	2021	144	
PMHN	2020	0	—
	2021	6	
PSMH	2020	19	-5.263%
	2021	18	
Total	**2020**	**157**	**7.006%**
	2021	**168**	

1.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
Enrollment remains constant with 30 students/semester admitted to MSN which translates into two sections of all core courses and usually one section of each clinical course (FNP and PMHNP). Most students are part-time which makes enrollment projections difficult especially in the core courses. Our students commonly sit out a semester for personal issues (e.g. pregnancy, marriage, and in fall 2017, a hurricane). We readmit them without penalty and they usually complete within six years. Large numbers in 2014-2015 and 2015-2016 occurred when we tried increasing admissions to 40 students/semester which proved too difficult for faculty to manage. Our efforts to determine a tracking method are ongoing.

Moving forward we received funding for four NED students which should be admitted January 2019,

ICMSN limits on numbers of PMC students have been increased, and one new faculty has been hired which may reduce some dependence upon adjuncts. Also, ICMSN voted to remove GRE from admission requirement which will start in fall 2019 which may increase applications.

2018-2019:

The enrollment table reflects MSN as well as PMC enrollment. While our overall enrollment has increased from 340 (summer, fall, spring totals) in 17-18 to 359 (summer, fall, spring totals) in 18-19, which meets 5% benchmark, the growth has come from PMC enrollment while MSN enrollment has remained stagnant at 314 for 18-19. We have had 50 graduates/year for the last 3 years overall including PMCs. MSN graduates are fairly stable at 40/year which reflects or acceptance numbers of 30/semester. PMC completions have varied as admissions have varied; last year 9 NPs completed the PMC.

In the past year we have formalized advising so that each faculty has a specific advisee load and have started incorporating Degree Works into the advisement procedures. In addition, we have reached out to students who have not re-enrolled and judiciously considered appeals for those who were unsuccessful. One semester of dropping the GRE has not made a difference in the number of qualified applicants we have received and the total overall number of new applicants is easing downward. This may reflect a local perception that the FNP market is becoming saturated although our students are still reporting strong employment upon graduation. We have not advertised our programs and will work on that in the coming year. Our limited faculty resources will not allow us to admit more than 30 students/semester and faculty will not be able to maintain current levels of overload and still meet annual performance criteria for scholarly work. The strong demand for the PMC supports the interest in and need for the DNP with a psychiatric nursing focus. Would like to move PMC numbers to that plan if possible for next year.

2019-2020:

Spring of 2020 was difficult for everyone with the pivot required due to the pandemic. We had to be flexible in the obtaining of clinical hours and allow telehealth experiences. We received final approval from SACS-COC to inititate the DNP program. The original plan was for it to be implemented in Fall 2020, however circumstances with the LSBN approval process, pushed it back to Fall of 21. The student health services hired a FNP to staff the clinic full time, and he has some teaching hours allocated to the CONHP graduate nursing department.

2020-2021:

Fall 20 and Spring 21 had continuing considerations of where we could be flexible. The two hurricanes, an ice storm, and a flood displaced most of the faculty and many of the students. We obtained the final approval from LSBN in April of 2021 and the DNP is slated to start Fall 2021. The universities mission was changed to accomodate offering of a doctoral program. Telehealth policy and remote site visit policies are being developed and awaiting approval from ICMSN. In January 2021, the structure of the graduate nursing department was changed to reflect the addition of another degree. Dr. Warner transitioned to interim dean, Dr. Dilks transitioned to graduate nursing department head, and Dr. Sterling-Guillory was promoted to MSN graduate coordinator.

2021-2022:

There has been limited change in enrollment from Fall 2020 to Fall 2021. Enrollment has remained constant overall. We did meet the benchmark of a 5% increase for the year as our data shows a 7.006% increase during this time period. Of note is that there has been a decrease in enrollment campus-wide. There have been brochures and more recruitment efforts from the graduate school. We participated in the Career Expo on campus and also have spoken with local hospital CEOs at meetings and luncheons to encourage more applications in the MSN programs. There has been a decrease in enrollment for FNP (-14) from 86 in Fall 2021 to 72 in Spring 2022, an increase in enrollment for Nurs Ed (+2) from 5 in the Fall to 7 in the Spring, and an increase in enrollment for PMHNP (+18) from 48 in the Fall to 66 in the Spring.

2 Assessment and Benchmark

Benchmark: Track student completion from time they complete 12 graduate hours until program completion. Students should complete within 1½ published program length (NP - 8 semesters; NURE - 6 semesters). The benchmark is 90% of students.

2.1 Data

Students meeting benchmark in MSN program:

Graduating Semester	FNP		PMHNP		NUED/NEDU	
	#	%	#	%	#	%
Fall 2013	22/22	100	—	—	—	—
Spring 2014	15/16	94	—	—	1/1	100
Fall 2014	12/12	100	—	—	—	—
Spring 2015	21/21	100	9/10	90	—	—
Fall 2015	20/20	100	—	—	—	—
Spring 2016	14/14	100	5/6	83	1/1	100
Fall 2016	20/20	100	—	—	—	—
Spring 2017	14/14	100	5/5	100	1/1	100
Fall 2017	24/24	100	—	—	1/1	100
Spring 2018	16/16	100	6/6	100	—	—
Fall 2018	19/19	100	—	—	—	—
Spring 2019	15/15	100	5/5	100	1/2	50
Fall 2019	21/21	100	—	—	—	—
Spring 2020	21/21	100	3/3	100	2/2	100
Fall 2020	21/21	100	1/1	100	—	—
Spring 2021	22/22	100	8/8	100	2/3	66
Fall 2021	5/5	100	7/7	100	—	—
Spring 2022	12/12	100	4/4	100	—	—

Students meeting benchmark in PMC program:

Graduating Semester	PMHNP PMC	
	#	%
Fall 2014	4/4	100
Spring 2015	—	—
Fall 2015	—	—
Spring 2016	1/1	100
Fall 2016	—	—
Spring 2017	10/10	100
Fall 2017	—	—
Spring 2018	2/2	100
Fall 2018*	—	—
Spring 2019*	—	—
Fall 2019	—	—
Spring 2020	7/7	100
Fall 2020	3/3	100
Spring 2021	2/2	100
Fall 2021	6/6	100
Spring 2022	3/3	100

*See PMHNP-PMC program evaluation plan

2.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
Benchmarks met. The ICMSN starts counting program length once students complete 12 semester hours of coursework which is consistent with ICMSN program evaluation plan. Our students in all concentrations continue to meet that benchmark.

2018-2019:
All data for PMC should be moved to that plan. There was one NUED student who did not graduate with the stated program length due to serious health issues that had to be resolved before he could return to school. He did graduate within the 6 year time frame for the graduate school.

2019-2020:
Benchmarks met. The decision to use 12 hour completion and 1½ time program length is consistent with ICMSN program evaluation plan.

2020-2021:
Benchmarks met with the exception of one student who was not able to graduate in a timely manner due to significant personal issues requiring her to prioritize her family. The decision to use 12 hour completion and 1½ time program length is consistent with ICMSN program evaluation plan.

2021-2022:
Benchmarks were met regarding program completion rate. This benchmark aligns with the ICMSN program evaluation plan.

Performance Objective 2 **Provide a comprehensive curriculum that reflects disciplinary foundations and remains responsive to contemporary developments, student and workforce demand, and university needs and aspirations.**

1 Assessment and Benchmark

Benchmark: Program faculty meet regularly to review curricular offerings and course rigor.

1.1 Data

ICMSN Curriculum Committee met as follows:

2017-2018:
- 9/7/2018
- 11/16/17
- 02/01/18
- 04/26/18

2018-2019:
- 10/2/2018
- 11/27/2018
- 4/30/2019

2019-2020:
- 09/10/19
- 01/28/20
- 05/07/20
- 09/16/20
- 11/18/20

2020-2021:
- 02/23/21
- 04/28/21

2021-2022:
- 10/13/21
- 11/10/21
- 2/17/22
- 5/5/22

Curriculum Meeting Minutes 2020-11-18   [DOCX 23 KB 1/24/22]

Curriculum Meeting Minutes 2021-02-23   [DOCX 14 KB 1/24/22]

Curriculum Meeting Minutes 2021-04-28   [DOCX 21 KB 1/24/22]

Curriculum Meeting Minutes 2022-02-17   [DOCX 23 KB 6/8/22]

1.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
Syllabi continue to be reviewed annually for currency. Nursing Education curriculum will be revised to include additional precepted course which will begin with 2019-2020 catalog. Change was required due to a revised interpretation of CCNE Accreditation standards.

2018-2019:
ICMSN curriculum committee meets regularly as demonstrated by the attached minutes to address curricula concerns as they arise. The syllabi are reviewed annually and the text book list is reviewed each semester. The Nursing Education revised curriculum starts fall 2019.

2019-2020:
ICMSN curriculum committee meets regularly as demonstrated by the attached minutes to address curricula concerns as they arise. The syllabi are reviewed annually and the text book list is reviewed each semester. When COVID first became an issue the committee rapidly decided what clinical hours could be supplemented with other specified activities which did not affect the ability of the graduating students to sit for certification exams.

2020-2021:
ICMSN curriculum committee meets regularly as demonstrated by the attached minutes to address curricula concerns as they arise. The syllabi are reviewed annually and the textbook list is reviewed each semester. The committee developed a policy that is awaiting final approval for remote clinical site visits and telehealth clinical experiences for students.

2021-2022:
ICMSN curriculum committee meets regularly. The syllabi are reviewed annually, and the textbook is reviewed each semester. The committee developed and approved for remote site visits and telehealth clinical experiences for student. The educator curriculum was reviewed and changes made to one course N644. Also, the curriculum & syllabi for the N602 & N695 course were reviewed with a few change. Finally the PMHNP curriculum was reviewed by the psych faculty and changes made to the testing policy and syllabi.

The DNP curriculum and syllabi are reviewed and evaluated by the graduate faculty as a whole. We anticipate some changes prior to fall.

2 Assessment and Benchmark

Benchmark: Program co-coordinators and one faculty member serve on ICMSN Curriculum Committee.

2.1 Data

2017-2018:
ICMSN Nursing Education Workgroup (Warner, Chair)
- 10/12/17

ICMSN Curiculum Committee Members from McNeese State University - Dilks, Warner, Sterling-Guillory

2018-2019:
ICMSN Curriculum Committee Members from MSU - Dilks, Warner, Sterling-Guillory.
ICMSN Nursing Education Ad Hoc Work Group (Warner, Chair)
ICMSN Population Health Ad Hoc Work Group (Sterling-Guillory, Chair)

2019-2020:
ICMSN Curriculum Committee Members from MSU - Dilks, Warner, Sterling-Guillory.

2020-2021:
ICMSN Curriculum Committee Members from MSU - Dilks, Warner, Sterling-Guillory.
ICMSN Ad Hoc Telehealth Work Group - (Sterling-Guillory, Chair)
ICMSN Bylaws Ad Hoc Work Group - (Harless, Chair)

2021-2022:
ISCMSN committees
Curriculum - Dilks, Sterling-Guillory, Harless

2.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
Revisions recommended for Nursing Education Concentration to be effective with 2019-2020 catalog.
No recommended revisions for Nurse Practitioner curricula.

2018-2019:
MSU faculty continue to provide leadership in curriculum development for the ICMSN. Starting in fall 2019 Dr. Sterling will be the FNP Track Director for the ICMSN. Dr. Dilks continues as the PMHNP Track Director. MSU faculty have chaired ad hoc committees from the ICMSN Curriculum Committee to investigate specific curricula in order to maintain curriculum currency. For example, Dr. Warner has chaired the Nursing Education Ad Hoc group since the re-initiation of the concentration in 2015 and Dr. Sterling has chaired an ad hoc group to review the population health course for the 2018-2019 year. Curriculum meeting are held once or twice a semester in a face to face format. Ad hoc committee meetings are held as needed usually in an electronic format.

2019-2020:
In spring of 2020 all committees including curriculum met via zoom or a similar platform. Dr. Sterling was the FNP Track Director for the ICMSN. Dr. Dilks continues as the PMHNP Track Director. MSU faculty have chaired ad hoc committees from the ICMSN Curriculum Committee to investigate specific curricula in order to maintain curriculum currency. Curriculum meeting are held once or twice a semester in a face to face format. Ad hoc committee meetings are held as needed usually in an electronic format.

2020-2021:
All committees including curriculum met via Zoom or a similar platform. Dr. Sterling was the FNP Track Director for the ICMSN. Dr. Dilks continues as the PMHNP Track Director. MSU faculty have chaired ad hoc committees from the ICMSN Curriculum Committee to investigate specific curricula in order to maintain curriculum currency. Curriculum meetings are held once or twice a semester in a face-to-face format. Ad hoc committee meetings are held as needed usually in an electronic format. Dr. Sterling chaired an ad hoc committee to develop consistant policies related to telehealth and remote clinical site visits.

2021-2022:
Revisions recommended for Nursing Education Concentration to be effective with 2021-2022 catalog.
Revisions recommended for Family Nurse Practitioner   (N602 & N695) Psych Mental Health Nurse

Practitioner curricula will also be effective with the 2021-2022 catalog. See curriculum minutes from 2-17-2022.

Dr Sterling is the ICMSN coordinator for the MSN programs and Dr Dilks is the graduate nursing department head. Dr. Dilks finished her final year as PMHNP track director for the ICMSN.

3 Assessment and Benchmark

Benchmark: MSN Curricula are 100% compliant with AACN Master Essentials of Graduate Education (CCNE) and Louisiana State Board of Nursing (LSBN).

3.1 Data

ICMSN Curriculum Committee met as follows:

2017-2018:
- 09/07/17
- 11/16/17
- 02/01/18
- 04/26/18

2018-2019:
- 10/2/2018
- 11/27/2018
- 4/30/2019

2019-2020:
- 09/10/19
- 01/28/20
- 05/07/20
- 09/16/20
- 11/18/20

2020-2021:
- 02/23/21
- 4/28/21

2021-2022:
- 10/13/21
- 11/10/21
- 02/17/22

3.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
CIPR development is ongoing with preliminary reviews completed. Additional work in progress to make sure ICMSN website, faculty handbook, and student handbook are current.

2018-2019:
CIPR report submitted to AACN December 2018. MSU continues to have full approval status with the Louisiana State Board of Nursing (https://www.lsbn.state.la.us/Portals/1/Documents/Forms/Schools.pdf). Would like to combine 3.1 and 1.1 for next reporting cycle since the data sources (curriculum minutes) are the same and ultimately accreditation and LSBN approval require maintaining current curricula.

2019-2020:
All curricula remain compliant with AACN Master Essentials of Graduate Education (CCNE) and Louisiana State Board of Nursing (LSBN).

2020-2021:

All curricula remain compliant with AACN Master Essentials of Graduate Education (CCNE) and Louisiana State Board of Nursing (LSBN). The faculty all attended a virtual workshop provided by CCNE for updates on the essentials. The faculty plan to evaluate the programs, with the ICMSN curriculum committee to ascertain if parts of the programs need revision based on the update provided. Additionally, new guidelines are due to be released in late 2021 or early 2022 by the National Task Force for quality nurse practitioner education. That will be the future focus of any needed curricular changes.

2021-2022:

All curricula remain compliant with AACN Master's Essentials of Graduate Education and Louisiana State Board of Nursing (LSBN). New guidelines by national task force for quality nurse practitioner education will be reviewed and changes to curriculum made accordingly.

Performance Objective 3 **Faculty outcomes demonstrate program effectiveness.**

1 Assessment and Benchmark

Benchmark: 100%
- Licensure/Credentialing:
  - Nurse Practitioner faculty maintain current APRN licensure.
  - All faculty maintain current RN licensure.
- Scholarly Activity:
  - Full-time faculty demonstrate current scholarly activity.

1.1 Data

Academic Year	Faculty that maintain current Louisiana APRN licensure	
	#	%
2013-2014	—	100%
2014-2015	—	100%
2015-2016	—	100%
2016-2017	4/4	100%
2017-2018	4/4	100%
2018-2019	4/4	100%
2019-2020	4/4	100%
2020-2021	4/4	100%
2021-2022	4/4	100%

One FT faculty member also maintains Texas APRN licensure.

Academic Year	Faculty that maintain RN licensure	
	#	%
2013-2014	—	75%
2014-2015	—	100%
2015-2016	—	100%
2016-2017	4/4	100%
2017-2018	4/4	100%
2018-2019	5/5	100%
2019-2020	5/5	100%

| 2020-2021 | 5/5 | 100% |
| 2021-2022 | 5/5 | 100% |

Three FT faculty also maintain Texas RN licensure.

Academic year	FT faculty that demonstrate current scholarly activity	
	#	%
2013-2014	4/4	100%
2014-2015	4/4	100%
2015-2016	4/4	100%
2016-2017	4/4	100%
2016- 2017	4/4	100%
2017-2018	4/4	100%
2018-2019	5/5	100%
2019-2020	5/5	100%
2020-2021	5/5	100%
2021-2022	—	—

2017-2018:
- Endowed Professorships:
    - Christy.
    - Sterling-Guillory.
    - Warner.
- Professional Organization Participation:
    - Christy - AANP Network for Research; aANP Item Writer; Legislative Bill Review, CE Reviewer for AANP & Western Schools.
    - Warner - STTI Scholarship Chair; Nursing Supply Demand Council (3); LaCANE Vice-Chair; LNF Nightingale Awards (students received award); Distric V LSNA (2).
- Authorships:
    - Dilks - chapter; Behavior Health Theory McEwan text.
- Presentations:
    - Christy & Sterling-Guillory - South Louisiana Intercollegiate Nursing Research Day.
    - Warner SNRS - Poster 'Working Students'; IPE Faculty Senate.
- Reviewer:
    - Christy - Dick & Buttaro, Geriatric Primary Care (3).
    - Dilks - Perspectives in Psychiatric Care (1).
    - Warner - LSNA/CE Reviews (4); Journal of Nursing Education (1).
- Research:
    - Warner - PI 'Working Students' Ongoing data collection.

2018-2019:
Endowed Professorships
- Christy
- Sterling
- Warner

Professional Organization Participation
- Christy – NONPF, Abstract reviewer; AANP Network for Research; LANP Bill Review

- Dilks – APNA, National President; LANP, Health Policy Committee member; AANP Regional Director; LACE Task Force
- Harless – LANP, Regional Rep, Health Policy Committee member;
- Warner – AACN Leadership in Academic Nursing Fellow; STTI Kappa Psi Chapter Scholarship Chair;

Authorships
- Christy – CV Made Incredibly easy: Wolters

Presentations
- Christy - ICMSN Research Day When the Client is Best Served by a Team: An Interprofessional Education Collaborative Simulation Exercise – Podium
- Dilks - ICMSN Research Day When the Client is Best Served by a Team: An Interprofessional Education Collaborative Simulation Exercise – Podium; APNA x2; NPACE x 4
- Sterling - Masters Essentials Conference 'Focused Scholarly Project: A strategy to develop nursing scholarship' Poster; ICMSN Research Day When the Client is Best Served by a Team: An Interprofessional Education Collaborative Simulation Exercise – Podium: LANP – Student Posters x2
- Harless – LANP student poster x1
- Warner – ICMSN Research Day Relationship Among BSN Student's Employment Characteristics and Semester Grades During Clinical Enrollment - Podium; ICMSN Research Day When the Client is Best Served by a Team: An Interprofessional Education Collaborative Simulation Exercise – Podium; ICMSN, Student posters x2; Masters Essentials Conference 'Focused Scholarly Project: A strategy to develop nursing scholarship' Poster; GFO Meeting "Pearls & Pitfalls of multi-site collaboration, Podium;

Reviewer
- Christy – Geriatric Primary Care x2; APEA x4; International Journal of Nursing & Clinical Practices x2
- Harless – APEA Clinical Guidelines for Dermatology (chapter revision)
- Dilks – Perspectives in Psychiatric Care x1
- Warner – LSNA CE Review x1; Journal of Professional Nursing x1

Grant Funding
- Warner – Graduate Nurse Educator Stipend Grant, MSU Foundation/Brown Foundation $80,000

2019-2020:
Christy -
Clinical Guidelines in Primary Care 4 [th] Edition – By Amelie Hollier, DNP, FNP-BC, FAANP – Author, Editor, & Reviewer
AANP Item Writer for FNP/AGNP Certification Exam
International Journal of Nursing & Clinical Practices – Editor/Reviewer
Western Schools – Advanced Practice CE Program Reviewer
AANP CE Program Reviewer
Sterling -
Harless -
Not available - lost to hurricane damage to nursing server and her files were also all lost
Dilks -
Inducted into the Louisiana State Nurses Association Hall of Fame - 2020
Recipient of the Fred and Ruth B. Zigler Professorship in nursing for curricular development of a DNP program - 2019
American Psychiatric Nurses Association – Past President – 2020
American Nurses Association – Healthy Nurse, Healthy Nation Strength Through
Resiliency Committee's Work Group member
American Psychiatric Nurses Association – President – 2019
Dilks, S. (2020). Passing the torch. JAPNA, 26(5), 503-505. https://doi.org/10.1177/1078390320949562
Dilks, S. (2020). Successfully navigating uncharted waters. JAPNA, 26(4), 394-396. https://doi.org/10.1177/1078390320933578
Dilks, S. (2020). Pandemic: Psychiatric mental health nurses providing hope in the midst of chaos. JAPNA, 26(3), 293-295. https://doi.org/10.1177/1078390320918547

Dilks, S. (2020). Psychiatric-mental health nurses leading a culture of safety. JAPNA, 26(2), 216-218. https://doi.org/10.1177/1078390320907094

Dilks, S. (2020). Making the leap to practice. JAPNA, 26(1), 120-121. https://doi.org/10.1177/1078390319894005

Dilks, S. (2019). Dispelling the myth: The importance of psychiatric-mental health nursing. JAPNA, 25(6), 508-509. https://doi.org/10.1177%2F1078390319881363

Dilks, S., Xavier, R., Kelly, C. & Johnson, J. (2019). Implications of antipsychotic use: Antipsychotic-induced movement disorders, with a focus on tardive dyskinesia. Nurs Clin N Am 54, 595-6008. https://doi.org/10.1016/j.cnur.2019.08.004

Hollingsworth, D., Warner, A., Sterling, T., Christy, P., Dilks, T., Yaudes, K. (2019). When the client is best served by a team: A collaborative healthcare model. Poster presented at Louisiana Academy of Nutrition and Dietetics, Baton, Rouge, LA

Dilks, S. (2020). Psychiatric-mental health nurses: Proud partners on the journey to whole health. President's keynote address. APNA Annual Conference (virtual), October 3, 2020.

Dilks, S. (2020). Coping with the new reality as a leader. Invited speaker at the Nursing Alliance Leadership Academy (NALA) conference (virtual). August 27, 2020.

Dilks, S., Melnyk, B. & Davidson, J. (2020). How to survive the pandemic with an unbroken spirit: Actions to take right now to stay strong and focused. American Nurses Association on demand webinar. https://www.nursingworld.org/practice-policy/work-environment/health-safety/disaster-preparedness/coronavirus/education/ana-covid-19-video-education/

Dilks, S. (2020). Lean on me: Taking care of nurses mental health during COVID 19. American Nurse July, 2020. https://www.myamericannurse.com/lean-on-me/

Dilks, S. (2020). Take a moment for your mental health. Infusion Nurses Association – podcast. April 28, 2020.

Dilks, S. (2020). SiriusXM Doctor Radio Interview. April 16, 2020.

Dilks, S. (2020). Psychiatric issues related to COVID 19. Invited speaker on PsychCentral podcast. April, 13, 2020.

Dilks, S. (2019). When patients die. Invited speaker to the New York State Office of Mental Health Annual Conference.

Dilks, S. (2019). When grandpa is hurting: Medication use and misuse in the aging adult. Invited speaker for second annual Addiction and the Elderly II. Northeastern State University (PARC).

Dilks, S. (2019). Sexuality and psychotropics and Management of major depression and bipolar disorder in primary care. NPACE: Albuquerque, NM.

Dilks, S. (2019). Pediatric psychiatric disorders and Post traumatic stress disorder. NPACE, Arlington.

Dilks, S. (2019). Three presentations: Managing the suicidal client in primary care: Do's and Don'ts; Recognition and prevention of suicide in the older adult: When grandpa wants to die and Antipsychotic use in primary care: What does the PCP need to know?. AANP Annual Conference, Indianapolis, IN.

Dilks, S. & Johnson, K. (2019). Common psychiatric disorders in women. Invited presentation at AWHON Annual Convention in Atlanta, GA.

Dilks, S. (2019). Addressing common psychiatric issues in children and adolescents: ADHD, depression and anxiety. LASBHA Conference, Lake Charles, LA.

Yaudes, K., Dilks, S. & Guillory, L. (2019). When a client is best served by a team: An interprofessional collaborative simulation exercise. SWPA Annual Conference, Albuquerque, NM.

Warner -

Warner, A., Barrow, J., Berken, J., Williams, A., Davis, A., Hurst, H., & Riddle, K., (2020). The relationship among BSN students' employment, educational, and health-related characteristics and semester grades: A multi-site study. Journal of Professional Nursing, 36(5), 308-316.

McCloskey, R. & Warner, A. (2019). Electronic or printed textbooks: Undergraduate nursing student preferences. The South Louisiana Intercollegiate Symposium, Rho Zeta Chapter Sigma Theta Tau and Southeastern Louisiana University, Hammond, LA. Podium presentation.

2020-2021:
Christy - CPG contributor for four chapters. International Journal of Nursing and Clinical practice reviewer. AANP and Western Schools reviewed CE. Poster presentation "Nuts and Bolts" at the nurse educator conference. Endowed professorship
Sterling - Article written for publication in Dec 2021 on "Obesity and Psychiatric Illness". Endowed professorship

Wolfe - RN to BSN stipend grant

Harless -

Dilks -

Dilks, S. (2021). Behavioral problems in the elderly. Invited presentation to the Addiction and the Elderly III conference at the University of Louisiana Monroe. April 26, 2021.

Dilks, S. (2021). COVID-19 impacts on aging adults: Addiction, isolation and loneliness. Invited presentation to the Addiction and the Elderly III conference at the University of Louisiana Monroe. April 26, 2021.

Dilks, S. (2021). Coping with our new reality. Invited speaker to the GSUSA council out of Lafayette (virtual). April 22, 2021.

Publications:

Davidson, J., Choflet, A. Early, M., Clark, P., Dilks, S., Morrow, L., Tucker, S., & Mims, T. (2021). Nurse suicide prevention starts with crisis intervention. Am Nurse J, 16(2). 1-8

2021-2022:

1.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
All nurse practitioners teaching in clinical courses must be licensed in the state of Louisiana as APRNs. To be licensed as APRNs they must successfully pass a credentialing exam and graduate from the appropriate educational program. The benchmark of 100% was met.

All nurse faculty must maintain current Louisiana RN licensure. In addition, since McNeese State University admits Texas students, several faculty (Christy, Dilks, Warner) also maintain Texas licensure. With the passage of the eNLC by the Louisiana legislature in summer 2018, Louisiana will become a license compact state which will not require separate licensure for compact states which includes Texas, Arkansas, and Mississippi among others. Benchmark met.

All graduate nursing faculty are expected to participate in scholarly activities and have done so. In 2017 the ICMSN established Graduate Faculty Outcomes which are attached. These outcomes are more specific than our current expectations; however, ICMSN has not established benchmarks which it will be doing.

2018-2019:
All faculty continue to participate in a variety of scholarly activities. In addition to those listed Dr. Harless is pursuing certification as an FNP in addition to her current certification as an ACNP. AACN (March 2018) developed a new position statement Defining Scholarship for Academic Nursing which incorporates the role of practice into scholarship which we will review in the coming year.

2019-2020:
Majority of faculty continue to participate in a variety of scholarly activities. In addition to those listed, AACN (March 2018) developed a new position statement Defining Scholarship for Academic Nursing which incorporates the role of practice into scholarship which we will review in the coming year.

2020-2021:
Faculty continue to participate in a variety of scholarly activities. In addition to those listed, the DNP program is developed for implementation and evaluation guidelines are being developed. Opportunities for scholarship were limited this academic year due to multiple variables including a pandemic, two hurricanes, an ice storm and a flood resulting in decreased access to conferences for presentations and faculty being out of their homes due to damage. It is anticipated that the next academic year will allow for a greater normalization of opportunities.

2021-2022:
The faculty participate in scholarly activity as much as possible. If we do not have any further natural disasters, we should continue to increase this activity. Drs Dilks and Sterling published a peer reviewed article in the Clinics of North America entitled Obesity and Psychiatric Disorders in fall of 2021. Dr Dilks created a podcast for AANP on tardive dyskinesia for continuing education and presented five other topics for AANP and LANP.