Assurance of Student Learning					
20	018-2019				
College of Health and Human Services	School of Nursing and Allied Health				
Doctor of Nu	ursing Practice 0011				

Use this page	e to list learning outcomes, measurements, and summarize results for your program. Detailed information in the subsequent pages	tion must b	e completed
	in the subsequent pages.	.1 1	1. 1
	rning Outcome 1: The student will critically appraise theoretical concepts and knowledge from nursing and	other discip	lines and
<u> </u>	evidence in developing best practices for improved health outcomes.		
Instrument 1	Direct: Analysis of Doctor of Nursing Practice (DNP) Project Proposal Paper		
Instrument 2	Indirect: DNP End of Program and Feedback on Resources Survey		
Instrument 3	Direct: Analysis of DNP Portfolio: Essential VIII Advanced Nursing Practice Summary Paper		-
Based on your	results, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	Not Met
<b>Student Lear</b>	rning Outcome 2: The student will develop, integrate, and evaluate evidence-based health care innovations w	while consid	lering
	omic, ethical, legal, political, and technological issues across diverse health systems and models.		U
Instrument 1	Direct: Analysis of Systematic Review Paper		
Instrument 2	Indirect: Course Evaluations (DNP courses NURS 712, NURS 714, NURS 750)		
Instrument 3	Direct: Analysis of DNP Portfolio: Essential III Clinical Scholarship and Analytic Methods for EBP Summary Paper		
Based on your	results, circle or highlight whether the program met the goal Student Learning Outcome 2.	Met	Not Met
Student Lean	rning Outcome 3: The student will apply the relevant advanced practice role to improve patient health outcome	mes and he	alth care
systems.			
Instrument 1	Direct: BSN to DNP Family Nurse Practitioner certification examination first time pass rate		
Instrument 2	Direct: Analysis of DNP Project Proposal Paper		
Instrument 3	Indirect: Preceptor Evaluations, NURS 554 Primary Care Practicum		
Based on your	results, circle or highlight whether the program met the goal Student Learning Outcome 3.	<mark>Met</mark>	Not Met
<b>Program Sur</b>	nmary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)		
	Its from this assessment indicate that the program has reached and/or exceeded the self-reported assessment goals in each category.		
	resulted in the following recommendations:		
Revise DNP Pro	ject Proposal Rubric in Sp20.		
	ric for Essential III and VIII Summary Papers in Sp20.		
	uate the DNP End of Program Survey results.		
Continue to mor	itor first time Family Nurse Practitioner certification examination pass rates.		

		Student Learnin	g Outcome 1			
Student Learning Outcome			and knowledge from nursing and other discipl	ines and i	ntegrate this ev	vidence in
		es for improved health outcome	S			
Measurement Instrument 1	DNP Project Proposal I	•				
Criteria for Student Success	paper students appraise		ONP Project Proposal paper completed in NURS ealth care, develop a purpose for their DNP pro es.			
<b>Program Success Target for this</b>			Percent of Program Achieving			
Methods	literature review (15 pts), t	heoretical framework (15 pts), and r 14 of 20 students scored $\ge$ 180 pts a	SP19. A rubric identifying the sections of background nethodology (75 pts) was used for grading by course f and six students scored between 160 and 179.5 pts. O	faculty and	academic adviso	r. The average
Measurement Instrument 2	Indirect: DNP End of P	rogram and Feedback on Resou	rces Survey			
Criteria for Student Success	appraise theoretical cor evaluating best practice	cepts and knowledge from nurs	ledge gained from this course will assist in mea- ing and other disciplines and integrate this evid " on the DNP End of Program Survey.			
<b>Program Success Target for this</b>			Percent of Program Achieving           delivered in the spring prior to graduation and			
	<i>and agree</i> on the progra appraise theoretical cor	am outcome of "the knowledge accepts and knowledge from nurs as for improved health outcomes	= 13) selected "agree" on a 3 point Likert scale gained from this course will assist in meeting thing and other disciplines and integrate this evid s." on the DNP End of Program Survey." The su	he followi lence in de	ng outcome: cr eveloping, imp	ritically lementing, and
Measurement Instrument 3	Direct: DNP Portfolio I	Essential VIII Summary Paper S	Score			
Criteria for Student Success	Students will score $\geq 9$ .	0 of 12 pts on the Essential VII	I-Advanced Nursing Practice Summary paper.			
<b>Program Success Target for this</b>		92%	Percent of Program Achieving		95%	
Methods	programs by the Ameri assignments from selec student's DNP portfolio The DNP summary paper VIII summary paper ru "demonstrate advanced improve patient outcom Ninety-five percent (17 found that 100% of stud	can Association of Colleges of ted courses, DNP project article components are assessed throu- per rubric was scored on a 4 poin- bric includes the following item levels of clinical judgment, sys- nes" (4 pts); and "evaluate the li- /18 students) scored $\ge 9$ pts on dents scored $\ge 3$ pts on the item levels of clinical judgment, sys-	by the eight DNP essentials which are considered Nursing (AACN). The portfolio includes admiss by DNP oral presentation, and DNP Essential Su- inghout the program and must be finalized during the Likert scale of <i>needs remediation, competent</i> s: "describe course activities and the relationsh tems thinking, and accountability in designing nks among practice, organizational, population, the Essential VIII Advanced Nursing Practice S s of "describe course activities and the relationss tems thinking, and accountability in designing	sion goal ummary Pa g their las <i>g good, am</i> ip to DNF and evalu , fiscal, an Summary j ship to DN	statements, cou apers. The grad t year of the pr <i>d exemplary</i> . T Essential VIII ating evidence- id/or policy issi paper. A detailed IP Essential VI	urse luating ogram. The Essential (" (4 pts); -based care to ues" (4 pts). ed analysis II" and
Based on your results, circle or h			earning Outcome 1.		Met	Not Met
		0	0			1100 11100

The Program outcomes as measured by DNP Project Proposal, DNP end of program survey, and DNP Essential VIII summary paper were examined in relation to SLO1 in F19. **DNP Project Proposal Paper:** Over the last three years the DNP project proposal has been written in sections across the semester and posted by the student in 4 discussion boards prior to the submission of the final DNP project proposal. Students evaluate their peer's work and give peers suggestions for improvement. Each discussion board is graded by the faculty with suggestions for improvement. This approach allows the student to evaluate their work as compared to their peers and allows for faculty input prior to grading of the final project proposal. However, students continue to receive lower scores in the Methodology section of the DNP Project Proposal. The DNP Project Proposal Rubric was reviewed and revised by faculty with added explanation for the Methodology section in F19. **DNP End of Program Survey:** The DNP End of Program survey results were reviewed by the graduate faculty and Program Evaluation Committee in F19. **DNP Portfolio Essential VIII Summary Paper:** Analysis of the Essential VIII Summary papers was completed in F19 and reported to faculty. A problem in inconsistent grading for these papers was identified (each essential paper is graded by the student's advisor).

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

The DNP Project Proposal Rubric was reviewed and revised by faculty with additional explanation in the Methodology Section and will be implemented in Sp20. An Essential VIII Summary Paper Rubric was created to facilitate consistency in faculty grading in F19 and the Essential Papers were reassessed. These measures will be evaluated in Sp20.

P Measurement Instrument 1	Student Learning Outcome 2 The student will develop, integrate, and evaluate evidence-based health care innovations while considering cultural, econor political, and technological issues across diverse health systems and models. Direct: Systematic Review paper. A systematic review of the student's DNP project topic is the final paper in NURS 712 ( Practice). A systematic review is a summary of the evidence on the student's DNP topic using a rigorous process for identi and synthesizing evidence to answer a clinical question and draw conclusions on the evidence gathered. The evidence evaluated considerations of cultural, economic, ethical, political, and technology.	(Evidence Based fying, appraising,
measurement Instrument 1     I       P     P	Direct: Systematic Review paper. A systematic review of the student's DNP project topic is the final paper in NURS 712 ( Practice). A systematic review is a summary of the evidence on the student's DNP topic using a rigorous process for identi and synthesizing evidence to answer a clinical question and draw conclusions on the evidence gathered. The evidence eval considerations of cultural, economic, ethical, political, and technology.	fying, appraising,
Р	Practice). A systematic review is a summary of the evidence on the student's DNP topic using a rigorous process for identi and synthesizing evidence to answer a clinical question and draw conclusions on the evidence gathered. The evidence eval considerations of cultural, economic, ethical, political, and technology.	fying, appraising,
	and synthesizing evidence to answer a clinical question and draw conclusions on the evidence gathered. The evidence eval considerations of cultural, economic, ethical, political, and technology.	
а	considerations of cultural, economic, ethical, political, and technology.	uated includes the
	Students will score $\geq$ 80 of 100 pts on the Systematic Review paper	
Program Success Target for this M		
	All $(n = 30)$ systematic review papers were reviewed in SP19. The systematic review rubric contains six sections: introduce	
	methods (15 pts), results (25 pts), discussion (20 pts), caring for my patients (20 pts) and APA format (10 pts). The system	
	graded by each student's academic advisor. Twenty-three students scored $\ge 90$ pts, 5 students scored from 80 to 89, and 2 s	
1	pts. Analysis of the individual sections revealed the lowest section scores were found in the results section (19.5 pts out of	25 pts) and APA
	formatting (6.7 pts out of 10 pts).	
	Indirect: Analysis of NURS 712, 714, and 750 Course Evaluations	
	Students will self-report "agree" on course evaluations of NURS 712 (Evidence-Based Practice), NURS 714 (Finance), and	
	(Program Evaluation) when asked "the knowledge gained from this course will assist in meeting the following outcome: de	
	and evaluate evidence-based health care innovations while considering cultural, economic, ethical, legal, political, and tech	inological issues
	across diverse health systems and models."	
Program Success Target for this M		•
	Student course evaluations are distributed by course faculty and reviewed each semester by the Program Evaluation Comm	
	coordinator, and faculty. The course evaluations include all DNP program outcomes and students are asked to indicate <i>agriculture</i> and faculty and fac	
	or disagree, disagree "knowledge gained from this course will assist in meeting the following outcome each DNP outcome exclusion of NUIPS 714 ( $n = 10$ ) NUIPS 712 ( $n = 10$ ) and NUIPS 750 ( $n = 8$ ) more analysis of the line of the property of the line of the li	
	evaluations of NURS 714 ( $n = 10$ ), NURS 712 ( $n = 19$ ) and NURS 750 ( $n = 8$ ) were analyzed for percent of "agree" on the l develop, integrate, and evaluate evidence-based health care innovations while considering cultural, economic, ethical, legal	
	technological issues across diverse health systems and models. Ninety-five percent (35/37) students selected agree. Of note	
	response rate was 51%.	
	Direct: DNP Portfolio Essential III Summary Paper	
	Students will score of $\geq$ 12.0 of 16 pts on the Essential III Summary Paper.	
Program Success Target for this M		
	All DNP students compile a DNP portfolio organized by the eight DNP essentials which are considered foundational comp	etencies for DNP

	programs by the American Association of Colleges of Nursing. The portfolio includes admission goal statement selected courses, DNP project article, DNP oral presentation, and DNP Essential Summary Papers. The graduat components are assessed throughout the program and must be completed during their last year of the program. T DNP Essential III (Clinical Scholarship and Analytical Methods for Evidence-based Practice) is assessed on a 4 <i>remediation, competent, good, and exemplary</i> and all (18/18 students) of students scored $\geq$ 12 pts of 16 pts on the paper. The sections includes describe course activities and the relationship to DNP Essential III; use analytic me existing literature and other evidence to determine best evidence for practice; use information technology and re appropriately to analyze data from practice, and disseminate findings from EBP and research to improve health scores were lowest in "use information technology and research methods appropriately to analyze data from pra- of 3.1 of 4.0 pts.	ing student's D The DNP summa point Likert sca he Essential III s ethods to critical esearch methods care outcomes.	NP portfolio ary paper for ale of <i>needs</i> summary Ily appraise		
Based on your results, circle or h	ighlight whether the program met the goal Student Learning Outcome 2.	Met	Not Met		
Actions (Describe the decision-ma	king process and actions planned for program improvement. The actions should include a timeline.)				
The Program outcomes as measure	d by the systematic review paper, course evaluations, and Essential III summary paper were examined in relation	n to SLO 2. A ru	bric was		
	Paper. Systematic Review Paper: There were no problems identified. Analysis of NURS 712, 714, and 750 Co				
	ver, the response rates for course evaluations are somewhat lower than expected. DNP Portfolio Essential III S				
	Analysis of the Essential III Summary papers was completed in F19 and reported to faculty. A problem of inconsistent grading for the summary papers was identified (each				
essential paper is graded by the stu					
	for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement				
	ubric was created to facilitate consistency in faculty grading in F19 and the Essential III Papers were reassessed.	These measures	will be		
evaluated in Spring 2020 for comp	arison				

	Student Learning Outcor	ne 3
Student Learning Outcome	The student will apply the relevant advanced practice role to impr	ove patient health outcomes and health care systems.
Measurement Instrument 1	Direct: Family Nurse Practitioner certification examination pass ra	ates
Criteria for Student Success	Students will pass on their first attempt of the Family Nurse Practi	tioner certification examination.
Program Success Target for this	Measurement 92%	Percent of Program Achieving Target 100%
Methods	Family nurse practitioner (FNP) certification first time pass rates a	are reviewed each semester for all BSN to DNP students with a
	concentration of FNP. 100% of BSN to DNP students graduating	in Su18, F18, and Sp19 $(n = 16)$ passed the FNP examination on their first
	attempt.	
Measurement Instrument 2	Direct: Analysis of DNP Project Proposal Paper. In this paper stu	dents appraise the literature on a problem in health care, develop a purpose
	for their DNP project, and integrate the evidence into the project p	lan to explore and improve health outcomes.
Criteria for Student Success	Students will score ≥ 160 pts of 200 total pts on the DNP Proje	ct Proposal.
Program Success Target for this	s Measurement 92%	Percent of Program Achieving Target 100%
Methods	Annual review of all DNP Project Proposal Papers (n = 20) in Sp1	9. A rubric identifying the paper sections of background, problem and
	purpose, literature review, theoretical framework, and methodolog	y was used for grading by course faculty and academic advisor. The
	average score was $175/200$ pts and 14 of 20 students scored $\ge 180$	pts and six students scored between 160 and 179.49 pts. Overall students
	scored the lowest in the methodology section with an average of 6	5 of 75 pts.
Measurement Instrument 3	Indirect: Final preceptor clinical evaluations of students enrolled i	n NURS 554 (Primary Care Practicum)
Criteria for Student Success	Students enrolled in NURS 554 (Primary Care Practicum) will sco	bre $\geq$ 9 pts on the preceptor clinical evaluation section of "Plan of care and
	implementation of treatment."	
Program Success Target for this		Percent of Program Achieving Target 100%
Methods		rse practitioner concentration) students. Midterm and final preceptor
	evaluations are completed by the clinical preceptor and reviewed of	each semester by clinical faculty. Each student is assessed on a 4 point

Likert scale with competency not met (1); inconsistent performance, preceptors a in this area, preceptor assistance as expected (3); and consistently demonstrates of evaluation form. Students are expected to score at least a 3 on each clinical evalua and implementation of treatment includes three items: "formulates patient care ma "implements health promotion and disease prevention education"; and "recommer practice" for a maximum score of 12 pts. Preceptor evaluations for NURS 554, Pr (n = 15) and 100% (n = 15) scored $\geq$ 9 pts on the plan of care and implementation (formulates patient care management plan in collaboration with preceptor, 3.8 (im education), and 3.7 (recommends referral for those patients beyond the NP scope of	<i>ompetency (4)</i> by the clinical preceptor tion item. The preceptor evaluation sect nagement plan in collaboration with pre- ds referral for those patients beyond the mary Care Practicum are were reviewed section. The subsection item average sc plements health promotion and disease	on the preceptor on of plan of care ceptor"; NP scope of in F18 and Sp19 pres were 3.9		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	Met	Not Met		
Actions (Describe the decision-making process and actions planned for program improvement. The actions should in				
The Program outcomes as measured by first time pass rate on the FNP certification examination, DNP project proposa				
examined in relation to the SLO3 in F19. Family Nurse Practitioner certification examination pass rates: no prob				
Paper: Students continue to receive lower scores in the Methodology section of the DNP Project Proposal. The DNP Project Proposal Rubric was reviewed and revised by				
faculty with added explanation for the Methodology section in F19. Final Preceptor Clinical Evaluations: there were	e no problems identified.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resu	lted in program improvement.)			
The revised DNP Project Proposal rubric will be implemented in Sp20. These measures will be evaluated in Spring 20	20 for comparison.			

### DNP Essential Eight Summary Rubric

	Exemplary (4)	Good (3)	Competent (2)	Needs Remediation (1)
Describes course activities and the relationship to DNP Essential VIII				
Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing and evaluating evidence-based care to improve patient outcomes.				
Evaluate the links among practice, organizational, population, fiscal, and/or policy issues.				

## DNP Essential Three Summary Rubric

	Exemplary (4)	Good (3)	Competent (2)	Needs Remediation (1)
Describes course activities and the relationship to DNP Essential III				
Use Analytic methods to critically appraise existing literature and other evidence to determine best evidence for practice.				
Use information technology and research methods appropriately to analyze data from practice				
Identify gaps in evidence for practice				
Disseminate findings from EBP and research to improve healthcare outcomes.				

#### Western Kentucky University

#### DNP Program Family Nurse Practitioner Track Preceptor Evaluation Form Nursing 554 Final Evaluation

Prece	otor Nam	e and Clinical Site Date of Evaluation	Tota	l number	of hours_	
Direct	ions: In e	ach section please rate the student's performance based on these four levels of				
		4 - Consistently demonstrates competency	2 - Inconsisten			
			Preceptor a	ssistance	more tha	n expected
		<b>3</b> - Consistently improving in this area				
		Preceptor assistance as expected	1 - Competence	y not met		
[.	Profes	ssional Role	Circl	e number	• to indica	te rating:
	A.	Communicates effectively with patients, families, and health professionals	4	3	2	1
	В.	Demonstrates professionalism in appearance and demeanor	4	3	2	1
I.	Assess	sment of Health Status				
	А.	Obtains and accurately documents a relevant history	4	3	2 2 2	1
	В.	Performs and accurately documents expected physical examination	4	3	2	1
	С.	Analyzes client data	4	3	2	1
II.	Diagn	osis of Health Status				
	А.	Identifies clinical presentation of primary care problems in children	4	3 3	2 2	1
	В.	Selects appropriate diagnostic tests and screening procedures	4			1
	С.	Formulates comprehensive differential diagnosis	4	3	2	1
V.	Plan o	of Care and Implementation of Treatment				
	А.	Formulates patient care management plan in collaboration with preceptor		3	2	1
	В.	Implements health promotion and disease prevention education	4	3	2 2 2	1
	С.	Recommends referral for those patients beyond the NP scope of practice	4	3	2	1
V.	Clinic	al Judgment and Decision-making				
	А.	Demonstrates sound clinical judgment	4	3 3	2	1
	В.	Collaborates with other health professionals appropriately	4	3	2	1
	Comn	nents:				
						_
	Prece	ptor signature				-

**Additional Comments:** 

revised 2017

# **DNP Program Evaluation Proposal Rubric** 200 Points

auccinctly articulates the program proposal's purpose.       1 pg         Matract       15 Points         Soncists (< 200 words)       1 pg         iuccinct and informative.       1 pg         Introduction/Background. Problem Statement, Program's Purpose, Methods       1 pg         Stacuss integrating, relevance, prevalence/scope of the program proposal's topic by discussing Global,       1 pgs         Stacuss integrating, and Regional/Local background on topic.       1 pgs         Stacussion beging Incal (Local background on topic.)       1 pgs         Stacussion beging Incals for this work to be completed.       1 pgs         Stacussion beging Incals for this work to be completed.       1 pgs         Oncern, and why it should be ovaluated.       1 pgs         Stacussion beging proposal's problem statement.       1 pgs         Onclude this section with a statement indicating why this topic is a problem for society and that this topic       1 pg         Stacinctly and clearly articulate the program proposal's problem dist the and what it will accomplish.       1 pg         Stacinctly and clear with a clear understanding of the program proposal's problem statement.       1 pg         Stacinctly describe what the program proposal's problem with factual information and justify the need for embarking on this project.       1 pg         Stacinctly describe what the program proposal's problem ore two key areas that are clearly articulate	200 Points		
Ibstract         15 Points           Concise (≤ 200 words)         1 pg           Concise (≤ 200 words)         1 pg           Introduction/Background, Problem Statement, Program's Purpose, Methods         15 Points           Nicconcist of Background, Problem Statement, Program proposal's topic by discussing Global,         1 pg           Vacincist A, State, and Regional/Local background on topic.         15 Points           Discussion begins broad (global) and narrows to your program proposal's topic by discussing Global,         1 pg           Vacincity discuss the program proposal's problems that have been identified in the literature and the         15 Points           motortace/implications for this work to be completed.         44 dases it clear to the reader why the reader should be interested in this program proposal's topic.         15 Points           Vacincity and clearly articulate the breadth and depth of the program proposal's problem, why it is a oncern, and why it should be evaluated.         5           Viscand this section with a statement indicating why this topic is a problem for society and that this topic         15 Points           Minited your program proposal's problem statement.         10 pg           Provides the reader with a clear understanding of the program proposal.         15 Points           Minited your program proposal's purpose to one or two key areas that are clearly articulated.         1 pg           Vacincty describe what the program proposal's phenomenon of	Title	5	Points
Soncise (≤200 words)       1 pg         Succinct and information in the abstract:       Introduction/Background, Problem Statement, Program 's Purpose, Methods         Introduction/Background, Problem Statement, Program is Purpose, Methods       15 Points         Niccuss importance, relevance, prevalence/scope of the program proposal's topic by discussing Global,       1 pg         Viscuss importance, relevance, prevalence/scope of the program proposal's population focus.       1         Succinctly discuss the program proposal's problems that have been identified in the literature and the       pps         mortance, ringipications for this work to be completed.       4         Atkes it clear to the reader why the reader should be interested in this program proposal's topic.       1         Icardy leads into the program proposal's problem statement.       5         Problem Statement       15 Points         Succinctly and clearly articulate the breadth and depth of the program proposal's problem, why it is a oncern, and why it should be evaluated.       5         Forgram Proposal's Purpose       15 Points         Soncinctly our program proposal's problem with factual information and justify the need for embarking in this project.       1         Conclude this section with a statement indicating why this topic is a problem for society and that this topic in the program proposal's purpose and proposal.       1         Provides the reader with a clear understanding of the program proposal.	Succinctly articulates the program proposal's purpose.	1 pg	
Succinct and informative.         Image: the following information in the abstract:         Image: the following information information for the following information for the image: the program proposal's problems that have been identified in the literature and the mortance/implications for this work to be completed.         Makes it clear to the reader why the reader should be interested in this program proposal's topic.         Image: the following information in the abstract:         Image: the f	Abstract	15	Points
ncludes the following information in the abstract: Introduction/Background, Problem Statement, Program 's Purpose, Methods It orduction/Background, Problem Statement, Program proposal's topic by discussing Global, Vational, State, and Regional/Local background on topic. Vational, State on the reader should be interested in this program proposal's topic. Vational Statement Volume Statement Indicating why this topic is a problem, why it is a Sociectri, and why it should be evaluated. Vationally State Indicating why this topic is a problem for society and that this topic Analysis the program proposal's problem with factual information and justify the need for embarking on this project. Vational Statement Indicating why this topic is a problem for society and that this topic Analysis the regaram proposal's purpose to one or two key areas that are clearly articulated. Vational State on the regaram proposal's pholomen of the program proposal. Soch purpose is succinct and is related to the problem statement. Vational describe what the program proposal will involve and what it will accomplish. Vational Statement Vationa	Concise (<200 words)	1 pg	
Introduction/Background. Problem Statement, Program's Purpose, Methods         15 Points           ntroduction/Background         15 Points           Stacuus in portance, relevance, prevalence/scope of the program proposal's topic by discussing Global, and narrow to your program proposal's population focus.         1           Stacussion begins broad (Jebal) and narrow to your program proposal's population focus.         1           Succinctly discuss the program proposal's problems that have been identified in the literature and the mortance/implications for this work to be completed.         1           Adkes it clear to the reader why the reader should be interested in this program proposal's topic.         1           Problem Statement         15 Points           Succinctly and clearly articulate the breadth and depth of the program proposal's problem, why it is a soccern, and why it should be evaluated.         5           Soncern, and why it should be evaluated.         15 Points           Succinctly describe what the grogram proposal with factual information and justify the need for embarking on this project.         15 Points           Sonclude this section with a statement indicating why this topic is a problem for society and that this topic indue the reader with a clear understanding of the program proposal.         15 Points           Succinctly describe what the grogram proposal with problem statement.         15 Points           Stack clinical question is succinct and is limited to one sentence.         15 Points           Succi	Succinct and informative.		
ntroduction/Background       15 Points         Discuss importance, relevance, prevalence/scope of the program proposal's topic by discussing Global,       1 pgs         Discuss in portance, relevance, prevalence/scope of the program proposal's population focus.       1 pgs         Discussion begins broad (Jocal background on topic.       1 pgs         Discussion begins broad (Jocal background on topic.       1 pgs         Discussion begins broad (Jocal background on topic.       1 pgs         Discussion begins broad (Jobal) and narrows to your program proposal's population focus.       1 pgs         Discussion begins broad (Jobal) and narrows to your program proposal's population focus.       1 pgs         Discussion begins broad (Jobal) and narrows to your program proposal's population focus.       1 pgs         Discussion begins broad (Jobal) and narrows to your program proposal's problem statement.       1 pgs         Conclude this to the program proposal's problem with factual information and justify the need for embarking on this project.       1 pgs         Conclude this section with a statement indicating why this topic is a problem for society and that this topic hould be evaluated.       1 pg         Poroides the reader with a clear understanding of the program proposal.       1 pg         Discuscinct y describe what the program proposal will involve and what it will accomplish.       1 pg         Provides the reader with a clear understanding of the program proposal.       1 pg <td>Includes the following information in the abstract:</td> <td></td> <td></td>	Includes the following information in the abstract:		
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dentify appropriate design plan for proposed project. (Moran et al., 2014, p. 127 – 135).		20	Points
	<i>N</i> KITE IN FUTURE TENSE BEGINNING HERE:		
Describe the program proposal's plan in detail connecting the plan to the program proposal's purpose.	Identify appropriate design plan for proposed project. (Moran et al., 2014, p. 127 – 135).		
	Describe the program proposal's plan in detail connecting the plan to the program proposal's purpose.		

Subjects	15	Points
Discuss how participants will be chosen and the total number of participants for inclusion in the	.5 pg	
program proposal to ensure validity of the project.		
Qualitative Study: Discuss how sampling may be done to achieve data saturation.		
Discuss inclusion and exclusion criteria.		
Setting	10	Points
Discuss the program proposal's setting.	.5 pg	
Identify potential extraneous variables that may influence the program proposal's outcome and control		
for these variables. Tools	15	Point
Discuss the Data Source(s): tools, instruments, questionnaires, evaluations, or surveys used to evaluate	.5 pg	FUIII
the phenomenon of interest.	.5 pg	
Qualitative Study: Discussion of what questions (depending on your approach, i.e. unstructured,		
structured, semi-structured interview/focus group, etc.) used to evaluate the phenomenon of		
Discuss the validity and reliability of the Data Source(s).		
Qualitative Study: See Darawsheh (2014) under Bb Content ModulesQualitative Study Resources		
Refer to Data Source coding in appendix. Data Collection	1	Deint
		Point
Describe the program proposal's data collection process.	1.0	
Process is congruent with program's design.	pgs	
Discuss location of data collection and who will be responsible for collecting data. <i>Provide the primary</i>		
investigators (PI's) and/or data collector(s)' background and credentials.		
Discuss the program proposal's expected timeline. <i>Refer to Gantt chart in appendix.</i>		
Identify the Data Source(s)' response rate that will be considered acceptable for the program proposal.		
Discuss how to increase Data Source(s) response rate and how to track nonresponders.		
Data collection is compatible and relates to the program proposal's clinical question(s).		
Appendix	5	Point
Data Source(s)		
Data Source coding		
Gant chart		
APARubric	10	) Point

Rubric for DNP Scholarly Proposal adapted from Moran et al. (2014).

Recommended page lengths are +/--- 0.25 (or  $\frac{1}{4}$ ) of a page length.

Your paper should not exceed 12 pages.

# Systematic Review Rubric

Title and Abstract	5 pts
itle: Identify the report as a systematic review or integrative review.	
Abstract: Provide a structured abstract including, as applicable: background; objectives; data sources; st	tudy eligibility criteria,
participants, and interventions; study appraisal and synthesis methods; results; limitations; conclusions an	nd implications of key
indings.	
ntroduction: Rationale and Objectives	5 pts
Rationale: Describe the rationale for the review in the context of what is already known	
Dbjectives: Provide an explicit statement of questions being addressed with reference to participants, in outcomes, and study design (PICOS).	terventions, comparisons,
<i>N</i> ethods	15 pts
Eligibility criteria: Specify study characteristics (e.g., PICOS, length of follow-up) and report characterist considered, language, publication status) used as criteria for eligibility, giving rationale	ics (e.g., years
nformation sources: Describe all information sources in the search (e.g., databases with dates of cover authors to identify additional studies) and date last searched.	rage, contact with study
Search: Present the full electronic search strategy for at least one major database, including any limits us epeated.	sed, such that it could be
Study Selection: State the process for selecting studies (i.e., for screening, for determining eligibility, for Systematic review).	r inclusion in the
Data Collection Process: Describe the method of data extraction from reports (e.g., piloted forms, indep eviewers) and any processes for obtaining and confirming data from investigators.	pendently by one or two
Data Items: List and define all variables for which data were sought (e.g., PICOS, funding sources).	
Results	25 pts
Study Selection: <i>Give numbers of studies screened, assessed for eligibility, and included in the review,</i>	with reasons for
exclusions at each stage, ideally with a flow diagram.	
Study Characteristics: For each study, present characteristics for which data were extracted (e.g., study period) and provide the citation.	y size, PICOS, follow-up
Risk of Bias Within Studies: Present data on risk of bias of each study and, if available, any outcome-le PRISMA Item 12).	evel assessment (see
Results of Individual Studies: For all outcomes considered (benefits and harms), present, for each stud data for each intervention group and (b) effect estimates and confidence intervals.	dy: (a) simple summary
Synthesis of Results: Present the main results of the review.	
Discussion	20 pts
Synthesis of Evidence: <i>Summarize the main findings, including the strength of evidence for each main elevance to key groups (e.g., health care providers, users, and policy makers).</i>	outcome; consider their
imitations: Discuss limitations at study and outcome level (e.g., risk of bias), and at review level (e.g., in dentified research, reporting bias).	ncomplete retrieval of
Conclusions: Provide a general interpretation of the results in the context of other evidence, and implica	tions for future research.
Vill the results help me in caring for my patients?	20 pts
Are the results relevant to persons in similar situations?	
Are the results relevant to patient values and/or circumstances?	

# APA Rubric

Rubric adapted from:

Liberati, A., Altman, D. G., Tetzlaff, J., Mulrow, C., Gotsche, P. C., Loannidis, J. P. A.,...Moher, D.
(2009). The PRISMA statement for reporting systematic reviews and meta-analyses of studies
That evaluate health care interventions: Explanation and elaboration. PLoS Medicine: e1000100.
doi: 10.1371/journal.pmed.1000100